

DEVELOPMENT OF PAKUWON AGRO-TOURISM ACTIVITIES IN PAJAMBON VILLAGE, KRAMATMULYA DISTRICT, KUNINGAN REGENCY

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Abstract

Pakuwon agro-tourism is a tourist destination in Pajambon Village that has characteristics of guava, vegetable, and flower plantations as its main attraction. The development made for less than a year (2024-2025) have been progressed in the form of recreational activities. The problem that village stakeholders feel that agro-tourism plantations activities are not optimal due to seasonal influence and climate dependency therefore tourists could not experience the educational-based agro-tourism activities. The research aims to examine the potentials and opportunities for development of educational agro-tourism based activities as a diversification of products to minimize seasonal dependence and climate factors. The 4A's product components (Attractions, Amenities, Accessibility, Ancillary) and educational methods (observation, interaction and direct experience) are the focus of this research. Qualitative descriptive method is used with potential analysis techniques and opportunities to study Pakuwon agro-tourism developed with educational agro-tourism concept. The results of this study found that Pakuwon agro-tourism has the potential opportunity to be developed into an educational agro-tourism activities with diversification of agro-tourism based on observation program activities, interaction program activities, and direct experience program activities.

Keywords: *Agro-tourism, Education tourism, Village tourism.*

A. INTRODUCTION

The tourism development strategy in Kuningan Regency Master Plan for the Tourism Development (RIPPARKAB) period of 2020-2028 is directed towards the development of an integrated tourism area based on natural potential. Integrated tourism area in Kuningan Regency one of them is Pajambon Village with the potential of guava plantations as an agro tourism attraction (Regulation of Regent Kuningan No.90/2020). In addition, according to the Regional Space Plan (RTRW) of Kuningan Regency in 2011 – 2031, Pajambon Village is included in the tourism designation area based on agro-tourism. This is in line with the potential of the village has nature, culture, and community-based tourism products. Pajambon Village has many guava plantations that can be utilized as tourist attractions, one of which is Pakuwon agro-tourism, managed by the village, the tourism awareness group, and the local community (Putri and Rahayu, 2016). Tourist activities that can be done at Pakuwon Agro-tourism include picking and buying guava fruit and family recreation such as picnics, tubing in the guava plantation irrigation channel, swimming in a designated family and children pool, photo spots in the flower garden, as well as fun trekking along the guava plantation irrigation channel.

Based on interviews with the head of the tourism awareness group (POKDARWIS), Pakuwon agro-tourism has experienced a significant growth of visitors and tourists arrival, geared towards family and the local community recreation activities since its inauguration in September 2024.

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However the development of guava plantation agro-tourism as the main attraction of Pakuwon agro-tourism has not been optimally implemented because the guava harvest period is still dependent on seasonal and climate factors, causing picking and purchasing guava activities impossible at all times. Therefore, planning is needed to develop other agro-tourism activities that can be adjust with the climate, season, and harvest factors at Pakuwon agro-tourism. Furthermore, according to the Village Patriot coordinator for Kuningan Regency, the development of Pakuwon agro-tourism requires a study of tourism activity development to diversify its agro-tourism products. The Pajambon Village Head also explained that the Pakuwon agro-tourism she has pioneered is currently only at the stage of developing tourism facilities and recreational activities in the guava plantation area, so it still requires exploration to develop other potential tourism activities within Pakuwon agro-tourism.

According to Palit et al. (2017) and Shafira (N/A), agro-tourism is a form of tourism that integrates agricultural activities with tourism experiences, providing visitors with the opportunity to learn about agricultural processes while enjoying the beauty of nature and local culture. Meanwhile, according to Chusna et al. (2022), agricultural activities in the broad sense that can be utilized for agro-tourism include plantations, livestock, and fisheries. According to Rodger in Emannisa (2021) and Pradipta (2018), the trend of plantation based agro-tourism development can utilize an educational tourism approach to create tourism activities that are not dependent on seasonal factors, climate, and harvest times. This approach involves creating a series of agricultural/plantation activities that can educate visitors creatively and innovatively. Educational agro-tourism provides an opportunity for Pakuwon agro-tourism as a basic concept in planning the development of its tourism activities with the aim of expanding knowledge and educational experience in guava plantations for the visitors and tourists.

Previous research on educational agro-tourism in Buana Amertha Sari agro-tourism in Penglumbaran Village Bali applied the 4A's (Attraction, Amenity, Accessibility, Ancillary) as the components of educational tourism product and the three components of educational tour (learning facilities, teaching, and learning). It has succeed for developing chocolate fruit, pineapple, spice plants and coffee plants by providing learning, and teaching facilities for tourists to experience the process of making chocolate fruit and coffee up to directly apply, feel and taste it (Andini, Nugroho, & Suryawan, 2022). Furthermore study on Merah Jambu agro-tourism educational based development at Karanganyar Regency by Chusna et al (2022) stated the agricultural education tourism should be applied to make new attractions of its guava plantations in the form of organic agriculture education tourism and education tour of guava plantation ecosystem. Meanwhile research on agro-tourism development at Tulungrejo Village at Batu City East Java found that the lack of the 4A's and agro-tourism package for education experiences should be improved as visitors expected during questionnaire interviewed (Aridiansari et al, 2015). Those previous researches have explained that to develop agro-tourism need to provide education tourism based activities for tourists experience gain.

Similar with the case of Pakuwon agro-tourism where it is still lack of educational agro-tourism activities that important to be developed. For the development of educational based agro-tourism activities according to Yuliardi et al (2021) it is necessary to consider the components of 4As tourism products (attractions, amenities, accessibility and ancillary) that are packed creatively and innovatively for learning purpose and improve the knowledge, understanding, and skills expected during educational tourism. As for the method of educational based tourism, this research state of the art is proposing three educational tourism method by Bandura in Nabavi and Bijandi (2012) consisting learning by observation, learning by interaction, learning by direct experience. According Rahma et al (2024), Bandura's education method in tourism context is to create program in which participants (tourists) should engage in learning by observation, interaction, and experience directly related to the social, culture, and economy of the destination attractions so the participants (tourists) can improve

their knowledge and experience while at the destination. The Bandura's education methods explain that learning by observation is a process of learning through visual observation that visitors/tourists can do to improve knowledge insight without involvement of others. Furthermore learning by interaction is a learning process involving others or tour guides to discuss in order to gain a deeper understanding about the agro-tourism attractions. Next the learning by direct experience is a learning process where visitors/tourist practice directly to improve skills with or without the involvement of others/tour guides.

In the development of educational based agro-tourism activities at Pakuwon agro-tourism, therefore the 4As should be examined to identify their potentials and opportunities for creating education tourism program refer to learning by observation, interaction and direct experience activities. The purpose of this study is to provide direction for planning agro-tourism activities based on tourism education methods which is expected to be a solution for the development of Pakuwon agro-tourism that can be implemented and managed by Pajambon Village in the future. Theoretically, this research will support the importance of education tourism program for developing agro-tourism activities by facilitating the three learning methods (observation, interaction and direct experience) to improve knowledge, understanding and skill of visitors/tourists about guava and others plantation at agro-tourism destination.

B. RESEARCH METHOD

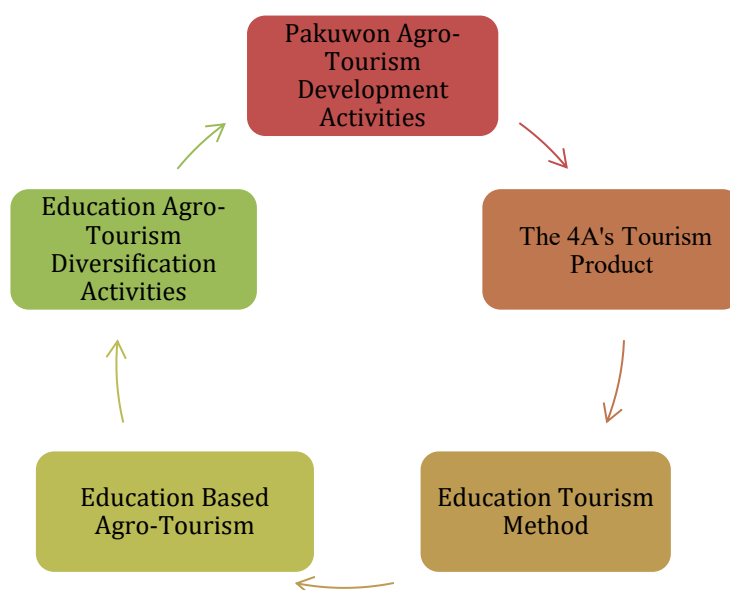
This study employed a qualitative descriptive research method. According to Creswell in Decxyvano & Akiriningsih (2022), qualitative research is an approach and a method for investigating and understanding something. This research focused on in-depth identification and analysis of the potential of the 4A's tourism product (Attractions, Amenities, Accessibility, and Ancillary) integrated with three education tourism methods in Pakuwon agro-tourism. The problem to be investigated is the existing educational agro-tourism activities primarily in the form of recreational activities where visitors and tourists experiencing lack of education knowledge about guava, vegetables and flower plantations as the Pakuwon agro-tourism main attractions. On the other hand, the village head and the head of tourism awareness group (POKDARWIS) having difficulty to create activities based on education tourism because of its dependency on season and climate factors. Therefore, it is necessary to examines the Pakuwon agro-tourism 4As and activities based on education tourism method where visitors and tourist can gain knowledge and experience through learning by observation, interaction and direct experience.

Primary data collection was conducted through observation to get an overview of the location, the existing agro-tourism products offered, and the potential for educational agro-tourism activities. The key informants were selected using purposive sampling based on their role and knowledge in Pakuwon agro-tourism. The interview with the village head, the head of the tourism awareness group (POKDARWIS), plantation farmers ,and village patriots were conducted to get in-depth investigating about the obstacles, potentials and opportunities of what form tourism education obtained is carried out by visitors and tourists while in Pakuwon agro-tourism. Furthermore interview was done with the Board of Kuningan Regency Tourism Office to get insight of the Pajambon Village prospect in developing education agro-tourism activities. The Secondary data was obtained from literature studies and previous research, also documentation studies from the Kuningan Regional Planning and Development Master Plan also the Kuningan Regency Spatial Plan.

The data analysis technique used was data triangulation through snowball sampling to reduce primary and secondary data in accordance with the objectives of this study. The data analysis model begins with data selection regarding the availability and unavailability of the 4As to support the

learning educational agro-tourism activities.. Then the 4As data identification will be categorized as potential activities for learning by observation, by interaction, and by direct experience of educational agro-tourism at Pakuwon. While the opportunities of three learning model of educational Pakuwon agro-tourism activities are the output of this research. The assessment of potentials and opportunities for tourism development was reviewed based on a comparison of empirical conditions with references that align with the characteristics of this research location by using the explorative analysis technique. Furthermore there is an educational agro-tourism activities model design provided. A research framework has been designated as follow in figure 1.

Figure 1. Research Framework



Source: Adopted Yuliardi et al, 2021; Bandura in Nabavi & Bijandi, 2012; Rahmi, 2021

C. RESULTS AND ANALYSIS

The results of this study describe the condition of the Pakuwon agro-tourism product consisting of attractions, amenities, accessibility and ancillary as well as the existing educational tourism methods implemented by the Pakuwon Tourism Awareness Group (POKDARWIS).

1). Pakuwon Agro-Tourism (The 4A's of Tourism Products)

Pakuwon agro-tourism is located approximately 4-5 km from the center of Kramatmulya District, 12 km from the center of Kuningan Regency, and 165 km from Bandung capital city of West Java Province. Pakuwon agro-tourism is accessible by motorcycle and private car. Buses or groups can park at the mosque near the Pajambon Village office and continue on foot to Pakuwon Agro-tourism. Visitors using public transportation can walk to Pakuwon agro-tourism. The access road and paved footpath are in excellent condition and adequate so the tourist traveling to Pakuwon agro-tourism should not experience any difficulty to reach (Budisetyorini et al, 2025).

The attraction of Pakuwon agro-tourism offers a calm village atmosphere surrounded by Ciremai Mountain National Park scenery. It is considered as a natural tourist destination featuring

guava plantations, vegetable farms, and flower gardens. Activities that can be done are dominated in the form of recreation such as picking and buying guava and vegetables during harvest time, tubing (a water ride where tourists ride tires with flowing water from Mount Ciremai, like riding a slide), fun trekking along the guava plantation irrigation channel, photography, swimming in the pool, camping, picnic and multi-purpose pavilions for recreation. According to the head of the village, the head of tourism awareness group (POKDARWIS), as well as the farmers explained they are not ready to serve tourist activities in the form of agro-tourism because of seasonal and climate influence to the plantations, therefore agro-tourism activities in Pakuwon has become obstacles to be developed. However, according Nurhidayati (2023) agro-tourism activities should utilizes plantation and agricultural sector activities that are packaged to provide tourists with experience and insight into the process of producing plantation products, the process of processing plantation products into processed food and beverage ingredients served as local culinary delights, as well as educational activities such as training in planting and seeding plantation products, plantation practices, workshops, technical guidance and sales and marketing of processed products. Since the number of visitors increasing significantly starting 2024 up to now, the agro – tourism activities experience limited only to buy guava fruits, vegetables, flowers from few farmers kiosks provided at Pakuwon. The tourism awareness group (POKDARWIS) can manage by offering other recreation activities even though they can't offer the educational agro-tourism activities especially for bus tourist groups expectations. The farmers have the area of guava, vegetables, and flower plantation at Pakuwon and more area spreading in the Pajambon Village however they don't know how to create education activities that should be designated for guava, vegetables, and flower plantations resources. Regarding the farmer's skill of planting, cultivation, and harvesting possess traditional and organic method as they already learned given by the head of village program as well as education of micro, small, medium enterprises(UMKM) from village owned enterprise (BUMDes). Thus explained that the tourism awareness group (POKDARWIS) and farmers lack of agro-tourism knowledge and skill to develop guava, vegetables, and flowers in the form of education based tourism method. Furthermore they have just started to learn tourism from our institution NHI Bandung Tourism Polytechnic training about "organizing village tourism and introducing sadar wisata".

Regarding amenities to support the recreation activities at Pakuwon agro-tourism so far have provided adequately including food and beverage stalls, souvenir shop, homestay, restrooms, a prayer room, an entrance gate, gazebos, park benches, tire rentals for tubing, camping area, picnic area, swimming pool, motorcycle and car parking (Budisetyorini et al, 2025). However the lack of amenities to support agro-tourism activities considered problems according the head of tourism awareness group (POKDARWIS). Therefore to create agro-tourism packaging activities at Pakuwon looks hard to plan and implement. Sastrayuda (2010) and Maulida (2019) explain that agro-tourism activities need specific amenities because it's related to facilities, tools, and equipment for plant cultivation, garden and plantation planning, traditional and innovation of plantation planting methods that require skilled people to use and practice in planting, harvesting, and controlling daily of the plants.

To create educational agro-tourism activities at Pakuwon, beside the farmers skilled, it is necessary to provide facilities, tools and equipment ready for tourists learning by interaction and practicing learning by experience. According Lawolo et al (2022), procurement of agro-tourism tools and equipment of farmers and tourists should be supported from the village owned enterprise (BUMDes) as one of the village unit agribusiness.

The ancillary provided at Pajambon Village are the additional services that support tourism activities while at Pakuwon agro-tourism including a security post, community health center, mosque, minimarket, BRI Link Bank, open pickup rentals, and a tourism awareness group (POKDARWIS) who

can assist tourists requiring local tour guides or other assistance during staying at the village. Generally the needs of ancillary for agro-tourism activities development according Yuliardi et al (2021) are needed to add value of tourist experiences in term of assistance services by local community (such as the farmers, gardeners, village security guard, local guide) in creating the agro-tourism activities package. Developing educational agro-tourism activities should involve all the village stakeholders as well as community participation to support tourist services while at the destination (Ermawati et al, 2023). Agro-tourism activities in a village will need willingness and participation of the local community to be involved and coordinate in providing information and tourism services (Salmah et al, 2021).

Some of the existing attractions and amenities of Pakuwon agro-tourism can be seen in the following pictures of figure 2,3,4 and 5. Almost all the attractions and amenities are provided for recreation based activities, whereas the education based agro-tourism activities still lack of its amenities and ancillaries support. According Siahaan and Silaban (2022), agro-tourism development required attractions and amenities that strengthened the type and characteristic of its local agriculture. As for Pakuwon agro-tourism the guava and vegetables plantation main agriculture should be designated their agro-tourism activities especially to support Pakuwon weaknesses on delivering education tourism method for the tourist.

Figure 2.

Flower Garden, Swimming Pool, Tubing, Picnic Area

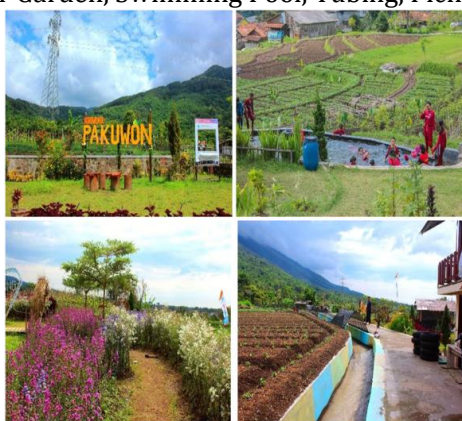


Figure 3.

Food and Beverages Kiosk, Gazebo, Toilet



Figure 4.

Guava Plantation

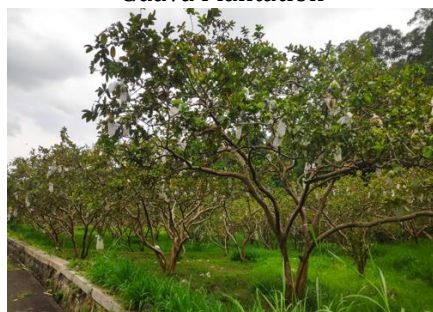


Figure 5 .

Vegetable Plantation



Source: Field Project Study Final Report - Budisetyorini et al (2025)

2). Education Tourism Activities at Pakuwon Agro-tourism

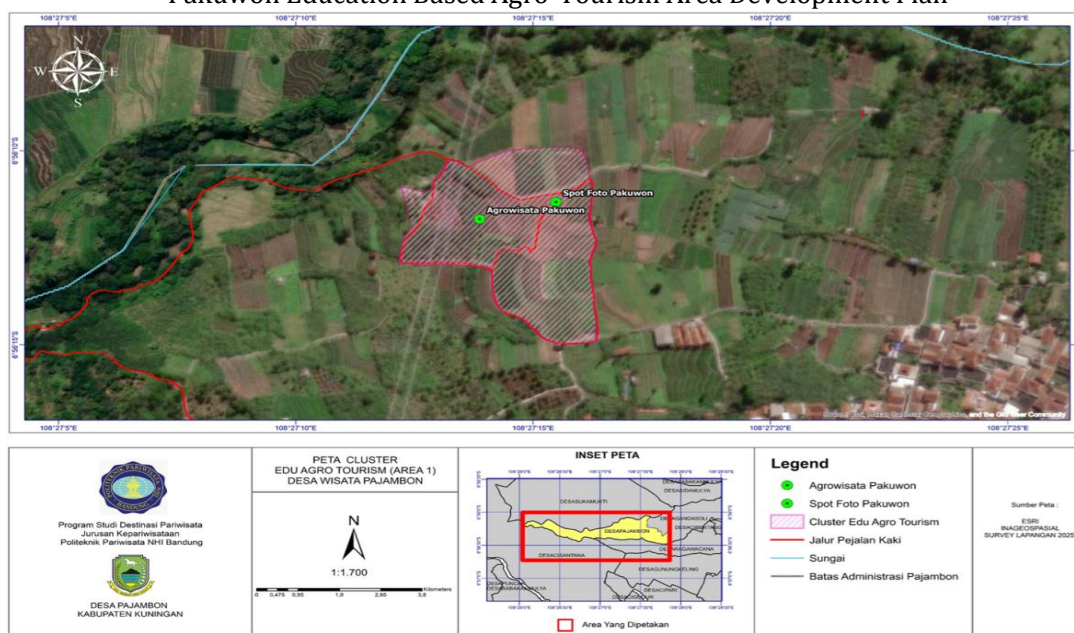
According Rahmi (2021) education tourism activities are aim of obtaining education and learning experience for the tourists. It is also supported by Nabavi and Bijandi (2012) that education

tourism can be applied through three educational methods such as observation – based educational tours, interaction – based educational tours, and direct – experience educational tours. Even though Pakuwon agro-tourism activities are having obstacles to create education based agro-tourism activities, however they have seemingly educational tours as follows:

- Observation-based educational tours
Such as viewing the natural scenery of guava plantations, vegetable crops, flower gardens, photography, and picnics.
- Interaction-based educational tours
Such as picking and purchasing guava fruit, trekking in the guava plantation.
- Direct-experience educational tours:
Such as nature recreation activities for camping, swimming, and karaoke.

Apparently, those educational tours activities offers are limited to general and nature based recreation only. They do not yet focus on educational experiences for tourists to gain knowledge and learning in agricultural/plantation process and practices. Beside that Pakuwon agro-tourism has not yet utilized the guava, vegetables, flower plantation as an educational tour of organic farming systems or agricultural ecosystems. However previous research by Field Project Study Team (2025) has given direction to develop area education based agro-tourism at Pakuwon as pictured on figure 6.

Figure 6.
Pakuwon Education Based Agro-Tourism Area Development Plan



Source: Field Project Study Final Report - Budisetyorini et al (2025)

The area of guava and vegetables plantation in Pajambon Village are many and scattered at Pakuwon and within the resident settlement. Utilization of agriculture land use for education agro-tourism therefore need to be selected by zoning classification area for traditional method, organic method and hydroponic method (Budisetyorini,et al, 2025). Thus dividing zone area will lead to help the creation of tracking path and tour package activities of educational agro-tourism for the Pakuwon management and farmers. Beside that each of zone should be clear in designing which activities of learning by observation, interaction and direct experience should be taken place while tourists visiting.

On this research therefore the discussion of this study explain the potential of Pakuwon agro-tourism's educational products, methods, and examines its opportunities that can be diversified for

the development of educational based agro-tourism activities.

3). Potential Education based Agro-Tourism Activities

The condition of the products and educational methods implemented at Pakuwon agro-tourism are dominated for nature based recreation activities and still limited to educational program activities. Pakuwon agro-tourism education activities for tourist to learn by observation, interaction and direct experience so far just sightseeing and trekking in the plantations landscape area, taking photograph in the area of plantations cultivation, also picking up and purchasing guava fruits and vegetables. These existing education agro-tourism education activities although limited they requires an assessment of opportunities for diversification of education based agro-tourism products that can be developed at Pakuwon agro-tourism. An example of educational agro-tourism at Buana Amerta Sari coffee plantation created for tourist learning activities starting with the planting coffee seed process, the method of harvesting coffee seed, roasting and grinding, and ready coffee to drink as a package of culinary coffee tour. The potential development education based agro-tourism activities at Pakuwon can be seen in tabel 1 as follow:

Table 1.
Potential Development Education Based Agro-Tourism Activities at Pakuwon

	Education Potential for Observation Method	Education Potential for Interaction Method	Education Potential for Direct Experience
Attraction	• Natural landscape of guava plantation • Natural landscape of vegetables plantation • Natural landscape of flower garden • Pre-during-post harvest culture/traditions	• Guava plantation cultivation • Vegetable plantation cultivation • Flower garden cultivation	• Organic and traditional guava cultivation system practices • Organic and traditional vegetables cultivation system practices • Organic and traditional flower cultivation system practices
Amenities	• Directional signed • Information boards about the variety of guava, vegetables and flowers • Park benches & gazebo • Photo spots • Nature recreation park & green open space area • Cultural stage • Clean water & drainage facilities • Waste and sanitation facilities	• Cultivation display room • Interpretation facilities for guava, vegetables and flower plantation cultivation • Tourist information center • Cultivation market zone	• Multi-purpose room / meeting hall • Workshop/seminar room • Greenhouse • Zone of traditional plant system • Zone of organic plant system • Zone of hydroponic plant system • Zone of other innovation plant system
Accessibilities	• Footpath	• Footpath	• Footpath

	• Observation trail/track	• Interaction trail/track	• Experience trail/track
Ancillaries	• Ticket and information office • Rental tools and equipment for recreation • First aid kit • WC/Toilet	• Local guide • Tourism staff • Brochure/flyer Cultivation brochure/flyer • Tourist maps • WC/Toilet	• Module program for practicing the organic and traditional plantation system • Supporting equipment for practice • Tour guide/resource person • WC/Toilet

Source: Research Team, 2025

Table 1 explain the existing of Pakuwon agro-tourism activities based on the 4As are potentially to be designed and create the education tourism activities based on observation, interaction, and direct experience. Even though the majority of component 4As for education tourism purpose should be added and built, also prepare for the human resources skill training (farmers, tour guide, staff, other local community group involved) and planning for the tourism package educational tours. Developing educational tour packages in agro-tourism village is necessary because it can be made by variety of program adaptable with the condition of season and climate factors, planting, cultivation and harvesting time, so the tourist will get many options of activities to gain education, knowledge, and experience while at the destination (Andini et al, 2022). Therefore the head village, the tourism awareness group (POKDARWIS), the owned village enterprise (BUMDes), farmer community group and local communities need to be cooperated and coordinate to create and design the opportunities of educational agro-tourism program activities for the Pakuwon, Pajambon Village.

4). Opportunities for Education Based Agro-Tourism Activities

The opportunities development for Pakuwon education based agro-tourism activities that refer to their potential product diversification can be seen in Table 2. According to Riadi et al (2020), opportunities for diversification of agro-tourism activities are needed to create community empowerment, employment, investment opportunities, increase the sales value of plantation commodities, and develop other sources of income for the local community. Beside that the tourist will gain knowledge and learning experience about guava, vegetables and flower agro-tourism at Pakuwon. Furthermore the educational agro-tourism activities model design at Pakuwon is provided on the following table 2, explaining education agro-tourism activities opportunities in term of observation, interaction and direct experience learning process for the tourists cited from three Bandura's education tourism method.

Table 2.

Opportunities Development for Education Based Agro Tourism Activities at Pakuwon

Education Potential for Observation Method	Model Observation Educational Activity Opportunities (learning through visual observation that visitors/tourists can do to improve knowledge insight without involvement of others)
• Natural landscape of guava plantation • Natural landscape of vegetables plantation	• Sightseeing the guava, vegetable, and flower gardens, complete with information boards about the types of guava, vegetables, and flowers grown at Pakuwon Agro-tourism.

• Natural landscape of flower garden • Pre-during-post harvest culture/traditions	• Watching cultural ceremonies/traditional plantation activities (events held during pre-, during, and after harvest) at Pakuwon Agro-tourism. • Enjoying the plantation's produce in the form of guava snacks and guava juice / drinks at Pakuwon Agro-tourism.
Education Potential for Interaction Method	Model Interaction Educational Activity Opportunities (learning process involving others or tour guides to discuss in order to gain a deeper understanding about the agro-tourism attractions)
• Guava plantation cultivation • Vegetable plantation cultivation • Flower garden cultivation	• Activities involving farmers/gardeners/tour guides explaining the cultivation of guava, vegetables, and flowers, including soil management, planting preparation, nursery, planting, maintenance, and harvesting in designated zones/areas, according to the season and climate. • Activities involving gardeners/tour guides explaining the cultivation of guava, vegetables, and flowers, including soil management, planting preparation, nursery, planting, maintenance, and harvesting, in a display space featuring images/photos/videos of the cultivation process, regardless of season or climate. • Activities purchasing plantation products in the cultivation zone/market area. • Harvesting activities are informed according to the harvest schedule/picking time.
Education Potential for Direct Experience	Model Direct Experience Educational Activity Opportunities (learning process where visitors/tourist practice directly to improve skills with or without the involvement of others/tour guides)
• Organic and traditional guava cultivation system practices • Organic and traditional vegetables cultivation system practices • Organic and traditional flower cultivation system practices	• Training activities with varying durations are as follow: 1) 5-8 hours training (half-day) 2) 8-12 hours training (1 full day) 3) 2-day training 4) 3-day training • Based on these durations, practical training activities can be modified to include indoor, outdoor, and nature recreation activities within the agro-tourism area (camping, swimming, karaoke, trekking), including breakfast, lunch, and dinner, and coffee breaks. • Practical modules, tour guides/resource persons, and detailed information should be developed to attract interested visitors/tourists.

Source: Research Team, 2025

To create and develop the Pakuwon agro-tourism opportunities of educational agro-tourism activities model on table 2, it requires a comprehensive preparation to integrated the three model learning by observation, interaction and direct experience activities with the development of specific education tourism product (the 4As), mapping the specified zoning area classifications for educational activities, as well as human resources skill and involvement. At the stage of planning, this research contribute in providing diversification of educational agro-tourism activities that will enhance the Pakuwon agro-tourism recreational nature based activities and provide tourist and group tourist seeking for education learning and experience about guava, vegetables and flower plantation agriculture.

D. CONCLUSION

Based on the analysis, it can be concluded that Pakuwon agro-tourism has the potential and opportunity to develop agro-tourism activities based on observational education, interactive education, and direct experiential education. However, the development planning is needed because existing attractions, amenities, accessibility, and ancillary facilities are insufficient to meet the needs of agro-tourism activities based on observational education, interactive education, and direct experiential education. Furthermore, the management's readiness to carry out daily operational activities also requires planning for the management of an education based agro-tourism destination.

The concept of developing educational agro-tourism based activities, a village destination must have the 4As of its local agriculture resources matching with the three education tourism method deliver for tourism package tour program and activities. Even though in this research, the human resources capacity (local community) and the village stakeholder involvement not precisely examine deeply, we suggest further investigation to include governance destination approach as one of the important components to develop a model of educational agro-tourism based activities in a village agriculture type destination. Any village tourism offering agriculture resources as its main attraction and main tourist activities performing agro-tourism purpose with educational experience therefore should consider to plan and manage the area zoning classification for planting, cultivation, harvesting, and recreation, the availability of the 4As for agriculture education, as well as human resources readiness and destination governance.

This research limitation regarding the absence of demographic data on socio – economic aspect of village communities involved in guava, vegetables and flower agriculture and the unavailability of tourists profile data, causing this research output of educational agro-tourism activities model tend to be general refer only to condition of the potential and opportunities of Pakuwon agro-tourism products (the 4As) and three education tourism method. Further research is directed at developing a model for planning education based agro-tourism activities and a model for management planning education based agro-tourism destination at Pakuwon. Comprehensive planning is needed for Pakuwon agro-tourism to develop further and attract tourists motivated by educational learning through observational, interaction, and direct experiential learning activities. Opportunities for collaboration, investment opportunities, and community empowerment that improve welfare are also important components of this planning.

A sample of model direct experience learning activities of organic and traditional guava cultivation system practice for half day (5-8 hours training) can be seen on table 3 as follows:

Table 3.
Guava Plantation Training for Half Day Tour

Time	Activities	Cost Item	Estimated Price
08.30 – 09.00	Arrive at the plantation and meet the local guide. Brief introduction to the farm , safety info, and explanation of the sequence activities tour, watch a short orientation video about the site's organic and traditional cultivation system	Entrance / Farm Activity including Welcome Drinks	Rp. 5000 – 15.000
09.00 – 10.30	• Guided Plantation Walk • Organic Farming Demo Walk through the guava plantation	Guide / demo fee and modul	Rp. 20.000 – 30.000

	orchard with a local farmer and local guide to explain guava varieties grown. Traditional soil preparation methods (composting, natural pest control). Organic care routines (mulching, natural fertilizers, environmentally friendly practice). Provide ask and answer questions and learn about sustainable approach.		
10.30 – 11.30	• Hands on Activity & Fruit Picking Pick guavas directly from the trees – some places allow tourist to eat fresh fruits in the orchad. This part is fun recreation and educational	Extra fruit to take home 1 kg per person	Rp. 10.000- 15.000 per kg
11.30 – 12.15	• Traditional Processing Demo See (or try) how guavas are processed into simple organic products like fresh juice, guava chips or dried fruit, traditional recipe (like jam or sticky toffee candy)	Guide / demo fee and modul	Rp. 20.000 - 30.000
12.15 – 13.00	• Tasting Lunch / Local Meals Enjoy meal featuring local produce – this may include guava juice/iced guava drinks and light lunch with ingredients from the farms e.g. guava noodle soup with vegetables and crispy chicken.	Lunch and Snacks	Rp. 30.000 – 50.000
13.00 – 14.00	• Q&A, Souvenir Shop, Relaxation & Photo Spots Take photos in scenic areas of guava orchard. Buy souvenirs (organic product like guava jam, guava toffee, guava chips/dried fruit). Ask final questions about farming techniques and sustainability • Optional: Agro ecotour or mini games for groups		
Total Price Approximatel per person			Rp. 85.000 - 140.000
Note: Price for group/private tour package can be adjust based on prior reservation and specific request			

The development of Pakuwon agro-tourism activities in Pajambon Village, Kramatmulya District, Kuningan Regency, West Java Province is recommended to involve planning education based agro-tourism activities model as the destination's icon. The stages involved in this planning include:

- Education based agro-tourism zoning and cultivation planning, which outlines the land use and planning for educational tourism and cultivation activities, as well as nature recreation at

Pakuwon agro-tourism.

- Education based agro-tourism master plan, which outlines the development plan for destination within the next 5-10 years, including products and activities, as well as packaging and marketing at Pakuwon agro-tourism.
- Education based agro-tourism destination governance planning, which outlines the organizational and human resource management, management, services, collaboration, and future investment.

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