

Edu Sport Tourism Model Based on Local Potential for Coastal Community Economic Resilience

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Article Info	Abstract
Article History: Received : 23/02/2026 Reviewed : 25/02/2026 Revised : 26/02/2026 Accepted : 10/03/2026 Keywords: Coastal Tourism; EconomicResilience; Edu-sport Tourism; Local Potential  License: cc-by-sa	Indonesia's coastal tourism faces persistent structural issues such as ineffective management, poor diversification, ineffective destination branding, and resulting in seasonal visitors and unstable income for local businesses. This study aims to build an educational-sports tourism model, based on local potential, through participatory mentoring to enhance economic resilience of the community. This community engagement project utilized the Participatory Action Research (PAR) methodology and included 42 participants, such as the village government, tourism awareness (Pokdarwis), MSMEs, fishermen, and the youth of the coast. The action included capacity-building interventions, training, mentoring, and the development of collaborative programs aimed at incorporating sport, environmental education, and local economic empowerment. The results show an increase in the capacity of the community. Knowledge of educational sport tourism grew from 45 to 85, MSME involvement from 40 to 75, readiness for event organization from 35 to 80, and the capacity for digital marketing from 30 to 78. The participatory mentoring approach has proven to enhance knowledge and readiness to implement tourism development strategies. The program was also able to produce several outputs, such as a tourism zoning design, a plan for a community-based sports event, and the inclusion of SMEs in tourism offerings. Edu-sport tourism has been validated as an effective and sustainable mechanism to shore up community-centric coastal tourism and local economic resilience. The work demonstrates the need for sustainable tourism models to incorporate sports, education, and the empowerment of the community in a participatory approach to attain the construction of the SDGs 8, 11, and 14 (life below water).

INTRODUCTION

Over the past ten years, the evolution of sport tourism has shown a gradual shift, rather than being viewed simply as an event-driven 'done deal'. In other words, it has increasingly become a more sustainable and useful overall construct for destination development and the interconnectedness of the economic, social and environmental elements. Sport tourism focuses on a destination's potential and the overall value of specific tourism events, as long as they continue to be economically viable. The World Tourism Organization has determined that, for sport tourism to be successful, it must be used as a vehicle to create diversified tourism products, extend the length of stay of tourists, create employment opportunities for the local community, and strengthen destination branding through authentic, participatory experiences. In a post-COVID world, tourists are looking for outdoor activities that promote health, are crowd-avoiding, nature-centered, and have an educational element. This presents the potential for community-based sports tourism activities, particularly in the coastal areas. Evidence from recent literature (for example, Qian et al., 2018) focusing on management perspectives suggests that small-scale recreational sports destination communities that include the local community in environmental protection and community participation are more resilient than those that host sporadic large-

scale events and are less sustainable. This integration is pertinent to sustainable tourism, which necessitates a balance of economic development, environmental preservation, and the enhancement of social cohesiveness within the community (Widianingsih et al., 2023; Hamzah et al., 2024; Cahyono et al., 2025).

Recent national tourism statistics indicate that coastal tourism contributes significantly to regional economic growth in Indonesia, yet many small coastal destinations remain underdeveloped due to limited managerial capacity and product diversification. Data from regional tourism offices show that visitor flows to community-based coastal destinations are highly seasonal, resulting in unstable local income patterns (Nugraha et al., 2022; Aryadi & Cahyono, 2025). According to data from the Ministry of Tourism and Creative Economy (2023), coastline tourism constitutes about 35% of total domestic tourism in Indonesia. Approximately 60% of small-scale coastal attractions see variable visitor numbers due to seasonal reliance, leading to inconsistent income for local residents.

Indonesia, as an archipelagic country with extensive coastlines, has significant opportunities to develop nature-based sports tourism, including beach sports, kayaking, paddle sports, coastal fun runs, and other non-motorized activities. However, various studies indicate that the primary challenges in developing sport tourism in Indonesia's coastal areas do not lie in the limitations of physical potential but rather in community managerial capacity, local institutional strength, product diversification, and unstructured destination branding strategies (Rangkuti et al., 2024; Widianingsih et al., 2023). Many coastal destinations remain passive, reliant on seasonal visits, and lack experience-based tourism packages that can enhance competitiveness and lengthen tourists' stays. Furthermore, the lack of incorporation of Micro, Small and Medium-sized Enterprises (MSMEs) into the tourism value chain has resulted in inadequate economic returns being evenly distributed to the local community, reinforcing the economic paradox of the potential of the natural resources and the socio-economic reality of the community's capacity to manage destinations sustainably (Huruta et al., 2024).

This is exactly the case at Beluntas Tanjung Dua Beach in Selayar Village, Lingga Regency. The area has a gently sloping shoreline and wide tidal zones, sandy stretches that can be used for community sports activities, and calm waters that are ideal for developing non-motorized water sports. From a theoretical point of view, this area is ideal for the development of edu-sport tourism that combines physical activity, environmental education, and empowerment of the creative economy, field observations, and participatory discussions with village officials. Furthermore, the Tourism Awareness Group (Pokdarwis), MSME operators, fishermen, and coastal youth, and some practical constraints have been identified to maximize this potential. Seasonal tourism activities have not been bundled with periodic community-based sports activities; a spatial plan for the separation of sports, conservation, and creative economy activities has not been made; the Pokdarwis organization does not have a medium-term strategic plan; and the SME products have not been included in tourism packages by theme. This lack of novelty in sports tourism products has resulted in the stagnation of this destination, resulting in the absence of a steady inflow of visitors throughout the year.

Despite the volume of literature in the field of sports tourism and community-based tourism, there is still a lack of coherence. Sports tourism literature has focused on event-based tourism and macroeconomic impacts (Rangkuti et al., 2024), while community-based tourism has focused on the participatory governance aspect and has not considered sports as a significant tourism product. Furthermore, insufficient empirical studies have looked at the combination of activity-based sports, environmental education, and economic empowerment through SMEs as a potential integrated development model for small coastal destinations. This fragmentation outlines a research gap: the need to develop and test an integrated edu-sport tourism framework that simultaneously addresses sustainability, community capacity, and local economic resilience.

Looking at community-based tourism from this angle indicates that the social and institutional capacities of communities are the primary elements that require development through targeted measures. Numerous studies have demonstrated that when communities are actively engaged in the planning and management of a tourism destination, it fosters the economic viability and social acceptance of tourism within the community activities (Hamzah et al., 2024). On the other hand, research in Tourism Management Perspectives emphasizes the need for a distinctive

local identity to develop a strong competitive presence in regional and national markets. Coastal destinations also need to develop a distinctive and consistent branding strategy. Otherwise, they may risk a loss of competitive advantage and become a standard recreation site with no added themed value.

This analysis identifies the edu-sport tourism plan, which is anchored in the local potential, as a relevant and viable option for intervention at Beluntas Beach in Tanjung Dua. This strategy focuses primarily on the combination of three essential elements: community-centered recreational sports, education on coastal conservation, and the economic development of local creative activities. Sports activities like beach volleyball tournaments, coastal fun runs, and non-motorized kayaking function as both tourist attractions and mechanisms for defining the destination's identity while enhancing neighbourhood social cohesion. The incorporation of conservation education via projects like zero-waste tourism campaigns, coastal ecosystem awareness, and beach cleanup programs enhances ecological awareness among local populations and visitors. The participation of SMEs in supplying local gourmet products, leasing sporting equipment, and marketing culturally-inspired creative goods produces an economic multiplier effect that enhances the socio-economic resilience of coastal communities.

The necessity of this community service program is underscored when evaluated in conjunction with the requirement for quantifiable changes pre- and post-implementation. Prior to the intervention, there existed no organised educational sports tourism packages, no annual calendar of community events, no training modules for the management of beach sports events, and no systematic digital marketing plan. Subsequent to the intervention, it is anticipated that partners' capabilities will enhance, as evaluated through pre- and post-assessments; a zoning blueprint for activities will be created; a minimum of one annual community sports event will be conducted; and multiple SMEs will be incorporated into thematic tourism packages. This pre- and post-evaluation approach is essential to guarantee that this community service programme transcends the theoretical level and produces measurable results that can be recorded and duplicated.

From an academic perspective, the development of educational sports tourism in small island settings such as Beluntas Beach in Tanjung Dua enriches the practical application of community-based sports tourism, which has thus far been studied primarily in macro contexts or within the framework of large-scale events. The literature indicates that sustainable sports tourism does not necessarily have to take the form of large-scale events, but can develop through consistent and participatory local community activities (Rangkuti et al. 2024; Widianingsih et al., 2023). In practice, this model offers an alternative strategy for coastal destination development that avoids exploitative practices and instead prioritizes principles of sustainability and community empowerment. Therefore, to fill this lacuna, the rationale for this program is grounded not only in the region's physical potential but also in the genuine needs of the partners, support from established theoretical frameworks, and the urgency to systematically and sustainably strengthen the socio-economic capacity of coastal communities through an edu-sport tourism approach based on local potential.

IMPLEMENTATION METHOD

This program involved 42 participants, including 6 village officers, 12 members of the Tourism Awareness Group (Pokdarwis), 10 MSME operators, 7 fishermen, and 7 coastal youths. The activities took place at Beluntas Beach in Tanjung Dua, Selayar Village, Lingga Regency, Indonesia. This community service program was carried out using a participatory collaborative method from May to August 2025 with the village government, the Tourism Awareness Group (Pokdarwis), SME operators, fishermen, and coastal youths as key partners. The program began with outreach and participatory discussions to identify problems, which resulted in mapping community needs and regional potential, followed by mapping the identified potential, and the preparation of a zoning blueprint for activities encompassing beach sports, conservation, and creative economic development zones.

The next step consisted of training in the management of beach sports events, including organizing beach volleyball competitions, simulating a beach fun run, and introducing safety rules for non-motorized activities. Mentors also assisted with branding and digital marketing with a

focus on crafting stories that built the identity of the destination and on developing a narrative for the destination's social media platforms. Evaluations of the partners' capability to execute the program autonomously and sustainably were conducted during the reflection discussions.

In addition, this study employed Participatory Action Research (PAR) for research design. The benefit of this approach is that it fosters cooperative, community-based tourism that incorporates collaborative issue resolution, reflection, and community empowerment to build long-term capacity. The steps of PAR were (1) diagnosis through a series of conversations, (2) construction of an educational and sports tourism framework, (3) implementation through a series of training and mentoring, and (4) reflection through assessment and evaluation of readiness. The selection of PAR was based on the fact that community-based issues that require participation from all stakeholders are best served through PAR. PAR itself sustained the cyclical processes of planning, implementing, observing, and reflecting, enabling communities to develop solutions rather than passively accept a situation collaboratively. Thus, this approach was especially relevant to tourism development, where local ownership, flexible learning, and sustainable development were the most critical factors.

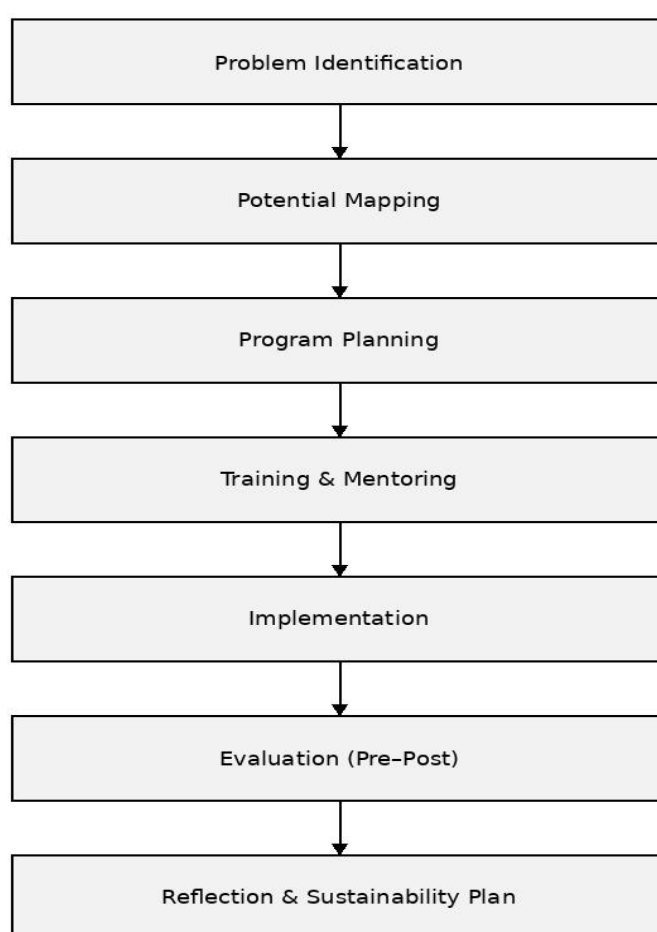


Figure 1. Flowchart of Participatory Edu-Sport Tourism Program Implementation

RESULTS

A. Participant Characteristics and Program Overview

This table outlines the demographic information for participants in the educational sports tourism program at Beluntas Beach, Tanjung Dua. The percentages are based on the entire population of participants ($n = 42$).

Table 1. Participant Demographics

Variable	Category	n	Percentage (%)
Gender	Male	26	61.9
	Female	16	38.1
Age Group	< 25 years	6	14.3
	25–45 years	27	64.3
	46–60 years	9	21.4
Education	Primary School	7	16.7
	Secondary School	22	52.4
	Undergraduate Degree	13	31
Occupation	Village Officials	6	14.3
	Pokdarwis	12	28.6
	MSMEs	10	23.8
	Fishers	7	16.7
	Youth	7	16.7
Total	-	42	100

The demographic characteristics indicate that 64.3% of participants are in the active age range of 25 to 45 years, suggesting a high level of involvement in tourism development. The largest group, 52.4%, has secondary education, while 31.0% hold a bachelor's degree, which is a sufficient level of educational attainment to participate in the capacity-building activities. The gender breakdown shows a greater percentage of male respondents (61.9%), which may indicate the higher level of male participation in economic opportunities at the coastline and in tourism. In terms of occupation, there is a notable prominent stakeholder presence, with the largest shares of Pokdarwis (28.6%) and MSME managers (23.8%), indicating considerable institutional and economic activity in this program.

B. Program Outcome Evaluation (Pre–Post Analysis).

The program's impact assessment was conducted using a pre- and post-analysis method. The impacts are detailed in Table 2.

Table 2. Program Outcome Evaluation

Indicator	Pre (%)	Post (%)	Increase
Understanding Edu-Sport Tourism	45	85	40
MSME Participation	40	75	35
Event Readiness	35	80	45
Digital Promotion Capacity	30	78	48

The results of the study indicated that, across all parameter assessments, there was a noticeable improvement after program implementation. The impact of the program on digital promotion was the highest, increasing from 30% to 78% (+48%). This shows the success of the mentoring activity in destination branding, content creation, and the use of social media to boost the digital skills of the participants. Community preparedness for events also demonstrated a noteworthy improvement from 35% to 80% (+45%). This shows that the training on management

of sports events, including planning, organizing, and executing, increased the capacity of the community for long-term management of sports tourism.

Moreover, the understanding of participants on edu-sport tourism went up from 45% to 85% (+40%), which was a result of effective outreach and training processes. Furthermore, the participation of MSMEs increased from 40% to 75% (+35%), indicating the strengthened inclusion of local economic players in the tourism development process. Collectively, these results evidenced that a participative mentoring strategy profoundly impacts the community's level of understanding and the practical aspects of developing educational and sports tourism.

C. Participant Satisfaction Analysis

To evaluate the acceptance level of the program, the authors assessed the satisfaction of the participants. The results are shown in Table 3.

Table 3. Participant Satisfaction

Aspect	Score (1–5)	Category
Training Material	4.5	Very Good
Mentoring Process	4.6	Very Good
Program Relevance	4.7	Very Good
Overall Satisfaction	4.6	Very Good

The results from the participants' satisfaction survey showed that there was a high level of satisfaction for all aspects assessed. The scores averaged 4.5–4.7, with program relevance receiving the highest score at 4.7. This shows the intervention addressed most, if not all, of the community's most pressing problems, specifically those related to tourism development and economic empowerment. The mentoring process was also scored highly (4.6), suggesting the participatory approach to mentoring was instrumental in the process, including the focus on bottom-up mentoring, knowledge sharing, and stakeholder collaboration. Training materials also scored 4.5, which shows most participants found the training materials clear, relevant, and appropriate to their level. Participants' overall satisfaction with the program was also rated 4.6, which shows participants found the program useful. The data shows positive results for the program implementation and design, and for the level of community interest and positive involvement in the edu-sport tourism program's sustainable development.

D. The Strategic Potential of Beluntas Tanjung Dua Beach in the Context of Educational and Sports Tourism

1. Geographic Characteristics and Coastal Landscape

Beluntas Tanjung Dua Beach, with its gently sloping shoreline and wide intertidal zone at low tide (see Figure 1), is safe for community-based sports activities and family-oriented tourism activities. The wide stretch of white sand offers a natural open space for recreational sports activities and is suitable for family activities.

Table 4. Visual Characteristics of Beluntas Beach, Tanjung Dua

Documentation	Description
	Visitor Activities on the Beach Sand Area

Documentation	Description
	Small Island as a Visual Attraction and Ecosystem Education Resource
	Aerial View of Beluntas Beach Tanjung Dua

The physical and visual features of Beluntas Tanjung Dua Beach are depicted in table 4, which supports the development of edu-sport tourism. The intertidal zone (a) has a wide, gently sloping sandy area at low tide, ideal for beach-based sports activities. Visitors using the sandy beach (b) demonstrate the natural use of the space for recreation, which can be developed for organized activities, including beach jogging. The presence of small islands (c) improves the destination's aesthetics while giving the chance to develop ecosystem-based educational activities. Also, the aerial view (d) indicates the arrangement of the coastal area, revealing its opportunity to develop a mixed zoning approach for sports, conservation, and economy activities.

The findings indicate that it is possible to develop sporting, conserving, and creative economy zoning into different subdivisions. The study also shows that Beluntas Tanjung Dua Beach possesses geographical features that aid the focus of educational tourism and sports. The untouched coastal landscape, calm waters, and wide-open space promote activities that do not use engines, like beach volleyball, coastal fun run, and kayaking and paddling. The smooth slope and wide intertidal region are the best contributing features for the development of community-based coastal sports tourism (Jurkus et al., 2021). From a sports tourism standpoint, nature-based athletic activities enhance location distinctiveness and augment tourist attraction through experience-oriented tourism (Guntoro et al., 2024). Community-focused beach sports can enhance social cohesion and foster local community engagement (Mousavi et al., 2022).

Table 5. Suitability Analysis of Edu-Sport Tourism Activities

No	Type of Activity	Supporting Physical Characteristics	Suitability Level	Potential Impact
1	Beach Volleyball	Wide and gently sloping sand	High	Community events and tourism attraction
2	Coastal Fun Run	Long shoreline	High	Destination promotion and public participation
3	Kayaking / Paddle	Calm waters	Moderate–High	Environmentally friendly tourism
4	Conservation Education	Natural ecosystem	High	Environmental awareness

This method is consistent with community-based tourism (CBT), which designates local communities as the principal stakeholders in destination management. The advancement of

tourism centred on physical activities has demonstrated the capacity to improve destination image (Duan & Wu, 2024). The literature demonstrates that sustainable sport tourism includes not just large-scale events but also local community activities that might produce direct economic consequences (Gharibpoor et al., 2024).

Consequently, orchestrating events like beach volleyball tournaments or coastal fun runs at Beluntas Beach in Tanjung Dua might function as a preliminary technique for establishing destination positioning. Moreover, incorporating coastal conservation education, including zero-waste tourist initiatives and beach cleanup efforts, is consistent with the tenets of sustainable tourism, which prioritise a balance between economic advantages and environmental preservation (Gössling et al., 2021). Environmental education initiatives in tourism locales have demonstrated an enhancement of ecological consciousness among visitors and local populations (Wang et al., 2022).

Integration of Environmental Education and Sport Activities

The concept of educational sports tourism recommended in this study emphasizes integrating physical activity with environmental learning. An environment-based educational tourism model can strengthen the social and ecological functions of coastal destinations (Samal & Dash, 2023; Wang et al., 2022). Rangkuti et al. (2025) add that the sustainable sports tourism destination is complemented by the balanced conservation management of the destination and community engagement.

In the case of Beluntas Tanjung Dua Beach, community sports activities can include educational activities like coastal ecosystem awareness, planting of coastal vegetation, and campaigns for the reduction of plastic waste. It also ensures that sports activities are not merely for recreation but also as a tool for raising awareness on environmental issues and promoting sustainability activities.

Table 5. Sport–Education–Economy Integration Scheme

Pillar	Main Program	Output
Sport	Tournaments & Fun Runs	Tourist visits
Education	Conservation & Zero Waste	Environmental awareness
Economy	MSMEs & Cooperatives	Increased income

This approach is consistent with the community-based tourism (CBT) principle, which identifies the community as the key player in the management of the destination and the role of educators for tourism and the allocation of economic benefits (Gharibpoor et al., 2024). Local communities must participate in the planning and implementation of edu-sport tourism projects in order for the destination to remain viable. Popova and Popovs (2022) emphasized that for coastal tourism to be viable, there must be collaboration between the multiple stakeholders involved, including the local administration, tourism awareness groups (Pokdarwis), and the community. Thus, the partnership of village administrators, Pokdarwis, and researchers is vital for the advancement of community-centered tourism (Manaf et al., 2018; Ferdian et al., 2024).

Creative Economic Empowerment and Community-Based Governance

The analysis reveals that coastal communities have untapped economic creative potential, which includes culinary tourism (products from the sea), handicrafts, and sports equipment rental services. Strengthening MSMEs at tourism destinations has been shown to enhance the economic resilience of coastal communities (Samal & Dash, 2023). Within the frame of developing edu-sport tourism, the creation of beach tourism cooperatives and sport event management training can be considered local economic empowerment approaches. The literature indicates that product diversification and the strengthening of local institutions significantly enhance community economic resilience in tourism destinations (Gharibpoor et al., 2024).

The proposed model of community-based management involves the establishment and strengthening of tourism awareness groups (Pokdarwis), collaboration between universities and village administrations to implement mentoring activities, and the use of digital destination branding techniques. Local identity-based, sustainability-oriented destination branding has proven effective in increasing the competitiveness of niche destinations (Rangkuti et al., 2025). The branding of Beluntas Beach Tanjung Dua as an “Edu-Sport Beach Tourism” destination will provide a positive distinction from other beach destinations.

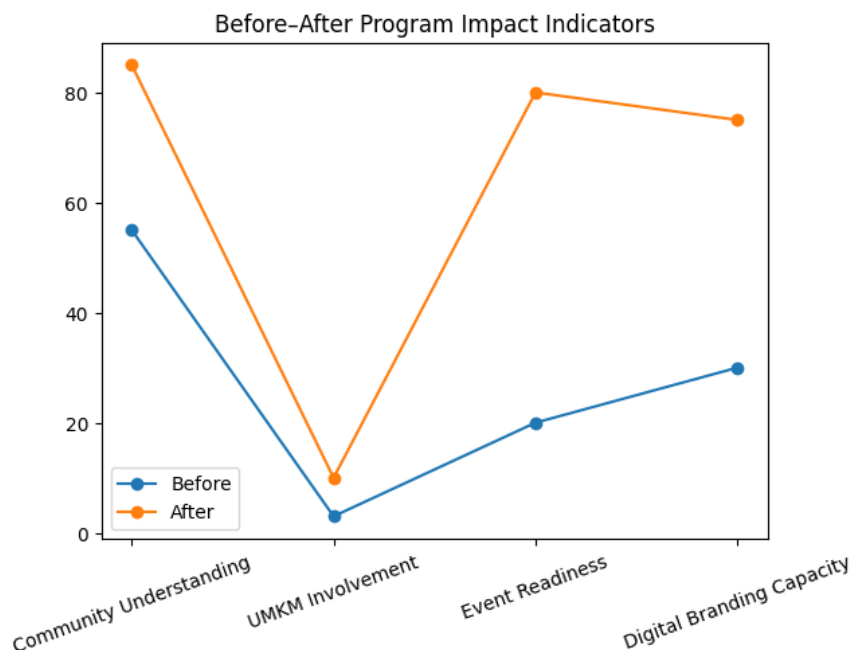


Figure 3. Before–After Program Impact Indicators

The figure shows how important measures of community capacity changed before and after the educational and sports tourism mentoring program was put into action. The evaluation focused on four factors: the community's understanding of educational and sports tourism concepts, the involvement of MSMEs in tourism activities, the readiness to organize community sports events, and the ability to create a digital destination brand.

The research findings indicate a distinct positive trend across all metrics. Public understanding has improved significantly, indicating that training and outreach activities have helped participants become more aware of the concepts. The participation of MSMEs has also grown significantly, indicating that local businesses have been successfully included in tourism planning. One of the biggest improvements was in readiness to plan events. This shows that capacity-building activities have helped people learn how to plan community-based sports events better. Digital branding skills have also grown a lot, which shows how useful mentoring can be for telling stories about places and using social media.

The comparative analysis indicates that the participatory intervention improved social, organizational, and economic readiness for the development of educational and sports tourism at the destination. These results support the idea that organized mentorship programs can speed up the process of building community capacity for long-term growth of coastal tourism.

DISCUSSION

The integration of the Sustainable Development Goals (SDGs) into this program is demonstrated through measurable outcomes rather than mere adherence to norms. SDG 8 is put into action by getting more MSMEs involved and creating economic activities that are focused on tourism. This not only opens up new ways to make money, but it also strengthens the local economy. SDG 11 is shown by stronger community capacity, participatory governance, and the use of systematic tourism planning tools like zoning systems and event calendars. These tools make it easier to manage destinations in a more organized and sustainable way. Environmental

education programs, such as coastal conservation campaigns and zero-waste tourism practices, are how SDG 14 is carried out. These are important for getting both locals and visitors to act in ways that are good for the environment.

From a tourism management viewpoint, this program combines destination planning, product development, event management, and marketing (Adam et al., 2025). It includes zoning maps, educational and sports tourism packages, community sports events, and digital branding. This overall approach makes sure that tourism development is cohesive and managed in an organized way. More importantly, this model shows how small coastal destinations can set up a structured and integrated management system, which is usually linked with larger tourism destinations.

The results of this program suggest that the growth of sports-education tourism at Beluntas Beach, Tanjung Dua, can be explained by combining community-based tourism (CBT), sustainable sports tourism, and a community empowerment framework. These approaches highlight that sustainable destination development depends not just on natural resources but also on participatory governance, institutional capacity, and local economic involvement.

From the perspective of Community-Based Tourism (CBT), findings show that increased community participation, the integration of small and medium-sized enterprises (SMEs), and improved event management skills help make local communities essential players in strengthening destination sustainability. CBT emphasizes local ownership, participatory planning, and fair benefit distribution as key principles of tourism development. Recent research confirms that CBT drives economic growth, reduces poverty, and builds resilience by encouraging entrepreneurship, income sharing, and community decision-making. Additional evidence suggests that community participation also promotes social equity, environmental care, and local economic empowerment, further establishing CBT as a valuable path toward sustainable tourism (Jackson, 2025). More evidence indicates that community participation promotes social equity, environmental care, and local economic empowerment, reinforcing CBT as a meaningful pathway toward sustainable tourism (Álvarez-García et al., 2018).

In this context, the program's mentoring activities can be seen as ways to build social capital and institutional readiness. The creation of activity zones, the organization of community sports events, and digital branding efforts are all examples of CBT principles that put local identity and collaborative governance first. These results show that participatory mentoring not only shares knowledge but also builds. Also, adding environmental education to sports activities helps sustainability by turning tourism into a learning experience that promotes eco-friendly behavior. Studies on community-based tourism stress that sustainability is reached when tourism simultaneously tackles economic viability, social cohesion, and ecological preservation. (Hutnaleontina et al., 2022; Zambrano-Mieles et al., 2025).

The third theoretical perspective concerns community empowerment theory, which explains the mechanisms underlying the program's capacity-building. Pre- and post-program evaluation results showing improvements in understanding, institutional readiness, and MSME engagement reflect an empowerment process that encompasses knowledge transfer, skills development, and collective initiatives. Empirical research demonstrates that community empowerment profoundly impacts the advancement of sustainable tourism and the efficacy of the creative economy, notably by enhancing local support and engagement (Wani et al., 2024). Likewise, structural models in tourism research validate that empowered communities are more inclined to endorse tourism initiatives and maintain enduring destination management (Jackson, 2025).

The amalgamation of these three theoretical frameworks offers a thorough elucidation of the program's results. Cognitive Behavioral Therapy (CBT) elucidates the governance aspect, sustainable sports tourism delineates the mechanisms of destination development, and community empowerment theory articulates the capacity-building process that empowers communities to independently manage tourism (Nursetiawan et al., 2026).

This integrated idea shows how sports-education tourism can link physical activity, environmental education, and the growth of the local economy. Community sports events help build the brand of a destination, small and medium-sized businesses (SMEs) help the economy stay strong, and teaching people about conservation helps protect the environment. The many

effects fit with the global sustainability agenda, which includes Sustainable Development Goals (SDGs) 8 about fair economic growth and 14 about protecting coastal habitats.

The conversation also shows that long-term sustainability needs ongoing support from institutions, policies, and infrastructure. If people do not keep working together, the effects of empowerment efforts may fade over time. So, future efforts should focus on making governance structures stronger, growing the digital ecosystem, and setting up formal community-based tourism cooperatives.

This study adds to the growing body of research on community-based sports tourism by showing that participatory educational sports tourism programs can speed up community readiness, make a destination more appealing, and help coastal development that lasts. The amalgamation of CBT, sports tourism sustainability, and community empowerment theory establishes a comprehensive conceptual framework for the formulation of forthcoming community-based tourism initiatives.

The study's practical implications are further substantiated by the findings, which indicate that institutional support and adaptive program management are equally vital to the sustainability of edu-sport tourism growth as initial capacity-building interventions. A sustainable mentorship system is important to make sure that the community's knowledge and skills can be kept up and improved over time. It is also important to set up official community-based tourism organizations, like cooperatives or improved Pokdarwis frameworks, to make sure that governance continues and that economic gains are shared fairly. Institutionalization makes it possible to have clearer roles, better financial management, and the ability to plan for the long term, all of which are important for keeping tourism going. When it comes to technology, future program development must give priority to growing the digital ecosystem.

CONCLUSION

This study shows that participatory mentoring is a good way to help the community at Beluntas Beach, Tanjung Dua, improve its ability to develop educational and sports tourism. The intervention successfully improved the cognitive and practical skills of local stakeholders, as shown by major gains in community understanding, MSME participation, event organization readiness, and digital promotion capacity. These results validate that educational and sports tourism constitute feasible and sustainable strategies for coastal development, especially when underpinned by participatory governance, institutional fortification, and a cohesive capacity-building framework.

Beluntas Beach's geographical features, like its wide sandy areas, calm coastal waters, and relatively well-preserved natural landscape, also make it a great place for environmentally friendly sports tourism to grow. Combining sports, environmental education, and local economic empowerment not only makes the destination more appealing but also makes coastal communities more resilient economically and socially.

This study has several strategic implications that will help ensure long-term sustainability and scalability. To keep the community's capacity and stop it from stagnating after the first interventions, ongoing mentoring programs are very important. To make governance stronger and make sure that locals own the tourism industry, it is important to set up formal tourism institutions, like community-based cooperatives. Also, building a digital ecosystem by giving people ongoing training in branding, content creation, and how to use social media is important for making the destination more competitive in the digital age. To make it easier for edu-sport tourism to be included in regional tourism planning, local governments must also support policies and build infrastructure that is in line with these initiatives.

From an academic standpoint, subsequent research should concentrate on longitudinal and impact-oriented evaluations to determine the enduring efficacy of participatory tourism interventions. This model can be improved for program development by creating a structured calendar of annual sports events, adding more eco-friendly sports activities, adopting smart tourism technology, and replicating it in other coastal areas with similar features. Strengthening collaboration among communities, Pokdarwis, the government, and academic institutions is still very important for making sure that tourism development is flexible, open to everyone, and long-lasting.

ETHICAL CONSIDERATIONS

This study was conducted in accordance with the ethical principles of community-based research. Everyone who took part in the program knew what it was about and that they were free to leave at any time. Before taking part, everyone had to give their written permission, and all data were collected and reported to protect privacy and anonymity. This study did not reveal any confidential personal information.

CONFLICT OF INTEREST

The authors maintain that there are no conflicts of interest related to the publication of this paper. This research was conducted independently, without any commercial or financial affiliations that could be construed as a potential conflict of interest.

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AUTHOR CONTRIBUTIONS

M. Dandy Aryadi devised the research concept, organized the research framework, conducted the investigation, and authored the initial draft of the publication. Didik Cahyono helped with the study method, offered help, and did a critical review and editing of the manuscript. Johnlenon Nadayag Aliser was in charge of organizing and analyzing the data and also helped with the manuscript revision. Jamal Imam Ariyadi helped with the investigation and the editing of the manuscript. All authors were involved in reviewing and improving the text, and they have read and approved the final published version. No outside money was used to pay for this study. M. Dandy Aryadi was in charge of running the project.

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