



Volume 8 Issue 2, December 2025, pages: 327-338

CULTURAL HERITAGE TOUR PACKAGE PLANNING FOR SALT EDUCATION IN KUSAMBA, DAWAN DISTRICT, KLUNGKUNG REGENCY

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Received: 25/10/2025

Revised: 25/11/2025

Accepted: 15/12/2025

Abstract

This study aims is cultural heritage tour package planning for salt education in Kusamba, Dawan District, Klungkung Regency. The salt-making traditionan important form of intangible cultural heritage is experiencing decline due to low economic returns and shifting livelihood preferences among local residents. Recognizing its cultural value and tourism potential, this study aims to design an educational tourism package that can support cultural preservation and local empowerment. A qualitative research approach with a phenomenological and content analysis design was employed. Data were collected through field observations, in-depth interviews, and documentation involving salt farmers, community leaders, and tourism stakeholders. Data analysis followed the Miles and Huberman interactive model and was strengthened through triangulation and member checking. The findings reveal that Kusamba's traditional salt production process provides strong experiential and educational value. Based on these findings, a one-day itinerary titled Cultural Heritage Salt Education Tour Kusamba was formulated. Marketing strategies are carried out through offline collaboration with travel agencies and brochure distribution, as well as online promotion via websites, social media, and online travel agents. TripAdvisor reviews indicate high appreciation for the authenticity and educational aspects of the experience. This research contributes a structured model for transforming declining traditional livelihoods into sustainable heritage-based educational tourism. The novelty lies in positioning salt education tourism as a replicable approach for community-based cultural revitalization in rural Indonesia.

Keywords: Educational Tourism, Cultural Heritage, Traditional Salt, Sustainable Tourism, Kusamba

1. INTRODUCTION

Bali is one of the islands that form part of the Republic of Indonesia. Both domestic and international tourists frequently visit the island for leisure and various tourism-related activities. Bali is well known as a tourist destination that offers a wide range of attractions, including cultural tourism, nature-based tourism, and culinary tourism. In addition to its diverse attractions, Bali is also renowned for the hospitality of its people and the richness of its traditional customs. Consequently, the island attracts a

large number of visitors every year. Administratively, Bali consists of several regencies, namely Buleleng, Tabanan, Jembrana, Karangasem, Badung, Bangli, Gianyar, Klungkung, and the city of Denpasar. Among them, Buleleng Regency is the largest in terms of land area within the Province of Bali and is known for its unspoiled natural beauty.

According to the Bali Provincial Statistics Agency, the number of international tourist arrivals to Bali in 2024 increased compared to the previous year. For instance, in August 2024, international tourist arrivals reached 1.34 million, representing an 18.30 percent rise compared to the same month in 2023. This phenomenon has been leveraged by tourism stakeholders to develop various attractions across tourism destinations. The government, private sector, and local communities have made concerted efforts to expand this promising industry. These efforts have driven the growth of the tourism sector, particularly in facilitating tourist travel through the services of travel agencies. A travel agency can be defined as a commercial enterprise that organizes, provides, and manages services for individuals or groups undertaking travel primarily for leisure purposes (Subhiksu, 2020).

However, tourism development in Bali has been largely concentrated in the southern region, particularly in Badung Regency, which has become the center of hospitality establishments and other tourism-related industries. In contrast, other regions of Bali, such as the northern and eastern parts, still possess considerable untapped potential. One such area is Klungkung Regency in East Bali, which has a number of hidden attractions that could be further developed into new tourist destinations. Klungkung Regency offers several existing attractions such as Kerta Gosa, Goa Lawah Temple, Klungkung Market, and Nusa Penida Island, which is already well-known among international visitors. In addition to these popular attractions, Klungkung also has unique local experiences that can be developed into distinctive tourism packages one of which is the traditional salt-making activity in Kusamba Village.

The traditional salt-making practice in Kusamba has gradually been abandoned by the local community. This shift is primarily due to the relatively low income generated from salt production, which does not align with the time and operational costs required. Consequently, many local residents have switched professions, becoming fish traders or migrating to Denpasar City in search of better economic opportunities. Traditional salt-making, however, represents an important cultural heritage that has been passed down from generation to generation. It thus holds significant potential for preservation through the development of educational tourism packages for visitors. Moreover, the location of Kusamba is strategically advantageous, as it is situated close to other major tourist attractions such as Kerta Gosa, Goa Lawah Temple, and Tenganan Village. This proximity allows tourists to enjoy a variety of tourism experiences within a single trip.

Heritage tourism represents an alternative and sustainable form of tourism that aims to preserve cultural traditions while supporting local economic development. According to Alu (2020), heritage encompasses everything inherited from past generations to the present and future ones, both tangible and intangible, possessing historical, cultural, or aesthetic value. In this context, the traditional salt-making practice in Kusamba, located in Klungkung Regency, is classified as an intangible cultural heritage that reflects the local community's relationship with the coastal environment and its ancestral knowledge of natural resource management. The salt-making tradition in Kusamba is more than an economic activity; it is a symbol of identity and local wisdom that has been passed down for generations. Using traditional evaporation methods that

rely on sunlight and seawater, Kusamba salt farmers have maintained an environmentally friendly process that produces high-quality salt. However, in recent years, the number of traditional salt farmers has declined sharply. This is largely due to low profitability, limited market access, and a generational shift in livelihood preferences. Many younger residents have migrated to urban areas or shifted to other occupations, causing a decline in both production and cultural continuity.

Making an educational heritage tour package based on traditional salt-making offers a strategic approach to revitalizing this cultural practice. Educational tourism, as defined by Ritchie (2019), promotes learning through direct engagement and participation in local cultural and natural environments. By integrating the salt-making process into experiential tourism activities guided workshops, demonstrations, and cultural storytelling visitors can gain meaningful knowledge while contributing to local livelihoods. This approach aligns with the principles of community-based tourism (CBT), which emphasize community empowerment, cultural authenticity, and sustainable economic benefits (UNWTO, 2019). Furthermore, heritage tourism serves as an alternative model that preserves traditions while supporting regional development (Nuryanti, 2009).

Although studies on heritage tourism in Bali have been conducted, existing literature still focuses predominantly on well known cultural sites, temple tourism, and traditional arts. Research specifically addressing traditional salt-making as a form of intangible cultural heritage remains limited. Prior studies have discussed salt production in terms of economic challenges, environmental issues, or livelihood transitions, but few have explored the integration of salt-making into educational tourism packages, especially through a structured planning approach that includes market analysis, activity identification, itinerary development, marketing strategies, and management evaluation. This creates a clear research gap in understanding how traditional salt production can be transformed into a sustainable tourism product.

Therefore, this study positions itself as an academic contribution to the development of sustainable, culturally rooted tourism in Bali. The novelty of this research lies in its effort to (1) identify the cultural and experiential potential of Kusamba's salt-making tradition, (2) design a comprehensive cultural heritage educational tour package. In addition, Kusamba's strategic proximity to major heritage sites such as Kerta Gosa, Goa Lawah Temple, and Tenganan Village strengthens its potential for integrated tourism routes. Based on these considerations, the development of salt education tourism in Kusamba Village offers promising opportunities for cultural preservation, community empowerment, and regional tourism diversification.

This study aims to develop and analyze a cultural heritage tourism package centered on traditional salt-making practices, contributing both academically and practically to sustainable tourism development in Klungkung Regency. Educational tourism development focusing on salt farmers in Kusamba Village offers strong potential for supporting cultural preservation efforts. The innovation of developing such tourism packages not only contributes to sustaining traditional salt-making practices but also enhances the local economy through increased tourist visits to Kusamba Village particularly benefiting the salt farmers living along the Kusamba coastline.

2. LITERATURE REVIEW

The development of heritage-based and educational tourism has gained increasing attention in tourism studies as a strategic approach to fostering cultural preservation while

enhancing community welfare. Heritage tourism, as defined by Timothy and Boyd (2003), utilizes both tangible and intangible cultural resources to create meaningful visitor experiences that reflect local identity and historical continuity. Intangible forms of heritage, such as traditional craftsmanship, rituals, and agricultural practices, are considered particularly valuable because they represent living cultural expressions embedded in community life. This aligns with UNESCO's (2003) notion of intangible cultural heritage, which emphasizes transmission, continuity, and community recognition. Within this conceptual framework, educational tourism serves as a complementary approach that emphasizes learning as a primary driver of travel. Ritchie (2019) explains that educational tourism involves structured or experiential learning activities that enable visitors to acquire knowledge through direct engagement with local culture or the natural environment. This approach aligns with experiential learning theory, in which hands on involvement fosters deeper understanding, appreciation, and retention. For tourism destinations that possess traditional cultural practices, such as artisanal production, educational tourism offers an avenue for transforming cultural knowledge into meaningful visitor experiences.

Tour package planning plays a critical role in operationalizing these conceptual foundations. Cooper (2008) states that a well-designed tour package integrates attractions, services, and activities into a cohesive product that delivers educational, recreational, and economic value. Yoeti (1997) further identifies three core components of tourism attractiveness something to see, something to do, and something to buy which remain relevant in contemporary tourism development. These components ensure that visitors not only observe cultural practices but also engage actively and contribute economically through the purchase of local products. Recent scholarship, such as Camilleri (2019), reinforces this by noting that experiential engagement has become central to contemporary tourist motivations, particularly in cultural and community settings.

The successful development of heritage and educational tourism also depends on community participation and governance structures. Community-based tourism (CBT), as described by Giampiccoli and Saayman (2018), positions local residents as key stakeholders in planning, managing, and benefiting from tourism activities. The CBT framework stresses local empowerment, equitable benefit sharing, and cultural authenticity as essential elements of sustainable tourism development. Goodwin and Santilli (2020) support this argument by emphasizing that community ownership strengthens cultural resilience and ensures that tourism initiatives reflect the values and aspirations of local people. Marketing is another important dimension in the development of tourism products. Kotler and Keller (2016) argue that tourism marketing strategies must create, communicate, and deliver value that aligns with tourist preferences. In the digital age, Middleton et al. (2011) and UNWTO (2020) highlight the importance of integrating online and offline promotional channels to increase destination visibility and reach diverse market segments. Digital storytelling, visual media, and online travel platforms have become essential tools for promoting cultural heritage tourism, especially in niche markets seeking authentic and educational experiences.

Finally, academic discussions emphasize the need for continuous evaluation to ensure quality and sustainability. According to UNWTO (2019), heritage-based tourism must be monitored using indicators that assess cultural preservation, community benefits, and visitor satisfaction. Kotler and Keller (2016) note that evaluation serves as a feedback mechanism, enabling stakeholders to refine tourism offerings and enhance overall competitiveness. In summary, the literature reveals strong theoretical support for

integrating heritage tourism, educational tourism, CBT, and strategic marketing in the development of sustainable cultural tourism products. However, empirical studies on traditional salt-making as a structured educational tourism package remain limited, particularly within Indonesia. This gap positions the current study as a contribution to expanding knowledge on how traditional practices can be transformed into community based educational tourism offerings.

3. RESEARCH METHODS

This study applies a qualitative research approach to understand the cultural meaning and tourism potential of traditional salt production in Kusamba Village, Dawan District, Klungkung Regency. A qualitative design is appropriate because this research seeks to interpret social meanings, local knowledge, and community practices that are inherently embedded within their cultural context. Creswell (2020) emphasizes that qualitative inquiry is suitable for exploring the depth of human experiences and the meanings attributed to cultural phenomena. In line with this, the phenomenological perspective guides the researcher to capture the lived experiences of salt farmers, community leaders, and tourism stakeholders directly involved in sustaining the salt-making tradition. Fieldwork was conducted over a three-month period, during which the researcher observed daily salt-making activities and interacted closely with the local community. Observational data were obtained through visits to several traditional salt-making locations along the Kusamba coastline, focusing on production stages, tools, work patterns, and interactions between farmers and visitors. Observations were recorded in detailed field notes and supported by photographs and informal conversations, reflecting Moleong's (2019) argument that qualitative research requires direct engagement and contextual immersion.

In-depth interviews were conducted with eighteen purposively selected informants, including salt farmers, tourism practitioners, village leaders, and representatives from the Klungkung Tourism Office. Purposive sampling, as suggested by Sugiyono (2021), ensures that informants are chosen based on their relevance and contribution to the research objectives. Each interview lasted approximately forty-five to sixty minutes and explored topics such as cultural continuity, economic challenges, tourist perceptions, and expectations for educational tourism development in Kusamba. Documentation techniques were also employed by examining village archives, historical records, tourism reports, and promotional materials related to cultural heritage and tourism in Klungkung Regency. These secondary data helped contextualize field findings and supported the triangulation process. According to Rozali (2022), content analysis of documents allows researchers to categorize and interpret textual data systematically to reveal underlying patterns and relationships.

Data analysis followed the Miles and Huberman interactive model, which consists of data reduction, data display, and conclusion drawing (Miles et al., 2018). In the data reduction stage, information was selected, coded, and grouped into themes such as cultural values, community participation, sustainability issues, and tourism potential. Data display involved organizing thematic findings into descriptive narratives to enhance interpretability. Conclusions were drawn iteratively throughout the research process to ensure alignment between empirical evidence and analytical interpretation. To ensure research trustworthiness, triangulation of sources and methods was employed, member checking was conducted with key informants, and prolonged engagement in the field was maintained. These strategies align with Creswell's (2020) recommendations for

strengthening credibility in qualitative research. Ethical procedures were upheld by informing participants about the study's purpose, obtaining voluntary consent, ensuring anonymity, and respecting local customs. As a form of reciprocity, preliminary findings were shared with community representatives to support local discussions on cultural preservation and tourism development.

4. FINDINGS AND DISCUSSION

4.1 Planning a Cultural Heritage Educational Salt Tour Package in Kusamba, Dawan District, Klungkung Regency

Kusamba Village, Dawan District, Klungkung Regency, possesses significant heritage-based tourism potential through its traditional salt-making practices. Field observations indicate that this manually executed production process, which continues to rely on ancestral knowledge, functions not only as a cultural activity but also as a distinctive educational attraction for visitors. Rather than merely witnessing the stages from seawater evaporation to salt crystallization, tourists engage in a form of experiential learning that aligns directly with Ritchie's (2019) concept of educational tourism, emphasizing knowledge acquisition through hands-on participation. Interviews with local salt farmers further reveal strong interest among domestic and international tourists to observe, document, and engage in traditional practices. This supports existing theories suggesting that intangible cultural heritage when presented authentically holds substantial experiential and commercial value. Heritage-based attractions become more compelling when they facilitate direct interaction between visitors and cultural bearers, a condition clearly present in Kusamba.

The village's proximity to other heritage attractions, including Kerta Gosa, Goa Lawah, and Tenganan Village, strengthens its potential for integration into broader cultural circuits. This corresponds linking clustered heritage sites to enhance visitor movement and value creation. In this context, developing a structured tour package becomes essential. Cooper (2008) emphasizes that tour package planning involves organizing attractions, services, and activities into a cohesive product that delivers educational, cultural, and recreational benefits an approach highly relevant to optimizing the salt-making experience in Kusamba. The tour package planning process at Garam Kusamba involves several stages, including the following:

a. Market Analysis

Market analysis is the process of collecting, evaluating, and interpreting data related to market conditions in order to understand consumer potential, characteristics, needs, competitor behavior, and broader tourism trends (Kotler, 2014). Within the planning of a heritage-based educational tour package in Kusamba, market analysis serves a strategic purpose: to identify and determine the specific types of tourists whose motivations, preferences, and travel behaviors align with the cultural and educational experience offered. This step ensures that the tourism product is not only conceptually sound but also precisely targeted to visitors most likely to appreciate and benefit from traditional salt-making activities. Recent findings by Herindiyah (2024) indicate that Bali's tourism sector has entered a strong recovery phase, marked by rapid increases in international arrivals and projected revenues reaching USD 22 billion by 2025. However, challenges such as overtourism, environmental pressure, and uncontrolled property development underscore the urgency for alternative destinations that offer sustainable, culturally grounded, and educationally rich tourism experiences. These conditions make Kusamba with its

unique intangible heritage an ideal location for diversifying Bali's tourism landscape. Furthermore, Herindiyah (2024) identifies a growing global demand for ecotourism, environmentally conscious travel, and authentic local experiences. Tourists who exhibit a strong preference for educational and nature-based trips predominantly originate from Australia, the United States, and France. Based on this evidence, the planning of the Kusamba Salt-Education Tour can strategically target these three markets, whose travel motivations closely align with experiential learning, cultural interaction, and environmental appreciation. Thus, Australia, America, and France emerge as the primary visitor segments most compatible with the heritage-based educational tourism model developed in Kusamba.

b. Identification of Tourism Activities

The identification of tourism activities in Kusamba is essential for designing an educational heritage tour package that aligns with tourist expectations and established theoretical frameworks. Tourist activities represent the core components of a destination experience and influence both satisfaction and destination competitiveness. As Yoeti (1997) explains, an attraction must fulfill three key elements something to see, something to do, and something to buy to be considered viable for tourism development. When these elements are integrated effectively, they create a holistic experience that supports both cultural enrichment and economic sustainability.

- Something to See

Tourists are welcomed with a unique visual landscape shaped by the traditional salt-making process. The sight of farmers collecting seawater, spreading it over specially prepared sand beds, and allowing it to evaporate under the sun presents a distinctive cultural scene rarely found elsewhere in Bali. The sparkling sand fields, wooden tools, and rhythmic movements of the farmers become the primary visual attraction. The coastal environment of Kusamba Beach adds to this experience with its wide shoreline and fishing activities. Along the route to Kusamba, visitors also encounter scenic rice fields in Jumpai Village and the cultural environment surrounding Goa Lawah Temple, which enrich the overall viewing experience.

- Something to Do

Visitors are encouraged to actively engage in the salt-making process, making this experience both educational and participatory. Under the guidance of local salt farmers, tourists can collect seawater, pour it over the sand beds, scrape the dried salt, and use traditional tools to refine the crystals. These hands-on activities give tourists a deeper appreciation of the labor and cultural value behind each grain of Kusamba salt. Additionally, guided walks through the coastline and nearby agricultural areas offer opportunities for tourists to interact directly with community members and learn about daily coastal life.

- Something to Buy

Kusamba provides visitors with authentic products to take home, strengthening their connection to the experiences they encountered. Local salt packaged in artisanal containers is the most sought-after item, valued for both its cultural significance and natural processing method. Tourists may also purchase locally made crafts, dried fish from coastal households, and small souvenirs that

reflect the identity of Kusamba. These purchases support local families and help preserve the economic sustainability of traditional practices.

- **Integrated Experience and Implications**

These three components observation, participation, and purchase work together to create a cohesive educational tourism experience. Visitors gain visual understanding through observation, emotional and cultural engagement through hands-on activities, and long-lasting connection through the souvenirs they bring home. This integrated experience also promotes community participation, as salt farmers, artisans, guides, and local households contribute to the experience offered. The proximity of Kusamba to heritage attractions such as Goa Lawah, Kerta Gosa, and Tenganan Village further enhances the potential for multi-destination itineraries, supporting both cultural preservation and sustainable tourism development.

c. **Making Tour Packages**

The process of developing the heritage-based educational tour package in Kusamba Village involves transforming the traditional salt-making activities into a structured and marketable tourism product. Based on field observations and interviews with local stakeholders, the planned tour package emphasizes experiential learning, cultural immersion, and community interaction. The itinerary is designed to ensure that visitors are not only passive observers but also active participants in the daily life of the salt-producing community. The one-day program titled “Cultural Heritage Salt Education Tour Kusamba” begins with a morning pick-up from the visitors’ hotel, followed by a stop at Jumpai Village. Here, tourists are introduced to rural Balinese landscapes and local agricultural practices, providing context for the livelihood patterns surrounding the Klungkung region. The tour then continues to Goa Lawah Temple, allowing visitors to explore one of Bali’s significant cultural heritage sites before arriving at Kusamba Beach. Upon reaching the salt-making area, visitors are guided through each stage of the production process, from gathering seawater to drying, scraping, and filtering the salt. Farmers act as demonstrators and cultural interpreters, giving tourists insight into the historical significance, challenges, and ecological aspects of the tradition. In addition to salt-making, guests can participate in simple boat-craft demonstrations led by local fishermen, which further enriches the cultural learning component.

A lunch break at a coastal restaurant featuring local Balinese cuisine is included before the tour proceeds to Kerta Gosa and the Semarajaya Museum. These final stops provide a broader understanding of Klungkung’s historical administration and cultural artifacts. The combination of coastal, agricultural, and heritage experiences ensures that the tour maintains a strong educational character while remaining engaging and enjoyable. Cost calculations for the package indicate that the final price of IDR 1,155,000 per person (for a minimum of two participants) is inclusive of transportation, guiding services, local contributions, entrance fees, workshop materials, lunch, and a salt souvenir set. This pricing reflects both the operational needs of the tour and the economic fairness required to support community participation. As a result, the Kusamba tour package stands as an innovative tourism product that integrates education, culture, and sustainability while offering economic benefits to the local community.

d. Marketing of Tour Packages

Marketing plays a vital role in ensuring the success of tourism product development, acting as the link between the tourism product and the preferences of potential visitors. As emphasized by Kotler and Keller (2016), tourism marketing must be able to create, communicate, and deliver meaningful value to tourists in order for a destination to remain competitive. In the case of the Kusamba salt education tourism package, the marketing strategy reflects an understanding of contemporary tourist behavior, which often involves a combination of offline interactions and digital engagement throughout the decision-making process (Middleton et al., 2011).

Based on interviews with the managers of Kusamba's traditional salt tourism, marketing is executed through two integrated approaches: offline and online promotion, each supported by concrete, measurable activities. Offline marketing is primarily carried out through collaboration with travel agencies and local tour guides who frequently bring clients seeking authentic cultural experiences. In practice, this includes conducting product knowledge sessions with guides, delivering printed brochures to hotels in Candidasa, Padang Bai, Ubud, and Sanur, and establishing commission-based partnerships with local drivers. These actions ensure that frontline tourism workers who directly interact with tourists—are well-informed and motivated to promote the salt-making tour. Managers noted that many visitors were introduced to the tour after seeing brochures at hotel reception desks or receiving direct recommendations from their tour guides.

The online marketing strategy is equally active and structured. It includes developing an official website that provides updated information about tour schedules, pricing, and activities; producing regular multimedia content for social media platforms such as Instagram, Facebook, and TikTok; and forming partnerships with Online Travel Agents (OTAs) like Traveloka and Klook for wider global reach. Managers explained that they intentionally create short video clips documenting the salt-making process—such as seawater collection, drying techniques, and farmer interactions—because such visual content tends to attract high engagement from international audiences. This aligns with the current global trend in which digital storytelling and visual authenticity significantly influence travel decision-making (UNWTO, 2020). The combination of these offline and online marketing actions has proven to be effective. Offline efforts successfully capture tourists already staying in Bali, while online strategies broaden the reach to international markets, especially Australia and France, where interest in cultural and educational experiences is growing. Overall, the findings demonstrate that integrated marketing not only increases visitation but also strengthens the branding of Kusamba Village as a cultural heritage-based educational tourism destination.

e. Management and Evaluation

Effective management and evaluation are central to ensuring the long-term sustainability and authenticity of community-based tourism initiatives. In the case of the Salt Education Cultural Heritage Tour in Kusamba Village, Dawan District, Klungkung Regency, management extends beyond the operational implementation of tour activities; it also encompasses community empowerment and safeguarding of intangible cultural heritage. The program is managed collaboratively by local salt farmers, traditional village institutions, the Klungkung Tourism Office, and private travel agencies a structure consistent with the principles of community-based tourism

(CBT), in which local stakeholders play active roles in planning, decision-making, and benefit distribution (Giampiccoli & Saayman, 2018).

In practice, operational management is conducted through a community-based cooperative supervised by village authorities. This cooperative undertakes concrete tasks such as setting tour prices, scheduling salt-making workshops, maintaining equipment (e.g., traditional wooden rakes and drying fields), coordinating guide assignments, and ensuring visitor safety during activities on the beach. Farmers are directly involved as cultural presenters, demonstrating each stage of salt production, while local guides manage interpretation, time coordination, and visitor assistance. The cooperative also enforces quality assurance measures for example, standardizing the duration of workshops, ensuring hygiene in souvenir packaging, and conducting short training sessions for farmers on communication skills. These actions strengthen community ownership, improve service consistency, and build confidence among salt makers who may be new to tourism roles. Sustainability practices are also applied in the daily operations. The community monitors beach cleanliness before visitor arrivals, manages waste from workshop activities, and limits group sizes to avoid disrupting salt production processes. Since the traditional method relies on solar evaporation, managers emphasize environmental education by explaining the ecological balance required for salt farming. This integration of cultural and ecological stewardship aligns with UNWTO (2019) guidelines on sustainable heritage tourism management.

Evaluation is conducted continuously to ensure that both tourists and local stakeholders benefit from the program. Practical evaluation activities include distributing visitor feedback forms after tours, conducting informal discussions with participants at the end of each workshop, and holding monthly community meetings to review visitor numbers, income distribution, and operational challenges. Key evaluation indicators include visitor satisfaction, perceived learning outcomes, the level of community involvement, and increases in farmer income. Feedback from visitors collected during fieldwork—indicates that tourists perceive the experience as authentic, educational, and emotionally meaningful, especially because they can interact directly with the salt farmers. Community members reported improved economic stability, with some farmers now relying on tourism income to supplement declining salt production earnings. The evaluation also identified ongoing challenges, such as the need to strengthen hospitality skills, improve digital literacy for online promotion, and maintain consistent product quality as demand grows. In response, the cooperative has initiated small-scale capacity-building programs, including workshops on simple English phrases, visitor handling, and social media content development. Overall, the management and evaluation practices implemented in Kusamba demonstrate a functional model of community-based tourism that balances economic benefits with cultural preservation. By combining participatory governance, transparent income distribution, structured feedback mechanisms, and ongoing capacity development, the program offers a sustainable and replicable approach for regions seeking to develop educational heritage tourism grounded in local traditions.

5. CONCLUSION

This study concludes that Kusamba Village in Dawan District, Klungkung Regency, holds substantial potential for make tour package of cultural heritage based educational tourism through its traditional salt-making practices. The manual production process, which has been preserved across generations, not only reflects the community's cultural identity but also offers authentic experiential learning opportunities for visitors. Field observations and interviews demonstrate strong tourist interest in observing and participating directly in the salt-making activities, indicating clear potential for experiential and educational tourism development. The planning of the Cultural Heritage Salt Education Tour involves several essential stages, beginning with market analysis to identify suitable target audiences. Findings show that tourists from Australia, the United States, and France represent promising markets due to their preference for cultural, nature-based, and educational experiences. The identification of tourism activities highlights Kusamba's ability to provide a complete experiential offering through something to see, something to do, something to buy, and an integrated educational experience. These include observing the salt-making process, participating in hands-on workshops, and purchasing local salt products. Marketing strategies combine offline and online approaches. Offline promotion is conducted through partnerships with travel agents, tour guides, and brochure distribution in surrounding tourism areas such as Candidasa, Padang Bai, Sanur, and Ubud. Online promotion utilizes the village's website, social media platforms, and collaborations with online travel agents, contributing to increased visibility and interest among international tourists. From a management perspective, the implementation of a community-based tourism (CBT) model ensures that local stakeholders play central roles in tour operations, revenue distribution, and cultural preservation. Evaluation is conducted continuously through visitor feedback, community meetings, and online reviews, confirming positive visitor perceptions of the authenticity and educational value of the tour.

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