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# The Feasibility Level and Strategy of Meliponiculture Development as an Educational Tourism Attraction in Sigar Penjalin Village, North Lombok

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ABSTRACT

Eduwisata is a recreational facility as well as an interactive learning medium for the community. This study aims to analyze the level of feasibility, identify internal and external factors, and determine the strategy for the development of meliponiculture edutourism in Sigar Penjalin Village, North Lombok. The research was conducted from March to April 2026. The level of feasibility was analyzed based on respondents' perception of the 4A aspect (Attraction, Accessibility, Amenity, and Ancillary Services). The respondents consisted of 41 primary and secondary school teachers. Internal and external factors were identified based on the results of the Focus Group Discussion involving 5 stakeholders, namely non-governmental groups, farmer women's groups, and village heads. The development strategy is determined using a SWOT Analysis. The results of the analysis showed that the average percentage value of all indicators was 82%, which means that meliponiculture is very suitable as an education. The results of the identification of internal factors obtained 9 strengths and 4 weaknesses, and external factors obtained 9 opportunities, and 5 threats. A development strategy that can be applied is the ST (Strength–Threats) strategy by utilizing the strengths possessed to deal with external threats

## INTRODUCTION

Tourism in NTB, especially those in North Lombok Regency, in addition to focusing on the dishes provided in the form of scenery, there are also several tours that focus on education or called tourism education (eduwisata). When tourists visit an area to travel, they can also study at the tourist attraction.

Eduwisata is a tourism concept that combines tourism and education. Eduwisata presents educational values designed in a tourist trip that provides knowledge about natural, social, and cultural sciences as well as the development of imagination and creativity (Hanapia *et al.,* 2023). Edutourism can also be interpreted as recreational activities carried out with various educational activities. Educational tourism contains 3 important elements, namely tourism, education, and the external environment. These three elements mean that tourism that contains educational values. In addition, educational tourism can provide knowledge and can gain experience (Wahyuni *et al*, 2023).

The existence of education-based tourist destinations, tourists can learn about the history, culture, and natural beauty of Indonesia. In addition, education-based tourist destinations also increase the awareness of tourists about the importance of preserving cultural heritage and the natural environment. Education-based tourist destinations provide positive benefits for the local community. The development of tourist destinations creates such opportunities to increase economic and local employment. In addition, education-based tourist destinations can also strengthen the cultural identity of the local community. (Prasetyo and Nararais, 2023).

Besides being famous for its beautiful beaches, North Lombok is also famous for its abundant forest natural resources and is an educational tourist attraction for tourists. One of the attractions that attracts tourists when visiting North Lombok is trigona bee cultivation (Meliponiculture). Trigona bees have high economic value because they produce honey, propolis, and bee pollen that have a high selling value in the market. Trigona honey is known to be more expensive than regular honey because of its antioxidant content and health benefits (Mekonnen et al., 2022).

Trigona bees are highly adaptive to Indonesia's tropical environment and are able to live in a variety of habitat conditions, so they have the potential to be widely developed. (Kahono et al., 2018). According to Wahyuningsih *et al*. (2021), Honey productivity in Trigona bees is significantly determined by the availability of feed sources derived from the surrounding flora. During the flowering phase and the dry season, bees can more optimally collect feed due to the abundance of fruit vegetation that begins to flower.

Lemelin (2019) researched the development of stingless bees-based entomotourism in Mexico. The study found that meliponiculture activities not only function as a honey production business, but also develop into a tourist attraction that integrates conservation, environmental education, and local cultural preservation. This tourism activity involves the local community and has the potential to improve the economic welfare of the community.

Honey bee cultivation in NTB, especially on the island of Lombok, has a huge potential to be developed, this is supported by the availability of abundant bee feed. Honey bee cultivation business is also a great opportunity to be developed in rural communities (Wahyuningsih *et al*., 2020).

In other studies, Wahyuningsih *et al*. (2022) which states that the meliponiculture or trigona bee cultivation sector has very promising development prospects in the West Nusa Tenggara (NTB) region, considering the support of the abundant availability of natural resources in the region. Although it has great potential, at this time the cultivation practices carried out by local communities are generally still traditional and limited to the household scale. Most of these cultivation operations utilize yard land or *home gardens* as the main base for colony placement, so that the management is still classified as subsistence.

Based on the results of the interview with the chairman of the trigona bee farmer group, there are several problems that hinder the development of

meliponiculture tourism in the area, one of which is the lack of information and promotions carried out to provide information related to the existence of educational tourism about trigona bee cultivation provided by Rangsot hamlet.

The inhibition of edutourism development in Rangsot hamlet is influenced by internal or external factors. The internal factors in question are factors that exist or arise from the trigona bee cultivation group such as human resources, marketing, finance, and others. Meanwhile, the external factors in question are factors that exist or arise from outside the group such as environmental conditions, competitors, tourists or consumers, and others. Therefore, without a proper development strategy, it will make the edutourism potential presented by the region threatened to be underdeveloped and sustainable.

This study aims to analyze the level of feasibility of meliponiculture as edutourism through a review of the 4A principle (*Attraction, Accessibility, Amenities, Ancillary*), as well as identify internal and external factors to formulate appropriate development strategies

## METHODS

This research was conducted from March 2026 to April 2026 which is located in East Rangsot Hamlet, Sigar Penjalin Village, North Lombok

The method used in this study is *mixed methods.* The data collection techniques in this study are by means of observation, questionnaires, interviews, FGD (*Focus Group Discussion*), and documentation.

**Data Management**

Data management in this study includes:

1. **The Level of Feasibility of Meliponiculture as Edutourism**

Respondents were used to determine the feasibility level of meliponiculture based on the 4A principle. In this study, the number of population is limited to only 41, so the technique used for sampling is total sampling. According to Arkunto (2010), if the population is less than 100, the entire population can be used as a research sample, but if the population is larger than 100, it can be taken between 10-15% or 20-25% or more. Therefore, the number of samples used in this study is 41 people.

Respondents in this study used *the Purposive Sampling* technique, with the data collection method carried out directly through the provision of stimulus in the form of video shows as a visual representation of educational tourism locations. The grouping of respondents in this study was determined by *the cluster sampling* technique, which is a sampling technique based on a specific group. Respondents consisted of teachers who taught Natural Sciences subjects and teachers who taught other subjects

The stages in analyzing the feasibility level of meliponiculture include.

Determine the maximum and minimum scores from 4 aspects as shown in Table 1.

Table 1. Maximum and Minimum Scores

| Indicator | Number of Attributes $(X_n)$ | Maximum and Minimum Scores $(\boldsymbol{X_n \times 1}) - (\boldsymbol{X_n \times 4})$ |
|---|---|---|
| *Attraction* | 20 | 20 – 80 |
| *Accessibility* | 10 | 10 – 40 |
| *Amenity* | 13 | 13 – 52 |

| | | |
|---|---|---|
| *Ancillary Services* | 9 | 9 – 36 |

Calculate the total score obtained from each indicator using a formula.

**Total Score = (TL x 1) + (KL x 2) + (L x 3) + (SL x 4). (Widagdo *et al,* 2021)**

Determine the percentage interval of each indicator with the following interval determination formula.

**Interval (%) = 100/ (Number of Criteria)**

**Interval (%) = 100/4=25%**

The assessment intervals used in this study include. (Widagdo *et al,* 2021).

a. 0% - 25% = Not Eligible
b. 26% - 50% = Less Worthy
c. 51% - 75% = Eligible
d. 76% - 100% = Very Worthy

Calculate the percentage value with the following formula.

**Percentage Value (%) = (Total Score)/ (Maximum Score)**

**2. Identification of Internal Factors and External Factors**

The determination of informants in the researcher used *the Purposive Sampling* method involving Non-Governmental Groups (KSM), women of the Women Farmers Group (KWT), and the Head of Sigar Penjalin Village to obtain information related to internal and external factors in the tour.

Internal and external factors were identified based on the results of *the Focus Group Discussion* (FGD). Internal and external factors are compiled using *the Internal Factor Evaluation* (IFE) and *External Factor Evaluation* (EFE) matrices. There are several stages in creating IFE and EFE matrices, namely, a). Determine 5 to 10 internal and external factors based on the results of the FGD, b). Weighting each factor with a minimum of 0.0 and a maximum of 1.0, reting 1 to 4, and c). Calculate weighted scores by multiplying weights and ratings and obtain vulnerable 1.0 to 4.0.

**3. Meliponiculture Development Strategy**

Development strategies are identified using a SWOT Matrix. The SWOT matrix consists of, Strengths-Opportunities (SO) by leveraging strengths to create opportunities, Weaknesses-Opportunities (WO) by leveraging opportunities to overcome weaknesses, Strengths-Threats (ST) by leveraging strengths to overcome threats, and Weaknesses-Threats by addressing weaknesses and minimizing threats.

The Meliponiculture Development Strategy is determined using a SWOT diagram. The quadrant points of the SWOT Diagram consist of the X axis obtained from strength minus weakness and the Y axis obtained from the odds minus the threat.

## RESULTS AND DISCUSSION

### A. Analysis of the Feasibility Level of Meliponiculture as Edutourism

#### *1. Attraction*

The results of *attraction analysis* are presented in Figure 1.

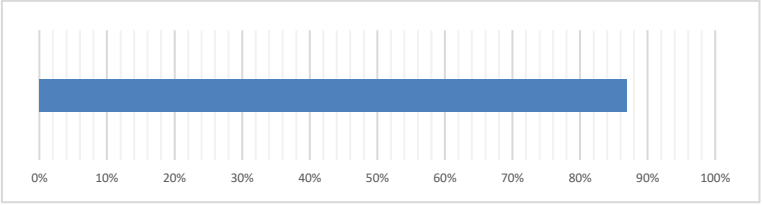


Figure 1. Average Value of *Attraction Percentage*

The average percentage value in the *attraction aspect* is 87%. This score is classified as Very Feasible and respondents consider the attractiveness of meliponiculture edutourism to be very good. This shows that respondents have an interest in the trigona bee cultivation process, educational activities, and learning experiences presented. Tourists not only see, but also gain knowledge about the cultivation process, the harvesting process, and the ecological benefits of bees for the environment. According to research conducted by Yoeti (2008), *attraction* is the main component in tourism that plays a role in attracting tourist visits. In this study, *attraction* not only comes from natural beauty, but also from educational activities such as the cultivation process and honey harvesting that provide a direct experience to visitors.

***2. Accessibilities***

The respondents' perception of the Accessibility aspect is shown in the results of the assessment Figure 2.

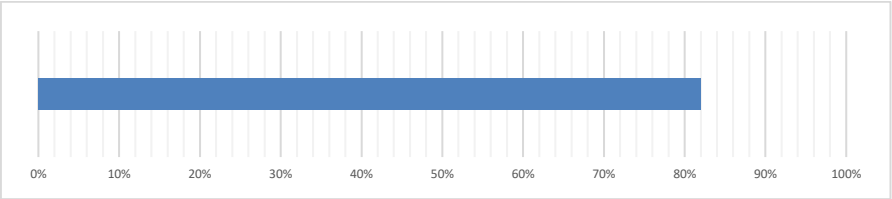


Figure 2. Average Percentage *Value of Accessibilities*

Figure 2. shows that the average percentage value in the *accessibility aspect* is 82% which is classified as Very Feasible. Respondents assessed that accessibility was able to support educational tourism activities for students and visitors. The results of this study are supported by the opinion of Suryadana (2013) that ease of access such as road conditions and availability of information have a positive influence on the satisfaction and interest of tourist visits, but the long distance factor can be an obstacle in increasing the number of visits. Thus, even though accessibility to the location is relatively good, the distance factor still needs to be a concern in efforts to develop edutourism to make it easier for tourists to reach.

**3. Amenities**

Figure 3 shows the feasibility level of the amenity aspect.

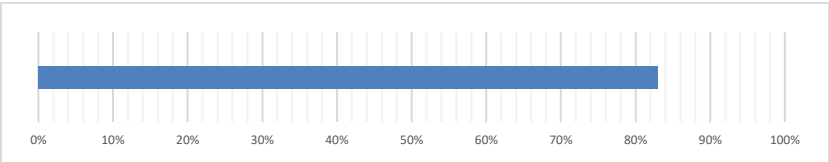


Figure 3. Average Value Percentage *of Amenities*

Respondents considered *amenities* to be Very Feasible with an average score of 83%. This shows that the facilities provided by the management are considered to be able to provide comfort and support educational tourism activities for students and visitors.

Amenities such as toilets, rest areas, and cleaning facilities have a great influence on the comfort and satisfaction of tourists, while limited facilities such as parking can be an inhibiting factor in the development of tourist destinations. Thus, even though most of the facilities are adequate, improvements in the parking aspect need to be a

concern so that the quality of tourism services can be more optimal (Spillane, 1994).

**4. Ancillary Service**

Different from the previous three aspects which have a percentage value above 80%, in Figure 4 it can be seen that *the Ancillary Service* aspect has a percentage value below 80%.

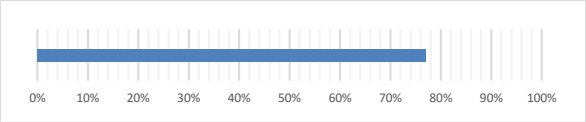


Figure 4. Average Value of *Ancillary Service Percentage*

The *ancillary service* aspect has an average percentage value of 77%. Although the value is below 80% and different from the previous three aspects, *ancillary service* is still classified as Very Feasible. However, in the *ancillary service* aspect, improvements still need to be made, such as the availability of tour packages, information and complaint centers, and emergency contact information so that tourism services can run more optimally. As Pitana (2009) argues, the quality of management, the role of tour guides, and the programs offered are important factors in supporting the success of a tourist destination, but without the support of effective promotion, the tourism potential will not develop optimally. Thus, even though the quality of management and programs is good, improving promotional strategies, especially through social media, needs to be a concern in the development of meliponiculture edutourism.

**5. Average Aspect Value 4A**

The results of the analysis showed the average value of Aspect 4A (*Attraction, Accessibility, Amenity, and Ancillary Services*).

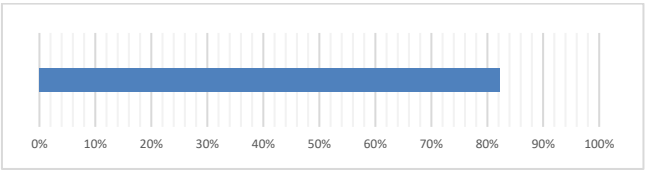


Figure 5. Average Grade of 4A Aspect Percentage

Figure 5. shows that the 4A aspect consisting of *Attraction, Accessibility, Amenity, and Ancillary Services* was considered Very Feasible by the respondents with an average percentage value of 82%. This shows that the trigona bee edutourism area has an attraction that is able to attract visitors, supported by fairly good accessibility, adequate facilities, and support services that support tourism and educational activities. Therefore, the area has the potential to be developed as a sustainable edutourism destination. This finding is also supported by research by Ramadhani and Umar (2024) which shows that tourist attractions that have good 4A components tend to obtain a high feasibility index and are feasible to be developed as sustainable tourist destinations.

**B. Identification of internal and external factors**

Internal and external factors are determined based on the results of the FGD, then create IFE and EFE matrices to analyze and evaluate internal and external factors. The results of the research that have been carried out are as follows.

**1. IFE (*Internal Factor Evaluation) Matrix***

The results of the identification of internal factors based on the results of the FGD are compiled in the IFE matrix.

Table 2. IFE Matrix

| No. | Internal Strategy Factors | Weight | Rating | Score (Weight x Rating) |
|---|---|---|---|---|
| | Strength | | | |
| 1 | An Interesting Cultivation Process and Has Educational Value | 0.14 | 4 | 0.56 |
| 2 | Managers Have In-Depth Knowledge About Meliponiculture | 0.08 | 3 | 0.24 |
| 3 | Comfortable and Beautiful Ambient Environment | 0.12 | 4 | 0.48 |
| 4 | Complete Tourist Facilities | 0.08 | 3 | 0.24 |
| 5 | Have a Tour Guide | 0.10 | 4 | 0.40 |
| 6 | Location is easily accessible via digital map | 0.10 | 4 | 0.40 |
| 7 | Attractive and Halal Certified Honey Packaging | 0.08 | 3 | 0.24 |
| 8 | Tourists' Interest in the Health Benefits of Honey | 0.09 | 4 | 0.36 |
| 9 | Road Access to Locations is Easy and Good | 0.08 | 3 | 0.24 |
| | **Total** | **0.87** | | **3.16** |
| | Disadvantages | | | |
| 1 | Promotions Carried Out Are Not Optimal | 0.20 | 3 | 0.60 |
| 2 | Lack of Available Food Crops Around Cultivation Sites | 0.28 | 4 | 1.12 |
| 3 | The distance from the city center to the tourist location is quite far | 0.18 | 2 | 0.36 |
| 4 | Lack of support from local governments and village governments | 0.24 | 2 | 0.48 |
| | **Total** | **0.90** | | **2.56** |

*Source: Primary Data (2026)*

Table 2. shows that the highest factor for strength is the cultivation process that is interesting and has educational value. This factor obtained a score of **0.56**. On the other hand, this meliponiculture education tourism in addition to having strengths also has weaknesses in its management. The highest weakness factor is the lack of food crops available around the cultivation site. This factor obtained a score of **1.12**.

Overall, the total score obtained in terms of strength was **3.16** and weakness was **2.56** from the highest scale vulnerability of **4.00**. This shows that the internal conditions in the aspect of strength are in the strong category. However, there are still some internal aspects that need to be improved and improved. This research is based on previous research by Rangkuti (2016), which stated that the total value of IFE scores above average shows that the organization has more dominant internal strengths than weaknesses, so it is in a relatively strong position in strategy development. However, weaknesses that have a high score still need to be a concern so as not to hinder future development.

**2. EFE (*External Factor Evaluation*) Matrix**

The FGD that has been carried out with stakeholders, in addition to identifying internal factors, also identifies external factors and is compiled in the EFE matrix.

Table 3. EFE Matrix

| No. | External Strategy Factors | Weight | Rating | Score (Weight x Rating) |
|---|---|---|---|---|
| | Opportunities | | | |
| 1 | Social Media Accounts as a Means of Promotion | 0.13 | 3 | 0.39 |
| 2 | There is support from non-governmental parties such as the Baitul Mal Foundation | 0.16 | 4 | 0.64 |
| 3 | The existence of a school close to tourist sites | 0.10 | 3 | 0.30 |
| 4 | There are lodgings close to the sightseeing sites | 0.10 | 4 | 0.40 |
| 5 | High Interest in Foreign Tourist Visits | 0.09 | 3 | 0.27 |
| 6 | There are photo spots close to the tourist sites | 0.09 | 4 | 0.36 |
| 7 | There is a cashew agro-industry processing close to tourist locations | 0.06 | 2 | 0.12 |
| 8 | Availability of Electricity and Internet Networks in Tourist Locations | 0.08 | 3 | 0.24 |
| 9 | The Existence of Service Carried Out by Lecturers and Students | 0.10 | 2 | 0.20 |
| | **Total** | **0.91** | | **2.92** |
| | Threats | | | |
| 1 | The existence of other tourist destinations as competitors | 0.24 | 4 | 0.96 |
| 2 | Lack of Interest from Local Students and Tourists | 0.18 | 3 | 0.54 |
| 3 | Cheaper Prices of Honey Sold by Competitors | 0.16 | 2 | 0.32 |
| 4 | Promotional Competition with Other Tourism | 0.20 | 3 | 0.60 |
| 5 | Weather Conditions Affect Cultivation Activities | 0.22 | 4 | 0.88 |
| | **Total** | **1.00** | | **3.30** |

*Source: Primary Data (2026)*

Based on the results of Table 3, the greatest opportunity is found in the support of non-government parties such as the Baitul Mal Foundation from YBM PLN with a score of **0.64**. The external factors of meliponiculture education tourism are not only opportunities but also threats from outside. The biggest threat comes from the existence of other tourist destinations as competitors of meliponiculture educational tourism with a score of **0.96**.

The total score obtained in terms of opportunity was **2.92** and threat was **3.30** from the highest scale vulnerability of **4.00**. This shows that the external environment provides considerable opportunities for the development of education. However, external factors in the form of threats also show a fairly high level. According to David (2011), the EFE matrix score describes an organization's ability to respond to external opportunities and threats, where the high threat score indicates the need for the right strategy so that the organization is able to survive and compete in a competitive external environment. Thus, meliponiculture edutourism has considerable opportunities to be developed, but it is also faced with various threats that require adaptive strategies.

**C. Development Strategy**

**1. SWOT Matrix**

More SWOT Matrix is presented in Table 4.

Table 4. SWOT Matrix

| **Factors Internal** / **Factors External** | ***Strengths*** | ***Weakness*** |
|---|---|---|
| | 1. Interesting Cultivation Process and Educational Value (S1)<br>2. Managers Have In-Depth Knowledge of Meliponiculture (S2)<br>3. Comfortable and Beautiful Surroundings (S3)<br>4. Complete Tourism Facilities (S4)<br>5. Have a Tour Guide (S5)<br>6. Location is easily accessible via Mapa Digita (S6)<br>7. Attractive and Halal Certified Honey Packaging (S7)<br>8. Tourists' Interest in the Health Benefits of Honey (S8)<br>9. Road Access to Easy and Good Locations (S9) | 1. Promotion Not Optimal (W1)<br>2. Lack of Food Crops Available Around Cultivation Sites (W2)<br>3. The distance from the city center to the tourist location is quite far (W3)<br>4. Lack of Support from Local Government and Village Government (W4) |
| ***Opportunities*** | **SO Strategy** | **WO Strategy** |
| 1. Social Media Accounts as a Means of Promotion (O1)<br>2. There is support from non-governmental parties such as the Baitul Mal Foundation (O2)<br>3. The existence of a school close to tourist locations (O3)<br>4. There are lodgings close to the tourist site (O4)<br>5. High Interest in Foreign Tourist Visits (O5)<br>6. There is a photo spot close to the tourist site (O6)<br>7. There is a cashew agro-industry processing close to tourist sites (O7) | 1. Developing an edutourism package based on direct experience of trigona bee cultivation to attract school visits and foreign tourists (S1, S2 – O3, O5)<br>2. Increase digital promotion through social media by displaying cultivation processes, natural atmospheres, and photo spots (S1, S3 – O1, O6)<br>3. Utilizing the foundation's support for facility improvement and tourism management (S4 – O2)<br>4. Developing an integrated tour package with the existence of cashew agroindustry (S1 – O7)<br>5. Attracting tourists through education on the benefits of honey for health (S8 – O5)<br>6. Increase attractiveness through good road access and easy access to internet | 1. Optimizing social media as a means of promotion to overcome promotions that are not optimal (W1 – O1)<br>2. Establish cooperation with schools to increase interest in visits and overcome promotions that are not optimal (W1 – O3)<br>3. Leverage foundation support to improve facilities and management (W4 – O2)<br>4. Developing a bee feed plant planting program in collaboration with universities through lecturer and student service (W2 – O9)<br>5. Integrating cashew agroindustry to increase tourism attraction in |

| | | |
|---|---|---|
| 8. Availability of Electricity and Internet Networks at Tourist Sites (O8)<br>9. The Existence of Service Carried Out by Lecturers and Students (O9) | networks and digital maps (S6, S9 – O4, O8)<br>7. Developing the knowledge of the management through education programs based on lecturer and student service (S2 – O9)<br>8. Developing honey products with attractive and halal packaging for tourists (S7 – O5) | promotion optimization (W1 – O7)<br>6. Utilize nearby lodging to overcome mileage constraints (W3 – O4)<br>7. Develop promotions through social media to reach international markets and attract foreign tourists (W1 – O1, O5)<br>8. Utilize the internet to improve information and promotion systems (W1 – O8). |
| ***Threats*** | **ST Strategy** | **WT Strategy** |
| 1. The existence of other tourist destinations as competitors (T1)<br>2. Lack of Interest from Local Students and Tourists (T2)<br>3. Cheaper Prices of Honey Sold by Competitors (T3)<br>4. Promotional Competition with Other Tourism (T4)<br>5. Weather Conditions Affect Cultivation Activities (T5) | 1. Highlighting the uniqueness of trigona bee cultivation as an educational tourism to promote and compete with other destinations (S1, S2 – T1, T4).<br>2. Utilizing the beautiful natural atmosphere as an advantage over other tours (S3 – T1).<br>3. Improve the quality of services provided by tour guides to increase visitor interest (S5 – T2).<br>4. Strengthening the branding of honey as a quality and halal product to compete with competitors in terms of price (S7 – T3)<br>5. Developing innovations in education-based tourism programs to attract local interest (S1 – T2)<br>6. Utilizing good road access to increase competitiveness (S9 – T1)<br>7. Developing a weather adaptive trigona bee cultivation method by utilizing the knowledge of managers (S2 – T5)<br>8. Utilize complete facilities to increase tourist attractions (S4 – T2)<br>9. Utilizing available facilities to support tourism activities when the weather is not favorable (S4 – T5) | 1. Increase promotion to face competition with other tourism (W1 – T4<br>2. Establish cooperation and ask for support from the government to increase development support (W4 – T1, T4)<br>3. Optimize promotions to develop honey product sales strategies (W1 – T3)<br>4. Adding beefed crops to reduce weather impacts (W2 – T5)<br>5. Improve access and travel information to address mileage (W3 – T2). |

**2. SWOT Chart**

In determining the coordinates of the X axis, it is necessary to subtract the total strength score by the total weakness score, which is 3.16 minus 2.56 = 0.6. Meanwhile, to determine the coordinates of the Y axis, it is necessary to subtract the total chance score by the total threat score, which is 2.92 minus 3.30 = -0.38. The SWOT diagram is presented in Figure 6.

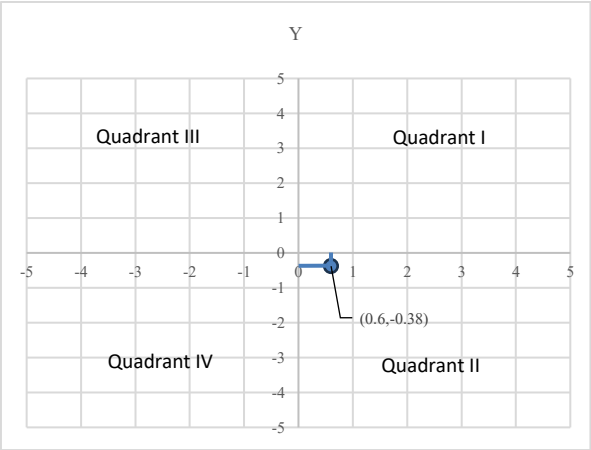


Figure 6. SWOT Chart

The coordinate point of meliponiculture educational tourism in East Rangsot Hamlet is at point (0.6,-0.38) and is classified as quadrant II (diversification). This shows that the internal condition of edutourism is in a strong position in terms of strength, but on the other hand it is faced with various threats from the external environment.

The position in Quadrant II shows that the right strategy is a diversification strategy, namely using the Strength-Threat (ST) strategy, namely by utilizing the strengths possessed to overcome or minimize existing threats. This research is in line with Pearce & Robinson (2013), organizations in Quadrant II have good internal strength, but face high external pressure, so it is necessary to implement a diversification strategy by utilizing internal advantages to face threats. This strategy emphasizes the use of resources owned to maintain competitiveness in the midst of unstable environmental conditions. Thus, the position of meliponiculture education tourism in Quadrant II shows that managers need to optimize their existing strengths.

## CONCLUSION

Based on the results and discussions that have been described above, it can be concluded that:

1. Meliponiculture is very suitable as an educational tourism for tourists with an average percentage value of Aspect 4A, which is 82%. However, there is still a need to improve several indicators in terms of *accessibility, amenity, and ancillary services.*
2. The results of the identification of internal factors consisted of nine strengths and four weaknesses as well as the external factors consisted of nine opportunities and five threats. Of each internal and external factor, there are the most influential factors including a). The greatest strength lies in the cultivation process that is interesting and has educational value; b). The biggest weakness is in the lack of available feed crops; c). The greatest opportunity comes from the support of non-governmental parties; and d). The biggest threat comes from other tourist destinations as competitors.
3. The development strategy that can be applied is the ST (Strength–Threats) strategy, which is by utilizing the strengths possessed to overcome or minimize existing threats.

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