



TBM as Educational Tourism: A Case Study at TBM Pabukon Ngadongeng

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ABSTRACT

This study aims to exploring how the *experiential learning* approach can be effectively applied in the management of reading parks as educational tourism destinations specifically on TBM Pabukon Ngadongeng. By utilizing aspects of attraction, accessibility, and amenity, this reading park can be an innovative model that integrates education and tourism for wider benefits to the community. The research used qualitative methods with data collection techniques in the form of in-depth interviews and thematic analysis to explore information from related parties. The results showed that TBM Pabukon Ngadongeng has potential as an educational tourism based on the aspects of Attraction, Accessibility, and Amenity (3A). Unique attractions such as learning while playing programs, free English courses held every Monday and Tuesday are the main attractions, storytelling literacy, and kraft activities. In addition, the accessibility of the location is easy to reach and adequate amenity provides comfort for visitors. This research reveals that reading parks can serve as a medium to improve people's literacy while empowering local communities through interesting educational programs. The findings are expected to assist reading park managers in developing innovative programs for economic and social sustainability.

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1. INTRODUCTION

The increasing public interest in education by involving the tourism sector in Indonesia is supported by the latest data where the Indonesian tourism sector is experiencing significant growth, with a GDP contribution of 4.5% in 2022 (Nugraha & Mawo, 2023). TBM Pabukon Ngadongeng, as one of the educational tourism destinations located in the Sumedang Regency area. This TBM is an institution that provides access to reading materials for the community, formed by the community, and for the community (Putri & Rifai, 2019). TBM Pabukon Ngadongeng has the potential to attract more visitors through more interesting literacy activities. In line with global trends that show that educational tourism has an appeal for families and students (Hariyanto et al., 2018). The attraction possessed by TBM Pabukon Ngadongeng, held a material presentation while practicing the material presented directly. This can be an attraction in itself, because according to the constructivism approach, which states that knowledge is built in line with experience as well as interaction with the environment. According to Sugrah, this theory gives freedom to each individual to learn by discovering their insights with support from others, so this emphasizes direct experience in the learning process (Sugrah, 2020). Supported by research from Rejeki et al., that learning through direct experience, mixed with interaction in the environment, and reflection on the experience gained is important in educational tourism (Rejeki et al., 2024).

Previous research conducted Kadeni and Srijani, that the development of educational tourism has a positive impact on the economy of the surrounding community, but we also know how to find out the challenges in managing and marketing it (Kadeni & Srijani, 2019). Supported by the statement Ramadhan et al., the development of educational tourism by showing the right *repackaging* of information can increase tourist attractiveness (Ramadhan et al., 2023). As has been done by TBM Pabukon Ngadongeng who chose *repackaging* information using a website. TBM Pabukon Ngadongeng has cooperated with several agencies to develop its promotion in the form of *online* information. The use of the website as an information platform can be a medium of information that conveys quickly. According to Silalahi and Saragih, a website created to provide promotional information can help visitors access information more easily to save time and money (Silalahi & Saragih, 2021). This is an important context, where the accessibility of information is the main key in attracting visitors' attention. On the other hand, using a website can also save promotional costs compared to conventional promotional methods, such as printing brochures (Khanom, 2023; Silalahi & Saragih, 2021).

A tourist destination must have three important aspects, or 3A aspects, namely, Attractions, Accessibility, and Amenity. These three things are supporting aspects of tourism activities as expressed by Holloway in Shofi'unnafi which says that every tourism must have 3A aspects which include attractions, *accessibility*, and *amenity* (Shofi'unnafi, 2022). In terms of attractions, TBM Pabukon Ngadongeng has various activities that have an attraction for visitors, such as kaulinan barudak which is directly practiced, and free English courses

First, attractions of each tourist destination have their own uniqueness that makes it interesting to visit (Larsen et al., 2019). According to Prayoga et al., attractive attractions are a factor that determines successful tourism development, because it can attract tourists to visit (Prayoga et al., 2022). Tourist destinations must have a strong attraction to attract visitors (Musleh & Rosa, 2024). Supported by a statement from Maulidiawati et al., that programs that involve children in literacy and learning activities can create a fun and interesting atmosphere for them (Maulidiawati et al., 2023; Winatha et al., 2021). In addition, TBMs that have a diverse collection and according to the needs of the community will be an attraction for the TBM (Ningsih & Misroni, 2023; Prahestiwi et al., 2021).

Second, accessibility relates to how easily the location can be reached by visitors (AlKahtani et al., 2015). According to Fauzi and Pratiwi, TBMs will be more effective if they can be easily reached by the whole community (Fauzi & Pratiwi, 2021). Good accessibility, both in terms of transportation and information, can influence visitors' decisions to visit a place. TBM Pabukon Ngadongeng has access that is quite easy to reach, which can be seen from its location on the Manglayang Hamlet road. Supported by the statement Rahman, which shows that ease of access can increase the number of visitors to tourist destinations (Rahman, 2022). In addition, according to Warsihna et al., that a strategic location and adequate facilities are important points to increase the number of visitors (Warsihna et al., 2023). TBM Pabukon Ngadongeng is close to several schools such as SDN Manglayang 1 and 2. This is supported by the statement Marleni and Murdani, that TBMs located close to schools or community activity centers tend to be easier to reach and more frequently visited by children and adolescents (Marleni & Murdani, 2023).

Third, amenity related to the facilities available in the tourist destination, this can increase visitor comfort. TBM aims to create a comfortable atmosphere for visitors to read inside or outside the room, so that harmony between education and recreation can be created (ka, 2018). According to Musleh and Rosa, that a good amenity component is an important determinant of visitor satisfaction, and can influence their desire to revisit (Musleh & Rosa, 2024). Also supported by a statement from Aughterson et al., that visitor satisfaction can encourage them to return for another visit (Aughterson et al., 2024). When viewed, the TBM Pabukon Ngadongeng facility has supporting facilities to provide comfort for its visitors, starting from bookshelves, chairs and tables, to play yards and for exercise.

Although educational tourism has been shown to have a positive impact on the community's economy and literacy development, previous research Kadeni and Srijani, indicates challenges in managing and marketing these destinations, including limited innovation in attracting visitors and utilizing digital technology (Kadeni & Srijani, 2019). According to Hutagaol et al., the use of technology in TBM activities is important to foster community interest in reading and also utilize existing technological resources (Hutagaol et al., 2023). TBM Pabukon Ngadongeng has adopted a literacy-based approach and uses technology such as websites for promotion. However, there is still a lack of in-depth exploration regarding the effectiveness of this strategy in supporting the 3A concept (Attraction, Accessibility, and Amenity) as a pillar of educational tourism. In addition, research that focuses on the relationship between constructivism-based educational approaches and the success of educational tourism in Indonesia is limited.

This research offers novelty by exploring specifically how the *experiential learning* approach can be effectively applied in the management of reading parks as educational tourism destinations. This approach also integrates the 3A theory as an evaluation framework to identify potentials and constraints, and provide strategic recommendations for the development of TBM Pabukon Ngadongeng. The focus of this research on literacy activities as an educational tourism attraction provides a new contribution to the literature on community-based tourism in Indonesia.

The urgency of this research lies in the need to support the economic independence of local communities through innovation in the educational tourism sector. With the significant growth of the tourism sector, TBM Pabukon Ngadongeng has the potential to become an educational tourism model that can be replicated in other areas. This research is important to assist reading park managers in designing relevant and strategic programs, while supporting the development of sustainable literacy-based tourism. The results of this research are expected to have a long-term impact on local community empowerment, literacy improvement and the development of the educational tourism sector in Indonesia.

2. METHODS

This research uses a descriptive method with a qualitative approach to understand social phenomena from the subject's perspective. Research with descriptive methods serves to provide a systematic description of the object or subject under study (Syahrizal & Jailani, 2023; Zellatifanny & Mudjiyanto, 2018). Supported by a statement by Kamila et al., that researchers by collecting data through reading and recording techniques and analyzing can provide a clear picture of the phenomenon under study (Kamila et al., 2021). By using this approach, the author can dig deeper into the existing characteristics and can provide recommendations on the findings obtained from the descriptive data collected (Mutmainah et al., 2023). The researcher acts as the main instrument in data collection and analysis. The subject of this research is the manager of TBM Pabukon Ngadongeng who was chosen as the main informant because he has direct knowledge and experience related to management, program development, and educational tourism strategies applied in the reading park. The selection of these subjects was based on their relevance and ability to provide in-depth insight into the research focus. This is in accordance with the view of Anwar et al., which emphasizes the importance of selecting the right informants to ensure data validity (Anwar et al., 2023).

The object of this research is the potential of TBM Pabukon Ngadongeng as an educational tourism destination. This research explores the 3A aspects (Attraction, Accessibility, and Amenity) that support the reading park as an educational destination, as well as how management and innovations such as the use of digital technology contribute to the development of community-based educational tourism.

Qualitative data was collected, (i) In-depth interviews conducted with reading park managers to extract detailed information related to activities, challenges, marketing strategies, and educational programs offered. This technique helped to gain a more comprehensive understanding of the phenomenon under study. (ii) Analysis of supporting documents such as activity reports, promotional materials, and visitor data was also analyzed to enrich the research findings. (iii) Observation which is done by directly observing the activities that take place at TBM Pabukon Ngadongeng.

The research uses thematic analysis, which aims to identify, analyze, and interpret important themes from the data that has been collected. According to Castleberry and Nolen (2018) and Purwanto and Lestari (2020) by using thematic analysis, this research can explore the meaning in depth of community experiences related to TBMs. The data analysis process begins with data coding, where key points obtained from relevant interviews, documents and observations are recorded in detail to ensure all significant information is well documented. The next stage was theme identification, which is the process of looking for patterns or main categories that reflect aspects of potential, challenges and innovations that exist at TBM Pabukon Ngadongeng in the context of educational tourism. After the main themes were identified, interpretation was carried out by linking the findings with relevant theories and concepts, so that the research results could be organized systematically and structured to provide a comprehensive and in-depth picture of the phenomenon under study.

3. RESULTS AND DISCUSSION

3.1. Respondent Demographic Data

The demographic data of the respondents plays an important role in this study as it provides a context for understanding the characteristics of the visitors and their influence on

the results of the study. At TBM Pabukon Ngadongeng, the average number of daily visitors ranges from 5 to 10 people. However, this number can increase significantly when there are special events or activities, which usually attract more attention and interest from the community. On those days, the number of visitors can exceed the daily average.

Visitors who come to the reading park come from various backgrounds, including children, teenagers and adults. This diversity reflects the attractiveness of the reading park for various groups of people, which supports its function as a center for literacy and educational tourism. A bar chart showing the average number of visitors per day can provide a visual representation of fluctuations in the number of visitors and the influence of special activities on daily visits. This data provides an important basis for understanding visitation patterns and visitor needs, which can help reading park managers design more appropriate and engaging programs. There are many people from different walks of life who come, as seen in the picture below.

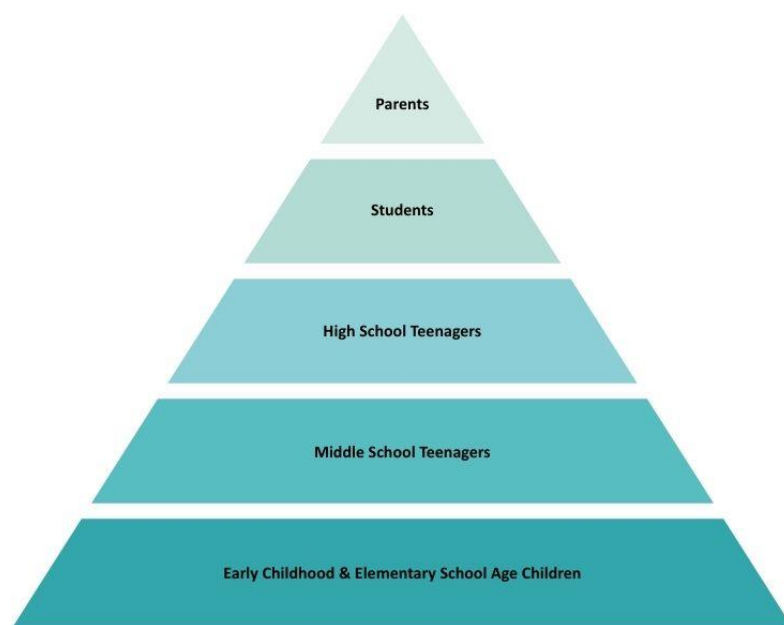


Figure 1. Pyramid Profile of TBM Pabukon Ngadongeng Visitors.

Based on the pyramid picture above, visitors to TBM Pabukon Ngadongeng come from various groups, ranging from early childhood such as kindergarten or PAUD, elementary school children, junior high school teenagers, high school teenagers, to parents. However, early childhood and elementary school children are the groups that visit this reading park the most. This shows that this reading park is more attractive to children, who may be interested in the various activities and facilities available there.

In addition, as seen in Figure 2, there are also students who are interested in visiting this reading park. Students who came came from various study programs, including Library & Information Science, Students of Olah Kreativitas and Entrepreneurship (OKK) Unpad, German Literature Study Program Students, and Sundanese Literature Study Program Students.

3.2. Agency and Organization Cooperation

TBMs have considerable potential in the development of educational tourism that supports the development of literacy and community education. TBMs themselves are

categorized as open learning centers by offering opportunities to learn through various programs and education. This requires continuous support for the development of TBMs. Collaboration with several parties is needed for this, such as collaboration with the government, community, or individuals. Table 1 shows the collaboration that has been carried out by TBM Pabukon Ngadongeng.

Table 1. Government Agency Cooperation.

Government Agency	Program
National Library of Indonesia	1000 Books
SDN Manglayang II	Literacy Class
SDN Karangkamulyan Cilayung	Storytelling
SDN Cipacing II	Storytelling

TBM Pabukon Ngadongeng has collaborated with the Village office and local youth organization, SDN Manglayang II, SDN Karangmulyan Cilayung, SDN Cipacing II, Library and Information Science Study Program of Fikom Padjajaran University, Sumedang Regency Library, and the National Library of Indonesia. There are various forms of cooperation, such as that carried out by the National Library of Indonesia, namely conducting a 1000 book collection grant program. Elementary schools with storytelling literacy programs. This has a very positive impact on the progress of TBMs, because the provision of 1000 books can improve the quality of book collections, and save costs made by TBMs.

In addition, collaboration with schools in the form of literacy and storytelling, this activity is sometimes from the school itself that invites the TBM Pabukon Ngadongeng to conduct literacy and storytelling activities, or sometimes schools that make visits to the location of the TBM Pabukon Ngadongeng, this is what makes TBM Pabukon Ngadongeng known to school children in the neighborhood. Finally, the support provided by the village office in collaboration with the youth organization, which is a representative of the village office, is in the form of activities carried out on August 17, where TBM Pabukon Ngadongeng is given the opportunity to preserve Sundanese culture, such as dancing and using typical Sundanese clothing. In addition to collaborating with government agencies, TBM Pabukon Ngadongeng also collaborates with non-profit organizations or the surrounding community, as shown in table 2.

Table 2. Cooperation between Non-Profit and Profit Organizations.

Non-Profit Organizations	Program/Involvement	Profit Organization
West Java Provincial TBM Forum TBM Forum Sumedang District Community paragraph 3	Ancient Bandung Literacy Manager	McDonalds

Another important thing is to collaborate with the community. Through collaboration with the Sumedang Regency TBM Forum, and the West Java Province TBM Forum, TBM Pabukon Ngadongeng can share experiences, knowledge, and get support in developing more innovative literacy programs. In addition, collaboration with the Alinea community can enrich storytelling activities and creative learning (as in table 3), so that it can expand the positive impact of the Pabukon Ngadongeng Community Library in the community.

Table 3. Cooperation with Individuals.

Individual	Corporate
Agung Budiono	Yunus Winoto
Lutfi Khaerunnisa	Hanny Hafiar
Neneng Komariah	Elnovani Lusiana
Kang Deni	
Ms. Rena	
Ms. Dini (TSM Gramedia)	
Mr. Yusup (Gramedia TSM)	
Lenny Martini	
Eli Apriani	

The tables above show a list of agencies, organizations and individuals that collaborate with TBM Pabukon Ngadongeng. This cooperation includes various programs, such as 1000 book grants, literacy classes, and storytelling activities. In addition, TBM Pabukon Ngadongeng also receives support in the form of bookshelf and book donations from various parties. They also continue to collaborate in various literacy and storytelling activities to support the development of literacy in the surrounding community. The result of this collaboration is expected to increase public knowledge of the presence of TBM Pabukon Ngadongeng as a potential place for educational tourism.

3.3. Educational Tourism Potential of TBM Pabukon Ngadongeng

TBM Pabukon Ngadongeng has great potential as an educational tourism destination through a variety of unique attractions based on interactive learning. One of the main attractions is the learning through play program, which is designed to provide a fun learning experience for children. The program includes free English courses held every Monday and Tuesday at 15.30 WIB, where learning materials are delivered with creative play media. This approach not only helps improve children's language skills but also creates an interesting and less boring learning atmosphere.

In addition, TBM Pabukon Ngadongeng also offers local culture-based activities, such as kaulinan barudak (traditional games) activities, which are carried out through hands-on practice in the reading garden courtyard. For example, in 2023, the material on traditional games became part of the weekly program that is routinely held. One of the games that has been taught by TBM Pabukon Ngadongeng is the ucing sumput game, where one person becomes a ucing (cat) and is tasked with preying on his non-cat colleagues. This activity not only introduces cultural values to the younger generation but also creates a unique locally-based educational tourism attraction. By combining aspects of education, recreation, and cultural preservation, these programs strengthen the potential of TBM Pabukon Ngadongeng as an educational tourism destination capable of attracting visitors from all walks of life.

In addition to the English course activities that are routinely carried out twice a week, and kaulinan barudak activities, there are also other activities, such as literacy in the reading room, and kraft creativity activities. Literacy activities in this reading room where children are invited to read books to increase their understanding. The collection of books presented is diverse, such as Sundanese books, books that use English, even to magazines. Furthermore, craft or kraft creativity activities, this activity is one of the educational programs that aims to improve the motor skills, creativity, and imagination of visitors, especially children. In this activity visitors are invited to draw and color.



Figure 2. Teaching activities at TBM Pabukon Ngadongeng.



Figure 3. Listening activities at TBM Pabukon Ngadongeng.

TBM Pabukon Ngadongeng utilizes social media and digital platforms as tools to promote activities and document the activities that have been carried out. Through an Instagram account (@pabukon_ngadongeng), WhatsApp, as well as several websites such as *ngadongeng.com*, *electronic catalog*, and *forumtbmsumedang.org*, this reading garden not only reaches a wider audience but also provides transparency to donors.

In the website and social media, they present comprehensive information, such as the reading park profile, book collection, products, as well as programs and activities that have been carried out. This documentation not only serves as proof of activities for the public but also demonstrates the real use of donations, thus building trust and encouraging further contributions from donors. This strategy allows TBM Pabukon Ngadongeng to maintain good relations with the community and donors, while increasing their visibility as a literacy-based educational tourism destination.

In addition, the reading park can be easily found through Google Maps by searching for the name "Pabukon Ngadongeng." The presence of the reading park on digital platforms such as Google Maps not only makes navigation easier but also increases its visibility for potential visitors. This combination of strategic location and easy digital access makes TBM Pabukon Ngadongeng more inclusive and attractive to visitors, including families, students, and literacy communities from various regions. The location at the foot of Mount Manglayang is an added point, because the location of the TBM Pabukon Ngadongeng is directly opposite Mount Manglayang, where visitors who come are not only presented with knowledge, but also presented with beautiful scenery and cool air from that location. So that visitors can enjoy the beauty of nature while doing activities at TBM Pabukon Ngadongeng.

However, to get to the location of TBM Pabukon Ngadongeng, visitors cannot see signboards or information on every road leading to the location of the TBM, visitors can only rely on google maps. But visitors can see the *signboard* attached to the building wall of the TBM. The *signboard* is quite visible from the road, but visitors must be careful to see the existence of the *signboard*. Visitors to TBM Pabukon Ngadongeng can easily find information about the location through the official Instagram account, @pabukon_ngadongeng. This account provides a link in the bio section that directly directs users to Google Maps, making it easier for visitors to follow the route to the reading garden. This feature is very useful for visitors, especially first- timers, as it provides accurate and efficient navigation guidance.

This strategy demonstrates the utilization of social media as an effective tool to improve information accessibility. By integrating digital technologies such as Instagram and Google Maps, TBM Pabukon Ngadongeng not only facilitates visitors but also increases its appeal as a modern and accessible educational tourism destination.



Figure 4. Instagram Social Media Account @pabukon_ngadongeng.

TBM Pabukon Ngadongeng offers adequate facilities to support visitors' comfort and educational experience. With a space of about 5meter inside, the reading garden is equipped with two large bookshelves, two small shelves, one long table, and one blackboard, which meet the needs of visitors to read and learn. In addition, there are tables and chairs specially designed to support a comfortable learning atmosphere, as well as carpets that allow visitors to sit on the floor, creating a relaxed and intimate atmosphere.

The reading park courtyard is also optimally utilized as a play space and sports activity for children and parents. These facilities not only expand the function of the reading park as a place of literacy, but also as a recreational area for children to young adults or parents. This combination of indoor and outdoor facilities reflects TBM Pabukon Ngadongeng's efforts to create an inclusive environment that supports various educational and recreational activities, making it a complete and attractive educational tourism destination for various groups. In addition to indoor and outdoor spaces, there are also other supporting facilities, such as toilets and parking areas. However, the parking area itself is integrated with the outside courtyard or a place for sports or other physical activities, but because the courtyard is fairly large, it is possible for visitors who want to bring their private vehicles. Visitors are not allowed to park outside the yard, because the location of the TBM is on a street corner with limited road width, and to avoid congestion. Finally, there is a toilet, but the toilet is still inside the house of the owner of TBM Pabukon Ngadongeng itself.

3.4. TBMs as Educational Tourism Potential

TBMs have a significant role in improving literacy and empowering local communities. Apart from being literacy centers, TBMs also have great potential to develop into attractive educational tourism destinations. By providing access to knowledge and learning that is packaged interactively, reading parks can provide an experience that is not only educational but also entertaining. As stated by [Marleni & Murdani \(2023\)](#), reading parks that are able to integrate educational and tourism functions can be a strong attraction for the community.

Research conducted at TBM Pabukon Ngadongeng in Sumedang Regency on November 23, 2024 showed that this reading park fulfills three main indicators as an educational tourism destination: attractions, accessibility, and amenity. In terms of attractions, this reading park offers learning programs combined with play activities, such as the first teaching of *kaulinan barudak* (traditional Sundanese games) which is carried out directly. Secondly, free English

courses held every Monday and Tuesday at 15.30 WIB are another attraction that strengthens the position of this reading park as an innovative learning center. Third, storytelling literacy activities, where this activity is an activity where children are given the freedom to read the books they want, the books available vary from Sundanese books, books that use English, to magazines. Fourth, where children are honed in their creativity with drawing and coloring activities.

The accessibility of this reading park is also very good. Located on Jalan Dusun Manglayang, the reading park is easily accessible to visitors via public transportation or online transportation services. Location information available on Google Maps makes it easier for visitors to find this reading park, making it more inclusive and open to various groups of people. In addition to the location that is easily found using Google Maps, another thing that makes it interesting is the location of the TBM Pabukon Ngadongeng itself directly opposite Mount Manglayang plus a cool atmosphere. The beauty presented by the view of Mount Manglayang can be a major factor in the development of educational tourism, where visitors can read books by looking at quite beautiful scenery.

In terms of amenity, TBM Pabukon Ngadongeng provides facilities that support visitor comfort. With a space of about 5 meters, the reading park is equipped with two large bookshelves, two small bookshelves, a long table, a blackboard, tables-chairs, and carpets for sitting on the floor these facilities are located indoors. In addition, the outdoor courtyard is also utilized as a play and sports area, providing additional space for family recreation. These facilities are designed to meet the needs of visitors, both in terms of learning and recreational activities. In addition to being a play and sports area, the outside courtyard because it has sufficient area, and this is also used as a vehicle parking area. The last facility is the toilet, this facility is a facility that supports TBM Pabukon Ngadongeng as a potential educational tourism, but for the toilet itself is still in the TBM owner's house.

Based on the fulfillment of the three 3A indicators (Attraction, Accessibility, and Amenity), it can be concluded that TBM Pabukon Ngadongeng has considerable potential to develop into an attractive educational tourism destination and also benefit the community. The existence of this reading park is not only to improve community literacy, but also to empower local communities through educational and recreational activities. With good management, TBM Pabukon Ngadongeng can become a model of a sustainable educational tourism destination and is expected to have a positive impact on visitors and the surrounding community, especially in the Sumedang Regency area. In addition, collaboration between reading parks and the government, community, and private sector can further strengthen the role of reading parks as innovative education centers. With continued support, this reading park has the potential to become an inspiration for other regions in developing the concept of literacy-based educational tourism that is not only socially beneficial but also has an economic impact on the local community.

3.5. Educational tourism potential of TBM Pabukon Ngadongeng

According to Mill, attractions are attractions that a destination has to provide a pleasant or memorable experience for visitors (Shofi'unnafi, 2022). TBM Pabukon Ngadongeng offers unique attractions through learning through play programs. One of the main attractions is the introduction of *kaulinan barudak* (traditional Sundanese games), where children can learn and practice these traditional games. In addition, the reading park provides free English courses held every Monday and Tuesday at 3:30 pm. These activities are not only entertaining but also provide educational value, making it a memorable experience for visitors, especially children. Another attraction is the kraft creativity activity, where children will be asked to

draw and color. For children who have high creativity and imagination abilities, this activity is the attraction. Finally, storytelling literacy activities, children will choose the books they want to read, there are even children who like to read books about things they like, such as animals. This activity is not only about creativity and reading, but an activity that gives freedom to children, the freedom to choose what they like but there is still educational value and is sure to be a memorable experience for visitors who are mostly children.

Accessibility, as explained by Cooper, includes facilities and infrastructure that allow visitors to reach tourist destinations easily, including road and transportation infrastructure (Shofi'unnafi, 2022). TBM Pabukon Ngadongeng has good accessibility, located on the Manglayang Hamlet road. The location can be accessed easily using public transportation or online transportation services. In addition, visitors can find the location of this reading park through Google Maps by simply being in the search field with 'TBM Pabukon Ngadongeng', which will certainly facilitate navigation and support ease of access for various groups. However, there is no signpost or information that directs to the location, this may be developed in the future to support the accessibility of TBM Pabukon Ngadongeng.

Amenity includes supporting facilities provided in tourist destinations to meet the needs of visitors (Shofi'unnafi, 2022). TBM Pabukon Ngadongeng provides adequate facilities to create a comfortable and enjoyable traveling experience. The facilities available include two large bookshelves, two small bookshelves, one long table, one blackboard, tables and chairs for visitors, and carpets for sitting on the floor, these facilities are in a room measuring approximately 5 meters. In addition, the outside area of the reading park is equipped with a courtyard that is used for playing and sports activities for children and parents. These facilities support the literacy, recreation and comfort needs of visitors, strengthening the appeal of the reading park as an educational tourism destination. Other supporting facilities are the vehicle parking area, and toilets. These are very important facilities for TBMs, whether TBMs have been able to provide good and complete facilities or not. However, so far the existing facilities at TBM Pabukon Ngadongeng are sufficient to facilitate visitors.

With a combination of attractive attractions, easy accessibility, and adequate supporting facilities, TBM Pabukon Ngadongeng has the potential to become a model educational tourism destination that integrates learning, local culture, and recreation. This potential can continue to be developed to improve public literacy and empower local communities in a sustainable manner.

4. CONCLUSION

This research shows that TBM Pabukon Ngadongeng has great potential to develop into an educational tourism destination that supports the economic independence of the local community. By integrating three main aspects (Attraction, Accessibility, and Amenity) of culture-based attractions, good accessibility, and adequate amenity, this reading park is able to provide an interesting educational experience while empowering the surrounding community.

First in terms of attractions, TBM Pabukon Ngadongeng offers a variety of innovative educational programs, such as English courses, kaulinan barudak (traditional games), storytelling literacy, and kraft activities. These programs not only improve children's skills or creativity but support the preservation of local culture or focus on Sundanese culture. Second in terms of accessibility, the location is easy to find, supported by the ease of finding locations using google maps and social media, making it easier for visitors to find out access to information to visit the location of this reading park. Thirdly in terms of amenity, this TBM has quite complete facilities for a reading park. Supporting facilities that provide comfort for

visitors, including reading rooms with various bookshelves, outdoor areas, and other supporting facilities.

The ease of access to information and location through digital platforms also strengthens its appeal, making it a relevant model to replicate in other areas. Therefore, the urgency of this research lies not only in improving literacy, but also in empowering local communities through an innovative and sustainable educational tourism sector. The findings are expected to provide strategic guidance for the management of other reading parks as educational tourism destinations capable of providing significant social and economic impacts.

5. AUTHORS' NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. Authors confirmed that the paper was free of plagiarism.

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