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Journal of Hospitality, Leisure, Sport & Tourism Education

journal homepage: www.elsevier.com/locate/jhlste

Implementing community-based tourism (CBT): Lessons learnt and implications by involving students in a CBT project in Laelae Island, Indonesia

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ARTICLE INFO

Keywords:

Community-based tourism
Laelae island
CBT project
Sustainable tourism
Environmental conservation
Tourism students

ABSTRACT

Lack of community participation is a major reason leading CBT to fail. This study discusses and illustrates how to involve students into a CBT project in order to achieve two major aims: a) use the students as key informants and stakeholders in CBT implementation with the purpose to provide useful insights and advice to local communities; b) provide a practical example on how to enhance students' learning experiences and practice-based learning identify the challenges addresses; and c) identify the challenges experienced by the students in order to inform how to better design field-based educational experiences. The student findings revealed useful information about the socio-cultural issues inhibiting CBT implementation (e.g. focus on short-term financial benefits rather than long-term sustainable programmes), which in turn are used for providing useful suggestions to the local community. Consequently, three ways to better implement CBT projects are identified: understanding the socio-cultural condition of the community and of obtaining community support, having a clear purpose and firm foundation for CBT, and creating a tourism and environmental awareness group. Findings also revealed that students faced three major challenges in participating in the CBT project: different attitudes and responses from the local community on the CBT project, the issue of palimbang and the reclamation megaproject. The paper concludes by discussing the implications on how to better integrate students in CBT projects, as the latter represent an important way in which educational institutions can provide community service.

1. Introduction

Community is an integral part of tourism destination development around the globe, as there is a general consensus that tourism relates with various community issues such as community participation, the impacts of tourism on community and community development (Hall & Page, 2012; Mason, 2003; Roberts, 2013; Schofield, 2011). Community-based tourism (CBT) has been adopted in developing countries as a way for sustainable tourism development that ensures the achievement and distribution of tourism benefits

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<https://doi.org/10.1016/j.jhlste.2020.100295>

Received 3 February 2020; Received in revised form 23 October 2020; Accepted 6 November 2020

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for everyone, through community empowerment and tourism participation (Greer, 2010; Jurowski, 2009; Kayat, 2008; Lopez-Guzman, Sanchez-Canizares & Pavon, 2011; Manyara & Jones, 2007; Sebele, 2010; Stronza, 2008; Tolkach & King, 2015).

The concept of community participation in tourism remains problematic because not all community members can gain income through tourism, even though most communities in a destination expect to obtain benefits from it. For some members of the local community, factors such as lack of understanding and awareness about the tourism benefits and limited resources for starting-up a business inhibit them to get involved in tourism. On the other hand, other community members that can tackle such issues might obtain benefits through tourism. By adopting community-based tourism, local communities can be empowered to widen their members' participation in and so, their benefits from tourism. The Indonesian government, for instance, has a mandate to utilise resources sustainably for the benefit of communities, including tourism. Hence, the CBT is essential within the Indonesian context as a tool for achieving the sustainable tourism goals, as they are mandated by the Indonesian law.

As part of their moral responsibility to help the community, tourism students are assigned to do projects related to CBT. It is the responsibility of the tourism management students at Politeknik Pariwisata Makassar (PPM), South Sulawesi Province, Indonesia to help communities understand tourism, environmental conservation and how to utilise local resources to their advantage. The students implemented a community development project called 'a community-based tourism (CBT) project'. In order to understand the conduct of the project, the authors recorded the processes of the project (planning, preparation and implementation) which was then evaluated to help with the future arrangement of similar tourism projects.

This research investigates the challenges faced by tourism students in participating in the implementation of a CBT project to understand how a CBT project can help communities in increasing awareness about the importance of tourism and environmental conservation and to propose possible solutions and recommendations for future CBT projects. Three questions guided the authors in undertaking this study: 1) What are the challenges faced by tourism students in implementing a CBT project? 2) What are the communities' responses to the CBT project? and 3) What are the lessons that students and communities may learn from the implementation of the CBT project?

Academics have researched the concept and implementation of community-based tourism (CBT) from different perspectives. Ernawati, Sanders & Dowling (2000) studied community and tourists' perception about CBT in Indonesia and they found that intrinsic value for tourists and community is essential for CBT products. Harris (2009) proposed pro-poor community-based tourism in encouraging community income in Sarawak, Malaysia. Zielinski, Jeong & Milanes argued that initiative efforts for ownership in tourism business help to encourage community participation. This paper utilises three concepts for CBT implementation by including community empowerment, community awareness and community attitude to tourism (Durkin & Peric, 2017; Piartrini, 2018; Rocharungsat, 2008). The three concepts are under the following principles (Durkin & Peric, 2017; Piartrini, 2018):

1. Recognition and support community's potential and participation for empowerment purpose.
2. Encourage the local community to preserve their environment.
3. Sharing the benefits of tourism fairly to the local community.
4. Community initiative to participate in tourism.
5. Improving the quality of tourist visit to the island.

1.1. Using CBT as a concept for designing a students' tourism project

Many countries in the world have utilised CBT as a response to the negative consequences of tourism and the need to encourage community participation in tourism (Hall & Lew, 2009; Trejos & Nora Chang, 2009; Zapata et al., 2011). CBT emphasises the community as the driver of the conduct of tourism. In other words, the community emerges as the central point if one implements CBT. With CBT, the community has the opportunity to control local resources for their own benefit and share the benefits equitably, rather than having outsiders gain more economic benefits (Jones, 2005; López-Guzmán, Borges, & Castillo-Canalejo, 2011; Scheyvens, 1999; Scheyvens, 2002). In developing countries, CBT has been adopted because of its sustainability principles and goals and the ability of the local community to control its resources (De Kadt, 1979; Richins, 2011). For Hiwasaki (2006), CBT is defined based on four principles: empowerment and ownership of the local community, conservation of tourism resources, the social and economic development of the community, and the quality of visitor experiences during the visit to a destination.

Making people aware of their resources and the principles of environmental conservation should include many stakeholders. In this research, the role of tourism students in increasing community awareness about tourism is essential, and they should reflect on their role through conceptual understanding and contributions to the community. Tourism students should be equipped with an understanding of sustainable tourism and how they can utilise their knowledge through practical contribution (Busby, 2003; Hales & Jennings, 2017; Sharpley, 2014; Tribe, 2010). Goodwin (2012) affirmed that tourism stakeholders (one of which is academics or students) should take responsibility in their actions in tourism activities. Responsibility refers to the role of tourism students in implementing tourism programmes how they should be utilised to help the community in the real-world context.

1.2. Tourism students and the need to understand CBT

Tourism educational institutions require their graduates to have a theoretical and practical understanding of the issues in tourism (Chang & Hsu, 2010; Sheldon & Fesenmaier, 2014). To achieve these educational goals, institutions need to incorporate and stress the importance of understanding and implementing sustainability goals within their curricula (Boley, 2013; Canziani, 2012; Wilson & Von

der Heidt, 2013). Canziani adds that the educators' role is essential in guiding and facilitating tourism students to grasp tourism theories and their real-world implementation. In this case, CBT is a concept that is used by the tourism students to help the community in implementing tourism projects. Similarities in the principles of sustainable tourism and CBT can be found in the context of helping the community through tourism projects and community participation as stressed in the concept of CBT has the same goals as sustainable tourism (Cole, 2005; Iorio & Corsale, 2013; Rocharungsat, 2008; Simpson, 2001).

Sheldon and Fesenmaier (2014) argued that environmental and tourism education should strengthen the values that enable students to critically reflect on their knowledge and understanding through sustainable tourism projects. These values are reflected in various theories or concepts including mutuality, stewardship, knowledge, ethics and professionalism (Sheldon & Fesenmaier, 2014). Mutuality refers to the students' awareness of their learning needs and the experiences they achieve for their expertise. Experience refers to the expertise and skills obtained through learning experiences, while stewardship refers to the sense of responsibility owned by the students as part of the community. Students should have ethics and work professionally, indicated by their skills and competencies. These values, as mentioned by Sheldon and Fesenmaier, become the foundations for the students in thinking creatively through a CBT project.

For Sharpley (2014), teaching environmental (sustainability) education and responsibility to tourism students can enable them to understand the issues or impacts resulting from tourism development. A tourism project is a learning process that provides the opportunity for students to find a sustainable and responsible approach for a destination. CBT, in particular, teaches responsible acts to the community and students through the tourism programmes they implement. CBT can increase community awareness, empower the community and improve the social and economic well-being of the community in a tourism destination (Beeton, 2006; Dredge et al., 2014; Salazar, 2012). Furthermore, most islands have environmental conservation issues that require a solution. Lim and Cooper (2009) argued that the sustainable use of islands as tourism attractions links to environmental conservation (education), community involvement and activities for tourists during their visit. In other words, incorporating CBT within a practical tourism project can enable the students and the community to better understand tourism and the importance of conserving tourism resources.

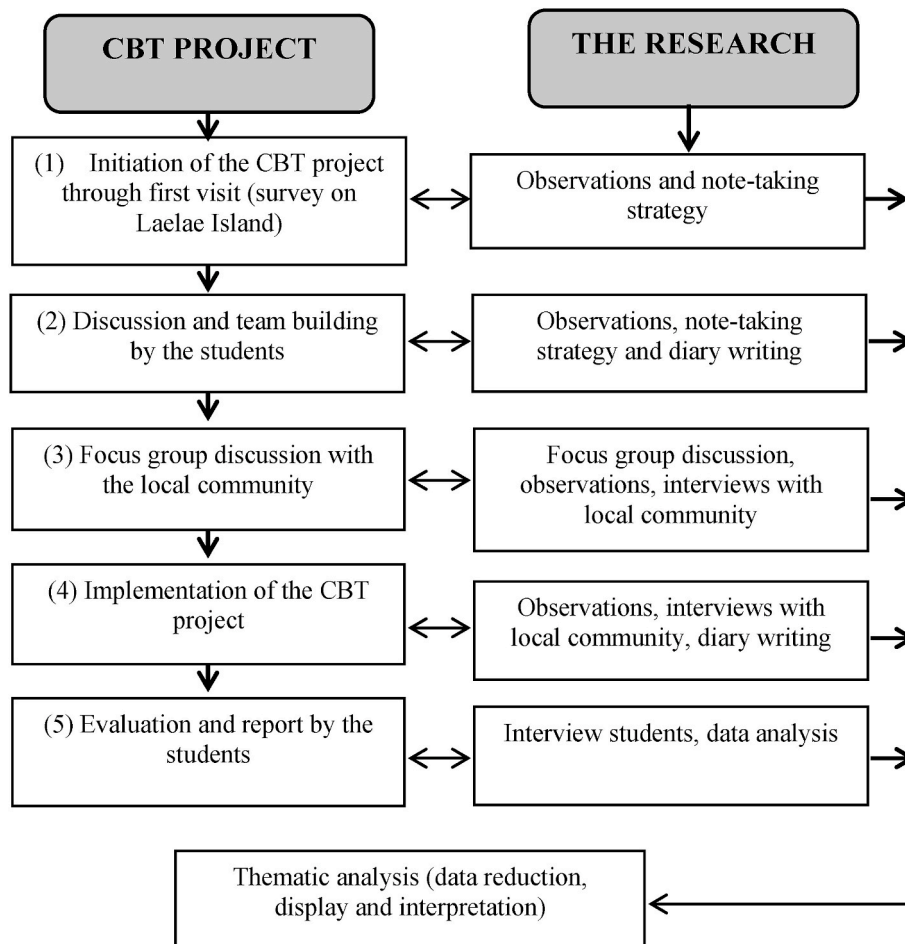


Fig. 1. CBT project and the research process Source: Authors, 2018

2. Methodology

This research applies a case study approach to investigating the challenges of implementing CBT in Laelae Island, Indonesia. A case study approach is suitable for understanding social phenomena and their meaning from the people's perspective, particularly as tourism becomes a tool for community development. Three collection methods were used for gathering primary data: interviews with the community and tourism students, focus group discussions including community representatives (local leaders) and the CBT implementation team, and participant observation. In addition, by being the advisers for the students' CBT project, the authors were also able to monitor and record the implementation of the project (Fig. 1). The CBT project took place from September to December 2017.

The research was based on five phases. First, the tourism students and the authors conducted a survey on Laelae Island. The survey aimed to identify the possibility of implementing a tourism project on the island. The authors investigated issues related to the research paper, including the openness of the residents to accept the tourism students for a project, the tourism potential of the island, and the possibility of implementing a four-month tourism project. The authors implemented a strategy of taking notes for data collection. Second, the students conducted a focus group discussion on their campus. The survey team presented the results of the survey and discussed them with 55 students (two classes). In this phase, the students created a CBT team that consisted of members of divisions with job descriptions. This phase also enabled the students to plan their CBT project at Laelae Island.

The third phase was a focus group discussion that involved representatives of the community who reside in the area in which the students' CBT plan was presented. It provided an opportunity for the community to express their expectations and comments regarding the project plan. The authors used the information obtained from the focus group discussion for this paper. The fourth phase was the implementation of the CBT project through three visits to the island, two nights spent at the island and one night finalising the project. The authors used the visit to interview local people, observe the conduct of the project and write a diary about the process of the CBT. This phase provided relevant information about the challenges of the CBT project, which was useful for the writing of this research paper. The authors interviewed the students about their experiences to evaluate the project. Fifteen local people were involved in the focus group discussion, five were involved in interviews and eight members of the CBT team participated in the research interview. The phases are shown in Fig. 1 above.

Informants participated in this research were selected by implementing purposive sampling. Participants were invited to attend interviews and focus group discussion based on their position and role in the community and their availability to participate. The authors informed the participants that their participation were recorded and were taken note for research purpose. To approach respondents, the authors contacted local leaders, having legal permission before conducting research and contacting the local people. Students who participated in the project were also informed about the role of the authors in collecting information for research purpose.

3. Analysis and discussion of the research findings

3.1. The case study context: Laelae Island

The South Sulawesi Province of Indonesia contains the Spermonde Islands (Kepulauan Spermonde), islands ranging from Makassar city to others such as Samalona Island, Kayangan Island, Kapoposang Island, Lanjukang Island, Kodingareng Island and Laelae Island. Laelae Island is approximately 1.5 km from the Kayu Bangkoa quay at Makassar, the capital city of South Sulawesi and can be reached by a traditional motorboat in about 10 min. Local people offer their boat service to visitors by approaching them or by the visitors' request. There are about 420 families and 1780 residents on the island.

Laelae Island is suitable for enjoying sunset, leisure and marine tourism activities such as swimming, fishing, snorkelling and diving. Visitors can stay at the island to obtain more experience on island exploration by staying at communities' house. Many visitors spend night at the island for relaxation and escape from their daily routines. Visitors can also enjoy the white sand of the island and see the local people's daily traditional activities. The local people also provide gazebos for the visitors. Easy access from Fort Rotterdam, the icon of tourism in Makassar city enables tourists to visit the island with very cheap transportation and accommodation.

The CBT Project: Design and Implementation of Activities.

The tourism students of PPM, Indonesia, created the CBT project as part of the students' field study, a program that obliges them to contribute positively to the community. It was a community service project in which the students applied their tourism knowledge and experiences in a real-world context. The field study is a planned project by fourth-year students (semester seven) that consists of a six-month period of researching tourism. During the research process, students are expected to implement community service activities, such as installing *sapta pesona* or seven enchantments boards around tourism attractions, introducing tourism and sustainability issues to the local community, and a tourism (CBT) project. The students adopted a CBT project by encouraging community participation, community awareness on tourism and environmental protection. The emphasis of the project was on community empowerment, providing the opportunity for the local people to utilise their resources for their own benefit. *Sapta pesona* is a tourism awareness concept that comprises seven items including safe or safety, orderliness, clean or cleanliness, fresh or coolness, beauty or attractiveness, friendliness and impressiveness.

According to the local community, some people had previously surveyed the island for possible projects or investment. However, many locals worried that they would not get benefits from outside investment projects. They felt that they would only be able to watch the investors' activities and that the benefits would not be shared equitably. An informant states "tourism facilities should be intended for the local people. Investors who come to my area will build facilities that will be used for tourists' activities, not for the local people.

I think I cannot support tourism in my area if investor just becomes my competitor (interview, December 26, 2017). As a local person, the informant believes that she needs direct benefit or profit without the presence of outsiders. Currently, she sells food and snacks for a living. She can get more profits if visitors come and buy her selling. For her, investors are competitors that may inhibit her micro business. It can be argued that the local people want to get benefits without being disturbed by the presence of outsiders. Other informant argues “tourism business will be managed by investors from outside, not the local people. Hence, facilities should be owned and managed by the local people” (interview, a man on 50 years old, December 27, 2017).

The students found that Laelae Island has the potential to be developed as a tourist attraction. Laelae has a beach with white sand which is a swimming location with sunset and sunrise views for the visitors' enjoyment. The local community living on the island could also be encouraged to provide their homes as accommodation for tourists. Although Laelae Island has the potential to attract visitors, the local people had not yet obtained economic advantage from it. *Palimbang* (a local language term referring to those who provide transport with a traditional motorboat) were the only people who obtained economic benefits. *Palimbang* sell their services to visitors and gain a daily income. The CBT project was chosen because the students wanted to help the local people manage their tourism resources and environmental conservation in addition to improving the incomes of *Palimbang*.

The students' survey and discussion resulted in a master plan that guided them in implementing the CBT project (see Fig. 2). According to the master plan, Laelae Island to be divided into some areas including a tourism area (e.g. camping area), a rest area for the visitors, a sports area and spots for photographs taking. The CBT team would equip the island with a tourism information centre, signboards, a welcoming board as well as help the local community to clean the environment and fix the local people's houses for homestay purposes.

The CBT team and the representatives of the community planned some tasks that needed to be completed to achieve the goals of the CBT project. The CBT project aimed to provide opportunities for the local community to manage the tourism potential, install information boards regarding the importance of CBT, and facilitate the community to understand tourism and the conservation of the area. Table 1 explains the CBT programmes that were introduced by the CBT team and the factors that inhibited their successful implementation.

3.2. Socio-cultural issues in the local community: challenges for implementing CBT programmes

The first visit to Laelae Island created a positive response from the local community. The local community welcomed the students to implement any tourism project, as long as it was a positive programme that supports Laelae Island as a tourist attraction. However, issues arose when the CBT team came to implementing their project. Three members of the team visited Laelae Island to find accommodation one day before the whole CBT team arrived. There is a public building, built by an organisation, that people can use for meetings or any community service purpose. The CBT team wanted to use the house so that they could run the project efficiently. Unfortunately, the *pengelola* (organiser) of the public building refused to provide the facility to the CBT team. Although the local leaders agreed to help the students with the public meeting house, the organiser obliged the students to pay a daily fee for use of the house.

The CBT team could not pay for the house due to limited funds. The team believed that they should be able to use the public house, as it is for community purposes and they came to help the local community. However, parts of the local community have different



Fig. 2. Master plan of the CBT project. Source: Designed by CBT team, 2017.

Table 1

Source: Authors, 2018.

No	CBT Programmes	Description
1	Homestays managed by the local people	Two local people were ready to provide their houses as homestays for visitors. The CBT team explored the area, surveyed people's houses and asked for their availability to provide rooms or the entire house. Four families were ready; two houses were successfully made as homestays while two houses were not suitable. Other members of the community were jealous of the homestays helped by the CBT team.
2	Signboards as amenities	Signboards were installed to help visitors, including directions to explore the island, seven enchantments (<i>sapta pesona</i>) and a welcoming board.
3	Conservation activities	The CBT team successfully cleaned the beach area as part of the conservation activities. During the conservation, the team collected five trash bags along the beach area. The trash comes from the local community, visitors and natural trash (such as wood).
4	Photo spots	Photo spots were made to attract tourists to visit Laelae Island. According to the local people, many visitors come to Laelae Island for relaxation and taking photographs. The team believed that photo spots are required so the visitors have a positive impression of their visit, which then brings a more positive image to Laelae Island.
5	Tourism information service (TIS)	Saturday and Sunday are the days when most visitors go to Laelae Island. TIS was needed to provide information to visitors about the tourism potential of the island as well as to make people aware of CBT through one person in charge. An office for TIS has been made available, but the programme has not yet been implemented.
6	Creating a tourism awareness club (<i>kelompok sadar wisata</i>)	The local community should manage a destination through a tourism awareness club or organisation (<i>pokdarwis</i>). The CBT team was not able to create the club because of a low level of response from the local community.
7	Workshop and training for the community about creative industries or souvenirs	Creative industries such as souvenirs can be established by providing training and workshops on creative products. Unfortunately, the plan was not implemented because of the socio-cultural issues of the community. The CBT team worried about continuing the project because many members of the community did not respond positively.
8	Creating a CBT website for Laelae Island	The CBT team created a website, although its management is not sustainable.

understandings and perceptions of tourism students. Some understood that the students come for social purposes rather than bringing money for the local community, while some did not care about the CBT project. The local community can be divided into three groups based on their responses to the CBT project. First, the local leaders and community who always dealt with or communicated with the CBT and who provided information or help if the CBT team required it. Second, the part of the local community who knew about the existence of the students but were only willing to help if there was a financial advantage to it. Third, a group of people who did not care about the CBT project and who wished to continue with their daily activities without engaging with the CBT project. The community's support varied, with most people willing to support the project if there was a financial gain. Zielinski et al. (2018) advocated the importance of the framework in implementing and evaluating the success of CBT program. Financial benefits may be obtained if framework that involves different stakeholders is implemented.

The seminal work of Pretty (1995) concerning the typology of community participation was visible on Laelae Island. Pretty classified community participation into seven categories. In the case of Laelae Island, the three groups may refer to manipulative participation, passive participation and participation for material incentives. According to Pretty, these three levels are the lowest forms of participation. Interactive and self-mobilisation, as mentioned by Pretty, are particularly relevant to sustainable tourism. Indeed, it is difficult to achieve sustainable tourism if the local community's response to the CBT project is based on manipulative and material incentive principles. Ideally, the local community should respond to the CBT project based on interactive and self-mobilisation principles. Pornprasit and Rurkkhum (2017, pp. 42–59) inform their research findings in Thailand that good management and participation of the local stakeholders are barriers in achieving successful community-based ecotourism. Hence, the local community is the main actors for successful community-based tourism.

The community required physical buildings (such as toilets or a building for visitors' religious needs) to be built if students wanted to implement a project on Laelae Island. They expected the students to come and install the buildings rather than to only provide education and training for the community. The CBT team divided students into groups such as education and training, facilities and equipment, community relations, and planning divisions. The educational and training division, in particular, worked on helping the local people to understand tourism and making people aware of CBT with socialisation programmes. Providing physical buildings for the island was something difficult, mainly because the team struggled to raise funds from companies or institutions. Although the students asked for sponsorship for their project, they received only limited support. For the local community, physical buildings can support the attractiveness of the island and increase the number of visitors, but the CBT team was unable to fulfil the community's expectation. Facility, infrastructure and human resources are required to achieve the goal of community-based tourism. Kunjuraman and Hussin (2017) affirmed that problems of skillful human resources and infrastructure are challenges faced by the local community in implementing CBT in Dagat Village, Malaysia. Hence, collaborative works are essential in achieving the goals of tourism development (Junaid & D'Hautserre, 2017; Kunjuraman & Hussin, 2017; WONDIRAD et al., 2020).

The issue of the palimbang (motorboat providers) was the main challenge in implementing the CBT project. There are more than a hundred people who work as palimbang, providing boat services for domestic and international tourists who visit the Spermonde Islands. The number of boat services varies depending on the ability of the visitors to negotiate with the palimbang. A problem occurs because visitors do not have clear information about how much they should pay for the boat service. If international and domestic

tourists want to use the boat service, for example, they need to negotiate with the palimbang about the cost.

The CBT team thought that there should be rules if the palimbang wants to transport tourists to Laelae Island and other islands. For Laelae Island, visitors pay between IDR 10,000 (US\$ 0.70) and 25,000 (US\$ 1.80) for a one-way trip, depending on the negotiation and whether they share with other passengers. The CBT team successfully negotiated with one of the palimbang and only paid IDR 5000 (US\$ 0.35) for each passenger which can include up to 15 people in one trip. The CBT team was not allowed to use other palimbang during the visit to Laelae Island. For him, the CBT team were his passengers forever because he was the first person who brought the team to Laelae. A problem occurred because he was not always available, and the team worried about the boat service, particularly regarding safety. The CBT team felt that members of the *palimbang* should be educated about services to visitors to increase the appeal of Laelae Island.

The CBT team tried to approach local leaders by ensuring that the CBT team would promote Laelae Island on an official website. However, the local leaders argued that most palimbang in Laelae Island could not be regulated. One of the informants stated 'there are more than a hundred palimbang, we have told them many times that they should work together if they want to gain sustainable profits as palimbang. Unfortunately, it is difficult to regulate them. I think the CBT team should not mention the price of boat service on the website, also do not write the contact numbers of palimbang' (interview, December 22, 2017). The CBT team were shocked to observe an incident in which two palimbang almost fought each other and were involved in a conflict on the sea. One *palimbang* was angry because another had transported the CBT team once and he saw him. The authors noted that the issue of palimbang should be overcome (or regulated) for better services to visitors. The local board of transportation has difficulties in regulating them because of these social issues. It is essential to improve the role of the local government and involve related government institutions in the management of the sea transportation system. Conflict in the community related to tourism development has been studied by [Curcija et al. \(2019\)](#). [Curcija et al. \(2019\)](#) proposed conflict management model to address issues related to CBT in a community. Possible approaches such as conflict management, stakeholder participation and mediation by local leaders may be useful to tackle conflict in CBT implementation ([Suwandana, 2019](#)).

3.3. The CBT project from the students' perspective

During the preparation until the implementation of the programmes, the CBT team found some issues that constrained the success of the project. First, the provincial government has been conducting a megaproject called 'Center Point of Indonesia' (CPI). This is a beach reclamation project along the area of the Losari Beach and the Losari Water Front. Initially, the CBT team believed that their project would be instrumental in encouraging community participation in tourism. They did not consider the existence of the project since it does not directly affect the island. However, academics told them that the CPI master plan would affect the island. The reclamation project aims to unite or connect Losari Beach and the island. As a consequence, investors will utilise the island as a business centre rather than maintaining its natural conditions.

Since the CBT team also had a master plan that guided them in promoting the island as a model for island CBT, the students could not run the project sustainably. Although the CBT team did not investigate the exact master plan of CPI, they were discouraged by the news. The students implemented the CBT project with the assumption that the programmes would increase the local community's awareness about tourism. If the reclamation affects the island in the next three to five years, the tourism students will nevertheless have provided a service to the community about tourism, and hence, the local people will have greater awareness about tourism. A student confirms "I believe that ninety nine percent of the CBT project will be successful" (Mansyur, interview, December 26, 2017). He argues that most of the team members are confident with their project as long as the local community support the students.

Second, a positive response from the local community is significant in achieving the goals of CBT. However, the local community preferred to think about temporary benefits with the coming of the CBT team rather than helping the CBT team to manage Laelae Island. An informant states, "some universities (students) had visited my area and renovated my house for homestay purpose. They also ran similar programs with the CBT project. I got benefits from the programs but they are just for temporary, not sustainable. They made homestay, but after two or three months, the students (universities) did not run the programs, so they are just for temporary activities (interview, homestay owner, December 2017). A female respondent (on forties years old) argues that around twenty per cent of the local people consider temporary benefit of tourism in her area (interview, December 24, 2017). Apart from those who obtain temporary benefits of tourism, eight per cent of the local people still support the program of community-based tourism (interview, December 24, 2017). To achieve the goals of sustainable benefits, the local community should participate in tourism programmes run by the team. A member of the CBT team noted '*for me, the biggest challenge of the CBT project is the community; how to build community awareness about the benefits they get from the CBT. However, building community awareness is not an easy job because CBT involves not only one or two people but the whole community in the area*' (interview, December 25, 2017).

Third, for the CBT team, the lack of support from stakeholders in Makassar city was an obstacle for implementing CBT project. The lack of support came not only from the community but also from government institutions. A member of the CBT team stated '*my visit to the local board of tourism shows that the local government does not include Laelae Island in the development programme. I am sad to hear this. The potential of Laelae Island can be developed if it is managed well*' (Riska, interview, December 24, 2017). Another member of the CBT team stated '*the way of thinking (perception) of the local people tends to think short profits without considering environmental conservation*' (Siska, interview, December 2017). *She gave an example of the local traders (local people) throwing their rubbish in the sea, which, unfortunately, has become a habit. Such condition requires training and education for the local people* ([Bello et al., 2016](#); [Sharpley, 2014](#)). Both students and the local community have the role in changing the community's thinking about environmental conservation ([Sheldon & Fesenmaier, 2014](#)). For [Sheldon and Fesenmaier \(2014\)](#), students and the local community will have responsible ethics concerning environmental conservation.

The CBT team believes that coordination among different government institutions is essential to support Laelae Island as a preferred destination in Makassar. If the local board of tourism promotes Laelae Island as a tourist attraction, there would be further support from the board of cleanliness, the board of city management and other related government institutions. The CBT team's programmes were to increase community awareness, to provide facilities for tourism development, and to promote Laelae Island on the international and national level. However, these goals cannot be achieved if related government institutions do not strengthen their coordination. Richins (2011) argued that community issues (community conflict, lack of local commitment) and structural and management issues (lack of policy and coordination) often become issues in most destinations.

3.4. Lessons learned and implications for future CBT projects

Tourism students should run a yearly CBT project with sustainable programmes. CBT Laelae cannot be run sustainably because of the socio-cultural issues of the local people. In order to implement sustainable CBT programmes, there should be a positive response from the local people with an emphasis on sustainable benefits rather than small short-term profits. Efforts can be made to make the project beneficial, including by strengthening the institutional relationship between the tourism educational institution and the local government. An initial project is a starter or driver for the development of CBT, and as educational institutions have an obligation to provide community service, students with support from their institution should work together with the local authority. The local government has an essential role in creating policies that can enable a destination to achieve sustainable tourism (D'Hauteserre, 2010; Junaid & D'Hauteserre, 2017; Ruhanen, 2013; Weaver, 2006). For this reason, both educational and government institutions should plan an agenda of community service through CBT projects. Furthermore, Yanes, et al. (2019) affirmed that government in many developing countries has weak policy in providing foundation for community participation. Hence, CBT project should include governmental and other related stakeholders in the implementation phase.

The community living on the islands in South Sulawesi consider profits or financial benefits essential for their life. If the socialisation of tourism or any tourism workshops and training for the community are implemented, there should be financial benefits. In other words, it is difficult to make people aware of the long-term significance of tourism for their well-being. The CBT team worked under the framework of community service without any financial capital. A member of the CBT team affirmed that 'CBT requires not only administrative permission from the government but also sponsorships or donations from related stakeholders' (Mansyur, interview, December 24, 2017). This paper shows that a CBT programme requires financial support to achieve its goals.

Furthermore, it is essential to obtain community support before a CBT project is implemented. Community support also refers to a conducive situation in the local community including the social, cultural and political situation. In studying community-based tourism in Rumania, Havadi Nagy and Espinosa Segui (2020) found that transformations and sustainability issues constraint the implementation of CBT projects. This paper affirms that it is essential for the CBT team to investigate these conditions through a careful survey. The social and cultural conditions of the local community at Laelae Island showed that the team had to learn about the community. The issues, as discussed above, can be considered motivations rather than obstacles for achieving the goals of CBT. The tourism students learned that CBT is not an easy project; it requires an in-depth understanding of the local community and the issues around it.

From the perspective of the CBT team, the project did not have a strong foundation. The project seemed to focus on providing facilities for Laelae Island such as homestay, photo spots and supporting amenities. They realised that five components should be included in the project: attractions, events, facilities, services and a broader tourism package. They believe that the authenticity or originality of the island should be prioritised in order to attract tourists. Tour packages or activities offered to visitors are crucial for attracting tourists. In addition, a future CBT project could provide products that can be consumed by tourists such as physical products, experiences and tours.

This research emphasises that creating tourism and environmental organisations or groups can help to achieve the goals of future CBT projects. The Ministry of Tourism of Indonesia encourages local governments to support the existence of *kelompok sadar wisata* (pokdarwis) or tourism awareness groups. These are managerial groups responsible for managing local resources based on sustainability principles as well as helping the community improve their economic welfare. Although local governments realise the importance of pokdarwis to support the development of tourism destinations, their existence is sometimes ignored or not well organised. Tourism students can work together with members of pokdarwis or create new pokdarwis if they have not yet been organised.

4. Conclusions

Community development through tourism cannot be achieved by a local community alone. It is beneficial to use tourism students, integrate them as part of the community, and support their role in 'educating' the community about sustainable tourism and empowering it to use its resources for economic benefits and environmental conservation. However, although tourism students bring important concepts and ideas to a destination through CBT projects, these ideas may not be useful if there is no proper support or a positive response from relevant stakeholders. The CBT project by the tourism students at Laelae Island is an example of how a CBT team works independently without support from the local government and a low level of commitment from the local people. Different attitudes and responses from the local community on the CBT project, the issue of *palimbang* and the reclamation megaproject are some of the challenges faced by the CBT team. Local people tend to think of short-term financial benefits rather than long-term sustainable programmes.

These conditions lead to several recommendations for the implementation of future CBT projects. For the CBT team, it is essential to obtain the community's and other related stakeholders' support before the tourism students or stakeholders implement the

CBTproject. Community support refers to a conducive environment in the local community including the social, cultural and political situation. A CBT project requires a clear purpose and a strong foundation through a careful plan and programme. In order to achieve the goals of CBT, the local community should have a tourism and environmental awareness group that works as a destination management organisation. This should focus on continuing the CBT project and enabling the community to conserve the environment and utilise the potential of tourism to their benefit.

A community service project by tourism students can be a way of increasing community participation in tourism and environmental conservation. International organisations that come to areas in the world to implement community projects should consider sustainable rather than short-term programmes. Educational institutions with community empowerment programmes should also support their students to participate in community and environment conservation activities. This paper provides insights into how to help communities by implementing sustainable development plans and programmes. It is essential for universities in the world to design curriculum with the emphasis on community empowerment and community service through the role of the students. CBT project is another important program that educational institutions may adopt in implementing community service.

Based on the study's findings, further research is required to understand the socio-cultural factors influencing CBT implementation in various places around the globe. For example, future research can examine the role of the local government in succeeding the project of community-based tourism as well as the factors affecting the absence of the level of government in the CBT project. Second, it is important to seek efforts by international organization and educational institution in helping the local community through CBT. Third, it is important that studies investigate the local community's perceptions about the role and ability of CBT as a tool for community development, before making solely theoretical assumptions about the later.

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