IJHESS
International Journal of Health, Economics, and Social Sciences
PUBLISHER:
Universitas Muhammadiyah Palu
ISSN: 2685-6689
SINTA 2

Integration of Local Content Curriculum in Adaptive Tourism Governance

Heri Wahyudi[1], Siti Hajar[2]*, Nur Ambia Arma[1], Eha Saleha[1], Azrin Ibrahim[3]
[1]Universitas Terbuka, Indonesia
[2]Public Administration Science, Universitas Muhammadiyah Sumatera Utara, Indonesia
[3]Center for Islamic Development Management Studies (ISDEV), Universiti Sains Malaysia, Pulau Pinang, Malaysia
***Corresponding author:** Siti Hajar. E-mail: sitihajar@umsu.ac.id

ABSTRACT

This study aims to analyze the effect of local content curriculum integration on local wisdom-based tourism governance, with adaptive governance as a mediating variable, in the Labuan Bajo Tourism Area. Using a quantitative approach with a survey design, data were collected from 283 respondents selected through a purposive sampling technique. The research instrument was a structured questionnaire with 25 statement items measured using a Likert scale of 1–5. Data analysis was carried out using Structural Equation Modeling-Partial Least Squares (SEM-PLS). The results showed that all constructs had validity and reliability values that met the requirements: Cronbach's alpha ranged from 0.895–0.943; Composite Reliability 0.920–0.951; and AVE 0.598–0.663. All hypotheses were significantly supported ($p < 0.05$). The integration of local content curriculum has a direct and significant effect on adaptive governance ($\beta = 0.631$; $t = 14.392$) and on local wisdom-based tourism governance ($\beta = 0.347$; $t = 7.887$). Adaptive governance has a significant effect on local wisdom-based tourism governance ($\beta = 0.560$; $t = 12.296$). The indirect effect through adaptive governance mediation is 0.353, with a VAF of 50.41%, indicating partial mediation. The R^2 value for the tourism governance variable is 0.679, indicating a substantial contribution from the model. This study confirms that the integration of local content curriculum is a strategic instrument that not only shapes the adaptive capacity of local actors but also strengthens sustainable local wisdom-based tourism governance.

Keywords: Curriculum; Local Content; Tourism Governance; Education Policy; Adaptive Governance

ARTICLE IDENTIFIERS

ORIGINAL ARTICLE
Volume 8 - Issue 4 - 2026
Pages 1449-1460
DOI: 10.56338/ijhess.v8i4.12061

ARTICLE HISTORY

Received: 17 August 2026
Revised: 26 October 2026
Accepted: 16 November 2026

CC BY-SA 4.0

INTRODUCTION

Tourism in Indonesia, in the past decade, has shown very significant growth and has become one of the strategic sectors in global economic development, reaching its highest peak before the pandemic and experiencing a decline in 2020, but rebounding in 2024-2025 with a contribution of 4.9% of GDP and creating 25.99 million jobs in 2025. This performance is supported by the development of super priority destinations, digitalization, and the recovery of global visitor interest, including tourism in the Labuan Bajo area. In 2025, the number of tourist visits to Labuan Bajo reached 500,008 people, a drastic increase from around 60,439 people in 2021 post-pandemic, and contributed around 2.33 billion to the Regional Original Income of West Manggarai Regency and absorbed hundreds of local workers through the development of Labuan Bajo tourism projects. West Manggarai Regency, particularly Labuan Bajo, is experiencing rapid tourism development as a national super-priority destination. This growth has had a positive impact on the regional economy, but also poses challenges to the sustainability of local culture. Modernization, social change, and increased tourism activity have the potential to diminish the role of communities in preserving the cultural values that make destinations attractive. One effort to strengthen the community's cultural identity is through the integration of a local content curriculum into education. The local content curriculum serves not only as a learning medium but also as an instrument for cultural preservation and fostering public awareness of the region's potential. Locally-based education is expected to increase community participation in the development and management of sustainable tourism.

This growth confirms that tourism is not only an economic driver but also plays a role in cultural exchange, regional development, and job creation. However, behind this growth come serious challenges in the form of overtourism, the degradation of local culture, and the unequal distribution of economic benefits, particularly in cultural and community-based destinations (Hajar et al., 2024). Thus, the transformation towards sustainable tourism has become a key agenda, emphasizing the importance of integrating economic, social, and cultural aspects. One approach that is beginning to receive attention is strengthening local wisdom as the foundation for destination management. However, (Irjayanti & Lord, 2024; Wardani, 2023) show that efforts to preserve cultural values are often not integrated systematically into education policies, especially through the formal curriculum. This problem is also faced by the local government in Labuan Bajo; although tourism development is progressing rapidly, there are problems such as pressure on the environment, commercialization of culture, and limited capacity of local human resources in managing tourism sustainably, as well as a local education system that has not been optimally directed as a strategic instrument to transform local wisdom values into young generation competencies that are relevant to the needs of the tourism industry through the local content curriculum.

According to (Pak et al., 2020; Rofiq, 2025), the local content curriculum has a strategic position as an instrument for developing human resources in the tourism sector, especially those oriented towards culture, because the function of the curriculum is no longer merely the transmission of local knowledge but also becomes an institutional mechanism for preparing a generation that is adaptive to the tourism ecosystem. The local content curriculum is a curriculum component developed by local governments or educational units to incorporate local content, values, and practices into the learning process (Istiningsih, 2025; Widiawati et al., 2026). (Hadi et al., 2019) state that conceptually, local content encompasses three main dimensions: 1) cultural (preservation of regional languages, customs, arts, and local knowledge); 2) ecological (understanding human relations within the local environment, such as conservation and sustainable traditional practices); and 3) economic (recognizing local potential as a basis for livelihoods). Thus, local content in the curriculum is not merely an additional subject but an institutional mechanism for shaping the identity, competencies, and behavior of relevant local citizens.

However, tourism development in Labuan Bajo has not yet fully integrated education with tourism, despite support from various national and regional regulations. The local content curriculum has not been directed to support the needs of the tourism industry or to develop tourism and hospitality literacy, as tourism and education policies operate sectorally and focus on their respective areas. Furthermore, national and regional education policies governing local content remain administrative and symbolic in their implementation, and are not yet based on the specific needs of the tourism region (Tleuken et al., 2022). This is in accordance with what was emphasized by (He & Wang, 2026): that the local content curriculum has not yet functioned as a policy instrument and is merely a pedagogical supplement. There is also no policy integration framework linking the curriculum to regional tourism strategies. Each sector therefore operates with its own focus:

CC BY-SA 4.0

tourism is oriented toward promotion, infrastructure, and investment, while education is oriented toward a formal curriculum without a tourism orientation.

According to (Downs et al., 2022; Williams et al., 2026), the link between education and tourism through the local content curriculum can be achieved through four functions: 1) transforming local knowledge into competencies; 2) preserving and authenticating attractions; 3) serving as an instrument for integrating education policy with tourism policy; and 4) strengthening collaboration through adaptive governance. The local content curriculum is understood as part of the curriculum developed to reflect the needs, characteristics, and potential of the region. (Gulnora, 2024) also emphasized that the local content curriculum functions not only as a pedagogical instrument, but also as a tool for social transformation and strengthening local capacity. Based on these explanations, this study develops the following conceptual framework and hypotheses.

Integration of Local Content Curriculum

The local content curriculum is a curriculum component developed to incorporate local content, values, and practices into the learning process (Istiningsih, 2025; Widiawati et al., 2026). Conceptually, this construct encompasses five dimensions: local culture in learning, regional history and traditions, local tourism content, preservation of values and customs, and local community involvement (Hadi et al., 2019; Pak et al., 2020). These dimensions form a strategic instrument that not only conveys local knowledge but also builds the identity, competencies, and behaviors of relevant local residents.

In the context of local wisdom-based tourism, the integration of the local content curriculum serves as a mechanism for developing human resource (HR) capacity capable of managing destinations sustainably. According to (Álvarez, 2020; Istiningsih, 2025), locally based education plays a crucial role in transmitting cultural values while enhancing the adaptive capacity of communities. (Gulnora, 2024) adds that the local content curriculum serves not only as a pedagogical instrument but also as a tool for social transformation and strengthening local capacity, which directly impacts the quality of governance.

Adaptive Governance

Adaptive governance is defined as a governance system capable of adapting through social learning, multi-actor collaboration, and institutional flexibility (Folke et al., 2005). In this study, adaptive governance is operationalized through three dimensions: capacity to learn, capacity to collaborate, and capacity to adapt. These three capacities reflect the ability of actors in the tourism system to respond to dynamic and uncertain changes.

(Hajar et al., 2025; Nandini et al., 2024) emphasize that adaptive governance enables the integration of local knowledge with formal policies in the management of natural and cultural resources. Within this framework, a local content curriculum that internalizes local wisdom values from an early age has the potential to strengthen these three adaptive capacities, as a contextually educated community will be better able to collaborate, learn, and adapt within a complex tourism ecosystem.

Local Wisdom-Based Tourism Governance

Local wisdom-based tourism governance is a destination management system that integrates cultural values, customary norms, and local community capacity as the foundation for decision-making (Hajar et al., 2024). This construct is measured through four dimensions: community participation, stakeholder collaboration, local cultural preservation, and regional policy support. These four dimensions reflect the principles of good tourism governance, which are inclusive, transparent, and community-based.

A study by (Hajar et al., 2026) in the Lake Toba region demonstrated that tourism sustainability is highly dependent on the quality of governance and the capacity of local actors. Labuan Bajo, a national priority destination, faces similar challenges, where policy fragmentation between the education and tourism sectors results in low relevance of educational outputs to tourism needs (He & Wang, 2026).

Inter-Variable Relationships and Hypothesis Development

The integration of local content curricula has the potential to influence adaptive governance because the process of internalizing local values in formal education shapes the adaptive capacity of communities from an early age. (Pak et al., 2020) demonstrated that implementing a curriculum that adapts to local needs is central to successful education reform. (Arifin et al., 2026; Rofiq, 2025) also emphasized that the adaptive curriculum model serves as an institutional mechanism that strengthens social learning processes and multi-actor collaboration. Based on this argument, the first hypothesis is formulated:

CC BY-SA 4.0

H1: The integration of local content curricula has a positive and significant impact on adaptive governance.

A local content curriculum designed contextually and based on the needs of the tourism community has the potential to directly influence the quality of tourism governance. (Downs et al., 2022; Williams et al., 2026) assert that education that integrates local tourism dimensions can transform local knowledge into relevant competencies, support the preservation of authentic tourist attractions, and strengthen the synergy between education and tourism policies. Based on this argument, the second hypothesis is formulated:

H2: The integration of local content curricula has a positive and significant impact on tourism governance based on local wisdom.

Adaptive governance, which encompasses the capacity to learn, collaborate, and adapt, is believed to be a strong predictor of tourism governance quality. (Sharma-Wallace et al., 2018) provide empirical evidence that sound adaptive governance practices positively impact the sustainability of resource management. (Nandini et al., 2024) in the Kintamani context also found that adaptive governance strengthens the transformation process of tourism management toward a more inclusive and community-based model. Therefore, the third hypothesis is formulated:

H3: Adaptive governance has a positive and significant effect on local wisdom-based tourism governance.

The effect of local content curriculum integration on tourism governance is not always direct. Within a more comprehensive theoretical framework, the local content curriculum first builds the adaptive capacity of the community through adaptive governance, which ultimately strengthens local wisdom-based tourism governance. (Challies et al., 2017; Pak et al., 2020) found that the successful implementation of adaptive policies is largely determined by the readiness of institutional capacity and actors. Thus, adaptive governance acts as a bridge or mediator between locally-based education and the quality of tourism governance. Based on this, the fourth hypothesis is formulated:

H4: Adaptive governance mediates the effect of local content curriculum integration on local wisdom-based tourism governance.

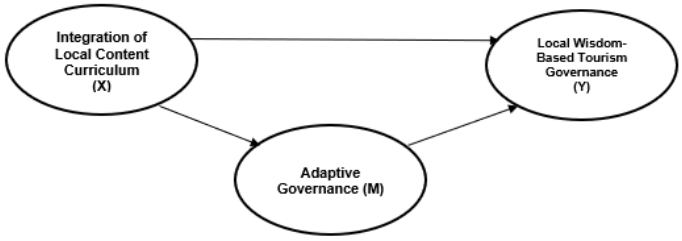


Fig 1. Conceptual Framework

METHODS

Research Design and Sample

This study uses a quantitative approach with an explanatory survey design. This approach was chosen to empirically test the causal relationship between research variables, including the integration of local content curriculum as an independent variable, adaptive governance as a mediating variable, and local wisdom-based tourism governance as a dependent variable (Singh, 2018). The analysis technique used was Structural Equation Modeling-Partial Least Squares (SEM-PLS), which was chosen because of its ability to estimate complex structural models with a moderate sample size and does not require the assumption of data normality (Gorard, 2020). The study was conducted in West Manggarai Regency, East Nusa Tenggara, as the entrance to the Labuan Bajo Tourism Area. The study population was 282,940 people, namely the entire population of West Manggarai Regency. The sample size was determined using the Slovin formula with a 10% error rate, so that a minimum sample of 283 respondents was obtained. The sampling technique used purposive sampling with the following criteria: (1) understanding and involvement in local culture-based educational activities or regional tourism; (2) residing in the research area; and (3) willing to provide honest responses (Gorard, 2020). During

CC BY-SA 4.0

the data collection process, 283 questionnaires were returned, and after selection and verification, 282 were declared valid and suitable for analysis.

Measures and Data Analysis

The research instrument was a structured questionnaire consisting of 25 statements, measuring three main constructs. First, the integration of local content curriculum (X) was measured using 10 items covering five dimensions: local culture in learning (2 items), regional history and traditions (2 items), local tourism content (2 items), preservation of values and customs (2 items), and local community involvement (2 items), developed based on (Hadi et al., 2019; Pak et al., 2020). Second, adaptive governance (M) was measured using 6 items reflecting three capacities: capacity to learn (2 items), capacity to collaborate (2 items), and capacity to adapt (2 items), referring to (Folke et al., 2005; Steelman, 2022). Third, local wisdom-based tourism governance (Y) was measured using 9 items covering four dimensions: community participation (3 items), stakeholder collaboration (2 items), local cultural preservation (2 items), and regional policy support (2 items), developed from (Hajar et al., 2026; Thi et al., 2024). All items were measured using a Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree).

Data analysis was conducted in two stages using SEM-PLS. The first stage was evaluation of the measurement model (outer model), which included: (1) convergent validity testing using factor loading values (> 0.70) and Average Variance Extracted/AVE (> 0.50); (2) discriminant validity testing using the Fornell-Larcker criterion; and (3) construct reliability testing using Cronbach's Alpha (> 0.70) and Composite Reliability (> 0.70). The second stage was evaluation of the structural model (inner model), which included testing the path coefficient, R-square value, effect size (f^2), and hypothesis testing through a bootstrapping procedure with 5,000 subsamples to produce t-statistics and p-values. Mediation was analyzed by calculating the indirect effect and Variance Accounted For (VAF), where VAF > 80% indicates full mediation, 20–80% partial mediation, and < 20% no mediation (Hair et al., 2026).

RESULTS

West Manggarai Regency is a regency in Labuan Bajo, East Nusa Tenggara (NTT). Known as the gateway to Komodo National Park, this area attracts both local and international tourists due to its extraordinary natural beauty, including stunning ocean views, the presence of rare Komodo dragons, and the rich culture of the local community. This research in West Manggarai Regency collected data from 283 respondents. After a selection process, 282 questionnaires were declared valid (99.65%). The majority of respondents were female (55.7%), with the dominant age group being 26–40 years (48.2%), reflecting a productive age group actively involved in the education and tourism sectors. The most common educational levels were high school/vocational high school (42.6%) and diploma/bachelor's degree (39.4%). Most respondents worked as teachers or educational staff (31.9%), tourism entrepreneurs (24.1%), and local government officials (18.4%). This profile indicates that the research sample is relevant and has the capacity to assess the integration of local content curriculum and the dynamics of tourism governance in Labuan Bajo.

Measurement Model Evaluation (Outer Model)

The measurement model evaluation was conducted to ensure that the indicators used were valid and reliable in measuring the intended constructs. Table 1 presents the results of the validity and reliability tests for all constructs.

Table 1. Results of the Validity and Reliability Test of the Constructs

Construct / Dimension	Cronbach's Alpha (α)	Composite Reliability (CR)	AVE	Explanation
Integration of Local Content Curriculum (X)	**0.943**	**0.951**	**0.663**	**Valid & Reliable**
Local culture in learning	0.918	–	0.838	Valid
Regional history and traditions	0.738	–	0.586	Valid
Local tourism content	0.743	–	0.594	Valid

CC BY-SA 4.0

Construct / Dimension	Cronbach's Alpha (α)	Composite Reliability (CR)	AVE	Explanation
Preservation of values and customs	0.900	–	0.818	Valid
Local community involvement	0.924	–	0.858	Valid
Adaptive Governance (M)	**0.895**	**0.920**	**0.658**	**Valid & Reliable**
Capacity to Learn	0.875	–	0.779	Valid
Capacity to Collaborate	0.710	–	0.552	Valid
Capacity to Adapt	0.726	–	0.571	Valid
Local Wisdom-Based Tourism Governance (Y)	**0.913**	**0.930**	**0.598**	**Valid & Reliable**
Community participation	0.822	–	0.607	Valid
Stakeholder collaboration	0.869	–	0.769	Valid
Preservation of local culture	0.798	–	0.666	Valid
Regional policy support	0.874	–	0.777	Valid

Source: SEM-PLS data processing results (2025).

Based on Table 1, all main constructs met the threshold required in the SEM-PLS analysis. Cronbach's Alpha values for the three constructs ranged from 0.895 (adaptive governance) to 0.943 (local content curriculum integration), all of which were above the threshold of 0.70, thus confirming internal reliability (Hair et al., 2026). Composite Reliability values ranged from 0.920 to 0.951, indicating excellent consistency. The AVE values for the three constructs were 0.663 (IKL), 0.658 (adaptive governance), and 0.598 (TKPKL), respectively, all of which exceeded the minimum threshold of 0.50, thus meeting convergent validity. At the dimension level, all sub-constructs also showed Cronbach's Alpha values above 0.70 with AVE > 0.50, except for the dimensions of regional history & tradition, local tourism content, capacity to collaborate, capacity to adapt, and community participation, which were slightly above the minimum limit but still acceptable because the Composite Reliability of these dimensions was still met (Hair et al., 2026).

Table 2. Indicator Loading Factor Values per Construct

Indicator	Code	Loading Factor	Explanation
Local culture in learning 1	X1.1	0.860	Valid (> 0.70)
Local culture in learning 2	X1.2	0.823	Valid (> 0.70)
Regional history & traditions 1	X2.1	0.759	Valid (> 0.70)
Regional history & traditions 2	X2.2	0.712	Valid (> 0.70)
Local tourism content 1	X3.1	0.720	Valid (> 0.70)
Local tourism content 2	X3.2	0.844	Valid (> 0.70)
Preservation of values and customs 1	X4.1	0.806	Valid (> 0.70)
Preservation of values and customs 2	X4.2	0.868	Valid (> 0.70)
Local community involvement 1	X5.1	0.871	Valid (> 0.70)

CC BY-SA 4.0

Indicator	Code	Loading Factor	Explanation
Local community involvement 2	X5.2	0.855	Valid (> 0.70)
Capacity to Learn 1	M1.1	0.831	Acceptable (> 0.60)
Capacity to Learn 2	M1.2	0.862	Acceptable (> 0.60)
Capacity to Collaborate 1	M2.1	0.808	Acceptable (> 0.60)
Capacity to Collaborate 2	M2.2	0.805	Acceptable (> 0.60)
Capacity to Adapt 1	M3.1	0.863	Acceptable (> 0.60)
Capacity to Adapt 2	M3.2	0.683	Acceptable (> 0.60)
Community participation 1	Y1.1	0.678	Acceptable (> 0.60)
Community participation 2	Y1.2	0.758	Acceptable (> 0.60)
Community participation 3	Y1.3	0.744	Acceptable (> 0.60)
Stakeholder collaboration 1	Y2.1	0.879	Acceptable (> 0.60)
Stakeholder collaboration 2	Y2.2	0.886	Acceptable (> 0.60)
Preservation of local culture 1	Y3.1	0.834	Acceptable (> 0.60)
Preservation of local culture 2	Y3.2	0.807	Acceptable (> 0.60)
Regional policy support 1	Y4.1	0.627	Acceptable (> 0.60)
Regional policy support 2	Y4.2	0.707	Acceptable (> 0.60)

Source: SEM-PLS data processing results (2025).

Based on Table 2, most indicators have loading factor values above 0.70, indicating good convergent validity. Several indicators fall slightly below 0.70, namely Y1.1 (0.678), Y4.1 (0.627), M3.2 (0.683), X2.2 (0.712), and X3.1 (0.720); however, these indicators were retained in the model because their constructs' overall AVE values were still met, and their removal did not significantly increase AVE (Hair et al., 2026). This finding is also consistent with findings from previous studies in governance and education that used multidimensional constructs.

R-Square Value and Effect Size

The evaluation of the structural model begins by examining the R-square value and effect size. Table 3 presents the R-square and f^2 values for each endogenous variable.

Table 3. R-Square and Effect Size Values

Endogenous Variable	R^2	f^2	Explanation
Adaptive Governance (M)	0.425	0.740	Moderate–Strong
Local Wisdom-Based Tourism Governance (Y)	0.679	2.119	Very strong

Source: SEM-PLS data processing results (2025).

The adaptive governance variable (M) had an R^2 of 0.425, meaning that the integration of the local content curriculum explained 42.5% of the variation in adaptive governance, which falls into the moderate to strong category according to Cohen's criteria (f^2 = 0.740). The local wisdom-based tourism governance variable (Y) had an R^2 of 0.679, meaning the model explained 67.9% of the variation in tourism governance, with a very

CC BY-SA 4.0

strong effect size (f^2 = 2.119). These values indicate that the structural model has substantial predictive power and is worthy of further interpretation.

Hypothesis Testing

Hypothesis testing was conducted using a bootstrapping procedure. Table 4 presents the results of testing all research hypotheses, along with path coefficients, t-statistics, p-values, and conclusions.

Table 4. Results of Research Hypothesis Testing

H	Path	β	SE	T-Statistic	P-Value	Result
H1	IKL (X) → Adaptive Governance (M)	0.631	0.044	14.392	0.000	Significant (Accepted)
H2	IKL (X) → Tourism Governance (Y)	0.347	0.044	7.887	0.000	Significant (Accepted)
H3	Adaptive Governance (M) → Tourism Governance (Y)	0.560	0.046	12.296	0.000	Significant (Accepted)
H4	IKL (X) → Adaptive Governance (M) → Tourism Governance (Y)	0.353 (VAF=50.41%)	0.036	9.797	0.000	Significant – Partial Mediation (Accepted)

Note. Testing using bootstrapping of 5,000 subsamples. Significance at $p < 0.05$ ($t > 1.96$). Source: SEM-PLS data processing results (2025).

DISCUSSION

The Effect of Local Content Curriculum Integration on Adaptive Governance

The results of the H1 test indicate that local content curriculum integration has a positive and significant effect on adaptive governance (β = 0.631; t = 14.392; p = 0.000). This relatively large path coefficient indicates that the stronger the integration of the local content curriculum into the education system in the Labuan Bajo area, the higher the adaptive capacity of the community and local governance actors. This finding supports the argument of (Pak et al., 2020) that a curriculum that adapts to local needs is the foundation for strengthening institutional capacity. The process of internalizing local wisdom values through formal education has been shown to develop three core capacities of adaptive governance: the capacity to learn, the capacity to collaborate, and the capacity to adapt.

This finding also aligns with (Rofiq, 2025), who stated that the adaptive curriculum model functions as an institutional mechanism that strengthens the social learning process. From an adaptive governance perspective, (Folke et al., 2005) explain that a system's ability to learn and adapt depends heavily on the knowledge capacity built through collective experience. In the Labuan Bajo context, a local content curriculum incorporating Manggarai culture, local history, traditional practices, and tourism knowledge has proven to be a vehicle for building collective knowledge that fosters collaborative and adaptive attitudes among local communities. (Arifin et al., 2026) added that the success of adaptive governance is largely determined by the capacity of educational institutions to produce actors capable of adapting to the dynamics of socio-ecological systems.

The Effect of Local Content Curriculum Integration on Local Wisdom-Based Tourism Governance

Hypothesis H2 is supported with a β value of 0.347 (t = 7.887; p = 0.000). Although this direct effect is smaller than the effect through the mediator, the coefficient remains statistically significant and substantively meaningful. This indicates that the integration of the local content curriculum directly contributes to improving the quality of tourism governance, primarily through increased community participation, strengthened stakeholder collaboration, preservation of local culture, and support for local wisdom-based regional policies.

This finding is consistent with the arguments of (Downs et al., 2022; Williams et al., 2026), who stated that education that integrates local tourism dimensions can transform knowledge into competencies that improve governance quality. (Istiningsih, 2025) also emphasized that locally-based education plays a crucial role in fostering pro-cultural and pro-environmental attitudes, which are the foundation of sustainable tourism

CC BY-SA 4.0

governance. In the context of Labuan Bajo, communities that consistently receive local content education tend to have a higher awareness of local wisdom values, which in turn encourages their active participation in tourism decision-making processes (Hajar et al., 2026).

The Influence of Adaptive Governance on Local Wisdom-Based Tourism Governance

The results of the H3 test showed the strongest effect among all direct pathways, with β = 0.560 (t = 12.296; p = 0.000). This finding confirms that adaptive governance is a critical determinant in shaping the quality of local wisdom-based tourism governance. The capacity of communities and stakeholders to learn collectively, collaborate across actors, and adapt to changing tourism dynamics has been shown to significantly improve four dimensions of tourism governance: community participation, stakeholder collaboration, local cultural preservation, and regional policy support.

This finding aligns with (Sharma-Wallace et al., 2018), who demonstrated empirical evidence that sound adaptive governance practices positively impact sustainable resource management. (Nandini et al., 2024), in their study in Kintamani, also found that adaptive governance strengthens the transformation of tourism management toward a more inclusive and community-based model. (Hajar et al., 2025), in the context of the Toba Caldera Geopark, added the importance of adaptive policies in geosite governance as an effort to achieve sustainable tourism. This emphasizes that in local wisdom-based tourism destinations, adaptive governance becomes a bridge between local cultural values and effective governance practices amidst the pressures of tourism globalization.

The Mediation Role of Adaptive Governance

Testing H4 confirmed that adaptive governance significantly mediates the effect of local content curriculum integration on local wisdom-based tourism governance (indirect effect = 0.353; t = 9.797; p = 0.000). A VAF value of 50.41% indicates partial mediation (Hair et al., 2026), meaning that local content curriculum integration influences tourism governance both directly (β = 0.347) and indirectly through increased adaptive governance (indirect = 0.353). The magnitude of the indirect effect (0.353), which approaches the direct effect (0.347), indicates that adaptive governance is a crucial transmission pathway in this model.

This partial mediation pattern has important conceptual implications. First, local content curriculum integration does have a significant direct effect on the quality of tourism governance, meaning that not all curriculum impacts are necessarily mediated by adaptive governance mechanisms. Second, adaptive governance acts as an amplifier, strengthening and expanding the impact of the local content curriculum on tourism governance through social learning processes, multi-actor collaboration, and institutional flexibility. These findings extend the arguments of (Challies et al., 2017; Pak et al., 2020), who emphasized that the successful implementation of adaptive policies is largely determined by the readiness of institutional and actor capacity in this case, built through locally-based education.

Overall, these research findings lead to the development of a concept that (Hajar et al., 2025) calls a local wisdom-based approach to good tourism governance. In this approach, the education system is no longer a separate external component of governance, but rather a core subsystem that actively shapes actors' adaptive capacity and ultimately determines the quality of tourism governance. (Qingyuan et al., 2026) add that integrating curriculum and governance within a single systemic framework is a relevant approach to addressing the complexities of contemporary tourism management.

CONCLUSION AND IMPLICATIONS

This study yields three main conclusions. First, the integration of the local content curriculum has a positive and significant effect on adaptive governance (β = 0.631; t = 14.392; p < 0.05), indicating that local wisdom-based education is an effective instrument for developing adaptive capacity. Second, the integration of the local content curriculum has a positive and significant effect on local wisdom-based tourism governance (β = 0.347; t = 7.887; p < 0.05), confirming that local education not only produces pedagogical outputs but also outcomes in the form of improved destination governance quality. Third, adaptive governance has a positive and significant effect on local wisdom-based tourism governance (β = 0.560; t = 12.296; p < 0.05), and partially mediates the relationship between the local content curriculum and tourism governance (VAF = 50.41%), thus confirming that adaptive governance serves as a critical bridge that strengthens the impact of education on the quality of tourism governance. The overall research model explained 67.9% of the variation in local wisdom-based tourism governance (R^2 = 0.679), representing a substantial contribution. These findings provide a theoretical contribution in the form of an expansion of the adaptive governance framework by incorporating

CC BY-SA 4.0

the educational dimension as a core element of the adaptive system, which in this study is operationalized through the concept of integrated local content curriculum.

Based on the research findings, several implications warrant consideration. First, the West Manggarai Regency government needs to strengthen regulations that provide flexible space for educational institutions to develop local content curricula that explicitly integrate tourism content, local wisdom, and hospitality competencies. This will enable the curriculum to function not merely as an administrative obligation but as a policy instrument connected to the regional tourism strategy. Second, the capacity of educators needs to be improved through interdisciplinary training that integrates the dimensions of education, local culture, and tourism, so that the process of transmitting local wisdom values in learning can take place contextually and effectively. Third, a collaborative platform needs to be established involving schools, indigenous communities, tourism industry players, and the government in the curriculum co-creation process, so that the material taught has practical relevance to the real needs of the Labuan Bajo tourism ecosystem.

Limitations and Future Research

This study has several limitations that should be acknowledged. The cross-sectional survey design captures respondent perceptions at a single point in time and cannot fully establish causal or longitudinal dynamics between curriculum integration, adaptive governance, and tourism governance. The study was also conducted in a single research setting (West Manggarai Regency / Labuan Bajo) using a purposive sample, which may limit the generalizability of the findings to other local wisdom-based tourism destinations with different socio-cultural and policy contexts. In addition, all constructs were measured through self-reported Likert-scale perceptions, which may be subject to common method bias.

For further research, it is recommended to test this model on other local wisdom-based tourism destinations in Indonesia to obtain broader generalizations, as well as considering moderating variables such as national policy support, regional fiscal capacity, and the level of involvement of indigenous communities. Further research is also encouraged to explore qualitative perceptions among educators and tourism stakeholders through mixed-method or longitudinal designs, and to extend the model with additional moderating or contextual variables to strengthen its explanatory power.

Declarations

Ethics approval: This study did not involve medical or clinical procedures; data were collected through an anonymous self-administered survey with informed consent from all respondents. [Formal institutional ethics committee approval details were not reported in the original manuscript and should be completed by the authors.

Funding and Statement: Funding source not reported in the original manuscript to be completed by the authors, e.g., “This research received no external funding” or the relevant grant information.

Author contributions:

Author contribution statement not reported in the original manuscript to be completed by the authors, e.g., conceptualization, methodology, data collection, formal analysis, writing, and supervision roles for each author.

Acknowledgements: We would like to thank the Open University (Universitas Terbuka) and Universitas Muhammadiyah Sumatera Utara for the facilities and access to conduct this research. This research is a collaboration between the universities, conducted in Labuan Bajo, specifically the Labuan Bajo Tourism Area in West Manggarai Regency, East Nusa Tenggara Province. We would also like to thank the Tourism and Culture Office of West Manggarai Regency and the Labuan Bajo Flores Authority Implementation Agency for providing information and data related to the research, which allowed us to refine the research results and this article as a research output.

AI disclosure: AI disclosure statement not reported in the original manuscript to be completed by the authors in accordance with IJHESS policy, e.g., stating whether and how generative AI tools were used in the preparation of the manuscript.

REFERENCES

Álvarez, R. F. (2020). Geoparks and education: UNESCO global geopark Villuercas-Ibores-Jara as a case study in Spain. Geosciences (Switzerland), 10(1). https://doi.org/10.3390/geosciences10010027

Arifin, M., Khoir, M. I., & A, A. Z. N. (2026). Centralized Adaptive Governance for Curriculum Development in Islamic Education under Society 5. 0. Journal of Educational Research and Practice, 4(1). https://doi.org/10.70376/jerp

CC BY-SA 4.0

Challies, E., Newig, J., Kochskämper, E., & Jager, N. W. (2017). Governance change and governance learning in Europe: Stakeholder participation in environmental policy implementation. Policy and Society, 36(2), 288–303. https://doi.org/10.1080/14494035.2017.1320854

Downs, C. A., Cruz, O. T., & Remengesau, T. E. (2022). Sunscreen pollution and tourism governance: Science and innovation are necessary for biodiversity conservation and sustainable tourism. Aquatic Conservation: Marine and Freshwater Ecosystems, 32(5), 896–906. https://doi.org/10.1002/aqc.3791

Folke, C., Hahn, T., Olsson, P., & Norberg, J. (2005). Adaptive governance of social-ecological systems. Annual Review of Environment and Resources, 30, 441–473. https://doi.org/10.1146/annurev.energy.30.050504.144511

Gorard, S. (2020). Quantitative Methods in Social Science. In Continuum (First). Continuum International Publishing Group.

Gulnora, K. (2024). The Role of Cultural Heritage in Shaping Family Relationships Among Youth. International Journal of Pedagogics, 04(11), 297–302. https://doi.org/https://doi.org/10.37547/ijp/Volume04Issue11-58

Hadi, Samsul; Andrian, Dedek; Kartowagiran, B. (2019). Evaluation Model for Evaluating Vocational Skills Programs on Local Content Curriculum in Indonesia: Impact of Educational System in Indonesia. Eurasian Journal of Educational Research, 82, 45–62. https://doi.org/10.14689/ejer.2019.82.3

Hair, J. F., Sabol, M., Islam, M. S., & Murshed, F. (2026). Conditional mediation (CoMe) models with PLS-SEM: An update, review, and best-practice recommendations. Australasian Marketing Journal. https://doi.org/10.1177/14413582261420459

Hajar, Siti; Ramlan; Kholik, K. (2025). Why is adaptive policy important in geosite governance as an effort to realize sustainable tourism in the Toba Caldera Geopark area of Samosir regency? Frontiers in Political Science, 7(December), 1–16. https://doi.org/10.3389/fpos.2025.1713478

Hajar, S., Kholik, K., & Kholis, A. (2025). Strengthening the Governance of the Toba Caldera Geosite Through Adaptive Governance: Opportunities and Challenges.

Hajar, S., Wahyudi, H., & Arma, N. A. (2026). Integrated tourism governance and policy fragmentation in Labuan Bajo: a multi-level governance perspective. Otoritas: Jurnal Ilmu Pemerintahan, 16(1), 180–195. https://doi.org/https://doi.org/10.26618/ojip.v16i1.20684

Hajar, S., Wahyudi, H., Arma, N. A., & Kholik, K. (2024). Tourism Policy Based on Good Tourism Governance in Realizing Sustainable Tourism in the Lake Toba Tourism Area , North Sumatera. AAPA-EROPA-AGPA-IAPA International Conference 2024:TowardsTowards World Class Bureaucracy, 1044.

He, J., & Wang, Y. (2026). The Construction and Application of "Three Innovation Integration" Curriculum System of Tourism Management Major in Local Applied Undergraduate Colleges under the Background of Cultural and Tourism Integration. Journal of Contemporary Educational Research, 10(2), 177–189.

Irjayanti, M., & Lord, L. (2024). Operating a business with local wisdom: a grounded research of women in the creative industry. Cogent Business and Management, 11(1). https://doi.org/10.1080/23311975.2024.2392047

Istiningsih, G. (2025). Education based on local wisdom: An alternative model for the integration of cultural values in the school curriculum in Indonesia. 6th Borobudur International Symposium on Humanities and Social Science (BIS-HSS) 2024 Education, 1, 1–23. https://doi.org/10.31603/bised.175

Nandini, D., Eddy, A. A. N., Gorda, S., Subanda, N., Oka, A. A. N., & Gorda, S. (2024). Adaptive Governance in The Transformation Process of Kintamani Tourism Attraction Management By Bangli District Government. JHSS (Journal of Humanities and Social Studies), 08(03), 978–984. https://doi.org/https://doi.org/10.33751/jhss.v8i3.10328

Pak, K., Polikoff, M. S., Desimone, L. M., & Saldívar García, E. (2020). The Adaptive Challenges of Curriculum Implementation: Insights for Educational Leaders Driving Standards-Based Reform. AERA Open, 6(2), 1–15. https://doi.org/10.1177/2332858420932828

Qingyuan, V., Huiru, V., & Nengcheng, V. (2026). Cultural Integration and Curriculum Governance in Religious Institutes: An Educational Governance Perspective. Critical Humanistic Social Theory, 3(1), 5–9. https://doi.org/https://doi.org/10.62177/chst.v3i1.1054

Rofiq, N. (2025). CURRICULUM DEVELOPMENT MODEL AS A SOLUTION FOR ADAPTIVE EDUCATION IN THE ERA OF DISRUPTION Nur Rofiq. GAJIE: Global Journal of Islamic Education, 1(January), 66–76. https://doi.org/10.58518/gajie.v1i1.3269

Sharma-Wallace, L., Velarde, S. J., & Wreford, A. (2018). Adaptive governance good practice: Show me the evidence! Journal of Environmental Management, 222(November 2017), 174–184. https://doi.org/10.1016/j.jenvman.2018.05.067

Singh, K. (2018). Quantitative Social Research Methods (First). Sage Publications. http://library1.nida.ac.th/termpaper6/sd/2554/19755.pdf

Steelman, T. (2022). Adaptive Governance. In C. A. and J. Torfing (Ed.), Handbook on Theories of Governance (Second, p. 649). Edward Elgar Publishing, Inc. https://doi.org/https://dx.doi.org/10.4337/9781800371972

Thi, H. N., Thi, T. N., Trong, T. V., Duc, T. N., & Nghi, T. N. (2024). Sustainable Tourism Governance: a Study of the Impact of Culture. Journal of Governance and Regulation, 13(2 Special Issue), 474–485. https://doi.org/10.22495/jgrv13i2siart22

Tleuken, A., Tokazhanov, G., Jemal, K. M., Shaimakhanov, R., Sovetbek, M., & Karaca, F. (2022). Legislative, Institutional, Industrial and Governmental Involvement in Circular Economy in Central Asia: A Systematic Review. Sustainability (Switzerland), 14(13). https://doi.org/10.3390/su14138064

CC BY-SA 4.0

Wardani, V. (2023). Local Wisdom of The Aceh Community in Peoples Stories in Pidie and Pidie Jaya Districts. Jurnal Ilmu Sosial Dan Ilmu Politik Malikussaleh (JSPM), 4(2), 286–295. https://doi.org/10.29103/jspm.v4i2.11337

Widiawati, D., Subasman, I., Karim, A., Islam, U., & Bangsa, B. (2026). Integration of Islamic Education Curriculum Management with Local Content to Strengthen the Moral Character Religio-Cultural Adaptivity of Elementary School Students. Eduprof : Islamic Education Journal, 8(1). https://doi.org/https://doi.org/10.47453/eduprof.v8i1.462

Williams, A. M., Brown, R., & Abbas, F. (2026). Governance Quality and Curriculum Delivery in Secondary Education: Evidence from Osun State, Nigeria.

CC BY-SA 4.0