

Youth Attitudes Toward Tourist Village Management in East Flores Archipelago

Klaudia Molasiarani Saniamosena^{1*}, Anna Fatchiya², Dwi Retno Hapsari³

Institut Pertanian Bogor, Bogor, Indonesia^{1,2,3}

molasiaraniklaudia@apps.ipb.ac.id^{1*}, annafa@apps.ipb.ac.id², retnokpm@apps.ipb.ac.id³



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Abstract

Purpose: This study aims to 1) describe youth attitudes toward tourist village management and 2) analyse the factors influencing these attitudes.

Methodology/approach: This study employs a mixed-methods approach, primarily quantitative with qualitative support. Using purposive sampling, we selected 71 respondents meeting the following criteria: aged 17–45 years, current residency status (non-travelers), employment status (working or unemployed), marital status (unmarried).

Results/findings: The study revealed three key findings: 1) Youth attitudes toward tourism village business management were generally positive, with the affective dimension being most prominent; 2) Five factors significantly influenced these attitudes: individual characteristics, entrepreneurial traits, social learning, environmental support, and motivation. These factors collectively explained 49.4% of the variance in youth attitudes.

Conclusions: Although youth maintain positive beliefs and evaluations regarding tourist village business management, this does not necessarily translate into their intention to engage in more formal contexts. Other determining factors come into consideration, including potential benefits and work flexibility.

Limitations: This study does not account for tourism village infrastructure conditions, which may be significant predictors of youth attitudes toward tourism village business management. The quantitative design may overlook nuanced motivational factors. We recommend that future research employ FGD to examine youth motivations in greater depth qualitatively.

Contribution: The village government can implement a two-pronged strategy to foster youth entrepreneurship: 1) Establish Village Youth Business Groups, 2) Create Experiential Learning Opportunities. This approach combines structural support with social learning, increasing capability and motivation.

Keywords: *Entrepreneurship, Tourist Village, Youth Attitudes, Youth Villages Empowerment*

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1. Introduction

Indonesia has a large labor force potential. According to data from the Central Bureau of Statistics (BPS) in May 2025, Indonesia's population reached 284.438 million. Based on the 2020 population census, the total population is dominated by Generation Z (born 1997–2012), accounting for 26.46 percent or 71.50 million people; followed by Millennials (1981–1996) at 25.79 percent or 69.69 million people; and Generation X (1965–1980) at 20.93 percent or 56.56 million people. The large number of Generation Z provides hope for their involvement in various development efforts in rural areas (BPS, 2021). Rural development must be carried out by utilizing the potential and resources available in villages. One effort to maximize this potential is through the development of tourism in rural

communities. According to Junaid, Dewi, Said, and Hanafi (2022), natural and cultural potentials in rural areas, when managed properly, can become supporting factors in maintaining sustainable village tourism, further strengthened by the community's positive attitude toward tourism initiatives. Conversely, low awareness and limited capacity among local residents to manage tourism potential can hinder the implementation of sustainable village tourism.

Village tourism, which can act as an economic stimulus, also creates job opportunities for rural youth, reducing the need for them to migrate. Li (2022) argues that choosing rural areas as the primary location for entrepreneurship not only effectively reduces employment pressure among fresh graduates but also strengthens the human resource base essential for rural revitalization. Krisnawati (2021), notes that nature-based tourism involving local communities is an alternative tourism concept that is currently trending among travelers. Similarly, Yachin and Ioannides (2020) state that the development of rural tourism depends on the ability of entrepreneurs to sustainably utilize both the physical and non-material resources of a village. This study specifically introduces spatial bricolage, an approach that utilizes the geographical context as a core resource in rural entrepreneurship (Somad & Rahmanita, 2025).

Spatial bricolage behavior is rooted in several elements, including locality (leveraging the destination's unique features), such as converting natural landscapes into photo spots, minimal modification (optimizing what already exists), for instance, using traditional houses as homestays without renovation, and community involvement. Therefore, youth participation in managing village tourism businesses is crucial. Through entrepreneurial orientation, villages preserve cultural values and prevent the outflow of human resources through migration. This condition is reinforced by data on the working-age population of the country. As of August 2024, Indonesia's labor force reached 152.10 million people, an increase of 1.83 percent compared to that in February 2024. East Nusa Tenggara Province recorded a total labor force of 3.11 million people, with 2.26 million in rural areas and 850.58 thousand in urban areas (BPS, 2024a). The rural labor force is nearly 2.6 times larger than that of urban areas.

This abundance of labor can be considered a development asset possessed by rural areas. This is also supported by the increasing awareness among rural communities of the importance of higher education. BPS data indicate an increasing percentage of rural residents who have completed higher education (BPS, 2024b). Rural regions retain their natural surroundings, traditions, and cultures, which, when properly packaged, become attractive tourism offerings in the form of village tourism. Referring to the Village Tourism Guidelines, a village tourism area is defined as an administrative village with unique tourism potential and attractions that enable visitors to experience rural life and traditions. Furthermore, village tourism can reduce urban migration by creating economic activities within the village. The development of village tourism also helps preserve and empower cultural potential and local wisdom (Kementerian Pariwisata, 2019)

Aligned with this, East Flores Regency and Lembata Regency in East Nusa Tenggara (NTT) possess natural conditions that, if well managed, have the potential to be developed into village tourism destinations. Both regencies are part of the eastern Flores archipelago, known for their unique cultural traditions, such as traditional whale hunting in Lamalera Village, woven Ikat traditions, customary ceremonies, and pristine natural landscapes untouched by mass tourism. These regions belong to the Lamaholot cultural cluster of Flores. The Lamaholot people are an ethnic group that inhabits eastern Flores. The term Lamaholot consists of two words: "Lama," meaning area/village (lewo), and "Holo," meaning to connect. Thus, Lamaholot means "connected villages" (Ola & Keban, 2023). The tradition of gemohing is still practiced today in Lamaholot social and cultural life. Gemohing essentially refers to mutual cooperation and helping each other. This tradition continues in village development activities, such as building houses, schools, and other village facilities. This collective lifestyle, local wisdom, and preservation of customary values provide opportunities to develop these areas into sustainable community-based tourism models that emphasize local wisdom.

The concept of Community-Based Tourism (CBT) is a tourism approach that involves local community participation and multi-level governance, where its success depends on the availability of social capital (Rocca & Zielinski, 2022). The implementation of CBT is evident when village governments involve

the community—particularly the youth—in managing village tourism businesses. The role of youth is important because this group is considered to have high innovation and creativity in managing tourism enterprises (Setiawan, Nugraha, & Rasiska, 2019). Their research also notes that youth possess flexible and limitless thinking, enabling them to introduce innovations, take risks, and seize opportunities that they perceive as potential. Their adaptive attitude toward change makes them more capable of identifying opportunities.

However, youth involvement remains an ongoing issue in ensuring sustainability in managing village tourism. One major challenge is the decreasing number of productive-age individuals in rural areas due to migration trends, where young people move to major cities in search of employment opportunities. Limited job opportunities in rural areas push young, productive individuals toward urban migration (Soinbala, Samin, & Mari, 2022; Susiati, 2022; Wilonoyudho, Rijanta, Keban, & Setiawan, 2017). PS data even project that 66.6 percent of Indonesia's population will reside in urban areas by 2035. Developing village tourism in rural regions is an effort to reduce unemployment and curb urban migration among young and productive groups. According to the 2023 State Budget Financial Note, the tourism workforce increased from 19.46 million in 2018 to 21.26 million in 2021. This increase has the potential to reduce unemployment (RI, 2023). This strengthens the argument that village tourism can create employment opportunities.

The government, through the Ministry of Villages, Development of Disadvantaged Regions, and Transmigration (Kemendes PDTT), allocates village funds annually to support the sustainable development of village potential. This is supported by Ministerial Regulation No. 7 of 2023 on the Priority Use of Village Funds, Article 2, Paragraph 1, which states that village funds must prioritize (a) meeting basic needs, (b) developing village infrastructure and facilities, (c) developing local economic potential, and (d) utilizing natural resources and the environment sustainably.

Based on these regulations, many villages have attempted to develop village tourism based on their available potential. However, local community involvement in business management remains challenging. Preliminary survey results from interviews with the village head in Lembata Regency, NTT, in mid-2024 revealed that abundant natural resources and annual village funds do not necessarily motivate rural youth to participate in business management. According to the interview, the lack of entrepreneurial character and mindset among the youth is one factor behind their low involvement. This aligns with the findings of Hasim and Amanah (2022), who argued that individual characteristics and family background influence entrepreneurial activity. In this case, individual characteristics refer to cosmopolitan attitudes and internal motivation for entrepreneurship. However, the success of tourism development depends not only on existing potential but also on the readiness of human resources to manage them (Forum, 2024).

Therefore, understanding youth attitudes toward managing village tourism businesses is essential, as entrepreneurial intentions begin with positive attitudes toward the business. According to Rosenberg, Hovland, McGuire, Abelson, and Brehm (1960), attitudes consist of three components: cognitive, affective, and conative. These components may influence each other, but not always simultaneously. According to the Theory of Planned Behavior, attitude is one of the determinants of intention (Fishbein & Ajzen, 1977). This study adopts Albert Bandura's Social Cognitive Learning Theory (1986), which emphasizes learning processes gained through observing models, cognitive processes, and social support from the surrounding environment. Rural youth who observe positive examples—such as other youth benefiting from involvement in village tourism—tend to imitate them (Prakoso, Pradipto, Roychansyah, & Nugraha, 2020).

This study examines not only attitudes but also social interactions and learning experiences that shape youth attitudes toward managing village tourism businesses. Therefore, it offers contextual novelty by revealing local dynamics, specific challenges, and the potential of youth as agents of change within the geographical and sociocultural contexts of Eastern Indonesia. Additionally, this study integrates youth attitude perspectives with a social entrepreneurship approach by combining business management with the cultural values of gemohing, which emphasizes familial and communal cooperation.

2. Literature Review and Hypothesis Development

2.1 Concept of Attitude

Attitude is a learned tendency to respond to something—positively or negatively, supporting or rejecting—in a consistent manner toward an object (Fishbein & Ajzen, 1977). Similarly, Dachmiati (2017) states that attitude represents an individual's evaluation of an object or situation, influencing whether they are willing or unwilling to perform a certain action based on their perceptions and feelings. In line with this, Haddock and Maio (2004) argued that individuals who hold a positive attitude toward an attitude object tend to possess positive beliefs, emotions, and experiences regarding that object, and vice versa. They also examined other factors that may moderate the influence of the three components of attitude, particularly salient motivation. Their analysis emphasizes that motivation plays a crucial role in the formation and change of attitude. From this analysis, they developed the function–Structure Model of Attitudes, as shown below:

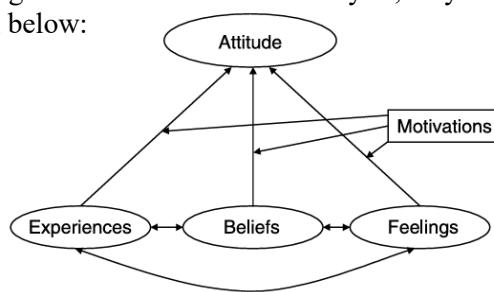


Figure 1. Function–Structure Model of Attitudes
(Maio and Olson, 2000; in Haddock and Maio, 2004)

In this study, attitude is defined as the subjective reaction of youth toward managing village tourism enterprises. This reaction appears in the form of positive or negative evaluations and the mental readiness of the youth to engage in the management of village tourism businesses.

2.2 Tripartite Model of Attitude

One of the scholars who developed the theory of attitude was Rosenberg *et al.* (1960). In their framework, attitude consists of three components: cognitive, affective, and conative components. The components are explained as follows.

- Cognitive Component refers to the beliefs, thoughts, or knowledge an individual has about an attitude object. In this study, the attitude object is the management of village tourism enterprises (VTEs).
- Affective Component, referring to feelings or emotions related to the attitude object. This component is highly subjective and evaluative in nature.
- Conative Response reflects an individual's tendency to act or behave toward the attitude object, observable through verbal responses (statements) and nonverbal responses (actual behavior). In this study's context, rejecting invitations from village authorities to attend meetings or participate in managing village tourism—even when the individual understands the economic benefits of tourism development and feels proud of their village's natural and cultural attractions—illustrates that knowledge and emotion can be stronger than conative behavior. Therefore, attitudes cannot be measured solely by what people say but also by what they do. Consequently, attitude research often combines surveys with behavioral observations (Fishbein & Ajzen, 1977).

This study employs the context of participatory communication to examine youth attitudes toward managing village tourism enterprises. Participatory communication is derived from Freire's ideas, emphasizing dialogic communication (Fernandez-Altamirani, in (Servaes, 2020). Consistent with this perspective, Hastosaptyadhan and Sadono (2016) argue that in participatory communication, each member participates in all stages, from idea exploration, planning, implementation, evaluation, to

supervision. Institutional support, including capital, facilities, and infrastructure, influences participatory communication.

2.3 Motivation as a Determinant of Attitude

Referring to Haddock and Maio (2004), motivation can exert a fundamental influence on the most dominant component of an attitude. This means that motivation affects each component of attitudes. According to Smith *et al.* (1956, in Haddock and Maio, 2004), attitudes may serve several functions: evaluative, social adjustment, and/or externalization. Each function is explained as follows.

- Evaluative Function: This function explains how attitudes summarize the positive and negative characteristics of an evaluated object. In other words, attitudes allow individuals to approach things that are beneficial to them and avoid things that are detrimental to them.
- Social Adjustment Function: This function helps individuals identify themselves with others they admire and distance themselves from those they dislike. For example, some people tend to imitate the behaviors of those whom they consider role models.
- Externalization Function: In this function, attitudes serve to protect individuals from internal conflict. In Katz's (1960) functional theory of attitudes, this is similar to the ego-defensive function because it involves the protection of one's self-esteem.

2.4 Factors Influencing Youth Attitudes Toward Village Entrepreneurship

According to, Dahalan, Jaafar, and Rosdi (2015), entrepreneurship offers various business opportunities for rural communities to improve their quality of life. In this regard, attitude plays an important role in influencing the entrepreneurial intentions of individuals in rural areas. Similarly, Eltahir (2018) states that entrepreneurial characteristics are qualities or traits possessed by entrepreneurs that enable them to operate and achieve success in business. These characteristics include individual attributes, personality, entrepreneurial orientation, and readiness to become businesspeople. In relation to Smith's (1956) functional theory of attitudes, one of the functions of attitude is the evaluative function. This function implies that individuals will approach things that benefit them and avoid things that may be harmful. In the context of this study, youth are more likely to have a positive attitude toward managing village tourism enterprises when they are innovative, enjoy trying new things, and expect to gain benefits from such activities.

2.5 Social Cognitive Learning Theory

Bandura's (1986) theory explains that humans do not merely react to external influences but actively process information to understand the consequences of their actions. Therefore, the factors that influence individual behavior originate not only from external sources but also from within the individual (Bandura, 1977; Baron and Branscombe, 2012). *Social Cognitive Learning Theory (SCLT) focuses on how children and adults use cognitive processes in their social experiences and how such cognitions shape their behavior and self-development* (Nabavi & Bijandi, 2012). In line with this, from a social psychology perspective, Baron and Branscombe (2012) assert that attitudes are formed through:

1. Personal Experience
2. Social Influence (family, peers, and culture)
3. Media Exposure

In the context of this study, rural youth observe how village tourism enterprises are managed in their communities through their social interactions. The benchmark factors include their belief in their capabilities, reflected in their entrepreneurial characteristics, and their outcome expectations. In this study, outcome expectations are categorized as part of the cognitive component of attitude, following the tripartite model of attitude (Rosenberg *et al.*, 1960), which defines attitude as comprising three components: cognitive, affective, and conative. These three components may influence each other, but they do not always align.

2.6 Concept of Self-Efficacy

According to Bandura (1997), individuals exert influence over what they do through cognitive processes in which they consider and evaluate expected outcomes and assess the extent to which they believe they

are capable of carrying out the choices they are considering. These cognitive activities shape the self-influence process, which determines the actions they choose to take. The higher a youth's self-efficacy in entrepreneurial activities, the more positive their attitude toward managing village enterprises. Previous studies examining the formation of entrepreneurial attitudes have also noted that self-efficacy has a positive and significant effect on entrepreneurial attitude formation (Rukmana, 2018; Sara & Kurniawan, 2021; Wardana et al., 2020). An individual's belief in their self-efficacy is a key component of self-knowledge. Self-efficacy beliefs are built from four primary sources of information: vicarious experience through observing others, social persuasion, and physiological and affective states. The sources are explained as follows:

1. Vicarious Experience

Self-belief assessments are also influenced by vicarious experiences mediated by role model achievements. In other words, modeling functions as an effective tool to enhance an individual's confidence level. When youth observe their peers successfully accomplishing something, it strengthens their belief that they too are capable of doing the same thing.

2. Social Persuasion

Social persuasion serves as another way to reinforce an individual's belief that they can achieve what they desire. Rural youth find it easier to maintain self-efficacy when facing difficulties if the people around them also believe in their capabilities.

3. Physiological and Affective States

Physiological and emotional conditions are somatic indicators of self-efficacy. In assessing their own abilities, individuals rely on information involving physical condition, health functioning, and coping with stress. When rural youth experience stress or tension, they may interpret it as a sign of weakness or an inability to overcome challenges.

2.7 Previous Studies

Numerous studies have examined these attitudes toward the elderly. One study by Hanafiah et al. (2013) found that community involvement and participation are related to the success of tourism development plans. The findings also show that Tioman Island residents support future tourism development based on the personal benefits they receive. A similar study by Dahalan and Jaafar (2015) revealed that attitudes toward money and starting a business significantly influence entrepreneurial intentions. Moreover, the recognition of business opportunities is a significant mediator in the relationship between attitudes toward starting a business and entrepreneurial intentions. This means that a positive attitude toward starting a business does not directly encourage entrepreneurial intention; rather, it must be accompanied by the ability to identify business opportunities. Meanwhile, Yolal, Sevinc, and Gursoy (2021) examined community attitudes and behaviors toward tourism development opportunities in small communities. Their findings indicate that trust in authorities and current local economic conditions are key determinants of residents' perceptions of tourism impacts.

2.8 Conceptual Framework

In relation to Social Cognitive Theory, internal factors that shape attitudes include an individual's mental state—in this case, their entrepreneurial mindset—as well as their social learning experiences, such as observing others involved in managing village tourism enterprises, being persuaded by those around them, and obtaining environmental support to participate in village tourism enterprise management. Thus, the presence of role models in the observation-based learning process can influence individuals' beliefs in their ability to participate in managing village tourism enterprises. When individuals observe many benefits gained by the model, this reinforces and contributes to shaping a positive attitude. In the context of entrepreneurship, individuals with strong entrepreneurial characteristics tend to have positive attitudes toward managing village tourism enterprises. These entrepreneurial characteristics include tolerance of uncertainty, perseverance, innovation, and adaptability. The risks associated with entrepreneurship and unpredictable income are inherent to entrepreneurial activity.

Furthermore, motivation plays an important role in shaping the attitudes. In the context of participation in managing village tourism enterprises, individual motivation is viewed in terms of the need for affiliation, social recognition, and self-esteem. Based on this explanation, the variables in this study are

as follows: Individual Characteristics (X1), Entrepreneurial Characteristics (X2), Social Learning (X3), Social Environment (X4), Motivation (X5), and Youth Attitudes toward Managing Village Tourism Enterprises (Y1). The relationships between the independent and dependent variables in this study are illustrated in Figure 2.

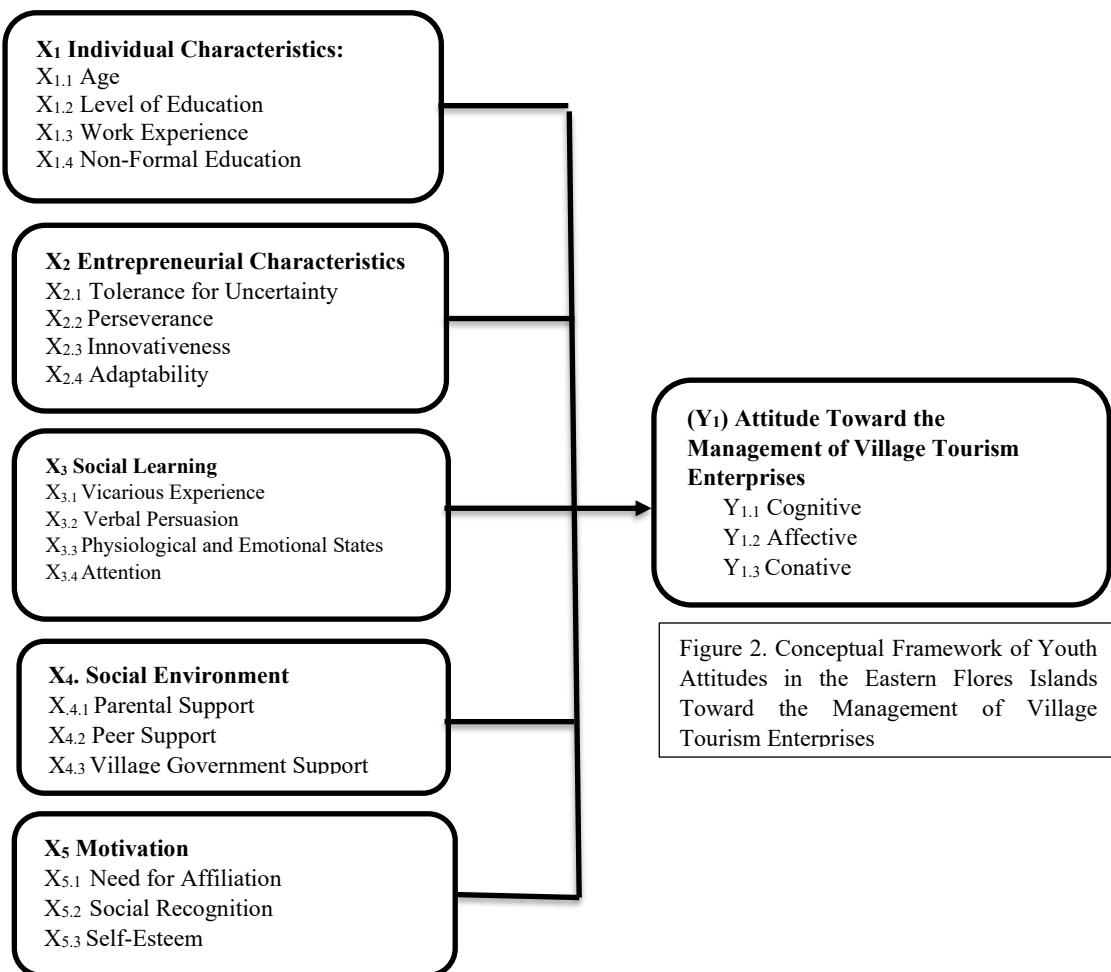


Figure 2. Conceptual Framework of Youth Attitudes in the Eastern Flores Islands Toward the Management of Village Tourism Enterprises

3. Research Methodology

This research is a quantitative descriptive study that seeks to present facts by describing what is observed, obtained, and experienced (Priadana & Sunarsi, 2021). A quantitative approach was chosen because it can explain the influence among variables based on the Social Cognitive Learning Theory and through quantifiable numerical data. The findings are expected to lead to conclusions regarding youth attitudes toward managing village tourism enterprises and the factors that influence the formation of these attitudes. The study was conducted in Mingar Village, Lembata Regency, and Bedalewun Village, East Flores Regency, East Nusa Tenggara Province. The research sites were selected purposively based on strategic, geographical, and sociocultural considerations that represent the realities of the dispersed island regions of East Flores, where limited access, youth labor migration, and infrastructure challenges remain major obstacles in developing the tourism sector. Referring to the study by Kerans and Subarsono (2019), factors such as the capacity of tourism management human resources and community institutions, low levels of promotion, the narrative of tourism objects, and accessibility levels in East Flores influence the performance of community-based tourism policies in the region.

The natural wealth and cultural potential of both villages have also led them to be included in national tourism competitions, with Bedalewun Village ranking in the top 10 of the Anugerah Pesona Indonesia in 2022 and Mingar Village ranking in the top 45 of the Lomba Desa Wisata Nusantara in 2024. East Flores is known for its strong tradition of migration, particularly to Malaysia. However, such migration often goes unrecorded in official statistics because of undocumented migration (Lumbanrau, 2023). The

population of this study consisted of youth recorded in the population data of Mingar and Bedalewun Villages. The age category refers to the youth organization at the village level, Karang Taruna. According to the Regulation of the Minister of Social Affairs No. 25 of 2019 on Karang Taruna, individuals up to the age of 45 are included in its membership list. Thus, the study population comprised youth aged 17–45 years.

Sampling was conducted using purposive sampling, a technique in which the researcher determines the sample based on specific criteria and characteristics of the population known in advance (Machali, 2021). Therefore, the criteria for respondents in this study included youth aged 17 to 45 years listed in population records, whether employed or unemployed, residing in the village (not currently migrating), unmarried, and willing to participate. Data were collected using questionnaires as the primary instrument, supported by interview guides and observations to complement the quantitative data. The variables in this study included youth demographic characteristics, entrepreneurial characteristics, social learning, social environment, and motivation as independent variables, and attitude as the dependent variable. The data analysis methods included descriptive and inferential statistics. According to Hardani, Andriani, Ustiawaty, and Utami (2020), descriptive analysis presents data in tables to show the values of each variable expressed as a percentage of the total cases. In addition to percentages, the data are also presented in numerical form to illustrate the mean values for each dimension or variable.

Meanwhile, inferential statistical analysis was conducted using Multiple Linear Regression to examine the influence of youth characteristics, entrepreneurial characteristics, social learning, social environment, and motivation on youth attitudes, with the following criteria:

1. If the Sig. When the value of is < 0.05 , there is a significant influence of the independent variable on the dependent variable.
2. If the t-value is greater than the t-table value, there is an influence of the independent variable on the dependent variable. The t-table value for this model is 1.997138 to test the influence of youth characteristics, entrepreneurial characteristics, social learning, social environment, and motivation on the attitude variable.

The hypotheses of this study are as follows:

H₁: Individual characteristics influence youth attitudes toward managing village tourism enterprises.

H₂: Entrepreneurial characteristics influence youth attitudes toward managing village tourism enterprises.

H₃: Social learning influences youth attitudes toward managing village tourism enterprises.

H₄: The social environment influences youth attitudes toward managing village tourism enterprises.

H₅: Motivation influences youth attitudes toward managing village tourism enterprises.

4. Results and Discussion

4.1 Youth Characteristics

4.1.1 Age

Age refers to the length of time respondents have lived up to the point when the survey was conducted. The results show that the majority of respondents—40 percent in both Mingar and Bedalewun Villages—were between 21 and 30 years old. This indicates that the youth residing in both villages have reached a developmental stage where they are capable of thinking independently and making decisions, including determining their attitudes toward tourism development. This concept aligns with Piaget's Theory of Cognitive Development Piaget (2005), which explains that during the formal operational stage (age 12 and above), individuals are capable of reasoning and forming attitudes toward various issues.

Table 1. Age Distribution of Respondents

Age	Mingar Village	Bedalewun Village	Total	Percentage (%)
	Frequency			
17–20				
21–25				
26–30				
31–35				
36–40				
41–45				
Total				

16 – 20 years	9	7	16	22.00
21 – 25 years	20	8	28	40.00
26 – 30 years	9	4	13	18.00
>30 years	3	11	14	20.00
Total	41	30	71	100.00

Source: Processed using Excel (2025)

4.1.2 Tingkat Pendidikan

Tingkat pendidikan merujuk pada jenjang pendidikan formal terakhir yang telah diselesaikan oleh responden. Hasil penelitian menunjukkan bahwa mayoritas pemuda (58 persen) yang menetap di Desa Mingar maupun Desa Bedalewun, telah menempuh pendidikan formal selama 10-12 tahun atau setara dengan jenjang pendidikan sekolah menengah atas. Menurut Dharmawan and Sunaryanto (2020), tingkat pendidikan seseorang yang semakin tinggi, menyebabkan seseorang memiliki harapan yang tinggi terhadap status pekerjaannya. Senada dengan itu, Nuryaman and Suyudi (2023) dalam kajiannya menyebutkan bahwa latar belakang pendidikan individu akan ikut membentuk persepsi mereka terhadap pekerjaan yang ada di desa.

Tabel 2. Distribusi Tingkat Pendidikan Responden

Education Level	Mingar Village	Bedalewun Village	Total	Percentage (%)
	Frequency			
Primary School	4	0	4	6.00
Junior High School	6	2	8	11.00
Senior High School	25	16	41	58.00
Higher Education	6	12	18	25.00
Total	41	30	71	100.00

Source: Processed using Excel (2025)

4.1.3 Work Experience

Work experience refers to respondents' employment background and earning monthly wages in the formal sector. In this study, the proportion of respondents who had no work experience and those who had work experience was relatively similar, at 46 percent and 54%, respectively. The work experience of village youth was generally obtained from working outside their hometown, such as in Kalimantan and Batam. Some have also migrated to Kupang or Java. Other respondents had worked as village officials or early childhood education (PAUD) teachers. Those who had work experience in the formal sector outside the region stated that they had worked in shipbuilding companies but had resigned due to health reasons. Others worked in palm oil companies or electronics manufacturing.

Table 3. Distribution of Respondents' Work Experience

Work Experience	Mingar Village	Bedalewun Village	Total	Percentage (%)
	Frequency			
No Experience	21	12	33	46.00
Has Experience	20	18	38	54.00
Total	41	30	71	100.00

Source: Data processed using Excel (2025)

Work experience in the formal sector has shaped respondents' perceptions of employment. One youth respondent from Mingar Village stated that after returning from Batam, he observed that the people in his village had become more prosperous: "Their harvest yields are sufficient, enough for one year. He also noted that the cashew plantations were ready for harvest. According to him, even working in urban areas with a fixed monthly salary does not necessarily guarantee economic stability for the family.

"Life as a migrant is difficult. It becomes hard when you have no money; everything must be purchased," he added. This experience led him to prefer staying in the village and becoming actively involved in the local economy, including tourism-related and community empowerment activities. Other respondents with work experience outside the village also possessed useful skills in service

sectors such as barbering, mechanics, and carpentry. This finding is supported by Deidhae (2024), who stated that one of the positive impacts experienced by returning migrants is the acquisition of specific skills, which can then be applied in their home communities. In NTT, technological transfer from migrants returning from Malaysia commonly occurs in the agriculture and service sectors, such as mechanical workshops and carpentry.

4.1.4 Non-Formal Education

Nonformal education refers to respondents' participation in training or courses aimed at improving their skills. Of the 71 respondents, 29 (approximately 41 percent) had participated in non-formal education activities. According to Nugroho, Permatasari, and Anantanyu (2023), non-formal education is associated with youth perceptions; those who participate in training or extension programs tend to have greater knowledge and feel more confident when entrusted with certain tasks.

Table 4. Distribution of Respondents' Experience in Non-Formal Education

Non-Formal Education	Mingar Village	Bedalewun Village	Total	Percentage (%)
	Frequency			
Never	22	20	42	59.00
Has Attended	19	10	29	41.00
Total	41	30	71	100.00

Source: Data processed using Excel (2025)

4.2 Entrepreneurial Characteristics

Entrepreneurial characteristics refer to traits inherent in individuals that relate to the mental readiness required for entrepreneurial activities. According to Eltahir (2018), entrepreneurial characteristics are attributes or qualities possessed by entrepreneurs that enable them to operate and succeed in their business ventures. These characteristics include individual attributes, personality traits, entrepreneurial orientation, and readiness to become business actors in the field. Scarborough and Cornwall (2019) identified several characteristics commonly found in entrepreneurs, such as the willingness to face uncertainty, creativity, innovativeness, flexibility, and perseverance. The descriptive analysis of the entrepreneurial characteristics variable is presented in Table 5.

Table 5. Distribution of Respondents Based on Entrepreneurial Characteristics

Dimension	Bedalewun Village			Mean (1-4)	Mingar Village			Mean (1-4)
	Low (%)	Moderate (%)	High (%)		Low (%)	Moderate (%)	High (%)	
Tolerance for Uncertainty	0	40.00	60.00	2.96	2.44	43.90	53.66	2.96
Perseverance	0	6.67	93.33	3.44	2.44	9.96	87.80	3.25
Innovativeness	0	16.67	83.33	3.12	2.44	26.83	70.73	2.98
Adaptability	0	16.67	83.33	3.17	7.32	21.95	70.73	3.01
Average				3.17				3.05

Source: Data processed using Excel (2025)

The results in Table 5 indicate that most entrepreneurial characteristics of the youth in both villages fall within the high category. This is also reflected in the relatively high average scores in both the villages. Among the 71 respondents, several were currently running small businesses in their villages. According to those who already own a business, entrepreneurial skills and mentality are essential for village youth so they can identify opportunities and develop them to enhance tourism in their villages. Field findings also show that although not all youths run a business, many have indirectly been involved in income-generating activities through church youth group initiatives in the area. This is supported by a statement from a Mingar Village youth named BM:

“In the OMK (Catholic Youth Organization), we once made young coconut drinks and banana chips to raise funds, she said. The profit was significant. But after that, many members migrated or became busy—some started teaching, some work in the village office—so the activity stopped.”

This dependence on one another has contributed to the limited number of youths willing to take entrepreneurial risks based on village potential. The village has already provided facilities to support entrepreneurship; what remains lacking is the willingness of youth to initiate action. This is evident in Table 7, where tolerance for uncertainty has the lowest score among all the entrepreneurial characteristics. This dimension includes the willingness to take risks and cope with unstable income streams. Developing an entrepreneurial mindset requires the courage to take the initiative and become a driver of change rather than simply following others. As Joseph Schumpeter (cited in Scarborough & Cornwall, 2019) states, entrepreneurs are more than business actors; they are agents of social change. Therefore, entrepreneurial characteristics are essential attributes that village youth must possess.

4.3 Social Learning

The social learning variable refers to how individuals undergo learning processes through vicarious observation, physiological and emotional states, and attention, which emerge through interactions with their environment. These concepts are derived from Bandura's (1997) social cognitive theory. The descriptive results for this variable are presented in Table 6.

Table 6. Distribution of Respondents Based on Social Learning Variables

Dimension	Bedalewun Village			Mean (1-4)	Mingar Village			Mean (1-4)
	Low (%)	Moderate (%)	High (%)		Low (%)	Moderate (%)	High (%)	
Vicarious Experience	3.33	16.67	80.00	3.09	0.00	12.20	87.80	3.23
Social Persuasion	0.00	3.33	96.67	3.47	2.44	2.44	95.12	3.47
Physical and Emotional State	0.00	10.00	90.00	3.20	0.00	17.07	82.93	3.18
Attention	6.67	10.00	83.33	3.13	0.00	9.76	90.24	3.21
Average				3.22				3.28

Source: Data processed using Excel (2025)

The results show that the average scores for social learning variables among youths in Bedalewun and Mingar Villages are 3.22 and 3.28, respectively, indicating generally high levels of belief formed through observations of role models, social persuasion, physiological and emotional factors, and attention given within the context of tourism-based entrepreneurial practices. This variable reflects respondents' beliefs shaped by observing role models and entrepreneurial activities occurring within their villages, especially those related to tourism enterprise management. Overall, youth appear increasingly open to entrepreneurial activities. They also observe individuals around them engaging in business, including their parents.

Several respondents stated that they had role models who inspired them to perform village-related tasks. Many identified their parents—especially those involved in entrepreneurial activities such as furniture making, running kiosks, or culinary businesses—as their role models. Youth who view their parents as role models tend to follow their footsteps. Others idolize religious leaders because of their friendly approach toward youth. The presence of role models plays an important role in shaping youth attitudes toward entrepreneurship. Through these figures, youth learn by observing and replicating their actions. One respondent who recently returned to the village after growing up in the capital of East Flores explained this.

“My mother is an entrepreneur. She runs a culinary business. I often help her, so I watch and learn from her. This was primarily because of my parents. I once thought of leaving the village again because adapting here was difficult due to the different culture and many restrictions. But my mother said, try running a business here first.”

The findings also show that not all youths actively observe entrepreneurial role models. Although many youths are open to entrepreneurship, they lack role models directly involved in managing village

tourism enterprises (VTEs). The desire to emulate a role model is present, but many youths still feel embarrassed to stand out or to express their ideas. A respondent from Mingar Village expressed this.

“The youths here are not unwilling to work; they just do not want to be tied down. In meetings, the Village Head once asked us one by one about what business ideas could be developed in the village, but maybe some friends felt too shy to answer. There’s a fear of saying something wrong.”

Furthermore, role models admired by some youths are not always individuals engaged in village-based enterprises, making them less relevant in influencing attitudes toward tourism business management in the village. Conversations with several respondents revealed that many idolized a senior youth who was active in photography and environmental activities. However, he does not always reside in the village because of work demands.

“He is very close to the youth, a photographer with a popular exploration account of Lembata. He trained us in photography and encouraged us during beach clean-ups. He’s like a motivator for the youth.”

This aligns with Albert Bandura (1997), who states that observational learning outcomes depend on factors such as individuals' belief in their abilities and the support they receive. The respondents' stories show that parental role models not only inspire their children but also encourage them to emulate them. Not all respondents underwent similar learning processes. Another respondent, OJ, idolized a peer who ran a mini café near a tourist site and had briefly worked there before choosing to migrate. Field findings also indicate that peer influence significantly shapes youth's learning processes and attitudes toward tourism enterprise management. One respondent reported changes in how his peers treated him once he became more active in village development projects.

“We used to be close. However, after I got involved, they saw me differently—somewhat more negatively. I still don't know why.”

According to Albert Bandura (1986), the influence of modeling varies depending on the type of information conveyed by the model. Most psychological modeling processes occur within the context of everyday social networks. Individuals who regularly interact with certain people, whether by choice or necessity, continuously observe specific competencies, attitudes, and motivational orientations. When youth learning through vicarious experiences does not occur effectively, several factors may contribute, including self-belief, lack of guidance, and environmental influences, particularly peer pressure.

4.4 Social Environment

The social environment variable refers to the conditions surrounding respondents and the support provided by people in their environment in the context of developing village tourism enterprises. The dimensions measured within this variable included parental support, peer support, and support from the village government. The descriptive analysis of the social environment variables is presented in Table 7.

Table 7. Distribution of Respondents Based on Social Environment Variables

Dimension	Bedalewun Village			Mean (1-4)	Mingar Village			Mean (1-4)
	Low (%)	Moderate (%)	High (%)		Low (%)	Moderate (%)	High (%)	
Parental Support	0.00	13.33	86.67	3.31	2.44	2.44	95.12	3.31
Peer Support	10.00	10.00	80.00	3.06	0.00	58.54	41.46	2.75
Village Government Support	0.00	13.33	86.67	3.11	0.00	19.51	80.49	3.07

Average	3.16	3.05
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Source: Data processed using Excel (2025)

Table 7 shows that the social environment—referring to support from parents, peers, and the village government—falls within the high category, with mean scores of 3.16 (Bedalewun Village) and 3.05 (Mingar Village). The social environment serves as a learning space for village youth, where the internalization of values, morals, and perspectives occurs. Field observations revealed that some community members (parents) still believe that the best jobs for their children are formal, uniformed positions involving office work and monthly salaries. However, this perception has gradually begun to fade as they observe several young people earning an income through work within the village. This shift is reinforced by the community practice of gemohing (collective labor or mutual cooperation), which inherently encourages youth participation.

Within Bronfenbrenner's Ecological Systems Theory (2001 in Berne et al., 2023), the family environment constitutes the microsystem, the closest level of interaction to the individual. Interviews with parents in this study showed that most of them supported whatever choices their children made. Although some parents still hope that their children will secure stable jobs, they do not impose their personal expectations but rather try to follow their children's decisions when they choose entrepreneurial opportunities. Village government support is also relatively high, as reflected in the scores of 3.11 (Bedalewun) and 3.07 (Mingar). In the context of tourism enterprise management, village governments place high expectations on youth involvement. For example, Mingar Village organized training on destination management and provided 300 laying hens for youth-managed agribusiness units. However, due to limited knowledge and capacity in poultry farming, many youths ignored this initiative.

This indicates that efforts to encourage youth participation require not only facilities but also capacity building to support tourism enterprises. A study by Melvi, Muda, Akbar, Wahidy, and Ulvan (2024), found that limited knowledge and resources caused production tools in Canti Village to be abandoned and underutilized. Their community service program involved repairing screen-printing tools and providing training to revive the village's economic potential through operating these machines.

4.5 Motivation

The motivation variable refers to the internal drive individuals possess when engaging in work related to village development, particularly in entrepreneurship. Concepts relevant to motivation are drawn from Haddock and Maio (2004) theory of motivational functions in attitude formation, covering extrinsic motivation (related to praise and rewards), intrinsic motivation (the need for trust), and social motivation (the need for affiliation). The descriptive results for youth motivation are presented in Table 8.

Tabel 8. Sebaran Responden Berdasarkan Variabel Motivasi

Dimension	Bedalewun Village			Mean (1-4)	Mingar Village			Mean (1-4)
	Low (%)	Moderate (%)	High (%)		Low (%)	Moderate (%)	High (%)	
Need for Affiliation	0.00	36.67	63.33	3.03	0.00	46.36	53.66	2.85
Need for Recognition	3.33	53.33	43.33	2.74	14.63	70.73	14.63	2.25
Self-Esteem	0.00	6.67	93.33	3.25	0.00	17.07	82.93	3.26
Average				3.01				2.79

Sumber: Data diproses menggunakan Excel (2025)

The descriptive results in Table 8 indicate that overall youth motivation tends to be positive, with average scores of 3.01 (Bedalewun) and 2.79 (Mingar). Most respondents scored high in all dimensions except for the need for recognition/praise, where most fell into the moderate category. This is also shown by the relatively low mean scores of 2.74 and 2.25. Within the Lamaholot cultural context, active participation in village development is considered normal and not something that is done to seek

recognition. Helping one another develop tourism enterprises, consistent with the concept of gemohing, is an act driven by collective awareness.

The self-esteem dimension represents an individual's internal drive when entrusted to perform a task. This dimension scored the highest among all the motivational dimensions. Although youth tend to form groups, there are always one or two individuals motivated by personal initiative rather than peer influence. These youths often possess a desire for self-development inspired by role models, such as parents or peers. Their willingness to work is not dependent on group dynamics but is driven by intrinsic motivation when entrusted with tasks suited to their skills. This is illustrated by the following statement from a respondent in Mingar Village:

“If the village needs me and there’s something I can help with, I will help—like when the village asked me to make chairs for the beach area, he said. If I have no obstacles, I will help you. Because what we do is also for the lewotana (homeland).”

Youth with such characteristics believe that their village has significant potential to grow as a tourism destination. They also possess particular skills and feel proud to be trusted to perform tasks aligned with their abilities. Another finding revealed that not all forms of trust lead to increased motivation for youth participation in tourism enterprise management. When the village government entrusted youths with managing poultry, they refused because they felt unprepared and lacked the necessary skills. Therefore, motivational drives, especially those related to self-esteem, must align with youth interests and abilities. This condition is consistent with A Bandura (1977), concept of self-efficacy, which suggests that individuals feel valued and motivated when others acknowledge their capability to perform expected tasks.

4.6 Youth Attitudes in Managing Village Tourism Enterprises

According to Fishbein and Ajzen (1977), attitude is a learned tendency to respond to an object either positively or negatively. Attitude is also viewed as an overall feeling associated with a person's belief. Fishbein and Ajzen also emphasized that when discussing attitudes, the focus is on the tendency to act, not the action itself. Therefore, they divided the structure of attitude into three main components: the cognitive component (related to beliefs/knowledge), the affective component (related to feelings), and the conative component (the tendency to act). The following table presents the percentage distribution of each attitude component:

Table 9. Percentage of Attitude Components

Dimension	Bedalewun Village			Mean (1-4)	Mingar Village			Mean (1-4)
	Low (%)	Moderate (%)	High (%)		Low (%)	Moderate (%)	High (%)	
Cognitive	0.00	0.00	100.00	3.52	0.00	9.76	90.24	3.50
Affective	0.00	0.00	100.00	3.67	0.00	7.32	92.68	3.53
Conative	0.00	6.67	93.33	3.37	0.00	12.20	87.80	3.25
Total				10.56	Total			10.28
Average				3.52	Average			3.43

Sumber: Data diproses menggunakan Excel (2025)

Table 9 shows that the overall attitudes of youth fall within the positive category, although Bedalewun Village scored slightly higher than Mingar Village. The data also indicate consistency across the three attitude dimensions in both villages, with the conative dimension scoring the lowest and the affective dimension the highest. This suggests that, although the youth feel proud of their village's tourism potential, their tendency to respond to invitations to discuss village development plans is not particularly strong. Interviews with respondents from both villages revealed a common theme: they expect to receive something in return—either in material form or other benefits that are meaningful to them.

Interviews with members of the Tourism Awareness Group (POKDARWIS) in Bedalewun Village highlight how youth actively participate in the development of the tourism village when they receive compensation that meets their needs. Their strategy involves allocating a part of the revenue from Watotena Beach to fund mandatory church and village contributions. In this way, the economic benefits of tourism at Watotena Beach are shared with the broader community, including the youth. POKDARWIS at Watotena Beach also provides special opportunities for youth to manage tourism activities at night. They are responsible for operating ticket booths and running small kiosks. The income earned from tourism on that particular day is immediately given to them. Youth organizations also participate when given opportunities to earn income from tourism at Watotena Beach in the Bedalewun Village.

“So that young people or youth organizations can benefit, we always ask them to come so they can save the income they earn for the youth organization in general. That way, when there is an upcoming celebration, they already have funds.”

A similar strategy was used in the development of the Tirtosari Nature Tourism Village. According to Rahmadani and Sulanam (2024), the village government's efforts to attract visitors while simultaneously mobilizing the karang taruna (youth organization) are carried out through the establishment of Pasar Jadoel. Field findings indicate that Pasar Jadoel provides space for local residents to sell their products. They have directly experienced its impact through increased income from direct sales to tourists. Thus, Pasar Jadoel has contributed to creating new employment opportunities within the village.

The same strategy was implemented in the development of the Tirtosari Nature Tourism Village. Referring to the study conducted by Rahmadani and Sulanam (2024), the village government's efforts to attract visitors while engaging the karang taruna are realized through the Pasar Jadoel. Field findings show that Pasar Jadoel provides opportunities for local communities to market their products and services. They also experience direct economic benefits from increased income from selling goods to tourists. Consequently, Pasar Jadoel also contributes to generating new employment opportunities in the village and surrounding areas. The study on attitudes conducted by Rosenberg *et al.* (1960) further reinforces this finding, suggesting that the three components of attitude—cognitive, affective, and conative—can influence one another but do not always align. Other factors also determine the extent to which youth are willing to engage in managing village tourism enterprises; one of the findings in this study is the perceived benefits or advantages they gain from it.

4.7 Factors Influencing Youth Attitudes Toward Village Tourism Enterprise Management

According to Hardani *et al.* (2020), multiple linear regression analysis is a regression model used to measure the effect of two or more independent variables on a single dependent variable measured on a ratio scale. This analysis was used to identify the factors that influence youth attitudes toward managing village tourism enterprises. In this research model, multiple linear regression testing was conducted to examine the influence of individual characteristics (X1), entrepreneurial characteristics (X2), social learning (X3), social environment (X4), and motivation (X5) on attitude (Y). Each variable contained indicators described previously in the research methodology. Before performing multiple linear regression testing, several classical assumption tests must be conducted, including the normality, heteroscedasticity, and multicollinearity tests. The autocorrelation test was not conducted in this model because the research was not implemented over several periods.

1) Normality Test

Criteria: If the Asymp. Sig. (2-tailed) > 0.05 , then the data are normally distributed.

Table 10. Normality Test Results

One-Sample Kolmogorov-Smirnov Test	
	Unstandardized Residual

N		71
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	2.70761347
Most Extreme Differences	Absolute	.060
	Positive	.060
	Negative	-.058
Test Statistic		.060
Asymp. Sig. (2-tailed) ^c		.200 ^d
Monte Carlo Sig. (2-tailed) ^e	Sig.	.748
	99% Confidence Interval	
	Lower Bound	.737
	Upper Bound	.760

Source: Primary data processed using SPSS 30 (2025)

The results of the normality test indicated that the data were normally distributed, as shown by an asymptotic. Sig. (2-tailed) value of $0.200 > 0.05$.

2) Heteroscedasticity Test

Criteria: Heteroscedasticity testing was performed using the Glejser method. If the Sig. The value for each independent variable was > 0.05 , and the research model was free from heteroscedasticity.

Table 11. Heteroscedasticity Test Results

Model	Sig.
(Constant)	.449
Individual Characteristics	.417
Entrepreneurial Characteristics	.977
Social Learning	.870
Social Environment	.927
Motivation	.870

Source: Primary data processed using SPSS 30 (2025)

The data in Table 11 indicate that The values for each independent variable are greater than 0.05; therefore, the research model is free from heteroscedasticity symptoms.

3) Multicollinearity Test

Criteria: If the VIF value < 10 , the model is free from multicollinearity

Tabel 12. Hasil Uji Multikolinearitas

Model	Collinearity Statistics	
	Tolerance	VIF
1		
Individual Characteristics	.887	1.128
Entrepreneurial Characteristics	.602	1.661
Social Learning	.510	1.960
Social Environment	.677	1.477
Motivation	.788	1.268

Source: Primary data processed using SPSS 30 (2025)

The VIF values for all independent variables in Table 12 are below 10, indicating that the research model is free from multicollinearity.

4) Regression Hypothesis Testing

In conducting multiple linear regression analysis, the F-test and t-test are two statistical procedures used to ensure the model's validity and significance. According to Black and Babin (2019), the F-test is used to examine the overall statistical significance of a model by determining whether all independent

variables jointly influence the dependent variable. The t-test assesses the significance of each independent variable (individually) in influencing the dependent variable after controlling for other variables in the model.

a. F-Test

Referring to Black and Babin (2019), in the F-test, independent variables are considered to have a significant influence on the dependent variable if the significance value is below 0.05; if it is above 0.05, the independent variables have no effect on the dependent variable. Furthermore, if the calculated F-value (F-hitung) is greater than the F-table value, there is a significant simultaneous effect of all independent variables on the dependent variable. The F-table value in this study was 2.356027. The F-test results are presented in Table 13.

Table 13. F-Test Results

ANOVA ^a						
Model	Sum of Squares	df	Mean Square	F	Sig.	
1 Regression	498.265	5	99.653	12.677	<.001 ^b	
Residual	510.975	65	7.861			
Total	1009.239	70				

Source: Primary data processed using SPSS 30 (2025)

The results of the F-test in Table 13 show that Sig. The F value was 0.01, which was lower than 0.05. The calculated F-value of 12.677 is greater than the F-table value (2.356027). Therefore, individual and entrepreneurial characteristics, social learning, social environment, and motivation have a significant simultaneous effect on Youth Attitudes toward Village Tourism Enterprise Management.

b. t-Test

A t-test was conducted to determine the contribution of each independent variable. According to Hair et al. (2019), the t- and p-values in a t-test indicate whether an independent variable exerts a significant influence on the dependent variable after accounting for other variables in the model. An independent variable is considered to have a significant effect on the dependent variable if the p-value is less than 0.05, and the t-value is greater than the t-table value. The t-table value in this study was 1.997138. The t-test results are shown in Table 14.

Table 14. t-Test Results

Model	Unstandardized Coefficients		Beta	t	Sig.	Correlations
	B	Std. Error				Partial
(Constant)	1.314	3.890		.338	.737	
Individual Characteristics	-.033	.174	-.018	-.189	.851	-.023
Entrepreneurial Characteristics	.300	.107	.311	2.797	.007	.328
Social Learning	.087	.114	.088	.761	.450	.094
Social Environment	.500	.131	.407	3.819	<.001	.428
Motivation	.177	.119	.144	1.482	.143	.181

Source: SPSS 30 Output, 2025

Based on the SPSS output using a 0.05 alpha level, only two independent variables—Entrepreneurial Characteristics and Social Environment—significantly influenced attitude. This is shown by the p-values: 0.007 for Entrepreneurial Characteristics and < 0.001 for Social Environment. This indicates that entrepreneurial characteristics, such as tolerance for uncertainty, innovativeness, adaptability, and perseverance, individually contribute significantly to shaping youth attitudes toward managing village tourism enterprises. These findings align with Rukmana (2018), who stated that entrepreneurial character plays an important role in forming an individual's mental attitude. Scarborough and Cornwall

(2019) explain that these characteristics include innovativeness, risk-taking courage, hard work, and adaptability, which synergize with knowledge and skills.

Several respondents who own businesses and are involved either directly or indirectly in managing village enterprises stated that entrepreneurial skills and mentality are highly essential for living in rural areas. One respondent from Bedalewun Village, for example, utilized his photography skills not only for personal freelance work but also to create promotional content for the village tourism site, which was uploaded to social media as a marketing tool. He stated.

“After graduating, I once thought about leaving the village, but I felt burdened by family responsibilities. My sibling migrated while my mother was alone at home. First, I started a passport photo service. Over time, I received requests for wedding photography. I hesitated at first because a wedding is a once-in-a-lifetime moment, but since it was a friend and they trusted me, I continued to learn and improve.”

The photography service in Bedalewun Village continues to grow. To date, three individuals have availed themselves of photography services. They also use these skills to support the development of the Watotena Beach village tourism business, particularly in promotional activities. In addition, social environment factors, which include parental, peer, and village government support, partially exert a significant influence on youth's attitudes toward managing village tourism enterprises. This finding supports the study conducted by Hasim and Amanah (2022), which states that environmental support from family, friends, and group members influences youth's attitudes toward engaging in agrosociopreneurial activities. In the context of empowering rural youth to participate in managing village enterprises, Llena Berñe, Planas-Lladó, Vila-Mumbrú, and Valdivia-Vizarreta (2023) also argue that the surrounding environment is the most critical factor. Youth need to be accompanied by support based on social connectedness, the creation of comfortable spaces, and meaningful learning experiences. Furthermore, Bronfenbrenner's ecological systems theory explains that the characteristics of a system are influenced by its relationship with other systems. This is further reinforced by the results of the partial correlations, where the social environment variable shows the greatest contribution, with a coefficient value of 0.428 (Table 16).

c. Coefficient of Determination Test

Table 15. Results of the Coefficient of Determination Test

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.703 ^a	.494	.455	2.804

Source: Primary data processed using SPSS 30 (2025)

The R Square value shown in Table 15 is 0.494. This indicates that individual and entrepreneurial characteristics, social learning, social environment, and motivation contribute 49.4 percent to the influence on attitudes toward the development of village tourism enterprises, while the remaining percentage is influenced by other factors outside this research model.

5. Conclusion

In general, the youth of Bedalewun and Mingar Villages exhibited a tendency toward positive attitudes toward the management of village tourism enterprises. They believe that the natural beauty of their villages can attract tourists. Therefore, they perceive their villages as having strong potential to become tourism destinations capable of increasing local community income and creating new employment opportunities for them. Cultural values such as cooperation, mutual assistance (*gotong royong*), and a sense of kinship further strengthen their pride in their villages' natural potential. These values also encourage enthusiasm to respond to informal initiatives, such as communal beach clean-up activities or organizing cultural festivals. Collective and informal activities are an integral part of village life that are close to and favored by the youth.

However, many still do not consider youth participation in the formal management of village tourism enterprises to be highly important. Several external factors influence their considerations, including economic benefits and unwillingness to work in binding or formal arrangements. In addition, peer influence affects their decisions to become involved in village tourism management. Based on the research findings, the following recommendations can be implemented to foster positive youth attitudes toward managing village tourism enterprises:

- 1) The government can conduct comparative studies (peer-to-peer learning) with villages that share similar geographical, demographic, and sociocultural characteristics, especially in developing entrepreneurial strategies based on village tourism potential. The two villages in this study apply different approaches to mobilizing youth participation in village tourism enterprise management. Sharing best practices will enrich the strategic development references.
- 2) In building strategies and fostering an entrepreneurial spirit, the government can focus on youth who already possess entrepreneurial orientation using a bottom-up approach (based on their needs). Such youth tend to be more responsive to entrepreneurial initiatives organized by the village or tourism awareness groups (Pokdarwis) than their parents.
- 3) Village governments can prioritize collaboration with youth who have an entrepreneurial orientation. If such collaboration proves effective and provides tangible benefits, it will naturally attract other youth, especially those who are strongly motivated by economic gain.

Limitations and Future Research

This study has not yet fully described the condition of village tourism infrastructure, which could serve as a predictor of youth attitudes toward the development of village tourism enterprises. Therefore, future research should examine human resource conditions, village tourism infrastructure, visitor numbers, and revenue generated from village tourism enterprises. A qualitative approach through Focus Group Discussions (FGDs) is also highly recommended to further explore youth motivation in managing village tourism enterprises so that village governments can apply more appropriate approaches.

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