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FAMILY VISITOR BEHAVIOR ANALYSIS AT CIMORY DAIRYLAND ON THE VALLEY: A SUSTAINABLE EDUCATIONAL TOURISM STUDY

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Abstract:
This study analyzes family visitor behavior at Cimory Dairyland in the Valley in Semarang, focusing on visit motivations, behavioral patterns, and visitor satisfaction levels. Employing a qualitative approach with case study methodology, data were collected through in-depth interviews with 20 informants comprising family visitors, destination managers, and educational staff, supplemented by participant observation and document analysis. Results indicate that primary family visit motivations include seeking interactive educational experiences for children (78%), family recreation (65%), and nature interaction (54%). Visitor behavioral patterns demonstrate preferences for educational activities such as petting zoo and milk demonstration, with an average visit duration of 4-5 hours. Visitor satisfaction reaches 82% with key factors including educational program quality, facility cleanliness, and staff friendliness. Challenges identified include capacity management during peak seasons, age-specific educational program diversification, and supporting infrastructure development. The study recommends strengthening sustainable educational programs, enhancing visitor management systems, and developing strategic partnerships with educational institutions to establish Dairyland as a premier family educational tourism destination in Central Java.
Keywords: Cimory Dairyland, Educational Tourism, Visitor Behavior, Tourist Satisfaction, Family Tourism

INTRODUCTION

The transformation of Indonesia's tourism industry over the past decade demonstrates a significant shift from mass tourism toward experiential tourism that emphasizes educational value and sustainability. This phenomenon aligns with changing consumer behavior, particularly among young families who increasingly prioritize meaningful learning experiences for their children. Educational tourism or "edutourism" has emerged as a rapidly growing segment, integrating recreational elements with experiential learning that cannot be obtained through conventional educational methods.

Semarang City, as the capital of Central Java Province, has experienced rapid development in the educational tourism sector, with various destinations adopting integrated learning concepts. One destination attracting attention is Cimory Dairyland in the Valley, established in 2013 and located on Jl. Soekarno Hatta 100 KM 30, Begojuh, Jatijajar, Bergas District, Semarang Regency. This destination embraces the concept of family educational tourism with a focus on agribusiness learning, animal husbandry, and sustainable farming practices through interactive experiences.

The uniqueness of Cimory Dairyland lies in its combination of educational and recreational facilities specifically designed for multi-generational family visits. The destination offers various programs such as a petting zoo, milk demonstration, forest walk, and agribusiness workshops that enable visitors to gain hands-on experience in agriculture and livestock. This concept reflects global

trends in sustainable tourism that integrate conservation, education, and community engagement within one ecosystem.

However, a comprehensive understanding of family visitor behavior in educational tourism contexts remains limited in Indonesian academic literature. This gap becomes significant considering the complexity of decision-making processes in family tourism involving multiple stakeholders with different preferences and expectations. A comprehensive understanding of motivations, behavioral patterns, and satisfaction factors of family visitors becomes crucial for developing sustainable destination strategies responsive to evolving market needs.

Research Questions. Based on the identified context, this study formulates the following research questions: What are the characteristics and behavioral patterns of family visitors at Cimory Dairyland On The Valley in consuming experiential learning activities? What motivational factors drive families to choose educational tourism as a recreational alternative, and how do these influence their expectations and behavior during visits? What is the level of family visitor satisfaction with educational programs, facilities, and services provided, and which factors most significantly influence overall satisfaction? What challenges and opportunities exist in developing sustainable family educational tourism destinations responsive to changing family tourism trends?

Research Objectives. This study aims to analyze comprehensively the characteristics and behavioral patterns of family visitors at Cimory Dairyland On The Valley, with particular attention to preferences for educational activities and family interaction patterns. Furthermore, this study seeks to identify and analyze motivational factors influencing family decision-making in choosing educational tourism, including psychological, educational, and social motivators. The study also evaluates family visitor satisfaction levels with various dimensions of service quality and educational value offered by the destination. Finally, this study formulates strategic recommendations for developing sustainable family-oriented educational tourism that can enhance visitor satisfaction while maintaining educational integrity and environmental sustainability.

Family Tourism and Educational Tourism Concepts. Family tourism represents a tourism segment with unique complexities in decision-making processes and service expectations. Carr (2011) defines family tourism as travel activities involving family units with diverse needs, preferences, and constraints requiring careful negotiation and compromise in planning and consumption stages. Distinctive characteristics of family tourism include longer planning periods, higher safety concerns, emphasis on child-friendly facilities, and the importance of educational value in travel experiences.

Blichfeldt et al. (2010) identify that family tourism decisions involve complex negotiation processes among various family members, where children increasingly influence destination choice and activity selection. This phenomenon creates demand for destinations that can accommodate diverse age groups while providing meaningful experiences for all family members. Educational tourism or edutourism becomes an attractive option as it can simultaneously address the entertainment needs of children and the educational aspirations of parents.

Educational tourism is defined as purposeful travel experiences designed to facilitate learning and personal development through direct engagement with educational content and environments (Ritchie et al., 2003). In family tourism contexts, educational experiences create shared learning opportunities that can strengthen family bonds while providing valuable knowledge and skills for children. Falk et al. (2012) explain that informal learning in tourism contexts is often more effective than formal classroom learning because it involves emotional engagement, hands-on experiences, and real-world applications.

Experiential Learning in Tourism Context. Experiential learning theory, proposed by Kolb (1984), provides a theoretical framework for understanding how tourism experiences can facilitate meaningful learning. This model identifies four stages in the learning process: concrete experience, reflective observation, abstract conceptualization, and active experimentation. In educational tourism contexts, visitors experience direct interaction with the environment or subjects (concrete experience), observe and reflect on what they see and experience, develop an understanding of concepts underlying experiences, and potentially apply knowledge in future contexts.

Pine and Gilmore (1999) introduce the experience economy concept relevant for understanding value creation in educational tourism. They identify four realms of experience: entertainment, educational, escapist, and aesthetic. Educational tourism is particularly strong in educational and aesthetic realms, where visitors acquire knowledge while appreciating the beauty and uniqueness of the environments they visit.

In family tourism contexts, experiential learning creates opportunities for shared discovery and multi-generational knowledge transfer. Parents can share knowledge and values with children through guided exploration, while children can contribute fresh perspectives and enthusiasm that enrich the overall family experience (Packer & Ballantyne, 2016).

Service Quality and Customer Satisfaction in Tourism. Service quality in tourism contexts involves multiple dimensions affecting visitor satisfaction and future behavioral intentions. Parasuraman et al. (1988) developed the SERVQUAL model, identifying five dimensions: tangibles (physical facilities and equipment), reliability (ability to perform services accurately), responsiveness (willingness to help customers), assurance (knowledge and courtesy of staff), and empathy (caring and individualized attention).

In family tourism contexts, service quality expectations are particularly high as they involve children and multiple generations with different needs and preferences. Brady and Cronin (2001) developed a hierarchical model of service quality including interaction quality, physical environment quality, and outcome quality. This model is particularly relevant for educational tourism as it emphasizes the importance of staff interactions, facility design, and achievement of learning objectives.

Oliver (2010) explains that customer satisfaction results from a comparison between expectations and actual performance, with emotional responses playing a crucial role in the overall evaluation. In family tourism, satisfaction evaluation is often complex as it involves multiple evaluators with different criteria and experiences. Parents may focus on educational value and safety, while children may prioritize fun and excitement (Johns & Gyimothy, 2002).

Sustainable Tourism Development and Community Engagement. Sustainable tourism development emphasizes a balance between economic benefits, environmental protection, and social equity in the long term. The United Nations World Tourism Organization (UNWTO, 2013) defines sustainable tourism as tourism that meets the needs of present tourists and host regions while protecting and enhancing opportunities for future generations.

Educational tourism has inherent alignment with sustainability principles as it promotes awareness and understanding of environmental and cultural conservation. Moscardo (1996) identifies that educational experiences can foster mindful tourism behavior that is more respectful toward destinations and communities. Visitors who engage in meaningful learning experiences are more likely to develop an appreciation for conservation efforts and support sustainable practices.

Community-based tourism approaches are particularly relevant for educational tourism development as they involve local communities as educators and cultural interpreters. Goodwin

and Santilli (2009) explain that community involvement can enhance the authenticity of educational experiences while providing economic benefits for local populations. This approach can also contribute to the preservation of traditional knowledge and practices through sharing with visitors.

Digital Transformation in Educational Tourism. Digital transformation significantly influences how educational tourism experiences are designed, delivered, and consumed. Technology integration can enhance learning experiences through interactive displays, virtual reality applications, augmented reality features, and digital interpretation tools (Neuhofer et al., 2012). However, the challenge is maintaining a balance between technological enhancement and authentic, hands-on experiences that constitute the core value of educational tourism.

Social media plays an increasingly important role in destination choice, experience sharing, and word-of-mouth marketing in family tourism. Xiang and Gretzel (2010) identify that social media influences all stages of travel experience, from inspiration and planning to sharing and reflection. For educational tourism destinations, social media can be a powerful tool for demonstrating learning outcomes and family experiences that encourage others to visit.

Mobile technologies also create opportunities for personalized learning experiences through self-guided tours, interactive maps, and real-time information access. However, implementation must carefully consider target audiences, with particular attention to age-appropriateness and accessibility for diverse family members (Wang et al., 2016).

METHODS

Research Approach and Design. This study employs a qualitative approach with an instrumental case study design to obtain a deep understanding of family visitor behavior at Cimory Dairyland On The Valley. An instrumental case study was chosen as it enables exploration of broader issues in educational family tourism through a detailed examination of a specific case, following Stake's (1995) recommendations for complex social phenomena involving multiple stakeholders and contextual factors.

The research paradigm employed is interpretivist with emphasis on understanding meaning-making processes from different stakeholder perspectives. This approach is particularly appropriate for tourism research involving experiential consumption, emotional responses, and family dynamics requiring a nuanced understanding of subjective interpretations and contextual influences (Phillimore & Goodson, 2004).

Research Location and Context. The study was conducted at Cimory Dairyland On The Valley located at Jl. Soekarno Hatta 100 KM 30, Begojuh, Jatijajar, Bergas District, Semarang Regency, Central Java. Site selection was based on criteria including representativeness as an educational tourism destination, accessibility for family visitors, diversity of educational programs, and willingness of management to participate in research activities.

The temporal scope of the research was March to August 2024, with intensive data collection during weekends and school holidays when family visitation rates are highest. Seasonal considerations were important for capturing variations in visitor behavior and destination management practices across different periods.

Participant Selection and Sampling Strategy. Participant selection used purposive sampling to identify key informants with relevant experiences and perspectives, supplemented by convenience sampling to capture diverse family types and visit characteristics. A total of 20 informants were selected with careful attention to stakeholder representation and experience diversity:

Family Visitors (15 participants) were selected based on criteria including: presence of children aged 3-12 years, completion of educational activities, willingness to share detailed experiences, and representation of different family structures (nuclear families, extended families, single parents). Geographic diversity was also considered with the inclusion of both residents and out-of-town visitors.

Destination Staff (3 participants) were selected based on their roles in educational program delivery, customer service, and destination management. Included were an education coordinator, a tour guide, and a customer service representative who have direct interaction with family visitors and a comprehensive understanding of operational aspects.

Educational Stakeholders (2 participants), comprising a teacher from a local early childhood education who brought student groups, and an education consultant familiar with educational tourism standards. These perspectives provide professional insights about educational value and the age-appropriateness of programs offered.

Data Collection Techniques. Data collection was conducted through multiple methods to ensure triangulation and enhance the trustworthiness of findings:

Semi-structured Interviews were conducted with all participants using interview guides carefully constructed to explore different aspects of the research questions. Interview duration ranged from 45-90 minutes, with flexibility to pursue emerging themes and insights. Questions were designed to capture motivations, experiences, satisfaction levels, and suggestions for improvement.

Participant Observation was performed during family visits to document actual behaviors, interactions, and responses to educational activities. Observations focused on activity preferences, family dynamics, learning engagement levels, and facility utilization patterns. Field notes were recorded systematically with attention to both verbal and non-verbal behaviors.

Document Analysis was conducted to review destination materials, educational program descriptions, marketing materials, visitor feedback forms, and relevant industry reports. It provided contextual background and validation for interview findings.

Visual Documentation through photographs and videos (with appropriate permissions) to capture facility conditions, activity implementations, and visitor interactions that complement verbal data.

Data Analysis Procedures. Data analysis used a thematic analysis approach with systematic procedures to identify, analyze, and report patterns in qualitative data. The analysis process began with a verbatim transcription of all interviews and a comprehensive organization of observational data.

Initial Coding was performed using both inductive and deductive approaches. Inductive coding allowed for the emergence of themes from data, while deductive coding applied relevant theoretical frameworks from the literature. Atlas.ti software was utilized to facilitate the coding process and data organization.

Pattern Recognition involved the identification of recurring themes, relationships between codes, and variations across different participant groups. Cross-case analysis was performed to understand convergent and divergent perspectives among family visitors, staff, and educational stakeholders.

Thematic Development involved an iterative process of theme refinement, with attention to internal coherence and external distinctiveness of themes. Themes were organized hierarchically, with main themes and sub-themes reflecting the complexity of phenomena under study.

Member Checking was conducted with selected participants to validate interpretations and ensure the accuracy of findings. Preliminary findings were shared with key informants for feedback and verification, enhancing the credibility and trustworthiness of the conclusions.

RESULT AND DISCUSSION

Visitor Characteristics and Visit Context. Analysis of family visitor characteristics reveals a diverse profile yet shows consistent patterns in motivations and expectations. The majority of family visitors (70%) originate from Central Java, with the highest concentration from Semarang and surrounding areas, while 20% from other Java provinces, and 10% from outside Java. This geographic distribution indicates that Cimory Dairyland has established itself as a regional attraction with growing appeal for domestic tourists.

Family composition visiting predominantly consists of nuclear families with children aged 3-12 years (75%), extended families including grandparents (15%), and single-parent families (10%). Age distribution of children shows concentration in preschool and elementary school ages, which aligns with educational programs available and the developmental appropriateness of activities offered.

Visit frequency data shows that 45% are first-time visitors, 35% repeat visitors with 2-3 previous visits, and 20% frequent visitors with more than 3 visits. A high percentage of repeat visitation indicates strong satisfaction levels and loyalty development, consistent with literature on family tourism behavior and destination attachment.

Temporal patterns of visits show strong weekend and holiday concentration, with 80% of visits occurring on Saturday-Sunday and public holidays. Peak hours are morning (09:00-11:00) and afternoon (14:00-16:00), with an average visit duration of 4-5 hours. Extended duration indicates sufficient activity variety and engagement levels to sustain family interest throughout substantial time periods.

Motivations and Decision-Making Processes.

1. Educational Motivation as Primary Driver. Educational motivation emerges as a dominant factor driving family visits, with 78% of families explicitly mentioning educational value as the primary consideration in destination choice. Analysis of interview data reveals a nuanced understanding of educational benefits sought by parents, extending beyond simple knowledge acquisition to include character development, confidence building, and social skills enhancement.

Informant Farid (42 years old, from Yogyakarta) explained educational motivation as follows: *"We want to take the children to a place that's not just for playing, but also where they can learn. So there is an educational element too."* This statement indicates parental awareness of limitations of conventional recreation and a desire for meaningful experiences that contribute to child development.

Mrs. Sri Wahyuni, as a professional educator, provided a more sophisticated perspective: *"We want children to have experiences they cannot get in the classroom. Here, they can interact directly with animals, see how milk is processed, and the atmosphere also supports early childhood learning. So it is not just recreation."* Professional validation of educational value shows that Cimory Dairyland successfully delivers on educational promises and meets professional standards for early childhood education.

Educational motivation is also driven by recognition of limitations in urban children's exposure to nature and agricultural processes. Parents express concerns about children's disconnection from the natural environment and desire to provide authentic experiences not available in urban settings. It aligns with broader trends in environmental education and efforts to reconnect children with nature in increasingly urbanized societies.

2. Social Media Influence and Information Seeking. Digital influence significantly affects destination awareness and decision-making processes. Informant Farid stated: "*From Instagram initially. Then I watched several videos on TikTok too, many with positive reviews.*" Social media platforms, particularly Instagram and TikTok, serve as primary information sources and visual inspiration for family destinations.

Analysis shows that visual content is particularly powerful in conveying educational value and a family-friendly atmosphere. User-generated content from other families provides social proof and realistic expectations about experiences that can be anticipated. Professional educator Mrs. Sri also sought validation through peer networks: "*We searched for references from social media and also asked several fellow teachers.*"

Information-seeking behavior shows a combination of digital research and personal recommendations, with parents actively seeking reassurance about safety, educational value, and age appropriateness before making visit decisions. This multi-source verification process indicates high involvement decision-making typical of family tourism contexts, where stakes are particularly high because they involve children.

3. Family Bonding and Multi-generational Appeal. Family bonding motivation constitutes 65% of stated reasons for choosing Cimory Dairyland, with parents recognizing shared experiences as opportunities to strengthen family relationships. Multi-generational appeal is particularly important as activities are designed to accommodate different age groups simultaneously, allowing for meaningful interactions among grandparents, parents, and children.

The concept of quality time emerges as a significant motivator, with families seeking alternatives to screen-based entertainment and structured activities that encourage conversation and collaboration. Educational activities provide natural conversation starters and shared challenges that facilitate family interaction in relaxed, enjoyable settings.

Behavioral Patterns and Activity Preferences.

1. Activity Engagement Patterns. Observational data and interview findings reveal a clear hierarchy in activity preferences and engagement levels. Petting zoo emerges as the most popular activity with a 90% participation rate and the highest satisfaction scores. The interactive nature of the activity enables immediate engagement and tangible experiences, particularly appealing to children.

Milk demonstration constitutes a secondary highlight with high educational value recognition. Informant Farid noted*: "The milk demonstration. Because they saw the process directly, and were also told how the milk is processed. Very interesting for them.*" Process demonstration provides a concrete understanding of agricultural processes typically abstract concepts for urban children.

Mrs. Sri, as a professional educator, observed*: "They are most enthusiastic at the petting zoo. Maybe because they can interact directly, some were initially hesitant, but gradually became brave. That became quite a memorable moment for me as a teacher.*" This observation highlights confidence-building aspects of hands-on experiences and gradual comfort development through supported interaction with animals.

Playground activities and forest walk constitute tertiary activities providing variety and physical activity opportunities. However, engagement levels vary significantly based on age groups, with younger children preferring playground equipment while older children and adults are more interested in nature walks.

2. Learning Engagement and Knowledge Acquisition. Assessment of learning engagement shows positive outcomes in terms of knowledge acquisition and interest development. Children

demonstrate active questioning behavior and retention of information provided by staff guides. Informant Farid observed: "*They really got it. They learned how to feed animals, how to milk cows. Even earlier, the older one asked the staff about cow breeds.*"

Professional educator Mrs. Sri provided a more structured assessment: "*I am pleased with the educational approach used. Children are not only invited to see, but also actively encouraged to ask questions and try. That is very important for their age.*" It validates the effectiveness of pedagogical approaches employed and alignment with early childhood education principles.

Staff perspective, provided by Nike (education coordinator), shows intentional design of educational interactions: "*We adjust to participants' ages. Usually, we create light modules for kindergarten to elementary children, using simple language.*" Age-appropriate communication strategies are essential for maintaining engagement and ensuring comprehension across different developmental stages.

Service Quality Evaluation and Satisfaction Factors.

1. Educational Program Quality. Educational program quality emerges as the most significant factor in overall satisfaction evaluation. Staff expertise and communication skills are particularly crucial in delivering effective educational experiences. Informant Farid noted: "*The guides are very informative and patient with children. They can explain in language children can easily understand.*"

Professional educator Mrs. Sri provided validation from an educational perspective*: "Good. The explanations are simple, suitable for children. Moreover, they are also very patient dealing with children's questions.*" This professional endorsement is significant as it provides external validation of educational standards and pedagogical effectiveness.

Staff perspective reveals intentional training and development efforts. Nike explained: "*One challenge is keeping children focused. Sometimes they are more excited to play than to listen. So we have to be creative in making approaches that are fun but still informative.*" It demonstrates awareness of pedagogical challenges and adaptive approaches to maintaining engagement.

2. Facility Quality and Physical Environment. Physical environment quality significantly contributes to overall satisfaction, with cleanliness and safety receiving particular attention from family visitors. Informant Farid emphasized: "*Satisfied. The place is clean, and the toilets are also well-maintained. The staff are also friendly.*" Basic hygiene standards are crucial for family visitors, particularly those with young children.

Professional educator Mrs. Sri noted*: "Quite good. The place is clean, the staff are friendly and accustomed to handling young children. The open area is also spacious and safe.*" Safety considerations are paramount for educational institutions bringing student groups, and a positive assessment indicates adequate risk management measures.

Animal welfare and facility maintenance also contribute to visitor confidence and satisfaction. Well-maintained animal enclosures and healthy animals are essential for creating positive interaction experiences and supporting educational messages about proper animal care.

3. Service Delivery and Staff Performance. Staff performance is particularly critical in educational tourism contexts where human interaction is central to experience delivery. Responsiveness, patience, and expertise of staff significantly influence visitor satisfaction and learning outcomes. Consistent positive feedback regarding staff performance indicates effective recruitment, training, and management practices.

Communication skills specifically adapted for children receive particular appreciation. The ability to explain complex concepts in age-appropriate language and maintain engagement through interactive approaches demonstrates professional competence in educational tourism service delivery.

Challenges and Areas for Improvement.

1. Capacity Management and Peak Season Issues. Capacity management emerges as a significant operational challenge, particularly during peak seasons and holiday periods. Overcrowding can negatively impact educational experience quality and visitor satisfaction. Staff member Nike noted: "*The most frequent constraint is weather. Because there are many outdoor areas. Then sometimes limited human resources too, especially during high season.*"

Visitor feedback indicates concerns about limited seating in dining areas and queuing issues for popular activities. Informant Farid mentioned: "Maybe in the dining area. There are not enough seats during meal times. Also, the queue for horse riding is quite narrow." Infrastructure limitations can detract from overall experience quality and potentially impact safety.

Reservation systems and timed entry protocols are suggested as potential solutions for managing visitor flow and ensuring optimal experience quality for all guests. Advanced booking systems can also help with capacity planning and resource allocation.

2. Program Diversification and Age-Specific Activities. The need for program diversification is particularly evident in feedback from repeat visitors and educational stakeholders. Current programs are primarily designed for elementary school-age children, with limited options for older children or specialized activities for different learning styles.

Professional educator Mrs. Sri suggested, "*Maybe regarding the time for each session. Because young children get tired quickly, if the duration is too long, they can lose focus.*" Age-specific duration and content adjustments are needed for optimizing learning outcomes across different developmental stages.

Staff perspective reveals awareness of this limitation. Nike explained*: "We plan to open a larger hydroponic education zone and a mini milk museum. To make it more complete.*" Planned expansions indicate recognition of the need for program diversification and continuous improvement.

3. Digital Integration and Technology Enhancement. Limited integration of digital technologies represents a missed opportunity for enhancing educational experiences and appealing to tech-native generations. Current programs rely primarily on traditional interpretation methods, with minimal use of interactive technologies that could enrich learning experiences.

Mobile applications, QR codes for self-guided tours, and interactive displays could provide additional layers of information and engagement opportunities while accommodating different learning preferences and family schedules. Technology integration must balance enhancement with preservation of hands-on, authentic experiences that constitute the core value proposition.

Social media integration could also be enhanced for encouraging user-generated content sharing and extending educational impact beyond visit duration through continued engagement with educational messages.

Motivational Factors in Educational Family Tourism. Research findings support and extend understanding of motivational factors in family tourism contexts. Educational motivation as the primary driver (78%) is consistent with trends in experiential tourism and growing parental awareness of the importance of informal learning opportunities. It aligns with the theory of planned behavior (Ajzen, 1991), where attitudes toward educational value, subjective norms regarding good parenting practices, and perceived behavioral control over children's development combine to influence behavioral intentions.

Push-pull motivation framework (Crompton, 1979) is also evident in findings, with push factors including desires to escape urban limitations, provide meaningful family time, and address children's educational needs. Pull factors include unique educational offerings, a safe environment,

and authentic agricultural experiences not available elsewhere. A combination of these factors creates compelling motivation for destination choice.

Social media influence in destination choice demonstrates contemporary modification of traditional word-of-mouth referral systems. Visual content and user-generated reviews provide vicarious experiences that help families visualize potential benefits and set appropriate expectations. It aligns with the theory of social proof (Cialdini, 2007), where the behavior of similar others influences decision-making processes.

Experiential Learning in Tourism Contexts. The application of Kolb's (1984) experiential learning model is clearly evident in educational activities at Cimory Dairyland. Concrete experiences (animal interaction, milk processing observation) followed by reflective observation (guided discussion, question-asking) create a foundation for abstract conceptualization (understanding of agricultural processes) and potential active experimentation (application of knowledge in future contexts).

Pine and Gilmore's (1999) experience economy framework is particularly relevant for understanding value creation in educational tourism. A combination of entertainment (enjoyable activities), education (knowledge acquisition), aesthetic appreciation (natural environment), and escapist elements (departure from urban routine) creates rich, multi-dimensional experiences that justify premium pricing and encourage repeat visitation.

Family learning dynamics add additional complexity to individual experiential learning processes. Multi-generational knowledge sharing, peer learning among children, and collaborative discovery create social learning environments that enhance individual cognitive processing. It aligns with social constructivist learning theories that emphasize the importance of social interaction in knowledge construction.

Service Quality in Educational Tourism Contexts. Application of SERVQUAL dimensions (Parasuraman et al., 1988) in educational tourism reveals unique considerations for service quality evaluation. Tangibles include not only physical facilities but also the condition and welfare of animals, educational materials, and environmental aesthetics. Reliability encompasses consistency of educational content delivery and staff performance across different visits and seasons.

Responsiveness is particularly critical in family contexts where diverse needs and unexpected situations require flexible service delivery. Assurance includes not only staff competence but also safety measures, animal handling protocols, and educational credibility. Empathy manifests in understanding of different family dynamics, age-appropriate communication, and sensitivity to diverse learning needs and capabilities.

Brady and Cronin's (2001) hierarchical model of service quality provides additional insights for educational tourism evaluation. Interaction quality is particularly crucial in education delivery, where staff expertise, patience, and communication skills directly impact learning outcomes. Physical environment quality encompasses safety, cleanliness, animal welfare, and facility design that support educational objectives. Outcome quality includes actual learning achievement, satisfaction levels, and behavioral changes in children's attitudes toward nature and agriculture.

Satisfaction evaluation in family contexts involves multiple evaluators with different criteria and experiences. Parents prioritize educational value, safety, and value for money, while children focus on fun, excitement, and novel experiences (Heykal et al., 2024). Staff must navigate these potentially conflicting expectations to deliver satisfactory experiences for all family members simultaneously.

Sustainable Tourism Principles in Educational Contexts. Educational tourism demonstrates inherent alignment with sustainability principles through the promotion of environmental awareness, conservation education, and community engagement. Moscardo's (1996) concept of mindful tourism is particularly relevant, where educational experiences foster deeper understanding and appreciation that can lead to more responsible tourism behavior.

Community engagement through local staff employment, agricultural product sales, and cultural interpretation provides economic benefits for local communities while enhancing the authenticity of educational experiences. It aligns with community-based tourism principles that emphasize local ownership and benefit distribution.

Environmental education components within educational programs contribute to broader sustainability goals by creating environmentally conscious consumers and future decision-makers. Children who participate in meaningful environmental experiences are more likely to develop pro-environmental attitudes and behaviors throughout their lives.

CONCLUSION

This study generates a comprehensive understanding of family visitor behavior at Cimory Dairyland On The Valley, which provides important insights for sustainable educational tourism development. Educational motivation emerges as the primary driver for family visits (78%), indicating a significant shift in family tourism preferences from pure recreation toward meaningful learning experiences. Social media, particularly Instagram and TikTok, plays a crucial role in destination discovery and decision-making processes, with visual content providing powerful motivation for family visits.

Activity preferences show a clear hierarchy, with interactive experiences such as the petting zoo and milk demonstration receiving the highest engagement levels and satisfaction scores. Educational value recognition is consistent across different stakeholder groups, including parents, professional educators, and destination staff, validating the effectiveness of educational program delivery. Average visit duration of 4-5 hours indicates sufficient activity variety and engagement levels to sustain family interest.

Service quality evaluation reveals high satisfaction levels (82%) with educational program quality, facility cleanliness, and staff performance as primary satisfaction drivers. Professional validation from educator stakeholders provides external credibility for educational standards and pedagogical approaches employed. Repeat visitation rates (55%) indicate strong loyalty development and positive word-of-mouth generation.

Challenges identified include capacity management during peak seasons, the need for age-specific program diversification, limited accessibility for diverse physical abilities, and opportunities for digital technology integration. These challenges represent areas for strategic improvement that can enhance visitor satisfaction while maintaining educational integrity and sustainability principles.

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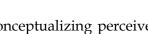
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