

The Impact of Social Media Promotion, Cultural and Natural Motivation, and Destination Attributes on the Image and Attractiveness of Urban Farming Edu-tourism: Evidence from Denpasar, Bali

I Dewa Gde Satrya^{1*}, I Nyoman Sudiarta^{2*}, Made Suyana Utama³, I Wayan Suardana²,
Denis Fidita Karya⁴, Ni Wayan Purnami Rusadi⁵

¹Universitas Ciputra Surabaya, Citraland CBD, Surabaya Indonesia

²Faculty of Tourism, Udayana University, Jl. dr. R. Goris no.7 Denpasar, Bali, Indonesia

³Faculty of Economics and Business, Udayana University, Jl Sudirman Denpasar, Bali, Indonesia

⁴Universitas Nahdlatul Ulama Surabaya, Indonesia, Jl. Jemursari 51-57 Surabaya

⁵Politeknik Nasional, Indonesia, Jl. Pandu No.9, Sumerta Kelod, Denpasar, Bali, Indonesia

dewa.gde@ciputra.ac.id (Corresponding author),

sudiarta_ipw@unud.ac.id (Corresponding author), suyanautama@gmail.com,

niwayanpurnamirusadi@gmail.com denisfk@unusa.ac.id

Abstract. This study investigates the factors influencing the attractiveness of urban farming as an edu-tourism destination in Denpasar, Bali. Drawing upon a quantitative approach, the research examines the roles of social media promotion, cultural and natural motivation, edu-farm tourist attributes, and edu-farm image in shaping tourists' perceptions and intentions. Data were collected through a purposive random sampling of 150 tourists and analyzed using SmartPLS 3.0. The findings reveal significant positive relationships between social media promotion and cultural and natural motivation, as well as edu-farm tourist attributes. Additionally, cultural and natural motivation and edu-farm tourist attributes positively influence the edu-farm image, which in turn enhances edu-farm tourism attractiveness. The study contributes to the literature by providing insights into the key factors driving the success of edu-farm tourism initiatives in urban areas and offers practical recommendations for destination marketers and managers. The implications for theory and practice are discussed, along with suggestions for future research.

Keywords: Urban farming, edu-tourism, promotion, cultural and natural, attributes

1. Introduction

Edu-tourism, which focuses on learning and education, has gained significant popularity in recent years (Bhuiyana, Islam, Siwar, & Ismail, 2010). Lots of countries make money by inviting people to visit and learn at the same time. Abubakar, Shneikat, & Oday (2014) states that Edu-tourism is when people go on trips to learn new things and have fun at the same time. They can go by themselves or with others and the main reason for going is to learn and improve their skills. In places with lots of farms and animals, like the countryside, people who like to go on vacations and people who buy food are looking for different kinds of vacations (Mirea et al., 2016), such as the farm offers various activities like entertainment, cooking classes, herbal medicine preparation, traditional demonstrations, and more to provide an enjoyable and educational experience for children.

Several studies on edu-tourism, among others, Luck (2015) stated, tourism industry has seen growth in recent years, leading to a higher demand for educational experiences and information on marine wildlife tours. Research suggests that tourists want to learn about marine wildlife, but it is unclear what specific information they are looking for. Studies in New Zealand show that tourists who go on trips to see whales and dolphins are satisfied with their experience but want to learn more about animals and plants that live in the ocean. These findings suggest that it would be beneficial to include well-designed interpretation programs on these tours. Abubakar et al. (2014) stated, the increasing popularity of educational tourism, along with new trends and reverse innovations, has led to a significant growth in this sector. North Cyprus has become a prominent destination for educational tourism. A study has identified various motivations for the demand in educational tourism and the managerial implications it has. Wells (2016) examined how edu-tourism can have a significant impact on tourism and culture in South Africa. Edu-tourism aims to attract young, knowledgeable tourists who are interested in unique visitor experiences and can help change the perception and appreciation of local cultures. The study involved students creating tourist packages with input from tour guides, visitors, and community members. The results of the study can lead to further research, generate income, and promote unity among different communities.

Urban farming has become an increasingly popular trend in cities worldwide. Urban farming involves cultivating crops and raising animals in or around urban environments. This is a response to increasing urbanization and decreasing available agricultural land in urban areas. Apart from providing a more sustainable local food supply, urban farming also has the potential to become an exciting source of education and educative tourism. However, unfortunately, there are still many who know about edu-farm tourism in Denpasar. Promoting the tourism industry is important (Dudensing, Hughes, & Shields, 2011) because it requires an economic development strategy to address business challenges and increase the attractiveness of edu-farms. Social media promotion is a practical first step to promoting edu-farm tourism in Denpasar. Denpasar is a famous city in Bali and has great tourism potential. Social media can be an effective strategy to increase visibility and attract visitors. Not only promotion that needs to be considered to increase the attractiveness of edu-farm tourism is the attribute of edu-farm tourism. Attributes are aspects that must exist in edu-farm tourism, supporting whether a destination can be considered edu-farm tourism. Not only that, this research also uses cultural and natural motivation variables to explain whether cultural and natural motivation from edu-farm can increase tourist attraction to edu-farm tourism. Cultural motivation is the drive that drives a person to experience, understand, and engage with the cultural aspects of a tourist destination. In addition, this research also raises the edu-farm image, which can later influence tourist attractiveness to edu-farm destinations.

Several studies on urban farming, among others, Valley & Wittman (2019) examines the policies and planning processes related to urban farming in Vancouver, Canada. It compares four urban farming organizations in the city and discusses the challenges and limitations of using market-based approaches for food security and sustainability. The study suggests the need for new value frameworks that go beyond traditional models of rural agriculture. It also highlights the importance of food literacy, equity, and inclusion in municipal food system policies, and suggests that supporting urban farming can help

urban citizens better understand peri-urban and rural food production. Kullu et al. (2020) stated, urban farming has the potential to address job decline, extreme climates, and water scarcity. It has also sparked new possibilities and inspired more community service projects. Sroka et al. (2021) stated, over 70% of residents approve of urban farming in metropolitan areas. The acceptance of urban farming is not significantly influenced by factors such as age, education, or financial situation. Educational initiatives and the promotion of local distribution methods can contribute to greater support and sustainability of urban farming. Ribek & Rihayana (2019) found that Luwak coffee agro-tourism has several strengths, including innovative techniques in producing high-quality products, adapting to customer preferences, and implementing changes in distribution systems. In addition, the tourism site offers complete facilities, special prices, excellent services, a convenient location, well-presented employees, proficiency in foreign languages, and knowledgeable guides.

This research will analyze the education and tourism potential urban farming offers in urban areas. Using social media promotion variables, cultural and natural motivation, edu-farm tourist attributes, edu-farm image, and edu-farm tourist attractiveness. This study also aims to analyze the potential of urban farming as an educational tourism object. In this context, urban farming is seen as an innovative way to educate people about agriculture, environmental sustainability, and the importance of the relationship between humans and nature. This research will identify the educational and tourism benefits offered by urban farming, as well as strategies that can be used to make optimal use of this potential. This research is expected to provide a better understanding of the education and tourism potential of urban farming. The results of this study can serve as a guide for the government, educational institutions, and tourism managers to utilize urban farming to increase public awareness about the importance of sustainability and environmental conservation. In addition, this research can also provide information to the general public about the benefits and opportunities offered by urban farming.

Urban agricultural educational tourism in Denpasar, Bali, highlights the lack of research that focuses on the complex interactions between specific factors that influence the image and attractiveness of the destination. Although there has been research on the influence of social media promotions, cultural and natural motivations, and destination attributes on tourism, there is still a lack of research that specifically examines the role of these factors in the context of urban agricultural education tourism, especially in locations such as Denpasar, Bali .

Previous studies tend to focus more on natural or cultural tourism in general, whereas urban agricultural educational tourism has unique characteristics and may require different approaches in terms of promotion, management and development. Therefore, there is a need for more in-depth and specific research on how social media promotions, cultural and natural motivations, and destination attributes influence tourists' perceptions and preferences for urban agricultural education tourism in Denpasar, Bali.

The aim of this research is to investigate the influence of social media promotion, cultural and natural motivation, and destination attributes on the image and attractiveness of urban agricultural education tourism in Denpasar, Bali. This research aims to fill the knowledge gap in the literature on the factors influencing urban agricultural educational tourism and provide a deeper understanding of how to increase the attractiveness of this destination. This research aims to identify concrete solutions to improve the image and attractiveness of urban agricultural education tourism in Denpasar, Bali. By understanding how social media promotions, cultural and natural motivations, and destination attributes contribute to tourist perceptions, we can develop more effective strategies for promoting and managing these destinations. This could include optimizing the use of social media, developing engaging educational programs, and improving tourism infrastructure.

This research provides deep insight into the potential of agricultural educational tourism in urban environments. This helps in understanding how this approach can be an important factor in developing sustainable tourism. This research also provides deep insight into the potential of agricultural educational tourism in urban environments. This helps in understanding how this approach can be an

important factor in developing sustainable tourism. This research also highlights the importance of cultural and natural motivations in attracting tourist interest in urban agricultural educational tourism. It provides insight into how cultural and natural factors can be integrated into the tourist experience to increase the attractiveness of a destination. By using Denpasar, Bali as a case study, this research provides concrete evidence of how urban agricultural educational tourism can be implemented and evaluated in a real context. This strengthens the relevance and applicability of the research findings. Thus, this research not only contributes to the academic understanding of urban agricultural educational tourism, but also provides practical insights that can be used by relevant parties in the development and marketing of tourism destinations.

Thus, it is hoped that this research can provide a valuable contribution to the development of urban agricultural education tourism in Denpasar, Bali, as well as provide useful insights for the tourism industry.

2. Literature Review

Social Media Promotion

Social media promotion promotes products, services, brands, or events using social media platforms like Facebook, Instagram, Twitter, LinkedIn, and others. It involves using creative content and marketing strategies to reach a broad target audience and build awareness, interest, and engagement to increase visibility, popularity, and conversion (Jamil et al 2022). Social media promotion can be very effective in promoting edu-farm tourism. By leveraging social media platforms, edu-farm can reach a wider audience, educate them about the values and benefits of ecotourism, and encourage interest in and participation in visits to edu-farm.

Gulati (2022) stated that social media does not significantly differ in usage among age and education groups, nor does it significantly affect travel habits. Social media promotions can increase awareness about sustainability and connect green tourists. It is important to note that clicking the presence of potential green tourists does not always result in a sustainable demand, but creating awareness can positively impact the market. Social media promotion is a helpful tool in generating sustainable demand among tourists. Casaló & Romero (2019) stated the promotions created by companies encourage customers to willingly engage in helpful actions such as giving suggestions, spreading word of mouth, and interacting on social media due to the perception of support. Chen et al. (2021) stated that Chinese entrepreneurs have a firm grasp of social media marketing. They believe it is essential for interacting with customers and provides flexibility and sensitivity that traditional marketing methods cannot achieve. They carefully select social media platforms based on their marketing goals and adapt their strategies accordingly. However, they also face challenges such as dealing with the overwhelming amount of communication, measuring the effectiveness of their efforts, and becoming too reliant on social media.

Edu-Farm Tourism Attributes

Edu-farm tourism attributes Refers to the attributes or characteristics of an agricultural education tourism destination, which influence the image and attractiveness of the destination for tourists who are interested in learning and participating in agricultural activities or farming. Simarmata et al. (2019) define edu-farm tourism attributes as the physical and non-physical characteristics of agricultural tourism destinations that influence tourists' perceptions and preferences in choosing agricultural educational tourism destinations. Likewise, Gelalcha et al. (2018) explained that edu-farm tourism attributes are the physical and non-physical characteristics of agricultural tourism destinations that encourage tourist participation in learning activities about agriculture and rural life.

Edu-farm tourism, or edu-farm tourism, has unique attributes that distinguish it from other forms of tourism. Buhaliz (2000) classifies several important attributes of edu-farm tourism:

1. **Interactive Learning:** Edu-farm tourism emphasizes interactive and practical learning experiences. Tourists can get directly involved in farming activities, such as planting, harvesting, feeding animals, or learning organic farming practices. Direct interaction with the agricultural environment allows tourists to learn directly.
2. **Environmental Education:** Edu-farm tourism promotes environmental awareness and understanding of sustainable farming practices. Tourists can learn about the importance of biodiversity, conservation of natural resources, waste management, and eco-friendly farming practices. Edu-farm tourism seeks to form a caring attitude towards the environment and provide knowledge about how we can contribute to sustainability.
3. **Local Culture:** Another attribute of edu-farm tourism is the integration of local culture. Tourists can interact with local farmers, learn their traditions and customs and understand the cultural values of agriculture and rural life. This creates an opportunity for cultural exchange and better understanding between tourists and the local community.
4. **Recreation and Entertainment:** Although the main focus of edu-farm tourism is education, the attributes of recreation and entertainment are also important. Tourists can enjoy recreational activities such as nature walks, cycling, and gardening or participate in special events such as festivals or art performances. The goal is to provide an entertaining experience while still gaining knowledge.
5. **Food and Culinary:** Another attribute of edu-farm tourism is the emphasis on food and culinary. Tourists can learn about food production, processing, and cooking from fresh ingredients they pick themselves. They can also enjoy organically grown dishes and authentic local food.
6. **Opportunity to Participate:** Edu-farm tourism allows tourists to participate actively in agricultural activities. They can get hands-on experience cultivating crops, caring for livestock, or managing gardens. This participation provides a deeper understanding of the daily work of the farm and engages tourists in valuable activities.

These attributes create a unique and rewarding edu-farm tourism experience. Tourists can learn, have fun and engage in practical activities that enhance their understanding of agriculture, the environment, and local culture. Edu-farm tourism also economically benefits local communities by encouraging participation and sustainable tourism development.

Biswas and colleagues (2020) found that tourist satisfaction is affected by various factors in a destination, including accommodation, attractions, food and beverages, and transportation. The study revealed that housing has the strongest influence on satisfaction. These factors also influence tourists' emotional engagement, and emotional involvement partially explains the relationship between destination attributes (excluding safety) and customer satisfaction. According to Moon and Han (2018), the characteristics of a destination can have a positive or negative effect on the quality of the overall experience. The quality of the experience is also important in determining how satisfied people are with their trip, and it acts as a link between the destination's attributes and satisfaction.

Edu-Farm Image

Edu-farm image is an individual's mental representation or perception of an edu-farm as a tourist destination. It includes individuals' overall impressions, beliefs, and attitudes towards edu-farm regarding ecological, agricultural, and sustainability attributes (Hannus, 2021). Jin (2020) describes several key elements contributing to the formation of an edu-farm destination image:

1. **Environmental Sustainability:** Edu-farm destination image emphasizes environmental awareness and sustainable practices adopted by the farm. This includes organic farming methods, conservation of natural resources, preservation of biodiversity, and use of renewable energy

sources. The perception of an edu-farm as a place that respects and protects the environment is an important aspect of the edu-farm destination image.

2. **Farming Experience:** Descriptions of edu-farm destinations often include opportunities for visitors to engage in farming activities and experience farm life. This may involve picking fruit or vegetables, participating in agricultural practices such as planting or harvesting, and learning about sustainable farming techniques. The image of the edu-farm as an educational and practical experience adds to its appeal as a tourist destination.
3. **Rural and Natural Environment:** Edu-farm are generally located in rural or semi-rural areas with beautiful natural views. The image of a destination edu-farm might include elements such as rolling hills, lush green fields, gardens and natural habitats. The perception of a calm and peaceful environment is often associated with the edu-farm destination image, offering visitors the opportunity to escape the busy urban life.
4. **Authenticity and Local Culture:** Edu-farm destination image also includes the concept of authenticity and preservation of local culture. Visitors are often drawn to the edu-farm which encourages traditional farming practices, local specialties and cultural heritage. The image of an edu-farm as a place that values and showcases the local community's customs, traditions and crafts can enhance its appeal as a unique and holistic destination.

According to Jeong & Kim (2020), tourist satisfaction and loyalty to a destination are influenced greatly by the quality of events, the destination's image, and the perceived value of the experience. Additionally, tourist satisfaction is a mediator between the image and perceived value of the destination and their loyalty to it. Zhou et al. (2022) stated, the image of a destination and memorable tourism experiences are directly related to tourists' intention to revisit. Furthermore, these factors help to partially understand why the quality of cultural heritage rejuvenation experiences influences people's intention to revisit.

In their study, Najar & Rather (2022) emphasized the need to consider destination image and risk perception separately in marketing strategies to minimize negative perceptions. They highlighted the significance of evaluating the role of risk perception and destination image in developing effective marketing strategies that encourage loyalty to the destination. The authors also stressed the importance of identifying destination risk factors and understanding their influence on the formation of destination image, as this knowledge can be utilized to effectively promote the destination. Ultimately, the loyalty tourists have towards a destination is influenced by both the perceived risks and the image they hold of the destination.

Baber & Baber (2022) found that social media marketing, online reputation, and how people think about a place are all connected. They also discovered that how people think about a place can affect how they feel about it and if they want to visit it or not. Chi and Pham (2022) discovered that when people see a picture of a beautiful and natural place they might visit, it makes them more excited, curious to learn new things, and want to grow as a person. But, the picture doesn't really affect how much they want to go with other people. Akroush et al. (2016) stated when people think about a brand, they think about two things - what the place looks like and what the people there are like. They also found that when people have a good experience with a place, they are more likely to think highly of that place and want to go back. They also found that how people think about a place can affect how loyal they are to that place. Finally, they found that how people think about a place can also affect how much they like the services provided there.

Edu-Farm Tourism Attractiveness

Edu-farm tourism attractiveness refers to the beauty of tourism that focuses on providing educational and interactive experiences related to agriculture, farming, and rural life. It combines elements of agriculture and tourism to allow visitors to learn about and engage in agricultural activities while enjoying a recreational and relaxing experience.

According to Brüntrup (2021) a leading rural tourism expert, edu-farm tourism has been popular because of its ability to offer unique and authentic experiences. He emphasized that visitors increasingly seek practical experience and a deeper understanding of the agricultural practices underpinning our food system. Edu-farm tourism provides opportunities for visitors to participate in activities such as planting and harvesting actively. This interactive and experiential approach enhances the appeal of edu-farm tourism.

Lie (2019) highlights the educational value of edu-farm tourism. He argues that this experience fostered a greater respect for nature, the environment, and sustainable farming practices. Edu-farm tourism encourages visitors to learn about organic farming, conservation methods and the importance of biodiversity. By engaging in educational activities, such as workshops, demonstrations and guided tours, visitors gain valuable knowledge and skills related to agriculture and environmental sustainability.

In addition to the educational aspect, Edu-farm tourism is also considered an interesting form of recreational and leisure activity. Dr. Michael Thompson, a scholar of leisure studies, suggests that urban dwellers are increasingly seeking opportunities to reconnect with nature and escape the busy urban environment. Edu-farm tourism offers retreats in rural areas where visitors can enjoy fresh air, beautiful views, and a serene atmosphere. Including recreational activities such as nature walks, horse riding, and farm-to-table food also increases the appeal of edu-farm tourism. Widjie (2020) emphasizes the social and cultural benefits of edu-farm tourism. He argues that these tourism initiatives often involve the participation of local communities, creating opportunities for cultural exchange and economic empowerment. Edu-farm tourism can help preserve traditional agricultural practices and revive rural communities by providing income diversification and job creation. Visitors have the opportunity to interact with local farmers, artisans, and residents, encouraging cross-cultural understanding and appreciation.

In conclusion, Edu-farm tourism is seen as attractive due to its unique blend of educational, recreational, social, cultural, and health benefits. It offers visitors practical experiences, fosters environmental awareness, provides recreational and leisure opportunities, promotes cultural exchange, and supports individual well-being. Expert perspectives highlight the diverse attractions that make edu-farm tourism an engaging and enriching experience for visitors seeking a deeper connection with agriculture, nature and rural life.

Boivin & Tanguay (2019) stated when people go on trips, they decide if a place is nice based on four things: the overall setting, the areas that are popular with tourists, other attractions that go along with the main one, and the main attraction itself. The places that are popular with tourists, like parks and the city, are the most important. Also, tourists who use the internet and social media pay more attention to the main attraction, other attractions, and the overall setting. To make a place more appealing to tourists, cities should focus on advertising the popular tourist spots and use the internet to show off all the cool things about them. Schäfer & Just (2017) stated that young adults are more likely to migrate to urban areas considered attractive for tourism. This suggests that urban attractions are important for young adults. Mursid & Anoraga (2022) found that when a place is considered halal, it becomes more appealing to people. This is because the qualities of a halal destination make it more enjoyable and meaningful. When people like a place, it also makes them feel good and have strong emotions. However, when deciding whether to go back to a place, only the emotional connection matters, not just how useful or practical it is.

3. Methodology

This study adopts a quantitative approach that involves testing hypotheses using statistical analysis tools. The study focuses on tourists who have not previously visited Bali's edu-farm destinations. The researchers collected data by distributing questionnaires to a purposively selected random sample of 150 tourists. According to Hair et al., (2014) the sample size should be 100 or larger. As a general rule, the minimum sample size is at least five times larger than the number of question items to be analyzed,

and larger sample sizes will be acceptable. In this research there are 22 question items, so the minimum sample size required is $22 \times 5 = 110$ minimum samples. Data will be analyzed using SmartPLS 3.0. SmartPLS analysis in this research uses the bootstrapping method. Bootstrapping is a common technique used to test the statistical significance of structural models built with SmartPLS.

The data collection process in this research involves a series of careful and structured steps to obtain relevant and representative information from respondents. The following is a narrative of a possible data collection process. First of all, the researcher will design a questionnaire that is appropriate to the research objectives and proposed hypothesis. This questionnaire will include questions designed to measure tourists' perceptions and preferences towards urban agricultural education tourism in Denpasar, Bali, as well as factors that may influence the image and attractiveness of the destination, such as promotion via social media, cultural and natural motivations, as well as destination attributes.

After the questionnaire has been designed, the researcher will carry out a testing process to ensure its validity and reliability. This testing may involve a pre-testing stage, where the questionnaire will be administered to a small number of trial respondents to evaluate the clarity, appropriateness, and readability of the questions. Next, researchers will carry out a field survey in Denpasar, Bali, by distributing questionnaires to a representative sample of respondents. This sample may consist of tourists visiting urban agricultural education destinations, both local and international. Data collection can be done through direct interviews or distributing questionnaires online or offline, depending on the respondents' preferences and availability. During the data collection process, researchers will ensure that each respondent understands the instructions clearly and answers questions as honestly and objectively as possible. Researchers can also conduct direct observations of tourists' interactions with urban agricultural educational tourism environments to gain additional insight into their experiences.

After all the data is collected, researchers will carry out statistical analysis to identify the relationship between the variables studied, such as the relationship between social media promotion, cultural and natural motivation, destination attributes, image, and the attractiveness of urban agricultural education tourism. This analysis will help in testing research hypotheses and drawing conclusions based on empirical evidence. Overall, this data collection process will provide an in-depth understanding of the factors that influence the image and attractiveness of urban agricultural education tourism in Denpasar, Bali, and will provide a strong basis for the development of more effective and sustainable destination promotion and management strategies..

4. Result

Convergent Validity

Convergent validity analysis is a method that determines the accuracy of an indicator. According to Ghazali (2016), this test determines if the indicator is valid. Hair Jr. et al. (2017) suggest that an indicator is considered valid if it has a value greater than 0.6.

Table 1. Convergent Validity

Variabel	Indicat or	Outer Loading	Criteria
<i>Social Media Promotion</i>	SMP 1	0.751	Valid
	SMP 2	0.809	Valid
	SMP 3	0.751	Valid
	SMP 4	0.715	Valid
	SMP 5	0.701	Valid
<i>Cultural and Natural Motivation</i>	CNM 1	0.781	Valid
	CNM 2	0.850	Valid
	CNM 3	0.804	Valid

	CNM 4	0.812	Valid
<i>Edu-Farm Tourist Attributs</i>	TA 1	0.906	Valid
	TA 2	0.912	Valid
	TA 3	0.901	Valid
	TA 4	0.890	Valid
<i>Edu-Farm Image</i>	EFI 1	0.857	Valid
	EFI 2	0.871	Valid
	EFI 3	0.908	Valid
	EFI 4	0.888	Valid
	EFI 5	0.854	Valid
<i>Edu-Farm Tourism Attractiveness</i>	EFTA 1	0.865	Valid
	EFTA 2	0.868	Valid
	EFTA 3	0.925	Valid
	EFTA 4	0.904	Valid

Average Variance Extracted (AVE)

The AVE value is a useful measure for comparing different constructs in a model. It is important for the AVE value to be greater than 0.5 (Ghozali & Latan, 2014).

Table 2. Average Variance Extracted (AVE)

Variable	Average Variance Extracted (AVE)
<i>Social Media Promotion</i>	0.609
<i>Cultural and Natural Motivation</i>	0.676
<i>Edu-Farm Tourist Attributs</i>	0.814
<i>Edu-Farm Image</i>	0.767
<i>Edu-Farm Tourism Attractiveness</i>	0.794

Composite Reliability and Cronbach's Alpha

Cronbach's alpha is a measure that can be used to assess the reliability of data. According to a study by Hair et al. (2014), data with a reliability value higher than 0.7 is considered to have high reliability, and Cronbach's alpha should ideally be greater than 0.6.

Table 3. Composite Reliability and Cronbach's Alpha

Variable	Cronbach Alpha	Reliability
<i>Social Media Promotion</i>	0.753	0.835
<i>Cultural and Natural Motivation</i>	0.881	0.912
<i>Edu-Farm Tourist Attributs</i>	0.924	0.946
<i>Edu-Farm Image</i>	0.924	0.943
<i>Edu-Farm Tourism Attractiveness</i>	0.913	0.939

Hypothesis Testing

The test results show a clear cause and effect relationship between variables. The arrow sign (→) denotes the direction of influence between the variables. The hypothesis is accepted if the p value is ≤ 0.05 (Hair et al, 2017). The hypothesis testing results are as follows.

Table 4. Hypothesis Testing

Variable	Original Sample (O)	P Values
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<i>Social Media Promotion → Cultural and Natural Motivation</i>	0.272	0.000
<i>Social Media Promotion → Edu-Farm Tourist Attributs</i>	0.255	0.007
<i>Cultural and Natural Motivation → Edu-Farm Image</i>	0.217	0.005
<i>Edu-Farm Tourist Attributs → Edu-Farm Image</i>	0.776	0.000
<i>Edu-Farm Image → Edu-Farm Tourism Attractiveness</i>	0.843	0.000

The results of this research hypothesis testing state that all relationships have a positive and significant influence, this can be seen from the P value ≤ 0.05 . The findings of this study are consistent with the findings of previous research, it can confirm the applicability and relevance of the studied factors in the context of urban agricultural educational tourism.

4. Discussion

Social Media Promotion has a significant positive effect on Cultural and Natural Motivation

The research results found that social media promotion significantly positively affected cultural and natural motivation with a p-value of 0.000. The higher the positive social media promotion, the higher the motivation to visit places with interesting cultural and natural features such as edu-farm.

Social media is a broad platform and can be accessed by millions of people (Rasjid, 2022). Social media allows two-way interaction between users and edu-farm destinations. Effective promotions allow social media users to respond, comment, and share their experiences regarding visits to edu-farm. Social media promotion can introduce and increase awareness about the existence of edu-farm. How to promote through social media can use interesting content about the cultural and natural potential that exists in Edu-Farm. Visual content such as photos and videos can provide an interesting visual experience for social media users. Information shared through social media can also provide additional knowledge about these destinations' unique cultures and natural beauty.

Visitors can easily share their experiences about Edu-Farm with their friends and family through social media. Positive recommendations and interesting stories shared through social media can influence others to visit Edu-Farm and experience its cultural and natural potential. Thus, social media promotion can positively impact increasing cultural and natural interest and motivation in edu-farm destinations. Through interesting content, interaction with users, and sharing experiences, social media can be an effective tool for introducing and promoting the unique culture and natural beauty of Edu-Farm to a wider audience.

Based on the findings that promotion via social media has a significant influence on cultural and natural motivation, urban agricultural education tourism destinations can develop targeted promotional strategies to increase tourist awareness and interest via social media platforms. This may include content that highlights the cultural and natural aspects of the edu-farm tourism experience in Denpasar, Bali. By understanding that cultural and natural motivations are influenced by social media promotions, destinations can design edu-farm tourism experiences that emphasize cultural and natural attributes, such as local cultural tours, traditional agricultural workshops, or ecotourism activities that allow tourists to interact directly with the natural environment and local culture.

By implementing these findings, urban agricultural education tourism destinations in Denpasar, Bali, can increase their attractiveness to tourists, create more immersive and memorable tourism experiences, and strengthen their position in the tourism industry.

This is of course, supported by the research by Tansomros et al (2021) and Karaca & Plat (2022), suggests that social media promotion has a strong impact on cultural and natural motivation. Mohanty et al. (2020) stated, food, culture, and tourism share similar qualities that create a gastronomical trilogy, distinguishing traditional destination marketing from modern-day destination marketing.

Social Media Promotion has a significant positive effect on Edu-Farm Tourist Attributes.

Based on the study's results, it was found that social media promotion had a significant positive effect on edu-farm tourist attractions with a p-value of 0.007. meaning that the higher the positive social media promotion, the higher one's knowledge about the edu-farm attribute in that destination.

Edu-farm is a destination that combines aspects of education and recreation. Through social media promotion, edu-farm destinations can highlight the educational and recreational opportunities (Mendoza, 2022). By sharing content that shows interesting, interactive and fun learning activities at the Edu-Farm, social media can encourage tourists' interest in seeking different and valuable educational experiences.

Through social media promotion, edu-farm destinations can increase tourist awareness and knowledge about the edu-farm. Information about the facilities, activities, and educational potential at the edu-farm can be disseminated via social media platforms, so potential tourists can better understand what the destination offers.

Urban agricultural education tourism destinations can direct their promotional efforts through social media to highlight the attributes of edu-farm tourism that tourists consider important, such as authenticity, educational value, and sustainability. This can be done through content that displays direct experiences at edu-farm locations, visitor testimonials, or success stories from previous participants. By understanding that social media promotions can influence tourists' perceptions of edu-farm attributes, destinations can design tourism experiences that emphasize local cultural uniqueness and natural beauty. This could involve activities such as cultural tours, traditional cooking, or nature exploration guided by local residents.

By effectively using social media promotion, edu-farm destinations can influence tourist attributes such as awareness, knowledge, perceived value, authenticity, uniqueness, educational and recreational opportunities, and positive reviews and recommendations. This can encourage tourists to visit the edu-farm and experience a unique and rewarding educational experience. This is also in line with the research of Xiaoulun (2021) and Faishal & Dusia (2022) which explains that social media can influence tourist attributes.

Cultural and Natural Motivation has a significant positive effect on Edu-Farm Image.

Based on the study's results, it was found that cultural and natural motivation had a significant positive effect on edu-farm image with a p-value of 0.005. meaning that the higher the cultural and natural motivation to visit places with cultural and natural beauty, the higher the image of destinations with cultural and natural beauty.

Cultural and Natural Motivation helps shape the identity of the Edu-Farm image. If an edu-farm destination has unique cultural richness and outstanding natural beauty, the motivation to protect and understand the cultural and natural heritage of the edu-farm can help shape the image of the edu-farm as a place rich in unique cultural and natural identities. Cultural and Natural Motivation can help build Edu-Farm reputation as a destination that stands out in both cultural and natural aspects. If an edu-farm is known for its cultural richness, unique natural environment, and educational activities related to cultural and natural aspects, then the reputation of the edu-farm as an attractive destination for culturally and naturally motivated tourists will increase. A good reputation will help strengthen the edu-farm image as a destination that offers valuable and interesting experiences.

By understanding that tourists' cultural and natural motivations influence the image of an edu-farm destination, destinations can design tourism experiences that emphasize cultural and natural attributes. This can involve activities such as cultural tours, traditional workshops, or ecotourism activities that allow tourists to interact directly with the natural environment and local culture. Thus, Cultural and Natural Motivation strongly influences the Edu-Farm image. Tourists' cultural and natural motivations can shape the attractiveness, identity, visitor experience, and reputation of the edu-farm as a destination that stands out in cultural and natural aspects. This is supported by Purwianti's research (2021) which explains that cultural and natural motivation can affect the image of a destination.

Edu-Farm Tourist Attributes has a significant positive effect on Edu-Farm Image.

Based on the study's results, it was found that edu-farm tourist attributes had a significant positive effect on the edu-farm image with a p-value of 0.000. meaning that the higher the tourist attributes in the Edu-Farm, the more positive the image of the Edu-Farm will be in the eyes of tourists.

Edu-Farm Tourist Attributes are attributes or characteristics related to the Edu-Farm tourism experience (Wullur, 2020). Edu-Farm is a tourist destination focusing on education and learning about agriculture and livestock life. Edu-Farm Tourist Attributes such as interactive educational programs, workshops, and learning activities related to agriculture and livestock can enhance the image of an edu-farm destination.

Tourists who come to Edu-Farm gain new knowledge and valuable learning experiences. This can increase their perception of Edu-Farm as an educative tourist destination. Edu-Farm Tourist Attributes that offer hands-on experience with agriculture and animal husbandry can give tourists an authentic impression (Sari, 2019). The experience of interacting directly with farm animals, visiting the fields, or participating in farming activities helps to create a positive image of Edu-Farm as a genuine place.

The implications of the findings for policy and practice more broadly, with a focus on the results that Edu-Farm Tourist Attributes have a significant positive influence on Edu-Farm Image, can provide important guidance for the development of targeted social media promotion strategies and the design of edu-farm tourism experiences that emphasizes cultural and natural attributes. Urban agricultural education tourism destinations can focus on developing and improving the quality of edu-farm tourism attributes, such as diversity of educational activities, quality of facilities, and friendly service to visitors. This will help in increasing visitors' positive perceptions of the edu-farm destination and directly influence the image of the destination. Destinations can design interesting and varied educational programs that suit tourists' interests and needs. This can include activities such as farm tours, practical training, cultural presentations, and traditional workshops. By offering educational and meaningful experiences, destinations can strengthen their positive image with tourists.

Overall, Edu-Farm Tourist Attributes can influence the image of an edu-farm destination by creating tourists' perceptions of Edu-Farm as an educative, authentic, involved, and responsible place. These attributes help create a unique and rewarding travel experience, reinforcing Edu-Farm's positive image as an attractive and valuable tourist destination. This is by research. This is in line with the research of Vareiro et al (2017), which explains that better the attributes needed by tourists, such as experience, public facilities, and food availability at a destination, can improve the destination's image.

Edu-Farm Image has a significant positive effect on Edu-Farm Tourism Attractiveness.

Based on the study's results, it was found that edu-farm image had a significant positive effect on edu-farm tourism attractiveness with a p-value of 0.005. meaning that the higher the positive image represented by the edu-farm, the higher the attractiveness of tourists to the edu-farm destination.

Runtunuwu & Husen (2023) stated, one of the main reasons tourists visit is because of its attractiveness. Edu-farm Image refers to the perception or picture held by the public or potential tourists about Edu-Farm as a tourist destination. Suppose the image of edu-farm describes the experience of

tourists who are active and involved in farming and animal husbandry activities. In that case, this can increase the attractiveness of edu-farm tourism. Tourists often seek unique experiences, and participating in activities that involve them directly can be a powerful attraction.

The Edu-farm image depicting the positive involvement of tourists can increase the attraction to Edu-Farm. Another thing that can increase the attractiveness of an Edu-Farm is if the image of an Edu-Farm highlights the authenticity and uniqueness of the destination, for example, through the use of traditional farming methods, conservation of rare plant varieties, or maintaining environmental sustainability, then this can increase the attractiveness of Edu-Farm tourism. Travelers often seek a different and authentic experience, and Edu-Farm image as a unique and original destination can appeal to them.

Developing interesting and interactive educational programs will help create meaningful and memorable tourism experiences for visitors. This can include activities such as guided tours, workshops, agricultural demonstrations, and direct interactions with animals and nature. A focus on improving the quality of tourism experiences is also important. Destinations must ensure that the facilities, services and educational programs offered meet tourists' expectations and increase their positive impression of the destination so that they can attract the attention of tourists. Overall, a positive image of edu-farm depicting education, involvement, authenticity, good facilities and a good reputation will increase Edu-Farm tourism attractiveness. Tourists will be attracted to visit edu-farm and have a valuable, exciting, and enjoyable experience at the destination. By applying these findings, urban agricultural education tourism destinations in Denpasar, Bali, can strengthen their appeal as attractive tourist destinations, increase visitor satisfaction, and promote the growth and sustainability of the tourism industry.

6. Conclusion

The present study sheds light on the critical factors influencing the attractiveness of urban farming as an edu-tourism destination in Denpasar, Bali. The findings underscore the importance of social media promotion in stimulating cultural and natural motivation and raising awareness of edu-farm tourist attributes. Moreover, the study highlights the pivotal role of the edu-farm image in mediating the relationships between cultural and natural motivation, edu-farm tourist attributes, and edu-farm tourism attractiveness.

These results have significant implications for both theory and practice. From a theoretical perspective, the study contributes to the growing body of literature on edu-tourism and urban farming by identifying the key drivers of edu-farm tourism attractiveness in an urban context. The findings also extend the application of theories such as destination image formation in the context of edu-farm tourism.

Practically, the study offers valuable insights for destination marketers and managers seeking to develop and promote edu-farm tourism initiatives in urban areas. The results suggest that effective social media promotion strategies, emphasizing the cultural and natural attributes of edu-farm destinations, can be instrumental in attracting tourists and fostering positive perceptions. Additionally, the findings underscore the importance of crafting a compelling edu-farm image that resonates with tourists' motivations and expectations.

This research may have limitations in generalizing the results because the focus is only on one location, namely Denpasar, Bali. The conditions and characteristics of urban agricultural education tourism destinations in other places may be different, so the results cannot be directly applied to similar destinations in other locations. The use of questionnaires as a data collection tool may have limitations in exploring tourists' perceptions and experiences in depth. Several factors, such as response bias, inaccuracies in recalling experiences, and the tendency to give expected answers, can affect the validity and reliability of the data. Travelers' perceptions and preferences can vary significantly based on their background, experience and individual needs. This research may not be able to capture all of these

dimensions well, resulting in limited generalization in terms of how tourists assess and select urban agricultural education tourism destinations.

Therefore, the recommendation for further research is that conducting a comparative study between urban agricultural education tourism destinations in various locations will help in understanding the differences and similarities in the factors that influence the destination's image and attractiveness. This will broaden our understanding of this phenomenon more broadly. Combining qualitative and quantitative research methods, such as in-depth interviews, observations, and social media content analysis, can provide a deeper understanding of tourists' experiences and perceptions of urban agricultural educational tourism. Identifying and measuring more specific and in-depth variables, such as specific cultural and natural aspects, or different types of social media promotion, will help in gaining deeper insight into how these factors influence a destination's image and attractiveness.

By addressing these limitations and implementing recommendations for future research, we can expand our understanding of the factors influencing urban agricultural educational tourism, and develop more effective strategies to promote and sustainably manage this destination.

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