Local Wisdom-Based *Melukat* Guidelines for Sustainable Spiritual Tourism at Pura Tirta Suranadi

I Made Siddhi Wisesa[1,*], Ni Nyoman Tri Thika Dewanthari[1], Dewa Ayu Putu Ninda Pradnyani[1], and M. Wahyuddin Masdin[1]

[1] Tourism Department, Politeknik Negeri Bali, Badung, Indonesia.
wisesamadesiddhi@pnb.ac.id

Abstract. Pura Tirta Suranadi in Manduang Village is one of the spiritual tourism destinations that preserves the tradition of *melukat*, a Balinese Hindu purification ritual that embodies profound spiritual and cultural values. However, there has been no comprehensive and well-structured guideline that explains the proper procedures for performing the *melukat* ritual according to the local traditions practiced at Pura Tirta Suranadi. This condition may lead to misunderstandings among visitors and the community regarding the sequence of rituals, etiquette and values that should be observed during the purification process. Therefore, this Community Service Program aimed to develop a guideline for the *melukat* ritual and organize visitor information at Pura Tirta Suranadi as an educational medium for spiritual tourism based on local wisdom. The methods employed included field observations, interviews with temple custodians and village authorities, preparation of guideline drafts, development of informational media and product socialization and validation involving the local community. The program resulted in a comprehensive *melukat* guideline covering preparation, self-purification, *melukat* procedures, as well as visitor ethics and regulations. In addition, visitor information media were developed to facilitate understanding among both local communities and visitors. The socialization and validation results indicated that the developed products were in accordance with the traditions practiced at Pura Tirta Suranadi and were considered beneficial as educational media for spiritual tourism. The developed guideline and informational media are expected to support the preservation of local wisdom and enhance public understanding of the proper *melukat* ritual procedures.

Keywords: *Melukat* Ritual, Pura Tirta Suranadi, Spiritual Tourism, Visitor Information.

1 Introduction

Spiritual tourism has become one of the fastest-growing segments of cultural tourism, offering opportunities for visitors to experience religious traditions, sacred places and local cultural values while fostering personal reflection and spiritual well-being(Buzinde, 2020; Sharpley, 2016; Sutarya, 2022). In Bali, spiritual tourism is closely associated with Hindu philosophy, where temples, purification rituals and religious ceremonies function not only as tourist attractions but also as living cultural heritage (Mardika et al., 2022). Consequently, visitor education has become an essential component of destination management to ensure that tourism activities remain

© The Author(s) 2026
W. G. S. Parwita et al. (eds.), *Proceedings of the International Conference on Sustainable Green Tourism Applied Science - Social Applied Science 2026 (ICoSTAS-SAS 2026)*, Advances in Social Science, Education and Humanities Research 1041,
https://doi.org/10.2991/978-94-6239-809-2_33

respectful of local customs and contribute to the preservation of cultural authenticity (Sitohang & Purnomo, 2023).

One of the spiritual destinations in Bali is Pura Tirta Suranadi, located in Manduang Village, Klungkung Regency. The temple is widely recognized as a place for *melukat*, a traditional Balinese Hindu purification ritual performed for spiritual cleansing and self-reflection. In recent years, the increasing number of visitors has created a growing need for accessible and standardized educational media to help visitors understand the philosophy of *melukat*, the sequence of ritual activities, appropriate visitor etiquette, and the cultural values that should be respected during the visit.

Preliminary observations and discussions with community stakeholders, including the Village Government, *Desa Adat*, Village-Owned Enterprise (*BUMDes*) and the Tourism Awareness Group (*Pokdarwis*) identified several challenges in visitor education at Pura Tirta Suranadi. Information regarding the *melukat* ritual was primarily delivered through verbal explanations by temple caretakers or local villagers. As a result, the information received by visitors was often inconsistent and depended on the individual providing the explanation. Furthermore, the absence of permanent educational media limited visitors' opportunities to obtain reliable information independently before participating in the ritual.

To address this gap, a community service program was implemented to develop a local wisdom-based visitor education system at Pura Tirta Suranadi. The program produced two complementary educational media: (1) a guidebook explaining the philosophy, procedures, and visitor etiquette of the *melukat* ritual, and (2) visitor information boards developed from the guidebook content and installed at strategic locations within the temple complex. Both media were developed collaboratively with local stakeholders to ensure that the information accurately represented local religious practices while meeting visitors' educational needs.

Previous studies have emphasized the importance of interpretation media in improving visitor understanding and promoting responsible behaviour at cultural and spiritual tourism destinations (Wirawan & Rosalina, 2026). Educational media such as guidebooks and interpretive signage can help destinations communicate standardized information while supporting cultural heritage conservation. However, studies focusing on the development of integrated visitor education media for *melukat*-based spiritual tourism remain limited, particularly those that combine instructional media design, local wisdom, and active community participation in the development and validation process. This gap is particularly relevant at Pura Tirta Suranadi, where information about the *melukat* ritual has traditionally been delivered mainly through verbal explanations and where permanent educational media have been limited.

To address this gap, this community service program developed an integrated visitor education system consisting of a local wisdom-based *melukat* guidebook and complementary visitor information boards at Pura Tirta Suranadi. The novelty of this program lies in the integration of instructional media design, local wisdom, and a community-based development approach to provide standardized yet locally validated information for visitors. The development process involved local stakeholders in identifying educational needs, validating ritual procedures and cultural information, and implementing the resulting educational media. This approach positions visitor education not merely as an information-delivery tool but as a practical intervention to encourage responsible visitor behaviour, strengthen understanding of local cultural

values, and support the preservation of local wisdom as part of sustainable spiritual tourism. Thus, the program contributes to community-based sustainable tourism by providing an integrated educational model that connects visitor learning, cultural interpretation, and local community participation.

2 Methodology

2.1 Study Area and Participants

This community service program was conducted at Manduang Village, Klungkung Regency, Bali, Indonesia where Pura Tirta Suranadi located. The temple is recognized as one of the local spiritual tourism attractions where visitors perform the *melukat* purification ritual according to Balinese Hindu traditions. The program was implemented through collaboration with the Manduang Village Government, the Traditional Village Authority (*Desa Adat*), the Village-Owned Enterprise (*BUMDes*), and the Tourism Awareness Group (Pokdarwis), all of whom served as community partners throughout the activity.

A total of 20 participants were involved in the implementation of the program. The participants represented the community partners, consisting of village government officials, representatives of the Traditional Village Authority, members of the Village Consultative Body (BPD), *BUMDes*, and *Pokdarwis*.

2.2 Program Implementation

The community service program was conducted through three sequential stages: preparation and problem identification, development of educational media, and implementation of the educational media. The activities and expected outputs of each stage are presented in Table 1.

Table 1. Stages of Community Service Program

Stage	Activities	Outputs
Preparation and Problem Identification	Field observation, interviews, coordination meetings, identification of visitor information needs	Identification of educational problems and community needs
Development of Educational Media	Preparation of the *melukat* guidebook, design of visual visitor information boards, validation with community representatives	Guidebook and visitor information boards
Implementation and Information Arrangement	Handover of guidebooks, installation of information boards, discussion with stakeholders	Educational media implemented at Pura Tirta Suranadi

The first stage focused on identifying existing problems related to visitor education at Pura Tirta Suranadi. Field observations, documentation and coordination meetings with community partners were conducted to examine the availability of visitor information, the implementation of the *melukat* ritual and visitors' educational needs.

Discussions with village stakeholders were also carried out to determine priority issues and identify suitable educational media for supporting spiritual tourism activities.

Based on the identified needs, a local wisdom-based guidebook describing the *melukat* purification procedure was developed. The guidebook includes information regarding the meaning of the purification ritual, visitor preparation, required ceremonial offerings, ritual procedures, visitor etiquette and post-ritual recommendations. In addition, visual information boards were designed to provide concise and accessible guidance for visitors at strategic locations within the temple area. The contents of both educational media were validated through consultation with community representatives to ensure consistency with local customs and religious practices.

The final stage consisted of introducing the developed educational media to community partners and installing the visitor information boards at strategic locations within the temple complex. The guidebooks were officially handed over to the community partners to support visitor education. The activity concluded with discussions regarding the sustainability of the educational media and future collaborative initiatives for spiritual tourism development.

2.3 Data Collection and Evaluation

Program evaluation was conducted using two structured questionnaires administered after the completion of all community service activities. The first questionnaire evaluated the developed guidebook using three dimensions adapted from educational media evaluation frameworks: Visual Design, Content Quality and User Acceptance (Al-Fraihat et al., 2020; du Preez & Jacobs, 2026; Mayer, 2017). Visual Design assessed the attractiveness, readability, and layout of the guidebook; Content Quality evaluated the clarity, relevance, and completeness of the information; while User Acceptance measured respondents' perceptions regarding the usefulness and overall acceptance of the guidebook. The instrument consisted of eight items distributed across the three dimensions. The second questionnaire measured partner satisfaction with the implementation of the community service program through thirteen items grouped into three dimensions: Planning, Implementation, and Evaluation.

Responses to both questionnaires were measured using a five-point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). Mean scores were interpreted according to the categories presented in Table 2. Open-ended questions were also included to collect qualitative feedback and recommendations for future program improvement.

Table 2. Interpretation of Mean Scores

Mean Score	Interpretation
4.21–5.00	Very Good
3.41–4.20	Good
2.61–3.40	Fair
1.81–2.60	Poor
1.00–1.80	Very Poor

Open-ended questions were also included to obtain participants' suggestions and recommendations for future improvements.

2.4 Data Analysis

The collected quantitative data were analyzed using descriptive statistics by calculating the mean score for each questionnaire item and each evaluation dimension. Mean scores were then interpreted according to the criteria presented in Table 2.

Although this study was conducted as a community service program, the evaluation of the developed guidebook adopted educational media evaluation principles to ensure that the resulting product met acceptable standards in terms of design, content quality, and user acceptance before being implemented as a visitor education medium.

3 Result and Discussion

3.1 Result

Needs Identification and Problem Analysis. The initial stage of the community service program focused on identifying the educational needs of visitors and community stakeholders at Pura Tirta Suranadi. Field observations and discussions with representatives of the Manduang Village Government, *Desa Adat*, Village-Owned Enterprise (*BUMDes*) and the Tourism Awareness Group (*Pokdarwis*) revealed several challenges in providing standardized information for visitors participating in the *melukat* purification ritual.

The findings indicated that most information regarding the *melukat* procedure was delivered verbally by villagers or temple caretakers. This approach does reflect the strong involvement of the local community in preserving religious traditions but the information provided often varied depending on the individual delivering the explanation. This method will make first-time visitors frequently experienced difficulties in understanding the correct sequence of the ritual, the required ceremonial offerings, appropriate dress codes and visitor etiquette within the sacred temple area.

Another issue identified during the preliminary assessment was the limited availability of permanent educational media within the temple environment. The absence of guidebooks and visual information boards reduced visitors' opportunities to obtain information independently before performing the purification ritual. This condition also increased the dependency on direct explanations from community members, which could become less effective during periods of high visitor arrivals.

These findings are consistent with previous studies reporting that the lack of standardized interpretation media at cultural and spiritual tourism destinations may reduce visitors' understanding of local cultural values and negatively affect the quality of visitor experiences. Effective interpretation media are therefore required to communicate cultural meanings consistently while supporting heritage conservation and sustainable tourism management (Sudiarta et al., 2025; Sutarya, 2022; Wirawan & Rosalina, 2026).

Development of the *Melukat* Guidebook. Based on the findings obtained during the needs assessment stage, the community service team developed a local wisdom-based educational guidebook to provide standardized information for visitors performing the *melukat* purification ritual at Pura Tirta Suranadi. The development of the guidebook was intended to address the lack of accessible educational media while preserving the authenticity of local religious practices. Rather than functioning solely as an information booklet, the guidebook was designed as an interpretive medium that communicates the cultural meaning, procedures and ethical values associated with the purification ritual.

The preparation of the guidebook followed a collaborative approach involving representatives of the Manduang Village Government, *Desa Adat* and the Tourism Awareness Group (*Pokdarwis*). Community representatives actively contributed to verifying the sequence of the ritual, determining the appropriate terminology, validating visitor etiquette and ensuring that all information accurately reflected local customs practiced at Pura Tirta Suranadi. This participatory approach enhanced the credibility of the educational material while strengthening community ownership of the final product.

The guidebook was organized systematically to facilitate visitors' understanding before, during and after participating in the *melukat* ritual. The contents included an introduction to Pura Tirta Suranadi, the philosophy and significance of *melukat*, preparations before entering the temple, dress code requirements, required ceremonial offerings (*banten*), the sequence of the purification ritual, visitor etiquette, prohibited activities and recommendations after completing the ritual. In addition, visual illustrations and photographs were incorporated throughout the guidebook to improve comprehension and assist first-time visitors in following each stage of the ritual independently.

The integration of local wisdom constituted the principal characteristic of the developed guidebook. Instead of presenting procedural information alone, the educational materials emphasized the cultural and spiritual values underlying each ritual activity. This approach aimed to encourage visitors not only to understand “how” the ritual is performed but also “why” each stage is considered important within Balinese Hindu traditions. The guidebook supports responsible visitor behaviour while contributing to the preservation of intangible cultural heritage by integrating cultural interpretation with practical guidance.

From an educational perspective, the guidebook was designed according to principles of instructional media development. Information was presented using concise language, logical sequencing, consistent typography and balanced visual layouts to improve readability and facilitate independent learning. The combination of explanatory text, photographs, and visual symbols was intended to reduce cognitive load and enable visitors with different educational backgrounds to access essential information more effectively.

The guidebook also functions as an interpretation medium within the context of spiritual tourism management. Interpretation is not limited to delivering factual information but also aims to create meaningful connections between visitors and cultural resources. Through standardized educational content, visitors are expected to gain a deeper appreciation of the sacred values of the *melukat* ritual while demonstrating greater respect toward local customs and temple regulations. Such

educational media contribute to sustainable tourism by minimizing inappropriate visitor behaviour and supporting the preservation of cultural authenticity(Sutarya, 2022; Wirawan & Rosalina, 2026).

Following the completion of the content development process, the guidebook was reviewed together with community representatives to ensure that all information accurately represented local traditions and community expectations. Suggestions obtained during this review process were incorporated into the final version before the guidebook was officially distributed to community partners and introduced to visitors. The finalized guidebook therefore represents not only an educational product but also a collaborative outcome developed jointly by higher education institutions and local stakeholders to strengthen spiritual tourism management at Pura Tirta Suranadi.



Figure 1. Cover for The Guidebook Developed for Visitors at Pura Tirta Suranadi

Installation of Visitor Information Boards. Following the completion of the guidebook, essential information was adapted into visitor information boards installed at strategic locations within the temple complex. The boards summarize key information regarding dress code, visitor etiquette, ritual procedures and prohibited activities to provide immediate guidance during the visitor journey. Their locations were determined collaboratively with community stakeholders to ensure accessibility and consistency with visitor movement. Together with the guidebook, the information boards establish an integrated visitor education system that supports independent learning and promotes respectful behavior at Pura Tirta Suranadi.

Evaluation of the Developed Educational Media. The developed guidebook was evaluated by 20 representatives of the community partners after the completion of the community service program. Descriptive statistics were calculated to determine respondents' perceptions of the developed guidebook. The evaluation consisted of three dimensions: Visual Design, Content Quality and User Acceptance.

Table 3. Mean Score of Each Evaluation Dimension

Evaluation Dimension	Number of Items	Mean	Category
Visual Design	3	3.88	Good
Content Quality	3	3.62	Good
User Acceptance	2	3.80	Good
Overall	**8**	**3.76**	**Good**

Based on the descriptive analysis, all evaluation dimensions achieved mean scores within the “Good” category. Among the three dimensions, Visual Design obtained the highest mean score (3.88), followed by User Acceptance (3.80) and Content Quality (3.62).

Partner Satisfaction. Partner satisfaction with the implementation of the community service program was evaluated using a structured questionnaire consisting of thirteen assessment items covering three dimensions: Planning, Implementation, and Evaluation. The questionnaire was completed by 20 representatives of the community partners after the completion of all program activities. Descriptive statistics were subsequently calculated to summarize respondents' perceptions of the implemented program.

Table 4. Mean Score of Each Partner Satisfaction Dimension

Evaluation Dimension	Number of Items	Mean	Category
Planning	4	4.43	Very Good
Implementation	5	4.36	Very Good
Evaluation	4	4.45	Very Good
Overall	**13**	**4.41**	**Very Good**

Overall, the partner satisfaction survey indicated that all assessment dimensions achieved mean scores within the “Very Good” category. The overall mean score of the partner satisfaction questionnaire was 4.41, indicating a consistently positive assessment across all aspects of the community service program.

3.2 Discussion

Quality of the Developed Educational Media. The evaluation results indicate that the developed guidebook achieved positive assessments across all evaluation dimensions, with Visual Design receiving the highest mean score, followed by User Acceptance and Content Quality. These findings suggest that respondents perceived the guidebook as visually appealing, easy to use and suitable as an educational medium for visitors to Pura Tirta Suranadi.

The high score obtained for the Visual Design dimension demonstrates the importance of presentation quality in educational media. The use of an organized layout, readable typography, balanced composition of text and images and contextual photographs enabled users to navigate the information more comfortably. Previous studies have emphasized that visual presentation significantly influences learners' motivation, attention and comprehension because attractive instructional materials facilitate cognitive processing and encourage users to engage with educational content (Mayer, 2017).

Although the Content Quality dimension received the lowest mean score among the three dimensions, the overall evaluation remained within the "Good" category. This finding indicates that the information presented in the guidebook was considered relevant and useful while still providing opportunities for further refinement. Suggestions collected from respondents mainly related to expanding explanations of certain ritual stages and providing additional illustrations to improve understanding among first-time visitors. Similar observations have been reported in educational media studies, where continuous revision based on user feedback is regarded as an essential step in improving instructional materials and ensuring that they remain relevant to users' evolving needs (Mertasari & Candiasa, 2022).

The positive evaluation of the User Acceptance dimension indicates that respondents considered the guidebook appropriate for practical implementation as a visitor education medium. This result suggests that the guidebook not only fulfilled its informational function but was also accepted by local stakeholders as a sustainable educational resource. Previous studies have highlighted that educational media are more likely to be utilized continuously when users perceive them as practical, understandable, and beneficial for supporting learning and communication activities (Scherer et al., 2019).

Community Partnership and Participatory Development. Another important finding of this study is the high level of partner satisfaction with the implementation of the community service program. The consistently high scores across the planning, implementation and evaluation dimensions indicate that the collaborative approach adopted during the program was well received by community stakeholders.

The successful implementation of the program can largely be attributed to the participatory development process. Community representatives from the Village Government, *Desa Adat*, BUMDes, and *Pokdarwis* were actively involved throughout the program, beginning with the identification of visitor education problems, continuing through the validation of the guidebook contents, and concluding with the installation

of the visitor information boards. This collaborative process ensured that the developed educational materials accurately reflected local traditions while addressing the practical needs of visitors.

4 Conclusion

This community service program successfully developed and implemented an integrated visitor education system to support sustainable spiritual tourism at Pura Tirta Suranadi. The program produced two complementary educational media: a local wisdom-based *melukat* guidebook and visitor information boards adapted from the guidebook content. Both media were developed collaboratively with the Village Government, Desa Adat, BUMDes, and Tourism Awareness Group (Pokdarwis), ensuring that the information reflected local religious practices, ritual procedures, and visitor etiquette.

The evaluation results indicated that the developed guidebook was positively assessed in terms of Visual Design, Content Quality, and User Acceptance, with an overall mean score of 3.76, categorized as Good. Meanwhile, partner satisfaction with the implementation of the community service program achieved an overall mean score of 4.41, categorized as Very Good. These findings indicate that the educational media were considered appropriate and beneficial by the participating community partners for supporting visitor education at Pura Tirta Suranadi.

The main contribution of this program lies in the integration of instructional media design, local wisdom, and participatory community development within a spiritual tourism context. By providing standardized and locally validated information, the educational media can support visitors in understanding the meaning and procedures of the *melukat* ritual while encouraging more respectful behaviour within the sacred environment. In this way, visitor education functions not only as an information tool but also as a practical approach to supporting the preservation of local wisdom and the development of sustainable spiritual tourism.

However, the evaluation in this program was conducted primarily from the perspective of community partners rather than directly measuring changes in visitors' knowledge, behaviour, or spiritual tourism experiences. Therefore, future studies should evaluate the effectiveness of the educational media from visitors' perspectives using measures of knowledge, behavioural changes, and visitor experience. Further development may also explore digital interpretation media to complement the existing guidebook and information boards and extend access to visitor education.

References

Al-Fraihat, D., Joy, M., Masa'deh, R., & Sinclair, J. (2020). Evaluating E-learning systems success: An empirical study. *Computers in Human Behavior*, *102*, 67–86. https://doi.org/10.1016/j.chb.2019.08.004

Buzinde, C. N. (2020). Theoretical linkages between well-being and tourism: The case of self-determination theory and spiritual tourism. *Annals of Tourism Research*, *83*, 102920. https://doi.org/10.1016/j.annals.2020.102920

du Preez, I., & Jacobs, L. (2026). Pedagogical and visual design principles for online learning material: insights from quality guiding documents in diverse educational contexts. *Interactive Learning Environments*, *34*(3), 1435–1451. https://doi.org/10.1080/10494820.2025.2523390

Mardika, I. M., Kurniawan, A., Satyawati, N. K. A., & Larantika, A. A. A. D. (2022). Pengembangan Desa Adat Gelgel sebagai Wisata Spiritual. *Postgraduated Community Service Journal*, *3*(1), 1–6. https://doi.org/10.22225/pcsj.3.1.2022.1-6

Mayer, R. E. (2017). Using multimedia for e-learning. *Journal of Computer Assisted Learning*, *33*(5), 403–423. https://doi.org/10.1111/jcal.12197

Wirawan, P. E., & Rosalina, P. D. (2026). Enhancing Cultural Heritage Tourism Through a Spiritual Knowledge: The Implementation of Tri Hita Karana in Taro Village Gianyar Bali. *Jurnal Kajian Bali (Journal of Bali Studies)*, *14*(1), 215–233. https://doi.org/10.24843/JKB.2024.v14.i01.p10

Scherer, R., Siddiq, F., & Tondeur, J. (2019). The technology acceptance model (TAM): A meta-analytic structural equation modeling approach to explaining teachers' adoption of digital technology in education. *Computers & Education*, *128*, 13–35. https://doi.org/10.1016/j.compedu.2018.09.009

Sharpley, R. (2016). Tourism and Spirituality: An Evolving Relationship. *International Journal of Tourism, Culture & Spirituality*, *1*(1), 8–24. https://doi.org/10.22133/ijts.2016.43074

Sitohang, L., & Purnomo, N. H. (2023). Kearifan lokal dalam konteks pariwisata berkelanjutan: fenomena dua sisi penerapan tri hita karana dalam keseharian kegiatan pariwisata di Bali. *Jurnal geografi Geografi Dan Pengajarannya*, *21*(1), 1–18. https://doi.org/10.26740/jggp.v21n1.p1-18

Mertasari, N. M. S., & Candiasa, I. M. (2022). Formative Evaluation of Digital Learning Materials. *Journal of Education Technology*, *6*(3), 507–514. https://doi.org/10.23887/jet.v6i3.44165

Sudiarta, M., Bratayasa, I. W., Subadra, I. N., & Endrayani. (2025). Spiritual Tourism: A Grounded Theory Approach. *Bali Journal of Hospitality, Tourism and Culture Research*, *2*(2), 65–73. https://doi.org/10.5281/zenodo.16902652

Sutarya, I. gede. (2022). Spiritual Tourism as Sustainable Tourism in Bali. *International Journal of Tourism, Culture & Spirituality*, *5*(2), 187–198. https://doi.org/10.22133/ijtcs.2022.166478

Open Access This chapter is licensed under the terms of the Creative Commons Attribution-NonCommercial 4.0 International License (http://creativecommons.org/licenses/by-nc/4.0/), which permits any noncommercial use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons license and indicate if changes were made.

The images or other third party material in this chapter are included in the chapter's Creative Commons license, unless indicated otherwise in a credit line to the material. If material is not included in the chapter's Creative Commons license and your intended use is not permitted by statutory regulation or exceeds the permitted use, you will need to obtain permission directly from the copyright holder.

