

The Suitability of Lombok Wildlife Park as a Conservation Education Medium

Aliefia Shatila Diva Khairunnisa¹, Markum^{2*}, Islamul Hadi³
Department Natural Resources and Environmental Management,
Postgraduate, Mataram University

Corresponding Author: Markum markum.exp@unram.ac.id

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ABSTRACT

This study evaluates the suitability of Lombok Wildlife Park (LWP) as a medium for conservation education using the 4A framework (Attraction, Accessibility, Amenity, and Ancillary Services). A quantitative descriptive method was applied to 99 respondents, with data analyzed through weighted scoring and SWOT analysis. Results show an overall suitability of 83% (Suitable), with Attraction (85%) as the highest and Ancillary Services (72%) as the lowest. The SWOT results (IFAS 2.85; EFAS 3.05) position LWP in Quadrant I (Growth Strategy). The findings indicate that LWP effectively supports conservation learning but requires improvement in accessibility, educational staff capacity, and learning facilities. Strengthening partnerships and digital education initiatives is recommended to enhance sustainability.

INTRODUCTION

Indonesia is recognized as one of the world's megadiverse countries, hosting more than 17,000 islands and thousands of endemic species. However, this rich biodiversity faces serious threats from deforestation, habitat degradation, and climate change (Prawiradilaga et al., 2019; Mustafa et al., 2021; Priatna et al., 2024). The annual loss of approximately 650,000 hectares of forest has endangered wildlife habitats and accelerated the decline of biodiversity. This condition is further exacerbated by the low level of environmental literacy among communities, many of whom still perceive nature merely as an economic resource rather than a life-supporting system that must be preserved (Yanti et al., 2022; Setiawan et al., 2021).

To address these challenges, environmental and conservation education plays a crucial role in building ecological awareness from an early age. Young generations need to be equipped with knowledge and attitudes toward environmental sustainability through contextual and experiential learning approaches (Milandi et al., 2025; Haya et al., 2025). One innovative approach in this context is utilizing conservation-based tourism sites as outdoor learning media. Previous studies have demonstrated that educational tourism can effectively enhance visitors' ecological understanding and attitudes through direct interaction with wildlife and natural environments (Prasetyo et al., 2023; Putra et al., 2023; Afdan et al., 2022).

Lombok Wildlife Park, located in North Lombok Regency, is one of the conservation areas with high potential as a medium for conservation education. The park hosts a variety of exotic and endemic species and offers interactive educational programs such as feeding sessions and animal talks (Ulfa, 2019; Sari, 2023; Kanom et al., 2024). Despite these potentials, several challenges remain, including limited accessibility, relatively high entrance fees, and minimal local community involvement, which hinder its role as an inclusive and sustainable environmental education facility (Afdhah et al., 2024).

Based on these considerations, this study aims to analyze the suitability of Lombok Wildlife Park as a medium for conservation education using the 4A approach—Attraction, Accessibility, Amenity, and Ancillary Services. The analysis seeks to provide an objective assessment of the supporting and inhibiting factors influencing the park's effectiveness as an educational facility for students. The findings are expected to contribute to the development of environmentally based learning strategies and support sustainable educational tourism planning in West Nusa Tenggara.

THEORETICAL REVIEW

Tourism

Tourism is a vital sector contributing significantly to a nation's economic, social, and cultural development (Aliansyah et al., 2019). It involves planned travel activities for various purposes such as business, education, recreation, and personal well-being (Sawir, 2023). Beyond economic benefits, tourism provides psychological and social advantages by enhancing creativity and life satisfaction (Husna, 2022).

Indonesia possesses abundant tourism potential with its rich natural, cultural, and historical diversity, making it a key pillar of national economic growth (Solih et al., 2025). The government continues to improve infrastructure, promotion, and service quality to support sustainable tourism that benefits both local communities and the environment (Arsita et al., 2024).

Conservation

Conservation refers to efforts to preserve natural resources and biodiversity to maintain ecosystem balance (Darmayanti et al., 2022). According to Law No. 5 of 1990 on the Conservation of Biological Resources and Their Ecosystems, conservation includes the protection of life-support systems, the preservation of species diversity, and the wise use of natural resources. Its primary objective is to ensure the availability and quality of these resources for present and future generations (Indriyani et al., 2024).

Historically, conservation efforts in Indonesia began during the colonial era due to interest in the country's tropical flora and fauna. In modern times, conservation has become integral to sustainable development, emphasizing harmony between the utilization and preservation of natural resources (Afandi et al., 2023).

Conservation Education

Conservation education is a learning process designed to instill environmental values, attitudes, and sustainable behavior through formal, non-formal, and informal education (Syaadah et al., 2022). Formal education integrates environmental material into school curricula, while non-formal and informal education enhance environmental awareness through community activities, training, and family interaction (Hayat, 2019; Azzahra et al., 2022).

Its main goal is to improve environmental awareness, knowledge, and participation among learners and the public (Afitah et al., 2021). In Indonesia, conservation education also serves as a form of character education that nurtures religiosity, integrity, nationalism, independence, and mutual cooperation (Isnaini et al., 2024; Soenarno, 2024).

Factors Influencing Student Engagement

Student engagement in conservation education is influenced by the integration of positive character values, direct experiential learning, and contextual relevance to everyday life (Soendjoto et al., 2022). Educational tourism has emerged as an effective medium for environmental learning, enabling students to interact directly with nature and biodiversity (Prasetyo et al., 2023).

Afdan et al. (2022) found that biodiversity-based educational tourism, such as programs conducted on Pramuka and Kotok Islands, significantly enhances students' ecological awareness. Similarly, UNESCO (2017) identifies five learning outcomes of conservation education: awareness, knowledge, attitude, skills, and participation. Active involvement of students and school communities in conservation programs strengthens the effectiveness of environmental education (Afandi et al., 2023).

Challenges in Managing Wildlife Parks as Conservation Education Media

Wildlife parks play an essential dual role as recreational spaces and conservation education facilities. However, their management faces various challenges, including high operational costs, limited facilities, and insufficient human resources (Fadhella et al., 2023). Financial constraints and lack of public support often hinder the optimal implementation of educational and welfare programs for wildlife (Sarinastiti & Wicaksono, 2021).

Moreover, many wildlife parks lack structured educational programs and qualified educators, causing them to function primarily as entertainment venues rather than conservation centers (Sucipto et al., 2021). The limited involvement of local communities further constrains sustainability initiatives (Setiawan et al., 2021). Therefore, the effective management of wildlife parks requires long-term planning, multi-stakeholder collaboration, and innovative environmental education strategies (Hartanto et al., 2015).

METHODOLOGY

This study applied a descriptive quantitative approach to assess the suitability of Lombok Wildlife Park as a medium for conservation education using the 4A framework (Attraction, Accessibility, Amenity, and Ancillary Services). The research was conducted at Lombok Wildlife Park, North Lombok, in September 2025.

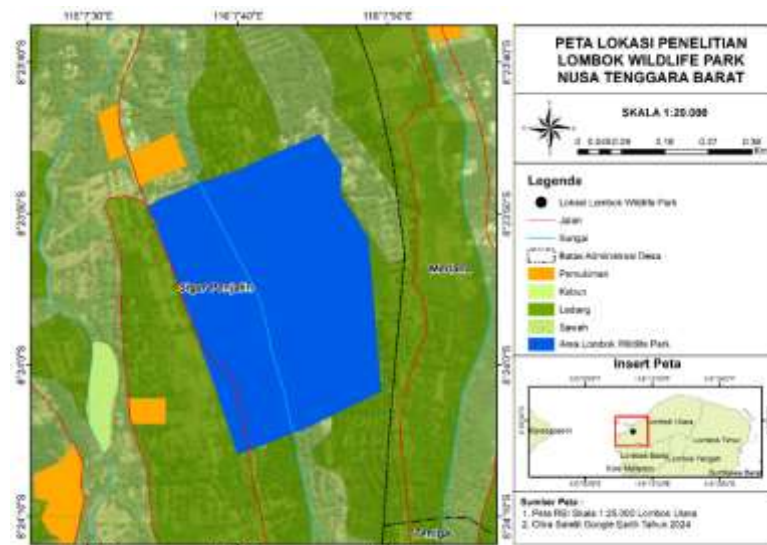


Figure 1. Research Location Map

The total population consisted of 29,514 visitors recorded in 2024, from which a sample of 99 respondents was selected using the cluster snowball sampling technique. Respondents included 83 students from elementary to high school levels, 17 teachers from various educational institutions, and 5 park management representatives. Data were collected through questionnaires, direct observation, and semi-structured interviews. The questionnaire employed a 4-point Likert scale (1 = Not Suitable, 4 = Highly Suitable) to measure respondents' perceptions across the four main indicators of the 4A framework. Observations were conducted to validate the physical and operational conditions of the park,

while interviews with management aimed to gain deeper insights into strategic and operational aspects related to conservation education. Quantitative data were analyzed using the Weighted Scoring Method, where each indicator was assigned a specific weight (Attraction = 4, Accessibility = 3, Amenity = 2, Ancillary Services = 1). The total scores were then categorized into four suitability levels: Highly Suitable (701–860), Suitable (539–700), Less Suitable (377–538), and Not Suitable (215–376). In addition, a SWOT analysis was conducted to identify internal strengths and weaknesses, as well as external opportunities and threats affecting the park’s performance as an educational facility. This combined approach allowed for both numerical evaluation and contextual understanding, providing a comprehensive assessment of Lombok Wildlife Park’s effectiveness as a conservation education medium.

RESULTS

Level of Suitability of Lombok Wildlife Park as a Conservation Education Medium based on the 4A Aspects

This study assessed the suitability of Lombok Wildlife Park (LOMBOK WILDLIFE PARK) as a medium for conservation education using the 4A framework (Attraction, Accessibility, Amenity, and Ancillary Services). Data were collected from 99 respondents, consisting of students, teachers, and park management staff. The results were processed using the weighted scoring method and analyzed to determine the park’s suitability category.

Overall, Lombok Wildlife Park achieved a total suitability score of 83%, which falls within the “Suitable” category. This indicates that the park fulfills most of the criteria required to function effectively as a conservation education facility, though certain aspects still need improvement.

Table 1. Level Results based on 4A Aspects

No	Criteria	Interval Scor	Number of Respondent	Percentage
1	Not Suitable (1)	215 - 376	0	0%
2	Less Suitable (2)	>376 - 538	0	0%
3	Suitable (3)	>538 - 700	83	83%
4	Very Suitable (4)	>700 - 860	17	17%
Total			100	100%

Among the four components, Attraction obtained the highest percentage (85%), indicating strong appeal and educational relevance. Amenity followed with 80%, showing that facilities are adequate. Accessibility scored 76%, suggesting moderate ease of access, while Ancillary Services recorded the lowest value at 72%, reflecting a need for stronger supporting services.

Table 2. Suitability of Lombok Wildlife Park Based on the 4A Framework

Indicator	Weight	Mean Score	Percentage	Category
Attraction	4	3.40	85%	Highly Suitable
Accessibility	3	3.04	76%	Suitable
Amenity	2	3.20	80%	Suitable
Ancillary Services	1	2.88	72%	Suitable
Overall			83%	Suitable

The cumulative results of the weighted scoring analysis show that Lombok Wildlife Park provides a balanced combination of educational, environmental, and recreational elements. However, disparities exist between attraction quality and supporting infrastructure.

SWOT Matrix Result

To identify strategic directions, a SWOT analysis was conducted based on internal and external factors. Based on weighted factors, the Internal Factor Analysis Summary (IFAS) scored 2.85, and the External Factor Analysis Summary (EFAS) scored 3.05, placing Lombok Wildlife Park in Quadrant I (Growth Strategy). This indicates that the park possesses strong internal capacity and favorable external conditions to develop further as an educational tourism destination.

Table 3. SWOT Analysis of Lombok Wildlife Park

Category	Key Factors	Strategic Implications
Strengths (S)	Rich biodiversity, interactive educational programs (<i>animal talk, feeding time</i>), strong visitor engagement, commitment to animal welfare.	Maintain and enhance educational program quality.
Weaknesses (W)	Limited public transport access, few trained guides, inadequate learning spaces, weak formal partnerships with schools.	Strengthen collaboration and capacity-building for education staff.
Opportunities (O)	Rising public interest in environmental education and eco-tourism, local government support.	Develop eco-learning programs and expand outreach.
Threats (T)	Competition with low-cost attractions, potential animal welfare criticism, fluctuating visitor trends.	Build transparency, ensure welfare compliance, and diversify programs.

DISCUSSION

Attraction

The attraction factor, with a score of 85% (Highly Suitable), is the most dominant strength of Lombok Wildlife Park. Respondents consistently highlighted the diversity of animal species, engaging wildlife interactions, and immersive educational programs such as *animal talks*, *feeding sessions*, and *guided observation*. These activities bridge recreation and learning, fostering both emotional connection and cognitive understanding of conservation issues.

This finding aligns with Prasetyo et al. (2023), who found that direct engagement with wildlife significantly enhances ecological literacy and empathy. Similarly, Afdan et al. (2022) emphasize that students who learn through *hands-on* interaction with animals demonstrate higher environmental awareness and retention than those exposed only to classroom learning.

The concept underpinning this result is experiential learning theory (Kolb, 2015), which posits that knowledge is constructed through direct experience followed by reflection. Lombok Wildlife Park's programs allow learners to observe animal behavior, discuss environmental ethics, and connect lessons with real-world conservation challenges. This aligns with global shifts toward Education for Sustainable Development (ESD), which advocates experiential and transformative approaches (UNESCO, 2020).

However, to sustain visitor engagement, Lombok Wildlife Park should regularly renew educational exhibits and integrate multimedia interpretation such as interactive screens, QR-coded animal facts, and augmented reality (AR) applications. Research by Hanim et al. (2023) and Soenarno (2024) demonstrates that digital interpretation enhances visitors' comprehension and long-term memory retention, especially among younger audiences.

Attraction is therefore not merely about the presence of animals but also about how meaning is constructed through interpretive experiences. A strategic shift from *display-based* to *story-based* interpretation could transform Lombok Wildlife Park from a passive zoo-like environment into a dynamic "living classroom."

Accessibility

Accessibility achieved a score of 76%, categorized as "Suitable." The location of Lombok Wildlife Park in Sigar Penjalin Village, North Lombok, is relatively strategic and reachable via the main highway, yet access barriers remain due to limited public transport and the high cost of private vehicle hire. Accessibility is recognized as one of the fundamental determinants of visitor participation in educational tourism (Suardana et al., 2022). When access is physically or economically restrictive, it disproportionately affects students from lower-income or remote schools. This aligns with Idris et al. (2023), who found that inadequate transport infrastructure significantly reduces participation in school-based eco-education programs.

Improving accessibility therefore has both educational and equity implications. Schools located in rural Lombok could benefit from subsidized educational visit programs co-funded by local government, NGOs, or CSR

initiatives. Such collaborative transport solutions have been successfully applied in the “Edu-Ecotourism for Schools” model in Bali (Rahmawati & Irawan, 2024), which increased student visitation by 43% after implementing shared transport programs.

Beyond physical access, digital accessibility is another emerging dimension. Studies by Łukasiewicz-Wieleba et al. (2024) emphasize that ease of online information and booking increases participation in educational tourism. Lombok Wildlife Park could leverage digital platforms for group reservation, virtual tours, and pre-visit learning materials. Integrating these services would also align with sustainable travel practices by reducing administrative and logistical inefficiencies. Ultimately, improving accessibility extends beyond roads and transport; it reflects how inclusive and reachable the park is as a learning institution. A conservation park that is geographically close but socially inaccessible cannot fulfill its full educational potential.

Amenity

The Amenity component scored 80%, indicating that facilities generally meet the expectations of educational visitors. Respondents noted that rest areas, toilets, prayer rooms, and food stalls are adequate and well-maintained, creating a pleasant environment for learning. Amenities are not mere physical complements—they play a psychological role in sustaining concentration and comfort during educational visits (Sari & Wibisono, 2021).

However, respondents identified the limited number of formal learning spaces, such as classrooms or shaded outdoor pavilions, as a challenge during group visits. The absence of interactive educational signage or multimedia equipment also restricts the depth of learning activities. This finding corresponds with Hartanto et al. (2021), who stress that the quality and spatial design of amenities significantly influence both visitor satisfaction and learning outcomes in educational tourism.

To address this, Lombok Wildlife Park can develop eco-learning zones dedicated areas that combine comfort, interpretation, and environmental aesthetics. Examples include open-air amphitheaters, thematic gardens (e.g., “Butterfly Trail” or “Rainforest Walk”), and mini laboratories for simple experiments or conservation demonstrations. As Nugraha et al. (2023) explain, “learning landscapes” that stimulate multisensory experiences enhance comprehension and long-term behavioral change. The park’s management could also introduce “learning stations” equipped with digital tablets or QR codes linking to short videos, quizzes, and local biodiversity data. Such innovation aligns with Soenarno (2024), who found that hybrid (digital + experiential) interpretation improved students’ knowledge retention by 36% in similar conservation parks. Investing in amenities that support interactive learning can therefore elevate the park’s identity from a recreational zoo to a holistic environmental learning center.

Ancillary Services

Ancillary Services scored 72%, the lowest among all indicators, but still within the “Suitable” category. This component reflects the supporting services

that enhance the educational experience—particularly the presence of knowledgeable guides, educational materials, and formal partnerships. Although visitors appreciated the friendliness of staff, they observed a lack of trained educators capable of delivering structured conservation content. Similar challenges have been noted across wildlife parks in Indonesia, where most guides come from hospitality rather than environmental education backgrounds (Fadhella et al., 2023).

Effective conservation education relies on interpretation skills, not just factual knowledge. As Kusumastuti et al. (2023) argue, the ability to translate complex ecological issues into simple, relatable messages is central to successful learning outcomes. Therefore, investing in human resource development through training and certification programs for conservation educators is crucial. Collaborations with universities and environmental NGOs could help Lombok Wildlife Park design short-term Eco-Guide Training Programs, covering modules in pedagogy, animal welfare, communication, and interpretation techniques. Additionally, producing printed and digital learning kits aligned with the Ministry of Education's environmental curriculum (Kurikulum Merdeka) would strengthen its educational legitimacy (Haya et al., 2025).

Ancillary services also include partnership networks. Currently, Lombok Wildlife Park collaborates with a few local schools, but long-term institutional partnerships are still limited. Establishing *Memoranda of Understanding (MoUs)* with schools and tourism offices could formalize regular visit programs. This would not only increase visitor consistency but also strengthen Lombok Wildlife Park's role as a regional environmental learning hub. Finally, integrating volunteer programs and community-based conservation campaigns would deepen public engagement and foster a sense of shared responsibility for wildlife protection.

CONCLUSIONS AND RECOMMENDATIONS

Based on the 4A framework analysis (Attraction, Accessibility, Amenity, and Ancillary Services). Lombok Wildlife Park (LWP) is categorized as "Suitable" as a medium for conservation education, with an overall score of 83%. The Attraction dimension emerged as the strongest aspect, supported by diverse animal species, direct interactions, and well-curated educational information. Accessibility and Ancillary Services were rated moderately suitable due to distance constraints and limited digital support, while Amenity remained the weakest factor, particularly in terms of modern learning facilities and comfort infrastructure.

The park's major strengths lie in its biodiversity, experiential learning concept, and availability of skilled guides who facilitate interactive learning experiences. However, weaknesses include limited amenities, geographical distance from several schools, relatively high visit costs, and minimal digital engagement and community participation.

FURTHER STUDY

The primary limitation lies in the restricted geographical scope of respondents, which only covered Mataram City, West Lombok, and North Lombok. Consequently, the findings may not fully represent the perspectives of visitors or educational institutions from other regions of West Nusa Tenggara or Indonesia as a whole. Future research should therefore expand the sampling coverage to include respondents from broader areas and diverse educational backgrounds to obtain more generalizable results.

In addition, the present study focused solely on evaluating destination suitability using the 4A framework, without incorporating other critical dimensions such as marketing strategies, management effectiveness, visitor satisfaction, or economic and environmental impacts. Future studies are encouraged to integrate multi-dimensional analyses that combine educational, managerial, and socio-economic perspectives to provide a more holistic assessment of conservation education sites.

Furthermore, employing mixed-methods approaches (combining quantitative scoring with qualitative interviews or participatory observation) would allow deeper insights into visitor experiences and management challenges. Comparative studies between Lombok Wildlife Park and other wildlife-based education centers in Indonesia or Southeast Asia could also reveal best practices and contextual differences in conservation education management.

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