

'Taman Keceh' Tourism Development Training as a Public Education Facility for Communities Around Celaket

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ABSTRACT

Taman Keceh is one of the new attractions in the Samaan area of Celaket area of Malang City which is considered very useful for the surrounding residents. Beyond the existing utilization, the utilization of Taman Keceh tourist attractions can also be optimized as a public education center. Community service activities carried out are training-based activities, namely training in the development of Taman Keceh Tourism as a means of public education for the surrounding community. This activity aims to equip the manager of Taman Keceh Tourism with skills, not just understanding and knowledge, related to knowledge and practice in managing informal learning activities for the community and visitors to Taman Keceh. The methods used in this activity include methods of deliberation, brainstorming, demonstration, and practice. In the process, the manager/manager of the organization is accompanied by sources and a team of service implementers as facilitators of activities. Evaluations include evaluations before, during, and after training activities. The results obtained from this devotional activity include priority problems and needs of the target community as a basis for the preparation of activity plans, increasing understanding, awareness, and skills of managers and residents around Taman Keceh to the importance of public education in their environment, as well as the results of the evaluation of activities that show supporting factors and activities inhibition factors so that they can be used as material for the improvement of further activities.

Keywords: tourism development, informal education, public education

INTRODUCTION

Taman Keceh is a bathing place from a water source in the Brantas river area. Taman Keceh is one of the new tourist attractions in the Samaan area, the Celaket area of Malang City. This tourist attraction was originally a pond with a source of water flow from Sumber Luh, which is in the Brantas River area in the Celaket region. Meanwhile, the land used for the construction of Taman Keceh is vacant public land in the watershed area (DAS), but it is still in a safe area. Initially, residents used it for daily needs such as bathing and sometimes washing clothes. However, this spring has become a tourist attraction used as a gathering place, just for bathing, swimming, vacations to ward off fatigue, and other activities.

The presence of Taman Keceh in the area has become a new color for residents, especially residents of RT 03. Taman Keceh as a community tourism facility has been implemented, but it would be nice if this utilization were more optimized. Visitors to this tour include residents and visitors from outside the area, children, teenagers, or adults. The purpose of their visit varies. Some visitors visit to swim, some visit to gather with friends or interact with the surrounding community. This park is also a means of communication for the surrounding community.

From these several things, apart from being used as a place for playing and entertainment, the use of Taman Keceh can also be optimized as a means of public education. This is based on the situation and condition of the Taman Keceh area, which is active as a place for informal community interactions and activities. Public education or public education is an informal educational facility in community activity centers. The implementation of public education is the application of the theory of public pedagogy and informal education. Public pedagogy is a theoretical concept that focuses on the form, process, and place of education and learning outside of school and formal practice (Sandlin et al: 2010). Educational and learning activities occur within school institutions and can also be held outside of schools. Moedzakir (2013)

describes informal education as an education in the form of an educational experience obtained by everyone from daily life interactions.

Informal education often occurs unintentionally and is realized by the perpetrators themselves. So that the term informal education is also less well known by the wider community, even though if studied more deeply, every individual born into this world must have carried out informal learning activities that are included in the scope of informal education. This informal education does not only take place within the internal family but also occurs in the community. During individual interactions with other individuals and individual interactions with nature, the informal learning process has been carried out. This is one of the opportunities that can be developed to advance Taman Keceh Tourism Object and its benefits for the surrounding community.

Looking at the current conditions in Taman Keceh Tourism Object, several opportunities need to be developed. Opportunities that the manager has not taken will be a problem. Therefore, in the development of the Taman Keceh tourist attraction, it can be optimized for informal community education or public education for the surrounding community. Some of these opportunities and problems include:

1. Visitors to Taman Keceh vary from children, teenagers, and adults who come from residents and people outside the Taman Keceh area.
2. The membership of the Taman Keceh management organization comes from residents who have various backgrounds; there is no member with an educational background, so the development of Taman Keceh as an educational tool has not yet been implemented.
3. The development of Taman Keceh has only explored the realm of physical development; it has not yet reached the stage of development for the informal education of residents.

Training-based development activities are offered to solve development problems at the Taman Keceh Tourism location. They were namely training for the development of Taman Keceh Tourism as a means of public education for the surrounding community. Training is a non-formal education program that aims to provide direction and hone participants' skills. Training is a process by which people achieve specific abilities to help achieve organizational goals (Mathis, 2002). Training is related to the skills and abilities of employees who are oriented in carrying out their current work to successfully carry out their work (Rivai & Sagala, 2014).

This activity aims to equip Taman Keceh Tourism managers with skills, not just understanding and knowledge, related to management and practice in managing informal learning activities for the community and visitors of Taman Keceh. The Taman Keceh Tourism Development Training Activity as a Public Education Facility for the surrounding community was explicitly carried out to equip Taman Keceh Tourism managers with skills, not just understanding and knowledge, related to management and practice in managing informal learning activities the community and visitors to Taman Keceh.

METHOD

The steps taken in its implementation are as follows: 1) Coordination with Team members, 2) Team Coordination with Target Partners, 3) Identification of the Needs of the Taman Keceh Management Organization, 4) Preparing Training Activity Plans, 5) Implementation of Training Activities, 6) Post-Training Assistance, and 7) Evaluation of Training Activities.

From each step of the activity, the methods that will be used include:

1. Coordination with team members and coordination between the team and target partners uses the deliberation method. This is done to get agreement and understanding between the two parties.
2. Identification of the learning needs of the target community is carried out using the method of observation and brainstorming. The implementation team observed the condition of the surrounding environment and the behavior of the target community (in this case, the members of the Taman Keceh management organization). Brainstorming is done by gathering the program target communities in the Taman Keceh area and dividing them into two groups (initiator and youth groups). An implementation team

accompanies each group to discuss opportunities and problems in managing informal learning activities that they often face and written on the priority board. After all, groups have their priority results, then these results are discussed in the large group. In the next stage, the service team and the participants determine the main priorities that need to be resolved.

3. The planning of training activities is carried out using the deliberation method. After getting the results of priority problems and priority needs of the community, the implementation team and representatives of members of the management organization formulate a training activity plan. The main priority in this activity is the absence of management members who understand and have skills in informal education. So far, only physical development has been carried out, not yet optimizing its utilization in the education sector, so the implementation team and managers agree to organize training activities.
4. Training activities are implemented according to a plan prepared previously with resource persons who are already experienced in their fields. This training was held to provide management members with knowledge and skills to develop Taman Keceh into a means of education for the local community and the surrounding community. In the implementation of this training activity, the management members invited and invited residents' representatives so that they also have an awareness that Taman Keceh is their joint property. They also have a sense of responsibility to maintain develop Taman Keceh. This training activity was carried out using a demonstration method by resource persons and a practical method followed by the training participants with the materials and equipment provided by the implementing team. This method was chosen to understand better, get the material, and have the experience to practice it directly so that the skills obtained can be maximized.
5. Accompaniment. Mentoring is carried out to ensure that the implementation of informal education as a means of public education for the community around Taman Keceh can run as stated by the resource persons in the training activities. The implementing team carries out this mentoring activity after the training activity. Mentoring activities are carried out every week because the management members on that day have free time because, on active days, they are also busy with work and school.
6. Evaluation. Evaluation is carried out before, during, and after the activity. Before the activity was carried out, the evaluation was conducted using a pre-test during the activity, and the evaluation was conducted by observation. After the activity was completed, the evaluation was carried out using a post-test and a review of activities from the training participants.

RESULTS

Based on the community service program that has been carried out, the results obtained include:

1. Priority learning needs for Taman Keceh managers. The priority problem that must be resolved immediately from the target partners is the management's lack of understanding of optimizing the benefits of Taman Keceh other than as a place for play and entertainment. From the priority of these problems, together with the community determine the priority of their learning needs. The priority of learning needs needed is the provision of Taman Keceh managers regarding knowledge and skills in conceptualizing the arrangement of Taman Keceh as a means of public education.
2. Increasing understanding and skills of Taman Keceh managers in preparing public education concepts and designs. The pre-test and post-test results of the training activities that showed an increase in managers' understanding and skills and awareness towards informal education and public education are as follows (Figure 1.)

3. Evaluation of activities that have been carried out. From the results of the evaluation of activities, there are several supporting and inhibiting factors in the implementation of this community service. This is one of the bases for future follow-up plans.

DISCUSSION

The results of the implementation of community service activities indicate that the manager and the community around Taman Keceh benefit from these activities. The main target of this community service activity is the management team of the Taman Keceh organization and the surrounding community, so the implementation of this activity is carried out together with the community. Zid (2022) mentioned that Community Based Tourism (CBT) through training activities is carried out in three stages, namely program socialization, group discussions, and the last stage is tourism management planning. These three stages are also carried out in the implementation of this community service activity, more precisely at the planning stage. On the other hand, implementation of community service activities carried out using program management principles, including identifying needs before planning activities, carried out in a participatory manner with the community, evaluating activities as a measure of program success.

According to Sutarto (2008), identification is an integral part of organizing and planning which will then be used as a reference in program preparation in program implementation. Furthermore, according to Syahid, A (2017), the purpose of identifying the entrepreneurship-based Package C program is to collect data, formulate, compile learning needs as a basis for planning, processing, timing, providing facilities, and learning media at PKBM Buana Mekar, Karawang Regency. Referring to the two opinions, the identification of needs is an important thing to do in order to obtain the correct data so that the programs/activities held can run on the target. Therefore, for this community service activity, the implementing team carried out needs identification activities in advance to determine the priority problems and priorities for the learning needs of the Taman Keceh community.

The priority problem that must be resolved immediately from the target partners is the management's lack of understanding of optimizing the benefits of Taman Keceh other than as a place for play and entertainment. So far, Taman Keceh has only been used for these two things. This is because the initial idea of building a Taman Keceh was a sense of unfortunately if the water source in the area was only used as a place for washing and bathing (open) for residents and a sense of concern for children who do not have a good playground in the area. The area. So that the utilization of the new Taman Keceh is used as a substitute for the habit of people who initially use water sources for washing and bathing in the open into closed spaces and the children who usually play around the river flow switch to the Taman Keceh pool to make it safer for them.

From the priority of this problem, it was agreed that the implementation of flexible training activities by the concept of education outside of school, namely adjusting to the community's learning needs. The concept of out-of-school education is appropriate for implementing training programs and community empowerment. Education outside of school as community empowerment is a way to systematically explore a learning process for community groups and practice to improve their competence and performance in their work and prepare themselves for future roles and responsibilities by interpreting learning to know, learn to do, and learn to do live. Together, and learn to be someone simultaneously and continuously (Syamsi, Ibnu, 2010).

The priority of learning needs needed is the provision of Taman Keceh managers regarding knowledge and skills in conceptualizing the arrangement of Taman Keceh as a means of public education. Based on the priority of these needs, the teaching materials in the training activities carried out are related to informal education and public education. While the training method used is the provision of materials, demonstrations, and practice. This is done to understand and be skilled in applying the training results carried out.

Based on the learning needs of Taman Keceh managers that have been carried out through the needs identification stage, a solution is obtained in the form of a training-based

community service program. The training carried out was related to the use of Taman Keceh as public education. The active participation of training participants marks managers' awareness regarding the importance of public education in their environment. The managers and residents were very enthusiastic about participating in the activities from beginning to end in implementing the Taman Keceh development training as a means of public education. This training activity was carried out in the Taman Keceh area in collaboration with the initiators of Taman Keceh as a partner. The participants' enthusiasm also marked this awareness during the practical activities of making informal educational media designed for public education.

The teaching and learning process, preceded by using the Pre-test method and ending with the Post-test, aims to see the extent of cognitive development in students with the material that will and has been taught (Effendy, 2016). Based on the pre-test and post-test results (Fig.1), it was found that there were differences in the average results related to the understanding, skills, and awareness of the participants towards the training program that had been held. Thus, it can be concluded that the implementation of this training-based service was successfully carried out, namely by showing a positive change in developing participants' understanding and skills.

Evaluation is an assessment of the process of carrying out community service programs. Assessment activities in program evaluation are carried out at the end of program activities and should be carried out from the beginning, namely from the preparation of program designs, program implementation, and the program's results (Muryadi, 2017). The evaluation of this program is carried out at the beginning of the program, during the program, and at the end of the program. In this way, the supporting and inhibiting factors in each program implementation can be identified.

Through evaluation, it is possible to see whether the stated goals of the community service program can be achieved. Aspects that are used as evaluation materials include participant involvement such as attendance, expected behavior change, the process of carrying out the entire series of activities, and the knowledge, attitudes, and skills of Taman Keceh managers in carrying out training-based community service. The purpose of the evaluation is to determine the effectiveness and success of the program that has been implemented.

In implementing development, some factors influence it, both supportive and inhibiting (Lestari, 2018). Based on the implementation of the community service program that has been implemented, the supporting factors of the program include (a) the ability of qualified resource persons in delivering a material; (b) the material presented in training is fascinating and new to the community; (c) residents and managers of training participants are very participative; and (d) flexible time for the implementation of activities, namely adjusting the participants' free time on Sundays. Meanwhile, the inhibiting factor is that residents other than members of the Taman Keceh management association are not included in determining activities, so they need to adapt to the activities carried out, considering the residents' backgrounds are very diverse. The existence of these supporting and inhibiting factors has become an evaluation material for implementing the training-based community service program that has been implemented.

The follow-up to the development of community service programs based on training for the development of Taman Keceh as public education in Samaan Village, Klojen District, Malang City is a commitment to run the program regularly. This effort is carried out through collaboration between the Taman Keceh management community and residents trying to function correctly.

CONCLUSIONS AND RECOMMENDATIONS

Community service activities in the form of a human resource capacity development program based on training for the development of Taman Keceh as public education in Samaan Village, Klojen District, Malang City, East Java were successfully carried out through good cooperation between the service implementation team and the Taman Keceh management association as partners. The activity begins with identifying community needs, determining the form and plan of activities, implementing activities, and evaluating.

The training and mentoring activities that have been carried out have made changes to local managers and residents in terms of understanding, skills, awareness, and commitment to managing Taman Keceh as a public education jointly so that more optimal utilization of Taman Keceh can be achieved.

Suggestions that can be given to the Taman Keceh management community are to participate more often or conduct training for their members with the aim of developing public education management skills in Taman Keceh. The community is advised to help maintain and manage and develop Taman Keceh so that it becomes a blessing and benefit for the wider community.

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APPENDIX

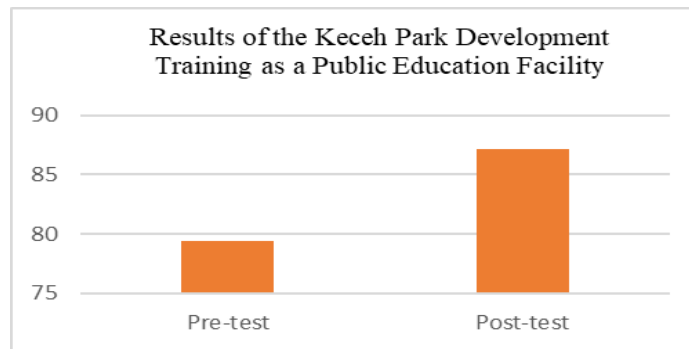


Figure 1. Results of the Taman Keceh Development Training as a Public Education Facility



Figure 2. Interview with the Head of the RT as one of the initiators of the Taman Keceh tourism



Figure 3. Giving instructions for the practice of making public education learning media



Figure 4. Public education learning media by trainees