

## Conference Paper

# The Effect of Community Empowerment Strategies in Tourism Village Development on Community-Based Learning

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**Abstract**

This study aimed to describe and examine a strategy of community empowerment and its influence on community-based learning. A quantitative approach was used. This research included 40 respondents and random sampling was used for recruitment. Data were collected through a questionnaire and were analyzed using descriptive techniques and regression analysis. The results showed that  $F_{\text{count}} > F_{\text{table}}$  ( $12.684 > 4.10$ ) and  $\text{Sig } F < 5\%$  ( $0.001 < 0.05$ ). We can therefore conclude that the strategy of community empowerment had a significant effect on community-based learning.

**Keywords:** community empowerment, tourism village development, community-based learning

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## 1. Introduction

The development of tourist villages in Malang Regency is very rapid. Currently, many villages are competing to develop their villages through the tourism sector. The natural and cultural potentials that are well known in most areas of Malang district, it is likely that the concept of a tourism village is developed. One of the tourism village developments in Malang Regency is in Gubugklakah Village, Poncokusumo District, Malang Regency. Historically, the beginning of the development of a tourist village in Gubugklakah Village was only a village through which tourists headed to Bromo. Tourism Village Institution (Ladesta) Gubugklakah or later known as Gubugklakah Awareness Group (Pokdarwis) on August 20, 2010. A tourism village is a form of community empowerment to increase the economic income of the community in farmers. The form of a tourist village is the development of a village that is used as a tourist attraction [1].

The development of a tourist village in Gubugklakah Village has an impact on both the economy and the social community. In village development, community empowerment

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must also be a concern. The results of research on community empowerment based on tourism villages show that the existence of a tourist village increases community participation in activities that are oriented towards the development of natural and human resources. This is due to a change in attitude with the development of tourist villages. Behavior that affects the community is measured from the income of the community that develops along with the tourist village [2]. Therefore, this is the basis for conducting further studies that tourism villages are not only for providing facilities for the community. Changes in community development from top-down to bottom-up need realization, programs are initiated and managed by the community itself. Awareness of the environment by the community shows the sensitivity of the community to innovate and learn which is implemented in the form of creativity, as one of the contributions to community life through the development of tourism villages [3]. Based on the results of this study, it is not clear about the steps or strategies for community empowerment that are carried out to create change in society.

Widyaningsih's research results on Community Empowerment in Tourism Village Development and Its Implications for Socio-Culture in Sendang Agung Village, Minggir, Sleman. Resulted in research findings that the community empowerment process in Sendangagung Village includes 3 stages, namely: the stage of forming a developing community climate, the stage of potential and community development, and the stage of group mentoring [4].

One form of change that occurs is how the community is required to always learn and change with new life patterns in order to ensure the continuity of tourist attraction to the developed tourist villages. Community learning activities are carried out in developing tourist villages in Pokdarwis. Learning aspects are carried out by the community through discussion forums, self-taught or informal learning about tourism management, and transfer of knowledge with tourists who come from various regions and backgrounds. Tourism villages are one of the media in community empowerment, this happens by demanding people to learn such as creativity in developing areas, cultural preservation, and services to visiting tourists. This pattern will indirectly shape society to learn. In connection with this, how the community empowerment strategy is carried out. From the description above, the problem under study is the influence of the Community Empowerment strategy on Tourism Village Development on Community-Based Learning Formation.

## 2. Related Works/Literature Review

### 2.1. Community Empowerment

Community empowerment is a development for every individual and group to develop themselves better and better. Empowerment emerges from the individual's awareness, existence, potential, and power as well as the urge to try to improve his empowerment [5]. Empowering the community is an effort to empower the dignity of the layers of society who are currently unable to escape the traps of poverty and underdevelopment, so it is an effort to enable and empower the community [6].

Empowerment is a process of mutual learning among members of the community to jointly increase self-awareness critically and jointly build institutions that are resistant to all forms of State intervention into the community stated [1]. The power of society will enable them to protect their interests from excessive state interference. Community empowerment does not look at the structural hierarchy of who is above and who is below. State government and society are valued according to their respective functions. Within this broad scope, community empowerment can be interpreted as a process to facilitate and accommodate people to be able to position themselves proportionally. Apart from that, it is also the main actor in development activities through the strategic used of the environment to achieve long-term sustainability.

Community empowerment efforts to make people independent, in the sense that they have the potential to be able to solve the problems they face and be able to meet their needs without depending their lives on the help of outside parties, both government and non-governmental organizations [7]. Community empowerment is generally centered on the economic sector. This is based on the main objective of development is to make the community independent. As it is realized that building quality human beings does not only concern economic aspects, but other aspects such as education and health are needed [8]. Community empowerment must also be able to raise community awareness and willingness to participate actively in community life. The success of community empowerment can be seen from the empowerment of the program's target group regarding economic capacity, the ability to access to take advantage of welfare, as well as cultural and political capabilities. These three aspects are related to 4 (four) dimensions of power are: (1) power within (ability to change); (2) power to (ability to gain access); (3) power over (ability to face obstacles); and (4) power with (group ability and solidarity) [9].

There are 5 (five) generations of empowerment strategies. First, creating a priority for aid and welfare, a strategy that emphasizes independence to meet the needs of daily life or welfare. Second, the community development strategy, which prioritizes the community development process to meet the needs of health, food, education, infrastructure, and so on. Third, creating a sustainable development system, which expects major policy changes related to development that are too exploitative and neglect sustainable development. Fourth, creating and developing community movements, channeling problems and needs, mobilizing existing resources that can be utilized in development. Fifth, creating community empowerment or empowering the community, namely a generation that fights for a more extensive space for community capacity and courage and recognition of the authorities for community initiatives [10].

## 2.2. Community-Based Learning

The concept of community-based learning is an implementation of society, by society, and for society. The concept of learning that is managed by the community by utilizing existing facilities in the community and emphasizes the importance of community participation in every learning activity and aims to answer the needs of the community. The concept and practice of community-based learning are to create smart, skilled, independent, and competitive people by conducting learning programs according to community needs [11]. Matters related to PBM in the context of learning are as follows (a) the learning process occurs spontaneously and naturally; (b) learning by doing and learning by experience (experience-based learning); (c) Involving mental and physical activity; (d) competency-based learning; (e) problem solving; (f) taking place in interactions in the environment; (g) self-actualization which is fun and educating; and (i) productive.

Community-based learning has been advocated as a powerful way to teach about other cultures. In her review of the literature, there is value in cultural-immersion programs (those where preservice teachers live/actively participate in the communities in which they student teach and/or volunteer). Further, cultural immersion experiences allow community to view, experience, reflect upon, and change perspectives of how the strategy to empower the community [12].

Community-based learning will also affect the level of community participation as a controlled force in the implementation of community empowerment programs. Community involvement from the planning process to evaluation of empowerment programs is a real learning experience. With that understanding, a person can judge if he finds

himself with or in a group, through various processes of sharing with others in terms of values, traditions, feelings, loyalty, control, and shared responsibility [13]. It should also be noted that the experiential aspects of the community are important things that must be considered in shaping community-based learning.

Empowerment is a process of simplifying society towards empowerment, the problems faced, the need to solve problems, being able to read opportunities that can be used both for themselves and for others. In terms of the meaning of awareness. Education is a practice of liberation from the shackles of ignorance, injustice, and pressure from other parties [14].

## 3. Material & Methodology

### 3.1. Method

This research used a quantitative approach. The quantitative approach was carried out with a survey method using a questionnaire instrument. The population is the entire research subject. The population of this study was 40 respondents. Sampling in this research used a random sampling technique because the sample to be taken was considered homogeneous. The random sampling technique is a random sampling of members of the population [15]. The total population is less than 100 so that as explained by Arikunto, if the subject is less than 100, it is better to take all of them so that they use population research. Furthermore, if the number of subjects is large, so it should be taken for 10% to 15% or 20% to 25% or more [16]. Meanwhile, the informants in this study were seven people. Two variables are used, the independent variable is the strategy of community empowerment, and the dependent variable is the formation of community-based learning. The data collection technique used a questionnaire. Data were analyzed used a percentage of descriptive analysis and simple regression analysis.

### 3.2. Data

#### 3.2.1. Respondent Characteristics

1. Respondents' age frequency distribution

Starting with the youngest being 23 years and the oldest 64 years, and the mean age of the respondents was 43.45 years.

2. Frequency distribution of respondent's gender

A total of 40 respondents, 100% of the respondents who filled out the questionnaire on the gender of the respondents were male.

3. Type of work

From the respondents' answers, it can be seen that 17 people become farmers, and others have various professions. So that the average job is to be a farmer.

**3.2.2. Respondents' Answers Frequency Distribution**

**The strategy of Community Empowerment**

The following is a table of the percentage distribution of the answers to the sub-variables for the strategy of community empowerment.

TABLE 1: Percentage of Sub Variable Answers "The Strategy of Community Empowerment"

No.	Category	Frequency	Percentage
1.	Never	1	0,25%
2.	Rarely	3	0,75%
3.	Sometimes	43	10,78%
4.	Often	243	60,90%
5.	Always	109	27,32%
Total		399	100%

Based on table 1, it is known that 0.25% of respondents chose "never", 0.75% chose "rarely", 10.78% of respondents chose "sometimes", 60.90% of respondents chose "often", and 27.32% of respondents chose "always". In this case, the sub variable the strategy of community empowerment chooses often. It can be concluded that the strategy of community empowerment is often applied.

**Community-Based Learning**

The following is a table of the percentage distribution of the answers to the sub-variables for the formation of community-based learning.

Based on table 2, it is known that 0.71% of respondents chose "never", 6.91% chose "rarely", 22.86% of respondents chose "sometimes", 56.19% of respondents chose "often", and 13.33% of respondents chose "always". In this case, the sub variable the strategy of community empowerment chooses often. It can be concluded that the formation of community-based learning is often applied.

TABLE 2: Percentage of Sub Variable Answers “The Formation of Community-Based Learning”

No.	Category	Frequency	Percentage
1.	Never	3	0,71%
2.	Rarely	29	6,91%
3.	Sometimes	96	22,86%
4.	Often	236	56,19%
5.	Always	56	13,33%
<b>Total</b>		<b>420</b>	<b>100%</b>

### 3.3. Validity and Reliability Test

Based on the table 3, it is known that all question items in the Strategy of Community Empowerment and the Formation of Community-Based Learning variable have  $r_{count} > r_{table}$  (0.312) or the significance value is smaller than the 5% real level, so it can be concluded that the question items are valid.

TABLE 3: The Results of Validity Test

Variable	Item	$r_{count}$	Sig.	Category
The Strategy of Community Empowerment	1	0,650	0,000	Valid
	2	0,600	0,000	Valid
	3	0,822	0,000	Valid
	4	0,546	0,000	Valid
	5	0,723	0,000	Valid
	6	0,740	0,000	Valid
	7	0,491	0,001	Valid
	8	0,512	0,001	Valid
	9	0,679	0,000	Valid
	10	0,638	0,000	Valid
The Formation of Community-Based Learning	1	0,689	0,000	Valid
	2	0,594	0,000	Valid
	3	0,704	0,000	Valid
	4	0,482	0,002	Valid
	5	0,571	0,000	Valid
	6	0,541	0,000	Valid
	7	0,666	0,000	Valid
	8	0,658	0,000	Valid
	9	0,623	0,000	Valid
	10	0,523	0,000	Valid

The instrument is called reliable, if the Cronbach Alpha value is equal to or above 0.6. Based on the table 4, the Cronbach Alpha value on the independent and dependent variables is above 0.6 and it can be concluded that these variables are.

TABLE 4: The Results of Reliability Test

Variable	Alpha Cronbach	Category
The Strategy of Community Empowerment	0,757	Reliable
The Formation of Community-Based Learning	0,735	Reliable

### 3.4. Simple Linear Regression Analysis

The results of simple linear regression calculations are used to predict the magnitude of the influence between the dependent variable, The Formation of Community-Based Learning (Y) and the independent variable, namely the Strategy of Community Empowerment (X). The results of calculations using the SPSS 26 program can be shown in the following table:

TABLE 5: Simple Regression Test Results

	Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	16,165	5,970		2,708	0,010
	The Strategy of Community Empowerment (X)	0,511	0,144	0,500	3,561	0,001

The dependent variable in the multiple regression test results is the Formation of Community-Based Learning (Y) while the independent variable is The Strategy of Community Empowerment (X). The regression model based on the results of the analysis is:  $Y = 16.165 + 0.511 X + e$

The regression model interpretation above is as follows:

- $\beta_0 = 16.165$

Constanta from this regression equation shows a value of 16.165, meaning that if there is no contribution to the variable The Strategy of Community Empowerment (X), then the Formation of Community-Based Learning (Y) will be worth 16.165.

- $\beta_1 = 0.511$



This regression coefficient shows the amount of contribution that the Strategy of Community Empowerment (X) variable makes to The Formation of Community-Based Learning (Y). The coefficient of The Strategy of Community Empowerment (X) variable which is positive means that every increase in The Strategy of Community Empowerment (X) variable by 1 unit will increase The Formation of Community-Based Learning (Y) by 0.511 assuming other variables not under constant research.

### 3.5. The Coefficient of Determination (R<sup>2</sup>)

The coefficient of determination (R<sup>2</sup>) in essence measures how far the model's ability to explain the variation in the dependent variable (Y), while the rest is explained by other variables outside the model. This study used an adjusted R Square value to evaluate the best regression model.

TABLE 6: The Coefficient of Determination (R<sup>2</sup>)

Model	R	R Square	Adjusted R Square
1	0,500	0,250	0,231

Based on the analysis that has been done, the R Square value is 0.250 or 25%. This means that the influence of The Strategy of Community Empowerment (X) variable on The Formation of Community-Based Learning (Y) is 25%. Meanwhile, the remaining effect of 75% is explained by other variables outside the regression equation or which are not examined in this study.

## 4. Results and Discussion

### 4.1. Result

The Influence of the Strategy of Community Empowerment (X) on the Formation of Community-Based Learning (Y). In this hypothesis, it is assumed that the variable The Strategy of Community Empowerment (X) can influence The Formation of Community-Based Learning (Y). The independent variables forming the regression model are said to have a significant effect on the dependent variable if the significant value is  $\alpha < 0.05$ . The regression model testing is shown at Table 7.

Based on the results of the calculations in the table above, the calculated F is 12.684 (Sig F = 0.001). F table at the 5% real level with degrees of freedom 1 and 38 of 4.10.

TABLE 7: The Results of Simultaneous Test (Test-F)

	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	170,366	1	170.366	12,684	0,001
	Residual	510,409	38	13,432		
	Total	680,775	39			

Because  $F_{\text{count}} > F_{\text{table}}$  ( $12.684 > 4.10$ ) and  $\text{Sig } F < 5\%$  ( $0.001 < 0.05$ ),  $H_0$  is rejected, which means that The Strategy of Community Empowerment variable (X) has a significant effect on The Formation of Community-Based Learning variable (Y).

## 4.2. Discussion

Based on the results, there is a significant influence between the strategies of community empowerment on the formation of community-based learning. In this case, the strategy of community empowerment can increase the formation of community-based learning. Community empowerment is a development for every individual and group to develop themselves better and better. Empowerment is the awareness of the individual, existence, potential, and power, and fighting to always try to improve his empowerment [17]. The concept and practice of community-based learning are to create smart, skilled, independent, and competitive people to be empowered [11]. These include: (a) the learning process occurs spontaneously and naturally; (b) learning by doing and experience-based learning; (c) competency-based learning; (d) problem solving; (e) takes place in active interactions in the environment; (f) self-actualization; (g) educating; and (h) productive.

The empowerment process cannot be separated from allowing the community to participate. According to Korten, there are 5 generations of empowerment strategies: (1) the generation who prioritizes relief and welfare; (2) the community development strategy, which prioritizes the community development process to meet the needs of health, food, education, infrastructure; (3) the generation of sustainable system development; (4) the generation develops a community movement; (5) the generation of community empowerment or empowering people [10]. The strategic environment that is owned by the local community includes the production, economic, social, and ecological environment. Through empowerment efforts, people are encouraged to have the ability to utilize their resources optimally and to be fully involved in their production, economic, social, and ecological mechanisms.

Mentoring is an activity to facilitate the community or clients to solve problems and increase the capacity of human resources. The mentoring process included in community empowerment activities to change and increased abilities in thought and behavior. Therefore it can be interpreted that community empowerment is preparing the community in the form of resources, opportunities, knowledge, and expertise to increase the capacity of the community in determining their future, as well as participating in and influencing life in the community [18].

The development of a tourism village can have a positive impact on the community, including the existence of new jobs for the community so that it can reduce unemployment in the village, besides that tourism village that carries the concept of ecotourism will make a village able to maintain sustainability, nature, and culture of the village [19]. Besides, it can make a village an independent village. According to Karyono (in Atmoko), tourism attractions and activities, accommodation, institutional or institutional elements, and human resources, supporting facilities and infrastructure for tourism, natural environment, and socio-cultural resources [20].

## 5. Conclusion

In developing a tourism village, a good empowerment strategy is needed to realize community-based learning. Based on the research results show that  $H_0$  is rejected and  $H_a$  accepted which "There is a significant influence between the strategies of community empowerment on the formation of community-based learning". The influence of the strategy of community empowerment (X) variable on the formation of community-based learning (Y) is 25%. While the remaining 75% is explained by other variables outside the regression equation or which are not examined in this study. The suggestion from this research is to strengthen the strategy of community empowerment, considering that its implementation is still on an "often" frequency and needs to be maximized. Other researchers can examine the theme of this research with other variables

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