



The Empowerment Of Village Youth By Facilitator Through Educational Tourism Of Kampung Dolanan Sidowayah Village, Polanharjo District, Klaten Regency

Maria Gorety Landu Wohangara

Postgraduate Program of Development Extension,
Sebelas Maret University of Surakarta

Mahendra Wijaya

Faculty of Social and Political Sciences,
Sebelas Maret University of Surakarta

Retno Setyowati

Faculty of Agriculture,
Sebelas Maret University of Surakarta

ABSTRACT

This study aims to determine the process of empowering village youth through educational tourism in Kampung Dolanan. Educational tourism of Kampung Dolanan is aimed for for kindergarten and elementary school age children. In educational tourism there is a traditional game, Wayang, which is educational, and has a meaning of togetherness combined with outbond activity. With the existence of the tourism, village youth can be empowered. The determination of research subjects was conducted by purposive method, which consists of facilitators, namely Karang Taruna Desa (Village youth organization), Head of Village, Training 77 and empowered village youth. Data collection techniques were carried out using participatory observation, in-depth interviews, focus group discussions and documentation studies. The result of this research is that the empowerment process carried out by facilitators to village youth consisted of several stages. First, identifying potentials and opportunities. Second, compiling a group work plan based on the results of the research. Third, applying the activity plan. Fourth, monitoring the process of the results of activities, and fifth, evaluation.

Keywords: facilitator, youth empowerment, educational tourism

INTRODUCTION

Tourism is a strategic sector and becomes a media for integrating programs and activities between development sectors, so tourism is determined to be a development priority. Based on Law No. 10 of 2009 concerning Tourism, the state of nature, flora and fauna, as the gift of God Almighty, as well as historical, artistic, and cultural heritage possessed by the Indonesian people constitute tourism development resources and capital for improvement prosperity and welfare of the people and as stated in the Law of the Republic of Indonesia. With the tourism, people will get enough chances in economic sectors (Casse, et al 2002).

Educational tourism is a tourist trip that has added educational value, not just traveling, but also aims to add values to education for all participants. Educational tourism is an activity that is generally carried out by educational institutions, such as schools and other educational

institutions. Educational tourism aims to improve the intelligence and creativity of participants in tourism activities (Purwanto 2010).

Community empowerment is often equated with community development (CD), which is efforts to provide opportunities and abilities for (poor) community to be able and courageous to voice or create opinions and ideas as well as their ability and courage to choose something (concept, method, action, product) that is best for individuals, families and society. (World Bank, 2001).

Kampung Dolanan is one of the tourism locations that provides various facilities for educational tourism activities (Arikunto, et al. 2013). In Sidowayah Village, Polanharjo district, Klaten Regency, Central Java, there is a tourism potency that has a good impact on the community, especially the surrounding community. Existing tourism potential is so natural and beautiful with clean air, the inherent culture with the community that became an advantage and the potential to be developed at support. But in reality the surrounding community still sees this potential with an ordinary view, so in 2016 Mr. Hapsoro moved to build relations with the facilitator consisting of Karang Taruna and Training 77 to empower rural communities through the development of natural potency and culture which exists. Karang Taruna is a place for developing youth and has an important role in supporting youth (students or others) who have the skills needed by the real world, including training them to organize from an early age, while Training 77 is a committee of special outbound game training. Through these facilitators, various kinds of innovations and creativities can be channeled, including the provision of life skills (Mardikanto, 2013).

RESEARCH METHODS

Related to the research on the empowerment of village youth by facilitators through educational tourism in Kampung Dolanan, Sidowayah Village, Polanharjo District, Klaten Regency, and to find out the empowerment process carried out by facilitators to village youth, this research is conducted using qualitative research methods. This is a research that intends to understand about what is experienced by the subject of research holistically, and by way of description in the form of words and language, in a special natural context and by utilizing various scientific methods (Moleong, 2007).

Bogdan and Taylor in Imam Gunawan (2013) defines qualitative research as a research procedure that produces the descriptive data in the form of written or spoken words of people and behaviors observed which is directed at the background and the individual holistically (intact).

Research subject

The research subjects were people who were used as sources to obtain information. In choosing the subjects, the writer uses purposive sampling technique. According to Sugiyono (2011), purposive sampling is a sampling technique of data sources with certain considerations. In this research, researchers determined themselves the subjects of the study taken. This is done because researchers consider the elements of information needed in the research carried out already fulfilled in the research subjects taken not randomly, but determined by the researcher in accordance with the initial objectives of the study, the research subjects determined by the researcher consisted of facilitators, namely Karang Taruna Desa, village head, Training 77 and empowered village youth.

Research Setting and Time

Setting and time of the research on empowering village youth by facilitators through educational tourism in Kampung Dolanan of Sidowayah Village, Polanharjo District, Klaten Regency was implemented for 3 months. The time of the research to collect data was carried out in February 2019 to April 2019.

Data Collection Technique

Participatory observation

This observation method uses observations or direct sensing of conditions, situations, or behavior. The observation data is in the form of factual, careful, and detailed description concerning the immediate situation, to human activities and societal situations and the context in which the activities occur (Nasution, 2003). The data was obtained from the direct observation. The researcher made observations participatory with the intention of obtaining complete and detailed data through careful observation, by involving themselves or participating in the activities of the subject being studied. The involvement of researchers is as volunteers in educational tourism activities in Kampung Dolanan. According to Guba (*in* Muhadjir, 2006), observation must be interactive between researchers and those studied.

In-dept Interview

According to Sutopo, (2006) important data sources in qualitative research are in the form of people who are in the position as informants. The interview is an interaction process and verbal communication is carried out aiming to obtain important information related to the research that will be conducted. In interview activities there is a relationship between two or more people, both of which behave according to the status and role of each of them (Nurul Zuriah, 2006).

Documentation Study

According to Arikunto (2013), the documentation comes from the word document which means something written. In implementing documentation method, the writer investigates written objects such as books, magazines, documents, regulations, meetings, and diaries. The document in this study aims to collect data from non - human sources in the form of documents or archives related to village youth empowerment by facilitators through village education tours in Kampung Dolanan, Desa Sidowayah, Polanharjo District, Klaten Regency which can be used to complement what is needed by researchers.

Data Analysis

The analysis of qualitative data according to Miles and Huberman models have 3 (three) stages. They are Data Reduction Phase, Data Presentation/ Data Analysis stage after data collection, and the Conclusion Withdrawal and Verification stage. The data validity used a triangulation technique known as triangulation of data sources (Sutopo, 2006). In this research, writers collected data from informants to interview, then the result is matched with the data obtained from the document, through content analysis and data about the activity acquired through observation. In this way the data obtained will become more valid.

RESULT AND DISCUSSION

Identifying potential and opportunities

From the results of observations conducted by the facilitator in the empowerment process that was carried out for the first time is identifying potential in Sidowayah village, which is seen from human and natural resources in particular, and from that potential, the opportunity can be raised to be developed with good for the welfare of society. Based on the results of identification in the field, the potential is found out and can be used at Sidowayah village is a

natural environment and a village atmosphere that can be adopted as local wisdom. The village community is still traditional, but has the spirit to build the village by being empowered by the facilitator.

In addition, there is an old traditional Javanese house that is not occupied by local residents can be utilized. Seeing this potential, facilitators take advantage of the opportunities available to develop old traditional games that has meaning specifically and as a media of children's education. This was conveyed by Mr. Hapsoro as the village head at the time :

"In 2016 I and several village officials saw the potential of our village, it has the feel of traditional both the nature and environment. There is a slum house that has not been occupied, the house is shaped traditional Javanese house and had not used because it seemed haunted, from where I and a set of village communities using the home for educational tourism of Kampung Dolanan"

Preparing a group work plan based on the results of the research

From the results of the research, after the village officials and facilitators saw the potential and opportunities that existed, the village officials and facilitators namely Training 77 and Karang Taruna prepared a plan of group work to be carried out in empowering villagers, especially youth in Sidowayah Village. The group work plan that will be realized in the empowerment process includes:

- a) Material preparation and introduction
- b) Introduction of purpose
- c) Introduction to the content of the activity objectives
- d) Practice and training

The same thing said by Training 77, Mr. Surya:

"Before entering into the process of empowering, I and my fellow colleagues from the Training 77, Karang Taruna, and village officials, preparing an activity plan for the empowerment process carried out for the empowerment process of young people in Sidowayah village could work well"

Applying the Program Plan

The Report of the Implementation of Activity Based on the Observation

Activity item	Aims	Games	Description of the activity process
Participant registration	Burning / warming up	Claps of yelling	Ice breaking, to make participants get closer for each other.
Material: creating effective outbound programs	<ul style="list-style-type: none"> Why outbound is needed. Preparation to start the outbound The outbound safety procedure The benefits of outbound 		Given motivation as the beginning of mental formation, as well as attitudes, build enthusiasm to continue to upgrade themselves about the theory of outbound
Material: simulation of ice breaking	<ul style="list-style-type: none"> Ice breaking enrichment Role play Large group activities 	<ul style="list-style-type: none"> Hello, friend. How are you? I want to be your friend Kapahaka Alea Go ahead, go backwards Hurricane storm 	Participants perform Role play and enrichment of material about ice breaking abilities.
Break	Break for rest, pray, and eat		
Material: The success parameters of outbound training	<ul style="list-style-type: none"> How outbound can be successful. Emotional intelligence Something was done at the end of the outbound 	Motivational song I quickly responded to the situation, I swiftly seized the opportunity, I realized what had happened, I believed I can	Participants are given an understanding of the historical development of alternative learning methods
Material: Burning/ warming up	<ul style="list-style-type: none"> Ice breaking Energizers Role play Bi group activity 	<ul style="list-style-type: none"> Spirit Claps Clown Claps Me & you (getting acquainted) 1 + 1 	Participants perform Role play and enrichment of material about ice breaking abilities.
Material: outdoor games simulation / <i>Dolanan anak</i>	<ul style="list-style-type: none"> Enrichment games Role play Outdoor games simulation 	<ul style="list-style-type: none"> Introduction to Nature Dance of tweenens Penguin gymnastique dance Chicken gymnastique dance Imajuner drum Happy Pokky Children outdoor games 	Participants perform role play and material enrichment about games
Break			
Material: building character with nature	Pattern of building habit formation: <ul style="list-style-type: none"> Value, norms, religion Social, emotional. Basic ability development <ul style="list-style-type: none"> Language Cognitive Physical-motoric 		Participants are given an understanding of the historical development of alternative learning.
Material: Burning / warming up	<ul style="list-style-type: none"> Ice breaking Energizers 	<ul style="list-style-type: none"> Go forward & rotate Thumb 	Participants perform role play and enrichment of

	<ul style="list-style-type: none"> ● Role play ● Large group activity 	<ul style="list-style-type: none"> ● Mr. farmer has a cage ● Butterfly ● Jam jim jo 	material about ice breaking abilities
Material: The implementation of outdoor games	<ul style="list-style-type: none"> ● Reading and understanding the style ● Communication establishes relationships ● Vocal, verbal, visual ● Techniques in facing the audience 		Discussing the importance of public speaking skills for an outbound trainer.
Break			
Material: facilitation techniques	<ul style="list-style-type: none"> ● Facilitation technique ● Facilitation style ● Effective exchange of ideas ● Accompaniment method 		Participants perform role plays about facilitation techniques as well as various mentoring methods
Material: Burning/warming up	<ul style="list-style-type: none"> ● Ice breaking ● Energizers ● Role play ● Large group activity 	<ul style="list-style-type: none"> ● Spirit Claps ● Clown Claps ● I you (Getting acquainted) ● Concentration 1 + 1 	Participants perform role play and enrichment of material about ice breaking abilities.
Material: Risk management	<ul style="list-style-type: none"> ● Managing the risk of outbound activities ● Risk management ● Risk education Strategy in equipping skills 		Participants were given material about risk management for outbound activities.
Break			
Material: Ice Breaking simulation	<ul style="list-style-type: none"> ● Ice breaking enrichment ● Role play ● Large group activity 		Participants perform role play and enrichment of material about ice breaking abilities.
Registration	Participant's presence		Participant's presence
Material: introduction to rope & program creativity	<ul style="list-style-type: none"> ● Introduction of steel knots ● Introduction of rigging ● Designing programs creatively ● Workshop of Outbound program 		Participants were given material about introducing Rope Course and building creativity in designing outbound programs.
Break			
Material: game simulation	<ul style="list-style-type: none"> ● Enriched role play material ● Games workshop 		Participants perform role play and enrichment material about games

Monitoring the process and the results of activities

Based on the results of the research, there is a monitoring of empowerment activities namely facilitators. They are Training 77 and Karang Taruna. The monitoring process aims to see the extent to which village youths absorb what they have received, both from innovation provided and other general understanding. This is also said by Mas awan as the manager of Karang taruna:

"In the empowerment process that we did, both from the Training 77 and Karang Taruna did not just let the community or Karang Taruna did not off to do this, but we monitored that within the educational tourism program the village was monitored every two days, from Training 77 once a month, so we follow developments in the area of Sidowayah village "

EVALUATION

From the results of the research, there are evaluations carried out in the empowerment process. The purpose of this evaluation process is that if something cannot be achieved, it can be corrected. Once the evaluation activity is carried out one month where the facilitator, Karang Taruna and village youth discuss matters that they have not understood or constraints in using an existing innovation.

This is in line with the opinion of Mr. Surya as head of Training 77

"We, from Training 77 and Karang Taruna together with village youth make an evaluation where this evaluation can help to improve the empowerment process in the future, for example we evaluate once a week, namely from the process of mentoring to tourists from the use of innovations that we have given."

CONCLUSION

Based on the results of the discussion above, the following conclusions can be drawn: the facilitator is one of the agents of change that can change, foster and develop the youth generation who grow on awareness and sense of social responsibility by and for the community, by utilizing the potential in the village.

According to the results of observations and interviews in the field, it shows that the empowerment process by the facilitator helps to encourage a change. Facilitator as an agent of renewal for the youth of Sidowayah Village give away chance as widely as possible for young man Village for learning to deepen knowledge and skills through empowerment and accompaniment given that this continues to be implemented and run throughout life, as well as useful for masyarakat Village Sidowayah and chiefly a for nation and state.

References

- Ambar Teguh Sulistiyani. (2004). *Kemitraan dan Model-model Pemberdayaan*. Gava Media: Yogyakarta.
- Case, Learl E dan Ray. (2002). *Prinsip-prinsip Ekonomi Mikro*. Jakarta: PT Perhakindo.
- Gamal Suwanto, 2001. *Dasar-dasar pariwisata*. Yogyakarta : Andi Offset
- Mardikanto Totok, (2010). *Konsep-Konsep Pemberdayaan Masyarakat*. Cetakan 1. Surakarta: UNS Pres.
- Mardikanto Totok, (2013). *Pemberdayaan Masyarakat Oleh Perusahaan Corporate Social Responsibility Acuan Bagi Praktisi, Akademisi, Dan Penelitian Program Csr*. Sebelas Maret University Press.
- Muslim Sabarisman. (2012). *Perubahan Sosial dalam Pemberdayaan Masyarakat Miskin Perkotaan*.
- Muslim Sabarisman. (2012). *Perubahan Sosial dalam Pemberdayaan Masyarakat Miskin Perkotaan. Sosiokonsepia Jurnal Penelitian dan Pengembangan Kesejahteraan Sosial*. Jakarta: Puslit Depsos.
- Sugiyono, (2013). *Metodelogi Penelitian Kuantitatif, Kualitatif Dan R&D*. Bandung: Alfabeta.
- Sumarsono, dkk, 2007, *Nilai-nilai Budaya Tradisional dan Kontemporer*, Pusdiklat Pegawai, Depbudpar
- Timbul Haryono, 2005 : *Pengembangan dan Pemanfaatan Aset Budaya Dalam Pelaksanaan Otonomi Daerah*, Jakarta: Mitra Publisher
- Undang-Undang Republik Indonesia Nomor. 9 Tahun 1990 Pasal 2 Tentang Undang-Undang Republik Indonesia No 17 Tahun 2007 tentang Rencana Jangka Panjang Nasional 2006-2025. Kepariwisataaan.
- Peraturan Menteri Sosial Republik Indonesia Nomor : 77/Huk/2010