

## Tourism Awareness Movement through Educreative Program in Dunggala Village, Bone Bolango District

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**Abstrak:** Desa Dunggala merupakan salah satu desa di Kecamatan Tapa, Kabupaten Bone Bolango yang menjadi sentral wisata pemandian Miranti dan tempat makam Raja Blongkod. Belum lagi, saat ini kawasan Desa Dunggala menjadi destinasi arung jeram yang berlokasi di Langge Hils Resort. Namun sayangnya, kurangnya perhatian masyarakat, termasuk wisatawan, pemerintah dan pelaku usaha terhadap sadar wisata membuat hal ini tidak berjalan dengan baik, diantaranya masih banyak pedagang kaki lima yang kurang memperhatikan kebersihan dagangan dan tempatnya, kurangnya interaksi yang baik dalam menjamu tamu baik menggunakan bahasa Inggris maupun bahasa Indonesia. Banyak dari komponen masyarakat yang tidak memperhatikan pentingnya sadar wisata sebagai salah satu intervensi dalam pengembangan ekonomi masyarakat. Program MBKM “Membangun Desa” ini bertujuan untuk memberdayakan masyarakat melalui gerakan sadar wisata berbasis program edukreatif terhadap masyarakat. Program ini dilaksanakan melalui metode pendidikan dan pelatihan, pendampingan, pelayanan dan pembinaan yang diharapkan akan berkelanjutan melalui kesadaran pihak terkait khususnya pihak pemerintah dan pihak desa dalam memperhatikan destinasi wisata yang memiliki potensi dalam meningkatkan ekonomi masyarakat. Selain itu, untuk mendukung gerakan sadar wisata ini diharapkan dapat membentuk kelompok sadar wisata, pembuatan *tourism center* bagi masyarakat setempat.

**Kata Kunci:** Gerakan Sadar Wisata; Program Edukreatif; Dunggala

**Abstract:** Dunggala Village is one of the villages in Tapa District, Bone Bolango Regency which is the center of Miranti bathing tourism and the tomb of King Blongkod. Not to mention, currently the Dunggala Village area is a rafting destination located at Langge Hils Resort. But unfortunately, the lack of public attention, including tourists, government and business actors towards tourism awareness, makes this not work well, including there are still many street vendors who do not pay attention to the cleanliness of their merchandise and place, lack of good interaction in entertaining guests using English, as well as Indonesian. Many of the community components do not pay attention to the importance of tourism awareness as an intervention in community economic development. The MBKM program "Building a Village" aims to empower the community through a tourism awareness movement based on educative programs for the community. This program is implemented through methods of education and training, mentoring, service and coaching which are expected to be sustainable through the awareness of related parties, especially the government and village parties in paying attention to tourist destinations that have the potential to improve the community's economy. In addition, to support the tourism awareness movement, it is hoped that it can form a tourism awareness group, create a tourism center for the local community.

**Keywords:** Tourism Awareness Movement; Educreative Program; Dunggala

## INTRODUCTION

Presenting the developing phenomenon at this time, one of the industrial sectors that is able to increase the foreign exchange of a region can not only be seen from the income earned through trade, but developments in the tourism industry sector through the utilization of the existing natural potential as an opportunity in increasing the income of a region. This is in line with what was stated by Rahmawati (2019); Haryanto (2017); Kusworo & Damanik (2002); Mamonto, et al (2017); Purnawati (2021); Wijaya & Zulkarnain (2016); and Zakaria & Suprihardjo (2014) that the tourism industry is one sector that is able to boost regional income figures through the use of natural potential. Good tourism governance in an area is able to provide opportunities for regions to develop simultaneously. In Indonesia, the opportunity for tourism development is a benchmark that is able to boost the regional economy. One of them is Gorontalo area.

Currently, Gorontalo has a lot of natural resources that attract tourists to visit and enjoy tourist attractions. Bone Bolango Regency is one of the regencies in Gorontalo which has several tourist attractions, especially water tourism in the form of hot water and waterfalls in Lombongo, waterfalls in Taludaa, Olele beach, Botutonuo beach, and others. Miranti is one of several areas in Bone Bolango which is the target of tourist destinations in the form of Miranti baths.

Miranti pool baths have been present since 2016 when there was the expansion of several areas in Bone Bolango Regency. Access to this tourist spot must of course pass through several areas, one of which is Dunggala Village, Tapa District, Bone Bolango Regency. The interesting thing is that this village is not only a central area for tourists to go to the Miranti bathing pool, but in Dunggala Village there is also a cultural heritage that can be used as a cultural tourism destination in the form of the tomb of King Blongkod (Danial & Usman, 2021; Usu & Danial, 2021).

Currently the Dunggala Village area is also a central area for tourists to go to Langge village which has none other than the Arum Jeram tourist spot. Not to mention the opportunity in Dunggala Village to become a souvenir center in the form of Gorontalo regional characteristics in the form of karawo cloth and filigree cakes to support the development of the tourism sector in the Dunggala area. Unfortunately the enormous opportunity that Dunggala Village has received has not received a good response in its development because it is collided with competence and understanding of opportunities in developing the tourism industry sector is still lacking. For this reason, tourism awareness of the tourism sector in Dunggala Village needs special attention from the local village.

In the Regulation of the Minister of Culture and Tourism No.PM.04/UM.001/MKP/2008 Article 1 it is explained that Tourism Awareness is a condition that describes the participation and support of all components of society in encouraging the creation of a conducive climate for the growth and development of tourism in a destination. or region. Related to this, tourism awareness activities aim to optimize national development through the role and participation of the community in managing tourism. This tourism awareness activity is usually formed by the community as an alert effort to develop tourist attractions whose institutions are informally formed through groups of community members who have a concern in developing tourism in their villages known as Tourism Awareness Groups (Pokdarwis).



The MBKM program based on the "Building" Village Project based on the Thematic Real Work Lecture (KKNT) is a form of education by providing learning experiences for students to live in the midst of the community outside the campus and directly together with the community to identify potential and deal with problems so that it is expected to be able to develop the potential of the village. Related to this, the MBKM program which will be carried out in Dunggala Village is expected that students can help students through the tourism awareness movement by conducting training and learning to improve community tourism competence as their provision when accompanying travelers when visiting tourist attractions. This is categorized as an educative form, namely creative education designed by students in an effort to teach the community so that it becomes an active community and is able to have competence when recognizing and understanding tourism.

## **METHODS**

The description of the action of the community empowerment program in this activity is divided into two stages, namely the preparation stage and the implementation stage of the core activities.

### **1) Preparation Stage**

#### **a. Field Observation**

This stage is the first step for students to review the field by tracing the activities resulting from the analysis of village conditions, village potentials and village developments through checking village data. This information can be used as a reference for the KKN student team to explore the clustering of village needs in order to achieve the SDGs as a village program within the scope of tourism.

#### **b. Clustering of Potential Village Development**

This stage is an advanced stage after students conduct a field analysis of village potential and map each sector in the clustering system. This is done to review the needs analysis of each sector in village development. Related to this, village business clustering needs to be carried out to review the development of tourism businesses simultaneously in order to map the level of problems contained in certain business sectors. For this reason, in this program it is necessary to form a tourism awareness group that supports village development programs in general.

### **2) Implementation Stage**

#### **a). Identification of problems**

At this stage the program implementation team identified various problems faced by partners through direct interviews in the field. Where communication and interviews are carried out by the executor starting with the Village Government related to the tourism sector in the village and then with SMEs that produce regional superior products as partners in this activity. From the various problems described above, identification is carried out based on a priority scale that has a significant effect on the decline in partner sales turnover.

#### **b). Needs analysis**



At this stage, the program implementers together with partners and the Village Government determine solutions to the problems faced by partners and the needs needed so that business group problems can be resolved.

### **3. Preparation of the Activities Program**

At this stage the program implementers develop problem-solving strategies, starting from designing activities, creating websites for implementing training and mentoring business groups that manage tourism business products using computer-based digital technology.

### **4. Program Implementation**

At this stage the program implementers carry out various programs that have been prepared. Overall, the stages of implementing the activities can be detailed as follows:

#### **a) Phase I: Coordination with related agencies.**

Coordinate with village officials and partners directly and continue with the design of activities where the implementing team prepares activity plans before the activities are carried out. This design is based on the results of the needs analysis of partners.

#### **b) Phase II: Tourism English Training for Youth**

Provide training and counseling to the tourism awareness groups concerned. The form of counseling given to partners related to material about efforts in tourism development. So that partners really master the concepts of good tourism management to ensure the existence and progress of the business they will be involved in.

#### **c) Phase III: Marketing Digitization Training**

At this stage, marketing digitalization training is carried out for business groups in the village as an alternative effort in a practical marketing system for businesses in the village

#### **d) Phase IV: Promotion and marketing strategy training**

In supporting the activities at this stage, a website is made: a website is made as a media for promotion and marketing of the products. Promotion and marketing strategy training using a website has been created while evaluating the results of the training that has been carried out to see the progress of the results of the training that has been provided. In addition, at this stage partners are given related materials, for example about the importance of marketing activities, what promotional strategies are appropriate to do, as well as ways to do marketing and media that can be used for marketing activities. In this stage, marketing promotions include making practical brochures that are bilingual, using two languages, namely Indonesian and English. This is a form of product promotion not only on a regional scale but also on an international scale.

#### **e) Phase V: Monitoring and Assistance**

Monitoring and Assistance use the website, business management training. This activity continues to be carried out until the partner is considered proficient in its use and can actually apply it to increase its business activities and turnover.

## IMPLEMENTATION AND DISCUSSION

### A. Results of the MBKM KKN Program Activities

#### 1. Pre-Activity

Precisely on March 8, 2022, the departure of MBKM KKN students gathered and was directed by the field supervisor at the UNG directorate field to check the preparation and completeness of students to go to the KKN location.



**Figure 1.** Departure of KKN MBKM students

Then on the same day, the Field Supervisor, chaired by Mr. Haris Danial, S.Pd, M.A. giving remarks as well as directions to students regarding the program of activities that will be carried out by students for several weeks at the KKN location. Several things were conveyed, among others: 1) the implementation of the MBKM KKN program in 2022 is oriented to the Village SDGs program and course conversion, and it is hoped that students can contribute to the village development program; 2) the implementation of the KKN program ideally does not ignore the main program designed through the program of assistant lecturers and UNG activities, namely the tourism awareness movement through educational programs as an effort to empower rural communities.

#### 2. MBKM KKN Student Admission in Dunggala Village, Tapa District, Gorontalo Regency

On March 8, 2022, at the same time DPL (Field Supervisor) simultaneously headed to the MBKM KKN location in Dunggala Village, Tapa District, Bone Bolango Regency. The KKN students were welcomed by the Lamahu Village Officials and the Dunggala Village Head, namely Mr. Mulyadi Rahim, S.Ip. KKN MBKM Desa students were received in a friendly manner at the Dunggala Village office, Tapa District, Bone Bolango Regency





**Figure 2.** MBKM KKN Student Admission

Appreciatively, Mr. Mulyadi Rahim, S.Ip accepted MBKM KKN students in Dunggala village. In his speech, he left a message for all students to be able to give a good impression to the local community and to help the community to build the village into a superior and developing village, especially in the SDGs development sector.

The accompanying lecturer is Mr. Haris Danial, S.Pd, M.A. said that the independent campus-based MBKM KKN emphasizes the conversion of courses that are integrated in the learning process as many as 20 credits. Therefore, the accompanying lecturer conveyed that there were several courses that were the target of conversion for KKN MBKM including the following:

**Table 1.** Courses Conversion in 2022

No	Courses	Credits
1	Kuliah Kerja Nyata (KKN)	4
2	Psycholinguistics	2
3	Statistics	2
4	Research on Language	2
5	Effective Communication in Workplace	3
6	Teaching English for Young Lerner	2
7	Organizing for Community Change	3
8	Community Leadership	2
<b>Total</b>		<b>20</b>

### 3. Preparation of KKN Student Work Programs

On March 9, 2022, MBKM KKN students held an internal meeting by KKN students to plan a program to be run in Dunggala village. This internal meeting was held at the Polindes post in Dunggala Village. This meeting was directly coordinated by the elected Dunggala Village Coordinator. In the meeting, students also designed the division of tasks for each program to be carried out in Dunggala Village.



Figure 3. KKN Student Internal Meeting

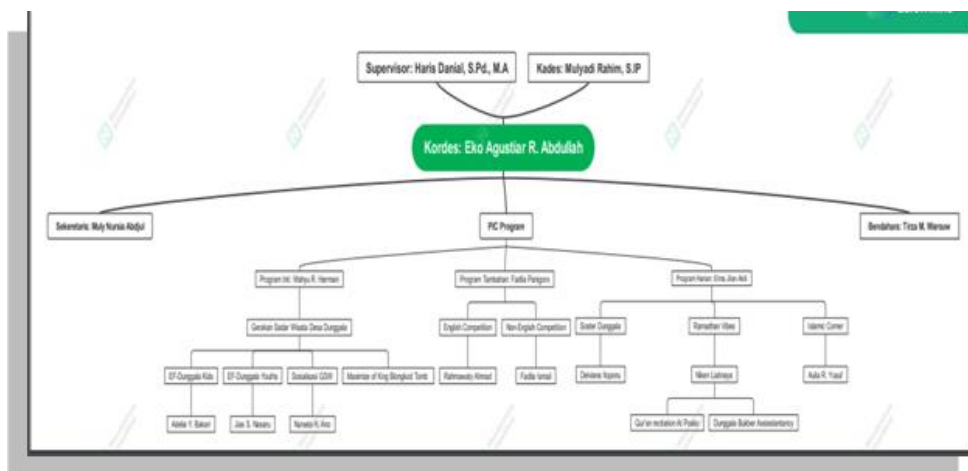


Figure 4. KKN MBKM Student Organization Structure

The figure above is the stage of implementing the MBKM student internal meeting after they arrive at the KKN location. The results of the internal meeting that were carried out resulted in a change in the chords chosen by the DPL at the beginning to be replaced by other students based on mutual agreement. The results of the meeting also resulted that from the KKN program that was formulated, there were several programs that would be implemented by the team based on the division of programs into core programs, additional programs, and daily programs. In the core program, KKN students form assignments in the Tourism Awareness program in Dunggala Village. Meanwhile, the additional program for KKN students focuses on English Competition and Non English Competition, and for activities in the daily program focus on Soster Dunggala, Ramadhan Vibes, and Islamic Corner.

#### 4. Presentation of the Program by KKN Students with Village Officials and Youth Organizations

Precisely on September 17, 2021, KKN students explained the core program that will be carried out by KKN students while in Lamahu village, Bilato District, Gorontalo Regency. This activity was carried out at the Lamahu Village office, by gathering several village officials and youth groups who also discussed activities to be carried out in Lamahu Village, as well as discussing issues related to additional activities to be carried out in the village. This program can also be linked to the

Effective Communication in Workplace course, which is to train students' communication with the community so that it becomes a provision for them to interact well.



**Figure 4.** Presentation of the Programs for Community Service Students

In this activity, students discussed with village officials and youth groups what additional programs could be done by KKN students to be able to provide reinforcement for village development and balance the core programs that would be implemented by KKN students while at the KKN location. Moreover, additional activities will be carried out by students in developing the village of Dungala.

The discussion of the core and additional programs cannot be separated from DPL's monitoring of programs carried out by KKN students at the location of the activity. In this activity, KKN students propose program formulations that have been designed by previous students, so it is necessary to identify and develop programs if possible.

### **5. Core Program Preparation**

On March 10, 2022, KKN students began to prepare the program to be implemented. On the same occasion, these KKN students began to make friends with the Dungala village community in preparing a village program implementation system in Dungala village in the form of tourism awareness, other SDGs programs. This form of preparation is inseparable from the information discussed with DPL regarding what students can prepare in the core program.



**Figure 5.** Preparation of KKN Students



## **6. Implementation of the Core Program**

### **a. Tourism Awareness Activities in Dungala Village**

On March 23, 2022, the implementation of tourism awareness activities began with socialization activities and tourism awareness workshops for Dungala Village community actors so that the initial concept of tourism in the village could be understood thoroughly by the community. This form of activity can be converted to the Organizing for Community Change and Community Leadership courses which require the role of students in designing and implementing the Community Service Program well and in accordance with their respective roles.



**Figure 6.** Tourism Awareness Socialization for Children

The socialization carried out by KKN students invited academics who have attention and observers in the tourism sector. They invited Mrs. Muziatun, Ph.D as a lecturer in the Tourism and Business course. In this activity, the presenters explained the importance of understanding the concept of tourism to be able to explore children's self to raise enthusiasm in learning tourism.

### **b. Dungala Soster's Activities**

Soster Dungala activity is one of the social service activities shown by KKN students through garbage collection and environmental cleaning in the village. This activity begins with the collection of garbage around Dungala Village which can be linked to the tourism awareness program through the revitalization of environmental cleanliness. This soster activity can also be integrated with the Organizing for Community Change course through environmental cleaning programs as a basis for introducing community life in general.

## **DISCUSSION**

The implementation of the MBKM KKN work program is different from the general KKN implementation. MBKM KKN in 2022 is integrated with courses that will be converted in 20 credits. The MBKM synergy thematic KKN model is designed to be systemic and sustainable as a form of university service to the community through empowerment, training, counseling, mentoring, mentoring, research and application of science and technology to develop their potential and help improve the quality of life in development activities.

In the implementation of the 2022 Community Service Program, the supervising lecturer carries the theme "Developing the Village" so our group raised the title "Tourism Awareness Movement through educational programs as an effort to empower the Dunggala village community, Bone Bolango district". The output resulting from the implementation of this activity is the concept of understanding and developing tourism in Dunggala Village which can become a tourist destination for the surrounding area.

This MBKM KKN activity is integrated with course activities including KKN, Statistics, Psycholinguistics, Research on Language, Effective Communication in Workplace, Organizing for Community Change, Teaching English for Young Learners, and Community Leadership.

The implementation of the MBKM Thematic Community Service Program is carried out to support collaboration with the Ministry of Education and Culture, the Ministry of Villages PDPTT, the Ministry of Social Affairs, and the Ministry of Health and other stakeholders. The implementation of the Thematic KKN MBKM synergy can be carried out in villages and/or villages around student residences whose human resources do not yet have development planning capabilities with such large funding facilities. So that the effectiveness of using village funds to drive economic growth still needs to be improved, one of which is through students who can become human resources who empower village funds more.

The KKN theme of building a village is a program to support teachers and education personnel in improving the quality of learning in schools and school administration. KKN with the theme of teaching assistance provides opportunities for students to develop themselves, especially creativity, skills, leadership, and interpersonal communication. This teaching assistance KKN program can be implemented in formal institutions such as SD/MI, SMP/MTs, and SMA/SMK/MA equivalents and other non-formal educational institutions such as prayer rooms, mosques, surau, Islamic boarding schools with the closest distance to the student's domicile. The implementation of the health protocol (Prokes) for the KKN program with the theme of teaching assistance is a process of recognizing the study load and learning achievements that have been obtained by students while assisting teachers in providing education in schools. In addition, teaching assistance KKN can identify problems that occur in schools that can be recommended as a basis for education policy making at the primary and secondary levels.

## CONCLUSION

The MBKM synergy thematic KKN model is designed to be systemic and sustainable as a form of university service to the community through empowerment, training, counseling, mentoring, mentoring, research and application of science and technology to develop their potential and help improve the quality of life in development activities. It is hoped that the implementation of MBKM UNG Thematic KKN can put more emphasis on protecting natural sustainability, empowering communities through participatory and collaborative approaches to increase public awareness and understanding of the potential and challenges they have to improve their quality of life, both individually and in groups. The activity went quite well with the successful category. This can be seen from the implementation of the program in the form of implementing tourism awareness



socialization activities for children and adolescents in Dunggala Village. Another thing that proves this program is successful is the active involvement of the community in the process of organizing a tourism awareness program. This MBKM KKN activity is integrated with course activities including KKN, Statistics, Psycholinguistics, Research on Language, Effective Communication in Workplace, Organizing for Community Change, Teaching English for Young Learners, and Community Leadership.

## EXPRESSION OF GRATITUDE

Our gratitude goes to UNG who has given us the opportunity to carry out the MBKM KKN program in Dunggala village. We also convey our appreciation to Dunggala Village who has been willing to accept us in organizing the MBKM KKN program

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