




Initiating an Educational Agricultural Flower Tourism Village through the Construction of Language Landscape and Eco Folklore

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Abstract

The community service initiative seeks to elevate the educational tourism village by engaging in various activities, such as training in derivative product production, constructing branded landscape equipment, establishing an encyclopedia, and revitalizing folklore. Supported by the Directorate General of Higher Education, Research, and Technology, along with the Directorate General of Vocational Education through the 2023 PKM Grant Scheme, this initiative addresses multifaceted aspects of community development. Primarily, by training locals in derivative product production, the community gains the ability to craft handicrafts and enhance local products, creating economic opportunities and enhancing tourists' experiences. Simultaneously, the development of branded landscape equipment enhances the village's infrastructure, making it more appealing and comfortable for visitors while establishing a distinct identity. Moreover, the creation of an encyclopedia serves as a repository of local knowledge, history, and traditional wisdom. This not only informs tourists but also preserves cultural heritage for future generations. Lastly, the revitalization of folklore aims to bring oral traditions and storytelling back to life. Through folklore, local stories are presented in an engaging manner, enriching the educational tourism experience. These initiatives collectively result in an empowered, appealing, and culturally enriched tourism village. The economic upliftment, improved infrastructure, knowledge documentation through the encyclopedia, and cultural preservation through folklore contribute to the sustainable and positive development of the educational tourism village for all stakeholders.

Keywords: Educational Tourism Village, Language Landscape, Eco-Folklore, Tuberosa Flower

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INTRODUCTION

Tuberosa (*Polianthes tuberosa*) is a distinctive ornamental plant known for its unique fragrance. This plant thrives in tropical and subtropical regions, including Indonesia. In several regions of Indonesia, tuberosa has become an economically valuable agricultural commodity. Rembang Village, located in the Rembang Sub-district of Pasuruan Regency, is one such village with the potential to develop educational tourism focused on tuberosa cultivation. The village boasts extensive land suitable for tuberosa cultivation, and its residents possess knowledge and skills in cultivating this fragrant flower. This community service initiative aims to initiate an educational tourism village centered

around tuberose cultivation in Rembang Village. The activities are conducted through the construction of a language landscape and eco-folklore.

Community Service Location

Rembang Village, situated in the Rembang Sub-district of Pasuruan Regency, East Java Province, comprises four hamlets: Rembang I, Rembang II, Rembang III, and Rembang IV. The village consists of 28 RT (neighborhood associations) and 9 RW (community associations). According to village administrative data, the northern part of the village borders Pekoren Village, the southern part borders Orobulu Village, the western part borders Kedung Banteng Village, and the eastern part borders Sumberlagah Village. Rembang Village holds significant potential for sustainable development. The advancement of sustainable development can be achieved by optimizing the village's existing strengths. One notable potential lies in the geographical features favoring agriculture, characterized by fertile soil, moderately moist texture, ample water sources, and extensive agricultural land. According to village government data, the area covers 702,364 hectares, comprising road access of 7,155 km, residential areas of 311,364 hectares, agricultural sectors of 271 hectares, fields of 2 hectares, ponds of 12 hectares, and miscellaneous areas of 5.7 hectares. This indicates that a substantial portion of the land is utilized for agricultural purposes by the community.

Based on a survey conducted at the end of 2023, agriculture in Rembang Village is predominantly focused on tuberose cultivation. Approximately 60% of agricultural activities, covering around 250 hectares of paddy fields, are dedicated to tuberose cultivation. The estimated probability of tuberose plants per hectare is 80 thousand holes, with an overall estimated harvest of over 1 ton per harvest. This underscores the significant potential for developing tuberose cultivation to improve the welfare of the community. These figures are specific to Rembang Village and could exceed 500 hectares when extended to the entire Rembang Sub-district.

Despite the agricultural potential, a considerable portion of the community still lives in less prosperous conditions. During the COVID-19 pandemic, 170 households received the Village Direct Cash Assistance (BLT-DD) program due to their impoverished status. The average income of residents, particularly farmers in Rembang Village, is estimated to be below Rp. 1,820,000.00 per month, significantly lower than the Pasuruan Regency Minimum Wage as of December 2021, which was Rp. 4,354,787.17. This situation contributes to the overall lack of prosperity in Rembang Village.



Figure 1 Site plan for agriculture in Rembang.

Scholarly Review

Empowering communities through language landscape reconstruction and the utilization of eco-folklore has become an increasingly popular research topic in recent years. Eco-folklore can serve as a crucial tool in developing culturally based sustainable tourism (Chandrashekara & Sankar, 1998; Fei, 2019; Susilo dkk., t.t.). Meanwhile, language landscape reconstruction can help communities strengthen their cultural identity, leading to increased confidence and pride in their cultural heritage (Ardhian dkk., 2023; Da Silva dkk., 2021; Darmawan, 2019; Devina dkk., 2023; Metro-Roland dkk., 2016; Ruzaité, 2017).

The development of eco-folklore as a tool for sustainable economic growth allows communities to generate additional income from visitors interested in learning and experiencing local culture. Culturally based sustainable tourism can improve the economic well-being of local communities. Moreover, incorporating folklore, legends, and local beliefs related to the environment can enhance community awareness of the importance of environmental sustainability (Kiper, 2013; Lee & Jan, 2019; McKercher & Cros, 2002; Richards, 2007; Salazar, 2016; Spiller, 2010).

In this context, language landscape reconstruction can also assist communities in better understanding their relationship with the surrounding environment. Language reflects local culture and wisdom in natural resource management. By preserving local language and environmental-related beliefs, communities can strengthen local wisdom in maintaining environmental sustainability (Daniel dkk., 2022; Jiao dkk., 2012; Saragih dkk., 2020).

Previous studies have highlighted the significance of eco-folklore and language landscape in the development of sustainable tourism villages. Using eco-folklore in culturally based tourism development increases community awareness of the importance of environmental sustainability and strengthens local cultural identity (Chandrashekara & Sankar, 1998; Fei, 2019; Susilo dkk., t.t.). Additionally, using local language increases community awareness of the importance of environmental conservation and strengthens local cultural identity (Ghaderi dkk., 2022). Community empowerment through activities such as training and skill development can enhance community participation and strengthen collective awareness for environmental sustainability and sustainable economic development (Almasri & Deswimar, 2014; Ariyanto, 2023; Franco & Tracey, 2019; Roseland, 2000). Lastly, the importance of developing sustainable tourism villages to achieve a balance between economic development and environmental preservation through the development of culturally based sustainable economic products.

Therefore, community empowerment activities through language landscape reconstruction and the utilization of eco-folklore in the Educational Tourism Village, Rembang Village, Pasuruan, can contribute to increasing ecological awareness and sustainable economic development by preserving local cultural identity and wisdom in tourism village development.

Upstream and Downstream Program Construction

A community service program in Rembang Village was designed to develop a sustainable educational tourism village. The first step in this program was to identify the village's potential strengths, namely tuberose cultivation and local wisdom in natural resource and environmental management. Subsequently, mapping and identifying the language landscape and eco-folklore in Rembang Village were conducted to strengthen the local cultural identity and wisdom in natural resource and environmental management.

The villagers were then provided with training and guidance in language landscape reconstruction techniques and the development of eco-folklore as tools for sustainable economic development. This program also aimed to stimulate the development of eco-folklore-based products, such as handicrafts and processed tuberose products, as alternative sources of income for the villagers. Additionally, awareness sessions were

conducted for the villagers, emphasizing the importance of environmental sustainability and preserving local wisdom in natural resource management. In conclusion, Rembang Village was developed as an educational tourism village by combining the natural, cultural, and eco-folklore potentials as attractions for tourism.

METHOD

We conducted a community service project titled "Initiating an Educational Agriculture Tourism Village of Tuberose through Language Landscape Reconstruction and Eco-Folklore Utilization." Language landscape reconstruction was carried out by producing various landscape products such as tuberose infographic posters, tourism village banners, village information post banners, directional signs to the tourism village, and directional signs to the tuberose plantation tourist location. Meanwhile, the utilization of eco-folklore involved creating a book and illustrated poster of folktales themed around tuberose.

The combination of the Asset-Based Community Development (ABCD) and Community-Based Participatory Research (CBPR) methods proved to be a robust approach for a community service project like "Initiating an Educational Agriculture Tourism Village of Tuberose." The series of activities were as follows: 1) Community Resource Identification (ABCD), identifying assets and knowledge within the community. 2) Joint Goal Determination (CBPR), identifying shared problems or goals and devising an activity plan. 3) Material and Resource Development (ABCD), developing visual materials such as posters and banners. 4) Implementation (CBPR), carrying out project development and implementation. 5) Eco-Folklore Utilization (ABCD), creating illustrated stories from local folktales. 6) Community Capacity Development (ABCD & CBPR), providing training and learning opportunities. 7) Joint Evaluation (CBPR), conducting evaluation and discussing results with the community (Afandi, 2022).

RESULT AND DISCUSSION

Development of Supporting Products for the Initiation of Educational Tourism Village

1. Training in the Production of Tuberose-Derived Products

Twenty members of the tuberose farmers' group from Rembang Village participated in a training program on producing tuberose-derived products. The community service team organized this training with the aim of enhancing the skills and knowledge of the participants in producing tuberose tea, one of the derived products of tuberose. On the first day, participants were guided through the process of making tuberose tea, starting from the selection of raw materials, the drying process, to packaging. The raw material for tuberose tea is the fully bloomed and undamaged petals of tuberose flowers. The selected petals were then cleaned from impurities and remaining leaves.

The drying process of tuberose petals was conducted using a dehydrator machine at a temperature of 90 degrees Celsius for 3 hours. This process aimed to reduce the moisture content in the tuberose petals, allowing them to be stored for an extended period. After the petals were dried, they were mixed with black tea powder at a ratio of 1:5. High-quality black tea powder was used in this process. The mixing of dried tuberose petals and black tea powder was done manually using a plastic tube. The mixture was blended until uniform. The resulting tuberose tea was then packaged in tea bags designed to be attractive and hygienic.

On the second day, participants had the opportunity to practice the tuberose tea production process themselves. The participants showed enthusiasm during the training. It is expected that after this training, participants will be able to produce high-quality tuberose tea. This tuberose tea is anticipated to become one of the flagship products of

Rembang Village, contributing to increased income for the community and a greater understanding of diversified processed products from agricultural produce.



Figure 2 Training for the Production of Tuberose-Derived Products

2. Development of Landscape Branding

In the development of a tourism village, landscape branding is a crucial aspect to consider. Landscape branding is an effort to create the identity and image of a tourism village through landscape elements such as spatial arrangement, architectural elements, and visual elements. One of the landscape branding products that can be developed in a tourism village is directional signs. Directional signs serve to provide information to tourists about the location of the tourism village, the information post location, and the location of the demonstration garden. Well-designed and informative directional signs can help tourists easily and comfortably find their destination (Bell, 2019; Wan, 2022).



Figure 3 Landscape Branding: Directional Sign

Besides directional signs, information banners are also a landscape branding product that can be developed in a tourism village. Information banners can be placed in front of the village office and information posts to enhance the community's understanding of the existence of the tourism village program. Attractive and informative information banners can help the community understand the concept of the tourism village and the importance of community participation in its development.

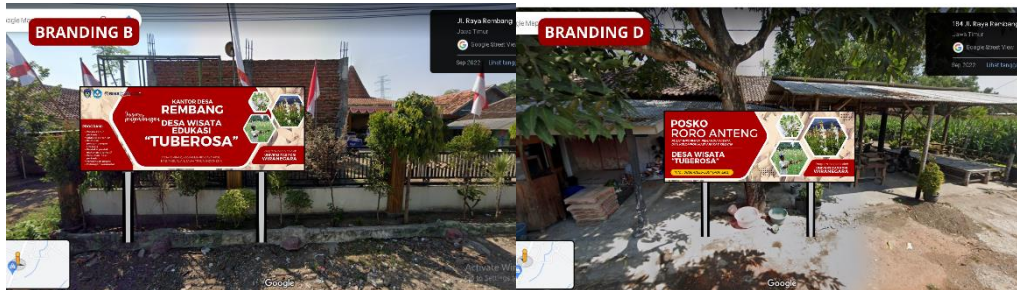


Figure 4 Landscape Branding: Information Banner

3. Development of Encyclopedia

An educational tourism village is one concept for developing a tourism village that focuses on education and community empowerment. In the development of an educational tourism village, various supporting facilities and infrastructure are needed, one of which is an encyclopedia (Jones, 2002; Ritchie, 2003). The tuberose encyclopedia is one of the supporting facilities for an educational tourism village that can be used to educate the community about tuberose. This encyclopedia contains complete and comprehensive information about tuberose, including biological identity, plant origin, content, varieties, benefits, cultivation efforts, distribution, pests, fertilization, product sales market, various derivative products, research potential, myths, and folktales. The development of the tuberose encyclopedia has several benefits for the educational tourism village, including:

- Enhancing the community's understanding of tuberose. The tuberose encyclopedia can serve as a comprehensive source of information about tuberose, helping the community understand the characteristics, benefits, and potential of tuberose.
- Encouraging community participation in the development of the tourism village. By understanding tuberose, the community will be more motivated to engage in the development of the tourism village, playing roles such as tour guides, entrepreneurs, or conservation advocates.
- Increasing the attractiveness of the tourism village. The tuberose encyclopedia can be a unique attraction for tourists, allowing them to learn about tuberose while enjoying the natural beauty of the tourism village.





Figure 5 Tuberose Encyclopedia

4. Development of Folktales

Folktales are an effective educational medium for children, conveying messages and moral values in an engaging and easily understandable way. In the context of tourism village development, folktales can be used to capture the attention of the younger generation towards the main commodities of the village. Folktales can narrate the origin, benefits, and potential development of these commodities (Boniface & Fowler, 2002; Cole, 2007; Firmansyah dkk., t.t.; Richards, 2020; Rokhmawan, 2018).

The development of tuberose folktales in Rembang Village is an effort to increase the awareness of the younger generation about the presence of tuberose as the main commodity of the village. These folktales are created with messages and values easily embraced by children, emphasizing the importance of environmental conservation, appreciation for hard work, and utilizing natural potential.

Tuberose folktales are then conveyed through socialization in early childhood education institutions, kindergartens, and local elementary schools. This socialization is conducted by the community service team from [university name], involving teachers and parents of students.

The socialization of tuberose folktales provides several benefits for the educational tourism village, including: a) Enhancing children's understanding of tuberose. Folktales can help children understand the characteristics, benefits, and potential of tuberose. b) Encouraging children's participation in the development of the tourism village. By understanding tuberose, children will be more motivated to engage in the development of the tourism village, playing roles such as tour guides, entrepreneurs, or conservation advocates. c) Increasing the attractiveness of the tourism village. Folktales can be a unique attraction for tourists. Tourists can learn about tuberose while enjoying the natural beauty of the tourism village.



Figure 6 Tuberose Folktales

Here is the English translation of the Tuberose Folk Tale:

In ancient times, in a beautiful village in Rembang, Pasuruan Regency, there were inhabitants who deeply appreciated nature. They were skilled flower farmers who took great care of beautiful flowers. One of the most special and fragrant flowers among them was the "Tuberose."

The story began a very long time ago, long before we were born. As told in our ancestors' tales, there were three goddesses who were kind and beautiful. They cared for nature and plants with great love.

Goddess Saraswati loved clever things and arts.

Goddess Sri adored plants and made them flourish.

Goddess Ratih was a goddess who loved beauty and love.

One day, the goddesses felt sad because many people in the world were not taking good care of nature. They wanted to give a special gift to those who were still good and cared for the environment. Goddess Saraswati, who knew a lot about plants, created a white, snow-scented flower. The flower contained messages of wisdom and gratitude for nature.

Goddess Sri, who could make plants flourish, magically touched the flower so that it could grow beautifully and yield abundant harvests to those who cared for it well. But, the flower didn't have a name yet. Goddess Ratih, the incredibly beautiful one, gave the final gift.

With great affection, she named the flower "Tuberose." Why? Because the fragrance of this flower is only smelled at night, when nature is calm and beautiful.

Then, the three goddesses informed the people of Rembang village through beautiful dreams. They explained that Tuberose was a gift from nature and the gods, as a sign of gratitude and love for the beautiful environment.

Since then, the people in Rembang village have cared for Tuberose with great love. They believe that this flower brings wisdom, goodness, and the beauty of nature bestowed by Goddess Saraswati, Goddess Sri, and Goddess Ratih.

Every night, the scent of Tuberose reminds them of the gods and how important it is to care for nature with love.

And so, Tuberose became a symbol of beauty, goodness, and love for nature in Rembang village, Pasuruan Regency. The story of how this flower emerged continues to be passed down from generation to generation, reminding us of the greatness of nature and how crucial it is to care for it properly.

Activation and Sustainable Development Plan in the Educational Village Tourism Program

Activation and sustainable development planning are two crucial aspects to consider in the development of educational village tourism. Activation aims to ensure that the tourism village can operate smoothly and adhere to established tourism protocols. The sustainable development plan aims to enhance the attraction and competitiveness of the tourism village.

Activation

Activating the educational village tourism is a crucial stage in its development. Activation aims to ensure that the tourism village can operate smoothly and comply with the established tourism protocols.

- a) Coordination with District Leaders, Village Authorities, Village Officials, and Farmer Groups. District leaders, village authorities, village officials, and farmer groups meet to discuss the objectives and benefits of developing educational village tourism, the roles and responsibilities of each party, and the plan for the development activities of the educational village tourism.
- b) Explanation Related to the Implementation of Educational Village Tourism and Tourism Protocols. Explanations are provided to all relevant parties, both directly and through other media. Explanations include the objectives and concepts of educational village tourism, the types of educational tourism activities to be offered, and the tourism protocols that both tourists and village tourism managers must adhere to.
- c) Tourism Simulation. Sample tourists or local communities participate in educational tourism activities offered by the tourism village. Educational tourism activities must comply with tourism protocols. After participating in educational tourism activities, sample tourists or local communities provide feedback on the educational village tourism.

The activation of educational village tourism is conducted to ensure that the tourism village can operate smoothly and adhere to the established tourism protocols. Activation is carried out through coordination with district leaders, village authorities, village officials, and farmer groups; explanations related to the implementation of educational village tourism and tourism protocols; and tourism simulations.



Figure 7 Activation and Sustainable Development Recommendations for the Educational Village

Sustainable Development Recommendations

The development of educational village tourism is not only undertaken in the initial stages but also needs to be carried out sustainably. This is crucial to ensure that the tourism village continues to grow and remains attractive to tourists.

- a) Development of educational tourism destinations. The development of educational tourism destinations aims to enhance the appeal of the tourism village. The developed educational tourism destinations should align with the potential and needs of tourists.
- b) Development of the Tuberose Flower Experimental Garden. The development of the Tuberose Flower Experimental Garden can be done by adding varieties of Tuberose Flower and other ornamental plants. This is intended to provide a more diverse experience for tourists.
- c) Development of the Tuberose Flower derivative product gallery. The development of the Tuberose Flower derivative product gallery can be done by adding new products. This is aimed at meeting the needs of tourists who want to purchase derivative products of Tuberose Flower.
- d) Development of a local cultural museum. The development of a local cultural museum can be done by adding collections of historical artifacts. This is intended to introduce the local culture to tourists.
- e) Development of trekking trails. The development of trekking trails can be done by adding observation points for nature enthusiasts. This is aimed at providing a more interesting experience for tourists.
- f) Development of gaming facilities. The development of gaming facilities can be done by adding new attractions that align with the interests of tourists. This is intended to provide more engaging entertainment for tourists.
- g) Infrastructure development. Infrastructure development aims to enhance the comfort and satisfaction of tourists. The developed infrastructure should be adequate and meet the needs of tourists.
- h) Construction of an integrated information center. The construction of an integrated information center aims to provide comprehensive and accurate information to tourists. The integrated information center may include information about the tourism village's location, tourist destinations, available facilities, and activities in the tourism village.

- i) Construction of public facilities such as public toilets and parking areas. The construction of public toilets aims to provide convenience for tourists. Public toilets should be clean and comfortable, equipped with complete facilities. Parking area development aims to provide security for tourist vehicles. The parking area should be spacious, safe, and equipped with complete facilities.
- j) Human resource development. Human resource development aims to enhance the quality of service and management of the tourism village. Developed human resources should have adequate skills and knowledge.
- k) Tour guide training. Tour guide training aims to enhance the knowledge and skills of tour guides in providing services to tourists. Tour guides should have extensive knowledge about the tourism village and possess communication and negotiation skills.
- l) Tourism village management training. Tourism village management training aims to improve the capabilities of tourism village managers in professionally managing the tourism village. Village managers should have skills in planning, implementing, and evaluating tourism village activities.
- m) Tuberose Flower farmer training. Tuberose Flower farmer training aims to increase the productivity and quality of Tuberose Flower. Tuberose Flower farmers should have skills in cultivating Tuberose Flower and knowledge about marketing Tuberose Flower products.

The importance of a sustainable approach in the development of an educational tourism village is evident in environmental preservation efforts. The village often maintains environmental sustainability by implementing eco-friendly practices, such as proper waste management, the use of renewable energy, and the conservation of local flora and fauna. In addition to providing economic benefits, the village also takes a frontline role in nature conservation. Positive economic impacts are also evident in the increased income of the local community. Through participation in the tourism industry, villagers can establish small businesses such as homestays, local restaurants, or craft shops. This creates a positive economic circulation within the community and economically empowers the local population. Overall, the development of an educational tourism village is not just about creating an attractive vacation destination but is also an investment in education, the environment, and the local economy. By leveraging local wisdom and building strong partnerships, this village serves as an inspirational example of how tourism can be a positive force in the development of a region.

CONCLUSION

The development of an educational tourism village is a positive step that can have a significant impact on both the local community and tourists. Through these activities, it has been proven that collaboration between the government, the community, and relevant stakeholders can create a harmonious and sustainable environment. An educational tourism village not only serves as a holiday destination but also as a learning center for visitors. By harnessing the natural, cultural, and local resources, the village has successfully created educational programs that provide profound insights into local richness. This includes various activities such as traditional craft workshops, organic farming lessons, and local art exhibitions. Thus, visitors not only enjoy their vacation but also gain valuable learning experiences.

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