

# **Institutional Organization as a Learning Process for Youth to Develop The Agricultural Education Tourism Village “Kampung Semai”**

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## **Abstract**

Educational tourism refers to a type of travel designed to provide an educational experience to its participants. The goal of educational tourism is to incorporate elements of learning and education into the travel experience, so that participants not only have fun but also gain new knowledge and understanding. This research aims to determine the process of institutional organization at Eduwisata Kampung Semai. This can be seen from how they form institutions, coordinate local communities to participate, and how administrators carry out activities starting from tourism education planning to the final stage, namely evaluation. Overall, this research confirms that institutional organizing can be an effective tool for empowering youth and building healthy communities.

**Keywords :** *Organizing, Institutional, Agricultural Education*

## **1. Introduction**

The decline in the number of young farmers in Indonesia is influenced by various factors, with many young people believing that farming is not financially rewarding or is perceived as a less lucrative profession. This perception is relevant to the current situation, where farming has become increasingly difficult due to frequent crop failures and unpredictable weather conditions. The rising cost of living and food prices in Indonesia also make it challenging for farmers to sustain themselves, especially when relying on a harvest every three months, with no guarantee of success. Sometimes, the lack of competence among farmers can also contribute to crop failures, highlighting the need for increased competency among Indonesian farmers.

Given these concerns, it raises the question of how to encourage the younger generation to become more familiar with the farming profession and agriculture as a way to spark their interest. By doing so, it could potentially increase the number of young farmers. This study discusses how agricultural education tourism can help boost young people's interest in agriculture and how such tourism can be organized and developed by groups of people who are aware of their local potential.

It also explores how they organize these tourism activities as a form of empowerment for the contributors. The scarcity of young farmers is also evident in Semen Village, Gandusari Subdistrict, Blitar Regency, where the majority of farmers are aged 40 and above. This is unfortunate, given the vast agricultural land available in Semen Village. The challenge lies in how to attract young people to engage in farming activities or become farmers, which can be addressed by introducing them to the realities of agriculture from an early age. As exemplified by the residents of Semen Village, they have established an agricultural education village targeting young people, starting from elementary school age. Their proactive efforts to address the young farmer crisis offer a unique model that can be replicated in other regions. The

initiative began with a group of individuals determined to inspire young people to take an interest in agriculture, eventually leading to the creation of the "Kampung Semai" Agricultural Learning Village. The Ngudi Lestari Farmer Group and the local community were instrumental in initiating and developing this project.

Youth play a crucial role in pioneering and developing tourism villages. They have great potential to act as change agents in advancing tourism initiatives at the village level. With their energy, enthusiasm, and creativity, young people can drive the development of unique and attractive tourism products and services for visitors. Actively involving youth in the establishment of tourism villages can have a significant positive impact. It not only creates new economic opportunities but also strengthens cultural identity, enhances the well-being of local communities, and promotes sustainable tourism.

Activities at the "Kampung Semai" Agricultural Learning Village include educational outings where students and tourists are introduced to various types of plants, how they grow, and even participate in hands-on planting and care activities. The goal of these educational tourism initiatives is to increase young people's interest in agriculture and farming, thereby gradually addressing the young farmer crisis in Semen Village.

## **2. Method**

This study employs a case study approach, which is a qualitative research method. At this stage, the researcher uses this approach as a crucial tool to integrate data and analysis, aiming to provide an overview of the phenomenon being studied. According to Nasution (2003), qualitative research—also known as naturalistic research—follows a similar approach because the data collected is descriptive rather than numerical or quantitative, and it does not involve measurement tools.

Naturalistic research is also referred to as qualitative research because the research situation is natural, unmanipulated, and unstructured, with no experiments conducted. In qualitative research, the primary instrument is the researcher themselves, who actively engages in identifying societal issues. The researcher is involved in the planning, process, and implementation of the research, all of which determine the overall outcome and process.

Throughout the research process, the researcher often engages in reflection and dialogue with subjects to deepen the understanding of the phenomenon and ensure that the meanings expressed by the subjects are correctly interpreted. Maintaining a good relationship with subjects is essential to gaining access to their deeper and more honest experiences. This research heavily relies on the researcher's interpretation, and thus, the researcher's subjectivity is recognized as an integral part of the process. The goal of this research is to gain an in-depth and contextual understanding of the subjects' experiences, which is invaluable for comprehending the meanings and experiences conveyed.

## **3. Results and Discussion**

This study adopts an inductive approach, where the researcher first collects data and then makes observations and conclusions based on the findings. This allows the researcher to understand the participants' experiences and perspectives, leading to deeper interpretations of the research topic. Thematic analysis is applied in this study to identify patterns or themes emerging from the data, enabling the researcher to uncover meanings within the collected data in the context of institutional organization at the "Kampung Semai" Agricultural Education Tourism Village.

Thematic analysis helps the researcher identify key factors involved in the institutional organization process at the "Kampung Semai" Agricultural Education Tourism Village. This study emphasizes the role of youth in building and organizing institutions within the village, aiding the researcher in understanding the experiences and background of the institution in interpreting the data.

#### **A. Youth Involvement in Organization**

Edu-tourism Kampung Semai is a form of community empowerment in Semen Village, Gandusari District, Blitar Regency. The process of institutional organization within Edu tourism Kampung Semai begins with several stages, namely social preparation, implementation, evaluation, and expansion, in line with the perspective of (Sasongko and Wirawan, 1980 in

Zulkarnain, 2022). In Edu-tourism Kampung Semai, the social preparation stage is conducted by identifying community needs and existing potentials that can be utilized, as well as empowering the community to work together in building Edu-tourism Kampung Semai, as mentioned by (Sharagge, 2013, in Zulkarnain, 2022), to gain a deeper and contextual understanding of the subject's experiences, with the research aiming to better understand these meanings and experiences.

The social preparation stage in coordinating institutional organization in Edu-tourism Kampung Semai involves several key steps aimed at building synergy among the various parties involved. First, social mapping is conducted to understand the community structure and existing potentials. This includes identifying formal and informal leaders as well as relevant community groups. Second, participatory socialization and discussions are held with all community elements to gather input and align visions and common goals. As mentioned by (Andini & Sleman, 2013), community organization is a process that mobilizes a community to act together for the benefit of the community and has an impact on the community. Third, a working team or committee representing various community elements is formed, tasked with planning and coordinating activities, where the division of authority and tasks is crucial for the clarity of future activities. As noted by (Syukran et al., 2022), the principle of task division is another term for the principle of work distribution. The principle of homogeneous work division, also known as "homogeneous work division," advocates grouping similar or closely related tasks or jobs into separate units. Therefore, various tasks within the organization are divided into parts that can be carried out by specific units or officials. Furthermore, training and capacity development are provided for the members of the working team to equip them with the necessary skills in program management and coordination. This social preparation stage is essential to ensure that the entire process of developing Edu-tourism Kampung Semai runs inclusively and participatively, and is able to create a sense of shared ownership among the community.

The implementation stage in coordinating institutional organization in Edu-tourism Kampung Semai involves several key steps to ensure the program runs according to plan and objectives. First, the work plan prepared during the preparation stage is implemented, including the execution of educational and tourism activities that have been agreed upon. Second, coordination between institutions and local communities is continuously conducted through regular meetings and effective communication to ensure smooth operations. Third, periodic monitoring and evaluation are conducted to track progress and identify emerging obstacles so they can be promptly addressed. Additionally, active community involvement in every operational activity is strengthened to ensure participation and a sense of ownership.

Thus, this implementation stage ensures that the Edu-tourism program runs in accordance with the established vision, providing economic, social, and educational benefits to the Kampung Semai community, as stated by (Rinuastuti et al., 2020), where the host community, especially the youth, plays an important role in tourism development because they can showcase the potential and uniqueness of their village and are responsible for preserving local wisdom.

## **B. The Impact of Organization on the Development of Kampung Semai**

The organization of the Edu-tourism Kampung Semai by the local youth has successfully created a solid and effective structure for managing and developing the educational tourism potential in Semen Village. The local youth formed working groups responsible for various operational aspects, including the management of educational programs, marketing, and visitor services. This hands-on involvement allows them to organize activities from the ground up, as stated by (Rinuastuti et al., 2020), "The host community, particularly the youth, plays an important role in tourism development because they can showcase the potential and uniqueness of their village and are responsible for preserving local wisdom." They have also established partnerships with various stakeholders, including local government, educational institutions, and community groups, to strengthen support and enhance the attractiveness of the tourism destination. By implementing a structured management system based on community participation, these young people have been able to improve the quality of edu-tourism services, expand their visitor network, and economically empower the surrounding community. As a result, Kampung Semai is now recognized as a competitive and sustainable edu-tourism destination, providing positive social and economic impacts on the region's development.

### **1) Changes in Educational Aspects**

In Eduwisata Kampung Semai, changes in the educational aspect as a result of institutional organization involve several significant improvements. One of the main changes is the development of a locally-based curriculum that is more relevant to the needs of the local community. This curriculum includes environmental education materials, organic farming, and practical skills that are useful in everyday life. Such as learning pollination farming techniques and the like in Eduwisata Kampung Semai. Overall, institutional organization in Eduwisata Kampung Semai has a significant positive impact on the educational aspect, creating a holistic and sustainable learning ecosystem.

### **2) Changes in Social Aspects**

After the Kampung Semai edu-tourism initiated by the youth, there has been a significant change in the social aspects of the local community. This edu-tourism has encouraged increased community participation in joint activities, strengthened social ties, and built a sense of togetherness. In addition, awareness of the importance of education and preservation of local culture has increased, because residents are directly involved in the process of conveying knowledge to visitors. Edu-tourism also opens up new job opportunities and additional sources of income for residents, thereby reducing unemployment and increasing welfare. Sustainable edu tourism activities have created a more dynamic environment, where youth play an active role as agents of change, promoting innovation, and leading efforts to preserve local traditions. As a result, Kampung Semai has experienced a positive social transformation with a more educated, productive, and harmonious community.

### **3) Changes in Economic Aspects**

The existence of Kampung Semai edu-tourism initiated by young people has brought significant changes to the economic aspects of the local community. This initiative has

created various new business opportunities, such as tour guides, homestay providers, handicraft sales, and local culinary, all of which contribute to increasing the income of residents. The economic turnover in Kampung Semai has increased along with the number of visitors who come to study and travel. In addition, community involvement in edu-tourism activities has also improved their skills and capacities in small business management, marketing, and customer service. Overall, this edu tourism has helped reduce unemployment rates and improve the quality of life of the community by creating sustainable sources of income, while strengthening the local economy.

### **C. Continuous Evaluation and Learning**

The evaluation stage in coordinating institutions in Eduwisata Kampung Semai involves a comprehensive assessment of the success and effectiveness of the programs that have been implemented, as stated by (Andini & Sleman, 2013) which states that these steps are very important to be taken so that the same mistakes when building agrotourism development activities do not happen again in the future and the community becomes more familiar with what is needed to improve the welfare of their community. For the first evaluation, data and information were collected from various activities that had been implemented, including feedback from the community, visitors, and other stakeholders. Second, the data was analyzed to assess the achievement of previously set goals and success indicators. Third, an evaluation meeting was held with all relevant parties to discuss findings, identify successes, and reveal challenges and obstacles faced. From the results of this evaluation, recommendations were prepared for further improvement and development, as well as adjustments to the work plan if necessary. This evaluation process is very important to ensure the sustainability and improvement of the quality of the Eduwisata program, as well as to ensure that the program continues to provide optimal benefits to the Kampung Semai community. Furthermore, the expansion stage in coordinating institutions in Eduwisata Kampung Semai involves strategies to expand the reach and impact of the program. First, identification of potential areas and resources that can be further developed, including the addition of new tourist attractions or the development of innovative educational programs. Second, partnerships are built by collaborating with various parties, such as the government, private sector, and non-governmental organizations, to obtain additional resource and funding support. Third, promotion and marketing are strengthened through various media, both online and offline, to attract more visitors and participants. In addition, further training is carried out for the community and managers to increase their capacity and skills in managing larger and more complex activities. This expansion stage ensures that Kampung Semai Edutourism is not only sustainable, but can also influence the welfare of the local community more broadly and sustainably.

## **4. Conclusion**

Research on "Organizing Institutions as a Learning Process for Youth to Build the 'Kampung Semai' Agricultural Educational Tourism Village" reveals several important findings. First, organizing institutions has proven to be effective as a learning platform for youth, allowing them to develop leadership, management, and collaboration skills. Youth involved in this process gain practical experience in designing and managing agricultural educational tourism programs, which in turn increases their self-confidence and independence.

Second, this study found that youth involvement in institutional organizing has a positive impact on increasing their awareness and understanding of the importance of

sustainable agriculture and environmental conservation. This process also encourages innovation in creating educational tourism concepts that are interesting and relevant to visitors, thus potentially increasing the attractiveness and economic value of Kampung Semai.

Third, the findings show that support and collaboration with community leaders and related parties, such as local governments and educational institutions, are crucial in ensuring the success of this program. This collaboration not only provides additional resources but also enriches the program with local knowledge and practical experience.

Overall, this study confirms that institutional organizing can be an effective tool for empowering youth and building sustainable communities, with Kampung Semai as a concrete example of the success of this approach.

The author would like to express his gratitude to God Almighty, because with His grace and guidance, the author can complete the writing of this article entitled "Institutional Organization as a Learning Process for Youth to Build an Agricultural Educational Tourism Village "Kampung Semai"". The writing of this article is the result of a long journey and hard work of the author in researching and digging up information related to the organization of institutions that occur in the Semai Village edu-tourism in Semen Village, Gandusari District, Blitar Regency. The author realizes that the preparation of this article cannot be separated from the guidance, motivation, assistance, and cooperation of various parties.

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