

Mutual Learning Between Students and Community in Solving CBT Actors' Problems

Proses Saling Belajar antara Mahasiswa dan Komunitas dalam Menyelesaikan Masalah Pelaku Pariwisata Berbasis Komunitas

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Abstract

The Nusantara Module program at Djuanda University focused on student learning and practice within the local community context. Community service activities were conducted to build a social learning process for students. The activities employed a participatory social learning method to facilitate mutual learning between students and the local community. The contextual study identified community-based tourism as the learning focus in the Bogor regency's context and the Saung Lebah Madu Paseban community as the learning partner. The activities were carried out over two weeks, including planning, implementation, and evaluation based on the partner's needs. Partner selection was conducted in collaboration with the Regional Tourism Promotion Agency. Problem identification revealed that the community needed promotion and partnerships with tourism businesses. The activity outcomes included one leaflet, 17 promotional videos, and five article publications. Partnerships with tourism businesses reached an initial agreement stage. However, follow-up cooperation was not brought out due to time constraints. Process evaluation found that the participatory social learning approach effectively facilitated mutual learning between students and partners. The challenges were unequal knowledge and experience among participants. The outcome evaluation revealed that the promotional products satisfied the partner. However, the impact of the promotion could not be measured due to the limited activity duration. In conclusion, the participatory social learning approach fostered mutual learning, particularly for students. Partners learned facilitation and mutual learning processes to meet their needs. The participatory learning approach effectively facilitated community service activities to further community-based tourism development. The activity recommended that facilitators bridge the knowledge and experience gaps between students and partners. A more extended activity duration was suggested to better establish the mutual learning process and evaluate outcomes.

Keywords: community service, Modul Nusantara, mutual learning, participatory social learning, social participatory

Abstrak

Program Modul Nusantara di Universitas Djuanda berfokus pada proses pembelajaran dan praktik mahasiswa dalam konteks lokal masyarakat. Kegiatan pengabdian kepada masyarakat dilakukan untuk membangun proses pembelajaran sosial mahasiswa. Kegiatan menggunakan metode pembelajaran sosial berpartisipasi sebagai pendekatan yang menghasilkan proses saling belajar antara mahasiswa dan masyarakat lokal. Pengkajian konteks lokal menemukan pariwisata berbasis masyarakat sebagai fokus belajar dan komunitas Saung Lebah Madu Paseban sebagai mitra belajar. Kegiatan dilakukan selama dua minggu dan pelaksanaan kegiatan meliputi perencanaan, implementasi, dan evaluasi berdasarkan kebutuhan mitra. Pemilihan mitra kerjasama dilakukan bekerjasama dengan Badan Promosi Pariwisata Daerah. Hasil identifikasi masalah menemukan komunitas memerlukan promosi dan kemitraan dengan usaha wisata. Hasil kegiatan adalah produk satu leaflet, 17 video promosi dan lima publikasi artikel. Kemitraan dengan usaha wisata mencapai tahap kesepakatan awal. Tindak lanjut kerjasama belum dilakukan karena keterbatasan waktu kegiatan. Evaluasi proses menemukan penerapan pendekatan pembelajaran sosial berpartisipasi efektif membangun proses saling belajar antara mahasiswa dengan mitra. Kendala yang dihadapi adalah ketidak-setaraan pengetahuan dan pengalaman antara partisipan. Evaluasi hasil menemukan produk promosi memuaskan mitra. Dampak promosi belum dapat diukur karena batasan waktu kegiatan. Disimpulkan, pendekatan pembelajaran sosial berpartisipasi telah mendorong proses saling belajar terutama bagi mahasiswa. Mitra mempelajari fasilitasi dan proses saling belajar dalam memenuhi kebutuhan mereka. Kegiatan ini menyarankan perlunya fasilitator yang dapat menjembatani kesenjangan pengetahuan dan pengalaman antara mahasiswa dan mitra. Jangka waktu pelaksanaan kegiatan perlu lebih panjang untuk membangun proses saling belajar dan evaluasi hasil dengan lebih baik.

Kata kunci: *pembelajaran mutual, pembelajaran sosial berpartisipasi, Modul Nusantara, partisipasi sosial, pengabdian kepada masyarakat*

1. INTRODUCTION

The community service activity was a significant social contribution to the Nusantara Module (NM) program. The program emphasized learning and the application of learning outcomes on the values of diversity, inclusiveness, and local wisdom, which was the foundation of this activity. In this context, local wisdom refers to the knowledge and practices unique to a particular community and passed down through generations. The students in the NM social contribution activities become learners and implementers of these values (Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia, 2020, pp. 10-20). The students learned about implementing values in supporting community problem-solving, making this program a crucial part of community service activities.

The community service activity has to develop diversity, inclusiveness, and local wisdom values in the NM program. Previous studies found that the three values were practical to minimizing conflict (Anggriyani & Dartanto, 2019; Halim & Pahrudin, 2019; Lele, 2021; Lubis & Buana, 2020; Sugiyanto et al., 2018; Sumarto, 2021; Regus, 2020; Syakur & Khoiroh, 2021). In addition, cultural accommodation and strengthening tolerance for diversity need the three values (Arumbinang, 2021; Azizi et al., 2021; Prasojo & Pabbajah, 2020).

The implementation of the NM program is based on the local context where the activities were carried out (Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia, 2020, p. 19). The NM program was done in Bogor Regency. Tourism was one of the focuses of Bogor Regency's regional development (Bappeda Bogor Regency, 2018; Purnomo et al., 2022). Community-based tourism (CBT) was aligned with the goals of the NM. CBT is a tourism development that can balance tourism economic goals, maintain local wisdom, and strengthen local communities (Halim & Pahrudin, 2019; Prihayati & Veriasa, 2021; Purnomo, 2023a; Purnomo, Somantri, & Adnan, 2023; Syakur & Khoiroh, 2021). Implementing CBT involves the community as managers and benefits them (Hlengwa & Maruta, 2020; Nugroho & Numata, 2022; Zielinski et al., 2020). CBT benefited the government and the community by empowering the local population, preserving the environment, and ensuring tourism sustainability (Prakoso et al., 2020). The community benefits from CBT by providing tourist facilities (Pasanchay & Schott, 2021; Priatmoko et al., 2021). Referring to the context of Bogor Regency, the activity was designed to address the challenges of CBT. The values of the NM were also relevant to CBT. The development of CBT required inclusivity within the community (Risfandini, 2024). Implementing CBT is considered local wisdom (Hastiani et al., 2024; Zaini & Ismail, 2024).

Studies linking community service with CBT have been conducted by examining components of CBT to assist community service personnel (Rong-Da Liang et al., 2023). The implementation focused on strengthening community participation (Utami, Taufik, & Bhakti, 2019, October), enhancing the community's capacity for transformative collaboration (Baniya, Shrestha, & Karn, 2018), providing skill-based training (Laksana & Rahmanu, 2023), and applying community service methods in CBT development (Andajani, 2024). The community service methods used for developing CBT included participatory action research, community-based research, service learning, and asset-based community development (Andajani, 2024), as well as tourist-centric approaches (Baniya et al., 2018), counseling (Mahmud et al., 2022), and participatory assistance (Ernawati, 2018). These methods were applied to operational CBT initiatives. Previous studies using further development methods for CBT development adapted to the needs of actors and partners (Mahmud et al., 2022) facilitated deliberations among stakeholders (Nugroho et al., 2023). They carried out joint planning (Baswarani et al., 2024). Those methods had not fully adhered to the mandate of the NM, which emphasized a mutual learning process between students and community actors.

The method that facilitated this mutual learning process in further CBT development was the social learning approach. Social learning is managing together (Wolters et al., 2006). The social learning approach in empowerment emphasizes mutual learning in building mutual understanding and determining agreed stages (Culver et al., 2018; Phuong et al., 2018; Tran, James, & Pittock, 2018). Both parties learn knowledge from each other and manage together (Myers, 2018; von Schönfeld et al., 2020). The knowledge includes skills and experiences (von Schönfeld et al., 2020). The diversity of knowledge, experience, and skills among participants was both a challenge for the mutual learning process and an opportunity to achieve mutual enrichment. The facilitator's challenge was bridging this diversity to foster mutual learning (von Schönfeld et al., 2020). Implementing the social learning approach included planning activities, implementing, and evaluating (Tran et al., 2018). The planning activities, implementation, and evaluation in social learning were integrated with the implementation process (Ernst, 2019; Tran et al., 2018). The social learning process was appropriate because students participating in the NM program required a learning process from partner communities.

The social learning approach was not widely used in community service activities for CBT. Previous research used a social learning approach in planning (von Schönfeld et al., 2020) and community empowerment (Aziz et al., 2022; Culver et al., 2018; Phuong et al., 2018; Tran et al., 2018). The social learning approach differed from the typical community service activity approach. The community service activity usually involves identifying situation analysis, partnering with community problems, and problem-solving at the beginning of the activity. Therefore, in the social learning approach, the selection, situation analysis, partner community problems, and problem-solving were part of the mutual learning process (Tran, James, & Pittock, 2018). The planning activities, implementation, and evaluation in the social learning process were related to participation in empowerment (Ernst, 2019). Ernst (2019) did not describe the application of the social learning approach in community service. Instead, the social learning approach is applied in the planning, implementing, and evaluating participatory (Tran et al., 2018). Therefore, the approach used in this activity is more appropriately called the participatory social learning approach. Figure 1 denoted the activity working framework in the social learning process.

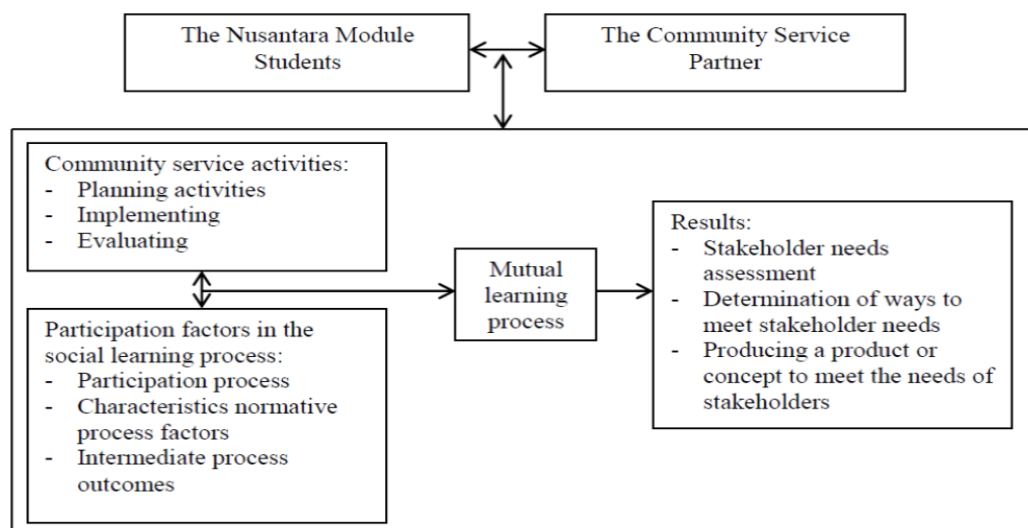


Figure 1. The activity working framework in the participatory social learning process
Source: Adapted from Ernst (2019), Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia (2020), Tran et al. (2018)

Community service activities aim to build a mutual learning process between students and local communities to support CBT development. The expected results of this activity were the

implementation of a participatory social learning process between the community and students in the process of 1) community partner identification, 2) stakeholder needs assessment, 3) determination of ways to meet stakeholder needs, 3) student's experience in producing a product or concept to meet the needs of stakeholders. This community service activity contributed to similar activities conducted in further CBT development.

2. METHOD

2.1. The Implementers, Timeline, and Activity Flow

The activity implementers were lecturers and students participating in the NM from Djuanda University in 2021. The NM involved 17 students, comprising three students from the University of Bandar Lampung, five from Bina Bangsa Getsempena, three from Tadulako, and one each from Riau Islamic, Indonesia Christian, Bengkulu, Djuanda, Tanjungpura, and Mataram universities. The NM lecturer played a participatory observation role by facilitating, taking notes, and engaging in discussions. The activity was conducted over two weeks, from January 2 to January 16, 2022.

As shown in Figure 1, the activity was carried out in three stages: planning, implementation, and evaluation. These three stages involved participation factors in the learning process. The activity's implementation, incorporating participation factors in the learning process, constituted a mutual learning process (Ernst, 2019; Tran, James, & Pittock, 2018). The flow of the activity implementation is presented in Table 1.

Table 1. The stages, methods, and results of activities

Stages	Methods	Results	Timeline
First stage: Planning activities			
Context study.	Literature review, discussion among regional tourism development agency, students, and lecturer.	Stakeholder determination	1 February-1 January
Stakeholder needs assessment.	Discussion among students and stakeholders.	Stakeholder's needs.	2-4 January
Determination of ways to meet stakeholder needs.	Discussion among students and stakeholders.	The ways to meet stakeholder needs.	4-6 January
Second stage: Implementing			
Implement ways to meet stakeholder needs.	Discussion among students and stakeholders.	Products or concepts to meet stake holder's needs.	7-14 January
Third stage: Evaluating			
Process evaluation.	Discussion among students and stakeholders.	Ensuring the implementation of the three participation factors in social learning.	2-16 January
Result evaluation.	Discussion among students and stakeholders.	Ensuring community service products meet the needs of stakeholders.	15-16 January

Source: Adapted from Ernst (2019) and Tran et al. (2018)

The first stage (planning) consisted of three activities. A contextual study was conducted through a literature review, providing an overview of the activity's focus and initial discussion

partners. This stage was followed by discussions with the initial partners to determine criteria and select activity partners. The contextual study resulted in the identification of activity partners. The subsequent stage involved collaboration with the identified partners at the selected activity location, based on discussions with initial partners, as seen in previous studies (Baswarani et al., 2024; Mahmud et al., 2022; Nugroho et al., 2023). The first stage's outcome was identifying stakeholders' needs and the means to fulfill them.

Community service activity implementers typically carry out the second stage (implementing) (Laksana & Rahmani, 2023; Purnomo et al., 2022). However, this activity created products or concepts within mutual understanding learning. The implementers and partners collaborated to fulfill the partners' needs (Andajani, 2024; Ernawati, 2018). The third stage involved evaluating the process and outcomes. The evaluation was conducted jointly by the implementers and partners.

2.2 Indicators for Assessing the Mutual Learning Process

The achievements of the mutual learning process were assessed using the social learning method. The expected outcome of this activity was implementing a participatory social learning process between the community and students. The emphasis of the study was not on the results but on the mutual learning process. Therefore, the success of the three stages was measured using the indicators presented in Table 2.

Table 2. Participation factors in the social learning process

Factors	Definition	Indicators
Participation process characteristics		
Participation format.	Methods to ensure the participation of all parties.	Dialogue, extended engagement, mutual understanding, fairness, promoting consensus, and dissemination of knowledge.
Access to information	Sufficient equal access to information.	Comprehensive, accessible, sufficient opportunities shape learning process.
Facilitation	Balance and equal opportunities in participation.	Skilled facilitation, independent facilitation, limited participation barriers.
Diversity of participants	The representation of different interests, knowledge, and values in participation processes.	Representation, balanced stakeholder selection, heterogeneity.
Participants' characteristics	The characteristics of participants.	Age, gender, willingness to cooperate, commitment, creativity, competence.
Context	Cultural and social contexts.	Structural or cultural barriers, knowledge capacity, conflict, stakeholder readiness.
Normative process factors		
Procedural fairness	Fairness in participation processes.	Fair processes, trust among stakeholders, and equal chances.
Effectiveness, efficiency, and satisfaction	Perceived outcome and output of participation.	The practical impact, meeting expectations, and efficient resources used.
Legitimacy	Valid process or results.	Consensual decision-making, transparent process, shared power, shared understanding.
Intermediate process outcomes		
Trust	A trustworthy environment in the learning process.	Respect, appreciation, dialogic, fairness.

Factors	Definition	Indicators
Network building	strengthens existing or establishes new relationships between participants.	Good and mutual relationship.
Conflict resolution	Resolving existing conflicts or reducing potential conflicts.	Consensus, facilitating difference.

Source: Ernst (2019)

3. RESULTS AND DISCUSSION

2.1. The Community Service Activity

The Planning Activities

The activity started with a context study. The literature review found that local CBT was the most appropriate form for the activity. Then, the lecturer and students searched for the initial partners who understood CBT well in Bogor Regency. The initial partner was Regional Tourism Development Agencies.

The discussion between students, supervisors, and Regional Tourism Development Agencies agreed that criteria for CBT to be selected were: 1) involving local communities; 2) balance between tourism, local wisdom, education, economic benefits for members, society, and nature conservation; 3) a relatively recent attempt to discover a process of mutual learning; 4) being in the Puncak area as one of the leading tourism destinations of Bogor Regency, prone to conflicts with migrants and experiencing environmental degradation; and 5) business actors involve students, especially students from the Djuanda University as a place for program implementation. Criterion five was added to involve more local students in mutual learning. The criteria were fulfilled community partner in local empowerment (Hlengwa & Maruta, 2020; Nugroho & Numata, 2022; Zielinski et al., 2020), student's participation (Laksana & Wood, 2019), NM values implementation in CBT (Hastiani et al., 2024; Risfandini, 2024; Zaini & Ismail, 2024) and local conflict management (Anggriyani & Dartanto, 2019; Halim & Pahrudin, 2019; Lele, 2021).

The forum agreed to select the Puncak area. The regional tourism development agency proposed several names for tourist villages. However, there were no tourist villages that involved students. The forum agreed to choose Paseban Honey Bee House (PHBH) because it met the five criteria for selecting educational tourism. PHBH's locations are Paseban, Bogor Regency, Puncak. PHBH was established in 2018 and comprises ten local youths from Paseban Village. The age of the members was not so far from the student age (16-26 years old). The two members were Djuanda University students. The PHBH involved the local people of Paseban Village and was quite economically productive in cultivating bees and selling honey. This activity was their first community service activity. The PHBH was arranging education tourism with local wisdom and nature conservation.

The stakeholders' needs assessment started with a situation analysis. Discussions with the PHBH revealed their activity. They cultivated honey from the local Apis Cerana bee. The bee consumes calliandra flower essence, a flower widely found in the Paseban area. The dependence between business and nature causes nature conservation. PHBH cultivated bees in 45 bee houses, each containing eight frames. One bee house can produce 3.5-4 kg of honey in 1-2 weeks. The price of raw honeycomb was Rp. 300,000 per kg.

PHBH applied community-based business. The honey harvest was divided into three parts: one for sale, one for the bees, and one to share with the community. This profit-sharing pattern balanced economic and social (Halim & Pahrudin, 2019; Prihayati & Veriasa, 2021).

The PHBH's needs were partnership with other tourism businesses around their location, promotions, and publications. The promotions needed were promotional video products, educational promotion leaflets, and publications regarding the PHBH activities in more mass

media. Therefore, ways to meet stakeholder needs were implemented by manufacturing, promoting, and publishing products. PHBH manager has done promotions on social media, Instagram, YouTube, and Facebook. Their social media promotion effectively increased public awareness, as in previous studies (Purnomo, 2022; Purnomo 2023b, 2023c).

The planning stage resulted in critical results. First, the community service was focused on further CBT development in the Puncak area. Second, the PHBH was the partner for the activity. Third, understanding the partner of the activity. Fourth, students comprehend their partner's needs and how to reach those needs.

The Implementing activities

The implementation stage implemented ways to meet stakeholder needs. The students and PHBH members produced one main promotion video and leaflets. In addition, the students produced 16 personal promotion videos and wrote five publication articles. The concept, making process, editing, and publishing were arranged in a discussion forum.

The discussion about partnership resulted in a list of potential partners. The most potential partner was the Sundanese Cultural Village Paseban, only 500 meters from PHBH. It has lodging facilities close to and access to the Paseban tourist attraction, namely the Cibulao waterfall. The Paseban Sunda Cultural Village selection was economically advantageous, complemented PHBH's shortcomings, and fulfilled the NM program's objectives. Therefore, the interests of PHBH and students are fulfilled.

The partnership agreement was initiated. The students and partner contacted the Sunda Paseban Cultural Village manager representatives of Regional Enterprise in Bogor Regency. Then, the informal forum between PHBH and the Sunda Paseban Cultural Village manager representatives of Regional Enterprise in Bogor Regency was held on January 10. The discussion with the Sunda Paseban Cultural Village managers found that the business was managed by a regionally owned enterprise in Bogor Regency. The Sunda Paseban Cultural Village was more established in management but did not have an education package or a honey bee business. Therefore, these two parties could collaborate on a mutually beneficial basis. The cooperation agreements included the chance to sell the PHBH honey education package in the Sunda Paseban Cultural Village, and the Sunda Paseban Cultural Village arranged educational tours and room service.

The Sunda Paseban Cultural Village manager would arrange a formal agreement one month after the informal forum. Nevertheless, the partnership between the Sunda Paseban Cultural Village and Regional Enterprise in Bogor Regency was finished in January 2022. Therefore, the partnership agreement needs to be rearranged.

The Evaluation Stage

Process Evaluation: Participatory Social Learning Process in the Program

The community partner choice process denoted that participatory social learning processes were only fulfilled in some factors. The problem was inequalities of mastery of information, experience, age, and social status. The Regional Tourism Development Agency representatives were older and had more knowledge and experience. Their willingness to cooperate and respect the students solved the problems (Ernst, 2019; Tran et al., 2018). Table 2 revealed that participatory social learning and normative process factors were inadequate in the participation process.

Table 2. Fulfillment of participatory social learning factors in the partner choice process

Factors	Students	Regional Tourism Development Agency
Participation process characteristics		
Participation format	- Active to ask. - Lack of giving information.	Play the role of the resource person.
Access to information	Lack of data and field situation.	Learn more about data and field situations.
Facilitation	- Active to ask. - Unable to act as a facilitator	Tends to dominate but respects the student's opinions.
Diversity of participants	Depends on the NM member.	Representing the chairperson and organization members.
Participants' characteristics	The students cooperated and were committed, creative, and competent.	The organization's representatives cooperated and were committed, creative, and competent.
Context	The students were much younger and had less knowledge and capacity in the local context.	The organization's representatives were much older, knowledgeable, and capable.
Normative process factors		
Procedural fairness	Active as a learner.	Tends to dominate but respects the student's opinions.
Effectiveness, efficiency, and satisfaction	The students agreed with the outcome and output of participation.	The organization representatives agreed with the outcome and output of participation.
Legitimacy	Consensual decision-making.	Consensual decision-making.
Intermediate process outcomes		
Trust	The students respected the discussion and the organization's representatives.	The organization's representatives respected the discussion and the students.
Network building	The students saw the organization as their new network.	The organization's representatives offer further cooperation
Conflict resolution	There was no conflict in the discussion.	There was no conflict in the discussion.

PHBH has been involved in the following stage. The discussion process involved all participants. All students, supervisors, and PHBH members indicated representation in the discussion process (Ernst, 2019). The gender representation was 15 females (students and supervisors) and 13 males (students and PHBH members).

The explanation stage regarding honey bee cultivation indicated that PHBH was more dominant because students had no adequate knowledge of that topic. This shortcoming has been anticipated by providing opportunities for students to learn about honey bee cultivation from the scientific literature. Therefore, this stage was more of a learning stage for students. The indicator of access to information was less in students (Ernst, 2019).

A more balanced dialogue is found in the stakeholder needs assessment and determination of ways to meet stakeholder needs. The PHBH comprehends more about their needs. However, students and supervisors have the advantage of finding ways to meet stakeholder needs because they study theory viewpoint. The ages of the students and the PHBH

members were not significantly different, and both parties had a passion for learning from each other, so there was no need for skilled facilitation. These two processes were more like "talking."

Table 3 denotes that the participatory social learning process balanced knowledge and experience. Knowledge inequality strengthens the mutual learning process as the main principle of social learning (von Schönfeld et al., 2020; Myers, 2018). For example, students learn skills and gain experience managing honey bee cultivation from the PHBH members, and PHBH received feedback from students on strengthening tourism promotion.

Table 3. Fulfillment of participatory social learning factors in program implementation

Factors	Students	The Community Partner
Participation process characteristics		
Participation format	- Active to ask. - Be active in giving any input in the discussion. - Lack of information in cultivating skills. - Be active when making videos, leaflets, and articles.	- Active to ask. - Be active in giving any input in the discussion. - Superior in giving information in cultivating skills. - Be more passive when making videos, leaflets, and articles.
Access to information	Lack of knowledge of field information.	Learn more about the field situation.
Facilitation	- Active to ask. - Unable to act as a facilitator.	The community tends to dominate but respects the student's opinions.
Diversity of participants	Balance in gender, age, and educational background. Unbalanced in experience background.	There was a balance in gender, age, and educational background. However, the experience background was unbalanced (the community leader was superior despite the members).
Participants' characteristics	The students cooperated and were committed, creative, and competent.	The community cooperated and was committed, creative, and competent.
Context	The age was relatively the same, with less local context knowledge and cultivating skills but superior in theory.	The age was relatively the same, with more local context knowledge and cultivating skills, but less in theory.
Normative process factors		
Procedural fairness	Active as a learner.	Tends to dominate but respects the student's opinions.
Effectiveness, efficiency, and satisfaction	The students agreed with the discussion's output and were satisfied with the community service output.	The community agreed with the participation output and was satisfied with the community service output.
Legitimacy	Consensual decision-making happens in the community service output-making process.	Consensual decision-making happens in the community service output-making process.
Intermediate process outcomes		

Trust	The students respect the discussion and the community.	The community respects the discussion and the students.
Network building	The students saw the community as their new friends.	The community saw the students as their new friends.
Conflict resolution	There was no conflict in the community service activity process.	There was no conflict in the community service activity process.

The participation format determined the success of the participatory social learning process between students and PHBH members. The mutual learning process involves indicators of dialogue, mutual understanding, fairness, promoting consensus, dissemination of knowledge, the absence of structural or cultural barriers, stakeholders' readiness, fair processes, trust among stakeholders, practical impact, meeting expectations, mutual decision-making, transparent process, shared power, and shared understanding. The existence of this indicator causes almost no conflict between the parties involved. The presence of students in the PHBH facilitated the dialogue and mutual understanding process. It missed the need for time to get to know each other before the learning process. In addition, community service activities benefit the PHBH members by building a willingness to discuss.

Using the social learning approach in this activity denoted that the social learning approach can be used in planning (von Schönfeld et al., 2020) and community empowerment (Culver et al., 2018; Phuong et al., 2018; Tran et al., 2018). Furthermore, this approach can make students contribute to society and learn from the service process. The difficulty of using three participation factors in social learning (Ernst, 2019) for community service activities was that each factor did not stand alone and could be separated in each stage of the activity implementation. Indicators in participation process characteristics and normative process factors exist in each stage of the implementation of the activity. Intermediate process outcome factors can be separated more as an evaluation indicator. Research on using social learning approaches in community empowerment (Culver et al., 2018; Phuong et al., 2018; Tran, James, & Pittock, 2018) did not examine each indicator's existence in detail.

Result Evaluation

The evaluation phase of the results was carried out with discussions between students and PHBH regarding promotional products and publications. The promotion impact was not evaluated. The impact of promotion on the customers (Purnomo, 2023b), the role of promotion to poor people (Purnomo, 2023c), and business sustainability (Purnomo, 2022) were not measured because of the time limit of activity. The results evaluation was arranged to promote product results. Students and supervisors carried mass media publications, leaflets, and promotional videos. In mutual agreement, PHBH discussed every source of information, picture, and statement. PHBH was satisfied with the promotion product results.

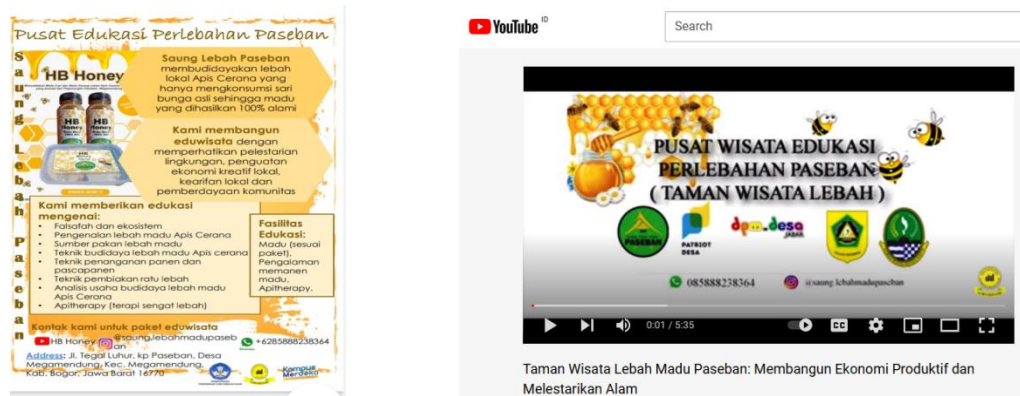


Figure 2. The products of community service activity

The agreement with partners failed because the partnership between the Sunda Paseban Cultural Village and Regional Enterprise in Bogor Regency was finished in January 2022. As a result, the outcome of the agreement process has not been reached at the community service activity goal.

4. CONCLUSION

This community service activity found that participatory social learning encouraged the mutual learning process in planning, implementing, and evaluating community service. The students were learning how to implement diversity, inclusiveness, and local wisdom values in practice to appreciate the knowledge of the local community and contribute by practicing the knowledge from lectures for the community. The community learned the facilitation and mutual sharing process in meeting and fulfilling their need. The community service activity meets the expected results. Implementing a participatory social learning process between the community and students resulted in stakeholder needs assessment, determination of ways to meet stakeholder needs, and producing the product to meet the needs of stakeholders. The community partner was satisfied with the promotion videos, leaflets, and publication articles. However, the partnership agreement failed because of the change of partner business manager.

The program demonstrated the effectiveness of the participatory social learning approach in supporting community-based tourism. The approach recommended in CBT assists students because it develops mutual learning of both the community and students. However, applying a participatory social learning approach in building mutual learning has obstacles to the equality of knowledge and experience between participants and requires adequate time. The time constraints hindered the development of optimal mutual learning. It was recommended that a skilled facilitator be arranged to bridge the gap in knowledge between students and partners, end the duration of activities, and increase the intensity of interactions for better outcomes.

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