



A MULTI-CASE STUDY OF AJER ABERENG ACTIVITY AS LIFE SKILLS EDUCATION TO PREPARE TOURISM AREA SERVICE READINESS

Shobri Firman Susanto^[a], Supriyono^[b], Ach. Rasyad^[c], A. Rosyid Al Atok^[d]

Abstract: Background: One alternative to prepare the service readiness of a tourism area is to employ life skills education. *Ajer Abereng* is a series of activities conducted in Lombok Kulon Organic Tourism Village to maintain life skills education of the community as the preparation of the service readiness of the tourism area. This multi-case study aims at describing the readiness of three prime tourism attractions in Lombok Kulon Organic Tourism Village in providing services reflected by life skills education including the river tubing, homestay, and culinary stalls. **Method:** The data were collected through interview, observation, and documentation study techniques. The collected data were then analyzed qualitatively and the data validity was examined through credibility, dependability, transferability, and confirmability. **Results:** The research findings showed that the service readiness of Lombok Kulon Organic Tourism Village via life skills education were carried out in three different case settings. The implementation of life skills education focused on three learning strategies; they were comparative study, inviting expert, and independent learning. **Conclusion:** The series of learning activities were supported by informal and adult learning principles and were named as *Ajer Abereng*. It was suggested that Lombok Kulon Organic Tourism Village needs to invent on the digital marketing innovation through the rising social media digital platform to promote the tourism village to the broader community coverage.

Keywords: *Ajer Abereng*; Life Skills Education; Tourism Area; Service Readiness; Multi-Case Study

[a]. Universitas Negeri Malang, Indonesia;
ORCID ID: 0009-0002-2013-9774,
Email: Shobri.firman@gmail.com

[b]. Universitas Negeri Malang, Indonesia;
ORCID ID: 0000-0003-3874-9626,
Email: Supriyono.fip@um.ac.id

[c]. Universitas Negeri Malang, Indonesia;
ORCID ID: 0000-0002-2372-2394,
Email: Ach.rasyad.fip@um.ac.id

[d]. Universitas Negeri Malang, Indonesia;
ORCID ID: 0000-0001-8875-3848,
Email: A.rosyid.fis@um.ac.id.

INTRODUCTION

Today, Indonesian tourism is experiencing massive uproar compared to the prior 40 years ago. As mentioned by Wijaya et al. (2019), that Indonesia welcomed 562.000 international visitors in 1980 and the number dramatically increased to seven million visitors in 2010. Started from 2014, the tourists visiting Indonesian attractions surpassed ten million people and it continuously grows. A study conducted by Haryana (2020) found that Indonesian tourism sector has encouraged the increasing number of tourists visit and, consequently, brings the positive impacts on national economy and tourism business unit. Considering this significant tourism potential, the community needs to maintain the gifted natural and human resources in order to promote the tourism areas and national economic growth. To preserve the natural resources, the government and the community can work hand in hand to maintain the tourist areas to contribute to escalating the economy, social, and cultural aspects. Meanwhile, for the human resources management, we can employ various tourism area development strategies for instance the Community-Based

Tourism (CBT) as mentioned by Robinson (2012).

This study concerns on examining the human resources management in developing tourism area. Lombok Kulon Organic Tourism Village was selected as the subject of this study as it meets the six criteria in managing human resources

proposed by Putri & Manaf (2013); namely involving the surrounding community, being beneficial to the wide range of community, having adequate tourism management ability, being involved in a big number of partnerships inside and outside the village, featuring uniqueness or attraction, and being able to conserve and preserve the environment conditions. Lombok Kulon Organic Tourism Village initiated the organic village concept since 2009 because almost all of the community members plant horticulture product or organic-based vegetables and also proposed organic fish cultivation. The organic plantation and fish cultivation was started independently but it grew and was recognized as a Tourism Awareness Group and officiated as Lombok Kulon Organic Tourism Village in 2013 as stated in Decree of Regent Bondowoso Number 503/470/430.10.12/2013.

Since the development, Lombok Kulon Organic Tourism Village has increasingly attracted visitors from many areas. To maintain the visitors number, the community should highlight the tourism area service readiness. This aspect is an urgent aspect to focus on to provide prime services to the visiting tourists. If such tourism village lacks of innovation to keep the area attractive, it is possible to lose the visitors' attention. This statement is in line with Putri (2018) who highlight that tourists tend to lose interest in visiting tourism village because the management is less attractive and the community only focuses on the tradition, culture, art, and the community's activities. These days, tourists show more interest in visiting artificial tourism villages where they point out modern facilities. Therefore, tourism village management should put more effort in providing innovative ideas to attract more tourists.

To inspire tourism areas growing continuously and significantly, there are various things that need to be done. Noho (2014) mentioned that managing tourism village needs an improvement of the individual capacities and organizational capacities. For the individual capacities, it is necessary to work on the awareness of

initiating the tourism potential development, the knowledge and understanding on the highlighted tourism concept, the improvement of the available events, the souvenirs management, and the services provided to the visiting tourists. Meanwhile, for the organizational capacities, they should concern on the leadership and coordination, cooperating with the partners, and the tourism village promotion (Sutrisno, 2021). In addition, Wang et al. (2021) proposed three key services that should be maintained in a tourism village to create continuous impression, namely escalating the reputation or attraction of the village by providing accommodation, food stalls, cultural attractions, and creation activities to the tourists, inventing the innovative attractions to add the attractive value to the visiting tourists and leave positive impactful memories, and constructing comfortable, efficient, and safe attraction activities.

The service readiness needs to be prepared by a rising tourism village like Lombok Kulon Organic Tourism Village to improve the visiting tourists' satisfaction. Chaplin (2006) pronounces that readiness is an individual or group's spry action in responding and reacting to a circumstance considered as beneficial. The service readiness maximized by Lombok Kulon Organic Tourism Village to acquire soft skill and hard skill is reflected in life skills education. Referring to the findings of a research conducted by Roodbari et al. (2013), life skills training has a positive impact on the social development, social and emotional adaptation. The importance of employing life skills education is necessary in developing tourism village to improve the quality of the setting of the tourism and also the people managing it together. This is supported by Eshach (2007) who contends that life skills are possible to be implemented in various cultural setting as they are adaptable and adoptable according to the objective.

The Head of Lombok Kulon Organic Tourism Village stated that the service readiness preparation was done by delivering the soft skill of welcoming the visiting tourists appropriately to the management staffs. The management was also aspired to have the awareness on the importance of serving the tourists well. Furthermore, the life skills education in this village aims at empowering the community and involving individual, group, and environment in constructing positive agenda and activities. In this study, the researcher focuses on the life skills education for three attractions' service readiness, namely river tubing service readiness, homestay service readiness, and culinary stall service readiness. Therefore, the formulated research questions are: 1) How the river tubing service readiness through life skills education in Lombok Kulon Organic Tourism Village is, 2) How the homestay service readiness through life skills education in Lombok Kulon Organic Tourism Village is, and 3) How the culinary stall service readiness through life skills education in Lombok Kulon Organic Tourism Village is.

Aim of the study: This multi-case study aims at describing the readiness of three prime tourism attractions in Lombok Kulon Organic Tourism Village in providing services reflected by life skills education including the river tubing, homestay, and culinary stalls. The overall objective was to maximize tourists' satisfaction to promote Lombok Kulon Organic Tourism Village to the broader communities from local area and even abroad.

METHOD

To answer the research questions, a qualitative research approach was employed by the researcher. This study aims at examining and collecting the data in natural approach which were sensitive to the studied people and setting. The research design employed was a multi-case study because the researcher tried to develop the in-depth analysis on the case occurred in the research setting, they were river tubing service readiness, homestay service readiness, and culinary stall service readiness through life skills education. The design was applied in this study to obtain thorough and deeper description of life skills education process conducted in Lombok Kulon Organic Tourism Village and the collected data were then analyzed. The multi-case study was selected as it could give comparative overview on the three cases highlighted as the research questions. As the three cases had different substances, it was necessary to conduct a single case study for each research setting and the results were analyzed across the cases.

The researcher arrived at the site of this study for the first time on August 20, 2019 in order to meet with the Head of Lombok Kulon Organic Tourism Village in order to propose his intention and research objectives. The researcher's presence was warmly welcomed, and they had a preliminary discussion about the general condition and the activities in the village. After the researcher determined the three research focuses, he personally observed the service readiness of the three studied aspects. Hence, the researcher was the sole key instrument of the data collection. The data collection techniques applied in this study were interview, observation, and documentation. The researcher also selected four main informants based on the capability and knowledge to describe all needed valid and reliable information. Meanwhile, three supporting informants were selected later because they were the visiting tourists during the data collection process. In addition, the supporting data were collected using photos describing the activities in the village area and text documents explaining the validity of the conducted activities. For the observation, the researcher used field note to note down the description of the service readiness of the three aspects studied through life skills education.

The data analysis technique used in this study was single case data analysis including data collection, data reduction, data display, and conclusion drawing. Then, the researcher applied constant comparative analysis technique to determine the grounded theory. In this technique, the researcher compared the phenomena, matched the category and characteristic, limited the theory scope, and constructed theory. Further, to examine the data validity, the researcher tested the data using four criteria, they were credibility, dependability, transferability, and confirmability.

RESULTS

Service Readiness of River Tubing Attraction in Lombok Kulon Organic Tourism Village

Based on the data collection in this study, the researcher found five aspects concerning the service readiness of river tubing attraction in Lombok Kulon Organic Tourism Village. They were the socialization to the community, infrastructure and facilities' readiness of river tubing attraction, skills learning for river tubing attraction, accident prevention and safety treatment for river tubing attraction, and the management of river tubing attraction.

River Tubing Attraction Socialization to the Community

The first aspect discovered was related to socialization to the community in order to obtain the support from the surrounding people for the development of river tubing attraction. Consequently, if the community was fully knowledgeable regarding river tubing attraction, the visiting tourists would experience prime convenience and safety. Based on the informants' statement, the community socialization was initially conducted by visiting the people living near the river and people who did activities in the river door to door. The management proposed the idea and objective of inventing the river tubing attraction and the community warmly welcomed the intention. The community was more than ready to support this river tubing so that Lombok Kulon Village developed and grew by minimizing personal activities such as taking a shower, washing clothes, throwing out garbage, and cleaning their livestock in the river. To compensate and ask for the people's support, the management of Lombok Kulon Organic Tourism Village distributed groceries to the community members and it would be given regularly. Furthermore, the management also asked for permission from the village government and the sectoral police force and fulfilled the needed legal requirements. The community members admitted that the emergence of Lombok Kulon Organic Tourism Village was considered as beneficial for their economy as they were involved in the trading activities or providing services to the visiting tourists.

This first aspect is reflected by Park & Yoon (2011) that it is necessary to involve the community to participate in village development because the process required the community members to plan and manage the tourism village. It is done to bring fairness element as the community can also get the benefits. In addition, Bello et al. (2018) argue that community participation in planning village tourism development including public awareness and education in tourism, community's capacity building, creating linkages, creating and utilizing the appropriate community organization, using appropriate community participation method, and decentralization and coordination with local organizations. As the community members were proven to obtain benefits from the tourism village tourism, it is in line with the statement of Aiyer et al. (2015) that community empowerment is a collective activity to work together with many parties to achieve positive social objectives.

Infrastructure and Facilities' Readiness of River Tubing Attraction

Preparing the infrastructure and facilities for the river tubing attraction in Lombok Kulon Organic Tourism Village needed to be highlighted as it concerned the visiting tourists' safety, convenience, and experience in tracing the river. According to Chen et al. (2017), tourism village should prepare infrastructure and facilities to accommodate the visiting tourists' necessity as they are supportive aspect in obtaining the tourists' satisfaction. Therefore, the first thing that the management of Lombok Kulon Organic Tourism Village was clearing the river route from prickly plants, fallen trees, and big stones and managing the photo spots in safe river flow. The next thing to prepare was providing adequate safety equipment such as the tubing tires, lifebuoys,

feet safety equipment, hands safety equipment, and head safety equipment for the visiting tourists to enjoy river tubing attraction. Meanwhile, the infrastructure provided to accommodate the tourists' needs were transportation means to pick them up in the finish line, rescuer team to help tourists who fell into the water and wanted to finish the route earlier, restrooms for their personal needs, belongings safekeeping facility, and documentation team to help capture their moments.

The infrastructure and facilities in Lombok Kulon Organic Tourism Village were initially prepared independently by the management and the community although they were gradually improved to escalate the tourists' safety and convenience. This is in line with Wang et al. (2021) who suggested that the management team of tourism village can upgrade the reputation by preparing culinary service, accommodation condition, nature condition, cultural attraction, recreational activity, and entertainment aspects. Those aspects aim at giving unforgettable experience to the visiting tourists and hopefully the experience urges them to promote the tourism village to their acquaintances.

River Tubing Attraction's Skills Training

The river tubing infrastructure and facilities in Lombok Kulon Organic Tourism Village could only be maximally utilized if the management team had the capability and skills to handle them. Thus, it was equally important to provide skill training for the management team to deliver prime services of river tubing attraction. The skills needed in serving the visiting tourists were guiding the tourists to travel down the stream to make sure their safety and convenience. The skill included the capabilities of predicting the weather, stream water volume, the appropriate time, giving first aids, and helping the tourists when they needed them. The attraction team should be aware of the importance of acquiring these skills and was informed in the monthly discussion. The highlight was on the importance of the skills training and those who did not attend the training could not guide the tourists. This statement reflects what stated by Marwiyah (2012) that life skill education in this era aims at surviving in the global competition. As such, those who do not have the competitive skills will be eliminated.

The awareness of skills training for river tubing attraction could be motivated as the activity brought values or benefits in their lives especially for the income increase. Harding et al. (2018) suggest that one of the objectives of life skill education is to develop life skills by participating in training program and human resource development program. In addition, another informant also stated that the attraction management team had the awareness to learn the skills because they could manage the natural resources without being forced, learning river tubing attraction's skills could increase their economy, they were concerned on the potentially occurred accidents so they were willing to minimize the dangers, and they expected to be able to upgrade Lombok Kulon Organic Tourism Village to be more well-known.

After the attraction management team was aware of the skills training's importance, they invited experts and conducted comparative studies to two river tubing attractions (Songa Adventure Probolinggo and Bosamba Rafting Bondowoso) to retrieve soft skill and hard skill training to manage the tourists'

safety while experiencing the attraction. From the comparative studies, they acquired the knowledge in familiarizing the nature as in predicting the rain fall and river current to minimize accident potential, providing first aids when there was an accident, saving the tourists who fell into the water, learning how to build safety post in the river, selecting the spots to take pictures, maintaining the river tubing tires, and managing the overall tourism attraction to evaluate the river tubing attraction in Lombok Kulon Organic Tourism Village. Ditjen (2003) supported this circumstance by stating that life skills are the knowledge and capability to be courageous in finding the answer from the faced problems.

Then, the attraction management team invited whitewater rapid experts from Bosamba Rafting Adventure to deliver socialization and training through casual discussion to transfer the knowledge and practice to simulate the acquired knowledge. The discussion included the topics of predicting the weather and water, helping the tourists who fell into water, giving first aids to the tourists experiencing accidents, the importance of wearing safety equipment, providing prime services to the tourists, and the importance of applying health protocols.

Accident Prevention and Safety Treatment for River Tubing Attraction

As river tubing attraction was closely related to the dynamic nature, the management needed to prepare the accident prevention and safety treatment efforts for the visiting tourists. Both soft skill in the form of knowledge and hard skill in the form of skill were primely needed to protect the tourists when traveling down the stream safely and comfortably. The first thing to do in accident prevention and safety treatment was making sure the physical condition and the congenital disease suffered by the tourists. If the tourists' condition did not meet the safety qualification, they were not allowed to join the river tubing activity. The second thing was delivering the preparation if tourists fell into water; they should not be panicked as there were rescuer team who were standby. The third one was completing personal safety equipment such as hands, knee, feet, and head safety equipment and life jacket. The next thing was to advise the tourists to keep their valuable belongings to prevent damage or lost.

Likewise, the accident prevention activity was also done by checking whether the river tubing's infrastructure and facilities worked fine by clearing the river from every possible obstruction and danger which potentially hurt the tourists. Accidents could also be prevented if the weather and water were thoroughly predicted and the management could find the best route for the river tubing activity. It was also important to encourage the tourist to obey the guidance from the attraction team to make sure that they were safe and comfortable to prevent the potential accidents.

If accidents inevitably occurred, the rescuer team should evacuate the tourist experiencing accident to the house of people living near the river or to the nearest community health center. For tourists who fainted or were hysterical while traveling down the stream, the rescuer team was on standby to give first aids as they had the skills to take care of the tourists. This accident prevention and safety treatment is categorized as the specific life skill as proposed by Ditjen

(2003) which is defined as the life skill needed to solve life problems practically, generally in the occupational field which requires motoric skill.

River Tubing Attraction Management

The management systems of river tubing attraction in Lombok Kulon Organic Tourism Village included organizational management and independent management. This aspect is indeed very essential in managing river tubing attraction. It matches to Noho (2014) who said that tourism village readiness can be seen from the management capacity improvement. The management was ruled in the Standard Operating Procedure (SOP) to set the standard requirement to guarantee the involved parties' (river tubing attraction team and the visiting tourists) safety and convenience and prevent any potential accidents. The SOP for the attraction team aimed at taking the responsibility to keep team and tourists' safety and making sure that the team guiding the visiting tourists were in prime physical condition, worked well together, and be firm in advising the tourists to avoid dangerous activities. Meanwhile, the SOP for the tourists aimed at making sure that the tourists' physical condition was excellent, were minimum 10 years old, and left their valuable belongings while river tubing to protect their safety and convenience.

Service Readiness of Homestay in Lombok Kulon Organic Tourism Village

According to the findings of this study, the one who was responsible for managing the homestay accommodation in Lombok Kulon Organic Tourism Village was Human Resource Group. The service readiness of homestay in Lombok Kulon Organic Tourism Village was divided into four aspects, namely providing homestay units, asking the community to provide homestay, homestay service skills training, and homestay management.

Providing Homestay Units

Another attraction for the visiting tourists in Lombok Kulon Organic Tourism Village was the homestay units provided for the accommodation. Homestay units in Lombok Kulon Organic Tourism Village were designed to deliver the experience of enjoying the village atmosphere and the activities done by the people living nearby. This is in line with similar statement by Pesonen et al. (2011) and Correia Loureiro (2012) that tourism village attract people in a way where it offers different product displayed by city tourism as village tourism uses the traditional atmosphere, innocent community, simple life style, peace, and free outdoor activities as the charms. Therefore, the homestay availability was a potential factor and cultural potential which could be maximized in the environment of Lombok Kulon Organic Tourism Village. The informants stated that providing homestay units was the responsibility of the Human Resource Group because the visiting tourists demanded to accommodate their stay. The homestay demand was established through building homestay units from bamboo. After the homestay units were built, it was still closed from tourists visit as they needed to acquire the skills to deliver excellent services. Service training was done by the Head of Lombok Kulon Organic Tourism Village including how to deliver good services to the guests by welcoming them warmly, asking for the tourists' preferences, and fulfilling the tourists' need. The

principles highlighted in the service delivering training were commitment, communication, and patience. Experts from academicians and practitioners were invited to give proper training to the homestay management group. Informants added that homestay service training was also done by conducting comparative study to complete the shortcomings in the available homestay units and adopt the good elements to the homestays in Lombok Kulon Organic Tourism Village.

Asking The Community to Provide Homestay

After the Human Resource Group in Lombok Kulon Organic Tourism Village acquired the knowledge and skills in managing the homestay units and obtained economical benefits, they gradually invited the community members to participate in providing homestay units to empower the people economically. Informant pronounced that the activity of inviting the community to provide homestay was initially conducted by visiting them door to door, proposing the objective of building homestay, and giving concrete example of the homestay concept by visiting the available homestays. However, the community should provide the required facilities such as living room, proper yard, bathroom, and, more importantly, proper bedroom. There was also socialization on the potential profit that the community could get by providing homestay. Finally, if the community members intended to join in providing homestay, they would be trained to get the knowledge and skill in interacting with the tourists. This movement matches the value highlighted by Sardu et al. (2012), Hoe et al. (2018), and Brown & Baker (2019) that the community development is considered as successful if there is sole participation and involvement by the community members and make them a significant part in the process.

The three main principles applied in providing homestay were commitment where the community should be responsible in delivering good hospitality, communication where the community was expected to communicate in good, friendly, and polite manners to every party including the visiting tourists, and patience where the community should initiate the proper attitude if something unexpected happened. This is in line with Carrasco & Bilal (2016) who pronounce that developing and maximizing the collective capacity to establish social change needs strong social relationship in community group. This is also a community empowerment effort by the facilitator so that the community can continuously develop what they have based on the social justice and respect principles as proposed by Zubaedi. (2013).

Homestay Service Skills Training

When the community showed the interest in providing homestay for the tourists visiting Lombok Kulon Organic Tourism Village, the next thing to do by the Human Resource Group was giving the knowledge of service skills needed by homestay owners to obtain good impression from the staying tourists. By carrying out home visits, the homestay management team was able to survey the potential homestay location and condition, discuss about the community's expectation, and socializing the procedure of welcoming and serving the staying tourists. The step was followed by practicing the service skills guided by the

Human Resource Group. In homestay service skills training, the management delivered the knowledge related to the interaction between the homestay owner and the tourists verbally and trained them in making a deal regarding the staying package and price with the potential customers.

As a matter of fact, informant explained that Human Resource Group and the community had the awareness to acquire homestay service skills were because they had the anxiety for not providing satisfactory service to the tourists, considered homestay service skills should be prepared to take care of the staying tourists, and expected to participate in developing Lombok Kulon Organic Tourism Village. Therefore, regardless the age of the learners, homestay service skills training is an important aspect to prepare the service readiness in managing homestay in Lombok Kulon Organic Tourism Village. This is in line with Nugraha (2014) that adults can still learn even though the knowledge type and the learning method used tend to be different from before following to the era development.

Homestay Management

The next important aspect to do was managing the homestay as the opportunity to seal the deal between Human Resource Group and homestay owner so that there would be no misunderstanding in the future. Esfehani & Albrecht (2019) state that supportive communication is pretty much needed in developing tourism as it is closely related to objective establishment and expectation achievement by the tourism management organization and the involved parties. Informant described that the homestay management was divided into two sections. The first was the bamboo homestay units built by Human Resource Group as the responsible party and the second was the homestay units provided by the community. The different policies of the homestay units affected the income and staying cost charged to the tourist to avoid social jealousy. The policy relied on considering the number of tourists who planned to stay at homestay. The bamboo homestay could only be utilized by four people while the community homestay could accommodate more than four people. The selection of the homestay offered to the tourists also depended on the tourists' preference on what kind of homestay they wanted to live in, be it in a bamboo unit or the house unit.

Service Readiness of Culinary Stalls in Lombok Kulon Organic Tourism Village

Based on the data collected from the Culinary Group who was responsible in managing the culinary stalls in Lombok Kulon Organic Tourism Village, the service readiness was divided into four aspects, namely pioneering organic culinary stall, cooking skill learning, guest-welcoming skill training, and organic culinary stall management.

Pioneering Organic Culinary Stall

Organic culinary stall in Lombok Kulon Organic Tourism Village was established because there was an intention to manage the abundant organic resources from the organic farming or organic fish cultivation. This was utilized by Culinary Group to initiate building organic culinary stall as one attraction offered to the visiting tourists. This step was also one effort to fulfill the accommodation need for the tourists which gained economical benefit. Su (2013) similarly

says that one benefit of developing village-level tourism leads to the increasing rural life style and the income distribution. Initially, Culinary Group was the one responsible to build organic culinary stall as there were abundant stock of organic rice, organic vegetables, and organic fish. This culinary stall was built because of the visiting tourists' demand to enjoy organic meals. Also, culinary stall also helped the surrounding community as they got job from managing the stall. The organic culinary stall management was solely handled by two women as the head and the member. The other people casually helped to manage the organic culinary stall especially when it was peak season and large group of tourists coming. However, there was a highlight that helping the organic culinary stall had economic value as they would accept fee.

Cooking Skill Learning

Taking a step in pioneering the organic culinary stall required the readiness on how to cook the available organic food ingredients deliciously. To satisfy the tourists' taste, informant explained that Culinary Group made the effort in learning cooking receipt from online cooking tutorial and asking for advice from one of the community members who was considered of having excellent cooking skill. Learning cooking procedure from YouTube platform was done by determining the cooking theme, deciding the cooking duration, and preparing the needed ingredients. On the agreed day, they practiced cooking together. Meanwhile, they also asked for a skillful member to teach how to cook certain menus after managing the schedule and preparing the ingredients. This activity was motivated by the concern on the unsatisfactory meals provided for the tourists which could degrade their impression while visiting Lombok Kulon Organic Tourism Village. Chang & Lin (2011) point out that the factors affecting adult's learning motivation can be from the individual and the environment. In this case, the management team worked together to learn sufficient cooking skill because of the intrinsic motivation and also external motivation.

Guest-Welcoming Skill Training

Guest-welcoming skill was considered as one essential aspect to prepare the service readiness of the organic culinary stall attraction in Lombok Kulon Organic Tourism Village. This aspect is clearly mentioned by Noho (2014) as one aspect that is needed to consider in increasing the management capacity of tourism village. This skill was worth the attention as it needed capability and confidence in welcoming, greeting, interacting with the tourists until offering the organic menus. The guest-welcoming skill training was carried out by the Head of Lombok Kulon Organic Tourism Village by highlighting on how to explain the organic menus, recommending the available menus, responding to the visiting tourists' questions, and letting the tourists to visit the kitchen to see how their food was processed. This training also prepared the culinary stall management team to respond effectively to the unexpected circumstances to deliver prime services. For example, when the menu ordered by the customer, the team would be able to apologize sincerely and explain the situation politely to minimize the customer's disappointment.

Organic Culinary Stall Management

The last readiness that needed to be prepared by Lombok Kulon Organic Tourism Village was related to the Standard Operating Procedure (SOP). The SOP needed to be constructed as early as possible including the rules, rights, and obligation of the organic culinary stall management team. It was designed to avoid any overlapping job description among the members. The SOP mostly covered the rule that the members should give superior hospitality to the visiting tourists and each job for each member to work together in delivering prime services among the Culinary Group and the tourists to avoid potential social crash. The SOP was constructing through friendly discussion among the Head of Lombok Kulon Organic Tourism Village and the members of Culinary Group to accommodate the proposed ideas and expectations in managing the organic culinary stall.

Summary of Tourism Area Service Readiness through Life Skill Education

Based on the findings and discussion of the three case settings, namely river tubing service readiness, homestay service readiness, and culinary stall service readiness, the researcher summarizes that the learning methods to obtain life skills education include comparative study, inviting experts, and independent learning. The specific term to refer this learning method in Lombok Kulon Organic Tourism Village is "Ajer Abereng".

CONCLUSION

The service readiness preparation through life skills education in Lombok Kulon Organic Tourism Village can be concluded in the following points. The service readiness of river tubing, homestay, and culinary stall attractions utilize life skills education to obtain the initial knowledge of soft skills and hard skills. Therefore, comparative study, inviting experts, and independent learning methods were applied to guarantee the tourists' safety and convenience. The overall objective was to maximize tourists' satisfaction to promote Lombok Kulon Organic Tourism Village to the broader communities from local area and even abroad.

In sum, this research suggests that the Tourism and Cultural Office in the area should take part in supporting and facilitating Lombok Kulon Organic Tourism Village management in the forms of equipment or training to escalate the village's potential. The Village Government of Lombok Kulon is suggested to add public infrastructure to accommodate the community and the visiting tourists and control the infrastructure maintenance to preserve them. Likewise, the management of Lombok Kulon Organic Tourism Village should also upgrade the innovation on the marketing system to digital by using social media digital platforms to engage more people to visit the village. Furthermore, the leaders of the tourism village are suggested to improve the learning method into digital to maximize the convenience and efficiency.

REFERENCES

- Aiyer, S. M., Zimmerman, M. A., Morrel-Samuels, S., & Reischl, T. M. (2015). From Broken Windows to Busy Streets: A Community Empowerment Perspective. *Health Education and Behavior*, 42(2). <https://doi.org/10.1177/1090198114558590>
- Bello, F. G., Lovelock, B., & Carr, N. (2018). Enhancing community participation in tourism planning associated with protected areas in developing countries: Lessons from Malawi. *Tourism and Hospitality Research*, 18(3). <https://doi.org/10.1177/1467358416647763>
- Brown, M. E., & Baker, B. L. (2019). "People first": Factors that promote or inhibit community transformation. *Community Development*, 50(3). <https://doi.org/10.1080/15575330.2019.1597911>
- Carrasco, M. A., & Bilal, U. (2016). A sign of the times: To have or to be? Social capital or social cohesion? *Social Science and Medicine*, 159. <https://doi.org/10.1016/j.socscimed.2016.05.012>
- Chang, D. F., & Lin, S. P. (2011). Motivation to learn among older adults in Taiwan. *Educational Gerontology*, 37(7). <https://doi.org/10.1080/03601271003715962>
- Chaplin, J. P. (2006). *Kamus Lengkap Psikologi (Reference Book)*. PT. Raja Grafindo Persada.
- Chen, B., Nakama, Y., & Zhang, Y. (2017). Traditional village forest landscapes: Tourists' attitudes and preferences for conservation. *Tourism Management*, 59. <https://doi.org/10.1016/j.tourman.2016.09.007>
- Correia Loureiro, S. M. (2012). Tourism in Rural Areas: Foundation, Quality and Experience. In *Visions for Global Tourism Industry - Creating and Sustaining Competitive Strategies*. <https://doi.org/10.5772/37483>
- Ditjen, P. L. S. (2003). Program Life Skills Melalui Pendekatan Broad Based Education (BBE). *Jakarta: Direktorat Tenaga Teknis Depdiknas*.
- Esfehani, M. H., & Albrecht, J. N. (2019). Planning for Intangible Cultural Heritage in Tourism: Challenges and Implications. *Journal of Hospitality and Tourism Research*, 43(7). <https://doi.org/10.1177/1096348019840789>
- Eshach, H. (2007). Bridging in-school and out-of-school learning: Formal, non-formal, and informal education. *Journal of Science Education and Technology*, 16(2). <https://doi.org/10.1007/s10956-006-9027-1>
- Harding, D., Kadiyono, A. L., Hidayat, Y., & Yanuarti, N. (2018). Pelatihan Dan Pengembangan Sdm Sebagai Salah Satu Upaya Menjawab Tantangan MEA. *Journal of Psychological Science and Profession*, 2(2). <https://doi.org/10.24198/jpsp.v2i2.21196>
- Haryana, A. (2020). Economic and Welfare Impacts of Indonesia's Tourism Sector. *Jurnal Perencanaan Pembangunan: The Indonesian Journal of Development Planning*, 4(3). <https://doi.org/10.36574/jpp.v4i3.127>
- Hoe, K. C., Abd Wahab, H., Bakar, S. H. A., & Islam, M. R. (2018). Community participation for rural poverty alleviation: A case of the Iban community in Malaysia. *International Social Work*, 61(4). <https://doi.org/10.1177/0020872816673890>
- Marwiyah, S. (2012). Konsep pendidikan berbasis kecakapan hidup. *Jurnal Falasifa*, 3(1), 75–97.
- Noho, Y. (2014). Kapasitas pengelolaan desa wisata religius bongo kabupaten gorontalo. *Jurnal Nasional Pariwisata*, 6(1), 8–21.
- Nugraha, F. (2014). Motivasi Belajar Orang. *Educatif: Journal of Education Research*, 2, 48–54.
- Park, D. B., & Yoon, Y. S. (2011). Developing sustainable rural tourism evaluation indicators. *International Journal of Tourism Research*, 13(5). <https://doi.org/10.1002/jtr.804>
- Pesonen, J., Komppula, R., Kronenberg, C., & Peters, M. (2011). Understanding the relationship between push and pull motivations in rural tourism. *Tourism Review*, 66(3). <https://doi.org/10.1108/16605371111175311>
- Putri, H. P. J., & Manaf, A. (2013). Faktor-faktor keberhasilan pengembangan desa wisata di Dataran Tinggi Dieng. *Teknik PWK (Perencanaan Wilayah Kota)*, 2(3), 559–568.
- Putri, S. E. (2018). Mengapa Desa Wisata Sepi Peminat Dibandingkan Wisata Buatan di Kota Batu? *Surya Malang*. <https://suryamalang.tribunnews.com/2018/03/06/mengapa-desa-wisata-sepi-peminat-dibandingkan-wisata-buatan-di-kota-batu>
- Robinson, P. (2012). *Tourism: The key concepts*. Routledge.
- Sardu, C., Mereu, A., Sotgiu, A., & Contu, P. (2012). A bottom-up art event gave birth to a process of community empowerment in an Italian village. *Global Health Promotion*, 19(1). <https://doi.org/10.1177/1757975911423074>
- Su, B. (2013). Developing Rural Tourism: The PAT Program and "Nong jia le" Tourism in China. *International Journal of Tourism Research*, 15(6). <https://doi.org/10.1002/jtr.1903>
- Sutrisno. (2021). Improvement Of Human Resources Competence With Academic Quality Policy In The Economic Sector Of Higher Education Providers In East Java. *Transformational Language, Literature, and Technology Overview in Learning (TRANSTOOL)*, 1(1), 19–28.

<https://doi.org/https://doi.org/10.55047/transtool.v1i1.104>

- Wang, Z., Yang, P., & Li, D. (2021). The Influence of Heritage Tourism Destination Reputation on Tourist Consumption Behavior: A Case Study of World Cultural Heritage Shaolin Temple. *SAGE Open*, 11(3). <https://doi.org/10.1177/21582440211030275>
- Wijaya, N. S., Arcana, K. T. P., & Sudarmawan, I. W. E. (2019). The role of tourism destination and human resources in sustainable tourism implementation in Indonesia. *Journal of Business on Hospitality and Tourism*, 5(2), 228–237. <https://doi.org/https://dx.doi.org/10.22334/jbhost.v5i2.170>
- Zubaedi. (2013). *Pengembangan Masyarakat Wacana dan Partik*. Kencana Prenada Media Group.