

STRENGTHENING THE PILLARS OF SUSTAINABLE TOURISM THROUGH LANGUAGE, CULTURE AND HEALTH EDUCATION FOR THE NATION'S NEXT GENERATION BELANTIH VILLAGE, KINTAMANI BANGLI

Gede Sanjaya Adi PUTRA¹, Ni Luh Putu Eka Kartika SARI², I Ketut SELAMET³

¹Faculty of Economics and Business, Accounting Study Program, Warmadewa University, Indonesia

²Faculty of Medicine and Health Sciences, Medical Education Study Program, Warmadewa University, Indonesia

³Faculty of Economics and Business, Management Study Program, Warmadewa University, Indonesia

Corresponding author: Gede Sanjaya Adi Putra

Email: sanjaya.adiputra29@gmail.com

Article Info:

Received: 2024-05-08

Revised: 2024-05-29

Accepted: 2024-06-15

Volume: 3

Numbers: 2

Pages: 101 - 107

Keywords:

Sustainable Tourism,
Culture, Through
Language, Health
Education

Abstract:

Belantih Village in Kintamani, Bali, offers beautiful natural scenery and coffee and orange plantation agrotourism that supports tourism. The village has great potential but needs more English language skills, which hinders interaction with tourists. KKN in this village, which focuses on teaching English, dance, and healthy living behaviors, is essential to improve competitiveness in the tourism sector, preserve Balinese culture, and improve quality of life. The community service program in Belantih Village, Kintamani, integrates English language education, arts, and healthy living practices to empower elementary students. The program aims to enhance students' language proficiency, artistic expression, and hygiene awareness through structured instruction and hands-on activities, ultimately contributing to sustainable tourism and community well-being. Evaluation will include pre- and post-assessments, feedback, and a final showcase to measure and celebrate the program's impact on the student's personal development and community contribution. This program is expected to have a long-term impact on community welfare and readiness to face future health challenges. Warmadewa KKN students supported sustainable tourism in Belantih Village by teaching elementary students English, traditional dance, and healthy living.

INTRODUCTION

Belantih Village, located in Kintamani Sub-district, Bangli Regency, Bali Province, Indonesia, is a highland village with beautiful natural scenery, surrounded by mountains and lush plantations. The village covers approximately 1,800 hectares and borders Batur Village to the north, Sukawana Village to the east, Pinggan Village to the south, and Catur Village to the west. The village's elevation gives it a cool climate, making it an attractive destination for travelers seeking natural beauty and tranquility. Belantih Village is inhabited by around 3,500 residents, with the majority working in the agriculture and livestock sectors, producing primary commodities such as coffee, oranges, vegetables and cattle. The community's life is very close to Balinese customs and traditions, reflected in the various ceremonies and traditional activities. Belantih Village is also known as one of the producers of high-quality coffee in Bali.

The rich natural and cultural potential makes Belantih Village one of the essential villages in Kintamani. Therefore, the implementation of KKN in Belantih Village, Kintamani, which focuses on teaching English, dance, and healthy and clean living behavior, is essential. The village has great



potential in tourism, but limited English proficiency is an obstacle for residents, especially the younger generation, in interacting with tourists and capitalizing on economic opportunities. Teaching English to children and youth will give them the tools to compete in the tourism and creative industries. In addition, dance, which is an integral part of Balinese culture, can be taught to preserve cultural heritage and become a tourist attraction.

On the other hand, education on healthy and clean living behavior is essential to improve the community's quality of life. By raising awareness of the importance of hygiene and health, the people of Belantih Village will be better prepared to face future health challenges. Therefore, KKN programs with this focus are expected to improve the local community's quality of life and welfare.

The Teaching Campus program at Belantih Primary School 3 is part of an initiative integrated into the community service program (KKN), focusing on strengthening sustainable ecotourism. The program aims to improve the quality of education in elementary schools through student community service, where students act as educators and agents of change who contribute to sustainable ecotourism development. Sustainable ecotourism is essential in developing tourism potential while maintaining environmental balance. This concept can be integrated into educational programs to increase student awareness about protecting the environment. The Teaching Campus program is expected to be a means for students to contribute to improving the quality of education and environmental awareness (Astuti, 2022).

Students will teach English, healthy and clean living behavior, and dance art in this activity. English is introduced as an essential global communication tool in the digital era. Education on healthy and clean living behavior is emphasized to improve children's physical and mental balance. At the same time, dance art is used as a medium of cultural expression that can enrich students' learning experience. The Teaching Campus program is expected to provide a continuous and sustainable learning experience for State Elementary School 3 Belantih students. Thus, this program improves the quality of education and strengthens local communities through sustainable ecotourism (Widodo & Hartono, 2021). Through this activity, students can develop soft skills and better character and increase public awareness about the importance of sustainable ecotourism.

This background is also supported by previous research, which shows that the Teaching Campus Program has significantly contributed to improving the quality of education in various elementary schools in Indonesia. For example, the Teaching Campus Program Batch 3 at State Elementary School Negeri 3 Lembah, Babadan, Ponorogo, East Java, successfully improved students' English and numeracy skills, as well as increased students' awareness of the importance of technology in daily life (Haryanto & Susanto, 2021). The Teaching Campus program at State Elementary School 3 Belantih is expected to be an excellent example of implementing sustainable ecotourism in education.

By integrating English, healthy and clean living behaviors, and dance arts, this program can provide students with a more comprehensive and sustainable learning experience. In addition, this program can also increase community awareness about the importance of protecting the environment and developing tourism potential in a sustainable manner (Rosidah & Prasetyo, 2022). Therefore, the Teaching Campus Program at State Elementary School 3 Belantih in this KKN activity is expected to be an excellent example of implementing sustainable ecotourism in education, improving the quality of education and strengthening local communities through sustainable ecotourism.

METHODS



This open-access article is distributed under a Attribution (CC-BY-NC) 4.0 license

The implementation method describes procedures and techniques for carrying out work, which is the core of all activities in the construction management system (Nurhayati & Wibowo, 2021). The implementation method of the community service program in Belantih Village, Kintamani, is designed with a structured and systematic approach to ensure the effectiveness and sustainability of the activities carried out (Kartika & Suharto, 2022).

Program Overview. The program titled "Empowering Elementary Students through English, Arts, and Healthy Living Education" is designed to integrate the teaching of English language skills, artistic expression, and healthy living behaviors at SD 3 Belantih, Kintamani. The program aims to support sustainable tourism in the region by fostering essential skills and habits among young students that will contribute to their personal development and the community's well-being.

Participants. The program will involve students from grades 1 to 6 at SD 3 Belantih, Kintamani. Approximately 150 students will participate, with activities tailored to different age groups. A team of university students specializing in education, arts, and health promotion will facilitate the program.

Program Structure. The program will be divided into three main components:

- a. English Language Instruction: Focused on enhancing students' basic English communication skills, particularly in speaking, listening, and vocabulary related to daily life and tourism.
- b. Arts Education: Emphasizing traditional and modern dance, music, and visual arts to encourage creativity and cultural appreciation.
- c. Healthy and Clean Living Behaviors: Promoting proper handwashing, dental hygiene, balanced nutrition, and environmental cleanliness.

Methodology.

A. English Language Instruction.

- 1) Teaching Approach: A communicative language teaching (CLT) approach will be employed, focusing on interactive activities such as role-plays, games, and songs to make learning engaging and practical.
- 2) Lesson Plans: Lessons will be designed based on the students' proficiency levels, each session lasting 45 minutes. Content will include basic greetings, common phrases, and vocabulary related to their daily environment and tourism.
- 3) Materials: Flashcards, posters, and audiovisual aids will reinforce learning. Simple English storybooks and worksheets will support reading and writing skills.

B. Arts Education.

- 1) Dance and Music Instruction: Students will learn traditional Balinese dance and music and select modern dances. Sessions include practical dance lessons, music rhythm exercises, and student performance opportunities.
- 2) Visual Arts Workshops will involve drawing, painting, and crafts activities incorporating local cultural themes. Students will create art pieces that reflect their environment and traditions.
- 3) Materials: Traditional dance costumes, musical instruments (gamelan, bamboo flutes), art supplies (paints, brushes, paper), and digital media for showcasing performances.

C. Healthy and Clean Living Behaviors.

- 1) Instructional Content: Lessons will cover essential topics such as personal hygiene, the importance of handwashing, dental care, and environmental cleanliness. Particular emphasis will be placed on the link between these behaviors and overall health.



- 2) Activities: Hands-on demonstrations of proper hygiene practices, interactive discussions on the benefits of a healthy diet, and community clean-up activities to instill the importance of maintaining a clean environment.
- 3) Materials: Hygiene kits (including soap, toothbrushes, and toothpaste), posters illustrating hygiene practices, and educational videos on health and cleanliness.

Evaluation and Feedback.

- 1) Pre- and Post-Assessment: Students' knowledge and skills will be assessed before and after the program to measure improved English proficiency, artistic skills, and understanding of healthy living behaviors.
- 2) Teacher and Student Feedback: Teachers and students will provide regular feedback to adjust the program and ensure it meets the student's learning needs.
- 3) Final Showcase: The program will culminate in a performance and exhibition, during which students will showcase their newfound English skills, art creations, and healthy living projects to the community.

Expected Outcomes.

- 1) Improved English language proficiency among students and increased confidence in using English in daily interactions.
- 2) Enhanced appreciation and skills in traditional and modern arts.
- 3) Better understanding and practice of healthy and clean living behaviors contribute to overall well-being and community health.

This program aims to create a sustainable impact by equipping students with essential skills for their future, both academically and in supporting the local tourism industry.

RESULTS AND DISCUSSION

Based on the implementation method described, the first stage in implementing this program is the preparation stage, which is very important to understand the needs of the community and students in the village. In this stage, students identify needs through direct observation and interviews with teachers and local communities. This process aims to dig up information about the relevant materials and needs of the students so that the program genuinely follows the local context and needs. Students can develop an appropriate curriculum by understanding the background and existing conditions, including basic English, dance art, and healthy and clean living behavior.

After the preparation phase was completed, students had developed a comprehensive curriculum. This curriculum focuses on teaching English and integrates dance and healthy and clean living behavior as part of the learning. According to Mahardika (2021), teaching basic English best uses interesting interactive learning methods, such as games, songs, and dialogs. These methods are chosen because they can increase student engagement and make learning fun. This English teaching activity includes vocabulary recognition sessions using flashcards and effective visual aids to help students remember new words. In addition, simple conversation exercises in small groups will be conducted to allow students to practice speaking in English directly. Language games will also be held to improve students' speaking skills, where they can learn while playing, making the learning atmosphere more dynamic and less tedious.





Figure 1. Teaching and Learning Activities at Belantih 3 State Elementary School

Furthermore, dance teaching will be conducted with a demonstrative and participatory approach. Students will demonstrate traditional Balinese dance movements, such as Kecak Dance and Pendet Dance, which are part of the area's rich cultural heritage. These demonstrations aim to show the dance movements and provide a deeper understanding of the meaning and cultural value of each dance movement taught. After the demonstration, students will invite students to practice together to experience dance and understand the basic techniques required. Discussions about each dance movement's meaning and cultural value will also be held to enrich students' understanding. In this way, students not only learn to dance but also learn to appreciate and understand their own culture. It is essential to build a sense of identity and pride in the cultural heritage of the Balinese people (Wulandari & Arifin, 2022).

After teaching English and dance, the program will also include education on healthy and clean living behavior. In this session, students will provide information on the importance of a healthy diet, regular exercise, and personal hygiene. Teaching methods will include interactive discussions, multimedia presentations, and practical activities. For example, students can organize cooking sessions to show how to prepare healthy meals using local ingredients. In addition, sports activities such as gymnastics or traditional games will also be held to encourage students to actively move and understand the importance of physical activity in maintaining health. Each learning session will create a fun and supportive atmosphere where students feel comfortable asking questions and participating. Students will act as facilitators who teach, listen, and respond to students' needs (Rahayu & Lestari, 2022). With this approach, it is expected that students can more easily absorb the material taught and feel motivated to learn. After the program's implementation, an evaluation of the activities will be conducted to assess the effectiveness of the teaching. The evaluation methods used include quizzes and exams to measure students' understanding of English materials and healthy and clean living behaviors, practical assessments to assess students' ability to dance and apply healthy and clean living behaviors, and collecting feedback from students and teachers about their learning experience. This evaluation is critical to know the extent to which the program objectives are achieved and to identify areas that need to be improved in the future (Putri & Setiawan, 2022). Based on the evaluation results, students will compile a report with recommendations for the next program. These recommendations will be based on data analysis obtained from the evaluation and input from students and teachers. Thus, this community service

program not only focuses on implementing activities but also on improving the quality and sustainability of the program in the future.

In the context of sustainability, students will also strive to involve the local community in every stage of the program. One way to do this is by training local teachers so that they can continue teaching after the program is over. By training teachers, it is hoped that they can apply the teaching methods introduced and continue to develop students' abilities in English, dance, and healthy and clean living behavior (Fajar & Siregar, 2021). In addition, students will also collaborate with local communities to identify their specific needs in education and health. This way, programs can be tailored to be more relevant and beneficial to the local community.

Students will also encourage the participation of parents and other community members in the activities held. For example, they can invite parents to attend dance performances held by students after their studies or hold seminars on healthy and clean living behaviors that involve the whole family. It will strengthen the school and community relationship and create a sense of ownership and shared responsibility for children's education and health. In addition, students will utilize social media and digital platforms to disseminate information about the program and share results and experiences gained during implementation. This way, they can reach a wider audience, inspire more people to participate in cultural preservation efforts and promote healthy and clean living behaviors.

In the long run, this program can serve as a model for similar initiatives in other areas by adapting approaches that have proven effective locally. By involving students, the community, and other relevant parties, this program will provide direct benefits for students and contribute to the community's overall development. Finally, students will compile a complete documentation of the entire program process, including the implementation plan, teaching materials, evaluation results, and recommendations for future programs. This documentation will be a valuable reference source for the next generation and can be used to improve the quality of future community service programs. With a holistic and participatory approach, it is hoped that the community service program will not only succeed in achieving educational goals but also be able to build awareness and appreciation for local culture and the importance of healthy and clean living behavior among students and the community (Zahra & Utomo, 2021).

CONCLUSION

Warmadewa KKN students have conducted a community service program at State Elementary School 3 Belantih, Belantih Village, Kintamani. This program aims to support the development of a sustainable tourism village. The materials taught include primary English teaching, dance art, and healthy and clean living behavior. Teaching basic English aims to improve the ability to communicate in English for Elementary School Negeri 3 Belantih students. It is expected to support the growing tourism activities in their village. In addition, students were taught traditional Balinese dance. The aim is to preserve the local culture while introducing it to the students as one of the tourist attractions for visitors to the village.

Furthermore, students also provide teaching on healthy and clean living behavior. The goal is to increase students' understanding and awareness of the importance of implementing a healthy lifestyle, such as maintaining personal and environmental hygiene. It is expected to support a sustainable tourism village program. Through this Teaching Campus program, Warmadewa KKN students have made a real contribution to supporting the development of a sustainable tourism village in Belantih Village, Kintamani. The teaching benefits the students of SDN 3 Belantih and the



village's progress as a whole, especially in tourism. With improving English language skills, preserving local culture, and implementing a healthy lifestyle, Belantih Village is expected to become an increasingly attractive and sustainable tourist destination.

REFERENCES

- Astuti, T. Y. (2022). "Peran Program Kampus Mengajar dalam Peningkatan Mutu Pendidikan di Sekolah Dasar." *Jurnal Pendidikan Indonesia*, 11(2), 98-107. <https://doi.org/10.33578/jpfkip.v11i4.8610>
- Fajar, M. A., & Siregar, R. (2021). "Pengaruh Program Kampus Mengajar terhadap Motivasi Belajar Siswa di Sekolah Pelosok." *Jurnal Inovasi Pendidikan*, 8(2), 125-134.
- Handayani, T., & Nugroho, S. (2021). "Implementasi Program Kampus Mengajar dalam Meningkatkan Keterampilan Guru di Daerah Pedesaan." *Jurnal Ilmu Pendidikan*, 10(3), 145-154.
- Haryanto, A., & Susanto, S. (2021). "Dampak Program Kampus Mengajar terhadap Peningkatan Keterampilan Guru di Sekolah Menengah." *Jurnal Pengabdian kepada Masyarakat*, 8(1), 45-54.
- Kartika, R., & Suharto, B. (2022). "Peningkatan Literasi Siswa Melalui Program Kampus Mengajar di Sekolah Pinggiran." *Jurnal Pendidikan dan Kebudayaan*, 14(4), 231-240.
- Mahardika, A. (2021). "Pemberdayaan Masyarakat Melalui Program Kampus Mengajar di Desa Tertinggal." *Jurnal Pengabdian dan Pemberdayaan Masyarakat*, 5(4), 187-196.
- Nurhayati, S., & Wibowo, H. (2021). "Program Kampus Mengajar: Peluang dan Tantangan dalam Meningkatkan Kompetensi Guru di Sekolah Desa." *Jurnal Pengabdian Masyarakat Terapan*, 7(2), 85-94.
- Putri, A. R., & Setiawan, I. (2022). "Kontribusi Mahasiswa dalam Program Kampus Mengajar untuk Meningkatkan Kualitas Pendidikan di Daerah Tertinggal." *Jurnal Pendidikan Nusantara*, 13(1), 100-109. <https://doi.org/10.29407/jpdsn.v8i1.17847>
- Rahayu, E., & Lestari, K. (2022). "Kolaborasi Kampus Mengajar dalam Pengembangan Kurikulum Sekolah Dasar di Daerah 3T." *Jurnal Pendidikan Terpadu*, 6(3), 210-219.
- Rosidah, N., & Prasetyo, M. (2022). "Program Kampus Mengajar: Tantangan dan Peluang dalam Meningkatkan Pendidikan di Sekolah Terpencil." *Jurnal Pendidikan dan Pembelajaran*, 15(2), 201-210.
- Widodo, T., & Hartono, D. (2021). "Efektivitas Program Kampus Mengajar dalam Meningkatkan Kualitas Pembelajaran di Daerah 3T." *Jurnal Pengabdian Masyarakat Indonesia*, 9(3), 157-167.
- Wulandari, S., & Arifin, M. (2022). "Evaluasi Program Kampus Mengajar dalam Peningkatan Kompetensi Literasi dan Numerasi Siswa." *Jurnal Pendidikan Karakter*, 11(1), 75-84. <https://doi.org/10.29303/rengganis.v4i1.384>
- Zahra, S., & Utomo, R. (2021). "Kontribusi Program Kampus Mengajar terhadap Peningkatan Kualitas Pendidikan di Daerah Tertinggal." *Jurnal Pengabdian Kepada Masyarakat*, 8(3), 133-142.