



Preservation of arts and culture through edutourism village of Mentaraman in Malang East Java

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ABSTRACT

There are many kinds of community efforts in preserving their local culture, one of which is to carry out routine activities that are integrated with the village celebration agenda so that they become a medium for demonstrating the performance of their local cultural arts potential. This Community Service (PkM) activity aims to package cultural preservation efforts through the formation of an educational tourism village (eduwisata). The location is in the village of Mentaraman, Pagelaran Village, Malang Regency, East Java. The stages used were identification of potential and problems, Focus Group Discussions (FGDs), program preparation, socialisation, and trial visits. Analysis of the results used the 6P simultaneous stage. The results of the community service programme are in the form of a tourism package document supported by an increase in skills and a variety of performing arts as well as the involvement of local communities in management. Recommendations include the need to increase the capacity of local tour guides, the participation of artists, and the use of information technology to support digital-based promotions.

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1. INTRODUCTION

Humans and culture are inseparable entities. Culture is formed through the interactions of human life. The connection between culture and society is a social system consisting of individuals who possess their own cultural heritage and language. There are various efforts by communities to preserve their local culture through various means and actions to maintain, promote, and preserve their cultural heritage (Aini & Winarno, 2022). One of these efforts is to conduct regular activities integrated with the village celebration agenda to become a medium for showcasing local art and cultural potential. Communities that care about preserving local culture often conduct regular activities such as meetings, training, exhibitions, or art performances, which include traditional dance practices, learning about local history and traditions, and so on. Village celebrations are one of the religious or cultural traditions in many Indonesian communities. Communities often utilize this event as an opportunity to introduce and appreciate their local art and culture. This can involve traditional dance performances, music, art exhibitions, and other cultural activities that are an integral part of the village celebration. The village

celebration itself is used as a platform to showcase local art and cultural potential, which means that communities utilize this event to display traditional art and culture to a wider audience. These activities involve performances by traditional art groups, shadow puppets performances, art exhibitions, handicraft demonstrations, and so on. Promoting local culture to tourists or outsiders supports local tourism and helps in cultural preservation by creating awareness and interest in the existing cultural heritage. To ensure that this knowledge and skill are preserved for future generations, traditional art and cultural skills are necessary for the next generation, and it is essential to ensure that traditional cultural heritage continues to thrive and develop within the community.

Traditional cultural heritage plays a very important role in maintaining the cultural identity of a community. This also applies to local art and culture in Mentaraman Hamlet, Pagelaran Village, Malang Regency, as in many other areas. One of the most effective ways to preserve traditional culture is through education that integrates lessons about local art and culture into the curriculum (Murweni & Yusuf, 2018). This activity helps teach the younger generation about their cultural heritage and builds awareness of the importance of preserving local culture. The community of Mentaraman Hamlet can actively participate in various local cultural activities such as traditional art performances, art exhibitions, cultural festivals, and others (Ponimin et al., 2019). By having cultural centers in each region, local artists will have a platform to showcase their work and also create public interest in their own culture. Activities that allow knowledge exchange between older and younger generations will help in the transfer of traditional knowledge and skills from one generation to the next. This is an inter-generational collaboration and can also be done in other ways, such as using modern technology to promote local culture through social media and websites. Of the many aspects that can be focused on in various local cultural preservation efforts, the main goal is to develop local economics through culture-based industries, thereby creating sustainable economic opportunities. Preserving art and local culture in Mentaraman Hamlet or anywhere else certainly requires commitment and cooperation from the entire community. With joint efforts, traditional cultural heritage can continue to live, develop, and be appreciated by future generations.

The development of art in Mentaraman Hamlet has experienced significant progress in recent years. Mentaraman Hamlet, located in Pagelaran Village, Pagelaran Sub-District, Malang Regency, has been widely recognized as a village of art and culture. Within this art and cultural village, there are two groups of artists who are actively involved in various art activities. These two art groups possess a diverse range of art forms, including *karawitan*, *wayang* performances, *kentrung* music, *ludruk*, *campursari*, *ketoprak*, and dance. To optimize the existing potential, it is essential to develop the identity of Mentaraman Hamlet as a village of art and culture.

In an effort to preserve and promote art in Mentaraman Hamlet, the artists in this community have maintained and cared for a number of *gamelan* instrument sets inherited from their ancestors. One of the traditional arts with great potential in Mentaraman Hamlet is *karawitan*, which encompasses *gamelan* and vocal arts with *slendro* and *pelog* scales. The term "*karawitan*" itself originates from the Javanese language, where "*rawit*" describes something delicate and soft. Therefore, *karawitan* refers to the subtlety of emotions implicit in *gamelan* art. In addition to *karawitan* and *gamelan*, Mentaraman Hamlet also possesses various other art forms, including *ludruk*, *wayang*, *ketoprak*, and *kentrung campursari* (Suranto & Santosa, 2019). Consequently, in an effort to enhance the educational tourism appeal in Kampung Seni dan Budaya Mentaraman, it is expected that this location will become a premier educational tourism destination, contributing to innovation and supporting educational policies by providing an engaging learning experience for visitors, particularly students and university students (Gautama et al., 2020). Therefore, it is essential to evaluate the educational approach employed by Kampung Seni dan Budaya Mentaraman in developing educational tourism, enabling visitors, particularly students and university students, to explore every unique aspect of art and local cuisine (Latif & Amelia, 2022), especially those originating from Malang Regency, as a step towards preserving Javanese cultural heritage.

As a village with significant potential in ceramics craftsmanship and local culture, recognized by the community of Malang Regency, the residents of Pagelaran village need to be equipped with sufficient skills to promote village tourism, particularly cultural tourism focused on “performing arts” in the form of dance, karawitan, and other cultural performances. Intensive guidance and efforts to preserve local culture are required as part of the educational tourism product. The variety of performance products possessed by the village is the first problem encountered in Pagelaran village for the “Mentaraman” cultural village, as the existing art forms have not been explored in educational content as a direction towards branding the Mentaraman art and cultural village. To develop the village’s potential, collaborative efforts are necessary through participatory actions involving the community and universities, through the excavation and education of the village’s potential, particularly local cultural art forms, as a support for the realization of the cultural village icon. Furthermore, empowerment of the community based on the richness of natural and cultural resources possessed by the local environment is necessary to promote it (Buratti et al., 2022).

The community’s readiness to face the implementation of branding/the icon of the Art and Cultural Village requires support from the community’s values and attitudes, work climate, local government support, individual readiness to accept change, and adequate institutional capacity to handle village tourism activities. The realization of PkM activities is to identify community values and attitudes that are explored through surveys and interviews to find out the extent to which the community understands edutourism activities and village branding. The implementation of PkM activities includes several trainings to build a supportive work climate. These actions are in an effort to increase community awareness and participation in edutourism activities (Lestari et al., 2020). From an institutional perspective, the PkM implementation team seeks to increase the capacity of institutions, especially village governments, in managing tourism, including infrastructure development, financial management, and marketing. Therefore, it is essential to emphasize once again that enriching the variety of educational performance arts for the community is necessary to support the acceleration of the Mentaraman Art and Cultural Village in Pagelaran Village, which can be achieved by the Community Service Team (PkM) of the State University of Malang (UM). This activity will be highly beneficial in increasing awareness and knowledge about the factors of tourist attractions based on community readiness. Specifically, for the residents of the Cultural and Art Village of Pagelaran, the results of this community service activity can be beneficial for raising awareness of their regional potential, thereby improving their welfare. Based on situational analysis and observation of the potential of local cultural “performing arts” as a support for the realization of the Cultural and Art Village icon, this activity will be carried out through the establishment of the Mentaraman edu-tourism organization, human resource education through tour guide training, package tour design, and trial visits.

The community service team needs to strengthen existing capacities by conducting excavation, education, and realizing package tour designs along with their documentation, after enhancing the capacity of involved human resources. This aims to enable the community to discover, understand what they possess, their strengths and weaknesses, and manage or utilize the existing resource potential.

As a tourist destination with diverse art and cultural attractions in Pagelaran Village, and possessing unique cultural heritage with potential as an educational tourism destination, the Mentaraman Art and Cultural Village in Pagelaran Village requires a precise evaluation of the impact of developing its educational tourist attractions. Therefore, this Community Service Program (PkM) is not only conducted to preserve and maintain local art and cultural heritage but also to transform the Mentaraman Art and Cultural Village into an informative educational tourism destination for students and university students, as an effort to preserve culture for the younger generation (Desembrianita et al., 2021).

This community service activity aims to identify Mentaraman Hamlet based on the dimension of educational tourism village with branding of art and cultural village, and to formulate a development strategy for Mentaraman Hamlet as an art and cultural village in Malang Regency. It is expected that by enriching the variety of educational performance arts for the community, it can contribute to improving community welfare through creative economy, increasing community participation and empowerment in regional development, and fostering and promoting community economic independence through activities based on local superior potential (Sani & Anam, 2022).

2. METHODS

This Community Service (PkM) activity follows the stages of potential and problem identification, Focus Group Discussion (FGD), program formulation, socialization, and trial visits as depicted in the Figure 1.

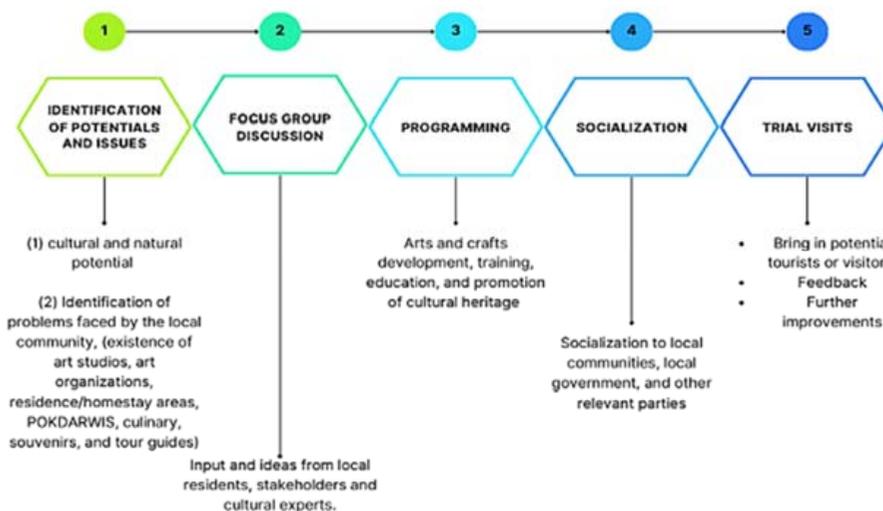


Figure 1. Stages of community service activity: Preservation of art and culture through the establishment of Mentaraman Eduwisata Village Malang, East Java

Potential and Problem Identification

The PkM activity begins with conducting preliminary research on the Mentaraman Hamlet area to identify the existing cultural and natural potentials, including performance arts, traditional art and cultural development, contemporary art and cultural development, ceramics crafts, cultural heritage, natural environment, and history, and identifying the problems faced by the local community, such as the existence of art studios, art organizations, homestays, POKDARWIS (Tourism Awareness Group), culinary, souvenirs, and tour guides.

FGD (Focus Group Discussion)

Subsequently, a Focus Group Discussion (FGD) was conducted with the local community to listen to their aspirations, hopes, and concerns regarding the plan to establish an Educational Tourism Village. The FGD aimed to gather inputs and ideas from local residents, stakeholders, and cultural experts.

Program Formulation

Based on the results of potential and problem identification, as well as inputs from the FGD, a program for the preservation of art and culture was developed, encompassing the development of art and crafts, training, education, and promotion of cultural heritage. This program has an economic component that can provide benefits to the local community, such as sustainable tourism development.

Socialization

At this stage, the plan to establish an Educational Tourism Village was socialized to the local community, local government, and other related parties. The benefits of the village for cultural preservation, economic development, and improving the quality of life of the community were also explained.

Trial Visits

The next step was to conduct trial visits before implementation, by inviting a number of tourists or potential visitors to visit the Mentaraman Educational Tourism Village. The trial visits were used to gather feedback about their experiences, thereby requiring evaluation and improvement if necessary before the actual implementation.

From this stage, the art and cultural preservation program was implemented at the Mentaraman Educational Tourism Village in Pagelaran village. This program was run continuously and based on active participation from the local community. The establishment of the Mentaraman Educational Tourism Village in Malang, East Java, not only functions as a tourist destination but also as a sustainable center for art and cultural preservation, providing economic and educational benefits to the local community.

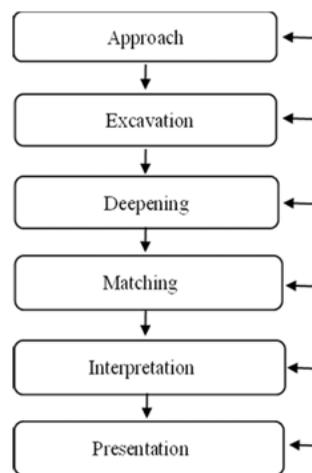


Figure 2. Simultaneous 6P stages

The type of analysis method used in data processing is through the simultaneous 6P stage approach proposed by Winarno & Robfi'ah (2020). The simultaneous 6P stage approach (Figure 2) includes approach, excavation, deepening, matching, interpretation, and presentation. The approach is a stage that focuses on strategy in activity planning. Excavation is a stage that involves understanding,

explaining, and providing solutions to a topic to be raised. Deepening is a stage in research that focuses on finding more detailed and in-depth material. Matching is a stage in research that involves adjusting or matching the results with the previously proposed hypothesis. Interpretation is a stage in research that involves giving meaning and significance to the analysis, explaining descriptive patterns, and finding connections between various available descriptions. Presentation is a stage in research that involves presenting the results before or after the research activity is conducted.

3. RESULTS AND DISCUSSION

Identification of Educational Tourism Village Dimensions in Local Neighbourhood of Mentaraman

Identifying Local Neighbourhood of Mentaraman based on educational tourism village dimensions is a crucial step in branding the art and cultural village. This dimension involves various aspects that support the development of a tourist destination that not only provides entertainment but also educational knowledge and experiences to visitors. Local Neighbourhood of Mentaraman or Mentaraman Hamlet in Pagelaran Village is expected to become more advanced and recognized by the outside world through the educational tourism program, which will have a positive impact on the community. This is realized by the entire community, and therefore, cooperation between policymakers, tourism awareness groups, and the community is essential (Sani & Anam, 2022). Integration of every element in the community is needed to align the vision of making Mentaraman Hamlet an educational tourism village (Gao & Wu, 2017).

Based on Figure 3, the results of the FGD with the Mentaraman Hamlet community, it is realized that the efforts to promote this hamlet have not been optimal. Mentaraman is not yet well-known to the wider community, and instead, Gethaan Hamlet and its Gerabah Eduwisata are more recognized. The efforts of Mentaraman Hamlet are to maintain local wisdom and promote it to the wider community through attractive events such as *ludruk* art, *karawitan*, and fragment art held during certain events. The Mentaraman Hamlet community realizes that the strength of this region lies in its traditions and culture, as evidenced by the special attention given by the village head who collaborates with village officials to enhance various arts and involve the community to be more creative. From the open-ended questions delivered to the community members during the FGDs, especially regarding the concept of edutourism in Mentaraman, the potential of the tourism village in Mentaraman, and the villagers' expectations from the development of the tourism village in Mentaraman, the project team identified themes that emerged from the FGD discussions. Then the answers of the communities were categorised based on the themes, with conclusions drawn. In practical terms, questionnaires were distributed in the form of scaled questions to measure the level of agreement or disagreement of the community towards the implementation of edutourism. The forms of training conducted by the team include training on the introduction of tourism village management, and training on the use of information systems and tourism technology. From the data collection, it was concluded as a result of the FGD that the community has a different interpretation of the concept of edutourism, but in general the community understands that edutourism is a tourism activity based on education and cultural preservation. The benefits obtained are that edutourism can bring economic, social, and cultural benefits to local communities. For this reason, there is a need for active participatory involvement of the community in the development of edutourism in Mentaraman and would like to be part of the decision-making process.

A village becomes an 'arts and culture village' when it fulfils certain conditions that reflect its focus on the development, preservation, and promotion of arts and culture (Wesnawa, 2022). This

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suggests creating an environment that supports the development of the arts, cares for cultural heritage, and provides meaningful experiences to visitors. While these requirements may vary depending on the local context and objectives, some general requirements that must be met for a particular village to become an arts and culture village include (Susyanti, 2013) a rich arts and cultural heritage, an active arts community, an education and training centre, cooperation with educational institutions, regular arts programs and events, educational tourism experiences, partnerships and collaborations, and environmental conservation. These requirements describe a comprehensive vision for a village to become an arts and culture centre.



Figure 3. FGD with village government and Mentaraman figures
Figure 4. Active discussion on art promotion focus

Mentaraman Hamlet can be identified as a center for art and cultural education, offering various types of training and workshops to visitors. The activities may include dance lessons, traditional music, painting, and others. This center can also serve as a place where young generations can learn and hone their artistic skills. Identifying Mentaraman Hamlet as a center for art and cultural education is one of the crucial elements in the branding strategy for an art and cultural village. This means that the village has a strong focus on developing art and culture through education, training, and organizing various activities that support creative growth and community knowledge. The standard as a reference for an area to be developed as a tourist village is the Ministry of Tourism and Creative Economy (Kemenparekraf) standard for tourist village guidelines (Kementerian Pariwisata Republik Indonesia, 2019). Based on this standard, the importance of developing tourism villages based on local wisdom and cultural preservation is emphasised. In the publication of Kemenparekraf's book on art and cultural education centres in accordance with Kemenparekraf's standards, Mentaraman Hamlet has the potential to be a standardised area as long as it meets the requirements set. In this case, for the existence and preservation of traditional arts in Mentaraman, especially in fostering cultural awareness and generating future talented artists, the role of stakeholders is very significant (Julia, 2016). The role of academics in assisting the branding of Mentaraman Art and Culture Village is needed, especially in terms of developing education and Training programmes.

The steps that can be taken in identifying the village include: (1) Regular performances and exhibitions, namely holding art performances, art exhibitions, and fragment performances on a regular basis. These activities can help introduce artworks to the community and create a creative atmosphere in the village (Anderson & Gaddefor, 2016); (2) Collaboration with educational institutions, namely partnering with schools and universities around the village, can help expand the reach of art and cultural education programs. The benefits obtained are that it can bring a deeper learning spirit to students. Collaboration with educational institutions is an effective way to expand and deepen art and cultural

education programs in the village (Bazkiaei et al., 2020). Such collaboration not only benefits students with a richer learning experience but also can elevate the village's image as a center for art and culture that prioritizes education and creativity; Lastly, (3) integrating educational messages is crucial. In all art and cultural education programs, it is essential to integrate relevant educational messages, such as moral values, local history, health, environment, and others. Integrating educational messages into art and cultural education programs has significant implications for providing a deeper educational dimension to the artistic and cultural experiences offered to the community.

These activities are not only about providing entertainment or artistic skills but also about imparting values, knowledge, and awareness to participants. By integrating educational messages, art and cultural program participants can gain a deeper understanding of important issues in society. For instance, in dance or drama performances, moral or ethical messages can be integrated to teach positive values to the audience. Considering that art has the power to communicate messages in a creative and engaging way, integrating educational messages through art can make these messages more easily understood and accepted by the audience, especially when conveyed through powerful art forms. By combining educational aspects into art and cultural programs, visitors or tourists can have a holistic experience that not only stimulates their senses but also their minds and emotions. This can enhance the value of the experience. In essence, integrating educational messages into art and cultural enrichment is about leveraging the appeal of art to convey beneficial and educational messages to the community. This approach is effective for achieving educational goals while preserving the unique artistic and cultural values of a region (Irfan & M, 2018).



Figure 4. Partnership and collaboration between UM and Pagelaran Village, Malang Regency

Partnerships and collaborations in the context of an art and cultural village refer to the efforts of cooperation between the village and external parties, such as government, art institutions, non-governmental organizations, educational institutions, art communities, and other stakeholders with interests or expertise in art and culture. The purpose of these partnerships and collaborations is to mutually support and strengthen the development of art and culture in the village. Partnerships with external parties can provide access to additional resources, including financial, human resources, or facilities. The village's capacity to organize art and cultural events, as well as educational programs, can be enhanced. Art institutions, cultural organizations, and art experts possess specialized knowledge and skills in the field of art and culture. Collaborations with experts can bring new perspectives, creative ideas, and best practices in art and cultural development (Chalhoub, 2011). Partnerships with various parties can help the village build a broader network in the art and cultural world. Opportunities for further collaboration, idea exchange, and encounters with a wider art community are opened up. External

parties can assist in promoting and marketing the art and cultural events organized by the village, which can help reach a larger audience and attract more visitors. Through partnerships and collaborations, the village can present a more diverse range of programs and activities, such as guest performances, joint exhibitions, or specialized workshops. Partnerships with educational institutions or art institutions can help develop the local community's capacity in art education, event management, and tourism promotion. A good partnership can help ensure the sustainability of art and cultural programs in the village, as it can provide long-term support. Partnerships and collaborations are an effective way to strengthen the potential of an art and cultural village, expand its impact, and build a more dynamic art and cultural ecosystem (Gimenez-Espin et al., 2013).

Development Strategy for Mentaraman Hamlet as an Art and Cultural Village

Formulating a development strategy for Mentaraman Hamlet as an art and cultural village involves a careful and targeted planning process. This strategy will help guide concrete steps to develop the art and cultural potential in the village: (1) A thorough analysis is conducted to identify the existing art and cultural potential in Mentaraman Hamlet. This activity includes identifying local art and culture, art communities, cultural heritage, and human resources involved; (2) Identifying potential visitor segments, such as cultural tourists, students, families, and local communities. Determining the type of visitors will help in program and promotion adjustments; (3) The need to create a brand identity/icon that reflects the essence of Mentaraman Hamlet as an art and cultural village. The need for a gate or building that orients towards this type of tourism. Additionally, a visual style and main message to be conveyed are required; (4) Compiling an action plan that outlines concrete steps to be taken to achieve the development goals, namely the preparation of a tourism package document. This plan includes activities, timelines, budgets, and stakeholders involved.

4. CONCLUSION AND RECOMMENDATIONS

The development of tourism in Pagelaran Village has increased its potential while significantly involving the local community in managing and promoting attractions. This community empowerment ensures that tourism benefits are shared sustainably, fostering a sense of ownership and pride. However, the Trial Visits stage shows that further improvements are needed, especially in the edu-tourism village design, to meet both visitors' expectations and broader village goals. Current development lacks essential infrastructure and services for a seamless tourist experience. Additionally, the village has limited digital marketing efforts, which are crucial for reaching wider audiences through platforms like social media and websites. Ensuring that tourism growth does not harm Pagelaran's natural and cultural environment remains a key challenge, as the balance between expansion and ecological preservation must be carefully maintained to create a sustainable tourism destination.

To overcome these limitations and enhance the success of tourism in Pagelaran Village in the future, the following steps are recommended: (1) Utilizing information technology to enhance the village's online presence through the creation of a professional website, active social media accounts, partnerships with travel platforms, and digital marketing strategies will help attract a wider audience; (2) Implementing sustainability guidelines for tourism activities to minimize the ecological footprint of visitors. This can involve promoting environmentally friendly practices, such as reducing waste, conserving water, and protecting local wildlife.

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