

Preparing Troliman Villagers to Get Ready for Tourism Potentials

Steven Chandra, Sonia Dwi, Chlarita Ekklesia, Dwi Setiawan
Petra Christian University, Surabaya, Indonesia

Abstract

Troliman is a fertile sub-village located in highland Mojokerto. Troliman has tourism potentials, such as the local *gamelan* community and the tourism spot *Lembah Harapan*. Therefore, when Community Outreach Program was held in the village in 2019, the theme for the village is "Tourism Village". Education and environmental health had become a problem in developing the village potentials, especially in tourism sector. In order to address these problems and grow the village's potentials, several programs were proposed to support the development of Troliman Village; such as physical projects (murals in school buildings and *gamelan* room, trash bins, signboards, preschool facilities, building orchid houses) and non-physical projects (teaching at local preschool, arts and creative trainings, Independence Day, Troliman Sehat, and Culture Night). With a total of 29 participants from 7 countries, coming from various backgrounds of major studies, the programs were executed during three weeks in the village between July 22nd-August 6th, 2019. Future work in the village could do further work on Troliman's tourism spots and environmental health after operation of local key environmental programs in Troliman has fully begun.

Introduction

A. Monograph and Demography

Troliman is a sub-village of Begaganlimo village, and it is located in highland Mojokerto. The villagers are comprised of around 105 KK (head of family) in total. In Troliman, most of the villagers are working either as farmers or merchants, and several of them are working in the city. The farmers plant rice, corn, cassava, durian, and vegetables, and there is a field planted with various crops adjacent to the river next to the village. The river also provides irrigation for the villagers' crops. Other than planting crops, some of the villagers also raise livestock such as goats and chickens. The majority of the villagers are Muslim and they live according to local and religious customs. In terms of education, most of the villagers above 40 years old in this village are elementary school graduates, while villagers under 40 years old in this village are mostly high school graduates. In addition, education infrastructure in Troliman and nearby is not complete unlike in bigger cities. Troliman has a preschool building located near the center of Begagan sub-village, but it only consists of two rooms in a building shared with other village facilities, while the elementary school is in another nearby village. Troliman has several notable potentials ranging from its natural to human resources. The village has a *gamelan* (Javanese traditional music instrument) community. However, the *gamelan* set and room is only used once a month, as the elders only practice once a month and no interest from the young generation in Troliman in continuing the cultivation of these instruments.

B. Problems

Troliman has several problems that need to be solved or alleviated. First, the improvement of education as has been described in the previous paragraphs. Second, Troliman also has problems of trash littering throughout the village. A lot of trash are deliberately thrown into the river, making the river dirty and polluted even as some of the trash flow downstream. Not only the river, trash are also seen in *Lembah Harapan* (The Valley of Hope), one of the tourism spots in Troliman Village. On the way to *Lembah Harapan*, travellers have to walk through the forest along the rivers, and a significant amount of trash can be seen on the path to the tourism spot. Once visitors arrive at *Lembah Harapan*, there are trash on the stream and around the compound as well. It is unhealthy and not a good sight for

visitors and tourists who come to the village. Third, the village has several greenhouses that are not being utilized anymore, whereas in fact, this greenhouse can be used as an income source for the village. Fourth, the facilities at the Troliman preschool are very limited, as the preschool does not have chairs and tables for the children to sit and use for learning. Therefore, the children have to sit and work on the floor when they learn at the preschool. Lastly, a few places at the shared preschool and *gamelan* building needs a fresh coat of paint, as some of the paint on the wall has already peeled and flaked off.

C. Community Outreach Program contribution

Therefore, this team set out to answer these problems with programs that we bring to the village. To address the first problem, we bring programs that educate and raise the villagers' awareness of several relevant key issues such as the trash bin project. For this project, we provided 100 trash bins that we draw and paint on to educate the villagers of the importance of waste sorting. Villagers now have additional trash bins to organize their trash based on its type such as organic and non-organic. In addition, we also clean and pick up trash at several key areas, such as on the river and along the way to *Lembah Harapan* as previously mentioned. The team also seek to revitalize the greenhouses by cleaning and fixing the damages on the greenhouses and providing plants that are valuable for the villagers. To improve facilities in pre-school building, we provide facilities such as chairs and tables for the preschool, preparing and painting them suitably to be used by preschool children. Finally, we also decide to paint and do murals on the walls of the preschool and *gamelan* room, especially leveraging the paint sponsorship that we have.

Considering the theme "Tourism Village", derived from the potentials and the plans of the village, Community Outreach Program (COP) by Petra Christian University is especially well-suited for the village. First, COP is interdisciplinary, whose participants are college students studying various majors at university. This is useful and beneficial, as the programs that will address the village's problems would turn out to require the knowledge that the participants bring from their majors. Second, the difference between COP and normal KKN (Kuliah Kerja Nyata) is that COP has international participants. In terms of the plan to make Troliman a tourism village, the international participants can offer diverse points of view in regards to what everyone can do at Troliman to make Troliman a village suitable for tourism.

D. Projects aims

- To help increase the community's awareness towards environmental health
- To improve public facilities and tourism sector of the village.

Methodology

To formulate plans and programs that the team will implement at Troliman, members of the Troliman group surveyed at the village twice in advance and stayed in the village for several days, on March 29th-31st 2019 and May 18th - 19th 2019. On the first survey (March 29th-31st 2019), the representatives of Troliman group accompanied by COP volunteers asked for permission to work in the village and gave a brief description of COP's program to the village. After that, they interviewed Troliman's chief, Mr. Miskan, related to the village's monograph (numbers of sub-villagers, occupations, activities, atmosphere, etc.) demography, potentials and problems at the village to gather more information about the village. In addition, accompanied by Troliman's field counselor, the team were asking for permission to the owner of Troliman's tourism spot (*Lembah Harapan*), Mr. Matius, to be allowed to improve *Lembah Harapan* more in order to attract more visitors. However, after a long discussion, he refused to give authority to the team due to a matter of trust.

On the second survey (May, 18th - 19th 2019), they collected some technical information such as building size and dimensions (for the mural), numbers of houses in Troliman, the size of the old green houses, and also facilities that needed to be improved, especially at the preschool. These technical information were meant to be used for the planning and the design of the programs.

After all information needed were collected, the team worked together to analyze the SWOT (Strengths, Weakness, Opportunities, Threats) of the village and discuss the list of projects that could be implemented to develop the village.

	<p>Strengths (S):</p> <ol style="list-style-type: none"> 1. Fertile soil. 2. Beautiful scenery. 	<p>Weaknesses (W):</p> <ol style="list-style-type: none"> 1. Public facilities (i.e. gamelan training center and preschool building) are lacking maintenance and improvement. 2. Lack of awareness (in environment and education).
<p>Opportunities (O):</p> <ol style="list-style-type: none"> 1. Long-term strategic partnership with Petra Christian University. 2. Support and assistance from Mojokerto City Government. 	<ol style="list-style-type: none"> 1. Utilize the fertile soil by planting horticulture (i.e. orchids). 2. Make and improve signboards to assist tourists in visiting tourism spot in Troliman. 	<ol style="list-style-type: none"> 1. a) Mural on buildings to make them more attractive. b) Improve facilities at the public facilities. 2. Hold educative seminars to increase awareness regarding mental health (child abuse) and teaching activities at school.
<p>Threats (T):</p> <ol style="list-style-type: none"> 1. The flow of water from Begagan Village brings waste threats. 2. Increasing number of tourism villages which are more well-exposed. 	<ol style="list-style-type: none"> 1. Create better waste management. 2. Create more exposure to promote Troliman. 	<ol style="list-style-type: none"> 1. Clean and provide waste facility at the village. 2. Make and improve sign boards to facilitate current visitors and villagers and increase awareness of the sub-village's present potential.

As a result, there are several physical and non-physical programs listed. For the physical projects there are orchid's houses, mural at preschool and gamelan training center buildings, painting trash bin, sign-boards, preschool facilities improvement; meanwhile, for the non-physical projects,

there are arts and creative training, preschool teaching, Troliman sehat (washing hand training, seminar about child abuse). During one week before the departure to Troliman, the team were working together to find materials and tools that are needed for the projects, other than preschool chairs and tables, and also orchids, which had been prepared and ordered before.

A) Physical Projects

1. Waste Sorting and Disposal (Painting trash bin)

For this project, the team had prepared 100 trash bins in total. In 5 days, the team were working together to paint the trash bins to make it more attractive. On the 6th day, those trash bins were distributed to houses and public facilities at the village.

2. Orchid's House (Greenhouses)

First, the team put up the net on the roof of the green house and cleaned the green house area. Secondly, on July 31, with the villagers help, the poles were set up and covered with net on the next day. Finally, on August 1, the team put 30 orchids into the house.

3. Sign Board-Making

Before arriving in Mojokerto, the team had prepared aluminium boards and printed yellow alphabet stickers. In the village, first, they colored the signboards green, and then attached the stickers to the signboards, and draw on them. Then, placed the signboards on their designated places throughout the villages.

4. Mural (Painting)

a. Preschool mural

Mural for preschool is divided into two sections, the inside and outside of the building. For the interior, the team had to scraped the inside wall of the preschool first before applying 2 layers of base coat of paint. After that, Troliman team started to draw and paint the wall of the preschool. For the exterior, the team started by drawing and painting a tree with branches in the middle of the wall. Then, they paint the hands of preschool children and stick them to the wall. In doing this, the preschool students are parts of the mural process.

b. *Gamelan* room mural

Troliman team drew giant gamelan instruments on the front wall of gamelan room. Afterwards, they proceed to color the picture with paint. Furthermore, they also mix the colors to make the drawings more vibrant. The team also painted the inside wall of the gamelan room with colorful paints and patterns to make the place more lively.

5. Preschool Facilities Improvement

Before arriving in Mojokerto, the team had prepared 20 chairs and 5 tables to improve facility of the preschool. In there, they first began by polishing the surface of the tables and chairs using sandpapers. Immediately, they whiten the facilities with the help of Mr. Miskan as the head of the village. This process continued for two days. The next day, the team began the finishing process which is to paint the tables and chairs with red and blue paints.

B) Non-physical Projects

1. Interactive Learning (preschool)

This program began on the first week of Community Outreach Program, held 3 times a week, until the very last day. On normal days, activities at preschool began at 8 am. The team taught the preschool about basic vocabularies of english using interactive songs, body movements, and creative handcrafts.

2. Troliman Sehat

This program consists of 3 sub-programs. First, there was morning exercise, held at 8 am in the morning. Participants invited their host-family members and they exercise together at the village hall. Second, the team taught preschool students of environmental hygiene by introducing them to *CTPS* (wash hands using soap). They used a song and create hand movements for the children to follow. Lastly, seminar regarding child abuse. The team invited a trusted source to the village hall and she shared stories and lessons to the mothers in the village.

3. Independence Day (competitions)

While Indonesia's independence day is on August 17th, the team held the competition on the very last day of Community Outreach Program. The main reason is because our absence on Indonesia's Independence day. The preparation process began with simulation of the games. The games include eating *kerupuk* (chips), and putting pencil inside a bottle competition. The participants are divided into category, preschool and elementary school. The purpose of the division is to make the competition a fair and enjoyable games for children to play. Accordingly, the winners are given a prize at the Culture Night.

4. Arts and Creative Training (Including *gamelan* practice and handicraft activities)

Gamelan practice was held a total of 5 times at night. First, the team asked the help of a professional to teach gamelan to the villagers. The villagers who volunteered are mostly middle-aged men. Afterwards, these men proceeded to teach Community Outreach Program participants of how to play gamelan. They continued to practice for 5 times before giving a performance in the Culture Night.

Participants from Korea and Japan brought a total of 5 programs to teach to the children. They divided the programs into 3 meetings. First, there were shaping balloon and decorating nametag. Preschool students had to design their own name tags with stickers and markers. Then, they received balloons shaped as dog, knife, or sword on their way out. Second, they taught the children in Troliman of how to make eva basket. The children learned how to weave and sew. Finally, there were echo bag and origami. Preschool students learned how to create planes and frogs from origami papers, and design their own echo bag with markers, special substances, and papers. At first, they had to choose a designed-paper and stick it to the tote bag with special liquids. After that, they continued to sign their name and draw to their hearts' content.

5. Culture Night

For Culture Night, the team prepared a total of 6 dishes, one from each participating country except China, to eat with the villagers. The cooking process began at different times for each country. The team then assigned different houses for each country to cook. Then, at 7 pm, the culture night began with gamelan performance.

Results and Discussion

Week	Date	Activities	Difficulties/Challenges	Documentation
I	22/07/2019	Cleaning & building the greenhouse	The team had a difficulty to find extra tools such as ladder and drill, but the villagers lent their tools and helped the team set up the orchid's house.	
I	22/07/2019	<i>Gamelan</i> practices	Gamelan practices were held at 7 pm. Participating members, including foreign participants and some of Petra students, received lessons from the villagers (elders), and later performed at the Culture Night. Many villagers were smoking and littering. As a result, the gamelan room became dirty, and the team felt uncomfortable during the practice.	

I	23/07/2019	Teaching at elementary school	One of the difficulties encountered were the division of people to teach in each grade. This was due to the fact that teaching at elementary school was a joint-project with Begagan village. The students were excited but pessimistic when they know we were going to teach English. However, with combined ideas, we used pictures and asked the students to draw so they could participate in the learning process and learn better.	
I	23/07/2019	Teaching at preschool	Sometimes it was hard to get the children to pay attention during the class session and they always played around. Therefore, the preschool team tried to make the learning easier and enjoyable, with teachers and parents accompanied the children during class. .	
I	23/07/2019	Plamuring	The team did not know how to make plamir, therefore, they asked for help from the head of village (Mr. Miskan).	
I	23/07/2019	Painting trash bins	There were 100 trash bins in total with a limited amount of paint. The challenge was to make each of the trash bins equally beautiful while efficiently utilizing the limited amount of paint.	
I	23/07/2019	Cleaning the <i>gamelan</i> room	There were many litters, coffee spill and cigarettes on the floor. The air and atmosphere were stale, and the room looked like a rarely-used room. The team cleaned the floor, and wiped each of the instruments from dust.	

			The challenge was cleaning the nooks and crannies of each instrument, and the heaviness of carrying the instruments to be cleaned outside.	
I	23/07/2019	Cleaning the river	Cleaning the river was an impromptu project that was not originally planned. The river was very polluted because the villagers are used to throwing their waste on the river. The team were working together at the river against the waterflow.	
I	23/07/2019	Finishing the greenhouse (i)	At first, the team could not set up the poles of the greenhouse since it was heavy; therefore, the team asked for help to the villagers.	
I	24/07/2019	Cleaning the Valley of Hope (<i>Lembah Harapan</i>)	Cleaning <i>Lembah Harapan</i> was also an impromptu project that was not originally planned. The team cleaned <i>Lembah Harapan</i> and the river.	
I	24/07/2019	Teaching at pre-school	Sometimes it was hard to get the children to pay attention during the class session and they always played around. Therefore, the preschool team tried to make the learning easier and enjoyable, with teachers and parents accompanied the children during the class.	
I	24/07/2019	Teaching at elementary school	The second and final day of teaching at the elementary school with Begagan village. We taught the students how to CTPS (washing hands using soap) and how to brush their teeth correctly. Later on, the learning process was followed in the classroom	

			with english lessons about animals to the children.	
I	25/07/2019	Making & finishing the signboard	There are four signboards in four different places. The process was carried out smoothly from start to finish as all members were able to work well together. They also drew on the signboards to make them more colorful and attractive.	
I	25/07/2019	Painting trash bins	With limited amount of paint, the team worked together to decorate the trash bins effectively.	
I	25/07/2019	Making ashtrays	During the project at <i>gamelan</i> training center, the villagers were smoking and littering at the floor of the gamelan room. Therefore, the team decided to make ashtrays using edible, easy-to-find ingredients such as flour and food-coloring	
I	25/07/2019	<i>Gamelan</i> practices	During the gamelan practices, some of the villagers smoked which caused the participants felt uncomfortable during the practice. In addition, communication between the trainers and the participants were quite difficult because of the language, therefore some Indonesian members became translator during the practice	
I	26/07/2019	Mural at preschool	At first, journalists came to the village to report the projects the team had during COP. They needed to take pictures of the children painting with hands. However, the team had difficulty to handle the children, therefore parents' help were required.	

I	26/07/2019	Painting tables & chairs	The team painted chairs and tables to improve the preschool facilities.	
I	26/07/2019	Teaching preschool	Sometimes it was hard to get the children to pay attention during the class session and they always played around, therefore, the preschool team tried to make the learning easier and enjoyable, with teachers and parents accompanying the children during the class.	
I	27/07/2019	Painting the gamelan room (base paint)	With limited paints, brushes, and rollers, the team tried to decorate the room efficiently. The exposed pillars in the room were the most challenging to paint and cover, as the surface was not smooth and very uneven, which require more paint and care to cover the surface.	
I	27/07/2019	Painting tables and chairs	In total, there are 5 chairs and 20 tables. The colors were quite unbalanced because of limited amount of paint, but after layers of painting, they began to look better.	
I	27/07/2019	Painting murals at preschool	With the limited colors of paint, the team tried to create new colors by mixing paints.	
I	27/07/2019	Painting trash bins	The team proceed to finish the rest of the trash bins ahead of the scheduled time.	

II	29/07/2019	Drawing murals at the front of the gamelan room and finishing for mural at the front of the preschool	The drawing process was quite challenging because of limited tools to draw the necessary shapes.	
II	29/07/2019	Finishing greenhouse	The team had a difficulty to set the roof of the orchid's houses; however, with the villager's help, the orchid's house could be finished well.	
II	29/07/2019	Kapi (scrapping the base coat of paint) for preschool	The scraping process kicked up a lot of dust, so only members who wore a mask to cover their nose and lips were allowed to enter the room and scrape. The floor and the furniture got very dirty because of the dust; therefore, the team sprayed water lightly in the air.	
II	30/07/2019	Arts and creative training: balloons and name tags (Korea)	When making Korean name-tags, the Korean members had difficulty to handle the children, especially when writing names on the pins because there were only 3 people who could write Korean letter, while there were 20 pre-school students.	
II	30/07/2019	Painting murals in front of the gamelan room	To make the mural more attractive, some foreign members put some gradation to the picture.	

II	30/07/2019	Scraping preschool building.	The scrapping process took lots of time because of limited scraping tools	
II	31/07/2019	Teaching at preschool	Some foreign members had difficulty in communicating with the children because of different languages	
II	31/07/2019	Painting the gamelan room	The team should divide the colors equally to cover the walls with suitable design. In addition, with limited number of brushes and ladders, the team were having difficulty to paint the upper side of the room.	
II	31/07/2019	Distributing trash bins	Some members were difficult to find villagers house	
	31/07/2019	Preschool murals (interior)	Drawing the walls was quite hard to do, especially on the upper side of the room	
II	01/08/2019	preschool mural (interior)	Some members could not mixing the colors well which lead to unbalanced color when doing the painting	
II	01/08/2019	Moving tables and chairs	Arranging the chairs and table were quite difficult because of the limited space in the room	
	01/08/2019	Painting the gamelan room	With limited amount of paints and time, the team designed a simple concept of mural.	

II	01/08/2019	Arts and creative training (eva basket)	The process of making an eva basket is difficult and only the Korean participants know how to make one. They taught the team how to make eva basket and we proceed to teach the kids.	
II	02/08/2019	Teaching at preschool	Some members still difficult to communicate with the students, but overtime, they finally can overcome that by using body language	
II	02/08/2019	Taking rocks from the river	To build the foundation of the incinerator site, some members fetched rocks from the river. The rocks were heavy and there were many of them that the team had to lift from the rivers. As a result, one of the members got injured.	
III	05/08/2019	Arts and creative day: Origami and tote bag	The instructor had difficulty to direct the children when making origami and tote bag; therefore, the team helped the children.	
III	05/08/2019	Independence Day	Some of the children did not want to play when they were asked to play, and some were too eager to play, but overall it was pretty successful.	
III	06/08/2019	Culture Night	There were not enough spoons and plates during dinner, therefore some members borrowed plates and spoons from villagers.	

Discussion

During the projects implementation, villagers and the COP members were working together. Although there were some difficulties in communicating ideas to the villagers, but the projects could accomplished well. There are some positive feedback and effect of this program during and after the implementation. For instance, villagers become more aware of the environmental health. They started to do waste sorting after the trash bins distribution. On the other side, preschool children and teachers were helped with the new facilities inside the classroom. The signboard created, are pretty eye catching compared to the previous signboard so people will notice there is Troliman village, and also the team make sign boards for one of the villages famous tourism spot, Lembah Harapan. With the murals created, children feels more comfortable to study in the room, it looks more lively inside and outside.

Conclusion and Recommendation

Troliman, as a tourism village, has great untapped potential which can be developed further through Community Outreach Program. Several key problems that hinder the development of village are education and waste problems. Therefore, through our physical (Waste Sorting and Disposal, Trash Bin Painting, orchid's house, sign board making, mural, preschool facilities improvement) and non-physical projects (Interactive Learning, Troliman Sehat, Independence Day, Arts and Creative Training), we worked to address the problems. However, there were several things that could be done in the future, which was difficult to carry out then due to limitations of resources, time, and authority. First, we did not do anything major to *Lembah Harapan* as the owner of the place, Mr. Matius, did not allow us to work on developing the tourism spot, but future work in the village could work on developing Troliman's tourism spots further. In addition, while the village was starting a trash bank (*bank sampah*) program, the program would not be operating in earnest until the incinerator facility and the waste-picking program could be started. As such, future work at the village could build upon these programs addressing environmental health and cleanliness, something that we could not take advantage of with the timing of our arrival in the village. Lastly, the continuation of the programs are in the hands of the villagers. While we had cleaned *Lembah Harapan* and the river, changing the mindsets of the villagers to preserve environmental health in the village is difficult. In conclusion, we recommend doing more work on the tourism spot and the environmental side of the village after the incinerator, waste-picking, and trash bank program has all started to operate in Troliman.