



Empowering Capacity of English Tutors and Kampung Inggris Management at Tete Batu Village, East Lombok

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Abstract

Tete Batu Village is one of the villages that was developed into a Desa Wisata (tourism village) in Lombok Timur regency, West Nusa Tenggara province. To support this program, the regency government launched the Kampung Inggris Tete Batu (KITB) program. However, KITB program has not run optimally as the capacity lack of the program's operators in term of tutors' ability to implement learning method and evaluation system as well as the inappropriately management program. Therefore, in general this community service activity using the Asset Based Communities Development (ABCD) method is aimed to support the community independence in this case KITB to carry out good English course. Specifically, the community service is pointed to strengthen the capacity of English tutors and course management through KITB program in supporting tourism in Tete Batu village, Lombok Timur Regency. This community service activities are held through Focus Group Discussion (FGD), materials delivering related to curriculum development and learning materials as well as reflection. The results of this community service indicate an increasing understanding toward the importance of curriculum and appropriate material development in the KITB management as well as a simple analysis of weaknesses, and opportunities for institutional development.

Keywords: English tutors, Course Management, Kampung Inggris, Tete Batu Village

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INTRODUCTION

Great changes in technology and communication have put mastering English at the top level in communication English. As an example in the tourism industry, this digital change poses both an opportunity and a threat to the relevant stake holders (Hadiyat, 2019). Technology has brought changes to the economy, business, education, and tourism with the most notable change in the productivity of the industry.

West Nusa Tenggara (NTB) Regional Government has integrated tourism as its second main sector, after broad Industry, since its inception, having taken strategic steps to enhance its attractiveness in the region, and especially in Lombok. Developing

innovative programs and facilities, the Government aims to develop new tourist destinations based on local wisdom and the village potential.

Thus, in 2019, the NTB Regional Government officially launched 99 Desa Wisata (tourism villages) (Ramadhian & Prasetya, 2021). This program on tourism villages came about as a result of new local based tourist destinations developed through the local wisdom and village untapped potential as alternative tourist destinations. Desa Wisata, according to Hadiwijoyo (2012) is a unique rural region with a genuine village and rural feel in terms of socio-economic as well as socio-culture, customs and daily activities, building and village unique architectural designs, and village spatial arrangement or interesting and unique rural economic activities.

One of the highlighted tourism villages is Tete Batu Village in Sikur District, East Lombok Regency. The village has the charm of beautiful nature with the views of Mount Rinjani, trekking tours to waterfalls, village life, and horticultural plantations. Considering this diversity of tourism, Tete Batu Village became one of the selected tourist villages to represent Indonesia in the International Best Tourism Village competition organized by the United Nations World Tourism Organization (UNWTO) which selects the best tourist villages from all over the world (Ramadhian & Prasetya, 2021).

Because of this remarkable potential, the local government of East Lombok Regency has implemented the Kampung Inggris Tete Batu (KITB) program which is designed to improve the English language proficiency of the Tete Batu village and surrounding areas human resources as a means of supporting the advancement of tourism. The growth of tourism and the economy must indeed go hand in hand with the competence and skills of the people, particularly in the field of English (Damayanti, 2019; Rahmat & Fauzi, 2022). Good English communication skills will enhance promotion and services offered. However, there is a type of English needed in Tourism which is called English for Specific Purposes (ESP) used in the communication of guest service, tour guiding, and local cultural promotion (Dudley-evans & St. John, 1998; Basturkmen, 2005). Therefore, a general learning approach may not be effective enough.

KITB opened in early 2021, since then it has been focusing on promoting local tourism and has been supported by both Tete Batu communities and the East Lombok Government (Radar Lombok, 2021). As a public institution, KITB offers a basic English course to elementary, junior and senior high school students. However, the KITB program as a whole lacks management. It, the program, and has much to be desired in regard to its curriculum, documentation, assessment criteria, and efforts to upskill tutors. A majority of the tutors are inexperienced and recent graduates-rarely are they seasoned teachers. Their specialist knowledge in

English language and linguistics comes from the Tadris Bahasa Inggris (TBI) in the Fakultas Tarbiyah dan Keguruan, UIN Mataram, an institution that has been providing training in English Language education. Without a doubt, teaching productivity and student outcomes are influenced by the quality of education. It is scientifically proven that students attain higher goals when a teacher is able to manage the classroom effectively, build a rapport, and present the lesson clearly.

Kunter et al. (2013) found that professional teacher performance, encompassing pedagogical skills, motivation, and classroom management, serves as the most significant predictor of student achievement. Due to Conway & Clark (2003) theory of teacher development, tutors at KITB, who are mainly recent graduates, typically remain in the phase of self-concerns, focusing on mastering the material and managing the classroom, rather than on student-related concerns. This emphasizes that the capacity of tutors should be the primary focus of intervention.

Anwar et al. (2020) also stress that tourism can only get better if the right agencies work to improve human resources. Capacity building is more than just training; it is a way to make sure that people, groups, and communities can do their jobs in a way that lasts (UNDP, 2009). In the context of KITB, capacity building for tutors must include pedagogical, material, and managerial aspects, which are carried out through participatory training models and continuous mentoring (Phillips & Pittman, 2009).

Based on the identification of these problems, this community service activity was designed to specifically fill the gap by providing training for tutors in communicative learning methods (CLT) and mentoring in the development of a standardized management system. This activity is more than just one-way training; it's also intensive mentoring and making useful learning tools. This community service project is also a way for the TBI to help improve the quality of people in the Tourism Village area, especially when it comes to learning English as an international language of communication.

METHOD

The major aim for this community service activity was to enhance the English language instructors' capability and make the management system of the Kampung Inggris Tete Batu (KITB) program better. This activity was conducted during the month of August 2023 on the site of the KITB in East Lombok. Participants in this activity consisted of 15 people, including tutors, administrative staf, program managers, and community representatives. In this activity, the Asset-Based Community Development (ABCD) approach was applied.

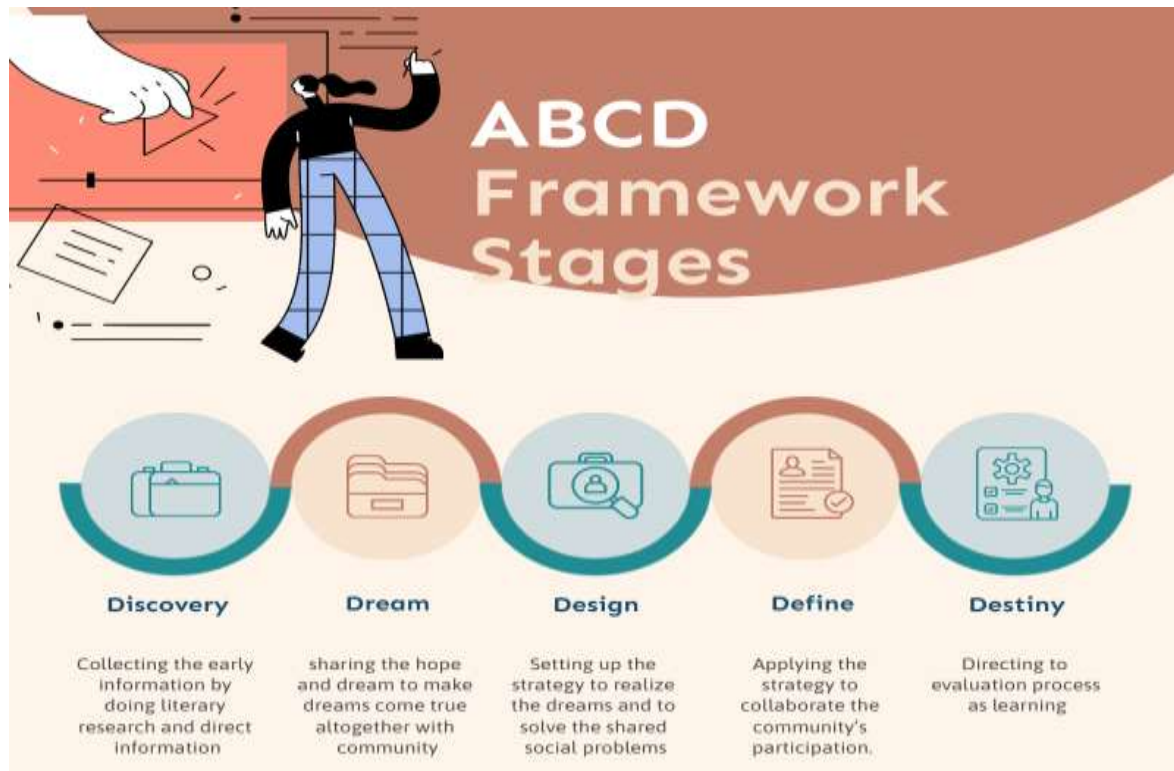
The ABCD approach was selected for its fundamental tenet of empowering a community by drawing on its inherent resources

rather than on its weaknesses—opposite to the approach based on deficiency (Kretzmann & McKnight, 1993). Moreover, Dewi et al. (2020) points out that the approach fosters an inclusive and creative perspective. In this program, identified assets such as the tutors' enthusiasm for learning, the community's spirit of working together (gotong royong), and the support of the local authorities served as the primary resources for intervention. The role of the service team was the strengthening and perfection of these intrinsic assets through knowledge transfer as well as managerial input.

Bela et al. (2024) mentions the objectives of ABCD framework as following. The discovery stage has several aims namely to identify asset and improve the hidden capability; to keep motivate and to increase community's awareness and participation through action; to mobilize community to participate; as well as to contribute in providing unfulfilled need through the program. Next, dream stage points to share the expected hope and dream for shared interest as well as to make dreams come true altogether with community. In design phase, the facilitator and community set up the strategy to realize the dreams as well as to solve the shared social problems. Moreover, define stage means to apply the strategy; to mobilize asset collectively and to collaborate the community's participation. Finally, the destiny stage directs to evaluation process as learning. Meanwhile the complete those five stages of framework during this community service is described as following.

Discovery stage was executed through information finding about the program implementation. The community service team (CST) collected the necessary information by doing literary research and direct information from several people who know KITB program. The second stage, Dream, was conducted through a Focus Group Discussion (FGD) attended by 10 community representatives, including tutors and program managers as well as the community services team to map existing assets in knowledge, skills, and motivation. The FGD was guided by open-ended questions designed to elicit collective aspirations for KITB's development. The findings from this discussion were subsequently analysed thematically to formulate a shared vision which becomes the main sources for the next phase. Through the third phase (Design) the CST discussed and arranged the suitable organized intervention programs which aim to strengthen the capacity for the tutors and the management team at KITB. The Define phases were executed via a workshop for two main cluster to enhance the capacity of tutor and management of KITB program. Finally, the last phase, destiny aims to evaluate the intervention achievement. In this stage, the CST observe the participants activeness as the real impact. Overall, these ABCD framework which is intended to

be the problem-solving paradigm applied in the field is shown in Figure 1.



Picture 1. Stages of ABCD's framework

FINDINGS AND DISCUSSIONS

The implementation of community service follows the ABCD framework namely discovery, dream, design, define, and ending with destiny. Each stage contributes integrally to the achievement of the community service's objectives. The discovery and dream stages successfully identified the community's main assets, namely high learning motivation among tutors and managers, as well as an urgent need for a standardized curriculum and management system. Based on this identification, interventions in the design and define stages focused on two main clusters: strengthening the pedagogical capacity of tutors and the managerial capacity of administrators. The results of all these stages are described below.

Discovery (information gathering)

As the first step, the CST conducted preliminary research on the implementation of the KITB program. The observation activity aimed to obtain preliminary information (the process of identifying potential of the KITB program) so that the coaching activities could achieve the objectives of community service. CST revealed several key findings as the intervention basis namely curriculum and learning materials; tutors' capacity; and course's participants.

First of all, CST finds that KITB program hasn't got a well written curriculum, syllabus, or standardized evaluation guidance book. Meanwhile, the teaching materials are developed by each tutors separately. Secondly, all tutors were fresh graduate bachelor from English language department who have high teaching and learning motivation. But, the lack of experience and knowledge in planning and managing the class have become real obstacle during KITB's program. Finally, the program's participants were groups of Junior High School students from certain schools which is appointed by the local government. It makes KITB program hasn't been available for other group limits the development potential.

Dream (Focus Group Discussion - FGD)

To transform the discovery's findings to be a collective vision (dream), CST conducted a FGD by involving community figures and KITB's program managers. FGD doesn't only confirms the earlier observation's finding but also gives a consensus about the importance of KITB's program development. Moreover, the FGD helps CST to map the collective hopes namely the program's independence, quality improvement, and program expansion.

The first point of FGD shows that an independent and sustainable program management does not merely rely on participants' scheme from local government. The second points shows that there is a need for a clear curriculum and evaluation system to guarantee the participants' outputs quality. The last point directs to the interesting program development for general people and tourists to support Desa Wisata Tete Batu.

Design (Intervention arrangement)

Based on the previous assets mapping and collective dream gathered, CST designs an appropriate intervention which correspondences to the main objectives of community services namely the strengthening capacity of KITB tutors and program's management. Hence, CST arranges an appropriate intervention in terms of technique, theme, timing, participants, and qualified speakers for the intervention.

Define (Workshop)

This stage is conducted by delivering workshop as intervention relate to the community service's theme with non-formal approach. The workshop is attended by 15 participants from various positions related to KITB which is shown by table 1 as following.

Table 1. The workshop participants

No	Position	Number
1	Tutors	5
2	Administration Staf	3
3	Program managers	2
4	Community Representatives	5

The workshop intervention is designed to strengthen the existing motivation and focused in two main competencies or clusters namely (1) Tutors' Pedagogy Capacity and (2) Program Managerial Capacity. The delivered workshop materials are expected to broad the participants' knowledge both theoretically and practically. Meanwhile, the intervention's effectivity is gained from the participants' activeness through observation, simple syllabus draft and participants' understanding gained from short survey.

Pedagogy cluster (Curriculum and Materials Development)

The first cluster of workshops is to provide (especially) tutors a strong pedagogic foundation. First of all, the speaker who is also an experienced English lecturer explains theoretical base covers definitions of curriculum, the evolution of Indonesian curriculum and the structured syllabus as learning map. The materials delivery is not only informative but also reflective, to encourage the participants to reflect gap between theory and practice which have been implemented intuitively in classroom.

Secondly, the speaker demonstrated some systematic steps in arranging syllabus start from defining specific-measured learning objectives; choosing relevant materials; as well as designing interactive and students-centred learning activities. The session is continued with small group activities to arrange syllabus draft. This activity is not only to sharpen the practical skill but also the teamwork among the tutors. The speaker also builds a dynamic interaction through discussion so that the theory is directly connected to the daily context. The success of this session is shown by the participants' enthusiasm, the amount of delivered substantive questions, and the syllabus draft contains main components which indicates concept internalisation.

Managerial Cluster (Insight for KITB: Evaluation and Development)

The second workshop is focused to the strengthening of managerial capacity and the development of sustainable course. The speaker opens this session by using creative and energetic ice-breaking, which yang success to cheer up the atmosphere and to

directly model one technique to keep engagement during andragogy. Strategically, this activity also functions as bridge to enter the main materials about the management function, Public Relation role, and the importance of internal inspection to guarantee the program quality.

The speaker introduce standardized evaluation instrument for Lembaga Ketrampilan Profesional and guide the audiences through real study case. The participants are actively joined to analyse the sample of evaluation report, to identify the weaknesses, and to solve problems based on the learnt framework. The approach warrants the understanding of evaluation theory passively and the skills to practice through KITB management.

This session is ended by the strategic planning for the future. The speaker facilitates the audiences to set up concrete steps of program development, inspired by Kampung Inggris Pare. The audiences are encouraged to have visionary think, not onle as a tutor but also as manager, by exploring the concept of edutourism and the opportunity for collaboration to extend the coverage and impact of KITB. This session also broad the participants knowledge and first view to transform KITB into a more independent and professional institution. The success of materials delivering process through define stage can be seen from the audiences' activeness rate and consistent involvement along the session. It shows that the intervention is accepted well by the the asset's owner (community).



Figure 2. The delivery of materials

Destiny Stage (Reflection)

As the implementation of destiny stage, the reflection activity is established to evaluate the achievement and the continue where the the audiences' activeness rate become the key indicator to measure the direct impact from ABCD intervention. The measurement is conducted through participative observation during workshop. The measurement result shows satisfied activeness rate. It reflects the success of empowering community asset. It is indicated through some behaviour indicators namely a) Verbal Indicator shows that there are 15 substantive questions from participants; b) Non-Verbal Indikator shows that all participants (100%) are active to make note and involved during group discussion; and c) Understanding Indicator shows point of success Community Program. The rate of participants' understanding is reflected in figure 3 as following.

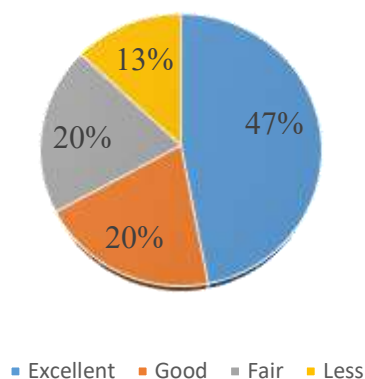


Figure 3. The audiences' comprehension percentage for the materials

Figure 3 shows that out of 15 people who join the workshop; there are 67% participants who can understand the materials. They are 7 tutors and program managers KITB as well as 3 community representatives. Next, 3 people or 20% from all participants are the administration staff who are able to fairly comprehend the materials. Finally, there also 2 (13%) audiences from community representative who have less understanding toward the materials. It is understandable for they have only qualified as Senior High School. It does not affect toward the program as they do not involve along the KITB program.

In addition, observations made during the "Curriculum and Materials Development" workshop resulted in a significant increase in tutoring capacity, as seen by their transformation from passive recipients to active and reflective participants. This increase is demonstrated by their active participation in obtaining more than 15 substantive questions. This demonstrates that

contextualized participatory learning effectively transfers conceptual knowledge to practical competence.

Theoretically, this achievement can be linked to the workshop's experiential learning technique. Kolb (1984) argues that adult learning (andragogy) is most effective when students actively experience, reflect, construct concepts, and experiment with new ideas. This cycle is clearly visible in this training: tutors directly experience their planning difficulties, reflect on them through discussions initiated by resource persons, learn curriculum concepts, and finally experiment by developing their own syllabi. Thus, capacity building is the consequence of internalizing knowledge through direct experience, rather than simply acquiring information.

Furthermore, the tutors' capacity to start creating a syllabus framework supports Shulman (1987) idea about pedagogical content knowledge (PCK). PCK emphasizes that effective teachers require both mastery of teaching material (content knowledge) and knowledge of how to communicate it (pedagogical knowledge). Prior to the course, the tutors' knowledge was primarily content-based in English. This session successfully connected participants to pedagogical expertise by encouraging them to consider how the material should be structured and taught methodically. This is consistent with Mufidah (2019) remark that curricular knowledge is a vital area that must be learned in order to produce high-quality learning. As a result, it is apparent that this capacity building has met the essential knowledge domain of a teacher, which will eventually improve the overall quality of learning at KITB.

The high level of participant engagement (93%), as evidenced by the number of substantive questions and involvement in the action plan construction, suggests that the managerial information offered was extremely relevant to the needs of KITB managers. 75% of managers can examine program assessment case studies, indicating a shift in mentality from program implementation to reflective and quantifiable management. The FGD suggestions, which call for the development of additional public programs and integration with tourist villages, represent the destiny stage in the ABCD process, in which communities begin to take responsibility of their own future. These findings are consistent with the concepts of sustainable community development, which stress empowering local assets and creating capacity to achieve independence (Mathie & Cunningham, 2003). Lathifah et al. (2020) discovered that the presence of course institutions in Kampung Inggris Pare can act as a stimulant for the local economy. As a result, strengthening KITB management not only ensures the long-term viability of educational programs, but also creates opportunities for mutual symbiosis with the tourism sector in Tete Batu Village, where KITB can train

prospective tourism operators in English while attracting course participants from elsewhere as part of an edutourism package.

The observation that 7% of participants from non-educational backgrounds (such as financial managers) exhibited a limited understanding of technical pedagogical material has significant practical implications. This indicates that, while the ABCD approach is effective for most, a more tailored strategy is necessary to effectively engage all community segments considering their diverse backgrounds. The success of this activity affirms Kretzmann & McKnight (1993) assertion that empowerment should commence with the identification and maximization of extant assets, exemplified here by the high motivation of tutors and managers. Theoretically, this activity offers a tangible illustration of how the integration of pedagogical training (Shulman, 1987) and an asset-based community development (ABCD) approach can facilitate comprehensive and sustainable interventions. These results can be used by local governments to create more organized support strategies for tourist villages creating comparable initiatives. To achieve the goal of establishing an edutourism center, KITB administrators are advised to keep providing curriculum support and to start public pilot program trials right away.

CONCLUSION

It can be concluded that the intervention has been successful in greatly enhancing the ability of tutors and managers at Kampung Inggris Tete Batu (KITB) based on the whole series of community service activities utilizing the Asset-Based Community Development (ABCD) strategy. The ability of tutors to create useful syllabus drafts that incorporate essential elements and their active involvement, as evidenced by their many insightful questions and participation in discussions, both show a development in their pedagogical capacity. A change toward more structured and sustainability-focused management is seen in the managers' increased comprehension of program evaluation and the creation of action plans for KITB development.

This achievement demonstrates the effectiveness of a contextual and participatory training method that starts with recognizing local resources and needs in order to transmit knowledge and foster shared commitment. Theoretically, this exercise supports both the applicability of the ABCD method to community development in rural tourism areas and empirical proof of the efficacy of incorporating experiential learning models and pedagogical topic knowledge in non-formal tutor training.

RECOMENDATION

It is expected that the local government will provide more support for the English Village Program so that the program can run more effectively and achieve its goal of developing the human resources of students/youth in East Lombok Regency. The community of Tete Batu Village and its surroundings are expected to work together more synergistically in implementing the KITB for the development of Tete Batu Village and the improvement of the welfare of the entire community. The managers of KITB are expected to make greater efforts to improve the quality of the implementation of the KITB throughout the entire process, from the beginning of the program (participant input), the core program (learning), to the end of the program (output). Academics are expected to collaborate more comprehensively and sustainably in the development of the English Village Program in various aspects, especially in the development of learning materials and tools so that the English Village Program can run more optimally. Furthermore, it is hoped that there will be a reciprocal, mutually beneficial relationship between academics (universities) and practitioners (the community managing the English Village Program).

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