

What Role Does Service-Learning Play in Enhancing Vineyard Agro-Tourism in Duyu Village?

Azim^{1*}, Meylisa Aulia Zaliani², Sukmawati³, Dewi Salmita⁴, Fatma⁵

¹ Universitas Islam Negeri Datokarama Palu, andazim1905@gmail.com

² Universitas Islam Negeri Datokarama Palu, melisaagis88@gmail.com

³ Universitas Islam Negeri Datokarama Palu, sukmawatii0333@gmail.com

⁴ Universitas Islam Negeri Datokarama Palu, dewisalmita27@gmail.com

⁵ Universitas Islam Negeri Datokarama Palu, fatmabakaramah@gmail.com

*Corresponding email: andiazim1905@gmail.com

ABSTRACT

This article presents a Community Service Program implemented in Duyu Village aimed at promoting the development of vineyard-based agro-tourism through the Service-Learning approach. The initiative responds to critical challenges faced by local farmer groups, particularly deficiencies in digital marketing and tourism management, which constrain their economic potential and sectoral growth. Employing a mixed-methods framework, the program engaged local farmers in a participatory needs assessment to identify existing gaps and co-develop targeted interventions. A series of workshops were conducted to build capacity in sustainable agricultural practices and digital marketing strategies, equipping farmers with the tools to effectively promote their vineyards as tourism destinations. Results demonstrate notable improvements in participants' knowledge and skills, accompanied by increased income generated from agro-tourism activities. Nonetheless, constraints such as limited training duration and variable participant engagement were observed. Recommendations for future implementation include extending the duration of capacity-building sessions and establishing strategic partnerships with local stakeholders. Overall, this program underscores the effectiveness of integrating academic learning with community engagement in fostering sustainable rural tourism development.

How to Cite: Azim, Zaliani, M. A., Sukmawati, Salmita, D., & Fatma. (2024). What Role Does Service-Learning Play in Enhancing Vineyard Agro-Tourism in Duyu Village? *Journal of Community Service: In Economics, Bussiness, and Islamic Finance*, 2(1), 30–38. <https://doi.org/10.24239/jcsebif.v1i2.3881.30-38>.

ARTICLE INFORMATION

History of article:

Received:

10 Agustus 2024

Revised:

18 Oktober 2024

Accepted:

11 November 2024

Published:

31 December 2024

Keywords:

Agro-tourism,
Service-Learning,
Digital Marketing,
Local Farmers,
Vineyard
Management

INTRODUCTION

Agriculture is vital in the global economy, providing food, fiber, and raw materials necessary for billions of people worldwide. With changing economic landscapes and growing populations, there is a pressing need to optimize agricultural practices to enhance sustainability and profitability. In recent

years, agro-tourism has emerged as an innovative approach to complement traditional farming, offering farmers an additional source of income while educating visitors about agricultural processes and sustainable practices (Dressler, 2023). In Duyu Village, community members actively engage in farmer groups that cultivate vineyards as part of an agro-tourism initiative. This undertaking serves to generate supplementary revenue while fostering community cohesion and promoting sustainable agricultural practices.

However, the journey to developing successful agro-tourism projects is often fraught with challenges. One significant barrier is the lack of knowledge and skills among local farmer groups in digital marketing and tourism management gaps that severely limits the potential impact of these initiatives (Rahmah et al., 2024). As consumers increasingly seek unique experiences and sustainable products, farmers must effectively market their offerings and establish a strong online presence (Syamsu, Nur et al., 2023). Without the proper tools and understanding, they risk falling short of attracting the necessary visitors, which stifles income and diminishes growth opportunities.

This gap is further compounded by insufficient discussions in the existing literature regarding how education and modern marketing techniques can enhance agro-tourism development among farmer groups. Numerous studies highlight the critical need for local community involvement in agro-tourism (Iba & Lilavanichakul, 2023), illustrating that when communities actively participate in the process, the effectiveness of such initiatives significantly improves (Dayan & Sari, 2022; Ermawati et al., 2023). However, integrating digital marketing strategies among farmer groups remains underexplored, reflecting a clear need for research and practical interventions that address this challenge (Rizkita et al., 2023).

Literature indicates that well-structured educational programs can equip farmer groups with essential knowledge for implementing sustainable agricultural practices alongside effective digital marketing (Fawwazy et al., 2023). For instance, the digital marketing training implemented at Tlogo Tuntang Agro-tourism has effectively increased visitor numbers and income during challenging times like the pandemic. Furthermore, developing agro-tourism products that incorporate biodiversity-related educational elements has attracted a larger audience (Aroyandini et al., 2020). These successes suggest that a well-implemented digital marketing strategy can significantly enhance agro-tourism offerings' visibility and attractiveness, increasing local farmers' economic viability (L. S. Maulida, 2019; Ulya et al., 2023).

Recognizing the significance of experiential education, the theoretical framework underpinning this research is grounded in the Service-Learning model. This educational approach emphasizes combining hands-on community service with academic coursework, fostering a reciprocal learning environment where students and community members benefit from shared experiences. Engaging students in direct interaction with farmer groups allows them to gain hands-on experience in managing agricultural projects tailored to enhance agro-tourism while providing farmers with practical and relevant training.

According to the principles of Service Learning, community engagement is paramount. By establishing partnerships with local farmers, students can

help identify specific challenges faced in the agro-tourism development process. Through community meetings and participatory assessments, students prioritize farmers' perspectives and needs, leading to more relevant and impactful initiatives (Ulya et al., 2023). Participatory needs assessments involve understanding farmers' existing skills and knowledge concerning agricultural practices and their marketing capabilities. Surveys and interviews can provide valuable qualitative and quantitative data that reveal their experiences with agro-tourism and the barriers they confront (Fawwazy et al., 2023).

Educational workshops play a crucial role in this Service-Learning program. Students can enhance farmers' understanding of sustainable agricultural practices and digital marketing techniques by delivering targeted training sessions based on the needs assessment results. These workshops may cover various topics, such as effective social media engagement, content creation strategies, and frameworks for promoting the vineyard as an attractive agro-tourism destination. The interactive format of these workshops encourages active participation from farmers, making the learning process more engaging and effective (Rahmah et al., 2024).

The implementation of marketing strategies represents another key component of this initiative. After completing the workshops, students assist farmers in applying their newfound knowledge to real-world situations. This includes setting up social media profiles that effectively showcase the vineyard's offerings, creating compelling promotional materials, and conceptualizing a marketing plan that highlights the vineyard's unique characteristics. Engaging in practical application allows both students and farmers to address the real marketing challenges in the agro-tourism sector.

Throughout the program, ongoing feedback and reflection sessions are vital for assessing the learning process and evaluating the efficacy of the strategies implemented. These sessions provide a platform for students and farmers to share their experiences and insights, facilitating continuous improvement and adaptation of the program (Dayan & Sari, 2022). By encouraging critical reflection, the program not only promotes personal growth for participants but also ensures that the initiatives remain responsive to the community's evolving needs.

The program's success will ultimately be evaluated through surveys designed to gauge changes in farmers' knowledge, skills, and income derived from agro-tourism activities. By analyzing the data collected before and after the implementation of the Service-Learning initiative, the research aims to demonstrate the tangible benefits of this approach for local farmers (L. S. Maulida, 2019). The primary subjects targeted by this program are local farmer groups engaged in vineyard management. A mixed-methods approach will be employed in data collection, incorporating qualitative (interviews, focus group discussions) and quantitative (surveys) methodologies. The data will include demographic information about farmers, their knowledge levels regarding digital marketing, and changes in their income that can be directly linked to agro-tourism activities.

Considering these considerations, integrating the principles of agroecology into the framework of Service Learning presents an opportunity

to empower local communities. Agroecology, which focuses on sustainable agricultural practices, emphasizes the interconnectedness of environmental, social, and economic factors (Wezel et al., 2009). Thus, combining the practical applications of Service Learning with the holistic principles of agroecology can create a robust framework for developing resilient agricultural systems. This multifaceted approach seeks to improve productivity within the vineyard and contributes to food security and economic sustainability while fostering a sense of community.

In conclusion, the integration of Service Learning in agricultural education not only bridges the gap between theoretical knowledge and practical application but also empowers local farmer groups by equipping them with the necessary skills and resources to thrive in the evolving landscape of agro-tourism. By focusing on education, digital marketing, and community engagement, this research aims to cultivate sustainable practices that benefit farmers and the broader community, ultimately contributing to a more resilient and sustainable agricultural sector.

METHODS

The method used in this community service program focuses on applying Service Learning (SL) to optimize the potential of vineyard agro-tourism through education and digital marketing. The program begins by establishing partnerships between university students and local farmer groups in Duyu Village, aiming to identify specific challenges faced by farmers in developing agro-tourism through community meetings that prioritize the needs and perspectives of farmers (Ulya et al., 2023). A participatory needs assessment is then conducted to understand the current skills and knowledge of farmer groups regarding agricultural practices and digital marketing. Surveys and interviews are employed to gather qualitative and quantitative data about their experiences with agro-tourism and any barriers they might encounter (Fawwazy et al., 2023)]. Based on this assessment, students conduct workshops to enhance farmers' knowledge of sustainable agriculture and digital marketing techniques, covering practical skills such as effective social media usage and content creation to promote the vineyard. After the workshops, students assist farmers in implementing marketing strategies, including creating social media profiles, developing promotional materials, and drafting a marketing plan highlighting the vineyard's unique offerings. Throughout the program, feedback sessions are held to reflect on the learning process and evaluate the effectiveness of the implemented strategies, allowing for continuous improvement as both students and farmers share their experiences (Dayan & Sari, 2022). Finally, the program's success is assessed through surveys measuring changes in farmers' knowledge and skills, as well as the impact on their income from agro-tourism activities. The data collected will be analyzed by comparing outcomes before and after the implementation of this Service-Learning program (L. S. Maulida, 2019).

In this activity, data collection is conducted using qualitative methods, which include interviews and focus group discussions. This approach is designed to provide a deeper and more contextual understanding of the experiences and perspectives of the farmers.

RESULTS AND DISCUSSION

Session 1: Collaborative Learning with the Farmers of Duyu Village in Developing Vineyard Agro-Tourism

As part of the Community Service Program, a hands-on learning session was conducted with farmers in Duyu Village. This activity aimed to understand the potential for developing vineyard agrotourism as a food source with high economic and sustainable value.



Figure 1. Collaborative Learning with the Farmers of Duyu Village

Source: Author's Documentation 2024

Through this session, the implementation team was able to experience the dynamics of grape cultivation and the tourism potential that could be generated. Applying the Service-Learning method aims to optimize agrotourism potential through education and digital marketing. The program's first stage involves building partnerships between the implementation team and local farmer groups, focusing on identifying specific challenges farmers face. Community meetings were held to prioritize the needs and perspectives of the farmers (Ulya et al., 2023). Subsequently, a participatory needs assessment was conducted to understand farmers' skills and knowledge regarding agricultural practices and digital marketing, utilizing surveys and interviews to collect qualitative and quantitative data (Fawwazy et al., 2023).

Based on the assessment results, the implementation team organized workshops to enhance farmers' knowledge of sustainable agriculture and digital marketing techniques. The workshops covered practical skills such as social media usage and content creation to promote the vineyard. After the workshops, the implementation team assisted the farmers in applying marketing strategies, including creating social media profiles, developing promotional materials, and formulating a marketing plan. Throughout the program, feedback sessions were held to reflect on the learning process and

evaluate the effectiveness of the implemented strategies, fostering collaboration and experience sharing (Dayan & Sari, 2022).

The program's success was evaluated through surveys measuring changes in farmers' knowledge and skills and the impact on their agro-tourism income. The collected data were analyzed by comparing results before and after implementing the Service-Learning program (D. Maulida, 2019). Data collection also employed qualitative methods, including interviews and focus group discussions, to provide a deeper understanding of the experiences and perspectives of the farmers.

Session 2: Technical Learning of Grape Cultivation in Tropical Climates

This session focused on learning grape cultivation techniques in tropical climates, where farmers shared their experiences. The implementation team learned various aspects, from selecting superior seeds, planting methods, and plant care systems to marketing strategies for promoting the vineyard as a tourism destination. Additionally, the team observed the processes of pruning, pest control, and the application of irrigation systems to maintain grape quality.



Figure 2. Learning with the Duyu Village Farmers Group on the Technicalities of Grape Cultivation in a Tropical Climate

Source: Author's Documentation 2024

Discussions and practical experiences during this session align with research by (Ulya et al., 2023), which highlights the importance of integrating education and agricultural practices in building farmers' capacity. This research is further supported by (Fawwazy et al., 2023), who emphasize that farmers' active participation in learning can enhance their skills and knowledge of modern agricultural techniques. The involvement of the implementation team in practical grape cultivation supports the development of effective hands-on skills.

Reflections conducted after the learning session reinforce (Dayan & Sari, 2022) findings regarding the significance of feedback in the learning

process. Input from farmers regarding effective methods is a valuable component for sustainable development, strengthening the relationship between the implementation team and farmers.

The approach in this session also relates to the concepts discussed by (D. Maulida, 2019), wherein evaluations are conducted to measure the effects of the interaction between education and practice on increasing farmers' incomes. Assessing changes in knowledge and skills post-activities is an essential step for evaluating the program's overall impact and identifying areas for future improvement.

Session 3: Discussion Workshop on Challenges and Innovations in Agro-Tourism

In this session, an in-depth discussion was held regarding the challenges faced by farmer groups in developing agrotourism, such as market competition, promotional strategies, and visitor education.



Figure 3. Workshop on Challenges and Innovations in Agro-Tourism

Source: Author's Documentation 2024

The implementation team contributed by providing innovative ideas related to digital marketing aimed at increasing the vineyard's exposure. This discussion highlighted that the agricultural sector can be developed through an educational tourism approach, creating economic opportunities for the local community. Additionally, a reflection session was conducted after the discussion, allowing all participants to share their perspectives and formulate the next steps for implementing the ideas discussed.

This vineyard will continue to grow and become an attractive agrotourism icon in Palu, providing sustainable benefits to the local community. Thus, this session enhanced my understanding of the challenges in agrotourism and enriched my marketing strategies for future success.

CONCLUSIONS

The Community Service Program in Duyu Village demonstrates significant potential in enhancing the development of vineyard agro-tourism through the Service-Learning method, which integrates education and digital marketing. This approach has successfully improved the knowledge and skills of farmer groups in managing and promoting agro-tourism, thereby increasing both the income and attractiveness of the vineyard as a tourist destination. However, several limitations exist, such as the limited duration of implementation, which may affect the depth of the material, uncertainty regarding the participation of all farmer group members, and the impact of climate change. To address these issues, it is recommended to extend the training duration, ensure the involvement of all farmer group members, conduct periodic follow-up training sessions, and encourage collaboration with government and non-governmental organizations for greater support. With these steps, it is expected that the development of vineyard agro-tourism can be sustainable and provide maximum benefits for the local community.

REFERENCES

- Aroyandini, E. N., Lestari, Y. P., & Karima, F. N. (2020). Keanekeragaman Jamur di Agrowisata Jejamuran sebagai Sumber Belajar Biologi Berbasis Potensi Lokal Fungi Diversity in Jejamuran Agrotourism as a Learning Resource for Local Potential-Based Biology. *Bioedusiana: Jurnal Pendidikan Biologi*, 5(2), 145–159. <https://doi.org/10.37058/bioed.v5i2.2336>
- Dayan, M. A., & Sari, M. I. (2022). Potensi Agrowisata Berbasis Masyarakat. *National Multidisciplinary Sciences*, 1(1), 53–59. <https://doi.org/10.32528/nms.v1i1.11>
- Dressler, M. (2023). Sustainable Business Model Design: A Multi-Case Approach Exploring Generic Strategies and Dynamic Capabilities on the Example of German Wine Estates. *Sustainability*, 15(5), 3880. <https://doi.org/10.3390/su15053880>
- Ermawati, E. A., Hanggraito, A. A., Cahyaningtyas, I., & Yustita, A. D. (2023). A Community-Based Agriculture Development Model In Kluncing Village, Banyuwangi. *Jurnal Manajemen Perhotelan Dan Pariwisata*, 6(1), 149–157. <https://doi.org/10.23887/jmpp.v6i1.59568>
- Fawwazy, M. F., Gayatri, S., & Mariyono, J. (2023). The Strategi Komunikasi Agrowisata Tlogo Tuntang Semarang dalam Meningkatkan Jumlah Pengunjung pada Masa Pandemi Covid-19. *Agroland: Jurnal Ilmu-Ilmu Pertanian*, 30(3), 236–245. <https://doi.org/10.22487/agrolandnasional.v30i3.1850>
- Iba, H., & Lilavanichakul, A. (2023). Farm Business Model on Smart Farming Technology for Sustainable Farmland in Hilly and Mountainous Areas of Japan. *Land*, 12(3), 592. <https://doi.org/10.3390/land12030592>
- Maulida, D. (2019). Tourism Destination Branding: Analisis Strategi Branding Wisata Halal “The Light Of Aceh” (Studi Kasus Pada Dinas Kebudayaan Dan Pariwisata Aceh Tahun 2015-2016). *SOURCE: Jurnal Ilmu Komunikasi*, 5(1). <https://doi.org/10.35308/source.v5i1.1171>
- Maulida, L. S. (2019). Peran Pengelola Agrowisata Dalam Mengentaskan

- Kemiskinan Masyarakat Pedesaan (Studi Kasus Di Desa Cihideung Kecamatan Parongpong Kabupaten Bandung Barat). *Comm-Edu (Community Education Journal)*, 2(1), 70. <https://doi.org/10.22460/comm-edu.v2i1.2445>
- Rahmah, U., Saidah, Z., & Yudha, E. P. (2024). Struktur Nafkah pada Rumah Tangga Desa Agrowisata. *Mimbar Agribisnis: Jurnal Pemikiran Masyarakat Ilmiah Berwawasan Agribisnis*, 10(1), 1343. <https://doi.org/10.25157/ma.v10i1.13126>
- Rizkita, M., Rosmiati, M., Situmorang, M. L., Pratama, M. D., Rosefa, S., & Suantika, G. (2023). Sustainability status analysis and strategy development for common carp (*Cyprinus carpio* L.) hatchery industry in Ciparay District, West Java, Indonesia. *Aquaculture International*. <https://doi.org/10.1007/s10499-023-01097-5>
- Syamsu, Nur, S., Aisya, S., & MD, M. (2023). Assessing Business Empowerment Program Effectiveness: Dolago Padang's Women Farmer Group Study. *Indonesian Journal of Islamic Economics and Business*, 8(2), 251–265. <https://doi.org/10.30631/ijoieb.v8i2.1773>
- Ulya, K. M., Handayani, M., & Setiyawan, H. (2023). Alternatif Strategi Pengembangan Produk Agrowisata. *Jurnal Litbang: Media Informasi Penelitian, Pengembangan Dan IPTEK*, 19(1), 31–42. <https://doi.org/10.33658/jl.v19i1.330>
- Wezel, A., Bellon, S., Doré, T., Francis, C., Vallod, D., & David, C. (2009). Agroecology as a science, a movement and a practice. A review. *Agronomy for Sustainable Development*, 29(4), 503–515. <https://doi.org/10.1051/agro/2009004>