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Creating Community-Based Tourism Resilience: The Transformative Impact of Service-Learning in Jodipan

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Abstract

This paper explores the collaborative social development achieved between a university in Malang, an industrial paint manufacturer, and the slum community of Jodipan, situated alongside the Brantas River. This marginalised community has overcome significant challenges through applied service-learning projects, transforming it into a vibrant hub and major tourist attraction. These efforts highlight the profound impact of service learning on community development and building commercial resilience. Jodipan offers valuable lessons on grassroots developmental initiatives. Once a slum, it now plays a critical role in the local tourism economy, provisioning new commercial opportunities in the form of hospitality venues, homestays and the retailing of specialist handicrafts. This initiative underscores the importance of partnerships and social initiatives in creating meaningful impacts on disadvantaged communities. This study identifies service-learning as a crucial catalyst in Jodipan's revitalisation as a tourism attraction, drawing on existing literature to analyse its role in the community's transformation. The unique collaborative context of Jodipan's resilience-building efforts amidst poverty and environmental degradation is examined. By foregrounding Jodipan's remarkable experiences, this study demonstrates how service-learning can drive economic empowerment. The ultimate lesson is that community resilience and well-being involve the ability to withstand initial developmental shocks and adapt to new circumstances.

Keywords: Service Learning; Jodipan; Community Resilience; Tourism; Community-Based Tourism

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1. Introduction

This study explores how hospitality and tourism have transformed Jodipan, a once-neglected slum along the Brantas River in Malang, into a bustling tourist hotspot. Jodipan has evolved into a vibrant, colourful destination that attracts visitors from near and far. By showcasing Jodipan's journey from a marginalised area to a key player in the local tourism scene, demonstrating the potential of strategic tourism interventions to ignite positive social change and economic empowerment. Jodipan's story serving as an inspiring model for similar initiatives, illustrating the importance of grassroots involvement and the transformative impact of tourism on disadvantaged communities.

Jodipan has undergone a remarkable revitalisation through an initiative known as the "Rainbow Village" project (Defi et al., 2022). This project was initiated in 2016 by a group of Universitas Muhammadiyah Malang (UMM) students, with the concept of the project being to beautify the neighbourhood, producing vibrant murals in a colourfully painted built-up area (Defi et al., 2022). Its underlying aim fostering on-going community pride which would ultimately result in the attraction of tourists. Historical records recall that before this transformation, Jodipan faced significant challenges, including widespread poverty, inadequate infrastructure and social marginalisation (Kurniasari et al., 2021). The area was known to struggle with sanitation issues and lacked basic social amenities, making it one of the most impoverished neighbourhoods in the Malang Regency (Fatimah et al., 2020). However, through this remarkable service-learning initiative, the Rainbow Village project has sparked momentum for positive local change, turning Jodipan into a symbol of social and physical hope and renewal. The service-learning program at Jodipan significantly impacted tourism and hospitality in various ways. This visual transformation made the area more attractive to tourists. The installation of murals and colourful paintings on the houses added to the aesthetic appeal, drawing the attention of domestic and international tourists (Hidajat, 2019; Sarli et al., 2020). The visually appealing nature of Jodipan made it a favourite spot for social media posts, further promoting tourism through platforms like Instagram and Facebook (Khasanah et al., 2021).

The influx of tourists has led to the growth of local businesses, including food stalls, souvenir shops, and guided tours, boosting the local economy (Sulistyaningsih et al., 2022). The rise in tourism created job opportunities for villagers in various sectors, including hospitality and retail. Residents gained new skills in hospitality, customer service, and business management, which helped them better cater to tourists and manage the increased footfall (Noorsetya et al., 2017; Rani & Wulandari, 2018). Additionally, the program has revitalised infrastructure, such as better roads, public facilities, and cleanliness, enhancing the overall tourist experience. Significant efforts were made to maintain the cleanliness and appeal of the area, promoting sustainable tourism practices. The increased number of tourists provided opportunities for cultural exchange, where locals could share their traditions and learn from visitors (Rofiah et al., 2022). Various cultural events and activities are continually organised to entertain tourists, showcasing the local culture and traditions (Fatimah et al., 2020; Sasongko et al., 2023).

Through community engagement and collaborative efforts between residents, local businesses, local authorities, local Universities and external volunteers, the neighbourhood experienced a revitalisation both aesthetically and socio-economically (Fatimah

et al., 2020). As a result of this experience, the transformation of Jodipan serves as a testament to the power of community-driven initiatives and the potential for resilience in the face of adversity. It has been agreed that the success of this initiative must not be lost, and this discussion of its background has been carried out to set the stage for a detailed exploration of fostering community development and resilience through service learning (Faoziah, 2022). Jodipan's transformation into a vibrant tourist destination has primarily been driven by several key hospitality and tourism initiatives. Jodipan, is now a visually stunning location, attracting tourists and photographers alike (Sarli et al., 2020; Sarli et al., 2017). Further, artists have created eye-catching murals and street art throughout the village (Putra et al., 2021; Rani & Wulandari, 2018). These artistic additions have not only enhanced the visual appeal but also provided cultural and social narratives, making Jodipan a unique and engaging destination for visitors (Rani & Wulandari, 2018). Investments were also made to improve the village's infrastructure, including better pathways, bridges, and visitor facilities (Hidajat, 2019). These enhancements have made Jodipan more accessible and convenient for tourists, improving their overall experience. Moreover, the success of Jodipan has inspired other communities to undertake similar service-learning programs, aiming to revitalise their areas and boost tourism. The model encouraged collaboration between local governments, educational institutions, and community members to achieve common goals (Sari et al., 2019). Overall, the service-learning program at Jodipan created a positive cycle of increased tourism, economic benefits, and community empowerment, making it a successful case study in leveraging community-based initiatives for tourism development (Rani & Wulandari, 2018; Rofiah et al., 2022).

2. The Jodipan Project

The Jodipan Project exemplifies the outcomes of a practicum undertaken by Communication Science students at the University of Muhammadiyah Malang (UMM). This experiential service-learning initiative adopts a project-based approach to working with real-world problems and real-world clients. The practicum began with students identifying the scale and nature of the problem, and engaging with the clients to gauge their perspectives. This was followed by student research to pinpoint and articulate client challenges to instituting change. Subsequently, students conceptualised solutions to the problem and presented these concepts to their community clients. Once approved by the clients and the University faculty, students developed concepts. In this context, the Jodipan practicum proposal was one of many annual Communication Science Laboratory (UMM) practicums designed to collaborate with over 20 companies or institutions as change partners. The primary goals of this service-learning experience were to (i) encourage students to develop skills to identify a local community's needs, (ii) build a relationship with impacted clients and communities, (iii) gain an understanding of the nature and extent of the social and economic disadvantage, (iv) experience building soft skills in communication and negotiation with impacted clients, (v) building collaboration with industries and relevant support groups to plan and fund initiatives, and (vi) in this example, the hard skills of painting and decorating.

The Jodipan Project commenced with students actively seeking out corporate partners, and this stage led them to collaborate with a paint factory in Malang known locally as Indiana Paint (Effendi, 2023). The students researched the approaches and projects

previously conducted by the company. Revealing that Indiana Paint had previously implemented Corporate Social Responsibility (CSR) initiatives by painting roads and gates in the Greater Malang Regency. The students approached Indiana Paint and secured a commitment of 200 million rupiah of paint, which meant they were able to secure 3 tonnes of paint and paint 91 houses in an array of different colours (Effendi, 2023). This corporate social responsibility contribution from Indiana Paints improved the company's reputation and secured awards (Effendi, 2023).

In addition to this work with an industrial partner, community involvement is integral to the success of an undertaking such as the Jodipan Project (Effendi, 2023). Initially, community members demonstrated a strong commitment to improving their village by refraining from littering and avoiding waste disposal in the river (Fatimah et al., 2020). Additionally, they actively engaged in nighttime village clean-up sessions, whilst undertaking their regular daytime activities. Furthermore, community members contributed to the project by organising and supplying necessary resources for the village cleaning and painting activities, and they also generously provided accommodation and food for the student project leaders (Bafadhal, 2021; Ismanto et al.; Prayitno et al., 2019). Further, residents have received training in hospitality services, including guiding tourists and maintaining the cleanliness and appeal of the village (Santoso & Murod, 2021; Sulistyaningsih et al., 2022). This empowerment ensures visitors receive a warm and welcoming experience, promoting sustainable tourism. Hosting cultural events and festivals has proven a valuable enabler for Jodipan to showcase its local traditions, art, and cuisine (Putra et al., 2021; Rani & Wulandari, 2018). These events have captured local and international tourists and provided an immersive cultural experience, enhancing Jodipan's appeal as a tourist destination (Ismanto & Martias, 2017; Rani & Wulandari, 2018).

Service-Learning in Community Development

Service-learning can play a pivotal role in community development through fostering reciprocal relationships between educational institutions and local communities. Universities have historically upheld teaching, research and community service as their foundational missions (Fourie, 2003). Service learning follows this tradition, encompassing both the conceptual development and practical applications of change (Fourie, 2003). Unlike traditional forms of learning, service learning goes beyond the confines of the classroom, immersing students in real-world experiences where they apply academic knowledge to address community needs (Effendi, 2023). By actively engaging in service projects, students gain a deeper understanding of societal issues, learn to develop empathy for the community and cultivate a sense of social responsibility (Mitchell, 2021). University students' involvement in service-learning projects has the power to significantly boost community-based tourism by transforming local areas into attractive destinations through creative and impactful initiatives (Anggraeni & Rahmafritia, 2019; Walter, 2016). These projects not only generate economic benefits for communities but also foster cultural exchange and sustainable practices, enhancing the overall tourism experience (Chupp & Joseph, 2010; Lin et al., 2017; Yasir et al., 2021).

Importantly, service learning promotes experiential learning, allowing students to witness the impact of their actions first-hand (Mitchell, 2008). Through meaningful interactions with community members, students not only contribute to tangible outcomes such as infrastructure improvements or social programs, but also learn from the diversity and lived experiences of those they

have chosen to serve (Effendi, 2023). This reciprocal exchange of knowledge and resources empowers communities to address local challenges collaboratively and enhances students' employability skills, preparing them to become active and engaged citizens in their communities (Effendi, 2023). By closing the divide between practice and theory, service learning cultivates a sense of civic engagement, instilling a lifelong commitment to social justice and community advocacy (Zainuri & Huda, 2023). As an effective pedagogical approach, service learning catalyses sustainable community development by empowering individuals and, in consequence, fostering resilient, thriving communities (Fairman et al., 2022). Service learning and community-based tourism initiatives worldwide, such as those in Jodipan, Indonesia, Chiang Rai, Thailand, in the Favela's of Rio de Janeiro and Mozambique among others have successfully boosted local economies, preserved cultural heritage, and promoted environmental sustainability by involving tourists in meaningful community projects (Andadari et al.; Carter-James & Dowling, 2017; Doherty & Kittipanya-Ngam, 2021; Hooper, 2016; Russo, 2012). These initiatives provide economic opportunities, improve infrastructure, and foster cross-cultural understanding and empowerment among local communities (Junaid et al., 2021; Kurniawati et al., 2013; Thamwipat et al., 2018; Tuma & Sisson, 2019; Villacé-Molinero et al., 2023).

The extent to which projects benefit individuals outside of the participating group is a significant consideration in assessing the public value of such a project (Hennessey et al., 2013). It is also realised that without careful consideration and awareness of community concerns when addressing the underlying causes of social issues, the active engagement of students in initiatives aimed at tackling the root causes of social problems may fail to generate a significant impact beyond providing involved students with a sense of personal satisfaction (Mitchell, 2008). Conway et al. (2009) further promulgate that a thoughtfully designed service-learning program can potentially lead to positive changes in participating students.

Service Learning in Building Resilience

It has been noted that the necessity of adeptly managing sustainable partnerships and assembling teams in a strategic manner, underscores the importance of this approach to community engagement (Hawes et al., 2021). Whilst bringing partnerships together is critical, maintaining the impetus for these projects requires negotiation, agreements and documentation of engagement. Nduna (2007) highlights the need to record the impacts of service-learning projects on different stakeholders to publicly justify their inclusion in the curriculum. Toledano and Lapinid (2010) opine that the genuine needs and challenges of the community need to be identified and matched with suitable service learning projects (Toledano & Lapinid, 2010). Too often, the needs of the community are overlooked in favour of meeting curriculum objectives, and valuable issues are lost in the task of documenting and detailing the community reactions, key determinants of successful implementation. Additionally, community perspectives, including their comprehension and engagement in service learning initiatives, need to be taken into account (Toledano & Lapinid, 2010). This underscores the requirement for service-learning projects to be a reciprocal concern. Whilst educational institutions address community needs through service, community members actively contribute to enriching students' learning experiences within a defined and contextualised framework (Toledano & Lapinid, 2010).

Service-learning projects can build community resilience and sustainable tourism by empowering locals with skills and resources to manage and develop their own tourism initiatives, ensuring long-term economic stability (Manner-Beldeon et al., 2024). These projects promote sustainable practices and infrastructure improvements, enhancing the community's ability to adapt to challenges and attract conscientious travellers (Lew & Cheer, 2017; Mínguez et al., 2021).

The Jodipan Community before Service-Learning

Initiatives

The Jodipan community before the service-learning initiatives, was grappling with various socio-economic challenges that continually hindered its development and resilience. Characterised by high levels of poverty, inadequate infrastructure and environmental degradation. The community also faced issues such as unemployment, a lack of access to education and healthcare, and suffered from a significant lack of basic amenities (Prayitno et al., 2019; Wijaya et al., 2023). Economically, many residents struggled to make their financial ends meet, in an environment that had limited opportunities for employment and income generation (Sarli & Soewondo, 2017). The lack of access to quality education further perpetuated cycles of poverty, affecting opportunities for general social mobility, and the background of environmental degradation, arising from pollution and improper waste management, destroyed any aesthetic appeal for the community and posed ongoing health risks to residents (Sarli et al., 2017; Sueb et al., 2020). Jodipan was largely viewed negatively by outsiders, often perceived as a slum area with little to offer. As a result, the residents felt a lack of pride in their community due to its poor appearance and living conditions. The lack of local businesses and tourism meant fewer job opportunities and economic activities for residents, resulting in many villagers being unable to meet their basic needs (Ismanto & Martias, 2017; Rani & Wulandari, 2018).

These challenges collectively contributed to a cycle of poverty and neglect that the service-learning project aimed to break by transforming Jodipan into a visually appealing and economically viable community (Rani & Wulandari, 2018; Sueb et al., 2020). The community's limited access to recreational facilities and cultural activities contributed to a sense of isolation and disconnection among residents, whilst the community lacked meaningful social networks and support systems. This hiatus further exacerbated feelings of vulnerability and marginalisation of the community. Overall, the Jodipan community was characterised by socio-economic and environmental challenges that undermined its resilience and well-being. This particular service-learning initiative was purposively designed to address some of these issues and catalyse positive changes within the community.

Deploying Service Learning in Jodipan

The initial implementation of service-learning programs in Jodipan marked a transformative phase in the community's developmental journey. Collaborating with local Universities and Non-Government Organisations, residents actively engaged in various initiatives aimed at addressing the community's social needs and to foster a program of sustainable development. These actions encompassed a wide range of activities, including educational programs, environmental conservation projects, infrastructure development and socio-economic empowerment initiatives.

Before the implementation of the Jodipan project, approximately 80% of the residences lacked legal ownership certificates for their accommodation, primarily because the area was designated as a green space, unsuitable for permanent habitation. Consequently, government funding for the area's development remained unavailable, exacerbating the community's socio-economic challenges.

Following the completion of the Jodipan project, a remarkable transformation occurred within the village. Previously, only 3% of residents engaged in sales businesses, but post-project, over 90% of Jodipan inhabitants were directly involved in small business activities, initiating the development of an entrepreneurial culture (Rani & Wulandari, 2018). These business activities included selling food and beverages, trinkets and memorabilia to incoming tourists, and conducting guided tours of the precinct. Moreover, a significant shift in educational aspirations emerged, with many parents now able to afford higher education for their children (Rani & Wulandari, 2018). As the tourist trade increased, the project instigated change in environmental practices, whereby the community ceased disposing of waste and defecating in the river. This revitalisation effort not only rendered Jodipan a pleasing, vibrant and tourist-attracting locale but also began to generate substantial revenue, from ticket sales and parking fees (Rani & Wulandari, 2018).

The proceeds from ticket sales were allocated towards various community-enhancing initiatives, including housing renovations, social welfare packages and infrastructural enhancements. What was also observed, was that the effects of Jodipan's success story extended beyond its borders, and were the subject of an independent academic inquiry and a general model for effective tourist village management strategies (Amanda & Agfianto, 2021; Ismanto et al.; Sarli et al., 2020).

Service Learning's Impact on Community Resilience

The influence of service learning on the resilience of Jodipan has been profound and multifaceted. By actively engaging in service learning initiatives, residents have developed a sense of ownership and empowerment, fostering a resilient community capable of overcoming challenges and adapting to change (Lestari et al.; Surjono et al., 2021). Service-learning projects have been vital in boosting social capital, promoting community cohesion, and strengthening bonds among residents. These initiatives have improved relationships within the community and cultivated a sense of shared responsibility among its members. (Yudha et al., 2019). By working together towards common goals, residents have built trust, solidarity and mutual support networks, enhancing the community's capacity to withstand and recover from adversity. Moreover, service-learning initiatives have contributed to the diversification of livelihoods and the emergence of the beginnings of economic resilience in Jodipan. Through vocational training, literacy, entrepreneurship programs, and income-generating activities, residents have expanded their economic opportunities, reducing vulnerability to external shocks and economic fluctuations (Qomariansyah et al., 2023; Rani & Wulandari, 2018; Saputra et al., 2023; Yudha et al., 2019). Jodipan's enduring resilience underscores the transformative potential of collaborative efforts in building sustainable and thriving communities.

By leveraging local resources, knowledge, and expertise, service learning has empowered residents to become active agents of change, driving positive social, economic and environmental outcomes for the community as a whole. While occasionally lacking a precise definition, service learning remains a fundamental component of higher education, alongside teaching and research. As we explored this particular application of service learning activities, we were mindful of the varied interpretations of service within academia, recognizing that not all definitions warrant equal academic acknowledgment or similar incentives (Soska et al., 2010). The overriding principle behind successful service learning projects is the engagement with the community itself, involving those individuals directly impacted by a specific social problem in setting objectives and devising strategies to address it (Stoecker et al., 2010).

3. Methodology

The research utilises a qualitative content analysis approach applied to existing literature. Samples were obtained from Google Scholar, a widely utilised exploratory bibliographic database. This database was chosen due to its capability to offer a more comprehensive and diverse range of articles and other publications, as it indexes a broad spectrum of literature. This content analysis involved a review of relevant scholarly articles, books, articles and reports related to service learning, tourism and hospitality and its impact on community resilience, specifically focusing on the case study of Jodipan and related projects. Qualitative content analysis is an optimal research approach for this type of investigation due to its exploratory and flexible nature (Holloway & Todres, 2003; White et al., 2006). This method allows for in-depth understanding and contextual insights, which are crucial in areas lacking extensive existing research (Mohajan, 2018; Morgan, 1993). It facilitates the identification of patterns, themes, and emerging trends by analysing rich and diverse data sources (Krippendorff, 2018; Neale & Nichols, 2001; White et al., 2006). Moreover, qualitative content analysis supports theory development by generating frameworks and accommodating the complexities and subtleties inherent in new sectors (Krippendorff, 2018). It also integrates diverse stakeholder perspectives, offering a comprehensive and nuanced understanding essential for guiding future research and practice (Krippendorff, 2018).

A comprehensive research study targeting service learning relating to tourism and hospitality in Jodipan was conducted across academic databases post-2017 in English using the relevant keywords and search terms 'service learning', 'tourism', 'community development' and 'resilience'. The identified literature was screened for relevance and reviewed to identify common themes, patterns and gaps in the literature based on the keywords in the context of Jodipan. This process ensured every effort was made to understand existing research findings, theoretical frameworks, and empirical evidence was obtained. Highlighting the direct benefits of service learning relating to building community resilience and tourism and hospitality commercial opportunities. Key themes and concepts related to service learning and community resilience, together with their interplay, were identified through the thematic analysis of the literature (Clarke & Braun, 2017). They included factors influencing (i) the effectiveness of service-learning programs, (ii) the mechanisms through which community resilience is fostered, and (iii) the role of community participation and empowerment in the project.

This analysis involved systematically organising and synthesising emergent themes including the economic benefits achieved through community-based tourism, social and cultural changes, along with the political, educational and environmental implications (Guest et al., 2012). The authors contend that employing a thematic content analysis of literature has allowed for a nuanced understanding of the complex dynamics and processes involved, providing valuable insights for theory, practice and policy development (Guest et al., 2012).

4. Findings and Emergent Themes from Qualitative Content Analysis

Economic Benefits Through Community-Based Tourism

The economic benefits of this program approach have translated into tangible improvements in the community's standard of living. Enabling families to not only meet their daily needs but also their individual and community material resources improved significantly (Arvidsson, 2019). The project has enhanced the community's general economic well-being by creating more employment opportunities, increasing productivity among the residents, and enabling them to generate their income (Rani & Wulandari, 2018). These economic opportunities stem from the generated active community engagement, bolstered by consistent government backing, which laid a robust groundwork for its development as a tourist attraction (Iswari & Indriani, 2024).

A common theme of service learning activities is the close engagement with stakeholders (Rani & Wulandari, 2018). The promotion of a sustainable village tourism enterprise requires prioritising partnerships among stakeholders through principles of collaborative governance (Armanu et al., 2023). When communities engage and have realistic 'buy-in' opportunities for projects, it is noted that more sustainable and resilient outcomes occur. In this regard, a key stakeholder in the Jodipan project was the Industrial paint company, PT Indiana. The close involvement of PT Indiana Paint is largely attributed to the extensive brand recognition garnered through widespread media coverage and publications, which was facilitated by meticulous media monitoring practices.

The vibrant Jodipan village has emerged as the quintessential emblem of PT Indiana Paint's product line and is now featured prominently in nearly all its promotional materials and campaigns. It was observed that this company witnessed a remarkable surge in paint product sales following the completion of this project (Widyastuti & Affandi, 2018). Sales were further spurred by a regional trend of village beautification projects across the Greater Malang area following the viral success of the Jodipan project (Putri & Aji, 2019). This surge was particularly pronounced in the lead-up to the anniversary of Indonesia's independence, with villages throughout the region undertaking extensive painting initiatives on roads, walls and other communal facilities (Putri & Aji, 2019). Tourism is widely seen as a viable avenue for generating income, fostering industry growth and creating job opportunities, particularly for women (Arvidsson, 2019). In addition, it also plays a significant role in boosting the country's financial reserves and showcases its culture to a global audience (Rofiah et al., 2022). The economic and cultural benefits of this type of project flow quickly into the community, with the Jodipan village project being completed in approximately six months, converting it from a slum area into a well-respected and vibrant tourist destination (Rani & Wulandari, 2018).

Social and Cultural changes

Socially, the project has fostered a sense of unity and cohesion among residents, who are now solidly united by a common goal of preserving the vibrancy of Jodipan village (Faoziah, 2022). Strengthened bonds and solidarity are evident, with financial support from ticket sales providing a safety net during inevitable challenging economic times. Before commencing the project, students conducted a detailed social mapping exercise to pinpoint potential community collaborators (Effendi, 2023). Consequently, within the Jodipan community, they were able to engage with key figures such as the neighbourhood association, the residential area leader and local youth representatives (Effendi, 2023). Beyond Jodipan, partnerships were forged with external entities such as the Malang Mural Community, tasked with bringing the students' mural concepts to life, and also a contingent of Indonesian Air Force personnel, who lent their expertise in the painting of difficult to access areas (Arvidsson, 2019; Rofiah et al., 2022).

Active involvement of the community was fundamental to the Jodipan project, as evidenced by various examples. First, the community exhibited a collective resolve and awareness to contribute to change by maintaining cleanliness in their village and refraining from littering or polluting the Brantas River (Defi et al., 2022). Second, the community's commitment extended to pre-painting preparations, as they willingly undertook village clean-up activities, often labouring at night due to daytime work commitments (Isanto et al.). Third, the community proactively organized and supplied the necessary consumables essential for the village cleaning and painting tasks (Defi et al., 2022). Fourth, they extend hospitality by accommodating and providing meals for the student-led project team, and finally they contributed in many specific ways according to their abilities and resources commensurate with their capacities (Defi et al., 2022). All of these activities having indirect and direct benefits around fostering economic initiatives within the tourism and hospitality sector.

These perspectives and first-hand accounts of community members' contributions, unequivocally demonstrate that service-learning collaborations and associated endeavours hold promise for advancing human development principles, notably by fostering increased community agency. By acting to deliberately nurture agency, partnerships such as these can potentially empower community members to enhance their social and cultural capabilities, shifting the focus from the initial University members who performed actions on their behalf, to enabling the community to take independent action (Mtawa & Fongwa, 2022).

Culturally, it was observed that the project breathed new life into local traditions, with annual festivities showcasing indigenous arts that were once dormant (Rani & Wulandari, 2018). Moreover, Jodipan's prominence now extends nationally and internationally, serving as a backdrop for cinematic productions and music videos, thereby amplifying its cultural resonance (Rani & Wulandari, 2018). Indeed, the promotion of local traditional culture and art forms has resulted in the area developing significant potential to attract increased tourist numbers, thus boosting revenue and enhancing the local cultural identity (Iswari & Indriani, 2024).

Community engagement manifests through various activities such as continuing infrastructure upkeep and maintaining village facilities, including preservation actions and attending to issues related to community hygiene (Defi et al., 2022). It should be noted that these important and on-going tasks are not solely undertaken by the government and residents, since the private sector

also plays a key role. Represented in this case by a local hotel, there is a significant contribution made by the local hospitality sector in participating in community clean-up initiatives (Sari et al., 2019). Furthermore, social capital plays a significant role in urban tourism development, and the collaborative governance approach demonstrated in this project has illustrated its effect in enhancing sustainable social capital to foster the development of tourism destinations (Yudha et al., 2019). It has transpired that Jodipan was at the forefront of a 'participatory art movement' that has developed over the past decade, turning 'slums' into art precincts and tourist attractions (Irwandi et al., 2023). These "rainbow village art projects" have assisted urban village inhabitants in reimagining their sense of location, linking their concepts with their environment and heritage (Irwandi et al., 2023). It has been claimed that, since Jodipan, each village has designed their own 'art precinct' as one village - one product (Rosyidi, 2019)

As a general observation, it could be reasonably asserted that every service-learning initiative should focus on fostering positive community development in an economically disadvantaged area. Such an activity may involve enhancing the community's capacity to develop and maintain critical areas such as housing, food security, water access, healthcare, hygiene, employment or education, as well as introducing, supporting and complementing ongoing community stability (Reardon, 2006).

In light of the experiences gained from the Jodipan project, Higher Education educators could explore the integration of a client-focused, project-based service-learning approach into their teaching strategies (Mursitama et al., 2022). This would align with the Ministry of Education's Kampus Merdeka directive (Voak et al., 2023) mandating that students need to gain real-world experience through off-campus engagements, spanning at least two semesters. By embracing client-based service learning, students are inherently prompted to engage with external stakeholders beyond the confines of the campus environment (Afriansyah et al., 2022). Further, reinforcing the principles of Outcome-Based Education (OBE) becomes imperative, given the rapidly changing position of Universities within an increasingly AI-dominated knowledge-based paradigm where interrogating knowledge through collaborative effort is required (Bentley et al., 2023).

The implementation of an OBE curriculum necessitates both instructors and students being involved in the cultivation of heightened levels of creativity (Defi et al., 2022). Furthermore, the instructor's role evolves from being a central source of knowledge to that of a facilitator, fostering an environment where students actively participate in the pursuit of predefined learning objectives and are rewarded for introducing innovative approaches (Fairman & Voak, 2023).

Additionally, institutional policies must be established to ensure sustained support for clients or targeted community groups (Effendi, 2023). For instance, Universities could potentially designate specific geographical areas or community demographics as focal points for teaching, research and community outreach activities in order to facilitate collaborative efforts between educators and local stakeholders, fostering long-term impact and meaningful engagement.

5. Limitations and Future Research

Directions

In exploring the role of service learning in enhancing community resilience, it is crucial to acknowledge certain limitations that will always be inherent in the research. First, while the thematic content analysis offers valuable insights into the impact of service-learning initiatives on community-based tourism resilience in Jodipan, the focus on existing literature may constrain the depth and breadth of findings. Moreover, given the dearth of primary-based data investigation surrounding Jodipan, further research is needed.

Future studies might overcome these constraints by integrating primary data collection techniques like interviews or surveys involving community members and stakeholders from Jodipan. This would provide a more nuanced understanding of the experiences and perceptions of individuals involved in service-learning initiatives. Moreover, expanding the scope of the study to include multiple communities or conducting comparative analyses between different contexts could offer broader insights into the effectiveness of service learning in fostering community-based tourism resilience across diverse settings. This research, the authors believe would facilitate greater clarity around the benefits, and current challenges faced by the community of Jodipan. Additionally, the focus on Jodipan as a case study limits the generalizability of the results to other communities. Furthermore, longitudinal studies could investigate the long-term impacts of service-learning interventions on community resilience, providing valuable insights for sustainable community tourism development efforts.

6. Conclusion

Service learning plays a pivotal role in fostering community resilience by empowering individuals and communities to address challenges collaboratively, and, at the same time, shows how applied education programs can play a substantial role in advancing local economic empowerment in Indonesia, particularly in the hospitality and tourism sector. (Adnan et al., 2024). Through meaningful engagement in service projects, participants develop valuable skills, such as problem-solving, teamwork and community empathy, essential for navigating widespread adversity. It is shown in this study that by participating in community development initiatives, individuals gain a sense of agency and belonging, which ultimately aids in strengthening social cohesion and trust.

Moreover, service learning cultivates a culture of reciprocity and mutual support. In this instance, Jodipan community members were empowered to leverage their collective strengths to overcome obstacles, develop partnerships and build a more resilient future. The students, community members, and stakeholders encountered difficulties aligning their efforts and resources, dealing with initial resident resistance, and ensuring the long-term upkeep of Jodipan's transformation. Yet, creating sustainable commercial opportunities within the tourism and hospitality sector has helped to mitigate many of these initial fears. Additionally, the students and residents faced challenges with logistics, funding acquisition, and managing the project's effects on daily community life, but with persistence and joint effort, these were managed effectively. However, it should be noted that effective communication, strong community engagement, and a collaborative co-design approach helped address many of these risks, by promoting a real sense of teamwork and ensuring the project's ongoing success.

Future practice and research in service learning should prioritise several key areas to enhance its effectiveness in fostering community-based tourism resilience. First, there is a need for continued collaboration between academic institutions, community organisations and local stakeholders to co-create and co-design service-learning initiatives that address specific community needs and priorities. This participatory approach ensures that projects are contextually relevant and sustainable in the long term. The inclusion of reflective practices into the service-learning experiences of students can deepen participants' understanding of community issues, thus facilitating meaningful learning outcomes. Furthermore, future research should explore the long-term impacts of service learning on community-based tourism resilience, including its influence on social capital, civic engagement and collective action. By understanding how service-learning contributes to building resilience in communities we can provide advice to educators, policymakers and community leaders on directions forward. Hopefully, this research may contribute to more constructive conversations and ultimately grassroots initiatives focusing on combining service-learning, placemaking and co-design.

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