

Bilingual Training and Cultural Narrative Development for the Creative Economy of Balkondes Ngargogondo

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ABSTRACT

Abstract. This community service program aimed to strengthen the capacity of Village-Owned Enterprise (BUMDes) homestay managers in the Ngargogondo Tourism Village, Borobudur, through bilingual communication training, local cultural-historical narrative development, and digital content production to support community-based tourism branding. The program was conducted over four months (September–December 2025) and involved 15 participants consisting of Balkondes managers, tourism awareness group members, and local community representatives. The program employed a participatory community empowerment approach implemented through four integrated training components: bilingual training, local cultural-historical narrative training, content creator/copywriting training, and videography and photography training. These activities were supported by ten field-based activities, including bilingual public service simulations, cultural site observations, local narrative development, social media management, and short profile video production.

The evaluation results indicate significant improvements in participants' competencies. Pre-test and post-test assessments demonstrated that bilingual communication skills increased from an average score of 55 to 78 (41.8%), cultural narrative writing skills improved from 50 to 80 (60%), digital content creation skills increased from 58 to 84 (44.8%), and photography/videography skills improved from 52 to 81 (55.7%). In addition, participants successfully produce bilingual promotional captions, local culture narratives, social media promotional content, and a short profile video of Balkondes Ngargogondo.

The findings demonstrate that the integration of bilingual communication training, cultural storytelling, and digital media production effectively enhanced participants' technical competencies, confidence, cultural awareness, and participatory engagements in tourism village promotion. Therefore, this community empowerment model can serve as an effective and sustainable strategy to strengthening the competitiveness of community-based creative economies in tourism village.

Keywords: bilingual, history narrative, content creation, videography and photography

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INTRODUCTION

Borobudur, as a UNESCO World Heritage Site, is one of Indonesia's primary tourism destinations. Beyond its historical and spiritual significance, tourism activities surrounding Borobudur Temple have stimulated the development of nearby tourism villages. Ngargogondo, Wanurejo, and Karanganyar are among the villages that have experienced growth as a result of Borobudur Temple tourism. Syaifuddin and Purwohandoyo (2019) demonstrate that the development of Borobudur Temple tourism has had a substantial impact on the economic characteristics of surrounding communities, including increased income through community participation in the provision of accommodation, tourism services, and other related enterprises. Similarly, Sari and Handoyo (2024) argue that Borobudur's designation as a Super Priority Tourism Destination has generated positive outcomes for communities in the Borobudur Sub-District, such as income growth, the creation of new employment opportunities, and the emergence of local business innovations, including *balkondes* (village economic centers).

Conceptually, *balkondes* are positioned as showcases of village-based economic activities, expected to increase community income, generate employment opportunities, and strengthen local cultural identity (Hardiyanti et al., 2022). In practice, however, the success of *balkondes* is highly dependent on management quality, community involvement, human resource capacity, and institutional support at the village level (Achsa et al., 2023).

Within the village tourism ecosystem, Village-Owned Enterprises (*Badan Usaha Milik Desa* or BUMDes) play a vital role as socio-economic institutions responsible for managing local resources to enhance community welfare. Based on Law Number 6 of 2014 on Villages, BUMDes are established to increase village income through the management of productive enterprises, including tourism services and accommodation development. Academically, BUMDes can be viewed as a cooperative-based economic model that integrates business orientation with socio-cultural values (Rahmawati, Rachma, & Widodo, 2020). In the context of sustainable tourism, BUMDes function as a bridge between local wisdom and global market demands, ensuring that tourism products not only generate economic value but also reflect cultural identity (Muhamad et al., 2022; Rohman et al., 2023).

Currently, BUMDes have evolved into the primary managers of various homestays and community-based tourism services in the Borobudur area. Nevertheless, empirical evidence indicates that many BUMDes in this region face significant limitations in professional management, particularly in promotional strategies related to bilingual communication and historical narrative development.

The use of bilingual promotional materials (for example, Indonesian and English) enables tourism villages to reach broader audiences and enhances the potential for attracting international visitors (Nurhamidah, 2023). To achieve high competitiveness in tourism, digitalization has become a crucial factor. Contemporary destination marketing has shifted from traditional models toward digital branding strategies that emphasize online interaction, narrative construction, and visual presentation. Recent studies suggest that consistent digital content can increase visitor trust and expand market reach (Chaffey & Chadwick, 2016; Rauf et al., 2021). However, observations

reveal that most homestays in Borobudur still rely on conventional promotional strategies, such as word-of-mouth communication or unstructured social media postings, without well-planned digital communication strategies.

Beyond digital challenges, another major constraint faced by BUMDes homestay managers in Borobudur tourism villages is limited English proficiency, which hinders effective communication with foreign tourists. International visitors often encounter difficulties accessing English-language information regarding facilities, pricing, and local activities. This gap contributes to lower reservation rates from the international market. According to Hudson and Hudson (2022), foreign language communication skills are a critical element in establishing a professional image within the hospitality industry. The integration of language competence and digital technology is therefore essential for successful destination branding in the global era.

Based on a needs analysis conducted by the community service team, BUMDes in Borobudur require capacity strengthening in three key areas: (a) digital literacy for managing promotional content, (b) English communication skills for hospitality services, and (c) content writing to project a professional image. These findings are consistent with previous studies highlighting that digital transformation in business can enhance competitiveness and sustainability within the tourism sector (Daulay et al., 2022; Fauzan et al., 2020; Prajarini & Sayogo, 2021). Furthermore, Widayati et al. (2021) demonstrate that tourism villages that successfully integrate technology, culture, and community participation are better positioned to expand their market reach globally.

The community service program implemented by the Universitas Tidar team represents a direct response to these identified needs. This interdisciplinary collaboration, involving lecturers from the English Education and Civil Engineering departments, was designed to address existing challenges comprehensively. English Education lecturers focused on providing training in English for Tourism Communication and the development of English digital narratives, while Civil Engineering lecturers contributed expertise in spatial planning, visual aesthetics, and architectural design to enhance the visual appeal of digital content.

This interdisciplinary collaboration also reflects an integrated community service approach, in which activities extend beyond short-term training to include strategic mentoring aimed at program sustainability. This approach aligns with research emphasizing the importance of capacity building and collaborative governance in strengthening BUMDes (Susanto et al., 2022; Yuliani et al., 2022). Moreover, the role of higher education institutions in knowledge transfer has been shown to have a significant impact on improving the professionalism of BUMDes managers, particularly in adapting to the digital era (Maryam et al., 2023).

In the context of creative tourism, the synergy between education and technology has a direct impact on enhancing promotional quality. Richards (2020) argues that a destination's attractiveness is not solely determined by its physical beauty, but also by its ability to create compelling narrative experiences. Consequently, digital storytelling serves as an effective medium for presenting local cultural identity through communicative visuals and language. Through digital content production training, BUMDes homestay managers are expected to acquire skills in producing promotional

videos, narrative descriptions, and tourism activity documentation that are engaging and meet international standards.

Overall, the community service program titled *“Utilizing Technology and English Language Skills to Strengthen Digital Content-Based Branding for BUMDes Homestays in Borobudur”* is expected to serve as a sustainable empowerment model. The program aims not only to enhance individual competencies but also to strengthen the village’s creative economic ecosystem. Through collaboration between English Education and Civil Engineering lecturers, the program is expected to produce outputs in the form of English-language digital content, improved English communication skills, and a strengthened professional image of BUMDes homestays in the global market. Thus, this community service initiative aligns with Indonesia’s sustainable tourism development agenda, which positions local communities as key actors in digital transformation and the creative economy (Tou et al., 2021).

METHOD

The method employed in this Community Service program is participatory community empowerment, an empowerment approach that positions community members as the primary actors throughout all stages of development, including problem identification, planning, implementation, and program evaluation (Khafsoh & Riani, 2025).

Practically, this Community Service program will be implemented through several stages of training activities and field-based activities, as outlined below:

Training Activities:

1. Bilingual Training: Activities aimed at enhancing bilingual communication skills, with a particular focus on public service delivery and the promotion of local potential.
2. Local Cultural–Historical Narrative Training: Training in the development of stories and historical narratives grounded in local cultural heritage.
3. Content Creator Training: Training in digital content creation skills to produce informative materials that support cultural promotion.
4. Videography and Photography Training: Training in photography and videography techniques for effective visual storytelling.

Field-Based Activities:

1. Human Resource Observation: Activities involving the mapping and analysis of local human resource potential to identify community development needs.
2. Bilingual Public Service Simulation: Practical exercises in delivering public services using two languages to enhance the readiness of tourism human resources in serving visitors.
3. Field Observation of Cultural and Historical Sites: Observational activities at cultural and historical sites to support data collection and field documentation.
4. Development of Local Historical Narratives: Activities focused on formulating local historical narratives based on observation results and interview data.
5. Production of Cultural and Promotional Content: Activities involving the creation of visual and audiovisual content that highlights local cultural values.

6. Social Media Publication and Management: Activities related to the planned management and dissemination of content through social media platforms.
7. On-Site Photo Hunting: Field photography activities aimed at capturing visual representations of local culture and potential.
8. Field Activity Documentation: Activities involving visual and written documentation of the entire sequence of field activities for reporting and archival purposes.
9. Short Profile Video Production: Activities focused on producing a short profile video that presents an overview of local cultural potential.

Exhibition and Presentation of Works: Activities involving the exhibition and presentation of produced works to the community and relevant stakeholders.

RESULTS AND DISCUSSION

To measure the effectiveness of the training program, the community service team conducted pre-test and post-test evaluations involving all 15 participants. The evaluation focused on four competency areas: bilingual communication, local cultural–historical narrative development, digital content creation/copywriting, and videography-photography skills. The assessment employed performance-based indicators and practical assignments adjusted to the characteristics of each training component.

The evaluation results indicate a significant improvement in participant's competencies after participating in the training program. The comparison of pre-test and post-test scores is presented in Table 1.

Aspect Evaluated	Pre-Test Mean	Post-Test Mean	Improvement
Bilingual Communication	55	70	+41.8%
Cultural Narrative Writing	50	80	+60%
Digital Content Creation	58	84	+44.8%
Photography/Videography Skill	52	81	+55.7%

Table 1. Pre-Test and Post-Test Results of Participant Competencies

1. Bilingual Training

The bilingual training was focused on enhancing participants' communication abilities in using Indonesian and foreign languages or local languages within the context of public service delivery and the promotion of local potential. The training outcomes demonstrate that participants experienced increased understanding of vocabulary and practical expressions commonly used in interactions with tourists, such as greetings, explanations of facilities, cultural information, and descriptions of local products.

Participants were able to practice simple dialogues relevant to tourism activities, including welcoming guests, explaining a brief history of the village, and promoting micro, small, and medium enterprise (MSME) products. Furthermore, the use of local

languages in narrative construction was recognized as a form of cultural identity that can serve as a tourism attraction. This training not only enhanced participants' linguistic competencies but also fostered greater awareness of the importance of language as a medium for service delivery, promotion, and the strengthening of the tourism village's image.



Figure 1. The community members are participating in a bilingual training program.

In addition to its practical impact, this training also served as a foundational knowledge base for subsequent activities, particularly the Content Creation/Copywriting Training. Within the copywriting component, community members were required to possess a basic understanding of foreign language vocabulary, especially English, to support the development of effective promotional texts.

2. Local Cultural–Historical Narrative Training

The local cultural–historical narrative training aimed to equip participants with the ability to construct historical and cultural narratives in a systematic, accurate, and engaging manner without diminishing the value of local wisdom. Local history and culture play a crucial role in strengthening tourism promotion. The training outcomes indicate that participants were able to identify key elements of the history and culture of Ngargogondo Village, including the village's origins, local traditions, historical figures, Borobudur values, and cultural principles that have been transmitted across generations.



Figure 2. The implementation of local cultural–historical narrative training.

Participants were also able to develop narratives in the form of concise and communicative stories that were easily understood by tourists. The narratives produced were not only informative in nature but also incorporated storytelling elements capable of fostering emotional connections between visitors and local culture. Accordingly, this training contributed to strengthening the village's cultural identity and supporting the development of education- and culture-based tourism.

The training further equipped community members with the capacity to generate ideas that integrate historical and cultural elements into the promotion of micro, small, and medium enterprise (MSME) products in and around Ngargogondo Tourism Village. Notably, in the profile video of *Balkondes* Ngargogondo, community members incorporated historical narratives related to the Menoreh Hills as a strategic hideout and planning site of Prince Diponegoro. In addition, religious tourism associated with the historical figure BPH Tejo Kusumo—whose tomb remains a pilgrimage site—was also highlighted.

3. Content Creation/Copywriting Training

The content creation training focused on enhancing participants' creativity in producing informative and persuasive digital content. The training outcomes indicate that participants developed an understanding of the fundamental concepts of content creation, including idea planning, target audience identification, and message formulation aligned with the characteristics of social media platforms.

This training also increased community members' knowledge of how to craft compelling wording that captures online audiences' attention, encourages them to pause and engage with promotional content, and effectively conveys appealing messages.



Figure 3. An explanation of copywriting in the content creation training.

Participants were able to produce examples of promotional content, including captions, social media posts, and content concepts that highlight the cultural uniqueness and tourism potential of Ngargogondo Village. This training encouraged participants to utilize digital platforms as effective tools for promoting the village's creative economy, thereby reducing reliance on conventional promotional methods and enabling broader and more effective audience reach.

4. Videography and Photography Training

The videography and photography training provided participants with both conceptual understanding and technical skills related to the use of technology for image and video production, ranging from basic to advanced techniques. The training outcomes indicate that participants developed an understanding of key principles of composition, lighting, camera angles, and visual storytelling concepts.



Figure 4. The community service team is explaining the use of the latest technologies in videography and photography.

Following the training sessions, participants were able to directly practice photographing and recording videos of tourist attractions, cultural activities, and local MSME products by utilizing supporting technologies such as gimbals, tripods, and microphones. The resulting audiovisual outputs demonstrated a noticeable improvement in quality compared to pre-training content, both in terms of aesthetic value and message delivery. These skills constitute an important asset in supporting the sustainable digital promotion of *Balkondes* and Ngargogondo Tourism Village.

The outcomes of the four types of training indicate that a community empowerment approach focused on strengthening human resource capacity is effective in supporting the development of the creative economy in tourism villages. The integration of bilingual communication skills, mastery of cultural narratives, and digital content production competencies created a complementary and synergistic framework.

Bilingual training strengthened service delivery and communication aspects, while local cultural–historical narrative training enriched promotional content with elements of identity and local wisdom. Content creation as well as videography and photography training functioned as adaptive tools for information dissemination and promotion in response to ongoing digital technological developments. Overall, the program not only enhanced participants' technical competencies but also fostered self-confidence, cultural awareness, and a participatory spirit among community members in managing and promoting the potential of the tourism village.

In addition to the training activities described above, the Community Service program also comprised ten field-based activities designed to support the training components. The results and discussion of these ten field activities are presented as follows.

1. Observation and Mapping of Human Resources

Human resource observation was conducted through direct observation and discussions with the management of *Balkondes* Ngargogondo, village youth, and community leaders. The findings indicate that the community possesses considerable potential in managing village tourism, particularly in terms of practical experience and local knowledge. However, limitations were identified in bilingual communication skills as well as a lack of confidence in conveying information to tourists, especially international visitors. These findings suggest that bilingual training and local historical narrative development constitute strategic needs in the development of creative economy–based tourism villages. The mapping process also served as a foundation for designing contextualized training materials aligned with community needs.

2. Bilingual Public Service Simulation

The implementation of bilingual public service simulations resulted in increased participation and confidence among community members in alternately using Indonesian and English within tourism service contexts. Participants were trained through service scenarios such as welcoming guests, explaining *Balkondes* facilities, and providing information related to local culture and history. Qualitatively, this activity enhanced community awareness of the importance of language competence as a component of tourism service quality. This finding aligns with the principles of

community-based tourism, which position local communities as the primary actors in interactions with visitors.

3. Field Observation of Local Cultural and Historical Sites

Field observations were conducted at several cultural and historical sites with high narrative value in Ngargogondo Village. The results reveal that most sites lack written documentation and structured historical narratives, resulting in underutilized educational and cultural tourism potential. This activity provided community members with direct experience in identifying historical values, cultural symbols, and local stories that can be developed as attractions rooted in local wisdom.

4. Development of Local Cultural–Historical Narratives

Based on field observations and interviews with community leaders, training participants successfully developed more systematic and communicative local historical narratives. These narratives encompassed the village's origins, the meanings of cultural symbols, and the role of the community in preserving local traditions. The outcomes indicate that community involvement in the process of writing historical narratives not only strengthens cultural literacy capacity but also fosters a sense of belonging to local cultural heritage.

5. Production of Cultural and Promotional Content

The production of visual and audiovisual content resulted in various promotional materials, including photographs, short videos, and narrative texts highlighting community activities, cultural sites, and village tourism potential. The content produced was authentic, as it was grounded in direct experience and the perspectives of local community members. Conceptually, this activity supports the development of the village's creative economy through the utilization of digital media as a platform for tourism and cultural promotion.

6. Social Media Publication and Management

The outcomes of social media management training indicate improved community understanding of planning, publishing, and managing content in a sustainable manner. Community members began to recognize the importance of message consistency, visual coherence, and narrative alignment in building the image of the tourism village. The use of social media has become a strategic tool for expanding the promotional reach of *Balkondes* Ngargogondo, while simultaneously serving as a communication medium between the community and tourists.

7. On-Site Photo Hunting

The on-site photo hunting activity was designed as a simulation of technology use as well as a preparatory stage for videography and photography training. This activity involved several community members, particularly members of the tourism awareness group (*Pokdarwis*). Participants were introduced to techniques for determining appropriate angles and capturing aesthetic moments that can be transformed into compelling visual images.

8. Field Documentation

The field documentation activities resulted in a visual archive that represents the village's cultural identity, social activities, and local potential. This documentation not only functions as promotional material but also serves as a collective archive that can be utilized for the future development of tourism village programs.

9. Short Profile Video Production

The produced short profile video presents an overview of Ngargogondo Tourism Village, the potential of *Balkondes*, as well as local cultural and historical values. This video serves as a strategic medium for conveying the village's identity in a concise, engaging, and easily comprehensible manner to diverse audiences.

10. Exhibition and Presentation of Works

The exhibition and presentation of works provided a space for joint reflection and evaluation involving the community service team, community members, and relevant stakeholders. The community demonstrated a sense of pride in the produced outputs while also receiving constructive feedback for further development. This activity reinforces the participatory principle of community service, in which both the process and the outcomes of the program are collectively owned.

Program Limitation

Despite the positive outcomes achieved, several limitations were identified during the implementation of the community service program.

First, the duration of the training and mentoring activities was relatively limited, as the program was conducted over a four-month period. Consequently, the activities primarily focused on foundational capacity building and introductory technical skills, while long-term competency development and sustainability monitoring could not yet be fully implemented.

Second, the number of participants involved in the program was limited to 15 community members. Although this allowed more intensive mentoring and interaction during training sessions, the relatively small participant scope limits the broader generalization of program outcomes to all tourism stakeholders within the Borobudur area.

Third, participants demonstrated varying levels of initial English proficiency and digital literacy. Some participants adapted quickly to bilingual communication and digital content production, whereas others required additional assistance and repeated practice sessions, particularly in the use of digital devices and content editing applications.

Fourth, several technical and infrastructural constraints were encountered during field implementation, including limited internet connectivity, varying quality of participants' personal devices, and restricted access to professional digital production equipment. These limitations affected the consistency and efficiency of digital content production processes.

Finally, this program primarily evaluated short-term improvements in participant competencies and practical outputs. Therefore, further studies and follow-up community service initiatives are necessary to examine the long-term sustainability of the program, including its economic impact on tourism village development, visitor engagement, and the strengthening of the local creative economy ecosystem.

CONCLUSION

The community service program focusing on bilingual training and the development of local cultural–historical narratives in Ngargogondo Tourism Village has demonstrated a significant contribution to enhancing human resource capacity in

support of strengthening the creative economy of *Balkondes*. The implementation results indicate that the integration of bilingual communication training, cultural narrative development, content creation, as well as videography and photography training has effectively improved participants' knowledge, technical skills, self-confidence, and cultural awareness in the context of service delivery and tourism village promotion. Furthermore, the ten participatory field-based activities reinforced experiential learning processes, ranging from mapping local human resource potential and documenting cultural sites to producing and publishing digital content. This approach not only generated authentic and high-quality promotional products but also fostered a sense of ownership, pride, and active community participation in managing local potential. Therefore, community empowerment through the strengthening of language skills, cultural awareness, and digital media can be regarded as an effective and sustainable strategy for enhancing the competitiveness of community-based creative economies in tourism villages.

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Ethical Compliance

All procedures performed in this study involving human participants were in accordance with the ethical standards of the institutional and/or national research committee and with the 1964 Helsinki Declaration and its later amendments or comparable ethical standards.

Data Access Statement

Conditional Access:

"The data supporting this study are available under restricted access and can be obtained upon reasonable request to the corresponding author and with the permission of the ethics committee."

Conflict of Interest declaration

The authors declare that they have no affiliations with or involvement in any organization or entity with any financial interest in the subject matter or materials discussed in this manuscript.

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