

The Role of Hotel Management Students in Cooking Class Training for Women Farmers Groups in Tourism Villages: A Case Study in Sleman, Yogyakarta

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Abstract. This study aims to examine the role of students of the Hotel Management study program in implementing cooking class training aimed at the Women Farmers Group in one of the tourist villages in Sleman, Yogyakarta. Women Farmers Group as a community of village women has great potential in developing local culinary products, but often faces limitations in terms of culinary skills, recipe innovation, and presentation in accordance with tourism industry standards. Students, as educational agents and practitioners in the hotel sector, play an active role in the training process by providing technical materials, mentoring cooking practices, and sharing insights on food presentation standards and hygiene according to hotel practices. This study uses a descriptive qualitative approach with data collection techniques through participatory observation, in-depth interviews, and documentation of activities. The data analysis technique uses the Miles & Huberman (1994) model which includes data reduction, data presentation, and drawing conclusions. The results of the study indicate that student involvement in the training program can improve the skills of Women Farmers Group members in terms of cooking techniques, packaging, and self-confidence in selling culinary products in the tourist village environment. The findings also show that collaboration between educational institutions and village communities can be an effective strategy in empowering women and developing local culinary tourism potential sustainably.

Keywords: Students; Hotel Management; Cooking Class; Women Farmers Group; Tourism Village

RESEARCH BACKGROUND

The development of tourist villages is a development strategy that aims to strengthen the local economy based on potential and community participation. The Indonesian government, through various policies and programs such as the Tourism Village Development Program by the Ministry of Tourism and Creative Economy, emphasizes the importance of community involvement in creating competitive tourist destinations. One of the important actors in the village social structure is Women Farmers Group. This group does not only function as an agricultural actor but also as a driving force for the family economy and village socio-culture. However, many Women Farmers Group still face limitations in developing their economic potential, especially in the culinary field which is very potential in tourist villages. Some Common problems faced by the community are the lack of professional cooking skills, minimal recipe innovation, presentation that does not meet tourism industry standards, and weak product marketing strategies. Therefore, appropriate intervention is needed to increase the capacity of Women Farmers Group members.

Students from the Hospitality Management study program have competencies in the fields of culinary, food and beverage services as well as food sanitation that can be shared with the community through community service activities. They can act as facilitators of cooking class training that is not

only technical but also supports aspects of empowerment and capacity building. In the context of the Tri Dharma of Higher Education, this activity is a concrete and strategic form of community service.

This study aims to identify and analyze the role of Hospitality Management students in cooking class training for Women Farmers Group in one of the tourist villages in Sleman, as well as to evaluate the impact of training on improving skills and economic empowerment of Women Farmers Group members.

REVIEW OF RELATED LITERATURE

Tourism Village Concept

A tourism village is an area with special potential that is developed as a community-based tourism destination. This potential can be in the form of unique culture, environment, and local cuisine. According to Supriharjo (2020), a tourism village is successful if all components of society are actively involved in the process of developing, managing, and marketing it.

Women Empowerment Through Women Farmers Group

The Women's Farmers Group is a forum formed to increase women's participation, especially in rural areas, in agricultural activities and strengthening the family economy. The Women's Farmers Group not only functions as a working group, but also as a learning and empowerment space that allows village women to play an active role in managing local resources. One of the great potentials of the Women's Farmers Group is their ability to process agricultural products into value-added products, such as regional processed foods that have selling power in local and tourist markets.

Processing agricultural products into culinary products not only helps reduce waste and increase the economic value of local commodities but also opens up new opportunities in the development of micro-enterprises. In a study conducted by Pranoto (2020), skills training such as culinary has been shown to significantly increase household income. In addition, the training also has a positive impact on the psychological aspects of the Women's Farmers Group members, especially in terms of increasing self-confidence, independence, and the ability to make decisions within the household and community.

With the right assistance, such as through collaboration with students or academics, Women Farmers Group can become a driving force for the village's creative economy based on local potential. The skill of processing food ingredients into superior products is not only an economic solution but also part of preserving traditional culinary culture that can attract tourists. Therefore, developing the capacity of Women Farmers Group through culinary training is not just an effort to improve skills, but a strategy for empowering sustainable village women.

The Role of Students as Agents of Change

Students have a strategic role as learning agents as well as agents of social change. In the context of community service, students not only function as conveyors of material or facilitators of knowledge, but also as catalysts that encourage meaningful social change. Through a participatory and collaborative approach, students can build

equal relationships with the community, so that the learning process becomes two-way and more contextual.

Setiawan and Prabowo (2021) emphasize that the active involvement of students in community empowerment activities must be contextual and sustainable. This means that students need to deeply understand the social, cultural, and economic conditions of the target community, so that the programs implemented can answer real needs and produce long-term impacts. Activities such as training, mentoring, or development of local potential must be designed by involving community participation from the planning stage to evaluation. This is important to ensure that the program is not only ceremonial but is able to foster independence and sustainable social transformation.

In carrying out community service, students are also required to develop empathy, social sensitivity, and effective communication skills. Thus, students not only gain practical experience outside the classroom, but also learn to be part of a broader process of change, which makes science a tool to strengthen community capacity and improve their quality of life. This role is in line with the spirit of the Tri dharma of higher education, where community service becomes a space for the actualization of humanistic values and social responsibility of a young intellectual.

Cooking Class Training Strategy

Cooking training based on direct practice (learning by doing) has proven to be an effective method in significantly improving participants' skills. Through this approach, participants not only receive theoretical material, but are also directly involved in the cooking process, from preparing ingredients, processing techniques, to serving food. This approach allows participants to learn through real experience, hone motor skills, increase self-confidence, and understand the kitchen workflow directly. Wulandari (2019) stated that the combination of delivering contextual theoretical and practical materials can strengthen participants' understanding of the material being taught. In addition, this type of training model can also encourage participants to be more creative in developing recipes and serving techniques that suit market tastes, especially in the context of culinary tourism. By considering the needs and preferences of tourists, direct practice-based training can be a means to produce innovative, attractive, and highly competitive culinary products. Furthermore, this approach also helps participants—especially community groups such as the Women Farmers Group to be more adaptive to the ever-evolving culinary trends. They not only gain technical skills, but also a strategic understanding of the importance of taste, presentation aesthetics, and the selling value of food products as part of a memorable tourism experience.

RESEARCH METHOD

This study uses a descriptive qualitative approach. The research location is one of the tourist villages in Sleman Regency, Yogyakarta, with the research subjects being 10 active members of Women Farmers Group, 5 students of STP AMPTA Hotel Management, and 2 supervisors. Data collection methods include Participatory observation during training activities, In-depth interviews with Women Farmers Group members and students. Documentation of activities in the form of photos and field notes. In qualitative research, data analysis is not a linear process, but rather interactive and takes place continuously from the beginning of data collection to the final report. The model used in this study refers to Miles & Huberman (1994), which explains that the data analysis process consists of three main stages, namely data reduction, data presentation, and drawing conclusions/verification.

1. Data Reduction

Data reduction is the process of simplifying, sorting, and transforming raw data obtained from the field into a more organized and meaningful form. At this stage, researchers begin to select relevant information, discard data that is not in accordance with the focus of the research, and group data based on certain thematic categories.

In the context of this research, the reduction process is carried out by rereading interview transcripts, field notes, and documentation obtained during the observation process. The data is then coded and categorized based on predetermined themes, for example: tourists' perceptions of accessibility, visitors' experiences while at the location, and the obstacles they experience. The purpose of this stage is to focus the researcher's attention on important things and allow for deeper meaning to be drawn.

2. Data Presentation

Data presentation is the stage where the reduced data is arranged systematically so that it can be interpreted and analyzed further. Data presentation is usually done in the form of narrative text, matrix, table, graph, or network of relationships between variables. In this study, data presentation is done through narrative descriptions that describe key findings that emerge from the results of interviews and observations. For example, the results of interviews with several tourists who stated that the location of Dirgantara Museum is quite interesting but difficult to reach because it is in a military area, are presented in direct quotes and descriptive analysis. Good data presentation will help readers understand the context as a whole and make it easier to draw conclusions.

3. Conclusion Drawing and Verification

The final stage is conclusion drawing, which is the process of interpreting the data that has been presented to answer the formulation of the research problem. Conclusion drawing is not only done at the end of the research but begins since the data reduction and presentation process takes place. The initial conclusions obtained will continue to be tested and verified through the search for additional evidence in the field, data triangulation, and discussions with related parties.

In this study, the conclusions drawn relate to how tourists' responses to the location of Dirgantara Air Force Mandala Central Museum are influenced by factors such as accessibility, perception of security, and visiting experience. These conclusions are verified through a comparison between interview and observation data, as well as questionnaire results as a form of triangulation to increase data validity.

RESULTS AND DISCUSSION

Series of Training Activities

The training was carried out for three days with the following activity structure:

Table 1 Table Training Activity		
Day	Activity	Material
1	Basic Culinary Theory	Hygiene and sanitation, introduction of local ingredients

2	Cooking Practice	Hotel standard cooking techniques, plating
3	Product Simulation	Packaging, branding, marketing

[Source: Primary Data, 2025]

4.2. Field Observation

Students demonstrate an active role as mentors who not only provide technical materials but also guide patiently and communicatively. They use a hands-on approach, demonstrations, and joint evaluations, which make Women Farmers Group members feel more confident.



Figure 1. Documentation of Training Activities [Source: Observation Field, 2025]

4.3. Result of Interview

Interviews with members of the Women Farmers Group and Hospitality Management students showed the positive impact of the training provided. Here are some quotes that describe the changes felt:

Women Farmers Group Member Testimonials:

"I feel very happy to be able to learn cooking techniques from the students. At first, I didn't know how to present food attractively, but now I am confident in selling my cooking." — Mrs. Siti, member of the Women Farmers Group.

"After the training, I started trying to sell snacks online. It turned out that many people liked them because they looked attractive and tasted good." — Mrs. Wati, member of the Women Farmers Group.

"We usually only cook for our families, but now we understand how to present food that can be sold at tourist markets." — Mrs. Maryam, member of the Women Farmers Group.

Student Testimonials:

"We not only teach but also learn from the mothers about local ingredients and traditional processing methods. This is a very valuable experience for us as students." — Rizky, Hospitality Management student.

"The main challenge is explaining professional techniques in easy-to-understand language. But it turns out that the mothers are very enthusiastic and responsive." — Putri, Hospitality Management student.

The results of this interview strengthen the observation findings, that the interaction that occurs during the training is not just a one-way transfer of knowledge, but an exchange of knowledge that enriches both parties.

4.4. Changes in Women Farmers Group Competencies

Table 2 Table Women Farmers Group Competencies

Competency Aspects	Before Training	After Training
Cooking Techniques	Basic	Proficient (hotel standard menu)
Plating	Simple	Aesthetic and creative
Packaging	Traditional	Attractive and hygienic
Confidence	Low	High

[Source: Primary Data, 2025]

The members of the Women Farmers Group are able to make regional specialties with a more professional and attractive appearance, such as various market snacks packaged in aesthetic containers labeled with local brands. This finding shows the importance of synergy between higher education and local communities in community empowerment efforts. Students as knowledgeable human resources can be facilitators of change. The participatory approach in training allows for a two-way learning process: students learn to understand the social context of the village, while residents gain practical, applicable skills.

CONCLUSION

The involvement of Hospitality Management students in cooking class training for Women Farmers Groups in tourist villages has proven to provide a significant contribution to the development of the capacity of local communities, especially women who are members of the group. Students who have a scientific background in culinary arts, culinary management, and hotel services are able to become effective facilitators in transferring the knowledge and practical skills needed by members of the Women Farmers Group. Through a participatory approach, cooking training not only focuses on improving technical skills, but also instills entrepreneurial values, product innovation, and hygiene standards that are in accordance with the hospitality industry. One of the real impacts of this training is the increasing skills of Women Farmers Group members in processing local food ingredients into culinary products with high selling value. The students introduced modern cooking techniques, attractive presentation methods, and the use of local ingredients that are creatively combined to produce unique menu variations.

In addition, they also provided basic training on small business management, product packaging, and marketing strategies, so that Women Farmers Group members have stronger provisions to market their products independently or on a micro-business scale. This activity also has an impact on increasing the self-confidence of the Women Farmers Group members. Before the training, many of them felt that they did not have enough skills to compete in the culinary tourism sector. However, after participating in a series of trainings facilitated by students, there was a significant change in their perspective and enthusiasm to be actively involved in village economic activities. This shows that collaboration between educational institutions and local communities not only produces skill output but also empowers the community

psychologically and socially. Furthermore, the involvement of these students supports the goal of developing sustainable tourism villages. The training carried out is not merely one-way but becomes a space for knowledge exchange between students and the community. Students gain contextual learning experiences directly in the field, while the community benefits from the academic expertise brought by the students. Thus, this collaboration forms a mutually beneficial symbiotic relationship within the framework of community-based tourism development.

This study recommends that training activities involving students be made a sustainable program by higher education institutions, especially those with study programs related to tourism, hospitality, and culinary. In addition, support from the local government is needed to expand the reach of this program to other tourist villages. Through appropriate policies and budget allocations, similar activities can be made part of a strategy for developing tourist villages that prioritize local community empowerment and the preservation of traditional culinary culture. By making this collaborative activity a routine and integrated program, it is hoped that there will be a strengthening of the capacity of village communities in managing tourism potential independently and sustainably. In the long term, this program can be an ideal partnership model between the world of education, government, and society in creating resilient, innovative, and highly competitive tourist villages at the local and national levels.

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