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Whispering Animation Game-Based Learning for Youth Empowerment at GSJA *Bukit Hermon*: Enhancing English Skills for Tourism Development through Service Learning

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Abstract: *Youth play a critical role in national development, especially in the tourism sector. The GSJA Bukit Hermon organization in Sorong City has primarily focused on leadership training, but has not yet addressed language skills, a key component of soft skills. With the significant tourism potential of Southwest Papua, local youth face challenges in communicating with tourists and lack vocabulary related to tourism. This Community Service Program aims to improve the English skills of GSJA youth using the Whispering Animation Game, a mobile application designed to help them understand and describe tourism destinations in English. The program adopts a Service Learning approach, involving five stages: (1) introduction to the application, (2) English training using the game, (3) application implementation, (4) practical guidance, and (5) program evaluation. Evaluation results showed a significant improvement in participants' understanding of local tourism sites, with knowledge increasing from 21.2% to 93.6%, a 72.4% improvement. The N-gain score of 0.77 (76.9%) indicates the effectiveness of the app in enhancing vocabulary and listening skills. This improvement supports the role of youth in tourism development and can create new job opportunities.*

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Introduction

Youth are crucial elements in national development. The future of a nation relies heavily on the quality of its youth, both in the progression of civilization, culture, and societal development[1]. Various youth organizations, such as the GSJA *Bukit Hermon* in

[1] In'am, A. Peranan Pemuda dalam Pendidikan Sosial Kemasyarakatan. *Jurnal Manajemen Pendidikan Islam,* 3(2). (2020): 67–76.

Sorong City, aim to enhance the role of youth through activities like leadership training and capacity building. These efforts aim to create a generation that contributes to national development, in line with Indonesia's vision for 2045. The future of a nation and its prosperity depend on the youth who drive progress, understanding both local potential and global technological advancements.[2]. Currently, the 50 youth members of GSJA *Bukit Hermon* are high school/college students, private employees, or unemployed. The organization has mainly focused on leadership training, but language skills as part of *soft skills* have not been developed. However, as the youngest province in Indonesia, Southwest Papua has significant tourism potential, yet the local youth still face challenges in verbal communication with tourists. Moreover, proficiency in tourism-related languages could be key to creating job opportunities, particularly in their role as tourism ambassadors.

In Southwest Papua, the tourism sector is one of the strategic potentials that can be developed to improve community welfare. The growth of tourism in Indonesia indicates that tourism has become an essential sector for economic development[3]. Tourism in Indonesia is also closely connected to the local way of life[4]. Destinations such as Raja Ampat, Taman Wisata Alam, Mangrove Forests, and Tanjung Kasuari in Sorong City are significant attractions. However, maximizing this potential requires competent human resources, especially in international communication skills like English[5]. The main challenge youth face is limited English proficiency, which is essential to supporting the sustainability and development of the tourism sector. Effective communication with international tourists not only contributes to the tourist experience but also opens up economic opportunities for local communities.

Observations and interviews indicate that most youth at GSJA *Bukit Hermon* are not active in using English. Their weaknesses primarily lie in a lack of vocabulary and listening skills in English. This becomes a critical challenge, as difficulties in verbal communication with foreign tourists present a significant barrier[6]. Opportunities to increase local competitiveness in tourism will be hindered unless this issue is addressed. The youth of GSJA *Bukit Hermon* need assistance in improving their English language skills, particularly in communication related to the tourism industry. As an integral part of regional development in Southwest Papua, the youth of GSJA *Bukit Hermon* must be prepared to support the promotion of local tourism potential. One solution is the utilization of interactive learning technology.

Monotonous English learning methods often become a hindrance. In contrast,

[2] Salam, S. Kajian Peran Pemuda Dalam Pengembangan Pariwisata Kabupaten Takalar. (2021).

[3] Iriani, A. Y. Strategi Pengembangan Pariwisata Berdasarkan Preferensi Masyarakat Asli: Studi Kasus di Raja Ampat. *Jurnal Masyarakat Dan Budaya* , *21*(3). (2019): 271–292.

[4] Tafalas, H. B., Rengkung, L. R., & Memah, M. Strategi Pengembangan Potensi Pariwisata Di Kabupaten Tambrauw Provinsi Papua Barat. *AGRIRUD*, *4*(2). (2022): 161–168.

[5] Agnes Manuhutu, M., dkk. Sistem Informasi Promosi Tempat Wisata Di Kota Sorong Berbasis Website (Kasus: Kawasan Wisata Mangrove Klawalu). *Jurnal Sains Komputer & Informatika (J-SAKTI)*, *5*(1). (2021): 304–317.

[6] Thresia Fenny, & Nedi Hendri. Pelatihan Bahasa Inggris Bagi Pemandu Wisata SuohLampung Barat. *Sinar Sang Surya (Jurnal Pusat Pengabdian Kepada Masyarakat)* , *7*(2). (2023): 219–225.

technology-based approaches, such as educational games, have been proven to increase student interest and learning ability[7]. Additionally, contextual learning methods like Problem-Based Learning (PBL) are essential to support the development of critical thinking and language skills [8,9]. In this context, an approach tailored to local needs, such as integrating learning materials with the tourism potential of Southwest Papua, can have a more significant impact[10]. Thus, youth not only learn theoretical knowledge but also practice English communication, particularly vocabulary and listening skills, in more realistic scenarios like understanding the tourism landscape of Southwest Papua.

In the context of developing GSJA *Bukit Hermon* youth, technology-based approaches are highly relevant. Android-based educational games, as proposed by Riswanto & Soraya[11], have proven effective in improving vocabulary mastery through a *Service Learning* approach. Moreover, similar activities have been conducted and have shown an improvement in English language proficiency[12,13,14]. Therefore, this Community Service Program aims to enhance the English skills of GSJA *Bukit Hermon* youth through the implementation of the "Whispering Animation Game." This game combines animation, audio, and vocabulary learning relevant to Southwest Papua's tourism. Additionally, an interactive learning website has been designed to support continuous learning. The website contains English learning modules, while the *Whispering Animation Game* is a mobile-based application that is convenient for use on mobile phones[15].

Through this program, it is expected that the English competency of GSJA *Bukit Hermon* youth will improve, enabling them to support the promotion of Southwest Papua's tourism. With enhanced English skills, youth are expected to play an active role as tourism ambassadors in the region. With the active involvement of youth at the forefront, the tourism potential of this province can be optimized, opening up new economic opportunities for local communities.

[7] Arisanti, T., & Zuhdi, U. Pengembangan Media Game Edukasi Vocalish (Vocabulary Of English) Berbasis Android Untuk Meningkatkan Penguasaan Kosakata BahasaInggris Pada Siswa Kelas Iv Sdn Gedangan 2. *JPGSD*, *9*. (2021): 3618–3629.

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[9] Rokhman, N., & Ahmadi, F. Pengembangan Game Edukasi si Gelis Berbasis Android Untuk Meningkatkan Kosakata Bahasa Inggris Siswa. *Edukasi*, *14*(2). (2020a): 166–175. https://doi.org/10.15294/edukasi.v14i2.27477

[10] Budiyanto, Fatimah Hidahyani Amin, & Murni Asir. Meningkatkan Hasil Belajar Bahasa Inggris Melalui Penerapan ModelPembelajaran Problem Based Learning Kelas X IPA 3MAN Manokwari Papua Barat. *Jurnal Pemikiran Dan Pengembangan Pembelajaran*, *3*(4). (2021): 223–227.

[11] Riswanto, N. V., & Soraya, S. Z. Pemanfaatan Aplikasi Game Edukasi Untuk Meningkatkan Kosakata Bahasa Inggris Anak di Desa Kadipaten Ponorogo. *Bubungan Tinggi: Jurnal Pengabdian Masyarakat*, *4*(2). (2022): 317–325. https://doi.org/10.20527/btjpm.v4i2.4887

[12] Aisyah, F. N., Hakim, L., & Zuhriyah, A. Game Edukasi Bahasa Inggris Berbasis Android Untuk MeningkatkanKemampuan Kosakata Dengan Algoritma Fisher Yates Shuffle. *Jurnal Keilmuan Dan Aplikasi Teknik Informatika*, *16*(1). (2024): 5–21. https://doi.org/10.35891/explorit

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[14] Rokhman, N., & Ahmadi, F. Pengembangan Game Edukasi si Gelis Berbasis Android Untuk Meningkatkan Kosakata Bahasa Inggris Siswa. *Edukasi*, *14*(2). (2020a): 166–175. https://doi.org/10.15294/edukasi.v14i2.27477

[15] Lutfiansyah. Penggunaan Aplikasi Mobile Pembelajaran Bahasa Inggris Android Pada Pembelajaran Bahasa Inggris (Pengamatan Terhadap Sumber Belajar Berbasis Android Melalui Media Mobile Smartphone). *Eduscience*, *2*(1). (2016): 16–22.

Method

This Community Service Program adopts a Service Learning (SL) approach, which integrates community service with academic learning. In this approach, the youth of GSJA *Bukit Hermon* are not passive recipients but are actively engaged in every phase of the program—from planning to execution and reflection. The program aims to empower the youth to develop both their English language skills and their ability to contribute to the local tourism sector. Below are the detailed steps involved in the execution of this service-learning project

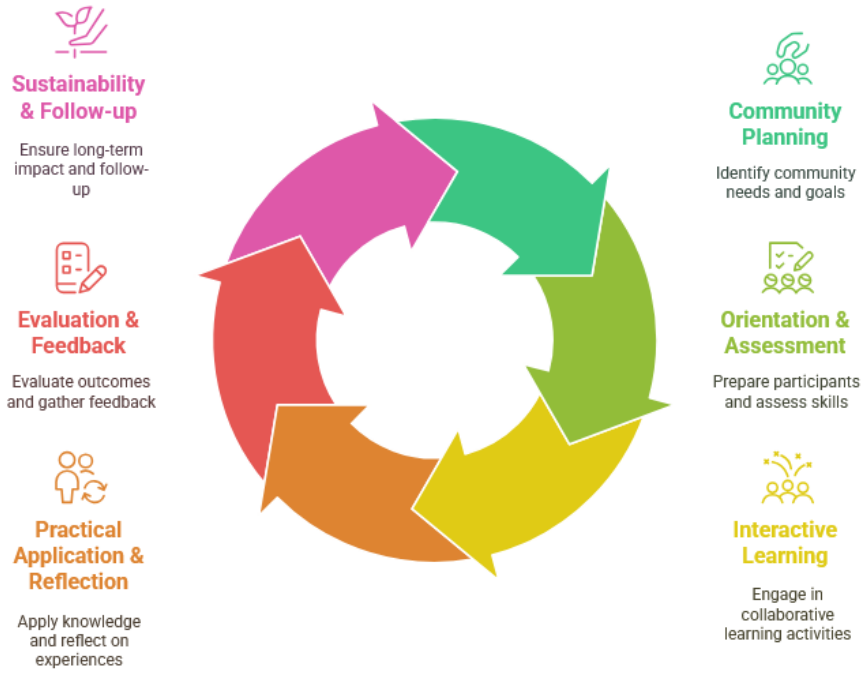

Figure 1. Service Learning Process Flowchart

Community Organizing and Collaborative Planning

The program begins with community organizing, where the youth of GSJA *Bukit Hermon* are deeply involved in the planning process. Unlike traditional programs where the service team dictates all aspects, the youth are encouraged to actively participate in identifying their needs, setting goals, and determining the expected outcomes. Through group discussions, the youth share their expectations, ideas, and define the skills they wish to develop. This collaborative planning ensures that the program is meaningful and relevant to the needs of the community. The planning phase is characterized by a sense of ownership, which motivates the youth to engage fully throughout the project

Orientation and Initial Assessment

Following the planning phase, the program moves into orientation and initial assessment. In this phase, the Community Service Program team introduces the *Whispering Animation Game*

to the youth, explaining how the game can be used to enhance their English skills, specifically focusing on listening and vocabulary. Simultaneously, an initial test is administered to assess the current English proficiency of the youth, which serves as a baseline for measuring progress. This step ensures that the learning process is tailored to the specific needs of the participants, and it also allows for tracking their improvement over time

Interactive Learning and Application of Technology

The core of the program lies in interactive learning and application of technology. The youth are trained to use the *Whispering Animation Game*, a mobile-based application that integrates animation, audio, and vocabulary-building exercises specifically related to tourism. The interactive nature of the game helps maintain engagement while enabling the youth to learn at their own pace. The Community Service Program team conducts group training sessions to demonstrate the features and benefits of the application, followed by individual practice sessions where each participant uses the game independently. This ensures that they can learn flexibly, regardless of time and location, and reinforces their language acquisition outside of formal learning settings. Throughout this stage, the youth are guided and supported by the service team to ensure proper usage of the game and encourage self-directed learning

Practical Application and Reflection

In line with Service Learning, the youth are given the opportunity to put their new English language skills into practice through practical application. They are encouraged to participate in mock tourism scenarios where they simulate guiding tourists and explaining local tourist destinations in English. This hands-on experience is crucial for reinforcing theoretical knowledge and demonstrating the real-world application of the language skills they have learned. The reflection process is embedded in this stage as well. After each practical session, the youth gather to reflect on their experiences, discuss challenges they faced, and share what they have learned. This reflective practice allows them to connect their academic learning with the community service aspect of the program, making the experience more meaningful.

Evaluation and Feedback

Evaluation and feedback are integral parts of the Service Learning process. Two types of evaluations are conducted during the program. The first is the N-Gain Evaluation, which measures the effectiveness of the *Whispering Animation Game* in improving English listening and vocabulary skills. After administering a pre-test to assess initial proficiency, a post-test is given to measure progress. This evaluation helps determine how much the youth have improved and whether the program's objectives are being met.

The second evaluation is through questionnaires, where the youth's understanding of Southwest Papua's tourism destinations is assessed. The questionnaire helps evaluate how well the program has educated the youth about local tourist attractions and their ability to convey this knowledge to others. The feedback gathered from both evaluations is analyzed to identify areas for improvement, ensuring that the program continually evolves to meet the needs of the participants

Table 1. N-Gain Effectiveness Categories[16,17,18,19]

Percentage	Interpretation
< 40%	Not Effective
40% - 55%	Less Effective
56% - 75%	Moderately Effective
>76%	Effective

Table 2. Respondent Achievement Levels[20,21]

Achievement Percentage	Criteria
85% - 100%	Very Good
66% - 84%	Good
51% - 65%	Fair
36% - 50%	Poor
0% - 35%	Very Poor

Feedback and Iteration

Feedback and reflection play an important role throughout the process. After each session, the youth participate in group discussions, offering feedback on the program and sharing their personal experiences. These reflections allow the service team to adjust the program accordingly. If any areas are identified where the youth are struggling, additional support is provided, and changes are made to the curriculum to address these issues. This iterative process ensures that the learning experience is continuously improving and remains aligned with the youth's needs and expectations.

Program Sustainability and Follow-up

Finally, sustainability is a key focus of the program. After the initial phase of training and application, the Community Service Program team will revisit GSJA *Bukit Hermon* to monitor the ongoing use of the *Whispering Animation Game* and continue providing support. This follow-up ensures that the youth remain engaged in their language learning journey even after the formal program ends. By providing continued

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[17] Nasir, A. M., Sari, I. E., & Yasmin, Y. Efektivitas Penerapan Model Realistic Mathematic Education (RME) dengan Menggunakan Alat Peraga Terhadap Prestasi Belajar. *Jurnal Studi Guru Dan Pembelajaran*, *2*(1). (2019): 22–32. https://doi.org/10.30605/jsgp.2.1.2019.1246

[18] Nawir, M., & Khaeriyah, H. Efektivitas Model Pembelajaran Kooperatif Tipe Student Facilitator and Explaining terhadap Hasil Belajar Metematika Peserta Didik Kelas VIII SMP Negeri 18 Lau Kabupaten Maros. *JURNAL ILMIAH PENDIDIKAN MATEMATIKA - EQUALS*, *2*(2). (2019): 100–108.

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[20] Dewi, A. C., Yahya, M., & Darmawang. Efektifitas Model Pembelajaran Berbasis Proyek Pada MataKuliah Perencanaan Pembelajaran Kejuruan. *Jurnal Konsepsi*, *11*(2). (2022): 373–379.

[21] Kurniawan, A. B., & Hidayah, R. Efektivitas Permainan Zuper Abase Berbasis Android Sebagai Media Pembelajaran Asam Basa. *Jurnal Penelitian Pendidikan Matematika Dan Sains (JPPMS)*, *5*(2). (2021): 92–97. http://journal.unesa.ac.id/index.php/jppms/

guidance and access to learning resources, the youth are encouraged to use the skills they've gained in real-world scenarios, particularly in the tourism sector. This ongoing support helps ensure that the impact of the program is long-lasting and that the youth are prepared to play an active role in promoting local tourism.

Result

The execution of the Community Service Program program by the UNVIC Sorong team, in partnership with the youth of GSJA *Bukit Hermon*, began in July 2024. The service team initiated the program with a Socialization or Program Introduction phase, during which the *Whispering Animation Game* (WAG) was introduced to the church leaders, including the pastors, as well as the youth of GSJA *Bukit Hermon*. The team then proceeded to conduct English language and tourism knowledge training for the youth, focusing on Southwest Papua through the use of a website and the WAG. Learning modules were provided via the website for independent study, and the WAG included audio descriptions of local tourism destinations along with related quizzes.

The initial training session, which included the use of the Whispering Animation Game (website and game), involved a pre-test to assess the listening and vocabulary skills of the GSJA *Bukit Hermon* youth. The test was followed by listening exercises in which the youth listened to audio and answered questions posed by the Community Service Program team. Afterward, a tourism knowledge questionnaire was distributed to gauge their understanding of Southwest Papua's tourism sites.

The training program was delivered in three consecutive sessions by the Community Service Program team, with students acting as moderators. The training sessions covered the following topics:

1. Melda Agnes Manuhutu, S.Kom., M.Cs: The Implementation of Technology in Tourism.
2. Ratna Rosmauli Pakpahan, S.I.A., M.Si: The Role of Youth in the Digitalization of Tourism.
3. Lulu Jola Uktolseja, S.Pd., M.Pd: Application of the Whispering Animation Game.

The first session explained the benefits of technology in the tourism industry, where the youth were also trained on how to present tourism information using computers. Various examples of global and Indonesian tourism technologies were shared, demonstrating how technology such as social media and innovations like the Whispering Animation Game can be applied in tourism.

Figure 2. Youth received training on the application of technology in the tourism sector.

The second session emphasized the critical role of youth in the tourism sector, highlighting their potential as tour guides, informants, and active contributors to the tourism industry's growth in Southwest Papua. Brainstorming activities encouraged GSJA youth to actively engage in promoting tourism in their region.

Figure 3. Discussion on the Role of Youth in the Digitalization of Tourism
Brainstorming session where youth discussed their role in tourism promotion.

The final session, which also served as practical training, focused on hands-on use of the *Whispering Animation Game*. The youth directly interacted with the technology developed by the team, engaging in repeated practice to enhance their listening skills and vocabulary. A group discussion followed, where the youth shared their thoughts and experiences using the application.

Figure 4. Training on Using the Whispering Animation Game
Youth practicing their skills with the Whispering Animation Game and reflecting on the learning process.

The follow-up sessions continued, allowing youth to independently practice the technology at home. The Community Service Program team held several meetings with the youth and the church leaders to discuss any challenges they faced with the technology and innovation provided. These meetings were crucial for ensuring the continued effectiveness of the program.

The program concluded with evaluations, including both post-tests conducted online and offline to assess the students' learning outcomes. Youth were also asked to fill out a tourism knowledge questionnaire to assess any improvements in their understanding of Southwest Papua's tourism after using the *Whispering Animation Game*.

The results of the pre-test and post-test are shown below:

Table 3. N-Gain Analysis Results

No.	Pre Test	Post Test	N-Gain	Category
1	50	90	0.8	High
2	40	100	1.0	High
...	...	...	...	...
50	40	100	1.0	High

Discussion

The results of the Community Service Program demonstrate significant and transformative changes in both the English language proficiency and tourism knowledge of the participants. The implementation of the Whispering Animation Game (WAG) technology showed strong effectiveness in improving participants' listening and vocabulary skills. The integration of multimedia elements—such as text, audio, and visuals—into the learning process allowed the youth to acquire and retain information more efficiently. This outcome aligns with Mayer's Cognitive Theory of Multimedia Learning[22,23], which suggests that presenting information in multiple formats (visual, auditory, and textual) enhances learning by catering to different cognitive channels. Mayer's theory emphasizes that such combinations allow learners to build better mental representations, increasing the likelihood of retaining the information for longer periods.

The effectiveness of the Whispering Animation Game in this case was not only due to the technology itself but also because it was accessible at any time and place, offering the youth a flexible, self-paced learning experience. This is critical because it allowed for consistent engagement outside of structured training sessions, ensuring that learning was continuous and individualized. This approach is in line with Artiniasih and Wedayanthi and Paramita , who highlight that technology facilitates self-directed learning, enabling learners to access materials at their convenience and revise content as

[22] R. E. Mayer, *Multimedia Learning*. 2002.
[23] R. E. Mayer and R. Moreno, "Nine Ways to Reduce Cognitive Load in Multimedia Learning," Educ Psychol, vol. 38, no. 1. (2003): 43–52.

needed[24,25]. The results of the program showed that, after engaging with the WAG, participants improved their vocabulary and listening comprehension by 76.9%, as indicated by the N-Gain score of 0.77. This level of improvement aligns with findings from other studies, which confirm the potential of multimedia tools to boost language skills in a shorter timeframe compared to traditional methods.

Moreover, the multimedia learning format, as noted by Indriyaningrum et al.and Rahayu et al. , demonstrated greater efficacy than traditional language learning methods. Their research confirms that the integration of multimedia elements—especially in digital formats—enhances learners' understanding of context-specific vocabulary, such as the terminology used in the tourism sector [26,27]. In the case of this program, combining text, images, and audio related to Southwest Papua's tourist destinations provided the youth with a deeper understanding of local culture and tourism, significantly improving their ability to communicate about these topics in English.

Technological Flexibility and Personalized Learning

The flexibility offered by technology also contributed to the success of this program. The self-paced nature of using the WAG allowed participants to engage with the learning materials according to their individual needs and schedules, which is consistent with the findings of Nyoman [28]. This personalized approach is a key factor in the digital learning environment, where learners can regulate the pace of their learning, repeat lessons as necessary, and revisit challenging content. The ability to practice independently at home reinforced the learning experience, which made it easier for participants to integrate the knowledge they gained from the program into their daily lives and future professional endeavors. In a Service Learning (SL) context, this type of flexible learning is critical as it provides opportunities for participants to apply the knowledge directly to real-world situations, enhancing the overall impact of the program.

Social Transformation: Knowledge, Empowerment, and Youth Engagement

Beyond the acquisition of language skills, the Whispering Animation Game and the entire program contributed to the broader goal of social transformation in Southwest

[24] Ni Wayan Artiniasih and Luh Made Dwi Wedayanthi, "Analisis Pemanfaatan Teknologi dalam Pembelajaran Bahasa Inggris di Kelas XI E SMA N 2 Bangli," Fonologi : Jurnal Ilmuan Bahasa dan Sastra Inggris, vol. 2, no. 4, pp. 41–52, Oct. 2024, doi: 10.61132/fonologi.v2i4.1125.

[25] P. Dian and Y. Paramita, "Penggunaan Teknologi dalam Pembelajaran Bahasa Inggris: Studi Kasus Implementasi Aplikasi E-Learning," EDUKASIA: Jurnal Pendidikan dan Pembelajaran, vol. 4, no. 2, pp. 1799–1804, 2023, [Online]. Available: http://jurnaledukasia.org.

[26] H. Diah Indriyaningrum, M.-H. Qolby Tobba, and L. Wuryandari, "Efektivitas Penggunaan Media Visual dalam Pembelajaran Bahasa Inggris di Sekolah Menengah Pertama," PUSTAKA: Jurnal Bahasa dan Pendidikan, vol. 2, no. 2, 2022.

[27] S. Rahayu, C. Ruth Meilin Saragih, K. Habeahan, R. Simarmata, and H. Sidabalok, "Meningkatkan Penguasaan Kosakata Pada Siswa Menggunakan Aplikasi Quizlet," Jurnal Pendidikan Rokania, vol. 9, pp. 334–338, 2024, doi: 10.37728/pr.v9i3.1102.

[28] I Nyoman Sukra, "Penerapan Pendekatan Pembelajaran Kontekstual Untuk Meningkatkan Hasil Belajar Bahasa Inggris Perhotelan," JEPUN | Jurnal Pendidikan Universitas Dhyana Pura, vol. 1, no. 2, 2016.

Papua. The shift in the youth's tourism knowledge is particularly remarkable. Prior to the program, only 21.2% of the youth understood the tourism potential of their region. After participating in the program, this number rose to 93.6%, a 72.4% increase. This shift is not just academic; it marks a significant transformation in how the youth perceive their roles within the local community and the broader tourism economy. Michael B. Katz's theory of social change (as cited in Mashuri et al., 2024) asserts that education can fundamentally alter ways of thinking, empowering individuals to become agents of change within society. The transformation witnessed in these youth mirrors this theory, as they not only gained knowledge but also developed a sense of responsibility toward promoting local tourism and contributing to regional economic growth.

In addition, the program also aligns with Kolb's Experiential Learning Theory (1984), which posits that learning becomes more meaningful when participants are directly engaged in practical activities[29].. Through this hands-on approach—where youth were trained in tourism communication and utilized technology to learn—the program encouraged participants to reflect on their experiences and apply what they learned to real-world contexts. This process of active engagement, reflection, and application is central to experiential learning, as it deepens participants' understanding of the content and fosters critical thinking.

Furthermore, the role of youth in tourism development is crucial, as highlighted by Ratna Rosmauli Pakpahan, S.I.A., M.Si in her training session. The program not only equipped youth with the technical skills needed to excel in the tourism industry but also instilled in them a sense of agency—the belief that they can make tangible contributions to the economic development of their region. As Nyomanargues, real-world, contextual learning leads to a stronger connection between knowledge and action[30]. In this case, by learning about local tourism sites and their relevance to regional economic development, the youth felt empowered to become tourism advocates and local leaders in promoting the region's natural and cultural assets.

Long-Term Impacts: Competency Development and Workforce Preparation

The long-term implications of the program extend well beyond the immediate improvements in language skills. As the youth in GSJA *Bukit Hermon* improve their English skills, they are better positioned to contribute to the local workforce, particularly in the tourism sector. This enhancement of local human capital is essential for increasing the competitiveness of Southwest Papua's workforce. The rise in English proficiency among local youth provides a strategic advantage as international tourism continues to

[29] D. A. Kolb, Experiential Learning: Experience As The Source Of Learning And Development Learning Sustainability View project How You Learn Is How You Live View project. 1984. [Online]. Available: http://www.learningfromexperience.com/images/uploads/process-of-experiential-learning.pdf!

[30] I Nyoman Sukra, "Penerapan Pendekatan Pembelajaran Kontekstual Untuk Meningkatkan Hasil Belajar Bahasa Inggris Perhotelan," JEPUN | Jurnal Pendidikan Universitas Dhyana Pura, vol. 1, no. 2, 2016.

grow. The ability to communicate with foreign tourists directly correlates with improved customer service and overall satisfaction, both of which are crucial in attracting and retaining visitors to the region. This trend is consistent with Lutfiyah et al. , who discuss how English language skills can foster economic well-being by supporting tourism growth and encouraging sustainable development[31].

The results of this Community Service Program underscore the significant role that technology-based learning can play in addressing both educational and social gaps within local communities. By enhancing the youth's English language skills and tourism knowledge, the program not only improved individual competencies but also contributed to the social transformation of the community. The youth now possess a stronger understanding of their role in the tourism sector, and their new skills position them as local leaders capable of driving economic and social change. This program demonstrates how educational innovations—specifically those rooted in multimedia technology—can serve as a powerful tool for community development and social empowerment.

Conclusion

The implementation of the Whispering Animation Game for the youth of GSJA Bukit Hermon in Sorong City was successfully coordinated by the Community Service Program Team from Universitas Victory Sorong. The activities followed the established plan and applied the appropriate methods, ensuring a smooth execution of the program. Based on the evaluation results, the youth demonstrated a strong understanding of tourism destinations in Southwest Papua, with a remarkable improvement in their knowledge. The increase from 21.2% (initial knowledge) to 93.6% (post-program knowledge) represents a 72.4% improvement, which is a significant achievement. This outcome reflects the program's success in enhancing participants' understanding of the region's tourism potential.

The smooth implementation was made possible by the participants' enthusiasm for learning and their ability to adapt to using the Whispering Animation Game. The youth not only gained essential language and tourism skills but also became more aware of their role in promoting local tourism. Therefore, it is expected that the youth will contribute more effectively to the development of the tourism sector and help create job opportunities in the region.

In conclusion, this program has achieved its primary objectives of enhancing English language proficiency, boosting tourism knowledge, and contributing to social change. By equipping the youth with relevant skills, it has empowered them to take an active role in their community's economic development. However, further action is

[31] L. Lutfiyah and I. S. Sadikin, "Efektifitas Penggunaan Aplikasi Bahasa Inggris sebagai Penunjang Desa Wisata," Focus (Madison), vol. 5, no. 1, pp. 54–60, Feb. 2024, doi: 10.37010/fcs.v5i1.1487.

needed to ensure the sustainability and wider impact of the program.

Recommendation

Therefore, the following recommendations are proposed for future initiatives:

1. Strengthening Community Involvement. Future efforts should focus on working more closely with local tourism organizations to apply the knowledge gained by the youth. Collaborative efforts with these organizations can facilitate the direct application of the skills learned, enhancing both the quality of tourism services and the effectiveness of tourism promotion in Southwest Papua. This collaboration will allow the youth to act as bridges between their communities and the tourism sector, fostering a more inclusive and effective approach to tourism development.
2. Integration with Local Government. The program can be expanded by forging partnerships with local government authorities, ensuring that the role of youth as tourism ambassadors is formally recognized. By engaging with the local government, the youth's role in promoting tourism can be institutionalized, fostering long-term involvement and providing them with opportunities for more significant contributions. This will also raise awareness within government circles about the potential of youth empowerment in driving tourism-related economic development.

By implementing these recommendations, the impact of the program can be broadened, creating sustainable change in the tourism sector and facilitating economic development in Southwest Papua. The youth will continue to be active participants, contributing to the region's growth while also gaining critical skills that will support their long-term personal and professional development. These efforts will ensure that the program remains impactful and effective in the future.

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