

LAPORAN AKHIR
PENGABDIAN MASYARAKAT SKEMA PKM RISET TERAPAN



**PENGEMBANGAN KAMPUNG JAHE PULESARI SEBAGAI SARANA
EDUKASI TANAMAN OBAT BAGI MURID SEKOLAH DAN TUJUAN
HEALTH TOURISM UNTUK PENINGKATAN EKONOMI WARGA.**

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UNIVERSITAS MUHAMMADIYAH YOGYAKARTA

Dibiayai Oleh Direktorat Riset dan Pengabdian (DRP)
Universitas Muhammadiyah Yogyakarta
Tahun Anggaran 2024/2025



UNIVERSITAS MUHAMMADIYAH YOGYAKARTA

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PROTEKSI ISI LAPORAN AKHIR PENGABDIAN

Dilarang menyalin, menyimpan, memperbanyak sebagian atau seluruh isi laporan ini dalam bentuk apapun kecuali oleh
pengabdian dan pengelola administrasi pengabdian.

LAPORAN AKHIR PENGABDIAN

Informasi Data Usulan Pengabdian

1. IDENTITAS PENGABDIAN

A. JUDUL PENGABDIAN

Pengembangan Kampung Jahe Pulesari sebagai sarana edukasi tanaman obat bagi murid sekolah dan tujuan health tourism untuk peningkatan ekonomi warga.
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B. SKEMA, BIDANG, TEMA, DAN TOPIK PENGABDIAN

Skema Pengabdian	Bidang Fokus Pengabdian	Tema Pengabdian	Topik Pengabdian
PKM Riset Terapan	Kesehatan - Obat	Pengembangan dan penguatan sistem kelembagaan, kebijakan kesehatan, dan pemberdayaan	Pengetahuan lokal untuk penggunaan jamu dan herbal dalam kesehatan masyarakat, yang sensitif gender dan inklusif sosial.

C. RUMPUN ILMU PENGABDIAN

Rumpun Ilmu 1	Rumpun Ilmu 2	Rumpun Ilmu 3
ILMU KESEHATAN	ILMU KESEHATAN UMUM	Promosi Kesehatan

D. PENELITIAN

Judul Penelitian
UNDERLYING FACTORS OF HERBAL USE AMONG ELEMENTARY AND JUNIOR HIGH SCHOOLS IN YOGYAKARTA, INDONESIA: A QUALITATIVE STUDY

E. PELAKSANAAN

Tahun Usulan	Tahun Pelaksanaan	Lama Pengabdian
2024	2025	1 Tahun

F. SUSTAINABLE DEVELOPMENT GOALS

Tujuan	Target	Indikator
8. Pekerjaan yang Layak dan Pertumbuhan Ekonomi	Target 8.3.	Menggalakkan kebijakan pembangunan yang mendukung kegiatan produktif, penciptaan lapangan kerja layak, kewirausahaan, kreativitas dan inovasi, dan mendorong formalisasi dan pertumbuhan usaha mikro, kecil, dan menengah, termasuk melalui akses terhadap jasa keuangan.
4. Pendidikan Bermutu	Target 4.4.	Pada tahun 2030, meningkatkan secara signifikan jumlah pemuda dan orang dewasa yang memiliki keterampilan yang relevan, termasuk keterampilan teknik dan kejuruan, untuk pekerjaan, pekerjaan yang layak dan kewirausahaan.

2. IDENTITAS PENGABDIAN

Nama	Peran	Tugas
Aris Widayati, S.Si., Apt., M.Si., Ph.D.	Ketua Pengusul	
Rima Erviana, Apt. , S.Farm., M.Sc., Ph.D.	Anggota Pengabdian	Melakukan edukasi kepada mitra
Nanang Kurniawan, S.T.	Anggota Tendik	Membantu administrasi kegiatan dan dokumentasi kegiatan.
Putri Nur Cahayani	Angota Mahasiswa	Membantu pelaksanaan pengabdian, membantu administrasi kegiatan, dokumentasi kegiatan.

3. MITRA KERJASAMA PENGABDIAN (JIKA ADA)

Pelaksanaan pengabdian dapat melibatkan mitra kerjasama, yaitu mitra kerjasama dalam melaksanakan pengabdian, mitra sebagai calon pengguna hasil pengabdian, atau mitra investor

Nama Institusi Mitra	KWT Pulesari
Nama Mitra	Partini Masiran
Bidang Mitra	Pembangunan Ekonomi Berkelanjutan dan Pembangunan Ekonomi Kelautan
Provinsi	Daerah Istimewa Yogyakarta
Kabupaten/Kota	Kab. Gunung Kidul
Kecamatan	Patuk
Alamat	Pugeran RT 3/ RW 05 Semoyo Patuk Gunung Kidul Yogyakarta
Link Google Maps	https://www.google.com/maps/place/Tugu+Kampung+Jahe+Pulesari/@-7.8783495,110.4712657,17z/data=!3m1!4b1!4m6!3m5!1s0x2e7a5300731f1b15:0x6509ba5f9b6ed674!8m2!3d-7.8783548!4d110.4738406!16s%2Fg%2F11y8_rdqgs?entry=ttu&g_ep=EgoyMDI0MTEwMy4xIKXMDSoASAFQAw%3D%3D
Kordinat	-7.8800844,110.4639333,14.32z/d

4. MITRA KOLABORASI/KOLABORATOR

Pelaksanaan pengabdian dapat melibatkan mitra kolaborasi/kolaborator, yaitu kolaborasi kerjasama dalam melaksanakan pengabdian.

Nama	NIDN/NIDK	Instansi	Kepakaran	Dana
Dr. Suyitno, M.Pd.	0627108403	Universitas Muhammadiyah Purworejo	Pendidikan teknik	Rp. 0

5. LUARAN DAN TARGET CAPAIAN

Luaran Wajib

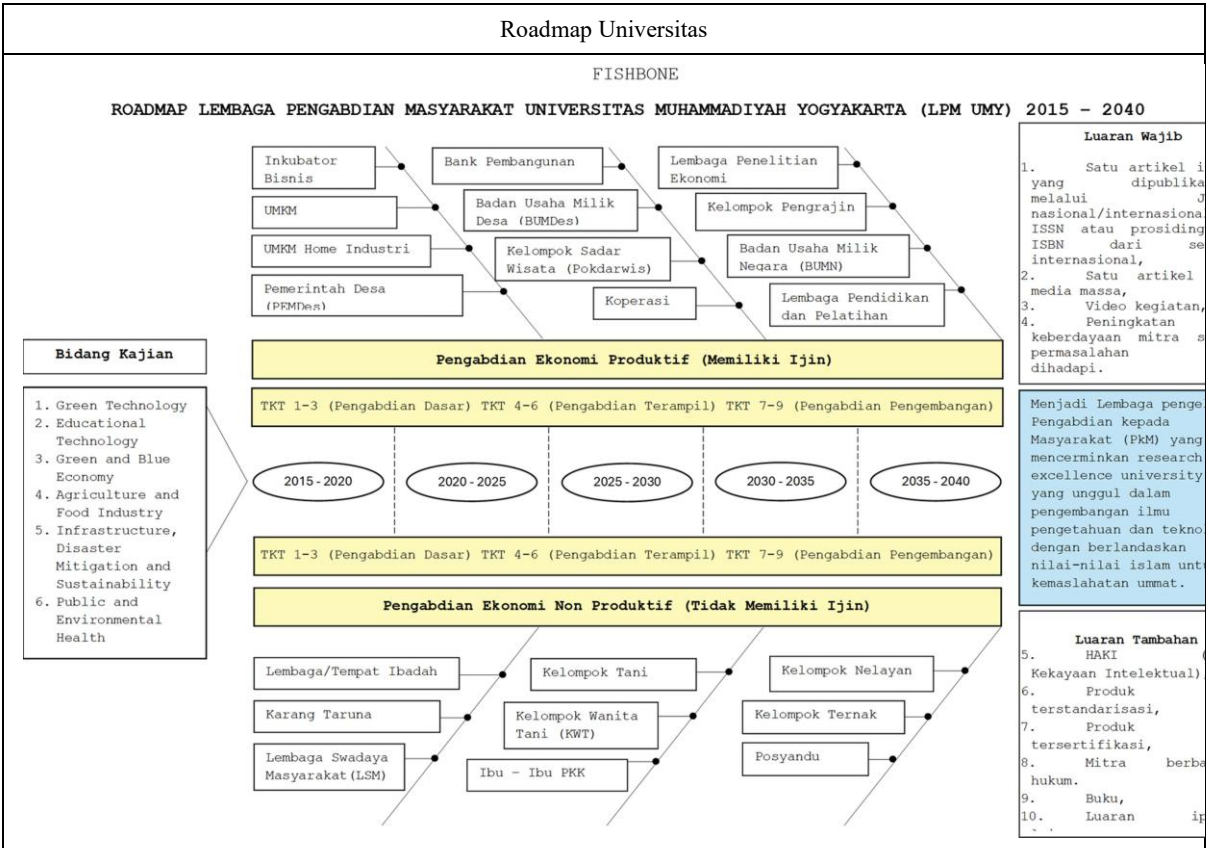
Tahun	Jenis Luaran
1	Artikel ilmiah yang dipublikasikan melalui Jurnal/Prosiding internasional terindeks scopus
1	Publikasi Media Masa
1	Video Program Pengabdian

Luaran Tambahan

Tahun	Jenis Luaran
1	Diseminasi di ICCS 2024 (Sertifikat ICCS)

6. KLUSTER DAN ROADMAP

Kluster
Kapasitas Daya Saing Usaha Mikro, Kecil, dan Menengah (UMKM) dan Badan Usaha Milik Desa (BUMDes)



Roadmap Prodi



Roadmap Pengabdian Masyarakat Programa Studi Farmasi dan PSPPA UMY 2020-2025



Roadmap Personal

ROADMAP IMPLEMENTASI RISET TERAPAN : HERBAL GARDEN UNTUK PENGENALAN TANAMAN OBAT BAGI MURID SEKOLAH DASAR DAN SEKOLAH MENENGAH PERTAMA

	2024	2025	2026
PENGABDI	<ul style="list-style-type: none"> Inisiasi model School Herbal Garden Survei & penyiapan siteplan School Herbal Garden Pelaksanaan di SDN 4 Wates Kulon Progo 	<ul style="list-style-type: none"> Pengembangan Community Herbal Garden Inisiasi produk olahan Peningkatan kapasitas kelembagaan Upgrade branding dan promosi 	<ul style="list-style-type: none"> Evaluasi kawasan Herbal Garden Pengembangan produk olahan & pemasaran Evaluasi kelembagaan Evaluasi sistem branding dan promosi
Masyarakat dan Sekolah	<ul style="list-style-type: none"> Penyiapan sumberdaya pengelola Penyiapan anggaran pendamping Penyiapan lahan dan sarpras 	<ul style="list-style-type: none"> Penguatan sumberdaya pengelola Penyiapan anggaran pendamping Pelaksanaan kegiatan 	<ul style="list-style-type: none"> Pelaksanaan dan evaluasi keberlanjutan Herbal Garden Penyiapan anggaran pendamping untuk keberlanjutan
Kolaborator	<ul style="list-style-type: none"> Penyiapan sumberdaya pengelola Mentoring keberlanjutan 	<ul style="list-style-type: none"> Penguatan Sumberdaya pengelola Mentoring keberlanjutan 	<ul style="list-style-type: none"> Evaluasi program

7. ANGGARAN

Rencana anggaran biaya pengabdian mengacu pada PMK yang berlaku dengan besaran minimum dan maksimum sebagaimana diatur pada buku Panduan Penelitian dan Pengabdian kepada Masyarakat.

Total Keseluruhan RAB Rp. 19,820,000

Total Keseluruhan Biaya Dari Institusi Lain Rp. 0

Tahun 1 Total Rp. 19,820,000

Jenis Pembelanjaan	Komponen	Item	Satuan	Vol.	Harga Satuan	Total
BAHAN	ATK (Kertas/Tinta/Alat Tulis dll)	Kertas HVS	Paket	4	Rp. 70,000	Rp. 280,000
BAHAN	ATK (Kertas/Tinta/Alat Tulis dll)	Pulpen	Paket	100	Rp. 2,000	Rp. 200,000
BAHAN	ATK (Kertas/Tinta/Alat Tulis dll)	tinta printer	Paket	2	Rp. 100,000	Rp. 200,000
BAHAN	Hibah Alat/Barang	Barcode tanaman obat	Unit	200	Rp. 10,000	Rp. 2,000,000
BAHAN	Hibah Alat/Barang	Bibit tanaman obat	Unit	100	Rp. 10,000	Rp. 1,000,000
BAHAN	Hibah Alat/Barang	Buku katalog tanaman obat	Unit	100	Rp. 30,000	Rp. 3,000,000
BAHAN	Hibah Alat/Barang	Papan nama tanaman obat	Unit	300	Rp. 15,000	Rp. 4,500,000
BAHAN	Hibah Alat/Barang	Baju corsa KWT	Unit	44	Rp. 110,000	Rp. 4,840,000
PENGUMPULAN DATA	Transportasi/BBM	Transportasi	OK(Kali)	6	Rp. 150,000	Rp. 900,000
PENGUMPULAN DATA	Honorarium Asisten Lapangan	Honor asisten lapangan	OJ	150	Rp. 10,000	Rp. 1,500,000
PENGUMPULAN DATA	Honorarium Sekretariat/Administrasi	Honor admin	OB	12	Rp. 50,000	Rp. 600,000
ANALISIS DATA	Honorarium Pengolah Data	Analisis data	Per Penelitian	1	Rp. 300,000	Rp. 300,000
PELAPORAN, LUARAN WAJIB, DAN LUARAN TAMBAHAN	Honorarium Penyusunan Buku Termasuk Book Chapter	Buku katalog tanaman obat	OK(Kali)	1	Rp. 500,000	Rp. 500,000

8. LEMBAR PENGESAHAN

HALAMAN PENGESAHAN **LAPORAN AKHIR PENGABDIAN MASYARAKAT SKEMA:**

Judul

: Pengembangan Kampung Jahe Pulesari sebagai sarana edukasi tanaman obat bagi murid sekolah dan tujuan health tourism untuk peningkatan ekonomi warga.

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Nama : Putri Nur Cahayani
NIM : 20210350139
Prodi : S1 Farmasi

Mitra : KWT Pulesari
Nama Mitra : Partini Masiran
Kepakaran : Pembangunan Ekonomi Berkelanjutan dan Pembangunan Ekonomi Kelautan

Kolaborator : Dr. Suyitno, M.Pd.
NIK : 3403162710840002
Institusi : Universitas Muhammadiyah Purworejo

Biaya : Rp. 19,820,000
Biaya Dari Institusi Lain : Rp. 0

Yogyakarta, 04 Juni 2025

Mengetahui,

Direktur Direktorat Riset dan Pengabdian,



apt. RR. Sabtanti Harimurti, M.Sc. Ph.D.

NIK. 19730223201310 173 127

Empowering young people to lead a herbal garden edu-tourism: a small study at Kampung Jahe Pulesari Gunungkidul Yogyakarta, Indonesia

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Abstract. This study explores the potential of youth empowerment to lead a herbal garden intended for educational herbal plant tourism for students through field trips. This study used a survey, interview approach, and field observations. Sample selection was based on total sampling, which included all population members at the study location. The sample inclusion criteria were young people at the study location willing to fill out the questionnaire and be interviewed voluntarily. Data are processed descriptively and narratively. Eight respondents were involved, with a female dominance of seven people. The ages of the respondents ranged from 13 to 22 years. Half of them were studying at college. The survey results found that most (67.5%) had a good general knowledge of medicinal plants and traditional medicines. Their perception of themselves as a source of information about medicinal plants is sufficient (87.5%). However, some (25%) expressed their lack of self-confidence if assigned as tour guides for visitors to the herbal garden. According to them, this lack of self-confidence is due to a lack of knowledge about medicinal plants. Three respondents firmly stated that learning via the Internet is insufficient to help introduce medicinal plants. These results provide implications that young people have the potential to be empowered to lead a herbal garden as a place for educational tourism, especially in facilitating student field trips.

1 Background

Community empowerment programs have demonstrated significant and multifaceted economic benefits for local populations, particularly in rural and tourism-based settings [1], [2]. Herbal agritourism creates new income streams for villagers through product sales, entrance fees, and hospitality services. It also encourages the development of local brands and value-added products [3], [4]. Similarly, development of micro, small, and medium enterprises (MSMEs) through empowerment programs creates jobs and supports equitable economic distribution in local economies [2]. Village funding programs that support empowerment have been shown to enhance productivity and facilitate the growth of small businesses, which in turn reduces poverty levels in targeted low-income populations [1]. This multiplier effect benefits not only individuals but also the wider community. In line with the implication mentioned above, herbal agritourism creates new income streams for villagers through product sales, entrance fees, and hospitality services. It also encourages the development of local brands and value-added products. Many herbal education parks also integrate local traditions, folklore, and rituals related to herbal plants, preserving intangible cultural heritage while fostering innovation [3], [5], [6].

Herbal education park tourism and agritourism in villages combine environmental conservation, community empowerment, education, and tourism development. These initiatives use the cultivation and processing of herbal plants as both a learning platform and a tourist attraction, providing economic, social, and environmental benefits to rural communities [3], [6]. Herbal education parks often feature a wide variety of medicinal and aromatic plants, such as mint, stevia, ginger, turmeric, lemongrass, and more. These gardens serve as living classrooms where visitors can learn about the uses and benefits of each plant. Programs typically include socialization and hands-on training for local residents and visitors, increasing knowledge about herbal medicine, healthy lifestyles, and natural remedies [7], [8], [9]. This approach fosters community unity and builds local capacity. Herbal garden educational park offers activities that visitors can participate in guided tours, cultivation workshops, herbal product processing, and recreational activities. These experiences raise awareness of traditional herbal practices and promote wellness tourism. Herbal agritourism helps protect natural resources and habitats by promoting organic farming, sustainable land management, and biodiversity conservation [6].

Community empowerment to develop a tourist destination in rural areas should engage local youth, particularly in the establishment of an educational herbal garden trip [6]. Young individuals offer novel viewpoints and are frequently more receptive to embracing new technologies and innovative methodologies [10]. They facilitate the

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introduction of innovative concepts for product development, marketing tactics, and digital promotion, enhancing the appeal of the agrotourism destination to a broader audience [6]. Young individuals frequently utilise social media and digital platforms to advocate for herbal agrotourism, so attracting prospective visitors and enhancing the village's visibility [11]. Moreover, youngsters act as instructors and mentors to visitors and other community members. They engage in and occasionally facilitate training sessions, workshops, and scientific endeavours, establishing the agrotourism site as a centre for education and research. Young individuals may play a crucial role in establishing and maintaining herbal garden agrotourism by fostering creativity, advocating for environmental stewardship, increasing community involvement, and producing economic and educational advantages [6], [11]. Young people are recognized as key drivers in the sustainability and innovation of herbal garden edu-tourism [6]. Studies and pilot programs in similar contexts show that empowering youth through structured training, mentorship, and leadership opportunities increases their engagement and sense of ownership [12], [13], [14], [15]. This, in turn, strengthens the overall impact and sustainability of the herbal tourism initiative [15]. Despite positive attitudes among youth and the community toward herbal medicine, several challenges persist: Limited in-depth knowledge and skills for advanced product innovation and marketing, need for ongoing mentorship and capacity building to ensure that youth can take on leadership roles effectively, gaps in integrating herbal education into formal and informal learning environments, which could further enhance youth participation [16], [17], [18].

Kampung Jahe Pulesari in Semoyo Village, Patuk, Gunungkidul, Yogyakarta, Indonesia is part of a broader movement to leverage local herbal resources—particularly ginger (*jahe*)—for community-based tourism and economic development [6]. This approach aligns with the growing public interest in herbal health products and eco-tourism, especially in the wake of the COVID-19 pandemic, which increased demand for natural remedies and wellness tourism. The herbal garden at Kampung Jahe Pulesari is managed as a community asset, with activities including: Cultivation and processing of ginger and other medicinal plants, Educational outreach on the health benefits of herbal plants, Development of herbal-based products for visitors and local consumption. Kampung Jahe Pulesari should also exhibit strengths and limitations about the potential of youth in taking leadership and management positions in herbal gardens for educational tourism aimed at pupils. This study aims to explore the potential of youth in Kampung Jahe Pulesari concerning their involvement in managing herbal gardens for educational tourism focused on medicinal plants, particularly for students. The findings of this study could be used as a reference for the local community to enhance community empowerment initiatives, as well as for other communities with analogous traits and challenges.

2 Methodology

2.1 Study design

This study is exploratory and employs a mixed-methods approach. This design is used to meet the study objectives, which are to investigate the capacity of young people to lead and manage herbal gardens for educational tourism purposes for students via field visits.

2.2 Study location and time

This study was conducted in Kampung Jahe Pulesari, Semoyo Village, Patuk District, Gunungkidul Regency, Yogyakarta Province, Indonesia. Figure 1 depicts the study location. This location was chosen because it is one of the first places to establish a herbal garden as an educational tourism attraction to help schoolchildren learn about herbal plants. Kampung Jahe Pulesari is struggling to empower young people to take on leadership roles in the herbal garden as part of community empowerment.



Fig. 1. The map of the country of Indonesia with the study location direction (source of fig.: <https://www.pinhome.id/blog/peta-indonesia-3/>).

2.3 Sample and sampling technique

The sampling method employed is a total sampling, in which it comprises all individuals within the population at the research site. The inclusion criteria for the sample are individuals aged 30 years or younger, who freely consent to participate in the study, and who reside permanently at the study site.

2.4 Instruments and Data collection

Data was gathered by a questionnaire approach and interviews utilizing a structured interview guide. The questionnaire examined participants' knowledge about herbal plants and their readiness as facilitators for visitors, particularly school groups, who would learn about herbal plants at the herbal garden managed by Kampung Jahe Pulesari.

2.5 Data analysis

The quantitative results from the questionnaire were processed and analyzed descriptively using SPSS software. The qualitative data from interviews were processed narratively.

3 Results and Discussion

A total of eight respondents had participated in this study. A description of the demographic's characteristics of the respondents and their role in the village youth community can be seen in Table 1. Respondents consisted of men (12.5%) and women (87.5%). The ages of the respondents ranged from 13 to 22 years. Their current education level is half of them are studying at college, while the others are students of junior and senior high schools. The roles of the respondents in the village youth community were as leader, secretary, treasurer, and member.

Tabel 1. Knowledge levels of herbal plants and perceptions about readiness as a facilitator of herbal education garden tourism

Knowledge levels of herbal plants	
High	62.5%
Low	37.5%
Perception of readiness as a herbal garden facilitator	
Positive	87.5%
Negative	12.5%
Self-confidence as a facilitator of herbal garden edu tourism.	
High	75%
Low	25%

The study revealed that 67.5% respondents had a correct broad understanding of medicinal plants and traditional medicine, while those of 32.5% had low level of knowledge. Furthermore, a significantly higher number (87.5%) believe they are adequately qualified to act as a source of information about medicinal plants. According to the survey, 25% of respondents reported a lack of confidence in their ability to perform their duties as tour guides for visitors to the herbal garden. This suggests that despite a generally strong degree of knowledge of medicinal plants,

a significant minority feel concerned about their capacity to function in a guiding role, which may refer to skills in communication or interpretation particular to guiding duties [17], [19].

Young people in this study felt not confident enough as tour guides in herbal gardens for educational tours of medicinal plants because they felt that their knowledge of medicinal plants was still lacking. This is supported by survey data, which shows that not all of them have a high level of knowledge; 32.5% still have inadequate knowledge about medicinal plants. One of the participants said as follow:

“Because there are still many medicinal plants that I don't know about” (R-1)

The respondents' recognition in this study is similar to previous research findings, which show that knowledge about medicinal plants among teenagers in Indonesia still needs to be improved [18], [20]. This implies the need for intensive training in the introduction and understanding of medicinal plants [21]. The presence of herbal gardens as a means of education is one solution [19]. However, the challenge is to prepare tour guides to have an adequate understanding of medicinal plants, especially those that are part of the herbal garden collection.

They also argue that the school curriculum does not provide enough knowledge and understanding of medicinal plants, as quoted:

“It is inadequate, and schools do not specifically teach about herbal plants and their benefits. I know about herbal plants not from school but from the surrounding community and the internet” (R-8).

There are efforts to facilitate learning herbal plants at schools through a school's herbal garden [21], [22]. However, informal education, which is commonly provided orally within families and communities, is still the major technique for imparting ethnomedical knowledge to young people in some indigenous communities, such as Indonesia's Tengger tribe. This knowledge includes identifying and using plants to treat common ailments, as well as highlighting the importance of family and community in education [23].

A participant in this study argued that information about medicinal plants that can be searched online should be responded to wisely and not hastily in absorbing the information. This is because not all information obtained on the internet is true and can be relied on for its truth. More importantly, learning about plants should be done by observing and even touching the plants directly in real life; as stated by respondent number 7 (R-7) below:

“Yes, it is enough (information from the internet); it only needs information filtering because not all information is true on the internet. There are already pictures, videos, and descriptions on the internet. However, if it is only on the internet, someone can only imagine the original form of the herbal plant because they have never seen it in real life” (R-7).

Many websites, particularly commercial or retail sites, present inaccurate or partial information, highlighting advantages while downplaying hazards, side effects, or drug interactions. For example, less than 8% of retail herbal product websites identify potential side effects or drug interactions, and only approximately 10% suggest seeing a healthcare expert [24]. Despite these challenges, the internet remains a popular source of health information, therefore educating users on how to identify reputable sources and encouraging interaction with healthcare practitioners is critical to preventing harm from misinformation [25], [26].

All young people who gave their opinions in this study agreed that the younger generation, especially students, need to learn about medicinal plants in real terms by coming directly to the medicinal garden, observing, and getting direct explanations. There is an interesting opinion about the younger generation's involvement in maintaining medicinal plants so that they do not become extinct, as quoted:

“Agreed, it can increase the knowledge of the younger generation and can make them feel that they have to preserve these herbal plants” (R-5).

Educational programs and empowerment activities for students and children create awareness about the benefits and applications of medicinal plants, positioning young people as change agents in their communities [16]. Youth participation is critical for passing on Indigenous and traditional knowledge, which is frequently retained by elders, and ensuring that this important cultural heritage is not lost [27].

They all provided positive and innovative ideas on ensuring the younger generation understands medicinal plants, as like the statement from respondent number 7 (R-7):

“Material on medicinal plants needs to be added to the school curriculum. The material should be taught using learning media in the form of plants, not just pictures”. (R-7).

Herbal garden projects promote teamwork, creativity, and integration with other topics such as writing, art, and cuisine, making learning about medicinal plants more engaging and relevant to students' daily lives [7]. Overall, developing young knowledge of herbal plants entails a combination of hands-on learning, community involvement, and documentation to ensure plant species protection and the preservation of traditional knowledge for future generations [23].

5 Conclusion

This study revealed the potential for youth empowerment to be involved in managing and leading an educational herbal garden aimed primarily at school students. Some shortcomings need to be fixed: a lack of self-confidence and knowledge about herbal plants. The advantages successfully revealed were positive attitudes and ideas about the importance of herbal gardens for learning about herbal plants, especially for the younger generation.

6 Acknowledgement

We express our gratitude to UMY (Universitas Muhammadiyah Yogyakarta) for financial support for this study. We also acknowledge the contribution of the respondents for their voluntary participation in this study.

7 References

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**International Conference
of Community Service**

LETTER OF ACCEPTANCE
No: 949/LOA.ICCS.3/VI/2025

To Whom It May Concern,

The article entitled,

**"Empowering young people to lead a herbal garden edu-tourism: a small study at Kampung Jahe
Pulesari Gunungkidul Yogyakarta, Indonesia"**

Author(s):

Aris Widayati , Rima Erviana, Nanang Kurniawan, Putri Nur Cahayani, and Suyitno
has been **ACCEPTED** for presentation at **3rd International Conference of Community Service (ICCS)**
2025, Universitas Muhammadiyah Yogyakarta.

Thus, we have made this letter so that it can be used as it should. Hopefully, it will be useful for
academic purposes.

Yogyakarta, June 30, 2025
Chairperson of the Conference

Dr. drg. Laelia Dwi Anggraini, Sp.KGA.

ALAMAT:

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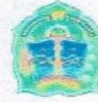
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LAMPIRAN-LAMPIRAN

a. Surat Kesedian Mitra



KWT Pule Sari
Kelompok Wanita Tani



Sekretariat : Pugeran RT. 03/05 , Pugeran, Semoyo, Patuk, Gunung Kidul
D.I.Yogyakarta. Kode Pos : 55862

SURAT PERNYATAAN KESEDIAAN MENJADI MITRA PELAKSANAAN PROGRAM PENGABDIAN PADA MASYARAKAT

Yang bertandatangan di bawah ini;

Nama : Partini
Pimpinan Mitra : KWT Pulesari
Alamat : Pugeran, RT.03 RW.05, Semoyo, Patuk, Gunung Kidul,
D.I.Yogyakarta.

menyatakan **Bersedia untuk Bekerjasama** dengan Pelaksana Kegiatan **Program Pengabdian Masyarakat**

Nama Ketua Tim Pengusul : Aris Widayati, S.Si., Apt., M.Si., Ph.D.

Program Studi : Farmasi

Perguruan Tinggi : Universitas Muhammadiyah Yogyakarta

Judul Pengabdian : Pengembangan Kampung Jahe Pulesari sebagai sarana edukasi tanaman obat bagi murid sekolah dan tujuan health tourism untuk peningkatan ekonomi warga.

guna melaksanakan Program Pengabdian Masyarakat serta menerapkan dan/atau mengembangkan IPTEKS pada masyarakat.

Bersama ini kami menyatakan dengan sebenarnya bahwa di antara pihak Mitra dan Pelaksana Kegiatan Program Pengabdian Masyarakat tidak terdapat ikatan kekeluargaan dan ikatan usaha dalam wujud apapun juga.

Demikian Pernyataan ini dibuat dengan penuh kesadaran dan tanggung jawab tanpa ada unsur pemaksaan dari pihak manapun dan dapat digunakan seperlunya.

Yogyakarta, 12 November 2024

Yang menyatakan,

(**Partini**)
Pengurus KWT Pulesari

b. Berita Acara Hibah Barang

BERITA ACARA SERAH TERIMA ASET

Nomor : 01/BAST/IV/2025

Pada hari ini Sabtu tanggal 12 April 2025 bertempat di Kampung Jahe Pulesari, Pugeran telah terjadi penyerahan/ penerimaan barang dalam rangka pelaksanaan pengabdian kepada masyarakat tahun 2025 antara:

Nama : Aris Widayati, S.Si., Apt., M.Si., Ph.D.
Jabatan : Ketua Pengabdi
Alamat : Universitas Muhammadiyah Yogyakarta

Selaku ketua pengabdi sebagai pihak yang menyerahkan

Nama : Partini
Jabatan : Sekretaris KWT Pulesari
Alamat : Pugeran RT.03/05, Semoyo, Patuk, Gunung Kidul

Sebagai pihak yang menerima barang

Daftar rincian barang sebagai berikut:

No.	Nama Barang	Jumlah Barang	Harga Satuan (Rp.)	Total Harga (Rp.)
1	Barcode Nama Tanaman Obat	200	15.000	3.000.000
2	Bibit Tanaman Obat	100	30.000	3.000.000
3	Papan Nama Tanaman Obat	200	20.000	4.000.000
4	Baju Corza	16	130.000	2.080.000
5	Bambu untuk pagar	100	10.000	1.000.000
			Jumlah Total Harga (Rp.)	13.080.000

Yang menerima:

Partini
Sekretaris



Yang menyerahkan:

Aris Widayati, S.Si., Apt., M.Si., Ph.D
NIP/NIDN/NIDK : 19740730202210 173 285

C. Peran Mitra

1. Ketua KWT mengkoordinir anggota dalam setiap langkah pelaksanaan program
2. Sekretaris KWT membuat undangan-undangan pertemuan / pelatihan sesuai jadwal yang telah disepakati
3. Bendahara KWT membantu pengelolaan dan pelaporan keuangan dalam hal : bahan-bahan untuk pelatihan dan mengkoordinir konsumsi
4. Mitra menyediakan lahan untuk lokasi Herbal Garden.
5. Mitra menyediakan tempat dan perlengkapan untuk pertemuan yaitu berupa sound system dll
6. Mitra mengkoordinir anggota karang taruna untuk diberikan pelatihan sebagai pengelola Herban Garden.
7. Mitra mengkoordinir warga untuk kerja bakti dalam berbagai kegiatan pembuatan Herbal Garden

d. Surat Keterangan Selesai

**SURAT KETERANGAN
PROGRAM PENGABDIAN MASYARAKAT**

Yang bertandatangan di bawah ini:

Nama : Partini
Pimpinan Mitra : Sekretaris KWT Pulesari
Alamat : Pugeran RT.03/05, Semoyo, Patuk, Gunung Kidul, D.I. Yogyakarta.

Menyatakan bahwa:

Nama : **apt. Aris Widayati, S.Si., M.Si., Ph.D**
apt. Rima Erviana, S.Farm., M.Sc., Ph.D
Nanang Kurniawan, S.T
Putri Nur Cahayani
Dr. Suyitno, M.Pd.

Program Studi : Farmasi
Perguruan Tinggi : Universitas Muhammadiyah Yogyakarta
Topik : Pengembangan Kampung Jahe Pulesari sebagai sarana edukasi tanaman
obat bagi murid sekolah dan tujuan health tourism untuk peningkatan
ekonomi warga

Telah selesai melaksanakan Program Pengabdian Masyarakat di Kampung Jahe Pulesari
dengan baik.

Demikian keterangan ini dibuat dan diberikan untuk dipergunakan sebaiknya.

Yogyakarta, 25 Mei 2025,
Sekretaris Kampung Jahe Pulesari,



Partini