Tourism-Based Learning Model: Introduce Local Culture to the Global Community

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Abstract

Contextual and meaningful learning is limitedly implemented in elementary schools. Whereas the learning activities stated by the Merdeka Curriculum are not only limited to learning conventionally in class but also involve various activities, such as doing a project. Furthermore, learning activities in the Merdeka Curriculum include a project called Proyek Penguatan Profil Pelajar Pancasila, or Reinforcement Project of Pancasila Student Profile (P5). Regarding the problem, this study is aimed at developing a tourism-based learning model that involves local tourism content in its implementation. To implement the dimension of P5 called global unity in diversity, this learning model was integrated into English. The model was developed by using research and development design with define, design, develop, and disseminate (4D). As a result, the syntax of this learning model includes: 1) orientation, 2) inquiry process, 3) field study or outing class, 4) data analysis, 5) exhibition, and 6) reflection. This learning model was proven to be very good by material experts and practitioners. The students also revealed that this learning model was interesting and fun. They could also work collaboratively, actively, and creatively. Finally, it is expected that the students can use their English skills to promote local tourism.

1.   Introduction

Madura, which is a potential place for the exploration of local tourism places should be introduced to students in elementary school. Through the Merdeka Curriculum implemented in elementary school, the exploration of local tourism places is highly to happen since the learning process is not only limited to learning in class, but also outside the class. Besides conducting learning outside the class, the activities should be various, such as doing a particular project. The statement is supported by the Decree of Minister of Education, Culture, Research, and Technology No. 262/M/2022 concerning the Amendment to the Decree of Minister of Education, Culture, Research, and Technology No. 56/M/2022 concerning the Guideline for Implementing Curriculum in the context of learning recovery stating that there were some changes to the learning process in elementary school. It was stated that the learning process consists of 80% of intracurricular activities and 20% of Proyek Penguatan Profil Pelajar Pancasila or Reinforcement Project of Pancasila Student Profile (P5) activities.

The aim of having various learning activities is to reinforce students' characters (Kepmendikbudristek No. 262/M/2022; Kholidah, et al., 2022). Besides the character reinforcement, the project indirectly provides opportunities and motivation for students to be more creative in developing their skills (Nurdyansyah, et al., 2022; Saraswati, et al., 2022). Susilawati, et al. (2021) also stated that the implementation of P5 was not only limited to learning in class, but also outside the class by doing a particular project, such as extracurricular activities integrated with outing class (conducted in the mid-term semester or class meeting in the end of semester) or social activities involving people around students. It means that the government wants to integrate character reinforcement into the learning process so that students can actively participate in the learning process.

In integrating the activities, there are six dimensions of values to be concerned by teachers, i.e., having noble characters, understanding global unity in diversity, being cooperative, being independent, being critical, and being

creative (Sufyadi, et al., 2021; Mery, et al., 2022). Among the six dimensions, understanding unity in diversity is the main focus of this study. According to Sufyadi, et al. (2021), students would be able to do this dimension by knowing and understanding culture in their surroundings. Besides, they had a responsibility to introduce their culture to other countries. To achieve this aim, students should master a foreign language—English in this case. Then, English had to be one of the crucial subjects to be taught to students since at the early age (Maili, 2018). Therefore, learning English as local content subject in elementary school could be a fruitful media in supporting the implementation of P5 as well as in developing the potential of local tourism (Qoriah, et al., 2017).

In elementary school, according to the Decree of the Head of the Educational Standards, Curriculum and Assessment of the Ministry of Education, Culture, Research and Technology No. 033/H/KR/2022 concerning the Amendment of the Decree of the Head of the Educational Standards, Curriculum and Assessment of the Ministry of Education, Culture, Research and Technology No. 008/H/KR/2022 concerning Learning Achievements in Early Childhood, Primary, and Secondary Levels in Merdeka Curriculum, learning English had to teach students to interact and communicate with people from other countries. Furthermore, learning English is not only aimed at increasing students' communicative competence in oral and writing as life skills, but also developing the potency of local tourism (Damayanti, 2019). Koentjaraningrat (in Marto, 2019) also revealed that cultures had seven aspects; one of which was tourism which could be used to introduce local culture and to be used as learning resources in supporting the implementation of the dimension of global unity in diversity. In addition, the Merdeka Curriculum provides opportunities for teachers to provide various learning materials by concerning students' needs and surroundings. In this case, it can be inferred that local tourism could be alternative learning materials and resources in learning English as an identity reinforcement as a part of Indonesia (the Decree No. 009/H/KR/2022 concerning Dimensions, Elements, and Sub-Elements of Pancasila Student Profile in Merdeka Curriculum).

The reason for developing tourism-based learning model in implementing the dimension of global unity in diversity is that it can be an alternative for meaningful and contextual learning for students. A previous study conducted by Winaryati, et al. (2017), there was a significant difference when students in experimental group used tourism-based learning model. It means that tourism-based learning model can help students understand materials better than students in the control group. The result is supported by Sumarmi, et al. (2020) stated that students could understand materials easily since they had opportunities to get involved in the learning process. Therefore, the information or knowledge construction based on their experience would become learning more effective, meaningful, and long last (Budiyanti, et al., 2020; Sari, 2019). In regarding to tourism-based learning model, learning English can be more meaningful since it provides an opportunities for students to learn and explore local tourism places around them directly outside the class. According to King, et al. (2020), learning outside the class can challenge students to explore their surroudings as they have opportunities for increasing their problem-solving skills and motoric skills. In fact, exploring students' surroundings is likely to be conducted in elementary schools in Bangkalan since it has a lot of interesting tourism places. Therefore, tourism-based learning model integrated in English as local content subject needs to be developed in supporting the implementation of P5, specifically the dimension of global unity in diversity.

2. Method

The tourism-based learning model was developed with research and development (R&D) using the Define, Design, Develop, and Disseminate (4D) model by Thiagarajan & Sivasailan (1974). In defining step, a need analysis was conducted involving fourth graders and their homeroom teacher. Besides, an analysis towards the Merdeka Curriculum was conducted to know the suitability of the proposed learning model with the curriculum. After the results of need

analysis were obtained, the designing step was conducted. In this step, the syntax of tourism-based learning model was decided. Besides the syntax, learning resources, materials, and evaluation supporting the learning model were designed carefully. After that, the learning model and its learning set were validated by two material experts and 2 practitioners (elementary school teacher). The validation was aimed at developing the prior design. The revision were then revised referring to the suggestions from validators. In addition, the score obtained from the validation sheets were summed up to find the average scores. Then, the last step was disseminating. In this step, the revised tourism-based learning model framework and its set were disseminating to the class.

3.   Result and Discussion

During the need analysis process, it was found that most students visited some tourism places in Bangkalan. On the other hand, the data revealed that they did not know the uniqueness and history of the tourism places they visited. Moreover, during the learning process, they stated that they were mostly taught using a textbook, listening to their teacher's explanation, and doing some exercises. The data from the questionnaire were supported by the teacher's statement. In the interview session, the teacher stated that the learning process mostly used a textbook published by the government. The learning also involved students to do some exercises in the book.

In contrast to the result from the need analysis, the learning process conducted by the students and the teacher were far from what Merdeka Curriculum expected. In the curriculum, it is stated that the students have to be active during the learning process. The evidence that learning was not only limited to learning in class using textbooks is proven by the implementation of a project called Profil Penguatan Pelajar Pancasila or Reinforcement Project of Pancasila Student Profile (P5). Rachmawati, et al. (2022) stated that Merdeka Curriculum implemented in the elementary school could help students be more aware of their surroundings. Being aware of their surroundings could encourage

students to find out solutions from some problems in their surroundings. They could also get more opportunities for learning directly through the experience. In relation to the development of tourism-based learning model, students can explore tourism places in their surroundings in the form of a project. Therefore, the aim of developing tourism-based learning model is to optimize the implementation of P5 supporting students' knowledge about tourism places in their surroundings which is then promoted.

The development of tourism-based learning model was supported by many components. First, it contained learning model syntax or learning steps. The syntax referred to integrated learning developed based on the existing main potency (for example, Bali as tourism places) and by concerning the characteristics of integrated learning, such as holistic, meaningful, authentic, and active (Akbar, 2017). Second, the learning resources could be from tourism places around the students as it could be more authentic and contextual (Winaryati, et al., 2018). Involving local tourism in the learning process, the students could correlate the materials with their background knowledge as it was likely for them visiting the tourism places in Bangkalan. As a result, it would be easier for them to describe and promote the tourism places locally and internationally (Qoriah & Umamah, 2017). Then, a textbook played a key role in this stage. However, the textbook was designed in an appropriate way. It was systematically-designed and able to accommodate students' learning contextually (Prastowo, 2013). Local-tourism-based materials could be good materials for the students since it consisted of Bangkalan tourism places, history of the places, and culture. At the end, the evaluation was administered holistically. The evaluation involved the evaluation of cognitive, affective, and psychomotor (Wiyono in Akbar, 2017). The instrument was designed based on its validity, objectivity, practicality, and economic (Arikunto, 2009).

In the developing stage, expert validation was conducted involving two learning media experts and two elementary school teachers. Based on the result,

it is found that the average score of material experts was 88. On the other hand, the average score from practitioners was 94. Then, based on the result of learning plan, the score is 92.85. In addition, when the students of fourth grade were asked about the implementation of tourism-based learning model, they stated that the learning model was interesting and fun, and able to make them collaborate, active, and creative in learning English. The result is supported by a study conducted by Rahmah, et al. (2022) stated that implementing tourism-based learning model could be an alternative learning to make students independent; as a result, the learning could be more effective.

In this study, the development of learning model for English as a local content subject was adapted from the intstructional design proposed by Dick and Carey (1978). The reason of choosing their design was that the model involved some important components in learning, such as students, teachers, materials, and environment (Aji, 2016). Moreover, D'Angelo et al. (2018) argued that the model was designed by involving some instructors, students, materials, learning activities, and learning environment. In addition, the model was easy to implement and develop. The following picture is the model of learning development proposed by Dick and Carey (1978).
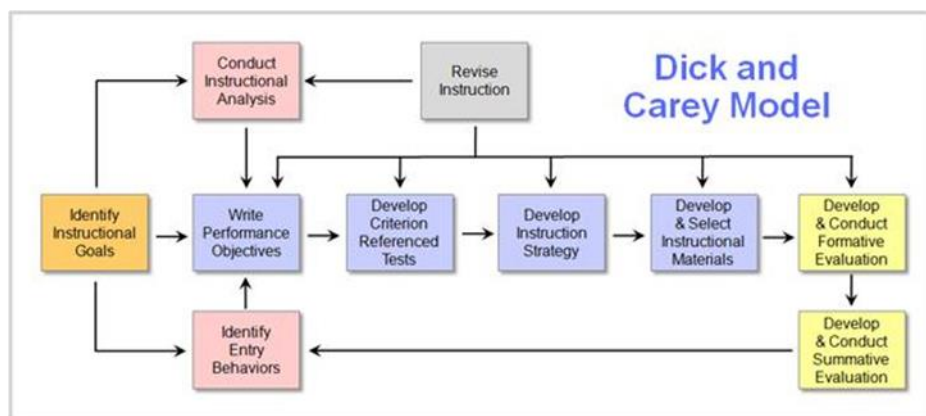
Figure 1 Instructional Model Design by Dick and Carey (1987)

The first step was defining objectives and the design of learning model. In designing the learning model, students were the main concern. At the beginning of the class, teachers had to be able to know the students' needs nowadays and

in the future. In this case, teachers could observe and interview the students and parents. In this case, the identification process was aimed at developing meaningful learning for students so that the goals could be achieved well (Baroroh, 2019). Then, the result of the observation, teachers could interpret it into the Learning Goals (called CP in Merdeka Curriculum) stated in the Merdeka Curriculum.

In Merdeka Curriculum, specifically in the Decree of the Head of the Educational Standards, Curriculum and Assessment Agency of the Ministry of Education, Culture, Research and Technology No. 008/H/KR/2022 concerning Learning Achievements in Early Childhood, Primary, and Secondary Levels in Merdeka Curriculum, fourth graders belonged to B Phase had to be able to understand and respond simple oral and visual texts in English. In listening and speaking, they had to be able to respond to instructions or questions, and picture texts in simple verbal and writing by the help of the visual media and non-verbal communication. In other words, in learning English, fourth graders had to be able to begin communicating using simple language and visual media like pictures. Moreover, if the teachers could define the Learning Goals (called TP) and Learning Goal Flow (called ATP). Regarding the TP and ATP, it can be inferred that integrating contextual learning while defining TP and ATP could help students achieve expected skills for their future.

The next step was defining a learning model. The learning model of this study is tourism-based learning model focusing on students' activeness in the learning process. It was stated on the Decree of Head of Educational Standards, Curriculum, and Assessment of the Ministry of Education, Culture, Research, and Technology No. 033/H/KR/2022 that students' active involvement was expected. In this case, students' active involvement could increase students' learning achievement (Nurbavliyev, et al., 2022), encourage students to explore knowledge, and avoid boredom during learning (Latif, et al., 2020).

This learning model started with encouraging students to remember some experience relating to a particular learning topic. Since it was about tourism, the encouragement was on their experience in visiting some local tourism places. This step is a crucial step since it could influence students' capability in understanding materials during the learning process (Larasati, 2018). The students' prior knowledge was then directed to get deeper understanding by giving some leading questions so that they could understand what information was missing from their observation. After that, to get the answers, the students, with the help of the teacher did an outing class or field study. During the outing class, they were instructed to discover more information about a particular tourism place they were visiting, such as uniqueness and attractiveness of the place in the form of picture or simple descriptive text. This activity was aimed at discovering missing information while they visited the place.

After collecting the information, the students had to present their findings in the form of an exhibition creatively. In this case, the teacher provides some kinds of assessment which students could choose based on their interest and capability. Then, at the end of the exhibition, they reflected on what they did from the first step of this project. The following table is the explanation about the syntax of tourism-based learning model.

Table 1 The syntax of Tourism-Based Learning Model

Syntax	Teacher's Activities	Student's Activities
Orientation (Students' orientation about tourism in Bangkalan)	Encouraging students to mention some tourism places in Bangkalan Madura	- Mentioning some some tourism places in Bangkalan Madura - Mentioning a place which is the most wanted place to visit
Inquiry Process (Encouraging students' curiosity)	Guiding students to ask some questions about what information they want to know from the chosen tourism place	Making a list of questions about what they want to know from the chosen tourism place

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Syntax	Teacher's Activities	Student's Activities
Field Study (*Outing class*)	Guiding students to discover information about the chosen tourism place	- Preparing some devices for collecting information and documentation - Finding information about the chosen tourism place based on the list of questions they have in group - Finding out information about the uniqueness and attractiveness - Documenting the activities
Data Analysis (Analyzing information to be presented)	Guiding students to write down information about the tourism place they visit	- Writing information obtained from the tourism place they have visited in group - Creating a story or picture about an experience in visiting the tourism place - Deciding a type of presentation in the exhibition
Exhibition (Presenting the results of outing class in the form of an exhibition)	Guiding students to present the result of outing class in the form of exhibition	Preparing supporting properties for presentation
Reflection	Guiding students to reflect on their learning activities from orientation to exhibition	Reflecting on what students have done during the learning process by expressing what they feel

The next thing to be considered is designing materials. In designing the learning materials, teachers had to consider students' characteristics and environment by exploring culture in Madura. From the exploration, the teacher had to reduce some information for selecting suitable information for the students. According to Piaget's theory (in Santrock, 2018), students in the fourth grade belonged to concrete operational, meaning that they would understand a particular condition easily when they integrated new information with their prior knowledge. Moreover, the condition was limited to their daily life or something

which was familiar to them. Based on the characteristics, giving pictures could help them.

The last important thing to consider is assessment. The tourism-based learning model involved project and process assessment. Besides, the assessment was in the form of score in which detailed descriptions were included. The rubric is in Table 2.

Table 2 Scoring Rubric

Aspects	Description	Score	Notes
Process			
Being active in group	1. Giving ideas or opinion	3	Students fulfill 3 descriptors
	2. Contributing in doing group work	2	Students fulfill 2 descriptors
	3. Helping teammate	1	Students fulfill 1 descriptor
Ability for making decision	1. Preparing a solution	3	Students fulfill 3 descriptors
	2. Participating in making decision about the appropriate solution	2	Students fulfill 2 descriptors
	3. Contributing in solving problems after decision making	1	Students fulfill 1 descriptor
Group work	1. Participating in group discussion	3	Students fulfill 3 descriptors
	2. Participating in finishing group work	2	Students fulfill 2 descriptors
	3. Finishing assignment in work	1	Students fulfill 1 descriptor
Project			
Creativity	1. Choosing suitable types of exhibitions	3	Students fulfill 3 descriptors
	2. Providing supporting properties during the presentation	2	Students fulfill 2 descriptors
	3. Using properties well	1	Students fulfill 1 descriptor
Performance	1. Presenting the information clearly without any hesitation	3	Students fulfill 3 descriptors
	2. Using some expressions while presenting	2	Students fulfill 2 descriptors
		1	

3. Using some appropriate gesture while presenting	Students fulfill descriptor	1

4. Conclusion

This study is aimed at developing tourism-based learning model as it can provide active and meaningful learning for students. In this study, the learning model was implemented in English class as it was a local content subject which could support the implementation of P5, specifically the dimension of global unity in diversity. By integrating local tourism content, the learning model was also used to encourage students to understand more about the tourism places around them so that they could promote it nationally and even internationally. The syntax of tourism-based learning model developed using 4D model includes: 1) orientation; 2) inquiry process; 3) field study or outing class; 4) data analysis; 5) exhibition; and 6) reflection. The results of the validation stated that the average score of material experts was 88, the average score of practitioners was 94, and the average score of learning plan implementation was 92.85. In addition, students stated that the implementation of tourism-based learning model was interesting and fun. They could also collaborate with their friends, involve in learning, and be more creative in planning exhibition. By integrating tourism-based learning model in English class, students can be more active and involved in learning process as the learning is contextual and meaningful.

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