

Tourism Objects as Social Studies Learning Sources in Elementary School

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Abstract

Objects tourism in premises increasingly growing and provide impacts positively on the economy of the community. The existence of tourist attractions can also contribute to the world of education, especially as a source of learning. Purpose research is the exploration use of tourism attractions in learning in Elementary School Education. The method of research that is used is research qualitative study of the case. The data collection technique used two steps, namely questionnaires and semi-structured interviews. The participants were 89 elementary school teachers in 6 cities of East Java who filled out a questionnaire and 12 people were willing to do semi-structured interviews. The findings in this study are 59% of teachers use the type of natural tourism object in learning, 55% of teachers choose tourism objects based on teaching materials, 55% of teachers use tours to make learning more fun, and 52% of teachers explain the obstacles to learning by utilizing these attractions come from costs. The study is expected to give a contribution positive to the development of learning that is based on experience in the School Elementary with tourism objects. This study also emphasizes the importance of providing effective learning resources for social studies learning in elementary schools.

Keywords: *elementary school; learning sources; tourism objects*

1. INTRODUCTION

Developments Science and Technologies have been giving effect to the various sectors of development in Indonesia, exception to the sector of Tourism. The sector is experiencing growing rapidly at their convenience - easing the public in accessing information about tourism and accommodation. Based on the data from

the Ministry of Tourism, the number of travelers abroad who visit Indonesia throughout the year 2019 is several 1,377,067. Tourist visits Indonesia it's going to get a lot of choice in the form of a diversity of culture contributing to many potential tourists who scattered from Sabang to Merauke.

Tourism is covering tourism culture, tourism maritime, sports tourism, tourism

locally or culture, religious tourism, and tourism reserve nature (Juwita et al., 2020). Tourism culture is tourism that does rating based on his interest in the arts culture of a region or community local. Tourism nautical is tourism that much to do in the surrounding beaches, lakes, and the sea. Tourism sport is tourism that is carried out based on the sport. Tourism local is tourism that is carried out in the neighborhood or place alone, tourism religious associated with religion/belief/worship. Tourist preserves nature is tourism that is done to enjoy the preservation of nature, and forests protected in the world.

The development of the many attractions travels that not only serves as a place for recreation, but also the point of the interaction of social, cultural, and economic. Putra et al., (2017) argued that tourism is one of the sectors featured that have the benefit doubles (multiplier effect) for the economic areas and well-being of residents local. The benefits of multiple sectors of tourism by Law - Act No. 10 of 2009, namely 1) improving the growth of the economy, 2) improving the welfare of people, 3) removing poverty, 5) preserving nature, the environment, and the source of power, 6) promote cultural , 7) lift the image of the nation, 8) fostering a sense of love groundwater, 9) strengthening the identity of self and unity of the nation , and 10) to strengthen the friendship between nations . So that this tourist attraction can be used as learning material to develop learning strategies, choose learning resources and to

anticipate learning obstacles outside the classroom.

In addition, (Hanapi et al., 2018) said that o- object tours can be used for learning resources both at the level of basic education, secondary education, and higher education. Source of learning in the form of object travel must be interpreted as a source of learning that supports learning contextual because when a visit to object travel creates knowledge and information indirectly for students so that students got meaningful knowledge. " Leisure offers the sort of experience interpersonal rich" such as statements Dewey (1989) who explain that very important for the efforts of education that is successful because of learning through experience.

However, in fact, the choice of the field trip method is not always implemented in schools. Based on the initial interview with one of the elementary school teachers, it was stated that the reason for not implementing the use of tourism attractions in learning was that it required more time and money to prepare the students' excursions. In addition, sometimes the reasons for the administrative complexity of making proposals to visit tourist attractions also contribute to the reasons for teachers not using tourist attractions in learning. If the teacher is willing to take the time to invite students to tourist attractions and make sense of the activities around them, then these students have participated in preserving tourism potential as contained in the Minister of Education Regulation Number 22 of 2006

that Potential use of the area can be accomplished by optimizing the surroundings, including attracting tourists as a source of learning.

In addition, the benefits of the field trip method have been discussed in several studies, such as research conducted by (Dartini, 2017) which resulted in research findings that the field trip method can improve student learning outcomes of elementary school students in natural appearance material. (Dabamona & Cater, 2019) in his research tries to explore the learning experiences of students who take a 1-day cultural school trip in Papua. The trip was carried out in two places, namely a museum and a cultural village. The results of this study explain the reasons for students to attend school visits, namely 1) to get a new learning experience; 2) for recreation while studying, and; 3) just to gain knowledge. After the trip, the students realized that Papua is rich in culture and history.

A similar study that examines people's motivation to cultural sites (Huang et al., 2016) described in a study concluded about the motivation to visit cultural heritage sites, namely for learning and recreation. This means that there are 2 warnings for people to visit cultural sites, namely for learning and recreation. Another study, (Poria et al., 2004) explains that tourists seek three types of experiences visiting the Wailing Wall: heritage / emotional experiences, recreational experiences, and cultural / educational experiences.

These studies provide an understanding that utilizing tourist attractions in life and learning has various benefits and purposes, both for personal and social development. This is in line with thinking (Dale & Dale, 2008) which says that all trips have an element of learning, even though the explicit goal may not be education. Visits to tourist attractions are a form of learning outside the classroom that provides experiences for students. This research confirms the opinion that contextual learning is an important and good method for introducing knowledge and tourism (Portegies et al., 2011).

The gap between the importance of the use of tourist attractions, positive research results on tourist attractions, and the empirical experience of elementary school teachers is currently the background for researchers to study further how to use tourist attractions in learning in elementary schools. The difference between this study and previous studies is an in-depth study of the use of tourism objects in social studies learning in Elementary Schools.

2. THEORITICAL BACKGROUND

Learning Sources

Learning resources are wrong one important factor improving the quality of learning. Learning resources consist of messages conveyed to students. The teacher conveys messages with certain techniques so that ideas and knowledge can be well received by students. Source selection technique learning there are several criteria such as (Kusani et al.,

2019). Economical in the sense of not pegged too low a price, but its utilization can be used for a long period time. Practical and simple, meaning no for difficult side service and rare (Gede et al., 2020).

One way to bring students closer to the objective reality of life is to provide learning resources that can lead students to learn many things that are directly related to everyday phenomena using the environment (Nurzayyana, Putra, & Hermita, 2021), as a source of learning materials through the survey method. Learning environment resources can enhance student activities and academic achievement, make students sensitive to social problems occurring in society, capable of overcoming any problems that occur in school. society, and can develop the knowledge, skills, attitudes, and values to participate in their lives (Hendarwati, 2013). Learning using the environment as a source of learning material through an investigation of student learning activities, both in terms of concept, usage in life, and usefulness and purpose applied in teaching and learning activities. In social studies learning environment can be used as a learning resource. Learning resources from the environment consist of the social, psychological and natural environment.

Social Studies

They emphasize the importance of contextual learning a "best practice for knowledge production in tourism". Most of the social studies subject matter are

sourced and related to the surrounding environment (Kusani et al., 2019). Learning using the environment as a source of learning material through an investigation of student learning activities, both in terms of concept, usage in life, and usefulness and purpose (Maulana, 2019). Therefore, to achieve this goal, the teaching process is not only limited to cognitive aspects, but also affective and psychomotor. Social Studies has a close relationship with the social sciences, and social sciences is part of the scientific resources in social studies learning which was developed for educational interests. Incorporating socio-cultural issues that are increasingly developing and developing in the student's environment as research materials in learning, is one of the ways to create quality social studies learning. (Fathullah, 2020).

3. METODE

This study uses a qualitative paradigm with the type of case study. The purpose of this study is to collect and examine data in a context or phenomenon. The case selected is about the experience of the teacher in selecting and inviting students to visit tourist attractions in learning. Case study data are used to comprehensively describe a real case (Cheng, 2002). In this study, the use of tourist attractions in learning in elementary schools is explored in depth.

The data collection technique was carried out in stages, namely through questionnaires and interviews. The data collection procedure began by giving a

questionnaire to elementary school teachers in EastJava then from the results of the questionnaire a limited interview was conducted to examine in depth how the use of tourist attractions in learning in elementary schools.

Questionnaires are given online which contain questions about the use of tourist attractions in learning. The interview guide used in this study was an unstructured interview, which contained only an outline to be asked. In this method, researchers determined informants to be interviewed, namely elementary school teachers in East Java.

Respondents in this study were teachers at elementary schools in 6 cities in East Java, namely Banyuwangi, Blitar, Lamongan, Malang, and Ponorogo, Surabaya. The questionnaires were distributed online by considering the purposive sampling technique. Questionnaires were distributed to teachers online using Google Forms which were accessed by researchers. The selection of the 6 cities was based on data from cities in East Java that were selected in the East Java Tourism Award 2018-2020. This is an awarding activity for cities that excel in the tourism sector in East Java. The following is the data on the characteristics of the respondents.

Data were collected in two stages, the first stage was an online survey with 8 questions for the teacher. Questions are compiled based on relevant literature in by following per underthe research objectives, experience using tourist attractions, covering aspects of subject content, and types of tourist attractions

used in learning, supporting factors for the use of tourist attractions in learning, obstacles when carrying out learning with tourist attractions and benefits study tourist attractions for students. Apart from that, the last point of the questionnaire also provided the opportunity for participants to write down suggestions. experiences for students, learning outside the classroom, creating fun learning, and creating meaningful learning by learning directly and making connections with previous students' knowledge.

Tabel 1. Profile of respondent

Aspect	Subaspect	Frekuensi	%
gender	Man	22	72.3
	Woman	67	26.8
Teaching experiences	Less than 10 years	34	38.2
	10- 20 years	38	42.7
	More than 20 years	17	19.1
Level of Education	Bachelors	77	93.9
	Master's	5	6.1
Class Teaching	Class1	20	22.5
	Class 2	12	13.5
	Class 3	9	10.1
	Class 4	9	10.1
	Class 5	20	22.5
	Class 6	19	21.3

The survey data collection of 89 teachers was conducted in 2021. Data were collected, recorded, and coded for the results of each respondent. The second phase consisted of conducting semi-structured interviews with 12 primary school teachers who had agreed to respond to the survey. The purpose of the interview is to get more meaningful

data. Interviews were conducted online for 1-2 hours for each respondent via WhatsApp. Every day, the researcher interviewed 2 to 3 respondents. Every teacher is guaranteed confidentiality.

Data were analyzed by involving Miles & Huberman's analysis stages, namely Data Reduction, Data Display, and Conclusion Drawing and Verification. At the reduction stage, all data obtained from the field are sorted and simplified according to the problem and research objectives. The aim is to find specific themes that are in line with the research problem and objectives. The main themes are then summarized for context and provisional findings on each problem. These provisional

4. RESULTS

Tourism Object

The application of learning by utilizing tourist attractions or by carrying out the field trip method in elementary schools is the teacher's choice to develop learning. The diversity of tourist attractions offers their respective attractiveness to be included in learning in elementary schools. The following shows the results of participant responses to the choice of a tourist attraction method.



Figure 1. The Result of Variety Tours

Based on the results of the questionnaire, it was found that most of the respondents took advantage of the type of natural tourism in learning. Others take advantage of artificial tourism, historical tourism, religious tourism and other tours. Several classroom teachers shared this opinion

[...] *I invite my students to visit Perhutani's forest tour because it is close to schools and affordable (Teacher 29, YN)*

[...] *By visiting nature tourism, they can ask about many plants and how the process of making delicious coffee (Teacher 3, IK)*

[...] *Students are invited to the mangrove forest to learn about the importance of preserving nature (Teacher 56, AN)*

Types of natural attractions that are used in learning are forests, beaches, and plantations. This nature tourism offers real lessons such as about plant breeding, and natural resources that students can directly observe. Apart from nature tourism, other teachers also argue about artificial tourism, historical tourism, and craft tourism.

[...] *I invite students to Planetarium during science class (Teacher 58, MU)*

[...] *I took my students on a tour to visit the Gebang Palace and President Sukarno's grave (Teacher 29, TT)*

[...] Students go around to craft production tours, conduct interviews and observations than make travel visit reports (Teacher 30, AS)

Artificial tourism offers students an engaging experience and supports the material. Students can understand the material better by visiting the Planetarium. Likewise with historical tourism, and visiting historical places, this place has historical value that can be shared with students. Students can go around, observe past history, and discover new things from history. Other tours, such as visiting a typical handicraft tour of a region, are also the teacher's choice to introduce natural resources and community creativity.

1. The Reason of Choosing Object Tourism for Learning Sources

Tourism attractions that are used or used in learning in elementary schools need to consider several things, such as suitability with material, a distance of tourist attractions from schools, costs, and student safety. The results of the questionnaire show the following results.

This shows that 55% of the participants chose the suitability factor between the material and the tourist attraction as the main consideration. Learning that is carried out by utilizing tourist attractions for real student learning is adjusted to Basic Competencies, Indicators and also class level, low class or high class. These considerations in turn influence the

teacher in choosing the activities carried out during tourist visits.

REASONS FOR CHOOSING A TOURIST ATTRACTION

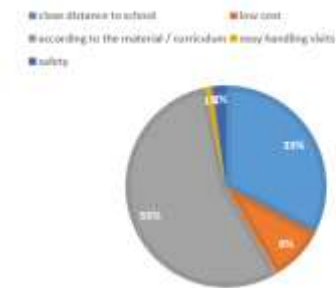


Figure 2. The result of reasons for choosing object tourism

Other factors for consideration include the distance between schools and tourist attractions, low costs, and administrative and security issues. Several Teachers shared this opinion.

[...] In this pine forest, it is close to the school, walking together, and students can learn about plant breeding and how to preserve it (Teacher 10, SA)

[...] I chose Planetarium so that students learn about the material of the solar system more contextually (Teacher 58, MU)

[...] Attractions are related to the theme of learning, because in addition to traveling children can learn according to the basic competencies that must be achieved on that theme (Teacher 31, IE)

Selection of tourist attractions with material suitability is thought of by the teacher to meet the learning objectives, students can achieve the desired competencies, both cognitive, affective, and psychomotor aspects. Activities between low and high class are also distinguished, low class includes observation and drawing of objects observed from tourist attractions. The high class makes observations, discussions, interviews and makes reports on the results of tourist visits.

2. The Benefits of Object Tourism as Learning Sources

Learning by utilizing tourist attractions has the benefit of creating real and new experiences for students. The following are the benefits of learning about tourist attractions based on the results of the questionnaire.

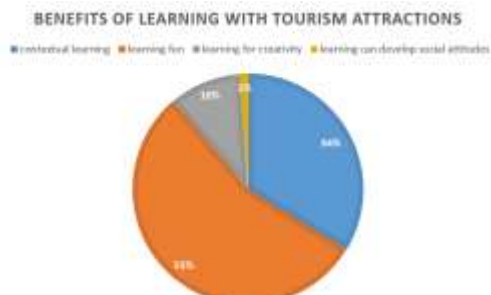


Figure 3. The Result of The Benefits of Object Tourism as Learning Sources

More than half of the participants argued that the benefits of tourism-based learning were creating contextual learning. Real experiences associated with previous student knowledge can lead to meaningful learning. Students

learn firsthand how to reproduce plants and natural resources around them. Some teachers argue as follows

[...] Students are happy and enthusiastic about walking around and recording explanations from the guide (Teacher 29, TT)

[...] The benefit is that students can learn meaningfully, and contextually, because they see first hand how the coffee-making process (Teacher 3, IK)

In addition to being useful in increasing knowledge, teachers also agree about the benefits of learning to be more fun, increasing creativity and developing aspects of social attitudes and character education while caring for the environment. Several teachers shared their opinions on this matter.

[...] Students are happy with the new learning atmosphere and I also direct students to care for the forest environment, not to waste their waste in the forest (Teacher 10, SA)

[...] In low-grade students, students observe and alternate coloring / drawing one of the objects they see to develop creativity (Teacher 71, MM)

[...] Students also get queuing culture when entering tourist attractions (Teacher 53, HL)

Character education is shown when the teacher directs students to always throw garbage in the trash, not pollute the location of tourist attractions, part of helping to preserve the environment and care. Students observe instructions for disposing of trash, and do it properly,

sorting out the garbage that is thrown away. In addition to the character of caring for the environment, a culture of queuing and tolerance is part of developing aspects of students when visiting tourist attractions. Before entering the location, students prepare tickets and stand in line to enter the tourist attraction, understanding instructions on priority seats for pregnant women and the elderly. The teacher guides students to observe the environment of tourist objects in a comprehensive manner, not only about the subject matter but also about understanding the importance of understanding other people and the environment.

3. The Learning Barriers

The implementation of tourism work-based learning certainly does not always run smoothly as expected. Based on the questionnaire filled out the participants, it shows the following results.



Figure 4. The Learning barriers

This shows that cost is the main constraint factor in implementing learning that utilizes tourist attractions. Fees include transportation costs and entrance fees for tourist attractions which are not free. This is shown by the results of the teacher interviews as follows

[...] I chose a tourist attraction that was close to the school and free for minimal costs (Teacher 57, DW)

[...] The obstacles in implementing this field trip must be adjusted to the budget and not be a burden to students (Teacher 71, MM)

Teachers choose low-cost tours because they see the diversity of students' family backgrounds, not all of them have the ability to pay for the cost of visiting tours. Schools also pay attention to the budget they have when choosing tourist attractions so as not to burden students. The school strives well so that all students can participate in tourist visits.

[...] The time it takes to get to the tourist attraction is quite long, again my students and I walk (Teacher 10, SA)

[...] The attractions we visit are free, but not all students can pay for transportation costs, so we use the teacher's vehicle to take students to the

tourist attraction location (Teacher 29, TT)

[...] It is also important to organize students when they are on the tour, so that they stay focused on the material (Teacher 52, UF)

In addition to cost constraints, the problem of time is also an obstacle for teachers because it requires careful time planning with the organization. Especially when the distance is short, free tours but it takes time to get to the location. Many teachers also complained about the problem of organizing students at the location, because students were enthusiastic, so they had fun and neglected learning instructions. So that teachers often need to focus on students.

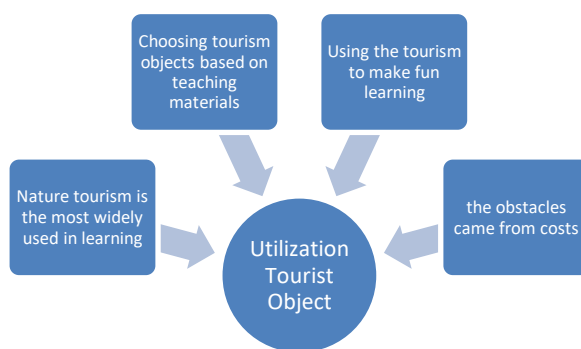


Figure 5. The Result of study

So, based on the description of the four themes that have been discussed previously, it can be seen that 59% of

teachers use types of natural attractions in learning, 55% of teachers choose tourism objects based on teaching materials, 55% of teachers use tourism to make learning more fun, and 52% of teachers explained the obstacles to learning by utilizing these attractions came from costs.

5. DISCUSSION

Utilization of tourist objects in learning in elementary schools is an activity that supports the purpose of social studies, namely being good citizens by supporting students to be sensitive to the surrounding environment. Based on research findings on the third theme about the benefits of tourism objects, the teacher provides fun activities by giving them the opportunity to interact with the surrounding environment. Observation activities, traveling around tourist attractions, conducting interviews with tour guides and making reports of tourist visits Observation activities, going around tourism attractions, conducting interviews with tour guides and making tourist visit reports. This is also reflected in the following statement: "As a teaching pedagogy, field trips are face-to-face learning. Students learn actively through field experiences and, generated interactions. between students as well as 'between students'(Coughlin, 2010).

The benefits of direct learning by inviting students to observe the surrounding environment foster student knowledge and attitudes. Several

teachers conveyed that in the interview session, the student's knowledge of the material was getting better. In addition, the benefits of developing social attitudes also emerge, namely being able to foster a love for nature, preserving nature, and queuing culture. Students who take visits in nature tourism can observe directly the proliferation of plants, as well as what happens when students studying on historical tours make observations at historical sites, fostering good attitudes in appreciating the nation's history. This is also explained by the following opinion, "although the perceived benefits of field trips are considered important, social and emotional outcomes have also been suggested to be valuable. value for museum field trips (Kisiel, 2005).

The use of tourist attractions as a source of contextual learning rests on the idea of the four pillars of learning put forward by UNESCO, namely Learning to know, learning to do, Learning to live together, and Learning to be (Zubaidah, 2016). Based on one of the components of the four pillars, that is, learning to do to enrich the learning experience, and increase student's interactions with the environment, so that students can understand the meaning of using tourist attractions as a source of contextual learning. In this study, it can be seen that the activities of students directly observing and interviewing tour guides are part of the process of implementing Learn to Do.

Choice of diverse tourist attractions requires creativity and the carefulness of teachers in choosing them. The teacher

can identify the attractiveness of a tourist attraction and relate it to the learning material. Based on the results of the study, it was found that the main factor influencing teachers in choosing tourist attractions in learning was the suitability factor of the material. This is consistent with the view that a teacher should align instructional objectives with the teaching context in a new learning environment. (Kusani et al., 2019). Tourist attractions that match the material help student learning practices to be better and more meaningful. The teacher motivations for school trips, include linking to the classroom curriculum, providing a shared learning experience, and increasing student motivation and interest in social studies (Kisiel, 2005).

Tourism potential is something that is developed into a tourist attraction. The attractions of each place can be used as a learning resource for elementary school students. (Juwita et al., 2020) explains that attractiveness can be in the form of a good image, cheap costs, and good quality education. Based on the results of interviews and questionnaires, elementary school teachers in East Java pay attention to these three attractions when choosing tourist attractions for visiting destinations. The teacher will consider the suitability of the tourist object with the material, then pay attention to the cost aspect. The school will choose tourist attractions that have good quality education, and low costs, so that they are affordable for students. Apart from that, the safety and administrative factors of taking care of

the visit also need to be properly prepared by the teacher.

Elementary school teachers chose more natural tourism attractions according to the results of the questionnaire, which could be related to the minimal cost incurred and contextual with students (Melasevix et al., 2021). Cost constraints are the most common choice felt by teachers when implementing tourist visits. This is because not all students belong to families who are financially well off. The teacher makes every effort so that all students can have the same experience in learning through this tour. This is in accordance with the opinion, Socket (1993) written in the Sabbagh book (2009) about two of the five virtues in teaching practice, namely care and justice for students. The teacher strives for this visit-based learning with the principle of not burdening students and it is adjusted to the school budget.

Apart from some of the obstacles faced by the teacher in implementing object-based learning, it shows that the teacher and the school are trying to improve learning that is better for students in understanding the material. Research has demonstrated the value of field trips for learning, with cognitive and affective outcomes. A good recommendation for teachers is to maximize the effectiveness of field trips as a learning experience. For example, teachers are encouraged to (a) familiarize themselves with pre-travel arrangements; (b) ask students to establish a tour schedule and clarify

learning objectives; (c) plan pre-visit activities consistent with curriculum objectives; (d) allow time for students to learn and explore during visits; (e) plan activities that support the program and also take advantage of the uniqueness of the arrangement (DeWitt & Storksdieck, 2008).

6. CONCLUSION

Learning by utilizing tourist attractions can be applied in elementary schools, both low-class and upper-class groups. This tourist attraction selection factor is related to the content of the material, the basic competencies that students must achieve so that learning objectives are met. It is possible that limited funds as an obstacle to implementing learning can be overcome with more mature initial preparation for making decisions to choose effective and efficient tourist attractions. The choice of various tourist attractions allows teachers to freely choose according to the material. Nature tourism, artificial tourism, religious tourism, historical tourism and other tours each offer their own attraction to visit. The benefits of this learning make direct learning experiences with the environment more meaningful. Instructional instruction that can be done by teachers from this study is to provide opportunities for students independently or in groups to make observations, interviews with leaders to dig up information on tourist attractions. In the end, students were asked to report the results of field observations in class and discuss with other friends.

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