



Project-Based Learning in Tourism Management Course to improve Tourism Promotion Skills of German Literature Study Program Students

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Abstract. Student-Centered Learning Implementation Guidelines published by the Ministry of Education and Culture (2023). Project Based Learning (*PBL*) is a learning model applied to Tourism Management courses at the German Literature Study Program, Surabaya State University. Research objectives: describe the implementation of *PBL* in Tourism Management courses in the German Literature Study Program to equip students to promote tourist destinations and find out student responses to the implementation of *PBL* in the course. This research is descriptive qualitative. Data from observations, field notes on project implementation and questionnaires. There are six stages in *PBL*: Start with the essential question, Design a plan for the project, Create a schedule, Monitor the students and the progress of the project, Assess the outcome, and Evaluate the experience. This study describes the implementation. The results of the 27 respondents' questionnaire on 10 statements showed that the percentage of respondents strongly agreed that: *PBL* is applied in Tourism Management courses (85%); *PBL* is more effective than conventional learning (81%); *PBL* increases students' mastery of 21st century skills (78%); *PBL* model is more fun and useful (88%); essential questions are asked by lecturers (74%); work groups are divided by lecturers (67%); lecturers and students agree on a project completion schedule (81%); lecturers monitor student activeness (70%); exposure of production results to others (78%); implementation of *PBL* in Tourism Management courses is according to plan (88%). So, *PBL* can be used as a learning model for Tourism Management courses.

Keywords: Project Based Learning, Tourism Management, Tourism Course, Tourism Promotion, German Literature.

1 Introduction

Teaching students to develop their potential and competence has received serious attention today. According to Alhayat [1], 21st century learning is required to fulfill the quality of competent human resources to improve the quality of education in Indonesia. Furthermore, Griffin and Care [2] explain 21st century skills include the ability to make decisions, think critically and innovatively, know how to solve problems, communicate and cooperate in groups, use information technology, be responsible, competent, and develop skills. For this reason, the right learning model is needed. One of them is Project Based Learning (PBL). Currently, Surabaya State University requires two main learning models, namely Case Study and Project Based Learning. Based on the data recap of the odd semester 2023/2024 German Literature Study Program, there are 26 courses with Case Study learning, 17 courses with PBL learning, 6 courses using other models. The Tourism Management course weighs 2 credits using the PBL learning model with the final product of a project. This is the first time this learning model has been applied to a Tourism Management course, because previously it used Case Study. The purpose of this course is for students to be able to promote a tourist destination in Indonesia in the form of a video with a minimum duration of 2 minutes in Indonesian and translated into German or vice versa. Therefore, the implementation of PBL in this Tourism Management course is interesting to study. The purpose of this study is to describe the implementation of PBL in the Tourism Management course in the German Literature Study Program to equip students in promoting tourist destinations and to find out student responses to the implementation of PBL in the course.

1.1 Steps of Project Based Learning (*PBL*)

There are many definitions of Project Based Learning (PBL). According to Halimah [3] PBL is an approach and learning model that facilitates students to learn through the exploration of real-world problems. Nirmayani [4] also stated that through PBL learners can explore their knowledge with direct involvement in learning. In fact, Partiwi [5] emphasized the purpose of PBL to facilitate students in working on project assignments. Regarding the PBL learning method, the Directorate of Learning and Student Affairs, Ministry of Education and Culture in 2023 published Guidelines for the Implementation of Student-Centered Learning. Partiwi [5] explains the six stages of PBL learning developed by the George Lucas Educational Foundation in the Student-Centered Learning Implementation Guide, namely: (1) start with the essential question, which is an important question that comes from real problems in the field that are in accordance with the learning material, (2) design a plan for the project, which is a project completion plan agreed upon by lecturers and students, (3) create a schedule, which is an agreement on the project completion schedule between students and lecturers, (4) monitor the students and the progress of the project, namely the supervisor monitors the completion of the project on student activities and product quality, (5) assess the outcome, namely the provision of assessment of the aspects imposed on the course, (6) evaluate the experience, namely feedback from lecturers to students for performance improvement and project products.

1.2 Tourism Promotion in Tourism Management course

Tourism Management as an elective course in the German Literature Study Program, Surabaya State University discusses tourism topics ranging from tourism concepts to making tour packages, including the promotion of tourist destinations. When associated with the PBL learning model, according to Heerkens [6] project management is often a promotional policy stone. Therefore, students in this study program also need to be trained to be able to promote tourism. According to Shimp [7] the function of promoting a product is to inform, influence, show privileges, add value, and help the company's business. Forms of promotion can be in the form of brochures, photos, blogs, videos or vlogs. Surabaya, as the second largest city in Indonesia, has many tourist sites. According to Yasmin [8] the city has the greatest strength in terms of facilities, accessibility, and diverse attractions.

Tourist visits to Surabaya during 2023 reached 17.4 million people with 1.3 million of them being Asian and European tourists. Bieger [9] explains that the habits of foreign tourists want to do activities in their spare time (*Attraktivitaetspunkte*) such as sports, culture, personal experiences, shopping, gastronomic services, equipment rental, and visiting local products. Nugroho [10] mentioned that tourism is one of the focuses of development in Surabaya, due to the increasing number of tourist visits to Surabaya. The purpose of the tour is not only to enjoy cultural and historical tourism, but also to enjoy culinary tourism. Ismayanti [11] states that culinary tourism includes gastronomy tourism which provides tourists with eating and cooking experiences. One food known in Surabaya is *Semanggi*. Anggraeni [12] describes *Semanggi* as a small green plant. The leaves are single and have a characteristic four-split circle. *Semanggi* plants are found in rice fields and reproduce by spores. To eat it, *semanggi* leaves are dried first, then steamed. Once cooked, it is placed on a banana leaf or plate with bean sprouts, cassava leaves or *turi* flowers. The seasoning is made from a mixture of peanuts, sweet potatoes, brown sugar, *petis* and *puli* crackers. In Surabaya, the *semanggi* plant is found in the Kampung Kendung area, West Surabaya. The name *Semanggi* is used by the Surabaya city government as a symbol of transportation facilities, namely the *Semanggi* Bus, as well as the *Semanggi* batik motif.

2 Methods

The location of this research was conducted at the German Literature Study Program, Surabaya State University and Kampung Kendung, Kecamatan Benowo, Kelurahan Sememi, Surabaya. This type of research is descriptive qualitative. According to Sugiyono [13] the characteristics of qualitative research are carried out in natural conditions. research is descriptive, and research emphasizes the process rather than the product. Herdiansyah [14] also emphasized that qualitative research is research with context and setting as it is or naturalistic. The data of this study are in the form of observation results, field notes on project implementation, and questionnaires. The data were obtained from 27 students as respondents consisting of 11 students of class 2020 and 16 students of class 2021 who took the Tourism Management course in the odd semester of 2023/2024. Data collection techniques were carried out by compiling instruments and using data collection tools in the form of observation sheets; recording participant observation; collecting documentation. Respondents' responses to the implementation of activities based on the results of a questionnaire using a Likert scale with answer options strongly agree, agree, disagree, disagree. Mulyatiningsih [15] explains that the Likert scale is a scale commonly used in questionnaires and this scale measures positive and negative responses to a statement. The stages to analyze the data of this research are: answering the list of questions asked during the learning process which is carried out continuously, analyzing the results of data in the field in accordance with PBL theory, compiling the results of observations given by participants, calculating the results of student responses to the implementation of PBL based on questionnaire entries.

3 Results and Discussion

Based on the 2023 Student-Centered Learning Implementation Guide, the six stages of PBL are implemented as follows. Step one: Start with the essential question. This stage begins in week five. The essential question from the lecturer comes from a problem that is appropriate to the material, namely the Business of Tourism Attraction. The question asked was "What can you do to introduce the city of Surabaya as your effort to attract domestic or foreign tourists, in this case German tourists?". The lecturer observes the reaction of students who search for information about Surabaya on the internet, then the lecturer determines the student working groups. Second stage: Designing a plan for the project. Still in the fifth week, the lecturer and students discussed problem solving for the questions posed. Students agreed to complete the project in the form of a vlog. The chosen tourist attraction was *Kampung Semanggi* in Kampung Kendung, Sememi, West Surabaya. *Kampung Semanggi* is the production place of *Pecel Semanggi* which is a gastronomic tourist spot. The *semanggi* leaf is an icon of the city of Surabaya. At this stage students planned to complete the task. Each group stated they were responsible for completing the project. Because the choice of tourist attraction is the same, each group promotes the tourist attraction from the results of their respective deepening, such as information about the location, type of plant, processing, seller and how to sell, or the benefits of clover, so that the resulting vlog is original. Stage three: Creating a schedule. In the sixth week, the schedule for completing the project had to be agreed between students and lecturers. Based on the agreement, the implementation of the

project was carried out for two weeks. In the ninth week, the presentation of the promotional vlog was scheduled. The assessment is done by the lecturer based on the assessment rubric. Stage four: Monitoring students and project progress. This stage was conducted in the seventh to eighth week. Direct or indirect monitoring was conducted by lecturers. Based on observations, students have coordinated and communicated well with local officials and residents. Each group provided activity reports via WhatsApp Group. Stage five: Assessing results. At this stage, lecturers assess the aspects imposed on the course, such as student attitudes and participation, student skills and student knowledge in accordance with the learning outcomes. In addition, the assessment is also based on the quality of the vlog produced, the attractiveness of the promotion and the translation carried out. Examples of vlogs produced: https://youtu.be/_os4KxpyWnM?si=5qP0UEllaIy7n_8O. Sixth stage: Evaluating the experience. Providing feedback, input and suggestions from lecturers is used by students to improve the project products produced. In this reflection activity, all students were given the opportunity to share their experiences in a discussion forum. Students feel various valuable and natural experiences, so they realize how to discover new concepts through the inquiry process.

The results of the 27 respondents' questionnaire on 10 statements showed that the percentage of respondents strongly agreed that: *PBL* is applied in Tourism Management courses (85% of respondents); *PBL* is more effective than conventional learning (81% of respondents); *PBL* increases students' mastery of 21st century skills (78% of respondents); *PBL* model is more fun and useful (88% of respondents); essential questions are asked by lecturers (74% of respondents); work groups are divided by lecturers (67% of respondents); lecturers and students agree on a project completion schedule (81% of respondents); lecturers monitor student activeness (70% of respondents); exposure of production results to others (78% of respondents); implementation of *PBL* in Tourism Management courses is according to plan (88% of respondents).

4 Conclusion

The Guidelines for the Implementation of Student-Centered Learning in 2023 inspired researchers to conduct research on this *PBL* learning. *PBL* is suitable to be applied in Tourism Management courses, because lecturers can gradually train and improve students' ability to think critically, train to promote tourist attractions as well as communication skills in Indonesian and German, foster student creativity and collaboration, train to appreciate local culture, introduce objects and types of tourism in a city. Student responses were very positive in completing the project assignments, indicating that the *PBL* learning model is considered very appropriate for this course.

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