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EFFECTIVENESS OF LEARNING OUTCOMES OF TOURISM GEOGRAPHY TEXTBOOK FOR STUDENT IN GEOGRAPHY EDUCATION STUDY PROGRAM

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Abstrak : Penelitian ini bertujuan untuk mengetahui keefektifan pengembangan buku ajar mata pelajaran Geografi Pariwisata yang dihasilkan. Pengembangan buku ajar menggunakan model Borg and Gall dengan lima langkah. Langkah-langkahnya adalah (1) studi awal untuk menemukan permasalahan terkait bahan ajar geografi sebagai produk yang akan dikembangkan. (2) membuat perencanaan pengembangan bahan ajar, (3) mengembangkan produk berdasarkan permasalahan yang ditemukan, (4) melakukan uji lapangan terhadap produk yang dikembangkan, dan (5) merevisi untuk memperbaiki kelemahan pada tahap uji coba lapangan. Data diperoleh dari tim validasi bahan ajar yang terdiri dari ahli materi, ahli bahasa, dan ahli desain pembelajaran. Hasil validasi dari tim ahli menunjukkan buku ajar geografi wisatawan memperoleh nilai 92,4, atau kategori sangat layak untuk pembelajaran. Sedangkan data dari hasil belajar mahasiswa pemrograman kelas 2019 mata pelajaran geografi wisata menunjukkan hasil efektif dengan nilai rata-rata 84,56 atau kategori A-.

Kata kunci: keefektifan, buku ajar, wisata geografi, pembelajaran

Abstract : This study aims to determine the effectiveness of the resulting textbook development subject Tourism Geography. Development textbook using the Borg and Gall model with five steps. The steps are (1) initial study to find problems related to geography teaching materials tourism as a product to be developed. (2) create planning development teaching materials, (3) develop products based on the problems found, (4) conduct field tests on the products being developed, and (5) revise to correct weaknesses in the field trial phase. The data were obtained from the teaching material validation team, which included material experts, linguists, and learning design experts. The validation results from the expert team showed the textbooks of tourism geography obtain values 92,4, or category very suitable for learning. While data from the results study class of 2019 programming students subject tourism geography show effective results with an average value of 84.56 or category A-.

Keywords: effectiveness, textbooks, geography tourism, learning.

A. INTRODUCTION

Lecturers and teaching materials are essential components of learning. Both of them are needed to convey Theory to the student. Suitable teaching materials will make it easy for the lecturer to communicate Theory learning and for students to understand the material. Understanding theory could

provide students with a good education if the lecturer provides an appropriate textbook need.

Teaching materials are tools for accessing, manipulating, and using information effectively. Teaching materials are one of the external factors

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that influence student learning success. Pannen (2001) states that teaching materials are materials or subject matter arranged systematically and used by teachers and students in the learning process. According to Daryono (2011); Mintowati (2011), teaching materials and books are generally the primary references in the learning process. According to Sungkono (2003:1), material learning is a set-loading material theory or content-designed learning for reaching destination learning.

According to Pasco Country School (2010) must filled-in teaching materials are: 1) enrich and support the curriculum, 2) stimulate the growth of factual knowledge, 3) provide information that enables students to make intelligent judgments, 4) provide materials that enable students to think critically, 5) provide material that contains culture.

Krishnakumar (2011) states the understanding of teaching materials as all materials in the form of information, tools, and texts that are arranged systematically, which displays a complete figure of the competencies mastered by students and used in the learning process with the aim of planning and reviewing the implementation of learning.

Quality learning requires comprehensive design, presentation of

material, and evaluation of all products produced (Tampubolon, 2001), including the activities of lecturers who design and present teaching materials. Research results Indana (2014) mentions that teaching materials containing material learning processes, assessment systems, and learning objectives can provide meaningful experiences to achieve learning competence.

Teaching development activities are the professionalism of lecturers as teachers, namely making teaching materials and developing them (Legowo, 2011). The purpose of developing teaching materials is to help facilitate students' learning process so that their preparation requires special requirements that must be met. These particular requirements include: (1) providing orientation to Theory, theoretical reasoning, and ways of applying Theory in practice, (2) there are exercises on the use of Theory and its application, (3) teaching materials provide feedback about the practice, (4) adapting information and assignments to the level of student development, (5) arousing student interest, (6) explaining learning objectives to students, (7) increasing student motivation, and (8) indicating other sources of information (Mbulu et al., 2004).

Teaching materials that are well-designed and organized can help smooth

learning for lecturers and students. This condition can be realized, one of which is if teaching materials can help lecturers carry out the curriculum and make it a guide in determining learning methods. In addition, teaching materials can help smooth learning. Teaching materials provide opportunities for students to repeat or learn new material and provide continuity of learning even if the lecturer changes (Nasution, 2005; Purwanti, 2009)

Continuity of learning affects quality, while the quality of learning is also in direct contact with the design and development of materials (Purwanti, 2009). This statement can be interpreted that the quality of lectures is reflected in how the teaching materials used can motivate students to study by the learning objectives to be achieved. Conversely, the quality of learning is low when lecturers are only fixated on conventional teaching materials without any creativity to develop these teaching materials in an innovative way (Prastowo, 2011).

The development of suitable teaching materials must refer to specific procedures. In the development research that will be carried out for geography textbooks, tourism uses the Borg & Gall procedure. The Borg and Gall development model was chosen because this procedure contains appropriate systematic guidelines and steps taken so

that the designed product has a feasibility standard.

The eligibility standard must be met after the textbook has been written by evaluating the teaching material. Evaluation is carried out with the aim that teaching materials are not only good in terms of content but also must have attractiveness so that students want to read them. According to BSNP (2006), the feasibility of teaching materials can be assessed based on the feasibility of content, language, presentation, and graphics (media).

This standardization can be validated by content, language, presentation, and graphics experts. Evaluation techniques can be done in several ways, for example, peer evaluation or limited trials on students. Respondents can also be determined whether gradually starting from one to one, group, or class.

The basis for developing teaching material starts from a needs analysis by looking at the gap between expectations and reality. The results of the study inform the developer that there is a condition that should exist (what should be) and an actual situation (what is) in the field (Setyosari, 2013).

First, the state that should exist (what should be). The tourism geography course material needs to be updated because it was arranged in 2007. Only

after the moment, this is learning already not under Theory be delivered lecturer with the material in the textbook. At this time, the lecturer gave Theory based on

demands needed in the curriculum with take from various relevant reference sources to the learning objectives.

Table 1. Components of Feasibility Evaluation of Teaching Materials According to BSNP

Feasibility of Content	Feasibility of Language	Feasibility of Presentation	Feasibility of Graphic
Appriateness with SK, KD	Readability	Clarity of indicators	Use of type and font size
Appropriateness with good and correct development	Clarity of information	Order of presentation	Layout
Compliance with a clear and concise	According to language rules	Providing motivation	Illustration, pictures
Substance truth learning materials	Utilization of language	Interaction	Display design
Benefits for additional insight		Completeness of photo information	
Value conformity morals and social values			

Source : BSNP 2006 (Prastowo, 2011)

Second, the actual situation in the field. During this condition in geography lectures tourism, more students may listen to deliver sourced material from the lecturer. Whereas Theory tourism geography textbook moment this only few still relevant. Because of that student must look for theory from several references through various source reliable. Based on the problems mentioned above, developing geography textbooks for tourism is necessary. This study aims to determine the practical results from the resulting book development eye studying Tourism Geography.

B. METHOD

¹⁴ This research uses the research and development (R & D) approach with the Borg & Gall procedure. ¹³ According to Borg and Gall, the research and development (R & D) approach in education includes ten steps. ¹¹ However, this study only used five steps: research and information collecting, planning, developing preliminary forms of product, initial field testing, and primary product revision. the reason is that the use of these five stages already fulfills the r n d concept.

Study this carried out on students class of 2019 from significant education programming geography subject tourism

geography as many as 101 students and nine students outside study program in the MBKM program a total of 110 students. But in this research, this just taken representative. Class 2019A consists of 27 students, represented by seven students. Class 2019B consists of 27 students represented by seven students, and class 2019C consists of 27 students represented by seven students. From external study programs, as many as nine students are represented by four students, so 25 students represent 110 students.

Implementation study conducted in odd semesters year teachings of 2021/2022, to be exact start meeting first August 24, 2021, arrives meeting to eight, October 12, 2021. Lectures are held in accordance schedule, starting in the first hour or 07.00-08.40. Meeting to eight this conducted exam midterm. However, in touch, it's still a pandemic, so learning used to use online. Whereas applications used _ in learning this are the Gmeet and WhatsApp platforms.

Quantitative and qualitative data were obtained from material experts, Indonesian language, and learning design. The indicators for each textbook component refer to the BSNP. Then the scores obtained were analyzed using the quantitative description. The analysis technique is carried out on each element in the table for each aspect. The percentage of validation questionnaire

data is obtained based on calculations using a Likert scale of 1-4. Furthermore, to determine the feasibility of teaching materials developed using the following formula:

$$\text{Percentage}(\%) = \frac{\text{Total Score Obtained}}{\text{Maximum total score}} \times 100\% \dots(1)$$

The criteria for assessing the percentage score of the validation score of the teaching materials developed by Riduan (2012).

Benchmark values using guidelines from Surabaya State University. The value criteria used are A ($85 \leq A < 100$); A- ($80 \leq A < 85$); B+ ($75 \leq B < 80$), B ($70 \leq B < 75$); (65 ≤ B < 70); (60 ≤ C < 65); (55 ≤ C < 60). Meanwhile, to find out the effectiveness of learning outcomes if more than 7.5 % of students master the material from textbooks with a minimum score of 75 (B). To measure the effectiveness of textbooks used five questions for students

C. RESULT AND DISCUSSION

C.1. RESULT

The results of developing teaching materials in printed books consist of five chapters. The textbook begins with a cover page, preface, preface, table of contents for five chapters, list of tables, list of pictures, and attachments. Each sub-chapter consists of essential competencies, indicators, material contents, summaries, practice questions, evaluations, and a bibliography equipped with a glossary. A

systematic and complete textbook this expected will give more results ok.

After the textbook product has been developed, it is time to submit an assessment to a team of learning experts. This study involved three experts: material or substance experts, linguists, and learning design experts. M each

expert, I have competency in their field with a minimum educational qualification of doctoral degree . The results of expert assessments are in the form of quantitative and qualitative data. The results of the feasibility of teaching materials after being validated by the three experts can be seen in table 3.

Table 2. Validation Results of Tourism Geography Textbook Expert Team

Instrument	Criteria	Number of Component	Value weight	Total value	Total value	Final Criteria
Fill	Worthy	2	3	6	91.7	Very
	Very worthy	4	4	16		Worthy
Language	Worthy	1	3	3	93.75	Very
	Very worthy	3	4	12		Worthy
Design	Worthy	2	3	6	91.7	Very
	Very worthy	4	4	16		Worthy

Source : Processed primary data, 2021

The average value of the three experts is 92.4 or includes very decent criteria. This value means that textbooks of learning outcomes are feasible to be used as learning resources in tourism geography courses. The Tourism Geography book consists of 5 chapters, namely geography and tourism, the tourism industry, the geographical approach, the application of the geographical approach and tourism development. Even so, the book needs to be revised with expert advice for a better product. However, the results of the final revision do not need to be tried again because the number of revisions is small,

so that direction can be tested on a large scale.

Even though the textbook validation results from the learning expert team obtained very decent results, several notes still needed attention. Improvements were obtained from material experts who conveyed the use of words and sentences necessary and corrected again so that the meaning could easy delivered. The second note is that textbooks worthy of being used with notes need to be revised.

Meanwhile, linguists also provide suggestions, including the use of spelling, word choice, and structure sentences that need to be corrected again.

In addition, it is said that this textbook is worth using with notes that need to be revised according to suggestions. Therefore, the textbook developer adjusts it according to the directions to improve the textbook development results. Regarding language, textbooks are communicative and relevant to students' language skills.

From the design and presentation experts, there were revisions to add concept maps, the use of inappropriate fonts, and an unattractive display design. All of these notes have been immediately revised by the developer so that the textbook is better than before, so it is a geography textbook tourism is suitable for learning.

Temporarily the effectiveness of the results study was used to determine the size of the success of learning. The measure of this success can be seen from the acquisition of learning outcomes.

C.2. DISCUSSION

From the results of the third assessment, expected textbook experts can improve the quality of geography textbooks tourism. The quality of textbooks is expected to influence student motivation. Safitri, D. (2016) states that the validation results are used as a reference for the revision stage of teaching materials. Revising printed textbooks is based on written suggestions from the three expert learning.

during the eight lecture sessions. A meeting of eight held exam midterm (UTS) followed by all students, but the data taken originated from representatives from each class, a total of 25 students. Representative this conducted due to development this textbook _ only in steps fifth or only until the test group small (limited). The weakness of this study is not using a control group.

Based on the results of the research, it can be said that of the 25 students, they can be grouped into 11 people (44%) got A grades value of A- as many as 8 people (32%) and those who get 4 people (16 %) got B+ grades and 2 people got it to grade B (8%). The average value from the results study is 84.56 or category A-. The average value is 84.56, exceeding the mastery minimum with a value of 75 (category B), so it said effective.

Developing very teaching material is necessary conducted because have many benefits, fine lecturer and student. Learning more easy implementation and information could be directed. At the same time, students were more accessible to understanding the material and had a grip. Besides that, students are more motivated, and the result from studying is more ok. According to Adaliku et al (2013), teaching materials are a facilitator between lecturers and students

and develop motivation during learning activities.

Research results from Wuladari, Y (2017) stated that the preparation of textbooks should be directed at arousing student motivation to read and study them. The study from Biggs & Teller (in Dakir, et al., 2000: 31) shows that the lecturer could improve motivation through ingredient learning designed or prepared by needs learned. Several results study show the same result because developed teaching materials lecturer needs learning.

Study results show an average value of 84.56 or including effectiveness. Effectiveness results study no regardless of the learning process taught him. The learning process introduces said practical activity study guides that are held by what have been designed in planning learning. The process operates a series of components learning from the start purpose, material, and method until evaluation. (Siddiq, et al., 2008)

Besides that, results study from tourism geography lectures this effective because developed textbooks in a manner systematic has obeyed rule development textbooks. Kindly note that the developed teaching materials can increase the graduate's competence, which includes attitudes, knowledge, and skills. (Permendikbud Number 20 of 2016). With thereby could be said that the

development of the textbook/material _ has an influence positive for the results learned.

Weakness from learning eye studying geography tourism on research this is held online with gmeet and WhatsApp platforms . in touch lectures still conducted online, then enforced several tolerance like participation because usage quota limited students and exams the middle of the semester in which it was collected rather loose because of a number of the place constrained signal because the relaxation like this make a score or results acquired learning student, not enough could trust because the possibility exists cooperation as stated in study Maluni (2021), that the study found that cooperative learning strategy was more effective than conventional teaching in enhancing students' attitude.

Several results related to research with the development of teaching materials, a study from Utami (2019) states that teaching materials with the total learning experience model are very feasible to use in learning geography and have effectiveness in learning. According to Mutmainah , et al. (2019), using experiential learning-based teaching materials in learning mathematics effectively improves students' cognitive abilities.

Related research results with development teaching materials from Sumarmi, et al. (2021) mentioned that there is 1) exists significant influence eco digital learning with flipbook LKPD on competence literacy project environment and 2) exist significant influence of eco-digital learning with flipbook LKPD on competence ecology. That could conclude that the use of digital e-learning helps the student know the environment fast with the use of sheet flipbook work without reducing the ability to pedagogy and literacy environment.

According to Lestari, Alief, et al. (2021), The results showed that the supplement to the ecological textbooks based on local wisdom was feasible and well accepted by students to be used in the learning process. Wulandari, et al. (2019) said research results state that the development of contextual-based teaching materials is effective in improving student learning outcomes.

D. CONCLUSION

1. Validation results from expert content get a value of 91.7, from linguists get values 93, 73 and from designer gets _ score of 91.7 with an average value of 92.4 or criteria very worth.
2. Study results from a student were very effective, with an average value of 84.56 or A-.

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