

SOCIAL EDUCATION MANAGEMENT OF CULTURAL TOURISM OBJECTS POST COVID-19 IN ACEH PROVINCE, INDONESIA

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ABSTRACT: This study aims to describe about; 1) the implementation of the social education model for managing cultural tourism objects after COVID-19, 2) the effectiveness of the social education model for managing cultural tourism objects after COVID-19 using the tourism awareness education module. This type of research is Research and Development (R&D) research using the ADDIE model. The subject of the development is the community as a tourism-aware group of the Makam Syuhada Lapan amounting to 20 people. The sampling technique used incidental sampling. The results showed that; 1) implementation of the social education model for managing cultural tourism objects through the following stages: a) prospective participants, b) selection of prospective participants, c) socialization of the introduction of tourism awareness learning programs using modules, d) implementation of tourism awareness learning programs, e) mentoring. 2) The effectiveness of social education in managing cultural tourism objects using modules is considered effective in terms of improving learning outcomes in group 1 and group 2. This proves that social education has been effective in providing awareness to the public in managing cultural tourism objects.

Keywords; Social Education, Cultural Tourism Objects, COVID-19, ADDIE Model

1. INTRODUCTION

The tourism sector is one of the largest contributors to the country's foreign exchange. In 2018, the tourism sector contributed USD 19.3 billion of foreign exchange from foreign tourist arrivals reaching 15.81 million with a growth of 12.58% and 303.4 million domestic tourist visits with a growth of 12.37%. This is able to minimize the pressure on Indonesia's balance of payments, which experienced a deficit of USD 7.1 billion in 2018. It is estimated that in the next five years it can become the largest foreign exchange contributor in Indonesia (Ministry of Tourism, 2022). However, this estimate could not be achieved because in 2019 there was an outbreak of the Corona Virus Disease or known as COVID-19. This virus first appeared in China, precisely in the city of Wuhan, which is still widespread throughout the world, including in the province of Aceh. Coronavirus can cause infections in the respiratory tract. Severe Acute Respiratory Syndrome (SARS), Middle East Respiratory Syndrome (MERS) virus causes disease in humans and animals. COVID-19 is usually spread by coughing and sneezing [1], [2],[3].

The impact of COVID-19 is very large and leads to a global disaster that can damage health, economic and socio-cultural problems in society

[4], [5],[6]. The impact of COVID-19 with the implementation of a large-scale social restriction policy and a policy of closing airport access so that domestic and foreign people cannot travel or travel. With a decrease in community economic activity will have an impact on the level of poverty and unemployment. This increase in the number of unemployed certainly causes a decrease in people's purchasing power so that the tourism sector has the potential to experience a decline in profits and is threatened with bankruptcy. The implications of the COVID-19 pandemic on tourism management are an important component in tourism development. Tourism development can be seen in terms of continuity and the impact of real changes for tourism progress. The impacts tourism is changes in the macro-environment, economy, politics and technology [7]. Post-COVID-19 tourism development activities, as well as development in other sectors. In essence, it involves the roles of all relevant stakeholders. The stakeholders in question include three parties, namely: Government, Private, and Community. The community as a resource in the development of the tourism sector which has customs, traditions, and culture also plays a role as actors in tourism development [8]. The importance of community

initiatives in managing local tourism, resources, and promoting regional tourism so as to generate income for the region. management of tourism objects by the community is an important initiative that needs to be supported by the government in order to generate income for local communities [9]. Stakeholders should think seriously in planning the future needs of tourism with organizational agility and flexibility [10].

Tourism as a restoration project must get the approval of all stakeholders who are social contacts that require an integrated approach in a management to take a strategic decision [11]. The success of tourism development must pay attention to the position, potential and role of the community as subjects or actors of sustainable tourism development. In other words, the community empowerment program through tourism is an important step that needs to be carried out in a directed and sustainable manner to prepare the community to have more capacity and independence, and play an active role in supporting the success of tourism development at the local, regional and national levels [8]. The importance of the role of the community to play an active role in tourism development through community empowerment in improving the welfare of the community as beneficiaries [34]. Communities as beneficiaries are expected to have a responsibility in encouraging the success of tourism so as to obtain economic benefits in the development of tourism activities. Communities as actors in tourism development together with the government, and the private sector to be active in the process of planning and developing tourism [8].

Bireuen Regency is one of the regencies within the administrative area of Aceh Province which was formed in 2001 from the expansion of North Aceh Regency. Bireuen Regency is one of the mainstay sectors in the field of cultural tourism which is very diverse, such as traditional Acehese houses and historic tombs. Cultural tourism objects are expected to need support and appreciation from the government. This is necessary to increase the maintenance and protection of these historical relics. Some of the conditions of cultural tourism objects are neglected and poorly maintained, even damaged. In addition, problems with tourism supporting facilities such as accommodation, transportation and tourism promotion make the potential for cultural tourism objects less well known and in demand by visitors. Cultural tourism objects are tourist destinations that have the potential to be developed because the existence of cultural tourism objects can gain knowledge, get to know customs, historical relics. Cultural tourism objects in Bireuen Regency besides having the potential to be developed, also have various

problems of decreasing visitor interest. Therefore, it is necessary to develop the tourism sector. One of the cultural attractions found in Bireuen Regency is the Syuhada Lapan tomb tourist attraction which is a tourist attraction that tells the story of eight heroes who died in battle against the Dutch marsose army in early 1908. The eight heroes were buried in one tomb. The location of the tomb is on the Medan-Banda Aceh highway, Gampong Blang Tambue, Bireuen Regency. Around the tomb there is a mosque which is visited by passers-by to worship after praying at the grave of Martyrs Lapan. Along the causeway there are traders selling Acehese specialties, namely pulot hijo. Based on the results of observations in the field, there are problems encountered by the community as managers of cultural tourism objects such as neglect of community participation in the development of cultural tourism, limited knowledge and insight in developing tourist objects, and limited human resources in providing training for the community as managers of cultural tourism objects.

Efforts to develop cultural tourism objects in Bireuen Regency with structured management and programs so that the cultural tourism object area develops into a mainstay sector in Bireuen Regency. The success of tourism development to create a conducive atmosphere for the development of tourism in a place is a fundamental aspect for the success of sustainable tourism development. In improving a conducive climate and environment, it is necessary to consistently realize tourism awareness among the people living around tourism destinations through social education on the management of cultural tourism objects. Social education tourism is an educational concept by emphasizing the educational paradigm as an effort to increase community participation and involvement. Social education tourism is carried out through empowering managers of cultural tourism objects with the aim of having independence as a learning subject. One strategy to empower the community is to focus the community in terms of the aspect of independence in overcoming problems and their environment in managing tourism objects. One of the attributes in the development of tourism destinations is human resources. Community empowerment as the manager of cultural tourism objects as the acquisition of strength in developing regional potential and providing access to make a living from managing tourism resources for residents [12]. Tourism education has an important role to encourage the community as tourism object managers in meeting the needs of the tourism industry [13]. Providing training to the community as a tourist attraction manager is an integral part of the success of the tourism sector so that it can

prepare the community to develop regional tourism [14]. Social education in the management of tourism objects using the tourism awareness education module is one of the efforts in realizing the improvement of the competence of cultural tourism object managers in implementing learning whose teaching materials are developed in the form of modules based on competency standards for tourism object managers. In accordance with its function, learning materials are designed in the form of modules so that they can be studied independently by tourism object managers. Some of the distinctive characteristics of the tourism awareness education module are self-contained, self-explanatory, self-instructional [15],[16],[17].

The tourism awareness education module as social education in the management of cultural tourism objects facilitates students learning to be, learning to learn, learning to work/to earn, and learning to live together. The learning to be process

is directed so that managers of cultural tourism objects become effective individuals. The learning to work/to earn process is directed so that managers of cultural tourism objects can work or seek a decent life so that they become productive people. The process of learning to live together so that managers of cultural tourism objects can live in harmony in diversity [15], [17]. The existence of social education on the management of cultural tourism objects for the community as tourism object managers is expected to increase knowledge, attitudes, and skills to develop cultural tourism objects and support the activities of the cultural tourism industry so that it becomes a characteristic of tourism in Bireuen Regency. This study aims to; 1) describe the social education model for managing cultural tourism objects after COVID-19, 2) describe the effectiveness of social education in managing cultural tourism objects using modules.

2. METHODS

This type of research is R&D research using the ADDIE model [18]. This model is widely used in the field of module development [19],[20],[15],[17]. Social education using the tourism awareness education module follows the ADDIE model development procedure, namely: 1) Analysis, 2) Design, 3) Development, 4)

Implementation, and 5) Evaluation. The subject of development in this study is the community as the manager of the cultural tourism object of the Makam Syuhada of Lapan, amounting to 20 people. Data analysis in this study is quantitative data analysis that has been developed [21],[22].

Table 1. Types, Forms, and Techniques of Research Data Analysis

No.	Kind of Data	Form of Data	Collecting Technique	Aspect
1.	Module	Module Effectiveness	Test	Learning outcomes

3. RESULTS AND DISCUSSION

Model Education social Design for Cultural Tourism Object Management Using Education Awareness Module.

Social education is an educational concept by emphasizing the educational paradigm as an effort to increase community participation and involvement. Social education is carried out through empowering managers of cultural tourism objects with the aim of having independence as a learning subject. One strategy to empower the

community is to focus the community in terms of the aspect of independence in overcoming problems and their environment in managing tourism objects. In addition, the need for the formation of a strong learning character to always update knowledge continuously which contains a mission of change and empowerment. The design of the social education model for managing cultural tourism objects has the following stages:

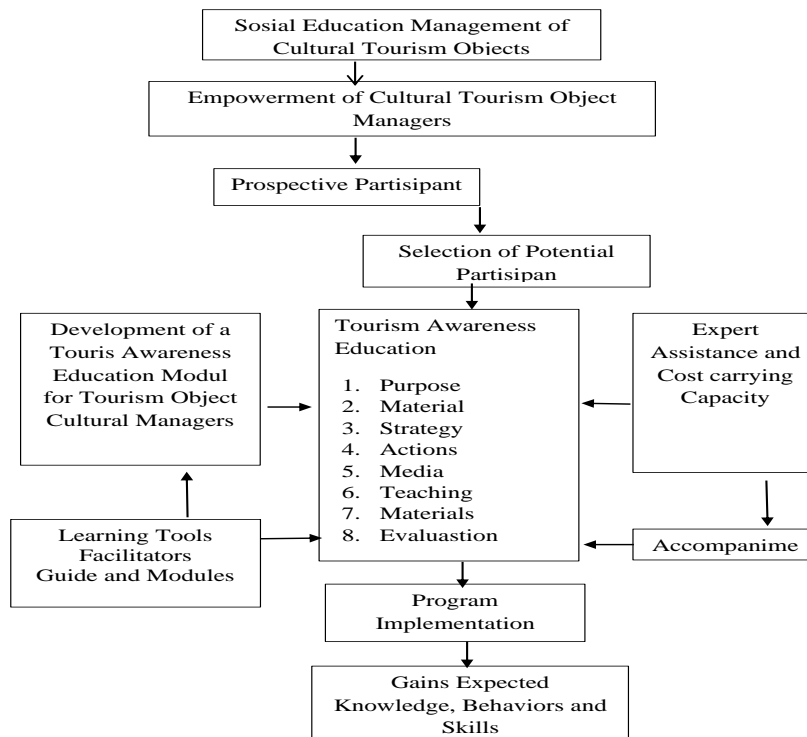


Figure 1. Social Education Model Design for The Management of Cultural Tourism Objects

The results of the social education model design for managing cultural tourism objects in the picture above can be explained as follows:

- a. Social Education Management of Cultural Tourism Object
 Social education is a learning process that aims to educate, provide knowledge, and develop the potential that exists within the manager of cultural tourism objects so that they are able to realize the learning process better. The benefit of social education is to provide new insights for managers of cultural tourism objects so as to form individuals who have the motivation, knowledge, and skills to develop tourism objects in a sustainable manner.
- b. Community empowerment through social education training for managers of cultural tourism objects with the following stages:
 1. Participant selection
 Prospective participants for social education in tourism management are people who are involved as managers of cultural tourism objects at the Makam Syuhada Lapan.
 2. Selection of participants

The selection of participants is based on a needs analysis of the development of a tourism awareness education module. Social education consists of several stages including:

- 1) Preparation
 The steps taken are to prepare a place for learning activities, media, and teaching materials for social education activities.
 - a. Learning objectives.
 Social education activities are carried out in the form of training and mentoring. Social education aims to provide knowledge to managers of cultural tourism objects in order to be able to manage cultural tourism objects properly. Besides that, it equips people with attitudes and skills in managing tourism objects.
 - b. Material
 Materials for training and mentoring in social education activities are tourism awareness materials which are presented in the form of modules. The tourism awareness education module covers learning activities about tourism awareness and tourism awareness groups, organization of tourism awareness groups, formation of tourism awareness groups, and development of tourism

awareness groups. In addition, the module also presents basic competencies, indicators of competency achievement, material descriptions, learner activities, exercises/tasks, feedback and follow-up, as well as answer keys.

c. Strategy

The use of discovery methods in the implementation of learning uses modules so that students have the ability to think critically, analytically and creatively to support the independence of students in learning.

d. learning steps

The implementation of learning activities follows the instructions for using the module which contains the steps for learning activities.

e. Media

Social education learning activities using the tourism awareness education module are using laptop and LCD media,

f. Teaching Materials

Teaching materials in the form of tourism awareness education modules are used as social education to improve the knowledge, attitudes, and skills of the community as managers of cultural tourism objects.

g. Assessment

Assessment is used to measure learning activities using the module and to find out the difference in learning outcomes before and after using the module.

2) Program Introduction Socialization

The socialization of the program was carried out at the location of the Makam Syuhada Lapan at Blang, Bireuen Regency. The socialization of social education programs involves the community, prospective trainees, and village officials

3) Program Implementation

Social education on the management of cultural tourism objects is carried out through training and mentoring. The training is provided in the form of learning using a tourism awareness education module. At the implementation stage, the researcher examines the practicality of the module through observation sheets by observers on learning using modules, and examines learning activities using modules.

4) Accompaniment

Assistance is carried out during the learning process using the tourism awareness education module, both before and after using the module.

The Effectiveness of the Social Education Model for the Management of Cultural Tourism Objects using the Module.

Table 2. Data Deviation, Minimum and Maximum Value Pretest Group 1

	N	Mean	Std. Deviation	Minimum	Maximum
Group Pretest Score 1	10	44.50	13.427	30	70

Table 3. One-Sample Kolmogorov-Smirnov Test Pretest Group 1

		Group Pretest Score 1
N		10
Normal Parameters ^a	Mean	44.50
	Std. Deviation	13.427
	Most Extreme Differences	
	Absolute	.143
	Positive	.143
	Negative	-.134
Kolmogorov-Smirnov Z		.639
Asymp. Sig. (2-tailed)		.810

The results of statistical tests using the Kolmogorof-Smirnov One-Sample analysis, the Asymp value was obtained. Sig. (2-tailed) 0.810 >

0.05 it can be concluded that the sample is normally distributed.

Table 4. Data Statistics Deviation, Minimum and Maximum Value Pretest Group 2

	N	Mean	Std. Deviation	Minimum	Maximum
Group Pretest Score 2	10	45.00	13.540	30	70

Table 5. Data One-Sample Kolmogorov-Smirnov Test Pretest Group 2

		Group Pretest Score 2
N		10
Normal Parameters ^a	Mean	45.00
	Std. Deviation	13.540
Most Extreme Differences	Absolute	.112
	Positive	.112
	Negative	-.100
Kolmogorov-Smirnov Z		.503
Asymp. Sig. (2-tailed)		.962

The test results using the Kolmogorof-Smirnov One-Sample analysis obtained the Asymp value. Sig. (2-tailed) 0.962 so it can be concluded that the

sample was taken from a normally distributed population.

Table 6. Data Descriptive Statistics Posttest Group 1

	N	Mean	Std. Deviation	Minimum	Maximum
Group Posttest Score 1	10	83.00	10.055	60	95

Table 7. Data One-Sample Kolmogorov-Smirnov Test Post-test Group 1

		Group Posttest Score 1
N		10
Normal Parameters ^a	Mean	83.00
	Std. Deviation	10.055
Most Extreme Differences	Absolute	.156
	Positive	.156
	Negative	-.108
Kolmogorov-Smirnov Z		.699
Asymp. Sig. (2-tailed)		.714

Based on the test results using the Kolmogorof-Smirnov One-Sample analysis, the Asymp value was obtained. Sig. (2-tailed) 0.714 so it can be

concluded that the sample was taken from a normally distributed population.

Table 8. Data Descriptive Statistics Posttest Group 2

	N	Mean	Std. Deviation	Minimum	Maximum
Group Posttest Score 2	10	89.00	9.661	70	100

Table 9. One-Sample Kolmogorov-Smirnov Test Posttest Group 2

		Group Posttest Score 2
N		10
Normal Parameters ^a	Mean	89.00
	Std. Deviation	9.661
Most Extreme Differences	Absolute	.116
	Positive	.116
	Negative	-.107
Kolmogorov-Smirnov Z		.518
Asymp. Sig. (2-tailed)		.951

Based on the test results using the Kolmogorof-Smirnov One-Sample analysis, the Asymp value was obtained. Sig. (2-tailed) 0.951 so it can be

concluded that the sample was taken from a normally distributed population.

Table 10. Test of Homogeneity of Variances Pretest Scores for Groups 1 and 2

Levene Statistic	df1	df2	Sig.
1.383	1	8	.247

The results of the Homogeneity of Variance test obtained a p value of 0.247, if the p value > 0.05,

it can be concluded that the variants of the two samples are identical homogeneous.

Table 11. Test of Homogeneity of Variances Posttest Scores for Groups 1 and 2

Levene Statistic	df1	df2	Sig.
4.711	1	8	.056

Homogeneity of Variance Test results obtained p value = 0.056, if p value > 0.05 it can be concluded

that the variance of the two samples is identical homogeneous.

Pretest Mean Difference Test Results

Table 12. Group Statistics

	Grup	N	Mean	Std. Deviation	Std. Error Mean
Group Posttest Score	1	10	44.50	13.427	.677
	2	10	45.00	13.540	.724

Table 13. Data Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Experimental Group Posttest Score	Equal variances assumed	.079	.780	.252	8	.802	.250	.991	-1.756	2.256
	Equal variances not assumed			.252	7.834	.802	.250	.991	-1.756	2.256

Hypothesis testing:

$H_0: \mu_1 = \mu_2$ (No difference in the mean of the initial test group 1 and group 2)

Based on hypothesis testing. Then the results obtained p value (Sig. (2-tailed) $0.802 > 0.05$ then H_0 is accepted so that it can be concluded that there

$H_1: \mu_1 \neq \mu_2$ (There is a difference in the mean of the initial test group 1 and group 2).

is no difference in the mean of the initial test group 1 and group 2.

Table 14. Data Group Statistics

Grup	N	Mean	Std. Deviation	Std. Error Mean
Group Posttest Score 1	10	83.00	10.055	1.618
Group Posttest Score 2	10	89.00	9.661	.992

Source: Research Result, 2022

Table 15. Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Posttest scores of groups 1 and 2	Equal variances assumed	4.711	.056	2.134	8	.039	4.050	1.898	.208	7.892
	Equal variances not assumed			2.134	1.511	.041	4.050	1.898	.182	7.918

Uji Hipotesis:

$H_0: \mu_1 = \mu_2$ (There is no difference in the mean of group 1 and group 2 end tests)

$H_1: \mu_1 \neq \mu_2$ (There is a difference in the average final test of group 1 and group 2)

The results of hypothesis testing, it can be concluded that p value (Sig. (2-tailed)) = $0.039 < 0.05$ then, H_0 is rejected so it can be concluded that there is a difference in the average final test of group 1 and group 2.

Table 16. Descriptive Statistics Grup 1

	N	Mean	Std. Deviation	Minimum	Maximum
Skor N-Gain Grup 1	10	.20375	.223518	-.034	.739

Tabel 17. One-Sample Kolmogorov-Smirnov Test

		N-Gain
N		10
Normal Parameters ^a	Mean	.20375
	Std. Deviation	.223518
Most Extreme Differences	Absolute	.204
	Positive	.204
	Negative	-.144
Kolmogorov-Smirnov Z		.914
Asymp. Sig. (2-tailed)		.374

Hypothesis testing:

H₀: Samples are taken from a normally distributed population
 H₁: The sample is not taken from a normally distributed population

Based on the Kolmogorof-Smirnov One-Sample table, the Asymp value is obtained. Sig. (2-tailed) = 0.374 > 0.05 then H₀ is not rejected so it can be concluded that the sample is taken from a normally distributed population.

Tabel 18. Descriptive Statistics Grup 2

	N	Mean	Std. Deviation	Minimum	Maximum
Skor N-Gain Grup 2	10	.05025	.085442	-.103	.273

Tabel 19. One-Sample Kolmogorov-Smirnov Test

		Skor N-Gain Kelompok 2
N		20
Normal Parameters ^a	Mean	.05025
	Std. Deviation	.085442
Most Extreme Differences	Absolute	.127
	Positive	.127
	Negative	-.088
Kolmogorov-Smirnov Z		.568
Asymp. Sig. (2-tailed)		.903

Based on the Kolmogorof-Smirnov One-Sample table, the Asymp value is obtained. Sig. (2-tailed) 0.903 > 0.05 so it can be concluded that the

sample was taken from a normally distributed population.

Tabel 20. Test of N-Gain Homogeneity of Group 1 and Group 2

Levene Statistic	df1	df2	Sig.
10.978	1	8	.062

The Test Homogeneity of Variance table, p value = 0.062 can be obtained. If, p value > 0.05 then H₀

is not rejected so it can be concluded that the variance of the two samples is homogeneous.

Tabel 21. Group Statistics

Grup	N	Mean	Std. Deviation	Std. Error Mean
N-Gain Scores for Groups 1 and 2	10	.20375	.223518	.049980
	10	.05025	.085442	.019106

Tabel 22. Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
N-Gain Scores for Groups 1 and 2	Equal variances assumed	10.978	.062	2.869	8	.007	.153500	.053507	.045180	.261820
	Equal variances not assumed			2.869	4.437	.008	.153500	.053507	.043170	.263830

Hypothesis testing:

$H_0 : \mu_1 = \mu_2$ (No improvement in learning outcomes between groups 1 and 2)

$H_1 : \mu_1 \neq \mu_2$ (There is an increase in learning outcomes between groups 1 and 2)

The results of hypothesis testing, the p value (Sig. (2-tailed) is $0.007 < 0.05$ so it can be concluded that there is an increase in learning outcomes between groups 1 and 2. that is, social education for the community as tourism object managers has been effective in increasing knowledge.

Indonesia has great tourism potential with a wide area, consisting of thousands of islands and has a unique cultural diversity of people so that it has bright prospects to support national development [35]. Tourism can provide employment and business opportunities cultivate culture and arts and for domestic tourists and tourism useful for honing a sense of love for the homeland and improve national discipline. Tourist is a multi-complex system with various interrelated and interrelated aspects affect each other [23]. One of the important aspects in tourism development is social education for tourism object managers so that tourism can grow and develop properly. Social education is a learning tool to improve the knowledge, attitudes, and skills of tourism object managers in developing regional tourism, besides that social education also encourages stakeholders to participate in tourism object management by providing stimulus, awareness and motivation using modules [15], 17]. The tourism awareness education module is a process of delivering learning materials to increase the knowledge of cultural tourism object managers. Learning using modules means learning that focuses on the independent role of cultural tourism object managers in improving knowledge, attitudes, and skills. Learning using modules focuses on the independent role of the community as managers of cultural tourism objects in increasing knowledge. Community empowerment through learning activities using modules to provide learning opportunities for the community and determine the achievement of competencies after participating in the learning process.

Social education in the management of cultural tourism objects is considered important in developing tourism objects so that the tourism programs that have been launched can run well. Increasing managerial ability in the field of tourism will work well if it is supported by an increase in the field of education. Because education can directly bring about social change for the community, especially in tourist destinations [24]. Community-based education is one of the educational processes in which

individuals or groups of people are required to be competent in dealing with problems using skills, attitudes and knowledge in life so that they can control local aspects of society. Community-based education is education in which most of the educational programs and decisions are based on the interests of the community. The education model applied in the community is implemented based on the interests and needs of the community. Developing and implementing community-based education consists of several references which include, namely: 1) the technology used must be in accordance with the real situations and conditions found in the community, 2) institutions to foster community participation, 3) learning programs that have social value or are meaningful for the community students' lives, 4) educational institutions should belong to the community not the government, and 5) management [25].

The discovery of a social education model for managing cultural tourism objects so that they can advance cultural tourism objects in Bireuen Regency. In addition, teaching materials are presented in the form of a tourism awareness education module designed to increase knowledge and arouse the attraction of cultural tourism object managers to carry out learning. Researchers designed modules based on the competencies to be achieved by cultural tourism object managers, then presented in the implementation of learning. The learning referred to here is mastery of material that is systematically arranged to be studied by managers of cultural tourism objects independently. the specifications of the tourism awareness education module are as follows; 1) Design the module with colorful backgrounds, various headers, 2) the writing on the module using Arial Unicode MS, 3) Using a variety of fonts. The main font is Arial Unicode MS, 4) Using the main icon, namely community-based tourism objects and supporting icons that reflect tourism awareness activities, 5) The module is equipped with exercises, 6) The module is made in one form, namely a module that can be used in general by the community, especially managers of cultural tourism objects. [26] Modules with less varied activity designs tend to bore students. Therefore, so that the activities are not boring, the module needs to be packed with fun activities.

Social education for the community as the manager of cultural tourism objects has a good response in terms of attractiveness, process of use, methods, media/learning resources, assessment. This means that the implementation of learning helps improve knowledge, attitudes, and skills. The use of learning resources from the surrounding environment can support learning activities optimally so that students better understand the material because learning is real [27]. The results

of the effectiveness of learning using the tourism awareness education module are quite effective. This shows that the tourism awareness education module helps the community as managers of cultural tourism objects in improving their knowledge, attitudes, and skills in developing tourism in a sustainable manner. Post-COVID-19 tourism recovery requires strategies by academics and other professionals to support cross-sectoral collaboration to maximize the development of tourism objects towards recovery programs and recommend the creation of tourism products, initiation of government intervention and governance of public partnerships in tourism development [28],[29], [30].

The application of the tourism awareness learning module has an impact on increasing the thinking skills of cultural tourism object managers. The increase in thinking skills is due to the fact that cultural learning is required to think in solving the problems presented, to find new ideas in accordance with Bruner's learning theory. The implementation of Bruner's learning theory in the learning process uses a tourism-aware learning module, namely the manager of cultural tourism objects carries out discovery activities through investigations to solve the problems presented, can generate many ideas and ideas so that they can develop, add, and enrich the creative thinking skills of cultural tourism managers in solving the problems presented and can find solutions to these problems appropriately. Learning with the tourism-aware learning module can make learning more meaningful with the knowledge gained to solve problems related to real life. The module has benefits in its development, namely students can learn without the presence of a teacher, can learn anytime and anywhere, can learn according to their abilities, and through modules can help students learn independently [31].

4. CONCLUSION

The conclusions of the research results are as follows:

1. Social education model for managing cultural tourism objects through community empowerment as managers of cultural tourism objects. The stages of social education include; 1) prospective participants, 2) selection of prospective participants, 3) socialization of the introduction of tourism awareness learning

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Social cognitive theory consisting of beliefs, outcome expectations, and goals. This theory explains the development of academic interest so that individuals are involved in education, career choice, and performance [32]. Cognitive learning outcomes increase after the learning process using modules because students gain new knowledge by developing ideas that they already have so that they are able to solve the problems presented. The results of this study prove that social education has been effective in providing knowledge to the public as managers of cultural tourism objects. Based on the results of the prerequisite test from the student learning outcomes data, the overall data is normally distributed and homogeneous. The results of the effectiveness of social education using the module show that there are differences in student learning outcomes before and after using the module. This difference can occur because in the learning process using the tourism awareness learning module, the activities of the participants can be more active and can be well organized according to the syntax contained in the module. Learning using modules is more effective because students can learn independently so that they can improve learning outcomes [33], [36], The modules are arranged in simple and easy-to-understand language, lots of illustrations and examples that clarify the description of the subject matter as well as an attractive appearance. Social education for the community as managers of cultural tourism objects in Bireuen Regency is carried out through learning using the tourism awareness education module. The development of the module is chosen with consideration based on needs analysis, student analysis, and environmental analysis. The use of modules in learning is to be able to increase tourism awareness through community empowerment as tourism object managers [15],[17]

- programs, 4) implementation of tourism awareness learning programs, 5) mentoring.
2. Social education on the management of cultural tourism objects using the tourism awareness education module shows that there is an increase in learning outcomes in group 1 and group 2. This proves that the social education model has been effective in providing awareness to the public as managers of cultural tourism objects.

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