

## IMPROVING LEARNING ACTIVITIES USING TOURISM AWARENESS EDUCATION MODULES FOR MANAGERS OF ACEH TRADITIONAL HOUSE CULTURAL TOURISM OBJECTS

<sup>1</sup>Eviana Sonata, \*Rahmi Novalita<sup>2</sup>, Rambang Muharramsyah<sup>2</sup>

<sup>1</sup>Student of Department of Social Science Education, Postgraduate, Almuslim University, Indonesia

<sup>2</sup>Lecturer of Department of Social Science Education, Postgraduate, Almuslim University, Indonesia  
e-mail: rahminovalita111@gmail.com

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**ABSTRACT:** This study aims to analyze the increase in learning activities using tourism awareness education modules for managers of traditional Acehese house cultural tourism objects. This type of research uses Research & Development (R&D) research. The study population is the managers of the traditional Acehese house cultural tourism object Teungku Chik Awe Geutah, totaling 20 people. The sampling technique used incidental sampling. Data collection techniques used observation and documentation. Data collection tools used observation sheets. Data analysis techniques used descriptive percentage analysis. The results of the study showed that there was an increase in student learning activities using the module. Learning activities in the first meeting obtained a result of 99%, the second learning activity activity obtained an average score of 96%, the third learning activity activity obtained 97%, and the fourth learning activity activity obtained a score of 97.6%. Overall, learning activities using the tourism awareness education module were classified as very good with an acquisition of 97.4%. This shows that the tourism awareness education module can increase students' knowledge in managing good cultural tourism objects.

*Keywords; Learning Activities, Modules, Cultural Tourism, Traditional Acehese Houses*

### 1. INTRODUCTION

Tourism in Indonesia is a strategic sector that plays a vital role in economic growth and cultural and environmental preservation. Indonesia boasts a rich natural, cultural, and historical heritage, offering significant potential to attract both domestic and international tourists. The Indonesian government is actively developing the tourism sector as a means of cultural preservation and introducing local diversity to the world. Tourism development is fundamentally not only about increasing regional income but also about preserving existing tourism assets [1]. Indonesia, with a predominantly Muslim population, is a leading destination for Islamic tourism worldwide. In addition to its cultural diversity, natural resources, and history, Indonesia is also known for its interfaith harmony and strong culture of tolerance. All these factors make Indonesia a perfect destination for tourists seeking a harmonious spiritual travel experience. According to [2], tourism can be a platform for fostering solidarity, broadening horizons, and fostering awareness of environmental and cultural preservation. Tourism can enhance tourists' appreciation of cultural heritage and motivate them to preserve it. Tourism and religion are closely

linked; in addition to exploring culture and traditions, the travel experience can also fulfill tourists' spiritual and educational needs [3].

Traditional houses are a cultural heritage that has high historical and aesthetic value. In recent years, traditional houses have become a popular cultural tourism destination in Indonesia [4]. Cultural tourism to traditional houses not only provides unique and memorable experiences for tourists, but also helps preserve local culture and traditions. In addition, cultural tourism to traditional houses can also increase public awareness of the importance of preserving local culture and traditions [5]. Traditional houses in Indonesia have unique characteristics and characteristics that vary depending on the region and culture of the local community. For example, traditional houses in Java have different characteristics from traditional houses in Sumatra or Kalimantan [6].

Therefore, cultural tourism to traditional houses can be a way to promote the uniqueness and distinctiveness of Indonesian culture. Cultural tourism to traditional houses can also provide economic benefits for local communities. By developing cultural tourism to traditional houses, local communities can increase their income and employment opportunities [7]. Furthermore, cultural tourism to traditional houses can also help

preserve the local environment and culture. Furthermore, cultural tourism to traditional houses can also be a way to raise public awareness of the importance of preserving local culture and traditions. By visiting traditional houses, tourists can learn about local culture and traditions, as well as understand the importance of preserving them [8].

The traditional Acehese house of Teungku Chik Awe Geutah is an example of typical Acehese architecture that still stands strong today. Located in Awe Geutah Village, Peusangan Siblah Krueng District, Bireuen Regency, this house has been standing since the 13th century and is a witness to the history of the development of Acehese architecture. With its unique floor plan, building appearance, and detailed architectural ornaments, this house provides a picture of the life of the Acehese people in ancient times, including social, cultural, economic, religious, and aesthetic aspects. In addition, this house also shows how the Acehese people apply architectural values, such as function, form, decorative motifs, and aesthetics in building houses [9].

However, based on the results of observations in the field, the main targets are still far from being achieved, namely: a) the community lacks the ability and knowledge to develop tourism, b) neglect of community participation in the management of cultural tourism objects which includes planning, implementation, and supervision, c) low community knowledge in creating the seven charms elements, d) limited knowledge, insight into solving tourism problems, thinking and insight in developing tourist objects, e) the community as managers of tourist objects have a low level of education, f) limited training for the community as managers of tourist objects.

To address the aforementioned issues, it is necessary to improve human development through modular learning. Modular learning is a self-

directed learning approach aimed at ensuring that communities, as managers of cultural tourism sites, master the competencies of the study materials they study, in accordance with their potential and needs. Module-based learning is one problem-solving approach implemented to improve human resource development in the management of traditional Acehese houses as a cultural tourism attraction in Bireuen Regency.

In addition, learning using modules is an independent learning approach that aims to ensure that the community as managers of cultural tourism objects have mastery of competencies from the study materials studied according to their potential and needs, tourism education helps the community not only learn better but also be more creative and care about the environment [10], [11], [12]. Community-based education is an effective method in learning activities that aim to preserve local traditions while equipping the community with knowledge and skills [13], [14], [15], [16] [17]. This study aims to describe the Improvement of learning activities using tourism awareness education modules for managers of Aceh traditional house cultural tourism objects.

## 2. METHODS

This type of research uses the Research & Development (R&D) type of research. This model is widely used in the field of module development [13], [15], [21], [22], [23]. The population of this research is the managers of the traditional Acehese house cultural tourism object Teungku Chik Awe Geutah, totaling 20 people. The sampling technique uses incidental sampling. Data collection techniques use observation and documentation. Data collection tools use observation sheets. Data analysis techniques use descriptive analysis using percentage formulas [18], [19], [20].

## 3. RESULT AND DISCUSSION

Increasing learning activities using a tourism awareness education module as an education for managing traditional Acehese house cultural tourism objects. The tourism awareness education module was proven to increase learning activities during the implementation phase with 20 managers of the Teungku Chik Awe Geutah traditional Acehese house cultural tourism object. The results of the study are detailed below, with a focus on learning activities using the developed module.

### Learning Activities I

The results of the learning activities using the tourism awareness education module as an educational resource for managing traditional Acehese houses during the first meeting were classified as very good. The results of the learning activities were obtained from observers' observations of the learning process using the module. The observed learning activities consisted of visual activities, listening activities, oral activities, motor activities, and writing activities. The results of the learning activities from the first meeting can be seen in Figure 1.

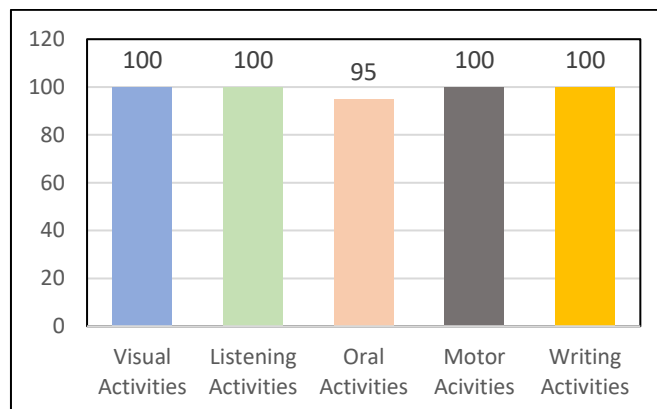


Figure 1. Observation Results Score for Learning Activities I

Based on Figure 1, the results of observations of learning activities using modules in lesson I indicate that almost all aspects of student learning activities are in the very high category. The visual activities, listening activities, motor activities, and writing activities aspects each obtained a perfect score of 100, indicating that students were very active in observing, listening, performing motor activities, and writing during the learning process. Meanwhile, the oral activities aspect obtained a score of 95, which is also classified as very good, indicating that students were quite active in expressing opinions or participating in oral activities. Overall, these results indicate that the use of modules in learning is able to facilitate optimal

student engagement in almost all aspects of learning activities.

### Learning Activities II

The results of learning activities using the tourism awareness education module were classified as very good. The results of the learning activities were obtained from the observer's observations of the learning process using the tourism awareness education module. The observed learning activities consisted of Visual Activities, Listening Activities, Oral Activities, Motor Activities, and Writing Activities. The results of the learning activities in meeting II can be seen in Figure 2.

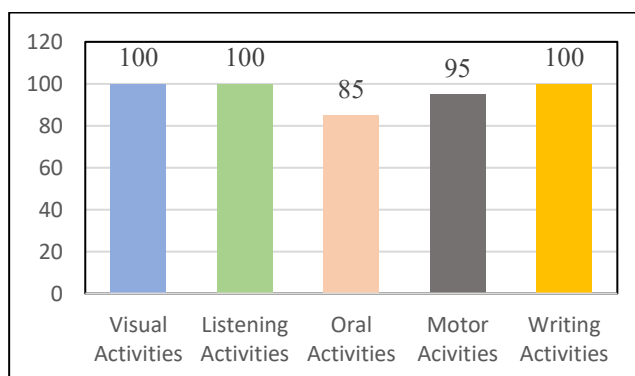


Figure 2. Observation Results Score for Learning Activities II

Based on Figure 2, the results of observations of learning activities using modules in lesson II indicate that student engagement in the learning process is still classified as very good in almost all aspects. The visual activity, listening activity, and writing activity aspects each obtained a perfect score of 100, indicating that students were very active in paying attention to the material, listening to explanations, and writing during the learning activities. The motor activity aspect obtained a score of 95, which also indicates a high level of activeness in carrying out activities involving physical movement or action. Meanwhile, the Oral Activity aspect obtained a score of 85, which,

although slightly lower than the other aspects, is still in the good category and indicates that students are quite active in communicating or expressing opinions verbally. Overall, these results confirm that the use of modules in lesson II remains effective in increasing student participation in various aspects of learning activities.

### Learning Activities III

The results of the learning activities using the tourism awareness education module for the managers of the Acehese traditional house cultural tourism object at the third meeting were classified as very good. The results of the learning activities

were obtained from observers' observations of the learning process using the tourism awareness education module. The observed learning activities consisted of Visual Activities, Listening Activities,

Oral Activities, Motor Activities, and Writing Activities. The results of the learning activities at the third meeting can be seen in Figure 3.

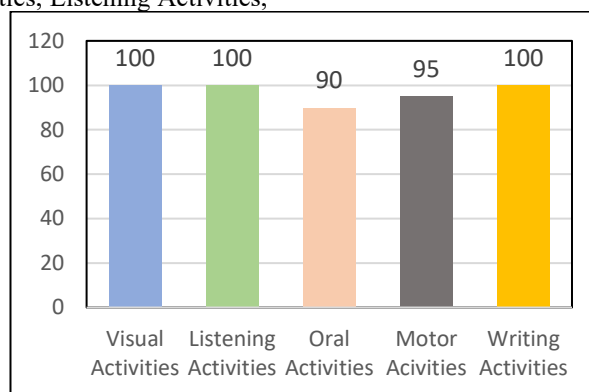


Figure 3. Observation Results Score for Learning Activities III

Based on Figure 3, the results of observations of learning activities using modules in lesson III indicate that the implementation of learning is in the very good category. This is evident from the scores obtained in each aspect of student learning activities. The visual activities, listening activities, and writing activities aspects each obtained a perfect score of 100, indicating that students were very active in observing the material, listening to explanations, and writing during the learning process. The motor activities aspect obtained a score of 95, indicating that students were also very involved in activities that require physical skills or direct action. Meanwhile, the oral activities aspect obtained a score of 90, which although slightly lower than the other aspects, still indicates student

activeness in participating verbally. Overall, these results indicate that the use of modules in lesson III is able to encourage optimal student involvement in various aspects of learning activities.

#### Learning Activities IV

The results of the learning activities using the tourism awareness education module for the managers of the traditional Acehese house cultural tourism object at the fourth meeting were classified as very good. The observed learning activities consisted of visual activities, listening activities, oral activities, motor activities, and writing activities. The results of the learning activities at the fourth meeting can be seen in Figure 4.

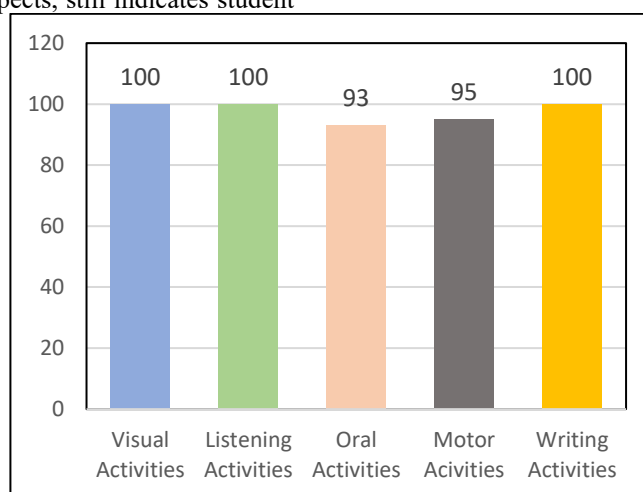


Figure 4. Observation Results Score for Learning Activities IV

Based on Figure 4, the results of observations of learning activities using modules in learning activity IV indicate that the learning process took place very well. This is reflected in the high scores obtained in all aspects of student learning activities. The visual activities, listening activities, and writing activities aspects each obtained a perfect

score of 100, indicating that students were very active in paying attention to the learning material, listening to the teacher's explanation, and writing during the activity. The motor activities aspect obtained a score of 95, indicating that students also showed high involvement in activities that involve direct movement or action. Meanwhile, the oral

activities aspect obtained a score of 93, which is also considered very good and reflects active student participation in expressing opinions and communicating verbally. Overall, these results indicate that the use of modules in learning activity IV is able to facilitate comprehensive and effective student involvement in various aspects of learning activities. This shows that the tourism awareness education module can improve learning activity activities. The use of modules in the learning activity process encourages students to carry out

independent learning. Students can practice and repeat various information. In addition, with mastery of concepts and exercises, the use of modules also encourages independent learning. The benefit of using modules in learning activities is the creation of better learning skills for students. They develop a sense of responsibility in completing the tasks given in the module so that students are busy with various activities in the module. This can be seen from the results of overall learning activity activities using the module in Figure 5.

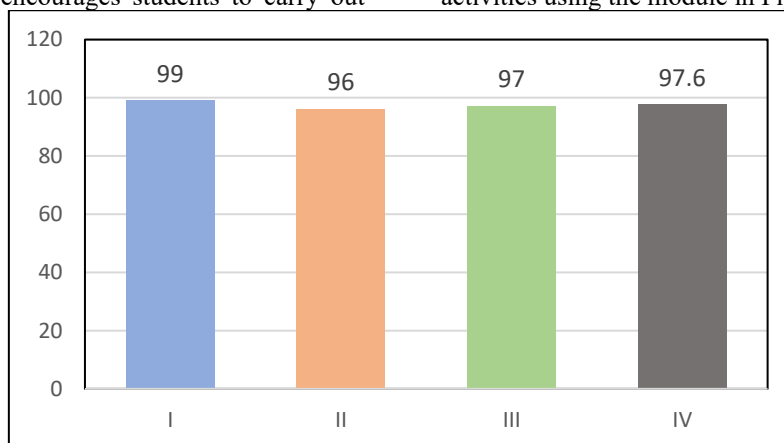


Figure 5. Improving Learning Activities Using Modules

Based on Figure 5, the average score for learning activities using modules indicates that all learning activities are in the very good category. Learning activity I obtained the highest average score, namely 99, which indicates very optimal student engagement in all aspects of learning activities. Learning activity II obtained an average score of 96, followed by learning activity III with a score of 97, and learning activity IV with a score of 97.6. In general, all four learning activities showed consistency in implementing effective learning with a high level of student activeness. These results indicate that the use of modules in the learning process is able to maintain and even increase active student participation from one meeting to the next, thus having a positive impact on the quality of learning activities as a whole. In general, all four learning activities showed consistency in implementing effective learning with a high level of student activeness. These results indicate that the use of modules in the learning process is able to maintain and even increase active student participation from one meeting to the next, thus having a positive impact on the quality of learning activities as a whole. The highest average score was obtained by Learning Activities I. This shows that the tourism awareness education module is able to increase the activity of learning activities. The use of modules in the learning process functions as a tool to convey learning materials from teachers to students [24], [25]. The use of modules raises

students' attention in learning so that they are able to increase their independent learning abilities [26]. The use of tourism awareness education modules can improve students' learning activities, where students are busy with various activities in understanding and preparing assignments so that learning activities are more useful. Modules with a systematic arrangement equipped with various information in the form of materials and images help improve students' understanding so that they have an impact on learning activities and learning outcomes [27], [28]. This is also reinforced by [29] who states that modules are teaching materials that are arranged A learning module is a structured and engaging teaching material. It covers all aspects needed to achieve specific competencies, including materials, methods, and evaluation. Thus, the module can be used independently by students to achieve learning objectives. Effective learning modules have several characteristics, including self-study capabilities, coherence of material, flexibility, ease of use, and consistency.

Several researchers have conducted research on improving learning activities using modules. The results show that the use of modules can improve student learning activities. This is because modules can help students be more active in the learning process, such as by conducting experiments, working on problems, and discussing with friends [30]. In addition, the results of the study also show that the use of modules can help students become more independent in learning. This is because

modules can help students to have more control over their own learning process and improve students' ability to manage their study time [31].

The results of the study show that modules are a form of independent learning that is effective in improving students' learning abilities. Modules can help students to be more independent in learning, because students can learn independently without having to rely on teachers [32]. In addition, modules can also help students to better manage their study time, because students can learn flexibly and do not have to be tied to a strict study schedule [33]. Modules can also help students to better analyze and solve problems, because students can learn in depth and do not have to be tied to limited study materials [34].

#### 4. CONCLUSION

The results of the study indicate that the use of the tourism awareness education module in learning activities is highly effective. A total of 97.4% of learning activities carried out using this module were classified as very good. This indicates that the tourism awareness education module can improve students' knowledge about good tourism management. Furthermore, this module can also enhance students' learning activities, including visual, listening, oral, motor, and writing activities. The evaluation results from four learning sessions showed a significant increase in student learning activity. The average percentage of learning activity obtained at each session, namely 99%, 96%, 97%, and 97.6% reflected that students showed very high engagement during the learning process using the module. This increase illustrates that the use of the module is not only able to maintain the consistency of student activity from session to session, but also able to create a more interactive, independent, and meaningful learning atmosphere. Thus, it can be concluded that the implementation of module-based learning has a positive effect on increasing student learning activity overall.

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