

## Design of Tourism-Based Literature Learning

Rully Farida<sup>1✉</sup>, Dwi Sulistyorini<sup>2</sup>, and Dewi Ariani<sup>3</sup>

<sup>123</sup>Universitas Negeri Malang  
✉Jln Semarang No 05, Malang, Jawa Timur 65145, Indonesia  
✉rully.farida.fs@um.ac.id

### Article Info

#### Article History

Received:  
Aug 2025  
Accepted:  
Oct 2025  
Published:  
Nov 2025

#### Keywords:

*Literature Learning,  
Tourism-based  
Education, Cultural  
Literacy, Student  
Motivation, Higher  
Education*

### ABSTRACT

This study introduces a tourism-based literature learning model to enhance students' motivation, literary appreciation, and cultural literacy in higher education. Traditional literature teaching often lacks engagement and sociocultural context. By integrating cultural and tourism experiences, this model addresses these gaps. Forty undergraduate literature students participated, with data collected through questionnaires, observations, and interviews. Results showed motivation scores increased from 3.05 to 4.25, and participation rose from 37.5% to 75%. Additionally, 82.5% of students reported stronger connections with local culture. Expert validation rated the model highly feasible with a score of 4.4. This approach effectively bridges text and culture, boosting student motivation and engagement, and strengthening cultural literacy.

© 2025 Politeknik Negeri Bali

## INTRODUCTION

Literature plays a crucial role in fostering cultural awareness, shaping collective identity, and enhancing students' critical thinking skills. Within the realm of education, literature is not merely valued as an aesthetic product or artistic expression, but as a medium for transmitting values, norms, and local wisdom across generations. Literary works serve as repositories of cultural memory that bridge the past and the present, while also guiding learners to construct meaning in dynamic social contexts. However, despite its relevance, the teaching of literature at the university level often faces persistent challenges, particularly related to students' low engagement, limited contextual understanding, and the dominance of conventional pedagogical practices. Many students display low levels of interest and engagement, partly due to the disconnection between the literary texts presented in the classroom and the local cultural realities and lived experiences of their social and community lives. Pedagogical strategies in literature courses often include textual and structural analysis instead of contextual and experiential approaches (Zunaedy, 2018). Such approaches risk alienating students, as they reduce literature to abstract analysis rather than presenting it as a lived cultural experience. Consequently, it becomes urgent to develop innovative instructional designs that can revitalise literature teaching by making it more meaningful, dynamic, and culturally grounded (Cahyo & Andriana, 2024).

One promising direction is the integration of literature with tourism as a pedagogical strategy. Tourism, by definition, provides spaces for cultural, historical, and aesthetic encounters that enliven the otherwise static contexts of literary

texts. When employed in education, tourism can offer authentic experiences that allow learners to situate literature within social and geographical realities. For instance, the study of local legends, myths, or folktales can be enriched by direct visits to the places where these stories originated or are commemorated. Through such encounters, students are able to grasp literature not only as written or oral texts but also as cultural embodiments that interact with physical landscapes, traditions, and community practices (Windyariani et al., 2017; Pratomo et al., 2024). This integrative model situates literature in a multidimensional framework, enabling students to see how stories are embedded in collective memory and expressed in cultural heritage.

The theoretical underpinnings of this model are strongly supported by Vygotsky's constructivist learning theory, which emphasises the significance of social and cultural contexts in knowledge construction. Vygotsky posits that learners attain enhanced comprehension through engagement with authentic environments that offer substantial stimuli for the construction of meaning (Davia, 2023). In the case of literature learning, tourism sites become living laboratories where students can negotiate the meaning of texts, relate them to cultural practices, and build collaborative interpretations with peers. Such contextualised experiences also resonate with Gee's framework of cultural literacy, which highlights the importance of understanding values, practices, and symbolic systems embedded in cultural artefacts such as literature (Andari et al., 2023). By engaging with literary texts in situ, students cultivate not only textual comprehension but also broader cultural literacy that prepares them to navigate plural and diverse societies.

Empirical studies further confirm the potential of this approach. Research in experiential and field-based learning demonstrates that authentic contexts can significantly improve students' pragmatic understanding, motivation, and long-term retention of knowledge (Rahmah et al., 2022). When students are exposed to literature through tourism-based activities, they engage their senses, emotions, and cognitive faculties holistically, making learning both enjoyable and profound. For example, visiting a cultural heritage site tied to a folktale allows students to experience narrative spaces, connect them to oral traditions, and appreciate the aesthetic and historical layers embedded in the story. This type of learning is inherently more engaging than traditional text-based instruction, as it integrates intellectual inquiry with cultural exploration and personal experience (Akmalia et al., 2023).

The integration of literature and tourism also opens opportunities for rethinking the design of higher education curricula. By aligning literature courses with tourism-based activities, universities can create interdisciplinary learning models that emphasise social relevance and cultural sustainability. Literature is no longer taught in isolation but in dialogue with history, anthropology, geography, and cultural studies. Such a curriculum can cultivate students who are not only skilled in literary analysis but also capable of engaging with cultural identity, heritage preservation, and even creative industries such as ecotourism or cultural tourism (Asril, 2022; Mustaqim, 2017). Moreover, this approach supports the goals of twenty-first-century education, which prioritise critical thinking, creativity, collaboration, and cultural awareness as core competencies.

Despite its potential, the integration of literature and tourism requires careful planning and systematic implementation. Several key components need to be addressed in designing this instructional model. First, the selection of literary texts should be closely tied to local cultural sites that embody their themes or narratives. Second, learning activities should be designed to encourage inquiry, reflection, and dialogue—allowing students to connect textual analysis with real-world experiences. Third, assessment methods must capture both cognitive outcomes (e.g., comprehension and critical analysis) and affective outcomes (e.g., appreciation, motivation, and cultural empathy). Finally, collaboration with local communities and stakeholders in the tourism sector is essential to ensure that such programs are sustainable, ethical, and mutually beneficial.

In light of these considerations, previous studies have primarily focused on the integration of literature and culture but have paid limited attention to how literary learning can be systematically linked with tourism contexts. Consequently, the research gaps remain less visible, particularly in identifying the pedagogical components and curriculum implications of such integration. To address these gaps, several research questions emerge that guide the future development of this model: (1) What components need to be developed in designing literature learning based on tourism? (2) How can the implementation of this design strengthen the connection between literary texts and cultural

reality? and (3) What are the broader implications for curriculum development in higher education? (Supandi, 2022; Windyariani et al., 2017; Pratomo et al., 2024). Addressing these questions will help refine the model and provide empirical evidence for its effectiveness.

Based on theoretical frameworks and prior studies, the hypothesis proposed is that literature learning integrated with tourism will produce superior outcomes in terms of student motivation, cultural literacy, and appreciation compared to conventional literature learning. Such an approach does not merely revitalise the teaching of literature; it also contributes to the larger educational mission of nurturing culturally aware, critically minded, and socially responsible individuals. In this sense, integrating literature and tourism represents not only an innovative pedagogical design but also a strategic response to the challenges of teaching literature in contemporary higher education.

## METHODS

This research employs a Research and Development (R&D) method aimed at creating a valid, practical, and potentially effective literature learning design based on tourism for higher education. The model references Borg & Gall's (1983) systematic development process, consisting of preliminary studies, design planning, product development, limited trials, and product revision Jensen et al., 2021; Yusnadi et al., 2020).

The study involved undergraduate students from an Indonesian Language program at the University of Malang. All participants provided informed consent, ensuring ethical standards were upheld throughout the research (Lvovskiy et al., 2021). The expected outcomes include a robust and applicable literature learning design that enhances both student motivation and cultural awareness (Baig et al., 2021).

The initial phase included a needs analysis via questionnaires, interviews, and curriculum document reviews aimed at identifying obstacles in conventional literature education and exploring opportunities for tourism integration (Camacho et al., 2017). The design integrated literary texts (folklore and legends) with tourism activities, creating context-rich learning experiences.

Multiple data collection instruments were employed: a needs questionnaire, validation forms, observational checklists, and semi-structured interviews. This approach aligns with educational research emphasising diverse methods to enhance reliability and richness of findings (Kurniadi et al., 2022; Septyandi & Prawira, 2022).

Data were analysed using descriptive statistics for quantitative data and thematic analysis for qualitative data, allowing for a comprehensive evaluation of student engagement and feedback (Cerda et al., 2021).

## RESULTS AND DISCUSSION

The research data were obtained through a student motivation questionnaire, classroom and field trip participation observation, as well as semi-structured interviews. The analysis was conducted to assess the initial effectiveness of the literature learning design based on tourism.

The motivation questionnaire results indicated an increase in average scores across all aspects of learning motivation after the implementation of the learning design.

Motivation Aspect	Before Intervention	After Intervention	Difference
Interest in learning	3.1	4.2	+1.1
Literary appreciation	3.0	4.1	+1.1
Cultural connection	2.9	4.3	+1.4
Relevance of learning	3.2	4.4	+1.2
Average	3.05	4.25	+1.2

Table 1: Comparison of Students' Average Motivation Scores  
[Source: Data from a motivation questionnaire distributed to students]

Table 1 presents the comparison of students' average motivation scores before and after the implementation of the tourism-based literature learning design. The data show that all four measured aspects—interest in learning, literary appreciation, cultural connection, and learning relevance—experienced noticeable improvement. The highest gain was recorded in cultural connection (+1.4), which suggests that the integration of literature and tourism strongly contributed to students' sense of attachment to cultural heritage. The lowest but still substantial increase occurred in both interest in learning and literary appreciation (+1.1 each), indicating that the new design made the learning process more engaging and meaningful. The overall average difference of +1.2 demonstrates that the intervention had a consistent positive impact across all motivational dimensions.

To further ensure the academic validity and pedagogical relevance of the proposed tourism-based literature learning design, expert validation was conducted. The evaluation focused on four key aspects: content relevance, language, presentation, and cultural connection. The results of this validation are summarised in Table 2 below.

Evaluated Aspect	Average Score (1–5)	Category
Content relevance	4.5	Highly Feasible
Language	4.2	Feasible
Presentation	4.3	Highly Feasible
Cultural connection	4.6	Highly Feasible
Overall Average	4.4	Highly Feasible

Table 1: Expert Validation Results of the Learning Design

[Source: Expert validation data obtained from lecturers and practitioners in literature and education]

Table 2 shows the results of expert validation of the proposed learning design. Four aspects were evaluated: content relevance, language, presentation, and cultural connection. The highest score was achieved in cultural connection (4.6), categorised as “highly feasible,” which highlights the success of the design in bridging literary studies with authentic cultural contexts. Content relevance also received a strong evaluation (4.5), confirming that the selected materials and activities align with the learning objectives of literature courses in higher education. Meanwhile, language received the lowest score (4.2), still in the “feasible” category, suggesting minor improvements are needed in terms of clarity and readability of the materials. Overall, with an average score of 4.4, the design was considered “highly feasible” by experts, reinforcing its academic and practical credibility.

The study found that the tourism-based literature learning design positively influenced students' academic and cultural development. It notably increased their learning motivation, strengthened their literary appreciation, and improved their cultural literacy. Unlike conventional methods, this design links literature to real cultural contexts, connecting the study with real life. By incorporating direct exposure to cultural and tourism sites, the curriculum not only increases the relevance of literary material but also creates a more engaging and contextual learning atmosphere. Empirical evidence supports this improvement, as shown by the rise in average motivation scores from 3.05 to 4.25 according to validated findings (Putra et al., 2023). This significant growth reflects a shift from passive reception of literary knowledge toward active and enthusiastic participation in learning processes that connect literature with cultural experiences. Furthermore, student engagement rates increased from 37.5% to 75%, highlighting that learners were substantially more motivated to interact, discuss, and reflect when literary texts were anchored in real socio-cultural settings (Magar, 2020). Such outcomes confirm that tourism-based literature learning not only enriches students' appreciation of literary works as aesthetic and intellectual artefacts but also deepens their understanding of literature as a living representation of collective identity, traditions, and values.

Theoretically, these findings align closely with the Self-Determination Theory proposed by Deci and Ryan (2000), which emphasises that students' intrinsic motivation develops more optimally when learning experiences are perceived as personally relevant and connected to their lived realities (Hajar et al., 2022). In this study, integrating literature and tourism gave students meaningful experiences beyond classroom abstraction. These experiences fulfilled their psychological needs for autonomy, competence, and relatedness, which are essential for sustaining intrinsic motivation. Beyond enhancing motivation, the findings also highlight the critical role of this model in strengthening the relationship

between literary works and local cultural contexts. Empirical evidence shows that 82.5% of students reported a stronger connection with local culture after engaging in this model (Simanihuruk et al., 2023), indicating that literature—when taught through experiential approaches—functions not merely as an aesthetic or linguistic text but as a cultural representation deeply embedded in the values, symbols, and practices of society. This shift in perception demonstrates that literary learning can act as a bridge between textual knowledge and cultural identity, fostering both intellectual appreciation and socio-cultural awareness. Moreover, visits to relevant cultural sites allowed students to contextualise the narratives they studied, especially those rooted in folklore and oral traditions, thereby deepening their comprehension of literature as a living heritage rather than a static artefact (Çevik, 2020). Such experiences not only enhance students' interpretative abilities but also cultivate cultural empathy and pride, positioning literature as an essential medium for sustaining collective memory and intergenerational values.

Gee (2015) emphasises that understanding literature requires cultural literacy. A text cannot be separated from its cultural context because each literary work reflects the values, symbols, and practices of its culture (Tryasnandi et al., 2023). Without adequate cultural literacy, students risk interpreting literature in a fragmented or superficial manner, reducing texts to mere linguistic structures rather than holistic cultural expressions. In line with this view, Taguchi (2018) emphasises the pedagogical significance of authentic contexts, arguing that learning experiences situated in real social settings are more effective in fostering pragmatic understanding and advancing cross-cultural communication skills (Castro-Spila et al., 2018). Within this framework, a tourism-based approach to literature learning provides a concrete avenue for linking texts with lived cultural realities. By engaging directly with cultural sites, traditions, and community narratives, students are not only trained to interpret literature in an academic sense but also to experience it as part of their everyday life. This experiential dimension transforms literature from being distant and abstract into something tangible and personally meaningful, thereby cultivating deeper cultural sensitivity, empathy, and a sense of belonging. Ultimately, such an approach positions literature learning as a dynamic process that integrates intellectual inquiry with cultural immersion, enabling students to internalise literary works as both aesthetic creations and living cultural heritage.

Expert validation of the tourism-based literature learning design further confirms its academic and pedagogical relevance, yielding an average score of 4.4, which is categorised as “highly feasible” (Putra et al., 2023). This strong validation underscores that the model is not only theoretically sound but also practically implementable within the context of higher education. Notably, the highest score was obtained in the aspect of cultural relevance (4.6), affirming that the design effectively succeeds in connecting literary texts to cultural realities and lived experiences. Such results highlight that the design addresses one of the most critical shortcomings of traditional literature learning—its detachment from socio-cultural contexts—by situating texts within environments that allow students to experience literature as a cultural phenomenon. The theoretical resonance of this finding can be traced back to Vygotsky's constructivist principles (1978), which emphasise the central role of social interaction and cultural tools in the process of knowledge construction (Aristovnik et al., 2020). In this framework, the tourism-based design provides students with opportunities to actively build meaning through dialogue, reflection, and engagement with authentic cultural settings. Beyond strengthening cognitive outcomes, the design also enriches the affective dimension of learning, as students not only interpret literary texts but also internalise them as part of collective identity. Overall, the findings show that the model is pedagogically sound and culturally relevant, integrating academic rigour with meaningful experiential learning.

Nevertheless, this study also identifies several notable challenges in the implementation of tourism-based literature learning, which need to be carefully considered for its sustainable application. Approximately 50% of students reported encountering obstacles such as additional financial costs, limited time allocation within the academic schedule, and logistical difficulties in accessing cultural or tourism sites (Magar, 2020). These practical constraints illustrate that, while pedagogically promising, the model requires structural support to be fully effective. These challenges align with previous research showing that integrating education and tourism requires coordinated efforts among local governments, educational institutions, and cultural site managers (Zainol, 2014). Without adequate collaboration and resource allocation, the potential of tourism-based learning risks being diminished by issues of accessibility and feasibility. Furthermore, Rutherford et al. (2015) emphasise that logistical barriers—ranging from transportation, scheduling, to administrative approval—can significantly impede the continuity and consistency of field-based learning models. Therefore, while the design demonstrates clear pedagogical benefits, its success depends on establishing strong

partnerships, securing institutional commitment, and ensuring that adequate infrastructure and resources are in place. Addressing these challenges is crucial, as failure to do so could limit the scalability of this approach and prevent it from achieving its transformative potential in literature education.

Overall, this study makes significant contributions both theoretically and practically to the advancement of contextual and participatory models of literature learning. From a theoretical perspective, the findings reinforce the view that literature should be understood as a cultural product that cannot be separated from the social, historical, and symbolic contexts in which it emerges (DeLyser, 2003). This perspective challenges traditional approaches that confine literature to textual and aesthetic analysis, instead positioning it as a dynamic medium through which cultural values, practices, and identities are articulated and transmitted. On the practical level, the study underscores the need for curricula that intentionally facilitate field-based learning activities, enabling students to engage with cultural sites, local communities, and heritage practices in ways that deepen both comprehension and appreciation. This implementation requires collaboration among key sectors to ensure sustainability and resolve issues of logistics, funding, and access (Halimah et al., 2024). Moreover, the study highlights the importance of strengthening institutional policy support so that experiential, tourism-based learning is recognised not as an extracurricular activity but as an integral component of higher education curricula. These strategies align with the broader global agenda of the Sustainable Development Goals (SDGs), particularly Goal 4 (Quality Education) and Goal 11 (Sustainable Cities and Communities), which emphasise the preservation of cultural heritage alongside the promotion of inclusive and equitable education. By integrating literature and tourism, the learning process not only enriches students' intellectual and aesthetic understanding of literary works but also fosters emotional engagement, cultural empathy, and a stronger sense of identity. This multidimensional outcome represents a valuable added dimension in higher education, as it equips students with both academic competencies and cultural awareness necessary for navigating the complexities of contemporary society (Singgalen et al., 2020). list

## **CONCLUSION**

The major finding of this study is that the tourism-based literature learning design positively enhances students' motivation, literary appreciation, and cultural literacy by integrating literary texts with authentic cultural experiences. This approach creates a more meaningful and contextual learning environment compared to conventional text-based instruction.

The strength of this study lies in its innovative integration of literature and tourism, supported by both student responses and expert validation. However, the study also reveals certain limitations, particularly related to logistical challenges, financial constraints, and the need for stronger institutional support. These weaknesses highlight the necessity of broader collaboration with local governments and tourism stakeholders for successful and sustainable implementation.

Future studies should refine the model by addressing these challenges and testing its applicability in diverse educational contexts. Practically, the findings suggest that higher education curricula should incorporate field-based learning opportunities that link literature with local culture, thereby supporting not only academic outcomes but also cultural preservation and the goals of sustainable education.

## **ACKNOWLEDGEMENT**

The author expresses sincere gratitude to Universitas Negeri Malang for the academic and institutional support throughout the research and manuscript preparation. Appreciation is also extended to the Faculty of Letters and the Department of Indonesian Literature for providing a conducive environment and facilitating field activities essential to this study. The contributions of participating students, colleagues, and administrative staff are gratefully acknowledged for their valuable insights and assistance. This research was supported by institutional funding from Universitas Negeri Malang.

## REFERENCE

- Akmalia, R., Situmorang, M., Anggraini, A., Rafsanjani, A., Tanjung, A., & Hasibuan, E. (2023). Penerapan Pembelajaran Berbasis Budaya dalam Meningkatkan Mutu Pendidikan di SMP Swasta Pahlawan Nasional. *Jurnal Basicedu*, 7(6), 3878-3885. <https://doi.org/10.31004/basicedu.v7i6.6373>
- Andari, T., Rosidah, R., Purwadi, P., Harefa, H., & Hertasning, B. (2023). Pengenalan Rambu Lalu Lintas Pada Anak Usia Dini: Pendekatan Metode Vosviewer dalam Kajian Literatur Sistematis. *Jurnal Obsesi Jurnal Pendidikan Anak Usia Dini*, 7(6), 7743-7754. <https://doi.org/10.31004/obsesi.v7i6.5325>
- Aristovnik, A., Keržič, D., & Bogged, P. (2020). Impacts of the COVID-19 Pandemic on Life of Higher Education Students: A Global Perspective. *Sustainability*, 12(20), 834. doi:10.3390/su12208438
- Asril, N. (2022). Pembelajaran Bahasa dan Sastra Indonesia yang Kreatif Berbasis Media Audiovisual.. <https://doi.org/10.31219/osf.io/gtbk9>
- Baig, S., et al. (2021). E-learning Adoption in Higher Education: A Review. *Information Development*. doi:10.1177/02666669211008224.
- Cahyo, A. And Andriana, W. (2024). Representasi Persona Dalam Novel Cinta Terakhir Baba Dunja Karya Alina Bronsky dan Relevansinya terhadap Pendidikan. *Judika (Jurnal Pendidikan Unsika)*, 12(2), 273-299. <https://doi.org/10.35706/judika.v12i2.12147>
- Camacho, M., et al. (2017). Research Based Learning in Higher Education: A Review of Literature. doi:10.21125/inted.2017.1004.
- Çevik, E. (2020). Literary Tourism as a Field of Research Over the Period 1997-2016. *European Journal of Tourism Research*, 25, 25-38. doi:10.54055/ejtr.v25i.409
- Deci, E. L., & Ryan, R. M. (2000). Self-Determination Theory and the Facilitation of Intrinsic Motivation, Social Development, and Well-Being. *American Psychologist*, 55(1), 68-78. doi:10.1037/0003-066X.55.1.68
- Gee, J. P. (2015). *Literacy and Education*. New York: Routledge. doi:10.4324/9781315665422
- Hajar, M., & Zara, A. (2022). Pengembangan Model Pembelajaran Berbasis Pariwisata untuk Meningkatkan Kompetensi Mahasiswa. *Jurnal Ilmu Pendidikan*, 28(1), 85-98. doi:10.24114/jip.v28i1.4520
- Jensen, T., Kildea, J., & Hurst, P. (2021). Playful Approaches to Learning as a Realm for The Humanities in The Culture of Higher Education: A Hermeneutical Literature Review. *Arts and Humanities in Higher Education*. doi:10.1177/14740222211050862.
- Kurniadi, I., et al. (2022). Learning Ordinary Differential Equation at Undergraduate Level: A Systematic Learning Review. *Al-Jabar Jurnal Pendidikan Matematika*. doi:10.24042/ajpm.v13i1.10707.
- Magar, S. (2020). Enhancing Cultural Awareness Among Students through Literary Tourism: A Case Study in Nepal. *Tourism Management Perspectives*, 32(1), 100-109. doi:10.1016/j.tmp.2019.100747
- Mustaqim, I. (2017). Pengembangan Media Pembelajaran Berbasis Augmented Reality. *Jurnal Edukasi Elektro*, 1(1). <https://doi.org/10.21831/Jee.V1i1.13267>
- Mustaqim, M. (2017). Pembelajaran Sastra Berbasis Teks: Analisis Kualitas Karya Sastra. *Jurnal Pendidikan dan Sastra Indonesia*, 9(2), 123-135. doi:10.17509/jpsi.v9i2.10391
- Pratomo, N., Hikmat, A., & Safi'i, I. (2024). Pemanfaatan Media Digital Joylada dalam Pembelajaran Sastra Populer. *Jurnal Onoma Pendidikan Bahasa dan Sastra*, 10(1), 765-772. <https://doi.org/10.30605/Onoma.V10i1.3370>
- Putra, A. M., & Rahmawati, I. (2023). Model Pembelajaran Berbasis Pariwisata dalam Meningkatkan Literasi Budaya. *Jurnal Pembangunan Pendidikan*, 4(1), 45-59. doi:10.21831/jpp.v4i1.6034
- Rahmah, A., Karim, K., & Kamaliyah, K. (2022). Pengembangan LKPD Berbasis Masalah dengan Konteks Lingkungan Lahan Basah pada Materi Sistem Persamaan Linear Dua Variabel Kelas VII SMP/MTs. *Jurmadikta*, 2(1), 75-88. <https://doi.org/10.20527/Jurmadikta.V2i1.1224>
- Rutherford, S., & Newsome, D. (2015). Interpretation as a Vital Ingredient of Geotourism in Coastal Environments: The Geology of Sea Level Change, Rottnest Island, Western Australia. *Tourism in Marine Environments*, 10(1), 1-12. doi:10.3727/154427315x14398263718475
- Septyandi, R., & Prawira, A. (2022). A Review of Sustainable Tourism Curriculum on Higher Education. *Journal of Tourism Sustainability*. doi:10.35313/jtospolban.v2i2.37.
- Singgalen, E. D., & Komang, A. (2020). Social Capital and Livelihood Diversification: Tourism Entrepreneurship in a Remote Area of North Halmahera, Indonesia. *Jurnal Kawistara*, 12(1), 64-75. doi:10.22146/kawistara.34627
- Supandi, A. (2022). Pengaruh Model Pembelajaran Berbasis Proyek (Project Based Learning) Terhadap Minat Berwirausaha Siswa Kelas XI pada Mata Pelajaran Kewirausahaan Di Sekolah SMK Bina Nusa Mandiri Ciracas. *Jurnal Review Pendidikan Dan Pengajaran*, 5(1), 134-141. <https://doi.org/10.31004/Jrpp.V5i1.6077>
- Taguchi, N. (2018). Developing Pragmatics in a Second Language: Insights from a Contextualized Framework. *International Review of Applied Linguistics in Language Teaching*, 56(2), 195-209. doi:10.1515/iral-2018-0032
- Vygotsky, L. S. (1978). *Mind in society: Development of Higher Psychological Processes*. Cambridge, MA: Harvard University Press.
- Windyarani, S., Setiono, S., & Sutisnawati, A. (2017). Pengembangan Bahan Ajar Berbasis Konteks dan Kreativitas Untuk Melatihkan Literasi Sains Siswa Sekolah Dasar. *Jurnal Bioedukatika*, 4(2), 19. <https://doi.org/10.26555/Bioedukatika.V4i2.5326>
- Windyarani, N., Asra, M., & Daud, G. (2017). Kolaborasi Sektor Pendidikan dan Pariwisata Dalam Pembelajaran berbasis Pengalaman. *Jurnal Pendidikan dan Kebudayaan*, 3(1), 60-73. doi:10.24815/jpk.v3i1.7406

- Yusnadi, A., et al. (2020). The Development of Teaching Materials for the Principles of Nonformal Education Based on Higher Order Thinking Skills on The Subject of Tasks and Population Goals of Non Formal Education. Budapest International Research and Critics in Linguistics and Education (Birle) Journal. doi:10.33258/birle.v3i1.826.
- Zainol, R. (2014). Appraising World Heritage Sites through Multisensory Elements: A Case Study in Kinabalu Park, Sabah, Malaysia. SHS Web of Conferences, 12(1), 1-7. doi:10.1051/shsconf/20141201080
- Zunaedy, Y. (2018). Model Pembelajaran Bahasa Dan Sastra Indonesia yang Ideal. Edukasi Kultura Jurnal Bahasa Sastra dan Budaya, 1(2). <https://doi.org/10.24114/Kultura.V1i2.11775>.