

Media Analysis of Educational Tourism Guidebooks in Character Value Cultivation in Early Childhood Based on Local Wisdom

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ABSTRAK

Penelitian ini bertujuan untuk menganalisis media pembelajaran (buku panduan) dalam kegiatan wisata edukasi untuk anak usia dini. Kegiatan wisata edukasi masih dipahami sebagai ajang piknik/bertamasa untuk anak, guru dan orang tua, sehingga unsur esensial dari edukasi belum didapatkan oleh anak dalam proses pembelajaran di luar kelas. Metode penelitian ini menggunakan pendekatan deskriptif kualitatif dengan menganalisis media pembelajaran untuk anak usia dini dalam kegiatan wisata edukasi. Analisis dilakukan melalui analisis kebutuhan media pembelajaran, analisis empirikal/empiris (melalui observasi), dan analisis melalui studi literatur dari beberapa sumber. Hasil penelitian menunjukkan bahwa pengembangan media pembelajaran berbasis kebudayaan masih kurang memfasilitasi anak dalam kegiatan wisata edukasi, oleh karena itu, pendidik perlu menyiapkan media pembelajaran berupa buku panduan berwisata yang mampu mengenalkan kebudayaan daerah kepada anak. Sehingga hal ini sebagai upaya reflektif guru dalam merancang pembelajaran di luar kelas dengan menyiapkan media pembelajaran yang mampu menginternalisasikan nilai-nilai karakter anak. Apabila ini dilakukan dengan penuh kesadaran maka pembelajaran menjadi bermakna dan berdampak kepada pemahaman siswa/anak usia dini akan kebudayaannya, selain itu kegiatan wisata edukasi ini berusaha membangun perasaan anak supaya mereka merasa memiliki akan kebudayaannya, dengan menjaga dan melestarikan kebudayaan yang terdapat di daerah tempat tinggalnya.

Kata Kunci: Anak Usia Dini, Kearifan Lokal, Media Pembelajaran, Wisata Edukasi.

ABSTRACT

This study aims to analyze learning media (guidebooks) in educational tourism activities for early childhood. Educational tourism activities are still understood as picnic/excursions for children, teachers and parents, so that the essential elements of education have not been obtained by children in the learning process outside the classroom. This research method uses a qualitative descriptive approach by analyzing learning media for early childhood in educational tourism activities. The analysis was carried out through an analysis of learning media needs, empirical analysis (through observation), and analysis through literature studies from several sources. The results of the study show that the development of culture-based learning media still does not facilitate children in educational tourism activities, therefore, educators need to prepare learning media in the form of tourism guidebooks that are able to introduce regional culture to children. So this is a teacher's reflective effort in designing learning outside the classroom by preparing learning media that is able to internalize children's character values. If this is done with full awareness then learning becomes meaningful and has an impact on students/early childhood understanding of their culture, besides that this educational tourism activity seeks to build children's feelings so that they feel they belong to their culture, by maintaining and preserving the culture in the area where they live.

Keyword: Early Childhood, Educational Tourism, Learning Media, Local Wisdom

INTRODUCTION

Early Childhood Education is an effort to foster children from 0-6 years by providing educational stimuli that help the process of growth and development of children's potentials to enter further education. (Law No. 20 of 2003 concerning the National Education System). Ideal early childhood education is education that has the goal of developing aspects of child development which include moral and religious values, social emotional, cognitive, language, and arts (Suryana, 2021). In fact, the current state of education only emphasizes cognitive development and distances children from the cultural situation that surrounds them. In this golden age or golden age, early childhood has a high curiosity. Making children tend to actively seek their knowledge by exploring the surrounding environment, so that at this age is the right time to teach children various things related to aspects of development both in the family, school and the surrounding environment. Therefore, children need the right stimulation, namely through play or fun activities by developing learning media that can cover all aspects of development in early childhood.

Learning media is a learning resource that comes from the surrounding environment or materials that are deliberately prepared by the teacher (Halimah, 2016). Learning media has various types, one of which is print-based learning media in the form of children's activity books (Arsyad, 2011). Making learning media attractive will certainly make learning fun. Making learning media into a media guidebook in conducting educational tours can be an alternative media to support learning for children. The media of this guidebook is in the form of a book that contains the identity of the child and activities which are not only in the form of writing but are also equipped with pictures (Kuswanto, dkk. 2022).

Rahayu and Murti's research (2020) revealed that educational tourism activities tend to be dominantly carried out to distant tourist spots with no longer the aim of increasing knowledge, but as a place to do tours/shopping for parents and educators. Whereas essentially educational tourism should be a fun activity with the aim of children gaining direct learning experience with tourist objects (Mustapa, 2021). Therefore, in carrying out educational tours, it is necessary to be equipped with supporting learning media in the form of guidebooks to guide children in carrying out activities at tourist attractions, ideally books must be designed in such a way according to the context of tourist attractions that provide knowledge for children. Furthermore, the book is not to replace the teacher in tourism activities, but the teacher needs to accompany and guide children in carrying out activities based on the instructions contained in the book.

Based on the statement above, this research was conducted to analyze the urgency of handbooks for early childhood in carrying out learning activities outside the classroom. So that this will be a reflection for PAUD teachers in carrying out educational tourism activities not only taking children for picnics and sightseeing, but providing knowledge to children to learn contextually, with them carrying out a series of activities to construct their knowledge through experiences that children do. So that learning becomes meaningful and makes them happy to study in the open because it can stimulate their development.

METHOD

This study used a qualitative descriptive approach to investigate the characteristics of the guidebook media both from observation to local wisdom-based educational tours in the area West Java (Bandung) and the literature study that the researchers conducted. As for these

observations, empirical data are obtained related to the needs of learning media that the teacher will design in carrying out educational tours, then researchers will look for literature related to research variables through books and journals.

RESULT AND DISCUSSION

Tourism activities are not only as a place of entertainment. However, it is used as a learning tool so that children gain new knowledge by visiting tourist attractions that have education (Souisa, 2018). In addition, tourism activities are not just picnics or recreation but to deepen learning by seeing reality firsthand (Yustriyana, Mustaji, & Nasution, 2019). In conducting educational tours there should be an element that is able to connect between visitors and tourist objects known as tour guides or guidebooks that can explain the conditions of tourist attractions to visitors who come (Abidin, dkk, 2021).

Learning media is a learning resource that can help the learning process so that the meaning of the message to be deliver by educators from learning activities can be delivered properly and clearly, and learning objectives can be achieved effectively and efficiently. In addition, learning media can also increase children's motivation and interest so that learning activities become fun and children can easily understand the material presented (Nurrita, 2018). The existence of learning media can activate children's involvement in the learning process, construct material so that it becomes knowledge, and learning becomes active, not just listening (Hamidah, Lidinillah & Muslihin, 2021).

Based on the statement above, the urgency of learning media for early childhood in carrying out educational tourism activities is a concern for teachers. This is so that the learning process can run effectively and more meaningfully. Seeing from the statement above, the analysis carried out by the researcher includes an analysis of the condition of tourism guidebooks (empirical), needs analysis, and analysis of literature regarding problems that arise in learning activities of regional culture, analysis of needs for variations of learning media based on local wisdom and educational tourism, and analysis of educational tourism activities. The results of the analysis are described as follows:

1. Analysis of the Condition of the Tourist Guidebook (*Empirical*)

Guidebooks are used to assist visitors in getting to know cultural activities/programs contained in tourist attractions. Analysis of guidebooks at tourist attractions is carried out by direct observation which shows that guidebooks are only in the form of paper leaflets containing general informational writing. The form of guidebooks for these tours can be seen in the picture below.



The media above only provides universal information for visitors. So that the learning media is considered less suitable to be used as a tours guidebook for children to get to know regional culture. Seeing from this situation, it seems that this is a common concern for both parents, teachers and managers of tourist attractions in realizing the concept of educational tourism for early childhood that is oriented towards a process of playing while learning that is fun and meaningful. Therefore, it should prepare all aspects of the needs for children when carrying out educational tours. Not limited to preparing physiological needs only. However, parents, teachers and managers of tourist attractions must prepare learning materials/devices that can help aspects of children's development according to the tourist attractions.

It is intended that children are able to explore knowledge through a series of activities that have been prepared by the teacher, so that the learning process will become meaningful through direct (contextual) experience. The use of learning media is not just to help children know the material presented, but can increase and create a sense of enthusiasm for children in learning and children can interact directly with their environment, and enable children to be able to learn on their own according to their abilities and interests.

2. Needs Analysis

Based on the results of observations made, it shows that the condition of the guidebook at educational tourism sites (Saung Angklung Udjo) aims to find out the needs of visitors, especially children, in carrying out educational tourism activities. From these results the researcher assumes that educational tourism activities can be said to be ineffective because one of the factors is learning media that have not been prepared by teachers or tourist attraction managers, so it is necessary to develop learning media in the form of tourism guidebooks related to regional culture in educational tourism spots in this is Saung Angklung Udjo to introduce regional culture to children and foster a sense of love for the country to preserve and maintain their own regional culture by internalizing cultural values through the activities that children do.

3. Literature Analysis

Literature analysis related to the three components includes the problem of learning local culture in early childhood education, the need for media variations based on local wisdom, and an analysis of educational tourism activities in early childhood education. In the process of this analysis, carried out by analyzing the four journals. The results of the analysis of the four journals are described as follows.

a. Analysis of Regional Cultural Learning Activities in early childhood education

This analysis aims to develop media according to the needs of early childhood. The results of the analysis show that early childhood education is still not maximal in utilizing regional culture in learning activities (Pamungkas, dkk., 2019). So that learning activities are needed that can take advantage of the introduction of regional culture in a fun way through educational tourism activities and media in the form of guide books. Analysis of regional culture learning is very important to do, this aims so that the media developed can be in accordance with the needs required by early childhood. From the analysis of the literature, learning local culture at the early childhood education level is still not optimally used to stimulate aspects of child development. So that learning media is needed that can develop aspects of child development while simultaneously developing cultural aspects. By combining cultural aspects (creative, taste and intention) and aspects of child development, regional cultural learning can be maximized. The first step is combine these two aspects is by conducting an analysis of the Standards for Child Development Achievement Levels (STTPA) relating to cultural aspects and developmental aspects contained in Permendikbud Number 137 of 2014 with material contents adapted to activities/programs contained in tourist attractions.

b. Analisis Variasi Kebutuhan Media Berbasis kearifan lokal

Analysis of media variations, aims so that the media developed can be in accordance with the needs of the variety of media needed by children. The results of the analysis show that cultural learning is still lacking in providing media (Wijayanti & Indriyanti, 2016). Furthermore, Winarto (2016) argues that educational tourism activities are still hampered by the provision of media in the form of tourism guidebooks. So it is necessary to provide media in the form of tourism guidebooks that are suitable for children and can introduce regional culture in a fun way. Analysis of variations in learning media based on local wisdom is very important to do, this aims so that the media developed can be in accordance with the needs of the variety of learning media needed by early childhood. Based on the statement above, the development of culture-based learning media is still

lacking in providing learning media. Likewise in educational tourism activities the provision of learning media in the form of tourism guidebooks is still hampered. So that learning media is needed in the form of a tourism guidebook that is able to introduce regional culture to children, with this learning media it is hoped that it can become the basis for instilling character values for early childhood so that they understand the culture they have, while maintaining and preserving the culture in the area where they live.

c. Analysis of Educational Tourism Activities in Early Childhood Education

The analysis of educational tourism activities aims to ensure that the media developed is in accordance with the needs of the media in tourist attractions. The results of the analysis show that educational tourism activities are still limited in determining suitable tourist spots to be used as learning resources, and tend to be carried out to the same places. The minimal number of educators affects the provision of learning media when conducting educational tours (Nurhayati dan Dahlan, 2020). Analysis of learning activities outside the classroom (educational tourism) is very important to do, this is so that the developed media can match the needs of the media in tourist attractions. From the results of the analysis of the literature it is explained that educational tourism activities are still limited in determining suitable tourist attractions to be used as learning resources, tend to be carried out to the same place. Besides that, the minimum number of educators has an effect on the preparation of learning media. Even though there are still many tourist attractions that have educational value, one of which is educational tourism to places that have cultural values which can be combined with the use of learning media in the form of guidebooks in educational tourism activities for early childhood.

Based on the explanation above, the researcher tries to capture the outline related to the problems in implementing learning activities outside the classroom (educational tourism) which tend to be practical and less meaningful for early childhood. In addition to the readiness of teachers and parental support in implementing these activities. Tourist attractions also do not provide facilities for children to gain holistic knowledge. This can be constructive criticism for teachers/school authorities, parents and managers of tourist attractions in determining places for educational tourism activities. And tourist attractions also need to think about a media or guidebook for visitors who come without exception for early childhood. The goal is for visitors to obtain information relating to these tourist attractions.

Educational tourism activities held at the early childhood education level tend to be identified with picnic or recreational activities to distant places at the end of each lesson. Even

though educational tourism is not just a picnic or recreation, but learning or deepening knowledge by looking directly at tourist attractions to learn or investigate something (Hariyanto, 2020). In addition, educational tourism activities organized by early childhood education tend to be carried out to places related to nature, educational tours to cultural places are less attractive to early childhood. Likewise in learning regional culture at the early childhood education level it is still minimal or not optimal in utilizing regional culture (Fajriati & Na'imah, 2020). Most early childhood do not know about their own regional culture, they tend to be more familiar with modern culture than regional culture (Sularso, 2016).

The introduction of regional culture should be complemented by the use of media that can help children better understand the material presented and make learning fun. The use of learning media can provide benefits or usefulness not just to help children understand the material presented, but can increase and create a sense of enthusiasm for children in learning, provide a common experience of events around which allows direct interaction between children and the surrounding environment (Kustandi & Darmawan, 2020). By providing learning media in the form of an effective and interesting guidebook for children (Susanti, dkk. 2021). With a tour guide or media in the form of a tourism guidebook. The use of media in the form of tourism guidebooks has a usefulness that can help visitors, especially children, get to know culture, especially regional culture and foster a sense of love for the country to always maintain and preserve regional culture.

CONCLUSION

Based on the results of the research above, the researcher conducted an analysis which included an analysis of the problem of the condition of guidebooks in tourist attractions, an analysis of the needs of learning media in the form of guidebooks at tourist attractions, and an analysis of the literature regarding the components of learning local culture for children, the need for learning media based on local wisdom and educational tours. The analysis of the literature that the researchers obtained was in the form of articles from several journals and books relating to local wisdom-based learning media and educational tours for early childhood. From the results of the analysis carried out, the development of culture-based learning media is still lacking in facilitating children in educational tourism activities. Therefore, educators need to prepare learning media in the form of tourism guidebooks that are able to introduce local culture to children, with this learning media it is hoped that it can become the basis for instilling character values for early childhood so that they understand the culture they have, while maintaining and preserving the culture they have that located in the area where he lives.

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