

## Need Analysis in Designing Tourism Instructional Materials Based on Local Objects in South Sulawesi

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### ABSTRACT

Tourist destinations In South Sulawesi have great potential for the global economic system that will invite a lot of foreign tourist activities. The role of education at university is the main buffer to produce qualified human resources in launching the wheels of tourism in this country. In teaching this course, there are still very few references based on local cultural wisdom therefore one of the reasons why the researchers raise the topic of empowering tourism objects in South Sulawesi in order to be able to develop this teaching material for students as prospective tourism actors other than being prospective teachers. A great EFL Instructional material should suit the students' needs. The students' and lecturers' impression is a crucial part of designing instructional materials. This paper reports the needs analysis of the students and lecturers in order to get the information about the students and lecturers' impressions of the existing materials on Tourism subject at a private university in Makassar. This research investigated the students' needs by applying survey method. This survey method was used to determine whether the local object materials meet the students' needs in learning the tourism subject from a different perspective. This research utilized interviews and a questionnaire that were distributed to students and lecturers. This research contributed to designing further Tourism Instructional Materials Based on Local Objects such as syllabi, lesson plans, and coursebook for university students

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## 1. INTRODUCTION

Indonesia is well known by the world's citizens as one of the places with various cultural diversity and has thousands of archipelagos spread from Sabang to Merauke. In addition, with the wealth that is owned, it will have a lot of potential tourist attractions. Almost all regions in Indonesia have attractive tourist destinations, which are sure to be a special charm to be visited by various kinds of domestic and foreign tourists. Suswanto (2017: 75) states that tourism is an experience and service obtained by someone who travels from leaving his home to his destination and returning to his home. Meanwhile (Mason 2019:46) formulates the part of the tourism business, namely: (1) Performances, which are things that can attract tourists to visit, whether in the form of natural (nature) cultural tourism or festivals and art performances. (2) accommodation is a road to a location that can be reached and obtained, for example, by a guide or tour agent. (3) Amenities are facilities and infrastructure, accommodation, and comfort. The local tourism learning model is a learning model that maximizes the role, benefits, objectives and functions in solving problems based on the potential of regional tourism objects (Winaryanti, 2015). The potential that is meant is several aspects such as the cultural economy and human resources. Based on the 2013 curriculum, the local tourism object-based learning model supports the implementation of scientific learning such as local tourism classes where classrooms are designed with pictures and products from various regions in South Sulawesi with the hope that students have the concern to apply them. In the learning process in the classroom utilizing various sources accurately related to tourist objects (winaryanti, 2015).

Another function of a tourist attraction is not only a place for recreation but also a place for socio-cultural and economic transactions to take place, this is a strong reason that tourism objects provide different nuances in the learning process at all levels, especially in higher education. The government has made the tourism sector one of the containers that can accelerate national economic growth. The government has used various ways to succeed in these efforts and strategies, such as developing the tourism market, improving tourism cases, marketing management of tourism partners, and improving promotion in the tourism sector. These efforts are carried out to achieve qualified tourism growth. The purpose of developing the tourism sector is to increase the types of local businesses that will increase the number of professionals and certified local workers. However, in the beginning of 2020, the coronavirus hit the world, and cause the tourism market share has been suspended. Until this proposal wrote there had been no breakthrough and win-win solution that the government could take to cover the impact of this pandemic in the tourism sector. Many tourism actors have lost their jobs, such as travel agents, tour guides, and hotels are closed because there are no visitors, and all downstream tourism industries are massively affected. The current situation is getting more complex, with 59 countries prohibiting their citizens from visiting Indonesia and several neighboring countries on lockdown. This situation is also very impactful in South Sulawesi, the largest area in the tourism sector. Therefore, a new strategy is needed to respond, develop, and revive the tourism industry during the pandemic, especially in South Sulawesi. Understanding of tourist objects in general according to the Government Regulation of the Republic of Indonesia no. 24/1979, tourism object is the embodiment of human creation, way of life, arts and culture, as well as the history of the nation and places or natural conditions that have tourist attractions for tourists to visit. This means that the results of culture/tradition, historical heritage, and natural scenery are forms and attractions of tourist objects. This explanation follows Law no. 9 of 1990 chapter iii article 4 on tourism.

Tourism products as one of the objects of offering in tourism marketing have main elements consisting of 3 parts (Yoeti, 2018: 211): (1) The attractiveness of tourist destinations, including the image imagined by tourists, (2) the facilities owned tourist destinations, including accommodation, food processing businesses, parking, transportation, recreation, and others. (3) Ease of reaching the tourist destination. Each area has good potential for tourism objects and can be developed in South Sulawesi and can absorb many jobs and invite tourists. There are already tourist attractions in Makassar, Gowa, and Maros; some of them are Rotterdam Fort, Losari Beach, Tanjung Bunga, and around it is the Palace of the King of Gowa, Balla Lompoa Museum, Karaeng Pattingaloang Museum, Somba Opu Fort,

Bantimurung Maros, Rammang-Ramang Karst Mountain, and Leang-Leang Prehistoric Caves. Other research by Muallidin (2017) found the development a community-based tourism model carried out in Yogyakarta. It can be concluded that in policy efforts, efforts and performance had been found by policymakers that empowered the tourism community. However, this policy is only limited to technical practice because they are only given allowances in incentives. There has been no comprehensive development effort based on local and local community approaches. In the case of findings in Tamansari, for example, there were several individual efforts to gather and organize their communities well. Adaptation can be seen in the surrounding community with the formation of a community of batik artisans and the existence of a dance studio. However, this is not all through an excellent managerial process. Therefore its role is only limited to supporting tourism activities in the area. Another case in Prawirotaman is very concerning because there is no reasonable relationship between the tourism community and the community, such as lodging manager, travel agent, and tour guide. The research above is only a case study research that discusses phenomena and symptoms and provides recommendations. In contrast, research on the development of this model will directly produce products from the learning model so that the solution to the problem will be seen clearly. Researchers developed a learning model based on tourism objects in South Sulawesi by conducting field tests and need analysis of each object to be summarized into a model and used in teaching and learning in the classroom. This learning model was summarized into a textbook that can be used as a reference for the introduction of tourism objects because the lack of accurate information on each object in South Sulawesi causes students as potential tourism actors to have difficulties accessing and digging up information related to these objects, mostly only accessing private websites that the source is not clear. Based on the phenomena described, the researchers formulated a problem formulation, How is the English for Tourism material designed according to the needs of students? The problem above is undoubtedly a challenge and the basis for how students will prepare to enter the tourism sector even though a global pandemic hits the world.

The University of Muhammadiyah Makassar majoring in English Education, has a new subject, namely tourism, taught starting in 2020 based on the IQF curriculum. This course is necessary for students because seeing global tourism references and Indonesia as being nominated among the five most visited countries globally makes tourism a promising industrial area for our students later than teachers. The Tourism course will also be a method of approaching entrepreneurs to students, which can function as a medium for a side income and even the primary income for employment. Seeing this potential where this course is still new, it is necessary to innovate learning which can later be used as a forum to turn on tourist destinations in South Sulawesi. South Sulawesi is currently included in Indonesia's seven most recommended and most visited areas. Objects in South Sulawesi are very potential but are not supported by promotions resulting in no information to tourists. Research on the learning model developed by Subiyanto (2017) found the models of teaching English for tourism. The object of research was a member of the Police from Polrestabes in the city of Semarang. The research was carried out in several stages: giving a pre-test accompanied by a questionnaire. It was done to obtain data related to the needs or needs analysis of the participants and determine their initial abilities. The training was given with the method of discussion, lecture, and role-playing and then ended with the post-test. The treatment results show a positive indication that it effectively improved the participants' English skills, with a post-test score higher than the pre-test at 20%. This research is different from the research content based on local objects in South Sulawesi. Since 2013, the University of Muhammadiyah Makassar has had a research master plan for 2013-2017. Then, as a response to the revision of the institutional research master plan based on the letter of the director of research and community service number 0885/e3.2/lt/2016 dated 23 March 2016, in 2016 the University of Muhammadiyah Makassar revised the research master plan 2013-2017 into the master plan for 2016-2020 research and with the ratification of the Chancellor's Decree No. 106 of 1434 h/2013 m dated June 7, 2013. The RIP of the University of Muhammadiyah Makassar includes 8 leading fields that are oriented and make a real contribution to problem-solving, and community welfare Islamic ones. The main fields

of achievement in this research are education and teaching based on quality culture, research and local wisdom with a global vision, which includes the development of local-based learning models to attract interest in learning English based on the research that has been developed related to tourism object-based learning through several learning strategies that increase competence in learning. In 2021-2023 researchers developed a tourist attraction-based learning model in South Sulawesi for tourism learning in University of Muhammadiyah Makassar. Students produce outputs, namely the proposer's research that has produced a reading learning experiment through the student's independent learning method. This research focused on the ability to find and obtain information related to the most favorite tourist attractions in South Sulawesi. This research is intended to answer the research question on What are the students' and the lecturers' perception on the use of existing book in English for Tourism Subject?

## 2. METHODS

This research investigated the students' needs by applying the survey method. This survey method was used to determine whether the Tourism Instructional Materials meet the students' needs in the Tourism subject from a different perspective. The participants consisted of 30 students of English education department Muhammadiyah University of Makassar in 2020/2021 academic year. In collecting the data the researchers utilized interview and a questionnaire distributed to students and lecturers. The data was analyzed by using Linkert scale in the following table:

**Table 1.** Linkert scale

1	Strongly Disagree
2	Disagree
3	Undecided
4	Agree
5	Strongly Agree

## 3 FINDINGS AND DISCUSSION

### 3.1 *Recognizing existing materials of tourism at the University of Muhammadiyah Makassar*

The preliminary step of this study assessed the baseline English for Tourism of the students by administering a questionnaire. In order to effectively implement the method, we must first discover what they know and what they do not, as well as what they think they need by administering a questionnaire and engaging them in deep discussion with the lecturers. At this stage, the researchers studied the problems that currently occur at Muhammadiyah university of Makassar. Those problems was served as the foundation for developing a coursebook that needs: (1) the University of Muhammadiyah Makassar curriculum, (2) the students' preliminary ability, (3) the learning materials, (4) the students task analysis, (5) the results of the students learning, (6) the students' and the lecturers' perception on the learning materials of Tourism used in the teaching-learning process.

### 3.2 *The result of students' and lecturers' questionnaires on the existing coursebook*

The following charts are the description result of students' and lectures' impressions of the existing materials:

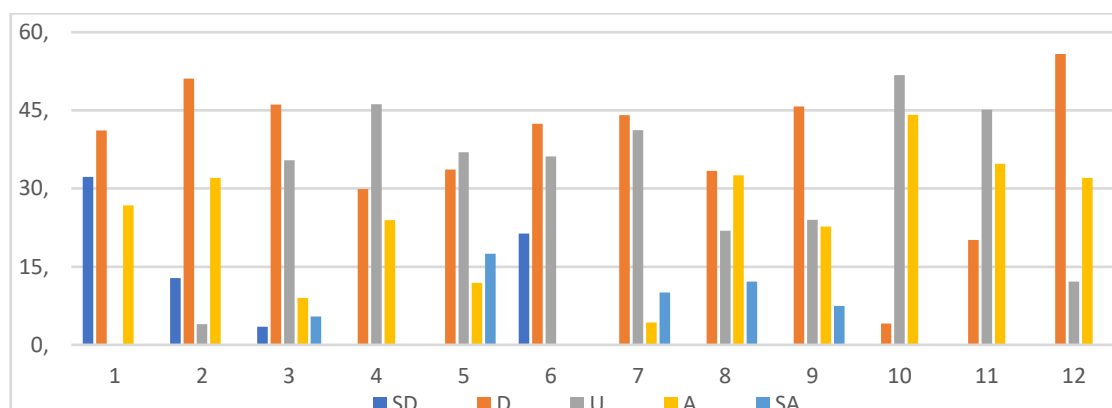


Figure 1. The Students' Impression on the Existing Book

The first item of the chart shows that the result of the new design book (41.12%) students disagreed with the various material. Various materials in the book should help students understand the subject, but the materials are not written based on the syllabus. It can be said that they were useless. Item 2 above shows that few students (51.12%) disagree with the designed book having much vocabulary. Item 3 (46.11%) students said that the designed book could not meet the students' basic needs in learning tourism. Item 4 shows (29.87%) of students disagreed that the existing book was a good thing to improve the students' English skills. Item 5 shows (33.64%) students disagreed, with the statement, that the instruction of the book is easy to understand. Item 6 shows (32.56%) of students disagreed. Item 9 shows that (33.43%) of students disagreed that the coursebook builds students' characters, Item 10 states that (52%) of students cannot help students be more creative in improving the students' skills in English Tourism subject. In addition, materials development was suitable for implementation in the learning process (44.18%) students agreed. Item 11 shows that (45%) of students disagree that the coursebook helped students improve their tourism knowledge. Item 12 shows that (55.81%) students disagreed with the statement,

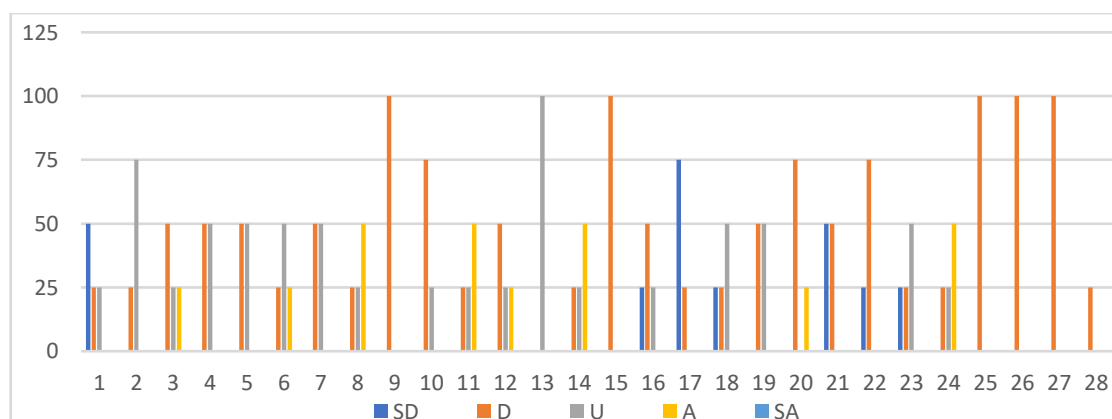


Figure 2. Result of Lecturers' impression about the Existing Book

The chart above shows in item 1 that the lecturers suggested various exercises needed by students based on the material taught because 2 lecturers strongly disagree with the statement that the current book had enough variation in exercises, 1 lecturer said "disagree" and another lecturer stated "agree." Item 2 stated that learning objectives should be implicitly applied. 1 lecturer disagreed with the statement; In item 3, 2 lecturers stated that they strongly disagree that there are already a variety of reading texts given to the students. Item 6 a lecturer stated that they disagreed with the statement. For item 12, 2 lecturers disagreed that easy vocabulary can be found in the dictionary. In item 13, all 4 lecturers stated that the current material leads to no multicultural improvement. For item 14, 1 lecturer disagreed with the statement that the existing material adhered to the moral values. In item 15, the lecturers' unanimously disagreed, 4 stating that the material had no review. Item 17 found that 3

lecturers strongly disagree with the statement that the organization of the material based on the function and skill matches the competence standard. For item 22, 1 lecturer stated that they strongly disagreed with the statement that the organization of the material already supported various practice methods. In item 23, 1 lecturer stated that they strongly disagreed with the statement that materials were compiled based on students' needs, 1 lecturer stated that they disagreed. For the next item, 24, 1 lecturer stated that they disagreed that materials already helped the lecturer in preparing the learning tools. In item 25, the 4 lecturers agreed that there were no relevant pictures for their teaching material. For item 26, the 4 lecturers disagreed with the statement that pictures helped the students understand the material. For the last item 28, a lecturer disagreed with the statement and 3 lecturers agreed that the font size of the material was already good for the students.

### 3.3 Discussion

The lecturer's questionnaire included questions about the coursebook's content, organization, and design aspects. Need analysis findings: the lecturer's questionnaire about the existing book in University of Muhammadiyah Makassar began with Organization: The existing book is unsystematically arranged, most of the exercises given are not based on the students' handbook and do not specify the target language to be achieved. Nearly all of the lecturers responded that the sequence of instructional materials' organization does not consider the standard of competence continually between one another skills 76%. It can be concluded that some existing problems faced by the lecturers were identified through semi-structured interviews. During their interviews, the four lecturers indicated that the existing books were far from ideal because they neither agreed with the curriculum nor met the students' needs, which was based on the content standard of the University curriculum.

The English lecturers choose these commercial books because they are already completed a syllabus and lesson plans, so they do not necessarily need to design a syllabus and lesson plans themselves. These books are also easy to get because of the kindness and help of the publishers; they do not use the required books published by the government. In reality, most students do not get the target university curriculum; they cannot speak English well enough to listen to English news, movies, textbooks, or even write simple English sentences/paragraphs well. The commercial books lack contextualization; the local contents are not presented appropriately.

The need analysis results were based upon the interviews conducted, which indicated that the existing book does adhere to the competency standard of the curriculum. The content of the grammar exercises is not in line with the main lessons written in the curriculum. It does not set a maximum target to be the primary standard. Some respondents stated that the vocabularies were too advanced for the students, and this could affect the students' motivation to learn. Some lecturers stated a lack of synchronization between the target curriculum and students' comprehension. In other words, much of the material within the existing textbooks did not match the students' needs. The students studied unnecessary teaching items more often than essential topics that would benefit their learning. The sequence of the materials did not match that of the existing coursebook. There is no correlation between the exercises and tasks and the primary material discussed. Numerous exercises were unnecessary. The organization of the book must be supported with the various pertinent exercises. Design Aspect shows lecturers' perspective toward teaching materials prepared and how they should be considered following the need of the students. Teaching materials must be relevant to the materials, and the form and image of the design of materials currently used sometimes render them useless to the students. The school curriculum has sequenced the language functions in each semester.

Almost all teachers agreed that the design or appearance of the coursebook is good. The exercises are designed based on the curriculum, but they are colored to make studying more enjoyable for the students. The font size in the book is too small for some of the students. The sequence of the instructional materials does not match the school curriculum completely; the book used is not interesting to study. Part of the research conducted at Muhammadiyah University of Makassar aimed to discover students' perspectives on the instructional materials. Based on the data gathered, it can be

concluded that content is needed by 87% of the students with an appropriate topic. A wide variety of materials are suitable for the students. Therefore, the students must need the selected materials essential to developing their language abilities. The Design aspect significantly affected the student's motivation to learn, (63%) students commented.

Additionally, most of the students agree that the book's content should be appropriately matched with the students' levels. As for the particular materials selected, nearly all of the students like to have articles about traveling and kinds of local objects. Object legend and entertainment to discuss during the learning process.

#### 4. CONCLUSION

The need analysis results show that the existing/previous books do not match well with the University curriculum. They do not follow the functions and desired competencies stated in the University curriculum. The book's content is complex for the students to understand because it does not match the local culture and local objects in South Sulawesi. The book also has unclear instructions and makes the students confused, and impacts the students' motivation interest to study negatively. Besides, the course book containing various materials is also unnecessary for the students. It is only a matter of business-oriented. Therefore, this recommendation and findings supported the excellent reason that the students in the Tourism subject need the materials based on the local tourism object in South Sulawesi.

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