



Design of a tourism awareness education module for tourism attraction managers in Agam District, West Sumatra

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Abstract

The purpose of this research was to elaborate on a practical tourism education module for tourism attraction managers in West Sumatra. This research was conducted under the notion of Research and Development (R & D). While the development model used is the ADDIE model, the objective of the research was the manager of tourism attractions. The population of this study was thus all members of the group 'manager of tourism attractions' and the purposive sample consisted of twenty people who manage tourism attractions in Tarusan Kamang Lake and four tourism experts. The result of the development of tourism awareness module for tourism attraction managers, showed the effectiveness of the test at the time of implementation and consisted of: 1) the result of observations of student activity which was very good at is 95.38%, 2) the result of the appraisal process of learning the skill module including an effective category that was 94,89%; 3) the average value of learning outcomes of students using the module is 86,00% and at intervals of 81-100 with a very effective interpretation thereof.

Keywords: Module, tourism education, tourism attraction, manager, ADDIE model

Introduction

In the implementation of national development policies, the Ministry of Culture and Tourism of Indonesia holds the functions of national policy formulation, implementation of policy and technical policy formulation. The Ministry of Culture and Tourism thus plays an important role as the organizer of integrated tourism development in national development that is carried out systematically, and is also well-planned, integrated, and responsible, while maintaining the protection of religious values, the cultures that live in the community, the sustainability and the quality of the environment, and includes the increasing prosperity and prosperity of the community.



In an effort to implement the current regional autonomy drive, it is necessary to utilize the potentials in each region in Indonesia. As an area that has a good potential for tourism, to seek development in the field of tourism as a form of effective utilization of potential areas is a positive step. The beauty of nature is a major supporting factor in the development of tourism in West Sumatra which has a stunning natural resource base comprising a wide variety of flora and fauna, high hills, dense forests, fresh air, seas, pristine beaches and beautiful lakes. Such conditions offer great potential in the development of tourism and tourist attractions for both local and foreign tourists. The high attractiveness of West Sumatra as a tourist destination is evident with the number of tourists visiting from the year 2011-2015, when a total of 37,585,396 visits took place from both domestic and foreign tourists (Department of Culture and Tourism, 2016).

One of the important and fundamental aspects for the success of tourism development is the availability of a conducive climate which is what exists in West Sumatra. In an effort to implement the current regional autonomy plan, it is necessary to utilize the full potential in the region. Associated with the creation of a conducive climate, is the development of tourism known as conscious tourism and *sapta* charm. However, based on interviews and field observations, there are problems in tourism awareness in the community, especially the managers of tourist attractions. There are: a) low levels of public knowledge, especially in managers, about tourism awareness, b) limitations in a learning awareness module of tourism for the community (managers especially) so that managers have no information about tourism at all, c) limited human resources in providing counseling and training for tourism attraction managers, d) neglect of community participation in applying elements of tourism charm, such as disposing of garbage around tourist attractions, and a lack of law and order.

One of the efforts required in realizing the improvement of the competence of tourism attraction managers is the implementation of learning materials that are developed in modules based on standard competencies required of all tourism attraction managers. Tourism is often introduced as a subject in formal education curricula, because of the increasing and significant economic contribution of the tourism industry in a country (Adukaite et.al, 2016). In accordance with its function, the learning materials are designed in the form of modules in order to be studied independently by participants in the management of tourist attractions. Some typical characteristics of the learning materials are: (1) complete (self-contained), meaning that all material is available adequately; (2) self explanatory (self-explanatory), meaning explanation in the package of learning materials that enables participants of tourism attraction managers to learn and master competence independently; and (3) ability to teach the participants of the management of the attraction of tourism (self-instructional), which is a set of packages designed to actively engage them in learning interactions, and which even even allows them to assess their own learning ability.

Interest in collaborative learning has become the latest trend in education towards active learning; where students actively engage in building their knowledge through discovery, discussions, and expert guidance. Collaborative learning is a learning approach, which leads to the theory of constructivism (Vygotsky, 1978), and has been used as a learning strategy practiced worldwide for many years (Ashton Hay, 2006). Many published reports have outlined the advantages of collaborative learning - suggesting that it improves academic performance, promotes soft skills development (i.e., communications, collaboration, problem-solving, and critical thinking skills), and increases satisfaction in the learning experience (Kabilan, et.al, 2011; Lee & Lim, 2012; Nurbiha et.al, 2012; Zhu, 2012).



The results of this study may help to develop the science both in theory and also practically, for all stakeholders, especially managers of tourism attractions by providing a stimulus, creating awareness and driving motivation in developing tourism education through the module of Tourism Conscious Education. This module is expected to become the main learning material for tourism attraction managers as a follow-up in increasing their knowledge of tourism, and in creating conditions that are conducive for the growth and development of the tourism industry in the region. As an expert service for tourism attraction managers through tourism awareness education, the module facilitates users in terms of learning 'to be', learning to 'learn', learning to 'work' / to learn, and learning to 'live together'. The learning-to-be process is directed towards the learner so as to make him or her an effective person who can be facilitated through a tourism awareness module. The process of learning to work/to earn, is directed to the participants of tourism attraction managers who can work or seek-out a decent life, so that they can be productive human beings and these aspects can be facilitated through the module Tourism Conscious Education. The purpose of this research is to elaborate on various issues such as : 1) Validity of awareness of the Tourism Education Module for tourist attraction managers in West Sumatera, 2) The effectiveness of the awareness of the module for tourist attraction managers in West Sumatra, 3) Practical use of the module for tourism attraction managers in West Sumatra.

Research Methods

The development model used in the development of this module is the development model of ADDIE (Analysis, Design, Development, Implementation and Evaluation) (Dick, Carey & Carey 2001). This model is widely used in the field of guiding module development (Morrison, 2010; Nadiyah and Faaizah, 2015). In relation to the ADDIE model used in the development of tourism awareness modules, the development procedures in this study follow the development steps included in the ADDIE model and they include 1) Analysis, 2) Design, 3) Development, 4) Implementation, and 5) Evaluation. The trial of this product is done in several ways i.e. individual tests and limited group tests. Tests carried out on the product are a validity test, a practicality test, and an effectiveness test. The key focus of the product research trial is the manager of tourism attractions in Tarusan Kamang Lake, while the product trial is the manager of Tirta Sari tourism attraction. The population of this study is all members who manage of tourism attractions in Tarusan Kamang Lake consisting of 20 people, and 4 experts. The types, forms and techniques of data analysis in this study are included in Table 1.

Table 1. Types, Data form and Data Analysis Techniques in the Tourism Awareness Module

No	Kind of Data	Form of Data	Collecting Tehnique	Aspect
1.	Data of Development needs tourism awarness problem	Qualitative	a. Interview	Needs Analysis
			b. Documentation Study	Identification of problems
2.	Validity Data	Qualitative	Questionnaire	Learning Media
				Module
				Facilitator Guide



3.	Practical Data	Quantitative	Observation Sheet	Implementation of RPP
			Observation Sheet	Module
			Questionnaire	The practitioner's response to module practice
				The practitioner's response to the facilitator guide practice
	Student's response to module practice			
4.	Data effectiveness	Quantitative	Observation Sheet	Activity
				Assessment of module learning skill process
			Test	Learning outcomes

Data Analysis

Data analysis in this research is both qualitative data and quantitative data analysis. Qualitative analysis is the process of finding and collecting data obtained from interviews and records obtained from the field systematically, so that it can be understood easily to further informed others. While the quantitative data analysis was done via validation test (Mulyardi, 2006), a practicality test (Arikunto, 2006; Purwanto, 2009; Riduwan, 2008), and the effectiveness test of the learning module that has been developed (Arikunto, 2006; Purwanto, 2009; Abidin, 2012; Sugiono, 2012).

Results and discussion

Results

a) Assessment of Learning Outcomes of the Tourism Awareness Education Module

The Assessment of learning outcomes of Tourism Awareness Education Module was conducted through the test and the assessment of learning activity test result aimed to ascertain the level of knowledge of the learners before and after learning using the Tourism Awareness Education Module (Table 2).

Table 2. Descriptive Statistics of Test Value

	N	Minimum	Maximum	Mean	Std. Deviation	Variance
Pre_Test	20	20.00	75.00	50.2500	17.58251	309.145
Post_Test	20	70.00	100.00	86.0000	10.58798	112.105
Valid N (listwise)	20					



Based on the Descriptive Statistics table 2 it can be concluded that the pretest value with the number of students as 20 obtained the minimum value of 20, the maximum value being 75, the mean value 50.25, the standard deviation of 17.58 and the variance was at 309.145. While the value of the post test with the number of students at 20 people had a minimum value of 70, a maximum value of 100, mean 86, standard deviation of 10.58 and variance of 112.10.

Table 3. Comparison of Results from Pre-Test and Post-Test

Score		Average of Gain Score
Pre-Test	Post-Test	
\bar{x} :50,25	\bar{x} : 86,00	35,75
St.Dev: 17,58	St.Dev: 10,59	
Var : 309,145	Var : 112,105	

Based on table 2 it was found that the average pre-test value is 50.25, the standard deviation was 17.58 and the variant is 309.1. While the average post test value was 86, the standard deviation was at 10.59 and the variant at 112.1, while the average score gain value was 35.75. To determine whether there is a significant difference between the pre-test value and the post-test, the researcher performed the test of two different means using SPSS 20 software. Before passing the different test the researcher first performed the prerequisite test that was a normality test and homogeneity of data. The results of normality and homogeneity test data are as follows:

1. Pre-test Normality Test Result

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	Df	Sig.
Value_Pret est	.160	20	.190	.931	20	.160

a. Lilliefors Significance Correction

Based on the table of output test of data normality using SPSS 20 above, the study obtained a Significance value at Kolmogorov-Smirnov test 0,190 and Shapiro Wilk 0,160. Thus, the Significant value was greater than the alpha research (0.190, 0.160 > 0.05), thus the data can be stated normally distributed at a 0.05 significance level.

2. Post-Test Normality Test Result

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Nilai_Posttest	.162	20	.176	.894	20	.261

a. Lilliefors Significance Correction

Based on the table of output test of data normality using SPSS 20 above, the study obtained Significance value at Kolmogorov-Smirnov test 0.176 and Shapiro Wilk 0.261. Thus, the Significant value is greater than the alpha research (0.176, 0.261 > 0.05), then the data can be stated normally distributed at the 0.05 significance level.

3. Class Homogeneity Test

Paired Samples Correlations

			N	Correlation	Sig.
Pair 1	Pre_Test &	Post_Test	20	.168	.024

Based on the SPSS output table above obtained Significance value at a Levene test 0.014 while alpha search set was at 0,05. Thus, it can be interpreted that both data (pre-test and post test) are not homogeneously distributed.

4. Differential Test of Pre-Test and Post-Test Value

Paired Samples Test

		Paired Differences					T	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Nilai_Pretes - Nilai_Posttest	-35.7500	18.9372	4.23449	-44.61289	-26.88711	8.443	19	.000

Interpretation:

- On output Paired Sample Correlation: Sig value <from alpha or 0,024 <0,05, hence data have a significant relation.
- On output-Paired Sample Test: The value of t hit > t tab (8.443 > 2.093) then the data has a different average. ($-t_{1/2\alpha} > t_{1/2\alpha} = \text{Accept } H_a$).
- Sig value. (twotails) <from alpha (0,000 <0.05), then there is a significant difference between the mean pre-test and post-test.

5. Effectiveness Module Test

Hypothesis testing of effectiveness begins with the formulation of research hypothesis as made in the previous chapter:

Statistical hypothesis:

Hi: $\mu_1 > 80$

Ho: $\mu_1 = 80$

To prove the correctness of the hypothesis formulated by the researcher use was made of the average test of one average with t test or (One Sample t Test). Test results can be presented at the following SPSS output:

One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
Post_Test	20	86.0000	10.58798	2.36754

One-Sample Test

	Test Value = 80					
	t	Df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Post_Test	2.534	19	.062	6.00000	1.0447	10.9553

Interpretation:

- a) The average value is found to be 86,000 with a standard deviation of 10,588, exceeding the average value of conjecture.
- b) The value of t arithmetic 2,534 > from price t table 1,729 (t = n-1 (α) = 20-1, α .05 = 1,729) then H1 accepted.
- c) The value of Sig (2-tailed) 0.062 > from alpha (0.05), which means that the test performed has a significance value.

The data output SPSS above concludes that H1 which said the average ability of students using a large module of the value 80 is acceptable. Referring to the interpretation table presented by, the average value of achievement using the module is 86,000 at intervals 81-100 with very effective interpretations.

1. Evaluation

Evaluation is a process to see if the learning modules developed are successful, according to previous expectations or not. Based on this, it can be concluded that:

1) Validity

The validity of the product consists of:

- a) The syllabus validity of the learning of tourism awareness education obtained by 4.8 with very valid category, the value of reliability is 0.748 while the alpha value is 0.05. Because the value of Cronbach's Alpha is greater than Alpha, the instrument is considered reliable. Meanwhile, the value of ICC 0.769 which can be interpreted that the validator has the high consistency.
- b) The planing validity of the learning of tourism awareness education obtained value of 4.7 with the category is very valid, the value of reliability 0.737 while the value of alpha 0.05. Because the value of Cronbach's Alpha is greater than Alpha, the instrument is considered



reliable. While the value of ICC 0.737 which can be interpreted that the validator has the high consistency.

c) The material validity of the module of tourism awareness education is 4.5 with very valid category, value of reliability equal to 0,656 while value of alpha 0,05. Because the value of Cronbach's Alpha is greater than Alpha, the instrument is considered reliable, while the ICC value 0.750 can be interpreted that the validator has the high consistency, d) The module validity of the tourism awareness education of 4.5 with very valid category, reliability value 0.770 while alpha value 0.05. Because the value of Cronbach's Alpha is greater than Alpha, the instrument is considered reliable. While the value of ICC 0.828 which can be interpreted that the validator has a high consistency, e) the guidance facilitator validity of the tourism awareness education is 4.7 with very valid category, reliability value is 0.797 while the alpha value is 0.05. Because the value of Cronbach's Alpha is greater than Alpha, the instrument is considered reliable, while the ICC value 0.737 can be interpreted that the validator has a high consistency.

2) Practicality

The practicality of developing the tourism awareness module can be described below:

2.1 Practicality of test results during one-to-one evaluation test consist of 1) the observation of the implementation of the learning implementation plan of a 95% practical category, 2) from the observation result of the module it can be concluded that the students understand the various aspects of the module, understand the steps of activity in the module, are interested and motivated to read by using the module , active and keen to work on the tasks that exist in the module, 3) the response of students to the awareness tourism module is in the category very practical and was at 97%.

2.2 Practicality test result of the small group evaluation

The observation of the implementation of the learning implementation plan yielded a 96% with a very practical category. Likewise, based on the observation of the usage of the module it can be concluded that students understand the various aspects of the module, understand the steps of activities that exist in the module, are interested and motivated to read by using the module, and are active and enthusiastic about doing the tasks in the module. The student response to the Tourism Awareness Module was in the very practical category of 4.33%.

2.3 Practicality test results of the time of implementation consisted of 1) the implementation observation of the learning implementation plan is 99.5% in the very practical category, 2) from the observation result of the module it can be concluded that the students understand various aspects of the module, understand the steps of the activities in the module, are interested and motivated to read using modules, are active and enthusiastic working on the tasks that exist in the module, 3) the practitioner's response to the practicality of learning tools of 4.51 were in the category of very practical, 4) the practitioner's response to the practicality of tourism awareness education module was 4.37 with the category very practical , 5) the practitioner's responses to the practicality of guides of tourism awareness education facilitators amounted to 4.54 in very practical category, 6) the students' response to the tourism awareness module is in the very practical category of 4.35.



3) Effectiveness Test.

- a. The results of the effectiveness test on the time of trial *one-to-one* evaluation consisted of 1) the observation of student's activity is very good, that is 100%, 2) the result of the learning process skill module including the effective category is 83.63%.
- b. The results of the effectiveness test at the time of small group evaluation consisted of 1) the observation activity of students was very good and was at 96%, 2) result of assessment process of learning skill module including in effective category was at 92,94%.
- c. The effectiveness test on the time of implementation consisted of 1) the result of observation of student's activity was very good and at 95,38%, 2) the result of appraisal processes of learning skill module including the effective category was at 94,89%. 3) the average value of learning outcomes of students using the module is 86000 and are at intervals of 81-100 with very effective interpretation.

Based on the results of validity, practicality, and effectiveness of the development of the Tourism Awareness Module for tourism attraction managers, it can be concluded that the module has the validity, practicality and is excellent in its effectiveness.

Discussion

The development of the Tourism Awareness Education Module for tourism attraction managers, when adopting the ADDIE development model, has been found to have been successfully implemented. The module has been tested on the manager of Tarusan Kanagarian Kamang Mudik Lake, Agam, through a) The One-to-one evaluation test which is a trial involving one person managing the attraction of tourism, b) The small group evaluation test was tested in the form of a small group of 5 participants of the tour attraction. Meanwhile, at the implementation stage on the manager of tourist attractions Tirta Sari Kanagarian Sonsang, Agam, had a number of 20 tourist attraction managers. Delivering the discussion on the results of the development research that has been done will be further described, especially related to the validity, practicality, and effectiveness of the developed module. Greater detail is described below:

Validity

Modules that have been developed are valid if they meet certain criteria. According to Plomp et.al (2007) the characteristics of the product are said to be valid when they reflect the soul of knowledge (state of the art knowledge). This is what is meant by content validation (content validity). Furthermore, the components of the product must be consistent with each other (construct validity). In this study validation is detailed again into product validation that is done on content, language, presentation, and on charts. Validation in this study was conducted by four expert validators and one validator practitioner. According to Sugiono (2012) product validation can be performed by some experts who have experience to assess new products that are designed, so that further can be known about their weakness and strength. The validation results from the experts were collected and then analyzed to find the average of each indicator and each aspect. The validation results are described below:

a) Learning Tool

1) Learning Syllabus

The validation process of the syllabus was based on several aspects, according to the components, the aspects include description, time allocation, competency standards and basic competencies, learning purposes, indicators, learning materials, learning activities, learning strategies / approaches, media and learning resources, and evaluation.



Based on predetermined categories, the learning syllabus that has been developed into the category is very valid with an average 4.8, the reliability value 0.748, while the alpha value 0.05. This means that the developed RPP describes the suitability of all components and the activities and concepts contained in it. This conformity is showed from substantial aspects including description, time allocation, learning purposes, indicators, learning materials, learning activities, learning strategies / approaches, media and learning resources, and evaluation.

2) Learning Implementation Plan (RPP)

The validation process of learning implementation plan (RPP) is based on several aspects according to the components such as a) substantial aspects include; identity, time allocation, learning purposes, indicators, learning materials, learning activities, learning strategies / approaches, media and learning resources, evaluation, b) technical aspects, and c) language aspects.

Based on predetermined categories, the developed RPP belongs to the very valid category (4.7), the value of RPP reliability 0.734 and the ICC value 0.737 (high). This value indicates that the developed RPP describes the suitability of all components and the activities and concepts contained on it. This conformity is showed from; a) substantial aspects include; identity, time allocation, learning purposes, indicators, learning materials, learning activities, learning strategies / approaches, media and learning resources, evaluation, b) technical aspects, and c) language aspects.

b) Module

Based on the data analysis of the module validation by an expert validator, the module obtained 4.5 with very valid category, a reliability value equal to 0,770 (reliable) while ICC module value was equal to 0,828 (high). It can be concluded that the module developed has been fixed with the demands of the user needs. Presentation of the material has been fixed with the development of learners. Besides, the validity of the material in the Tourism Awareness Education module amounted to 4.5 with the category which is very valid, the value of reliability of 0.656 while the value of alpha 0.05.

The description of the material on the module is according to the learning materials section. Various concepts and task explanations contained in the module facilitate the students (managers of tourist attractions) tasks and develop their ideas into the form of writing, and other tasks and test the results of the learning that has taken place. The module learning material has been able to achieve the selected basic competencies. In addition, the usage of language in the module using sentences that are easily understood by students is beneficial. The modules have been developed with a design with attractive colours, namely blue and green and such calming colours can motivate students to follow the learning process relatively well. It can be concluded that the module which has developed is valid and can be used effectively in the learning process.

c) Guidance of Facilitators

Based on the result of the facilitator's guidance, validity of tourism awareness education amounted to 4.7 in the very valid category, the reliability value was 0.797 while the alpha value was 0.05. Because the value of Cronbach's Alpha is greater than Alpha, the instrument is considered reliable. While the ICC value 0.737 can be interpreted that the validator has a high consistency. it can be concluded that the guidance of the facilitator developed has been fixed with the demands of the user's needs.



The material description with the facilitator's guidance has been fixed within the learning materials. The various concepts contained in the facilitator's guide helps the facilitator in the learning execution. In addition, the usage of simple language in the facilitator's guide makes the facilitator easy to understand.. The facilitator's guidance of Tourism Awareness Education for developing tourism attraction managers has been declared valid and can be used in the learning process.

1. Practicality of the Module

According to Arikunto (2010), practicality means easy corrected and equipped with clear instructions to facilitate the facilitators and the students in the usage of learning devices used. According to Sugihartono et.al (2007) learning by module is a learning that is partly or entirely based on a module. The purpose of learning with modules is to open up opportunities for students to learn based on their own abilities and ways. To check whether the module was developed practically or not, a trial was conducted on the tourist attraction manager of Tirta Sari Kanagarian Koto Tengah, Agam. Based on the implementation plan of learning that has been developed previously, the learning process was performed at a one time meeting with a time allocation of about 3x50 minutes. Practices observed consisted of a) the level of implementation of the lesson plan, b) the module's observation, c) the practitioner's response questionnaire, d) the student's response questionnaire. More details follow below:

a) Implementation of the Learning Plan

The observation result of the implementation of the learning plan shows that the learning is performed according to the planning that was made. This can be shown from the observation data of the implementation of the learning plan which is very practical to be used in learning module. During the trial no significant constraints in the learning were found by the facilitator.

b) Observation Result of Module Usage

The observation result is the level of ease of use the students in using the developed module. Based on the results of the observation the researcher obtained the description of activities that students feel easy to use in the developed module. The students understand the various concepts in the steps of activities that exist in the module, and they seem to feel interested and enthusiastic and actively look at doing various tasks that is in the module. This because of the application of 'discovery learning' (Winaryati, 2012). Discovery learning focuses on empowering all potential in the students, so that they can learn from their creativity and direct involvement in exploring the concepts and principles in each subject (Paraskeva, 2011). In other words, discovery learning refers to learning directly obtained by the students themselves, not from the results of the presentation of a ready-made subject (prepared by teachers). It means that the students are motivated to deceive their potential reason to be able to find the new interrelationships of all the elements that exist in any material or knowledge in the curriculum. In addition, discovery learning is an inductive process. The students are expected to formulate principles, recognize or set their own generalizations as the result of their own experience of the various elements of the subject they face.

There are several benefits to the discovery learning model. Berlyne argues that discovery learning stimulates a student's curiosity and motivates them to continue working until they find the answer to that curiosity (Sutherland and Snyder, 2007). In addition, the students also learn *independent problem-solving techniques* and *critical-thinking skills* because the students must analyze and manipulate various related information.



According to Bruner (2009), there are three advantages for the students through the method of discovery: (1) Exercise to discover something helps the students exercise the true nature of learning, that is the acquisition of information and its application to new situations and to problem solving; (2) Discovery learning trains the students not to always depend on external factors, such as teacher approval, parental gifts or avoidance of failure to generate intrinsic motivation, since the students who succeed in making an invention will feel satisfied with the findings; and (3) the subject through the invention has a longer retention period than the material given by the teacher, because the material is organized on the basis of the student's own interest so that it is better prepared to be reproduced if it is necessary. It can be concluded that discovery learning can be one of the learning methods in a constructivist approach, because students can understand the meaning in knowledge, values and attitudes when they discover their own knowledge, and not ready-to-learn knowledge learning.

c) Result of Practitioner Response Analysis to Learning Tools

The result of the analysis of the questionnaire of the practitioner response to tourism awareness education shows that it has a very practical use in learning. This can be seen from the distribution of practitioners' answers when asked the answers about learning tools which are developed and which are helpful for the facilitator in the implementation of learning. Learning tools are very practical in terms of presentation, practicality of usage, practicality in judgment and practicality in time allocation.

d) Result of Practitioner's Response to Practicality of Tourism Awareness Education Module

The result of the analysis to the questionnaire of the practitioner's response to the Tourism Awareness Education module showed that it was developed very practically for use in the learning process. This is evident in the spread of the practitioners' answers when asked for the answers about modules developed, in contrast to previous teaching materials, and easy to use in the learning process, thus demonstrating that the module is very practical in terms of presentation, practicality of usage, practicality in the assessment and the practicality in time allocation.

e) Results of Practitioner's Response of the Analysis of Tourism Awareness Education Facilitator's Guidance.

The result of the analysis of the questionnaire of the practitioner's response to Tourism Awareness Education facilitator's guidance as developed showed very practical use in the learning process. This was the evident in the spread of practitioners' answers when asked for the answers on facilitator's guides developed in contrast to previous teaching materials and easy to use in the learning process, meaning that the facilitator's guidance was very practical in terms of presentation, practicality of use, practicality of assessment and practicality in time allocation.

f) Results of Student's Response of the Analysis of Tourism Awareness Education Module.

The results of the analysis to the questionnaire of student's responses show that the students begin to more easily understanding the description of the material. The developed module is also interesting for the students because it is designed with the same blue and green colours which augur well and are according to the characteristics of the student's developmental stages. This is shown from the response of the students that the module used was very practical to use in the learning process. This means that the module is considered to be very practical in terms of interest, process usage, methods, media / learning resources, assessment.

2. Effectiveness of the Tourism Awareness Education Module



The teaching material is said to be effective if it brings effect or good influence on the achievement of learning purposes. According to Fidegeon (2010) the effectiveness of the learning program is characterized by the following characteristics a) it succeeds in delivering the students to achieve the stated instructional goals, b) provides an active experience, c) engages students actively to support the achievement of intentional goals, c) has the means to support the learning process. Based on the results of the effectiveness test at the implementation step the results showed that: 1) the observation of student's activity is very good, that was 95.38%, 2) the result of the learning process skill module assessment including the very effective category was 94.89.3) the average value of student's achievement result using modules are 86,000 at intervals of 81-100 with very effective interpretations. It can be concluded that the module of tourism awareness education is very effective and bring effect or good influence to the achievement of learning goals for the students.

The theory delivered by Winaryati et.al (2012) explains that effective learning is a learning that is able to bring students to achieve the goals of learning or competence as expected. Tourists who have been through a process that has been implemented for two days have a better ability than previously owned capabilities, especially for the tourism awareness issues, and this is depicted from the test results they have achieved.

The tests conducted on the management of the attraction of tourism is performed through *pre-test* and *post-test*. Before the giving of the material, there is a free-test and after giving the material, there is a post test. At free-test step, the management of the tourist attraction scores less and the increase in value is obtained on the post test with the average 86. In the special finding, the researchers recommend a novelty model of location-based research development that is IADDIE model (Indentification, Analysis, Design, Development, Implmentation, Evaluation). The IADDIE development model is the result of the development of the ADDIE model proposed by Dick, Carey & Carey. The concept of the ADDIE model is used to describe the systematic approach. All elements of the model are linked to one another from Indentification, Analysis, Design, Development, Implemantation, Evaluation.

The addition of the Indentification step to ADDIE research development model is the first step before analyzing the problems that occur in the real situation. The concept of *problem identification* is the process and result of problem recognition or problem inventory. In other words, the problem identification is one of the most important research processes among other processes. The research problems will determine the quality of the study, and they will also determine whether the refraction activity is referred to as research or not. The research problems are generally refracted through literature review or by real experiences (observation, survey), and so on. It is also described in the cognitive-field theories which views the students in relation to the environment as a whole (Ornstein & Hunkins, 1988: 84). This is the principle of field theory that learning is the restructuring and integration of a whole field atmosphere that results in understanding. This idea leads to the role of perception in learning, and according to this theory, we see attractions arranged and structured in a unity, not as a collection of several separate parts of the attraction. Thus, according to this theory, learning is not merely the process of forming small and simple units to form a complex unity. Field psychologists consider that a whole is more meaningful than the collection of its parts (*gestalt*).

The field theory is so called because it makes the property, field structure, environment, or behavioral setting appear as a guide in "reading" the field situation for problem solving. The main principle of this theory is that experience or stimulation does not occur as being arranged or structured. The human, therefore, does not respond to a separate stimulus, but rather to a pattern or configuration of stimuli. Thus, humans do not react to stimuli independently of others, but to the stimuli contained in a setting; not to the partition separately from a pattern of stimuli, but to a pattern as a whole (Kolesnik, 1970). In other words, human behavior can not be understood without understanding the environmental conditions in which they live and function on a daily basis.



Conclusion

The result of the development of tourism awareness module for tourism attraction managers, is shown from the result of the measurement of the validity, the practicality, and the effectiveness of the learning module implementation for the tourism attraction manager is based on the analysis after the module test steps have been validated.

1. The Validity of the Tourism Awareness Education Module for Tourism Managers

The validity of the tourism awareness module for tourism attraction managers developed in the research is found to be valid. This also demonstrates that the six key aspects of the module are; a) physical aspects, b) linguistic aspects, c) material aspects, d) aspect of the presentation, e) aspects of grafice, and f) cover aspects have been arranged completely and these are according to the needs of students used in the learning process.

2. The fracture of the Tourism Awareness Education Module for Tourism Managers

The fractality of the tourism awareness education module for the overall tourism attraction manager is a very practical category. This is obtained from the observation of the implementation of RPP to the facilitator in teaching, the observation sheet of module usage, the practitioner's response, and the student's response to the practice of the tourism awareness education module. It also gives an idea that the module can help in implementing the learning process that is required.

3.The Effectiveness of Tourism Awareness Education Module for Tourism Managers

The effectiveness of the module can be known through the activities of the students, process assessment and learning assessment outcomes via using the module. The activities of the students as a whole have been performed well, and the assessment of the skill process of the students is also very effective, whereasthe average value of learning outcomes of students using the module is 86 at the interval of 81-100.

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