

Design of Tourism Arabic Teaching Materials for Tourism Awareness Groups: The Case of Cisaat Tourism Village in Subang, West Java

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Article history

Received : 2023-02-11

Revised : 2023-06-12

Accepted : 2023-07-10

Published : 2023-08-31

Keywords:

Arabic, Cisaat, Material, Tourist Village, Pokdarwis.

Abstract: Cisaat Village in Subang District is a developing tourist village increasingly visited by Middle Eastern tourists. Unfortunately, the Tourism Awareness Group (pokdarwis) in Cisaat has not yet mastered Arabic communication skills, although they have already gained experience in learning Arabic. This research aims to develop Arabic teaching materials for tourism village groups in Indonesia. This study uses the research and development method of Thiagarajan's 4D model. The instruments of this study were questionnaires distributed to 30 members of Pokdarwis and unstructured interviews. The data analysis used was quantitative descriptive. The results showed a need to prepare Arabic teaching materials for Tourism Awareness Groups (Pokdarwis) at Cisaat Tourism Village. Educational materials are designed in e-audio books, and the learning topics presented are transportation, homestay (hotel), and transactions.

Abstrak: Desa Cisaat di Kabupaten Subang merupakan desa wisata yang sedang berkembang dan semakin banyak dikunjungi oleh wisatawan Timur Tengah. Sayangnya, Kelompok Sadar Wisata (pokdarwis) di Cisaat belum menguasai kemampuan berkomunikasi dalam bahasa Arab, meskipun mereka sudah mendapatkan pengalaman belajar bahasa Arab. Penelitian ini bertujuan untuk mengembangkan bahan ajar bahasa Arab untuk kelompok desa wisata di Indonesia. Penelitian ini menggunakan metode penelitian dan pengembangan model 4D Thiagarajan. Instrumen penelitian ini berupa kuesioner yang disebarkan kepada 30 anggota Pokdarwis dan wawancara tidak terstruktur. Analisis data yang digunakan adalah deskriptif kuantitatif. Hasil penelitian menunjukkan adanya kebutuhan untuk menyiapkan bahan ajar bahasa Arab untuk Kelompok Sadar Wisata (Pokdarwis) di Desa Wisata Cisaat. Bahan ajar dirancang dalam bentuk buku e-audio, dan topik pembelajaran yang disajikan adalah transportasi, homestay (hotel), dan transaksi.



Available online at
<http://jurnal.usk.ac.id/riwayat/>

INTRODUCTION

Village tourism is currently a new phenomenon in the tourism world. A tourist village is a term for a rural area that offers an authentic rural atmosphere, both in the form of socio-economic life, socio-culture, customs, daily life, building architecture and typical spatial structures, as well as unique

and exciting economic activities that have the potential to develop various tourism components such as attractions, accommodation, culinary and other tourism needs (Hadiwijoyo, 2012). This definition is in line with the opinion of Nuryanti (1993), according to which a tourist village is a form of integration of attractions, accommodation and supporting facilities, presented in a

structure of community life integrated with prevailing procedures and traditions. The above two definitions define village tourism in terms of the object or element. In contrast, village tourism is defined in terms of its activities by Inskip (1991) as a form of tourism where a group of tourists gather in or close to traditional life or in remote villages to study life patterns and the environment.

The number of tourist villages is currently increasing rapidly. Tourism Village Network's official website shows 4681 tourist villages across Indonesia (Jadesta Kemenkraf, 2023). This number has risen sharply since 2018 when there were 1734 tourist villages (Luthfi, 2021). There are three factors why the number of tourist villages is growing significantly. First, most of Indonesia is rural (Arintoko et al., 2018). The large number of rural areas in Indonesia creates many potential tourist villages. Based on Village Potential Statistics 2018, Village Ministry stated that the potential of tourist villages in Indonesia reaches 7,275 villages in all provinces (W. Finaka, 2021). Second, the congestion caused by regular tourism activities has led some tourists to seek new alternative tourist spots, such as outlying nature tourism (Sidiq & Prihatmaji, 2017). Third, regional autonomy policies have required local governments to explore the potential for regional income creatively. One of the potential sources of income is village tourism (Nursetiawan & Garis, 2019).

Tourist villages are now increasingly targeted by foreign tourists, especially those from the Middle East region, especially tourists from Saudi Arabia. An example is the Cisaat Tourism Village in the Subang Regency. According to residents, Saudi Arabian tourists usually visit in August. Saudi Arabia is one of the countries that brings many foreign tourists to Indonesian tourism. According to the Central Bureau of Statistics report, 31,906 tourists from Saudi Arabia visited Indonesia (Badan Pusat Statistik, 2021). With this many visits, it is unsurprising that the Middle East is considered an important tourism market for Indonesia (Jelita, 2022).

One of the strategies for developing tourism village marketing in Indonesia to the Middle East is developing communication skills for

tourism awareness groups. (pokdarwis). The lack of tour managers who have mastered the Arabic language has caused various complaints from tourists. The tourists complained that communication could have been smoother due to limitations in language problems (Imran Ahmad et al., 2019; Misran, 2019). Therefore, it is necessary to have a guidebook for learning Arabic tourism for pokdarwis to improve their ability to communicate with tourists. Unfortunately, much research has not been conducted on tourism Arabic (Zin et al., 2013), primarily if the research is aimed at producing Arabic teaching materials for tourist village managers. Such research has never been done before. Against the background of tourist village development and the need for Arabic teaching materials for the above tourism groups, the researcher proposed this study to overcome these problems.

METHODS

This research applied R&D design (research and development) and adopted Thiagarajan's 4D model. There are four stages in the 4D modeling process; define, design, develop and disseminate. Precisely for this research, the researchers have only completed the design phase (Thiagarajan et al., 1974). In detail, the process of developing tourism Arabic educational materials for tourism awareness groups is shown in Figure 1.

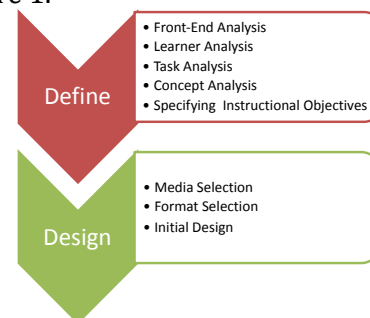


Figure 1. Steps in The Research

This research was conducted at Cisaat Tourism Village, Subang Regency, West Java, where the research participants were 30 Pokdarwis members and three Pokdarwis coordinators. This study used primary data and secondary data. Primary data were collected from Pokdarwis members and their coordinators. Secondary data were

obtained from this study's articles, books, and journals. The data collection techniques used were the distribution of questionnaires and unstructured interviews. The collected data were analyzed using quantitative description techniques.

RESULTS AND DISCUSSION

Result

As already mentioned, the 4D model media were used in this research. Specifically, there are only two phases to complete in this expert research: define and design. Below are details of the procedure for each phase:

1. Define Stage

In the define stage, data were obtained from five analyses: front-end analysis, learner analysis, concept analysis, task analysis, and learning objectives analysis. In the front-end analysis, the researcher distributed questionnaires to Pokdarwis members and interviewed three coordinators. Based on the questionnaires and interviews, it can be concluded that Cisaat Village is currently one of the travel destinations for Middle East tourists. Therefore, Pokdarwis need to master Arabic communication skills in Cisaat. Unfortunately, until now, they have never received special tourism Arabic lessons. Materials for Pokdarwis, which are believed to improve their communication skills. Therefore, the Pokdarwis in Cisaat village hopes that there are unique teaching materials they can learn to improve their Arabic skills. The results of the needs assessment questionnaire are presented in Table 1.

Table 1. Needs Analysis Questionnaire Results

| No | Statement | Answer | | | |
|----|-------------------------|---------------|--------------|---------------|---------------|
| | | SA (%) | A (%) | DA (%) | SD (%) |
| 1 | Cisaat Village is now a | 67 | 17 | 16 | - |

| | | | | | |
|---|--|----|----|----|----|
| 2 | destination for tourists from the Middle East Arabic communication skills are essential for Pokdarwis to master | 83 | 17 | - | - |
| 3 | I have mastered basic Arabic communication skills | - | 17 | 67 | 16 |
| 4 | I have a background in learning Arabic before | - | 33 | 40 | 27 |
| 5 | I have received or read an Arabic tourism book specifically for Pokdarwis. | - | 17 | 16 | 67 |
| 6 | My communication skills would improve if there were specialized tourism Arabic teaching materials for Pokdarwis. | 86 | 14 | - | - |

SA= Strongly Agree

A= Agree

DA= Disagree

SDA= Strongly Disagree

In the learner analysis, the researchers obtained data from the learners' learning style questionnaire when analyzing the learners. Based on the questionnaire results, it is known that most of the learning styles of the Pokdarwis members are combined visual and auditory. The learning styles of the Pokdarwis are shown in Table 2.

Table 2. The learning styles of the Pokdarwis

| No. | Statement | 5 % | 4 % | 3 % | 2 % | 1 % | Mean % |
|-------------------------------|--|--------|--------|--------|--------|--------|------------|
| 1 | I learn better by reading what the teacher writes on the board. | 30 | 33 | 7 | 27 | 3 | 72 |
| 2 | I highlight the text in different colors when I read. | 40 | 20 | 7 | 20 | 13 | 71 |
| 3 | I understand better when I read instructions or information. | 40 | 33 | 10 | 17 | 0 | 79 |
| 4 | I learn better by reading than by listening to someone. | 43 | 23 | 3 | 10 | 20 | 72 |
| 5 | I learn more by reading textbooks than by listening to lectures. | 43 | 23 | 3 | 10 | 20 | 72 |
| Mean of Auditory Style | | | | | | | 74% |
| 6 | When the teacher tells me the instructions I understand better. | 37 | 23 | 13 | 17 | 10 | 72 |
| 7 | When someone tells me how to do something in class, I learn it better. | 37 | 23 | 7 | 20 | 13 | 70 |
| 8 | I remember things I have heard well | 43 | 23 | 3 | 10 | 20 | 72 |

| | | | | | | | |
|----------------------------------|---|----|----|----|----|----|-----------|
| 9 | than things I have read. I prefer listening to the lecture in class. | 37 | 37 | 10 | 17 | 0 | 79 |
| 10 | I learn better in class when I listen to someone rather than participate in it. | 47 | 23 | 7 | 13 | 10 | 77 |
| Mean of Visual Style | | | | | | | 74 |
| 11 | I prefer to learn by doing something in class. | 20 | 23 | 7 | 27 | 23 | 58 |
| 12 | I concentrate better when I move around (e.g., pacing or my tapping feet). | 27 | 17 | 10 | 27 | 20 | 61 |
| 13 | I prefer hands-on activities to learn better (e.g. experiments, etc.). | 17 | 20 | 7 | 30 | 27 | 54 |
| 14 | I understand things better in class when I participate in role-playing. | 17 | 13 | 10 | 27 | 33 | 51 |
| 15 | When I speak, I move my hands a lot to express myself better. | 20 | 20 | 13 | 27 | 20 | 59 |
| Mean of Kinesthetic Style | | | | | | | 56 |

5= Strongly Agree
4= Agree
3= Neutral
2= Disagree

1= Strongly Disagree

The task analysis and concept analysis of its application are carried out to formulate the knowledge that the learners must master to facilitate the formulation of the tasks to be done in the process. The use of materials should make it easier for learners to formulate the necessary tasks in the learning process. The formulation of knowledge or competencies that need to be included is done by analyzing documents both from the results of previous studies and reference books related to Arabic (Foreign) for tourism purposes. In addition to document analysis, the determination of competencies was also carried out through interviews with several members of the Pokdarwis. Based on documents and interviews, seven Arabic communication skills were identified, namely: 1) greeting and introduction; 2) show directions and points of interest; 3) specification of environmental conditions; 4) providing homestay services; 5) Offering a variety of foods; 6) inquire about travel plans; and 7) conducting purchase and sale transactions. At the end of the definition phase, the researchers determined the instructional goals by classifying the learning goals of the designed and determined learning goals of teaching materials from the task analysis and concept analysis.

2. Design Stage

There are three steps to go through in the design phase: media selection, format selection, and initial design. First, e-audio book were selected for the media selection and presented as learning materials to make it easier for the learners (pokdarwis) to learn Arabic communication skills independently. For the format selection, the researchers chose the title of the audio e-book, namely "العربية للقرية السياحية" or Arabic for The Tourist Village. In addition, this teaching material is also designed in A4 paper size with Times New Roman, Noto Kufi Arabic, and Sakkal Majjala fonts. For the frame, the researchers designed the audio e-book according to the Ministry of Education and Culture guidelines for creating digital teaching materials. The framework includes the cover, the introduction (learning

outcomes, brief description of e-modules and instructions on how to use teaching materials), learning activities (objectives, material descriptions, summaries, exercises, assignments, and self-assessment), assessment and answer key, glossary, bibliography, and curriculum vitae. The researchers used the Canva application to design the covers of teaching materials. In addition, the researchers included audio recordings to clarify the material. The inserted audio files were samples of the vocabulary pronunciation and the conversation text. In addition, the researchers designed the prototype of the teaching materials using Microsoft Word, then changed the format from .doc to .pdf, and then converted it to a flip book using the Heyzine platform. Finally, the researcher designed the teaching materials by adding a cover, some supporting images, and links to assignments using the features provided in Heyzine. Once the teaching materials are published online, they can be accessed via various browser platforms. The results of the design of the teaching materials can be seen in Figure 2.



Figure 2. Material Teaching Design

Discussion

This research started with the needs analysis phase. As with other development research models, R&D research usually begins with a needs analysis. The needs analysis aims to determine the actual site conditions and academic needs (Misran, 2013). In addition, a needs analysis is carried out to determine the students' wishes regarding the competencies to be learned and the specifications of the expected teaching materials (Hutchinson & Waters, 1987). The resulting needs analysis results

are significant for determining the design of the Arabic teaching materials to be developed (Abdul Ghani & Wan Dau, 2018).

Based on the needs analysis, several findings flow into the design of teaching materials. First, the learning style of Pokdarwis members as learners combines visual and auditory elements. The visual learning style is a learning strategy that uses the sense of sight. Students who learn with this learning style can learn well and remember well when the learning process is learner-by-learning by directly seeing pictures, maps, tables, blurs, and learning materials. Visual learning style is the tendency to learn knowledge and skills through sight (Pribadi, 2011). Meanwhile, the auditory learning style is a learning style that relies on listening to understand and remember something. The characteristics of this type of learning model make listening the primary tool for absorbing information or knowledge. That is, we must first listen and then be able to remember and understand the information received (E. Smaldino et al., 2011).

This combination of visual-auditory learning styles encourages researchers to design instructional materials in e-audiobooks, a combination of e-books and audiobooks. The choice of this model is based on several research results showing that the simultaneous use of audiobooks and e-books can enable students to take a multi-sensory approach to read books. It was stressed that reading and listening simultaneously is particularly beneficial for students who struggle to concentrate on reading activities (Kartal & Simsek, 2017; Kim, 2021; Liu et al., 2019; Rahman & Hajar, 2020). In addition to learning style considerations, the selection of a digital-based teaching material model is based on the results of interviews which show that potential users want the teaching materials produced to be practical and accessible via their smartphones. The wishes of prospective users are fundamental to note in development research so that the product produced is right on target according to the needs in the field (Iswati, 2019).

Second, the needs analysis results that affect the design of teaching materials are the selection of learning topics. The topics

covered in the teaching materials relate to the situation in the dormitory and tourist places. The selection of these topics considers the interview results and several studies. Misran (2013) said in his research that Arabic language proficiency for tourism is associated with tourism domains that include specific situations and areas in which they will later work (target situation). Zin et al., (2013) concluded from their research that creating Arabic teaching materials for tourism requires situational talking points in transportation, hotels (accommodation), and transaction locations (markets). The compiled teaching materials have taken these topics of conversation into account.

CONCLUSION

This research concludes that there is a need to prepare Arabic teaching materials for Tourism Awareness Groups (Pokdarwis) at Cisaat Tourism Village. Educational materials are designed in e-audio books as the learning style of Pokdarwis members, as potential users are visual and auditory. In addition, the learning topics presented are about transportation, homestay (hotel), and transactions, which are determined based on the results of interviews and document analysis.

SUGGESTION

Tourism awareness groups are an important element in the development of tourism village promotion. Therefore, the tourism office, labour office, and education office should work together to provide support in developing foreign language skills for tourism groups. Opening collaborations with experts in foreign language teaching and research to create instructional materials or foreign language training for tourism groups can start this support.

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