Tourism Geography Learning Process in 21st Century Competencies Efforts for Geography Education Students

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Abstract: Tourism Geography Learning Process in 21st Century Competencies Effort for Geography Education Students. Objectives: This research aims to find the content of 21st century competencies in the learning process of tourism geography subject. **Methods:** It is a qualitative research and data collection techniques are observation, interview, and documentation. The subjects are 14 students who were divided into students from villages and cities.. **Findings:** The results showed that the learning process from the curriculum aspect and the tourism geography learning process has formed the character of collaboration, creativity, and critical thinking, but the content of communication competence has not been maximally formed. In addition, students from rural areas tend to have better cooperative and social care characteristics than urban students. **Conclusion:** The tourism geography learning process has formed the character of students in accordance with 21st century competencies, namely collaboration, creativity, and critical thinking, but personality factors and habits from the area of origin also influence the development of student character during college

Keywords: 21st century education, student character, character education.

Abstrak: Proses Pembelajaran Geografi Pariwisata dalam Upaya Mengembangkan Kompetensi Abad 21 pada Mahasiswa Pendidikan. Tujuan: Penelitian ini bertujuan untuk menemukan *muatan kompetensi abad 21 pada proses pembelajaran mata kuliah geografi pariwisata.* **Metode:** *Kualitatif dengan teknik pengambilan data observasi, wawancara, dan dokumentasi. Subjek dalam penelitian ini adalah 14 mahasiswa yang dibagi atas mahasiswa berasal dari desa dan berasal dari kota.* **Temuan:** *Hasil penelitian menunjukan proses pembelajaran dari aspek kurikulum dan proses pembelajaran geografi pariwisata telah membentuk karakter kerjasama, berpikir kritis, dan kreatifitas namun muatan kompetensi komunikasi belum maksimal. Selain itu, mahasiswa yang berasal dari pedesaan cenderung memiliki karakter kerja sama dan peduli sosial yang lebih baik dari pada mahasiswa perkotaan.* **Kesimpulan:** *Proses pembelajaran geografi pariwisata telah membentuk karakter mahasiswa yang sesuai dengan kompetensi abad 21 yaitu collaboration, creativity dan critical thingking, namun faktor kepribadian dan kebiasaan dari daerah asal juga ikut mempengaruhi pengembangan karakter mahasiswa pada saat kuliah*

Kata kunci: pendidikan abad 21, karakter siswa, pendidikan karakter.

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■ **INTRODUCTION**

Education according to the OECD 2030 learning framework, plays an important role in developing knowledge, skills, attitudes and values that are able to make people contribute to and benefit from sustainable education. Character building is needed at every level of education including universities (Davidson, Khmelkov, & Lickona, 2010). In the 21st century, educational institutions are required to have the skills to think creatively, critically, communicate, and collaborate (4C) (Bedir, 2019).

In line with this, the geography education study program instills character education in students. However, character education is considered to be less studied by students. It can be seen from the moral degradation of students during higher education. The comparison between the character of 21st century students and the previous century is different and shows a decline (Jahroh & Sutarna, 2016). Implementing character education in students has a special strategy (Dharmawan, 2014) because students are critical individuals. Furthermore, each human being is unique and has different characters.

The 21st century learning is learning that integrated with literacy skills, knowledge skills, skills and attitudes, and mastery of technology (Kivunja, 2014). These skills are known as The 21st century competencies, including collaboration (Echao & Romero, 2017), communication (Silber Varod, Eshet Alkalai, & Geri, 2019), creativity (Egan, Maguire, Christophers, & Rooney, 2017), and critical thinking (Foo & Quek, 2019). To be able to carry the 21st century learning, educational institutions must be able to instill student character in accordance with the competencies needed in 21st century learning.

One of the strategies that are expected to be able to improve student character is to apply 4C abilities in the educational curriculum so that it can bring changes to the character of students. The curriculum, learning process, and learning evaluation are part of 4C which are expected to be able to shape student character. The distribution of the curriculum is in the form of learning skills, literacy skills, and life skills. The learning process takes the form of the role of the lecturer, the depth of the material, the use of learning media and learning methods, and evaluation in the form of assessing student understanding in the application of character values. Assessment is conducted both in class and outside of class when lecture activities take place.

■ **METHODS**

The research location is Geography Education Study Program, Faculty of Teacher Training and Education, University of Lampung (UNILA). The study lasted 6 months. The research subjects were geography education students of batch 2016 specifically in the tourism geography course. The choice of tourism geography class is because it is in accordance with the objectives of learning tourism geography with the formation of student character, consisting of having insight into knowledge, developing reasoning power, and student creativity in analyzing and applying approaches, theories and concepts of tourism geography and being able to organize and develop space more effectively by looking at optimal community participation.

Research approaches and methods

This research is a qualitative research (Harper, 2011 & Campbell, 2014). The selection of a qualitative approach is based on the problems studied regarding the character building of geography education students from the implementation of 4C which requires a number of field data that are actual and contextual in nature, so that an overview of the problems which occur in depth (in the form of words, images,

behavior) is obtained and is not administered in the form of numbers or statistical figures, but still in qualitative form. The method used was descriptive analytical. Analytical descriptive method tries to describe and interpret objects according to conditions in the field (Sukardi, 2003).

Data collection technique

Observations were conducted as the first step to observe students' activities whether they have shown the character and educational patterns applied by tourism geography lecturers. The second stage is interviews to obtain factual information and data regarding the formation of student character. Interviews were conducted through an oral question and answer process directly to students of tourism geography totaling 14 student respondents who were divided into two groups of areas of students' origin and were specially selected for research. The first group were students from rural areas and the second group were students from cities. It is because there are culturally differences between rural students (Gemeinschaft) and urban students (Gesselschaft).

The third step is a documentation study, conducted by collecting documents and important notes and analyzing documents. Primary data is in the form of words or actions which can be obtained from natural situations that occur in the campus environment. Secondary data are photographs. The final step is literature study to obtain additional information to support insights related to character building of students.

Data Processing and Analysis Techniques

The results of interviews, observations, documentation studies, and literature studies were obtained by examining all available data from various sources. If the answer to the interviewee after the analysis is not satisfactory, the researcher will continue the question again until a certain stage of obtaining data that is considered credible, Miles and Huberman in (Sugiyono, 2010). Data analysis activities include data reduction, data display, and verification.

■ **RESULT AND DISCUSSIONS**

The research was conducted employing an open questionnaire by grouping the resource persons into two groups of students, which are a group of students from rural areas and a group of students from urban areas. The division of the two groups is to see how the character of students is formed from two different origin groups. The results of the questionnaire can be seen in the data exposure and data analysis as follows:

Table 1. Implementation of Curriculum in Tourism Geography Learning

No	Respondent	Village			City		
		Curriculum					
		Learning Skills (K1)	*Literacy Skills* (K2)	*Life Skills* (K3)	*Learning Skills* (K1)	*Literacy Skills* (K2)	*Life Skills* (K3)
1	Respondent 1	Yes	Yes	Yes	Yes	Yes	Yes
2	Respondent 2	Not all	Yes	Yes	Yes	Yes	Yes
3	Respondent 3	Done	Done	Done	Yes	Yes	Yes
4	Respondent 4	Done	Done	Done	Yes	Done	Definitely
5	Respondent 5	Done	Done	Done	Done	Done	Done
6	Respondent 6	Done	Done	Done	Yes	Yes	Yes
7	Respondent 7	Done	Done	Done	Yes	Yes	Yes

According to all respondents, the geography learning curriculum implemented in the tourism geography course includes three basic abilities, which are learning skills, literacy skills and life skills. Only one student from the village said that the lecturer had not fully implemented the learning skills. When learning takes place, students are required to have the ability to think critically and creatively, collaborate and innovate, and be able to communicate as part of their ability to learn (C4) (Bedir, 2019 & Astuti, Aziz, Sumarti, & Anggani, 2019). Students are expected to be able to take advantage of information technology as a learning resource and be able to apply the principles of flexibility, initiative, social skills, productivity and leadership when learning takes place both inside and outside the classroom (Putra, 2017).

Table 2. The results of the study skills interview

Code - Interview questions	Respondent's Origin	Answer	Respondent's Code
Code K1 - *Has the applied learning process stimulated students or students to collaborate and innovate?*	Village	*Not all*	RD2
	City	*Already, in the learning process of tourism geography, students get many group assignments to be able to collaborate well. Because tourism geography is a course about tourist places seen from a geographic point of view, so it is not only from the location but seen from the economic, social and cultural environment. To be able to solve this, of course every student is required to collaborate and innovate well*	RK5

Table 3. The result of literacy skill interview

Code - Interview questions	Respondent's Origin	Answer	Respondent's Code
Code K2 - *Is the learning process IT based?*	Village	*Already, that is the use of the internet to find information and analyze the potential of tourism areas or for making maps*	RD4
	City	*Already based on IT, which uses a laptop or LCD to convey material and an internet connection*	RK4

Table 4. The result of life skill interview

Code - Interview questions	Respondent's Origin	Answer	Respondent's Code
K3 Code - *Does the learning process that has been implemented refer to the principles of flexibility, initiative, skills, social, productivity and leadership?*	Village	*Already. Students are given the authority and freedom to create a product or idea.*	RD5
	City	*Already. These principles are a complete package in the learning process of tourism geography where to see the object and subject, it is necessary to go directly to the field (environment).*	RK5

According to most respondents, the ability of lecturers to master the material and media used is very good and the learning media used supports the learning process. Two students from the city argued that the use of media as a means of supporting learning was not very good. Learning sources in the form of reference books / monographs are not yet available, but 1 resource person can well mention that there is actually a reference book.

Question: *"Are there any reference books/monographs used to support the learning process?"*

Answer: "*Yes, that is the book entitled Geografi Pariwisata dan Ekonomi Kreatif by Prof. Dr. I. Gusti Bagus Arjuna, M.S.* " (Respondent code: RK1)

Learning resources do not only come from books. There are many sources that can be used as learning resources. Learning sources include messages, people, materials, tools, techniques, and backgrounds (Abdullah, 2012). The method used in learning tourism geography is dominated in the form of lectures, discussions, exploration of potential and problem solving. Lecturers also build a comfortable classroom atmosphere. Lecturers are considered to have mastered the material presented in learning activities. It can be seen from the insights possessed by the lecturers regarding tourism, both tourism in Lampung Province and outside Lampung Province.

"*Yes, very master. The teaching lecturers have a good insight into tourism, both tourism in Lampung Province and outside Lampung Province.* " (Respondent code: RD1)

The formation of character values occurred in two groups of respondents. Character according to Suyanto (2009) is a way of thinking and behaving that characterizes each individual to live and work together, both within the sphere of family, society, nation, and state. Meanwhile, according to Davidson et al., (2010) character is something that encourages someone to act, behave, say, and respond to something. Based on the results of the interview, it was seen that students understood the existing character values. Students have a religious attitude, are honest, tolerant, disciplined, responsible, hard work,

Table 5. The learning process according to village students

No	Respondent's Code	Learning Process			
		Lecturer (P1)	Material (P2)	Media (P3)	Method (P4)
1	RD1	Yes	Yes	Yes	Good enough and appropriate
2	RD2	Yes	Yes	Yes	Conventional
3	RD3	Yes	Yes	Yes	Discussion of exploring potential and solving problems
4	RD4	Yes	Yes, but there is no journal only reference book	Yes	Lectures and discussions
5	RD5	Yes	Yes	Yes	Varies
6	RD6	Yes	Yes, but there is no journal only reference book	Yes	Discovery and Problem Based Learning
7	RD7	Yes	Yes, but there is no journal only reference book	Yes	Varies

Table 6. The learning process according to city students

No	Respondent's Code	Learning Process			
		Lecturer (P1)	Material (P2)	Media (P3)	Method (P4)
1	RK1	Yes	There is	Yes	Presentation and discussion
2	RK2	Yes	Yes	Yes	Good enough
3	RK3	Yes	Not yet	Not yet	Lecture
4	RK4	Mastering enough	Not yet	Yes	Lecture and discussion
5	RK5	Yes	Yes	Yes	Varies
6	RK6	Yes	Yes	Yes	Lecture and discussion
7	RK7	Yes	Yes	Yes	Varies

creative, independent, curious, democratic, love the country, care for the environment, and care about socially (Dharmawan, 2014). The honest attitude that students have can be seen from their courage to convey the fact that sometimes they still plagiarize in learning activities.

Table 7. Existing character values according to village students

No	Respondent's Identity	Character values (*Indoor Study* dan *Outdoor Study*)				
		Religious, Honest, Tolerance (NK1)	Discipline, Responsibility (NK2)	Hard Work, Creative, Independent, Curiosity (NK3)	Democratic (NK4)	Love the Motherland, Care for the Environment, Care for Social (NK5)
1	RD1	Praying, being honest, respecting diversity, and respect each other	Arriving on time Attendance <80% Task on time	Doing the job earnestly and trying on your own A little annoyed when tasks are many Looking for information from various sources	Do not like to work in groups because some groups are unfair in the distribution of tasks	Keeping the environment clean, sustainable and conducive in the classroom Helping a friend who is having a hard time
2	RD2	Praying, be honest, **speaking up when given the opportunity**, respecting diversity, and respecting each other	Same as above	Doing the task in earnest and structured Digging information from various sources (ask friends)	Reprimanding friends who do not cooperate in the group	The classroom environment greatly affects the mood when studying, it must be conducive Helping friends if you

No	RD					feel difficulties
3	RD3	Same as above	Same as above	Same as above	Cooperating and discussing with groups directly or indirectly	Same as above
4	RD4	Same as above	Same as above	**Feel challenged when there is a task that requires creativity** Same as above	Excited when doing group assignments	Same as above
5	RD5	Same as above	Same as above	Same as above	Same as above	Same as above
6	RD6	Same as above **Not conducting racism or discriminatio n**	Same as above	**Doing tasks quietly, especially at night.**	Cooperative	Same as above
7	RD7	Same as above	Same as above	Same as above	Responsible for conducting the division of tasks	Same as above

Table 8. Existing character values according to city students

No	Responden t's Identity	Character Value (*Indoor Study* dan *Outdoor Study*)				
		Religious, Honest, Tolerance (NK1)	**Discipline, Responsibi lity (NK2)**	**Hard Work, Creative, Independent, Curiosity (NK3)**	**Democratic (NK4)**	**Love the Motherland, Care for the Environment, Care for Social (NK5)**
1	RK1	Praying, being honest, respecting diversity, and respecting each other	Arriving on time Attendance <80% Task on time	Doing assignments thoughtfully and in a structured manner Digging up information from various sources (ask friends)	Dividing tasks fairly	Keeping the environment clean, sustainable and conducive both in class and at tourist attractions Helping a friend who is having a hard time
2	RK2	Same as above	Same as above	Same as above Making power points display well	Dividing tasks fairly	Maintaining a classroom environment Helping

						friends according to ability
3	RK3	Same as above **Sometimes doing plagiarism**	Same as above	Same as above **Does not like too many tasks**	Cooperating well	Same as above
4	RK4	Same as above **Sometimes doing plagiarism**	Same as above	Same as above Same as above	Cooperating well	Same as above
5	RK5	Same as above	Same as above	Same as above **A little less happy when having more than one assignment**	Cooperating well	Same as above
6	RK6	Same as above	Same as above	Same as above	Cooperating well	Same as above
7	RK7	Same as above	Same as above	Same as above **Slightly complaining when task is more than 1**	Dividing tasks fairly	Same as above

Evaluation is the process of determining a value for a thing or object based on certain references to determine certain goals sometimes known as an assessment (Martin, Ritzhaupt, Kumar, & Budhrani, 2019). This assessment can be neutral, positive or negative or a combination of the two. When something is evaluated, it will usually be followed by making a decision on the object being evaluated. The application of learning evaluation is divided into cognitive, affective, and psychomotor evaluations (Suhendi, Ramdhani, & Irwansyah, 2018). The evaluation applied in this study is focused on cognitive evaluation and affective evaluation only. Most of the respondents stated that cognitive evaluation and affective evaluation have been applied in assessing tourism geography learning. However, the composition of affective assessments is not as much as cognitive assessments.

The cognitive aspect is to see the knowledge ability of students, while the affective side is to assess the attitudes formed in students during the Tourism Geography class. When conducting cognitive evaluations, the lecturer makes questions that are easy for students to understand so that they do not experience difficulties. Meanwhile, in conducting affective assessments, according to most respondents, lecturers have not provided an affective assessment form that can be filled in by students to assist lecturers in assessing student attitudes between friends. However, at the beginning of the lecture, the lecturer had explained that in the class, the lecturer would conduct an attitude assessment for students as an evaluation material.

Geography has three approaches which are 1) spatial approach, 2) environmental approach, and 3) regional complex approach (Bintarto, 1979). In this study, the geographic approach used is the spatial approach because the respondents were seven students taken from rural areas and seven students were taken from urban areas. Based on the results of the questionnaire distributed to respondents, students who come

Table 9. Application of evaluation

No	Respondent's Number	Evaluation			
		Cognitive (E1)		Affective (E2)	
		Village	City	Village	City
1	1	Yes	Yes	No	Yes
2	2	Yes	Yes	No	No
3	3	Yes	Yes	Yes	Yes
4	4	Yes	Not really	No	Yes
5	5	Yes	Yes	Yes	No
6	6	Yes	Yes	Yes	No
7	7	Yes	Yes	Yes	Yes

from rural areas tend to have better cooperative and social care characteristics than urban students. This condition is due to the fact that the village community has a Gemeinschaft philosophy (Opielka, 2019) which means that they live full of a sense of togetherness, kinship and mutual cooperation (Purwendah, 2020). These kinds of habits are practiced by students who come from rural areas in the lecture. Meanwhile, the city community tends to have a Geselschaft attitude (Opielka, 2019) which means that they tend to have an individualistic attitude and do not really care about their environment. Characters such as democratic, religious, cooperation, love for the motherland, and a sense of responsibility among students tend to have the same character.

■ **CONCLUSIONS**

The tourism geography learning process has formed student characters including democratic, religious, cooperation, love for the motherland, and a sense of responsibility. Which are in accordance with 21ˢᵗ century competencies, namely collaboration, creativity, critical thinking, and communication, but personality factors and habits from the area of origion also influence the character development of students during college.

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