

Project Based Learning in Tourism Geography Lectures To Sharpen the Skills of 21st Century Students in the Era of the Independent Learning Curriculum

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ABSTRACT

Today's education is faced with the challenges of contemporary developments, currently entering an era of hyper-globalization. The government is fully aware of the future life challenges that today's young generation will face. So the government adopted a strategic policy in the world of education, namely by implementing an independent learning curriculum. Through the implementation of the independent learning curriculum, it is hoped that it can equip students with the skills needed to answer future challenges. One way to implement the independent learning curriculum is by using learning models that are relevant to the objectives of the curriculum. Project based learning is one of the learning models that is considered relevant for achieving the goals of the independent learning curriculum. Through project-based learning can help hone the 6C skills (Character, Citizenship, Critical Thinking, Creativity, Collaboration, Communication) in this era of independent learning.

KEYWORDS

Pjbl
skill 6c
Independent learning
Curriculum

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1. Introduction

Globalization, as a complex phenomenon that affects various areas of life, has brought new challenges that require careful preparation for future generations. These challenges are not only limited to economic and technological aspects, but also involve individuals' abilities to adapt to change, solve problems, and communicate effectively in an increasingly complex environment. Therefore, education must be able to create an environment that allows students to hone the skills needed to face the world of work and the complex challenges of the future. As stated by Mustapha (2020), that in the 21st century education must be able to guarantee that students have learning skills and the ability to innovate, skills in using technology and information media, and can work, and have life skills. Of course, all the competencies required by students must be in line with the demands of the era of globalization or what is better known as 21st Century Skills.

The 21st century skills referred to in this case are the 6C Skills consisting of Character, Citizenship, Critical Thinking, Creativity, Collaboration, Communication. According to the Ministry of Education and Culture (2022), to face the current era of hyperglobalization it is not enough to use 4C but 6C. Character and citizenship interpersonal skills are important values for someone to become a global citizen who is ready to face challenges. One of the characteristics of implementing 6C skills is that humanist education does not focus on mastering learning material but also on values and character. Septikasari (2018) emphasized that several experts explained that it is important to master various 21st century skills as a means of success in a century where the world is developing quickly and dynamically.

Education in Indonesia has undergone several curriculum changes. Currently, the independent learning curriculum applies. The curriculum changes that occur in Indonesia aim to make education in Indonesia better in all aspects, both in terms of objectives, models and appropriate strategies for implementing learning. Apart from that, it is also to prepare students who have potential in both academic and non-academic fields to compete in the future. (Maulidia, et al (2023). Furthermore, according to Alhayat et al (2023) stated that improving the quality of education in Indonesia is now being adjusted to accommodate the needs of the 21st century which can be done from all aspects,



one of the most important is through curriculum design that will be used as a guide for organizing learning for students.

The independent learning curriculum currently in effect in Indonesia carries the spirit of independence, freedom and improving the quality of learning. According to Alhayat (2023), through this independent curriculum we can change the concept of learning always in the classroom to outside the classroom. This kind of thing is expected to provide students with wider opportunities to discuss more widely and it is hoped that students will have good character, such as having the courage to express their opinions, social skills, and becoming competent students, in line with the demands of the 21st century. In its implementation, apart from having the opportunity to collaborate, students will also be given the freedom to elaborate on the skills they have. In this way, teachers and students can collaborate in creating and delivering active, effective and productive learning (Boang Manalu et al., 2022).

Based on this description, it is quite clear that this independent learning curriculum is part of the answer to facing challenges in the era of globalization. Through the independent learning curriculum, it is believed to be able to holistically develop the 21st century skills that students need in the era of globalization. In accordance with the framework in the independent learning curriculum, selecting relevant learning models is the key to achieving this goal. According to Barus (2019) there are seven learning models that teachers can choose for 21st century learning, one of which is project based learning. Project Based Learning (PjBL) is a learning approach that allows students to not only gain theoretical knowledge, but also develop practical skills, creativity and character needed in the real world. According to Nurasiah (2022), the project-based learning (PjBL) learning model or what is known as project-based curriculum, can be used as a learning model that aims to fulfill students' abilities in making designs and solving problems. The Project-Based Learning (PjBL) learning model is an innovative learning that emphasizes student-centered learning and places the teacher as a motivator and facilitator. Furthermore, according to Mujiburrahman (2022), project-based learning is considered important for developing student character because it provides students with the opportunity to learn through experience (experiential learning).

Tourism geography is the applied study of theoretical concepts of geographical approaches to tourism aspects on the earth's surface, this application includes all aspects of spatial patterns of supply, demand, geographical conditions of tourist attractions, tourist movements and flows, tourism impacts and tourism spatial models (Pramono and Ashari, 2015). The Tourism Geography course, with its focus on an in-depth understanding of a tourist attraction, the interrelationship of geographical elements, cultural nature, tourist flow movements and their impact on society, requires a learning approach that actively involves students. The application of PjBL in this course can provide a deeper and more meaningful learning experience, while honing students' abilities in communicating, working together in teams, thinking critically, and developing positive character. In this research, PjBL was applied to tourism geography lectures to hone several students' 21st century skills.

2. Method

This research uses a descriptive analytical approach, trying to reveal the application of PjBL in an effort to hone student skills in the 21st century, namely 6C skills. The research subjects were 30 students from the Geography Education Study Program at Pattimura University Semester IV in the 2021/2022 academic year. Data collection techniques are by observation and questionnaires. The collected data was analyzed descriptively. According to Miles, Huberman and Sadana qualitative data can be analyzed using the following steps.

1. Data Collection
2. Data reduction
3. Data display
4. Conclusions drawing/ verification.

Indicators of the success of the Pjbl model in honing 21st century student skills can be seen from the results of observations and student 6C skills questionnaires for each indicator on a 1-5 Likert scale with the following scoring categories.

Table 1. Score and Assessment Criteria

Score	Criteria
5	Very Good
4	Good
3	Enough
2	Not enough
1	Very less

Source: Moge in Harvey 1998

Then descriptive statistics are processed using the following formula:

$$P = n/N \times 100\%$$

(Anass Sudjiono, 2018:43)

Then, from the results of the questionnaire tabulation, the percentage of each 6C skill indicator can be seen with the following success criteria.

Table 2. Percentage Success Criteria

Percentage (%)	Categori
81-100	Very Good
61-80	Good
41-60	Enough
21-40	Not enough
0-20	Very less

Source : Riduan (2010)

3. Results and Discussion

PJBL Learning in Tourism Geography Lectures

The steps for implementing project-based learning are determining challenging questions, preparing project plans, preparing activity schedules, monitoring, testing/assessing results, and evaluating experiences (Syahputra: 2018). In accordance with these reference steps, PjBL-based learning activities in tourism geography lectures are carried out more or less through several stages, namely.

Table 3. Description of steps in learning tourism geography with PjBL

Learning Stages	Description
1) Start with the big question	Learning begins with essential questions related to the project activities that will be implemented, namely examples of applying the 4A tourism concepts and components to nearby tourist attractions.
2) Design a plan for the project	Collaboration between lecturers and students in planning projects, product specifications for the projects to be carried out. In this case, it was agreed that the project would be in the form of making a tourism video or vlog containing

	explanations of tourist attractions in Ambon City, but the explanation would include theoretical studies that had already been studied in relation to existing conditions. Such as looking at the tourism elements or components of the object, what attractions are interesting, what facilities are offered, existing accommodation, access to the location, entry fees, conditions inside and what things are felt to be lacking and need to be improved. The project was agreed to be carried out in groups, each group visiting and studying different objects with other groups.
3) Create a schedule	Determine the timeline for completing the project to be worked on, the final collection date
4) Monitor the students and the progress of the project	Monitor the progress of project work, and facilitate each group regarding the obstacles faced in project work.
5) Assess the outcome	Evaluate the products produced by each group and provide feedback
6) evaluate the experience	Together, reflect on the activities that have been carried out from start to finish, so that they can be used as evaluation material for planning similar lessons in the future.

Source: Research Primary Data, 2022

Learning activities with project based learning give students the freedom to be creative and collaborate with their groups in completing projects. This learning activity has also shifted learning which is usually only in the classroom to outside the classroom. Students can explore their knowledge, inviting them to be more sensitive to what they see in the field in relation to the theory they are studying. Project based learning has at least 13 characteristics or benefits relevant to those stated by Nurasiah (2022), namely (1) Students decide on a predetermined framework; (2) Students have the experience to be able to solve a case that can be solved through a project; (3) students participate in designing the process they will go through to produce a solution; (4) students are encouraged to be able to think critically, be able to solve problems, be able to collaborate, and be able to communicate; (5) Students are given the responsibility to search for and manage all information that has been collected; (6) experts in areas of expertise related to the project; (7) evaluation activities are carried out periodically and continuously throughout the project; (8) Students are generally given the opportunity to reflect and review what they have done; (9) the product of multiple project outcomes; (10) a learning environment that is tolerant of errors and changes.

21st Century Student Skills in Project Based Learning

In the tourism geography learning process using the project based learning model, each process is observed and the students' skills are visible in it. The skills referred to here are 21st century skills which contain the 6Cs (Character, Citizenship, Critical Thinking, Creativity, Collaboration, Communication). The following are the results of observations and assessments for each skill indicator in each group

Table 4. Observation Results of Students' 6C Skills with PjBl Learning

6C Skills	Indicator	K1	K2	K3	K4	K5
Character	Discipline in collection time	5	4	5	5	4
	Follow project work guidelines					

Citizenship	Applying theory from lectures to study, explore tourist attractions in one's own region as part of love for one's homeland.	5	5	5	5	5
Critical thinking	Sharpen skills and accuracy in linking theory with what is obtained in the field & hone the ability to provide solutions to existing obstacles	4	4	5	5	4
Creativity	The power of creativity in using various technologies, software or applications to create tourism study video works.	4	4	5	5	4
Collaboration	the ability to collaborate with a team in completing group assignments in the form of tourism study video vlogs.	5	5	5	5	3
Communication	Ability to communicate findings in the field in the form of explanations in tourism study videos based on tourism parameters	5	5	5	5	4

Source : Data Research 2022

Based on this table, it can be seen that through learning with PjBL in the tourism geography course, 6C skills have emerged in students. Assessment results vary in each group. The scores that appear range from 3 to 5, the most frequent score is 5 which means very good. A score of 3 on the collaboration indicator in one group means sufficient because there are students whose participation in the group is lacking. For the rest, other indicators are good.

Apart from observing the 6 skills during the learning process, data on student responses related to these skills was also collected. The following is data from student responses regarding 21st century skills in tourism geography lectures using the project based learning model.

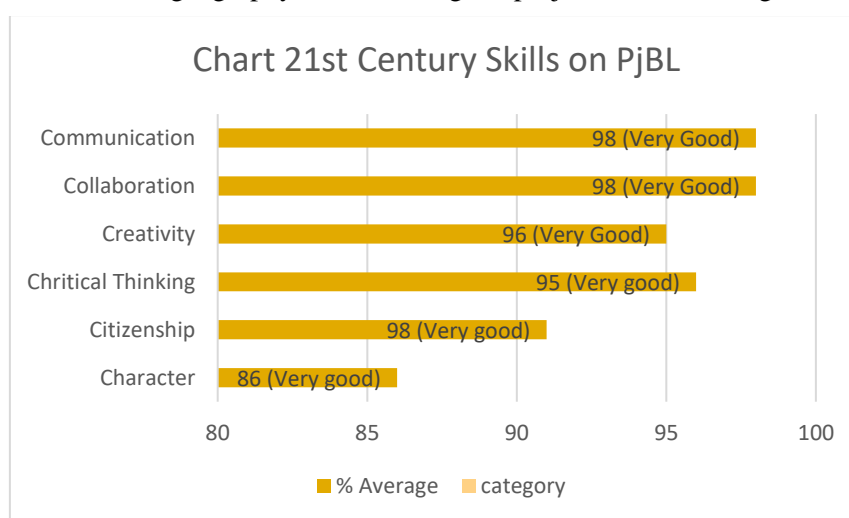


Figure 1. Student response diagram for the 6 C skills in PjBL learning

For each indicator, the average student stated that they strongly agreed that through learning with the project based learning model in the tourism geography course, they could instill 6 21st century skills. The following is a discussion of each indicator that appears in learning with project based learning in the tourism geography lecture.

a. Character

- character skills emerge from the discipline of each group in collecting tasks and compliance in adhering to the project work guidelines that have been mutually agreed upon. Apart from that, they also have a sense of responsibility in completing the project.
- b. **Citizenship**
Citizenship is meant in this case, students become sensitive to the surrounding environment. Through the project given, students become more aware of the tourist attractions in Ambon as part of their love of their homeland.
 - c. **Critical Thinking**
Critical thinking skills are one of the pillars of knowledge-based 21st century skills that contribute to academic success (Shaw, et al., 2020). Critical thinking is essentially an active process where someone thinks about things in depth, asks questions for themselves, finds relevant information for themselves rather than accepting things from other people (John Dewey in Alec Fisher, 2009: 2). So critical thinking skills include the ability to access, analyze, synthesize information that can be learned, practiced and mastered. In this case, students think critically in relating theory to what is obtained in the field & hone their ability to provide solutions to existing obstacles. In the project given by students, apart from explaining tourist objects with indicators of tourism parameter components, they also look at deficiencies and provide recommendations regarding what needs to be improved.
 - d. **Creativity**
Mardhiyana et al., (2015), stated that when a person's creative thinking ability develops, he will give birth to ideas, find interrelated concepts, create and imagine, and have many perspectives on something so that he is able to solve various problems in his life. Study. The creativity of students in this research is visible in their work on projects, they are given the freedom to bring out the creative and innovative ideas they have. As a result, each group compiled a video project using various software and was creative in making the appearance as attractive as possible accompanied by background sound. An example of the display can be seen in the attachment.
 - e. **Collaboration**
Collaboration refers to the way someone uses different personalities, talents, and knowledge to work together and produce something new. (Montessori, 2023). Collaboration in this case can be seen from the beginning of project planning, group formation to project implementation. Students are responsible as a group for completing the project well. Collaboration can also be seen in the division of tasks when going to the field to collect data, there are those who record, then there are those who design videos, and there are those who act as voice actors. Without good cooperation, the project will not be completed.
 - f. **Communication**
The Partnership for 21st Century Skills suggests that communication skills can refer to the ability to identify, access, utilize and optimize communication devices and techniques used to receive and convey information. Communication skills in this research were honed during discussions, each student was given the same opportunity to express his opinion when designing and planning the project. Apart from that, it can also be seen from how they communicate the findings in the field in the form of explanations in tourism study videos based on tourism parameters.

Project-based learning is a learning model that can encourage student creativity. Project-based learning is a learning model whose main function is the use of projects. Learning is focused on solving a problem which can provide more meaningful and enjoyable learning for students. Because with this learning method the class becomes alive (M. Ahmad & Tambak, 2018). Project-based learning is also a learning model that requires skills during learning, based on the principle of learning or learning by doing (Sari & Angreni, 2018).

Based on the results of observations and data analysis, it can be seen that project-based learning can provide students with a more realistic experience, not just theory but they can apply it to study what they find in the field. So it is quite clear that through project-based learning you can hone 6 skills in the 21st century.

4. Conclusion

Project-based learning is one of the right choices as a learning model used in the era of independent learning. Through this learning model, it can provide challenges and opportunities for students, in this case students, to be able to hone their skills in character, good citizenship, critical thinking, creativity, collaboration and communication in tourism geography courses. This learning model can be applied to other relevant courses according to the characteristics of the course. Based on this research, further research needs to be carried out to test the effectiveness of the learning model in honing 6C skills quantitatively.

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