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Project Based Learning in Tourism Subjects to Increase Student's Academic Motivation and Life Skills

Muh. Anwar¹, Yusri², Mantasiah R.³

Foreign Language Education, Universitas Negeri Makassar
Email: muh.anwar@unm.ac.id¹

Abstract This study aims to determine the effect of the project-based learning model that is integrated into tourism courses in increasing student academic motivation and life skills. This study used a quasi-experimental approach involving 1 experimental class and 1 control class. The intervention process was carried out for 6 meetings, where the duration of each meeting was 2 hours. The participants in this study were 41 students majoring in German Education which were divided into a control class (20 students) and an experimental class (21 people). Students' academic motivation was measured using a scale developed by Vallerand et al. (1992) consisting of 28 items that had been translated into Indonesian and tested by Natalya & Purwanto (2018). The learning outcome variable was developed by the researcher in the form of a multiple choice test consisting of 25 questions. This learning outcome test has been validated by 2 lecturers who are experts in learning evaluation. The life skill variable was measured using students' perceptions regarding the extent to which the influence of the Project Based learning model could improve their life skills. Data were analyzed using descriptive statistics and inferential statistics. Research findings indicate that the integration of the Project Based learning model in learning tourism courses can increase students' academic motivation. Increased academic motivation directly has an impact on improving student learning outcomes. In addition, the Project Based learning model can have a positive influence on students' life skills.

Keywords: Academic Motivation, Project Based Learning, Life Skill, Tourism Subject

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INTRODUCTION

Tourism subject has become one of the subjects that must be taught in foreign language majors, be it English, German, and other foreign language majors. The focus of the tourism course is to learn all things related to tourism such as tourist destination management, tour and travel, and hospitality. In addition, students will also be accustomed to understanding the needs of tourists who come from various social and cultural backgrounds and ensure the comfort of tourists during their holidays. Based on these learning achievements, it can be concluded that the learning methods used by lecturers in teaching tourism courses will certainly tend to be different compared to other courses. Errors in choosing and applying learning methods will have an impact on not achieving learning targets and objectives (Hadin et al., 2018; Saifulloh & Darwis, 2020; Sumartono, 2019).

Tourism subject is closely related to life skills (Ginaya et al., 2020; Ariani et al., 2018). Life skills can be defined as the ability to adapt and behave in a positive way that enables humans to deal effectively with the demands and challenges of life. This concept is also referred to as psychosocial competence (Sharma, 2022). Saravanakumar (2020) and Aparna & Raakhee (2011) explain that the purpose of the Life Skill integration process in learning is to function education according to its nature, namely developing the human potential of students to face their roles in the future. Therefore, it can be concluded that life skills will be able to help students succeed in achieving the desired career targets in the future.

Project Based learning has been widely studied by several previous researchers using various approaches and research variables. Several studies focus on examining how project based learning methods can improve student learning outcomes and academic motivation, especially in online learning (Umar & Ko, 2022; Yuliansyah & Ayu, 2021; Rozal et al., 2021). Several other studies examine how the effect of Project Based learning can improve students' soft skills, both critical thinking skills, problem solving, communication skills, and other soft skills (Barak & Yuan, 2021; Rozal et al., 2021; Putra et al., 2021). In addition, several studies also examine how to use the Project Based learning model in foreign language learning (Agustina, 2021; Morais et al., 2021; Boardman et al., 2021). Based on this research, it can be concluded that the Project Based learning model has been able to be integrated and adapted in various learning contexts and various types of subjects. This model has also been proven to increase students' academic motivation, learning outcomes, and soft skills.

The purpose of this study is to examine how the effectiveness of the Project Based learning model when it is adapted in tourism subject learning. The effectiveness of the learning model is measured by using indicators of increasing academic motivation and student learning outcomes. In addition, this study also examines how the Project Based learning model can shape and train students' life skills. Life skills here are focused on the types of life skills that will be widely used in the world of tourism such as effective communication skills, creative thinking, problem solving, interpersonal relationships, and managing emotions.

RESEARCH METHOD

This study used a quasi-experimental approach involving 1 experimental class and 1 control class. The experimental class was intervened in the form of a learning process using the Project Based learning model, while the control class used conventional methods

such as discussions and lectures. The intervention was carried out for 6 meetings, where the duration of each meeting was 2 hours. The participants in this study were 40 students majoring in German language education who programmed tourism courses which were divided into a control class (20 students) and an experimental class (20 people). All students have given their consent to be involved in this research as research respondents.

The research procedure starts from the preparation of research instruments, design of research interventions, giving pre-test, intervention process, giving post-test. The data in this study are academic motivation, learning outcomes, and student life skills. Students' academic motivation was measured using a scale developed by Vallerand et al. (1992) consisting of 28 items that had been translated into Indonesian and tested by Natalya & Purwanto (2018). The learning outcome variable was developed by the researcher in the form of a multiple choice test consisting of 25 questions. This learning outcome test has been validated by 2 lecturers who are experts in learning evaluation.

The life skill variable was measured using students' perceptions regarding the extent to which the influence of the Project Based learning model could improve their life skills. The life skill instrument will use a semantic differential scale consisting of 8 response intervals (1 = Strongly disagree/strongly disagree, and 8 = strongly agree/strongly agree). Data were analyzed using descriptive statistics and inferential statistics. To determine the impact of the intervention before and after the intervention, paired sample t-test analysis was used, and to determine the comparison of scores between the intervention class and the control class, an independent sample-test analysis was used.

RESULT AND DISCUSSION

Academic Motivation

Academic motivation is one of the important aspects that must be considered in learning, because academic motivation has an important role in achieving learning objectives. Academic motivation is defined as an encouragement in obtaining a certain goal in the academic field. The following is a comparison of pre-test and post-test data on students' learning motivation in both the control class and the experimental class.

Table 1. Descriptive Statistics of Experiment Group

	Pretest	Posttest
Valid	20	20
Missing	0	0
Mean	88.15	96.15
Std. Deviation	3.815	5.153
Minimum	83.00	90.00
Maximum	99.00	110.0

The data in table 1 shows that the academic motivation of students who were given an intervention in the form of a project based learning model that was integrated in learning tourism courses increased from 88.15 to 96.15. There is an increase of 8.00. Different data are shown in the control class. For more details, can be seen in table 2:

Table 2. Descriptive Statistics of Control Group

	Pretest	Posttest
Valid	20	20
Missing	0	0
Mean	87.70	87.80
Std. Deviation	4.318	4.099
Minimum	80.00	80.00
Maximum	99.00	98.00

Academic motivation of students in the control class also increased, but the increase was not as big as in the experimental class. In the control class, students' academic motivation increased by 0.10. To find out the significance of the increase in academic motivation that occurred both in the control class and the experimental class, a paired sample t-test analysis was carried out. For more details, can be seen in table 3:

Table 3. Paired Sample T-Test

	t	df	p
Eksperimen Class	10.15	19	.001*
Control Class	0.295	19	0.772

*Sig. value <0.05

The data in table 3 shows that there is a significant increase in academic motivation in the experimental class. This can be seen from the significance value below 0.05. While in the control class, although there was an increase in students' academic motivation, it was not significant, because the significance value obtained was above 0.05. There are several factors that have the potential to increase students' academic motivation by using a project based learning model. The learning process in tourism courses is associated with potential jobs that can be done by students in the future, namely in the world of tourism. In addition, some of the project assignments given are practical and directly related to the world of tourism work. Koyuncuoglu (2021) & etinkaya (2019) explained that there is a relationship between academic and career motivation. Students who have clear career targets will potentially have higher academic motivation than students who have not set career targets.

Learning using the project based learning model emphasizes the process of how students can solve problems and can produce a product. In this process, the intensity of students discussing and collaborating with other friends will be more frequent. It is also considered as one that has the potential to increase students' academic motivation. Wigfield & Koenka (2020) explained that when students feel involved in learning, it has the potential to increase students' academic motivation

Learning Achievement

Increased motivation to learn in students will potentially have a positive effect on student learning outcomes. Li & Zheng (2017) and Amrai et al., (2011) explain that academic motivation is one of the variables that can improve student learning outcomes. For more details, can be seen in table 4:

Table 4. Descriptive Statistics of Student's Learning Achievement

	Score	
	Experiment Group	Control Group
Valid	20	20
Missing	0	0
Mean	87.75	79.50
Std. Deviation	3.024	5.356
Minimum	85.00	70.00
Maximum	95.00	85.00

To determine the effect of the project based learning model on student learning outcomes in the tourism course, a test was conducted at the end of the intervention. The initial test data before the intervention process was not used in this study, because all students had not programmed tourism courses, so they were considered to have the same understanding before the intervention process. The data in table 4 shows that student learning outcomes in the experimental class are higher than those in the control class. There is a difference of 8.25 between the average student learning outcomes in the experimental class and the control class.

Table 5. Independent Samples T-Test

	t	df	p
Score	5.999	38.00	< .001

Note. Student's T-Test.

The data in table 5 shows how the differences in student learning outcomes in the control and experimental classes. The significance value of the results of the independent sample t-test analysis is less than 0.05. This proves that there is a significant difference in learning outcomes between the experimental class and the control class

Life Skill

Life skills can be defined as the ability to adapt and behave in a positive way that enables students to face the demands and challenges of life effectively, especially in the learning process. There are 4 types of life skills measured in this study, namely the ability to think critically, make decisions, solve problems, and communicate effectively. These four Life skills were chosen because they are closely related to learning targets in tourism courses.

Table 6. Significance Data for Life Skill Variables

Life Skills	Sig.
Creative Thinking	.002*
Making decision	.023
Problem solving	.001*
Effective Communication	.001*

*sig.value <0.05

Table 6 data shows that of the 4 life skill variables, there are 3 types of life skills that have been shown to have a significant increase based on the results of student perceptions. The three types of life skills include critical thinking, problem solving, and effective communication. However, the decision-making ability did not experience a significant increase.

CONCLUSION

The research findings show that the integration of the Project Based learning model in learning tourism courses can increase student learning motivation. Increased motivation to learn directly has an impact on improving student learning outcomes. In addition, the Project Based learning model can have a positive influence on students' life skills.

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