



CULTURAL TOURISM STUDENTS' PERCEPTION ON CONTEXTUAL LEARNING IN ENGLISH TOUR GUIDING CLASS

Md. Yudyantara Risadi¹

¹UHN I Gusti Bagus Sugriwa Denpasar, Denpasar, Indonesia, *Email: yudyantara@uhnsugriwa.ac.id*

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ABSTRACT

This research aimed to analyze the students' perception on contextual learning in English tour guiding class. The objectives of the research were (1) to investigate students' perception of contextual learning in tour guiding class, (2) to figure out the implications of contextual learning in students' tour guiding activity. This research was conducted online for students at State Hindu University I Gusti Bagus Sugriwa Denpasar. The data was collected from the questionnaire through google form and was shared online. the result of the study showed that the quantitative data revealed that participants had positive perceptions toward contextual learning in English tour guiding class. For instance, most of them agree that contextual learning activities, such as site visits and cultural immersion experiences, enhance students' understanding of English tour guiding concepts. Then, field trips to cultural heritage sites (contextual) allow students to apply theoretical knowledge in real-world settings and enhance my practical skills as a tour guide. Lastly, they believe that contextual learning plays a crucial role in preparing me for a career in cultural tourism as an English tour guide.

Keywords : *perception, contextual learning, tour guiding*

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I. INTRODUCTION

In the intricate tapestry of cultural tourism, where each thread represents a unique narrative, the role of the tour guide becomes important (Weiler & Black, 2021). They are not merely conveyors of information but the custodians of heritage, the storytellers of civilizations, and the ambassadors of culture. In the realm of academia, the quest to prepare adept tour guides transcends the traditional confines of classroom learning. It demands an immersive pedagogical approach that bridges the chasm between theory and practice, between the lecture hall and the bustling streets of cultural heritage sites (Bertrand, et al., 2021). This research delves into the realms of cultural tourism education, focusing its lens on the burgeoning minds of students who embark on the journey of becoming proficient tour guides. However, it does not confine itself to the mere acquisition of knowledge; rather, it seeks to explore the transformative potential of contextual learning within the English tour guiding class. Budiman, et al. (2021) stated that contextual learning, in this context, epitomizes an experiential paradigm where theoretical



constructs are not abstract entities but living, breathing entities embedded within the cultural fabric.

Drawing inspiration from constructivist theories, this study positions the learner at the center of the educational voyage, acknowledging the multifaceted interplay between cultural heritage, language, and interpretation. Through a meticulous examination of students' perceptions, this research endeavors to unravel the intricacies of how contextual learning shapes their understanding, competence, and ultimately, their identity as cultural ambassadors. Within the realms of cultural tourism education, the English tour guiding class serves as a crucible where language becomes the conduit through which narratives are woven, histories are retold, and cultures are celebrated (Ahmed, 2020). Hence, this study not only probes into the efficacy of contextual learning but also delves into the symbiotic relationship between language proficiency and cultural interpretation. Moreover, this research aspires to contribute to the burgeoning discourse on pedagogical innovation within cultural tourism education. By shedding light on the nuances of contextual learning, it endeavors to offer insights that transcend disciplinary boundaries, fostering a holistic approach to tourism education that nurtures critical thinking, cultural sensitivity, and linguistic dexterity.

In essence, this article embarks on a scholarly odyssey, navigating the labyrinthine corridors of cultural tourism education to illuminate the transformative potential of contextual learning within the crucible of the English tour guiding class. Through the voices of students, it seeks to unveil the kaleidoscope of perceptions, experiences, and insights that enrich the educational landscape, paving the way for a new dawn in cultural tourism pedagogy. In the dynamic landscape of cultural tourism, where globalization intertwines with the preservation of local heritage, the demand for culturally astute and linguistically adept tour guides has never been more pronounced. The tour guide, often regarded as the linchpin between travelers and the cultural tapestry they traverse, holds the power to shape perceptions, foster understanding, and ignite a passion for exploration (Kokash, et al., 2024). Hence, the journey towards becoming a proficient tour guide transcends the confines of rote memorization; it necessitates a nuanced understanding of cultural nuances, linguistic intricacies, and the art of interpretation. Traditional pedagogical approaches, characterized by didactic lectures and static textbooks, often fall short in preparing students for the dynamic and multifaceted role of the modern tour guide. Recognizing this paradigm shift, educators and scholars have turned towards experiential learning methodologies that immerse students in authentic cultural contexts, fostering a deeper appreciation for the interconnectedness of history, language, and cultural heritage (Coker, et al., 2017).

At the heart of this educational transformation lies the English tour guiding class, where language becomes both a tool for communication and a conduit for cultural exchange (Christie & Mason, 2003). Here, Liosi (2018) agreed that students are not mere spectators but active participants in the storytelling process, where every word uttered carries the weight of history and the richness of culture. It is within this crucible of language and culture that contextual learning thrives, transcending the boundaries of traditional classroom settings to embrace the vibrancy of real-world experiences. Through a qualitative exploration of students' perceptions, this research seeks to unravel the intricate tapestry of contextual learning within the English tour guiding class. By delving into the lived experiences, challenges, and triumphs of students navigating the intersection of language and culture, this study aims to shed light on the transformative potential of experiential learning methodologies. Furthermore, this research endeavor aspires to contribute to the broader discourse on cultural tourism education by offering practical insights and actionable recommendations for educators and practitioners alike. By elucidating the efficacy of contextual learning in nurturing cultural competence, linguistic

proficiency, and interpretive skills, this study endeavors to inform pedagogical practices that are not only relevant but also responsive to the evolving needs of the tourism industry.

In summary, this article embarks on a scholarly voyage that transcends disciplinary boundaries, weaving together strands of cultural heritage, language acquisition, and pedagogical innovation. Through the voices of students and the lens of contextual learning, it endeavors to chart a course towards a more immersive, inclusive, and impactful cultural tourism education—one that empowers the next generation of tour guides to not only narrate history but to become catalysts for cross-cultural understanding and global engagement.

METHOD

Research Design and Setting

In this research, survey was used in order to find out the result. Survey research design is procedures in quantitative research in which investigators administer a survey to a sample or to the entire population of people to describe the attitudes, opinions, behaviours, or characteristic of the population, in this case, the researcher tried to find out students' opinion about contextual learning in English guiding class. The research was conducted online, November 2023.

Population and Sample

The researcher used saturated sampling method for this study, the population were all students of cultural tourism program who enrolled in English tour guiding class, in total there were 98 students for State Hindu University I Gusti Bagus Sugriwa Denpasar Cultural Tourism Department. Despite the fact they come from different background, they might still have different perception with regards to their needs and importance of tour guiding class.

Instrument

In this research, the researcher used questionnaire consisted of their perception of contextual learning. The questionnaire had 10 statements and used 4-likert scale from Google Form.

Data Analysis

The researcher analysed the data using SPSS application to find mean score, interpretation of mean values, and percentage.

II. RESULT AND DISCUSSIONS

The research had been conducted in 2 weeks to gather all the data needed and this was the result collected from all students who enrolled in English tour Guiding Class.

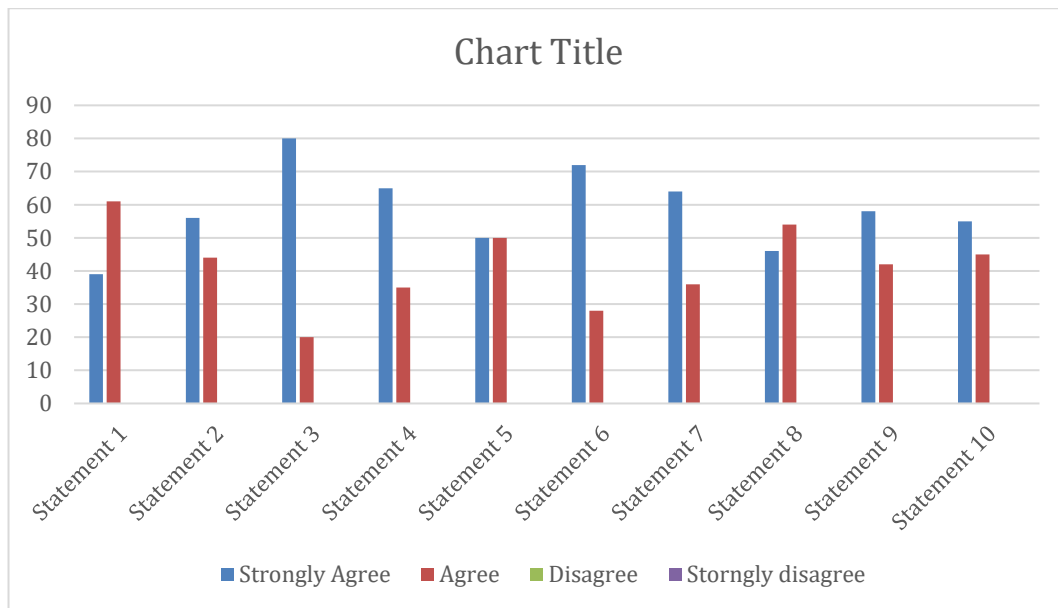


Figure 1. Data Analyze

The first statement gained 39% students strongly agreed that contextual learning activities, such as site visits and cultural immersion experiences, enhance their understanding of English tour guiding concepts and 61% students agreed with this statement. In line with this finding, Xiao & Hew (2023) stated that contextual learning activities provide students with tangible examples of how theoretical concepts apply in real-world settings. By experiencing tour guiding firsthand, students can better grasp the practical implications of the concepts they learn in class. Site visits and cultural immersion experiences are often more engaging than traditional classroom lectures. Interacting with cultural artifacts, engaging with local communities, and navigating cultural landscapes can capture students' interest and motivate them to learn. Additionally, contextual learning activities engage multiple senses, including sight, sound, and touch. This multisensory approach can facilitate deeper learning and memory retention compared to passive learning methods. Immersion in different cultural contexts helps students develop cultural sensitivity and awareness. By interacting with people from diverse backgrounds and experiencing different cultural practices, students gain a deeper understanding of the cultural nuances involved in tour guiding (Cavender, et al., 2020). Contextual learning activities often require students to apply critical thinking skills to navigate unfamiliar situations and solve problems in real-time. This process encourages students to think analytically and creatively, which can enhance their understanding of tour guiding concepts. For English tour guiding, immersion experiences provide valuable opportunities for language practice and acquisition. Engaging in conversations with native speakers and interpreting cultural materials in English can improve students' language skills and confidence in communication. Experiential learning is known to improve memory retention compared to passive learning methods. The vivid and memorable experiences gained through contextual learning activities can help students retain and recall tour guiding concepts more effectively. Exposure to real-world tour guiding scenarios through contextual learning activities helps students develop practical skills that are essential for their future careers as tour guides (Calinao, 2023). This hands-on experience can give students a competitive edge in the job market. Overall, students recognize that contextual learning activities offer invaluable opportunities to deepen their understanding of English tour guiding concepts while simultaneously developing important skills for their professional development in the field of cultural tourism.

In the next statement 56% students strongly agree and 44% agree about integrating real-world examples into English tour guiding lectures helps me grasp theoretical concepts more effectively. Sitopu, et al. (2024) stated that real-world examples make theoretical concepts more relevant and relatable to students' experiences. By connecting abstract theories to concrete examples from the field of tour guiding, students can better understand how these concepts apply in practice. Real-world examples provide students with visual imagery that aids in comprehension. Seeing how theoretical concepts manifest in actual tour guiding scenarios helps students visualize the application of these concepts in real life. Integrating real-world examples helps students contextualize theoretical concepts within the broader framework of tour guiding. Understanding the practical implications of these concepts in different contexts enhances students' comprehension and retention of the material. Real-world examples capture students' interest and engagement by making the learning experience more interactive and dynamic. Rather than passively absorbing information, students actively participate in analyzing and discussing real-life case studies, which promotes deeper understanding. Real-world examples often present challenges and dilemmas that require critical thinking and problem-solving skills to address. By grappling with these scenarios in the classroom, students develop analytical skills and learn how to apply theoretical knowledge to solve practical problems they may encounter as tour guides. Studies have shown that learning through real-world examples enhances memory retention compared to abstract learning methods. The vivid and memorable nature of real-life scenarios helps students retain and recall theoretical concepts more effectively. Integrating real-world examples into lectures prepares students for the complexities and uncertainties they may encounter in their future careers as tour guides. Exposing students to authentic tour guiding scenarios helps bridge the gap between theory and practice, equipping them with the skills and knowledge needed to succeed in the field (Mandalia, 2023). Generally, students recognize that integrating real-world examples into English tour guiding lectures not only facilitates their understanding of theoretical concepts but also enhances their readiness for the challenges and opportunities they will encounter in their professional careers.

For the third statement, 80% students strongly agree and 20% agree about Engaging in role-playing exercises during class improves my confidence in delivering tours in English. Milawaty (2022) stated that role-playing exercises require students to actively participate in simulated tour guiding scenarios, allowing them to apply their language skills and knowledge in a practical context. This active engagement fosters a deeper understanding of tour guiding concepts and builds confidence through hands-on experience. Classrooms provide a safe and supportive environment for students to practice and make mistakes without the fear of judgment. Role-playing allows students to experiment with different communication strategies and language expressions, helping them overcome language barriers and gain confidence in their speaking abilities. Role-playing exercises often involve peer feedback and instructor guidance, which provide valuable insights for improvement. By receiving constructive feedback and reflecting on their performance, students can identify areas of strength and areas for growth, leading to increased confidence in their tour guiding abilities. Engaging in role-playing exercises empowers students to step into the role of a tour guide and take ownership of their learning. As they navigate simulated scenarios and interact with imaginary tourists, students develop a sense of competence and mastery that boosts their confidence in their ability to deliver tours in English. Role-playing exercises help students develop essential tour guiding skills, such as public speaking, interpersonal communication, and problem-solving. Through repeated practice and exposure to different scenarios, students build proficiency in delivering tours in English and become more confident in their ability to handle diverse situations. Role-playing exercises often incorporate cultural elements and scenarios, allowing students to practice navigating cultural differences and sensitivities. By immersing themselves in simulated cultural contexts, students develop cultural awareness and confidence in their ability to

communicate effectively with diverse audiences. Engaging in role-playing exercises prepares students for the challenges and dynamics they may encounter when delivering tours in actual English-speaking environments. By simulating real-world scenarios in the classroom, students gain valuable experience and confidence that can translate into success in their future tour guiding endeavors. Milawaty (2022) also added that students recognize that engaging in role-playing exercises during class not only improves their language skills but also enhances their confidence in delivering tours in English by providing a supportive and immersive learning experience that fosters skill development and cultural sensitivity.

The 4th statement showed that 65% students have strongly agreed and 35% students have agreed about collaborating with peers on group projects related to cultural tourism enhances my learning experience in the English tour guiding class. In line with this statement, Khan, et al. (2021) stated that collaborating with peers allows students to benefit from the diverse knowledge, perspectives, and experiences of their classmates. By working together, students can explore different viewpoints, share insights, and gain a deeper understanding of cultural tourism concepts from multiple angles. Group projects encourage students to develop teamwork skills such as communication, collaboration, and conflict resolution. By working collaboratively towards a common goal, students learn how to effectively communicate ideas, delegate tasks, and resolve differences, which are essential skills for success in the field of tour guiding (Oderinu, et al., 2020). students recognize that collaborating with peers on group projects related to cultural tourism enhances their learning experience in the English tour guiding class by promoting peer learning, teamwork skills, real-world application, critical thinking, creativity, and preparation for the workplace.

5th statement showed there were 50% students strongly agreed and 50% agreed on reflecting on personal experiences during class discussions deepens my appreciation for the cultural significance of tour guiding. McGarr (2021) agreed that reflecting on personal experiences allows students to connect course material to their own lives, experiences, and cultural backgrounds. By sharing and discussing their own experiences related to tour guiding, students can relate theoretical concepts to real-life situations, making the material more meaningful and relevant. Reflecting on personal experiences fosters empathy and understanding towards different cultures, perspectives, and experiences. By listening to and learning from their classmates' personal stories and experiences, students gain insight into the diverse cultural contexts in which tour guiding operates, deepening their appreciation for cultural diversity and the importance of cultural sensitivity in the field. Personal experiences provide context and context for tour guiding concepts, helping students understand the cultural significance of tour guiding within different cultural contexts (McGarr, 2021). By reflecting on how their own experiences relate to course material, students gain a deeper understanding of the cultural, social, and historical factors that shape tour guiding practices and experiences.

The result of 6th statement was 72% was given on strongly agree and 28% on agree checklist. The statement is having access to multimedia resources, such as videos and audio recordings of guided tours, enriches my understanding of English tour guiding practices. Olagbaju and Popoola (2020) gave some meaningful insight on this, they stated multimedia resources engage students through both visual and auditory channels, catering to different learning styles. Watching videos and listening to audio recordings of guided tours allows students to see and hear tour guiding practices in action, which can enhance comprehension and retention of the material. Multimedia resources provide students with real-world examples of English tour guiding practices, allowing them to observe how theoretical concepts are applied in practice. Seeing and hearing actual tour guides lead tours in English provides valuable insights into communication techniques, storytelling strategies, and cultural interpretation skills. Videos and audio recordings of guided tours often feature cultural landmarks, historical

sites, and local attractions, providing students with immersive experiences without leaving the classroom. Experiencing different cultural contexts through multimedia resources helps students develop cultural awareness and sensitivity, which are essential for effective tour guiding (Olagbaju & Popoola, 2020). Multimedia resources can showcase a variety of tour guides, tour styles, and destinations, exposing students to different perspectives and approaches to tour guiding. Experiencing a range of guided tours through videos and audio recordings allows students to learn from diverse practitioners and gain a more comprehensive understanding of the field.

Next, 7th statement showed that 64% students strongly agreed and 36% agreed on Opportunities to interact with guest speakers, who are experienced tour guides, positively impact my learning in the English tour guiding class. Shang, et al. (2023) agree on this statement. They stated that guest speakers can offer practical advice, tips, and strategies for success in tour guiding, based on their own experiences in the field. Whether it's communication techniques, customer service skills, or cultural interpretation strategies, guest speakers provide students with valuable advice that can help them excel as tour guides in English-speaking environments. Interacting with guest speakers fosters interactive and engaging learning experiences, allowing students to ask questions, participate in discussions, and engage in dialogue with industry professionals. This interactive format encourages active participation, critical thinking, and knowledge exchange, enriching the learning experience for students. Guest speakers lend credibility and authority to the course content by sharing their firsthand expertise and experiences. Students are more likely to trust and value the information presented by experienced tour guides, knowing that it comes from professionals who have navigated the complexities of tour guiding in real-world settings. Guest speakers from diverse backgrounds and cultural contexts provide students with insights into the cultural nuances and sensitivities of tour guiding in different regions (Shang, et al., 2023). Hearing from guest speakers with diverse cultural perspectives enriches students' understanding of cultural diversity and prepares them to interact effectively with tourists from around the world.

The 8th statement showed that 46% on strongly agree and 54% on agree about field trips to cultural heritage sites allow me to apply theoretical knowledge in real-world settings and enhance my practical skills as a tour guide. Han (2020) stated that field trips offer opportunities for students to receive feedback from instructors, peers, and visitors, which can help them identify areas for improvement and reflect on their performance as tour guides. By debriefing after the field trip and discussing their experiences with others, students can gain valuable insights and enhance their practical skills through self-reflection and peer feedback. Field trips often involve interactions with professionals in the tourism industry, such as museum curators, heritage interpreters, and local guides. Establishing connections with industry professionals can provide students with valuable networking opportunities, mentorship, and career advice, helping them build relationships and gain insights into the field of tour guiding. Field trips allow students to contextualize theoretical knowledge within the physical environment of cultural heritage sites. Seeing historical artifacts, architectural landmarks, and cultural landscapes up close helps students understand the context and significance of tour guiding practices, deepening their appreciation for the role of tour guides in preserving and interpreting cultural heritage. Overall, students recognize that field trips to cultural heritage sites provide invaluable opportunities to apply theoretical knowledge in real-world settings, enhance practical skills as tour guides, engage in experiential learning, immerse themselves in cultural experiences, develop problem-solving skills, receive feedback and reflection, establish professional networks, and gain contextual understanding of tour guiding practices (Han, 2020).

The 9th statement showed that 58% strongly agree and 42% agree on incorporating language learning activities, such as vocabulary building exercises and language games,

supports my development as an English-speaking tour guide. Yudha and Mandasari (2021) stated that engaging in vocabulary building exercises and language games helps students improve their English language proficiency, including speaking, listening, reading, and writing skills. As tour guides, students need to communicate effectively with tourists in English, and language learning activities provide opportunities to practice and enhance their language skills. Language learning activities promote the development of effective communication skills, such as clarity, coherence, and fluency. By practicing vocabulary and language structures in various contexts, students learn how to express themselves clearly and confidently when delivering tours in English, ensuring that they can convey information and engage with tourists effectively. Language learning activities facilitate cultural interpretation by helping students understand and communicate cultural nuances, customs, and traditions in English. As tour guides, students must be able to interpret and explain cultural significance to tourists from diverse backgrounds, and language learning activities support their ability to do so accurately and sensitively. Effective communication is essential for providing excellent customer service as a tour guide. Language learning activities equip students with the language skills and strategies needed to interact politely, professionally, and courteously with tourists, enhancing their ability to deliver high-quality tours and create positive experiences for visitors (Yudha & Mandasari, 2021). students recognize that incorporating language learning activities supports their development as English-speaking tour guides by enhancing language proficiency, communication skills, cultural interpretation, customer service, confidence building, adaptability, and professional development.

Lastly, the 10th statement showed that 55% students gave strongly agree and 45% students gave agree on overall, I believe that contextual learning plays a crucial role in preparing me for a career in cultural tourism as an English tour guide. Hyun, et al. (2020) stated that contextual learning encourages students to think critically, analyze information, and solve problems in real-world contexts. By grappling with complex issues, interpreting cultural symbols, and making decisions as tour guides, students develop critical thinking skills that are essential for success in cultural tourism. Contextual learning contributes to students' professional development as tour guides by equipping them with the knowledge, skills, and competencies needed to excel in the tourism industry. Through practical experiences, mentorship opportunities, and exposure to industry best practices, students gain the confidence and expertise required to thrive as English tour guides in cultural tourism. Contextual learning offers experiential learning opportunities that engage students' senses, emotions, and intellect. By immersing themselves in cultural contexts, exploring historical sites, and interacting with local communities, students deepen their understanding of cultural tourism and develop a passion for preserving and promoting cultural heritage. Contextual learning fosters a holistic understanding of cultural tourism by integrating interdisciplinary perspectives, such as history, anthropology, sociology, and language studies. By exploring the interconnectedness of cultural, social, economic, and environmental factors, students gain a comprehensive understanding of the complexities of cultural tourism and its impact on communities and societies. Overall, students believe that contextual learning plays a crucial role in preparing them for a career in cultural tourism as English tour guides by providing practical application, cultural sensitivity, language proficiency, critical thinking skills, professional development, experiential learning, and a holistic understanding of cultural tourism (Hyun, et al., 2020).

III. CONCLUSIONS

Contextual learning, characterized by its emphasis on practical application, cultural sensitivity, language proficiency, and critical thinking, emerges as a foundational pillar in the educational journey of aspiring tour guides. By immersing themselves in cultural contexts, engaging with diverse perspectives, and applying theoretical knowledge in real-world settings,

students develop the expertise, confidence, and passion required to excel as cultural ambassadors in the tourism industry. Moreover, contextual learning fosters a deeper understanding of the cultural significance of tour guiding, emphasizing the importance of preserving and promoting cultural heritage while fostering cross-cultural understanding and appreciation. By embracing experiential learning opportunities, students not only enhance their professional skills but also cultivate a sense of responsibility towards the communities they serve and the cultural heritage they represent. As students reflect on their educational experiences and envision their future careers as English tour guides in cultural tourism, they recognize the transformative power of contextual learning in shaping their identities, perspectives, and aspirations. With a firm foundation built on practical experience, cultural competence, and a passion for cultural heritage, they are poised to embark on their professional journeys with confidence and commitment, ready to make meaningful contributions to the vibrant tapestry of cultural tourism. Based on the findings above, it was found out that there was highly 'strongly agree' decision on how Contextual Learning gives meaningful activity in English Tour Guiding Class.

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BIODATA PENULIS

Md. Yudyantara Risadi, ia lahir di Denpasar di akhir tahun 1995 dan menempuh pendidikan dari SD hingga SMA di sekolah Negeri yang ada di Kota Denpasar. Yudyantara atau yang akrab dipanggil Yudik ini menyelesaikan Program S1 dan S2 di Universitas Pendidikan Ganesha, Singaraja dengan program studi Pendidikan Bahasa Inggris. Setelah menyelesaikan perkuliahannya, Yudik menjalani karir dosen yang dimulai dari mengajar kampus perhotelan serta kampus penerbangan. Dilanjutkan menjadi dosen yayasan di suatu kampus perhotelan yaitu AKPAR DENPASAR. Di kampus ini Yudyantara menjalani banyak pengalaman yang berkaitan dengan Tri Dharma Perguruan Tinggi. Dalam karya ilmiah, ia sudah menulis beberapa tulisan yang tentunya sudah dipublikasikan baik nasional ataupun internasional. Setelah menjalani karir yang cukup panjang untuk saat ini Yudyantara bekerja sebagai Dosen di Universitas Hindu Negeri I Gusti Bagus Sugriwa (ID Scopus: 57219345450).