

Contextual Learning Model for Indonesian Language Based on Tourism Literature

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ABSTRACT

Learning Indonesian language is not only focus on aspects linguistic , but also has role strategic in planting values culture , history , and wisdom local . Article This study in a way conceptual integration of tourism literature to in Indonesian language learning based on contextual , with lift potential destination history in Mojokerto Regency . Approach This believed capable increase competence literacy student at a time grow awareness will inheritance culture local . With referring to the theory constructivism , approach learning based tourism literary texts , as well as implementation context local in learning , articles This serve framework relevant conceptual and development models For applied at all levels medium and college tall.

Keywords: *Contextual Learning , Tourism Literature , Indonesian, History Local , Mojokerto*

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INTRODUCTION

Learning Indonesian has position strategic in form competence literacy students , no only in aspect linguistic , but also deep dimensions cognitive , affective , and social culture . In the context education nationally , Indonesian language lessons play a role as vehicle development ability think critical , appreciation to literary works , as well as means preservation culture nation . Therefore, learning Indonesian is appropriate designed No just teach structure language , but also integrates context relevant local with life participant educate . Local context is very influential to life participant educate . Include or integrate local context of the participants educate , will more liked Because near with participant education (Eriksson & Lidelöw , 2025).

Independent Curriculum implemented in Indonesia emphasizes importance learning based context , project , and wisdom local . One of the relevant approach is learning contextual (Contextual Teaching and Learning/CTL), which encourages involvement active participant educate in the construction process knowledge through experience real . In case This is literature that raises theme local can become source deep and meaningful learning . Use close literary texts with reality student will make things easier understanding at a time

increase motivation learning . Motivation Study can help explain pattern participation in education and training , especially related with social inequality (Gorges, 2025).

One of form very potential literary works For used as a learning medium contextual is tourism literature . Tourism literature relate with experience visitors , activities entrepreneurship , and public- private partnerships (Ingram et al., 2021). Tourism literature contain description , narration , and exposition that describe riches culture and nature something area in style communicative and aesthetic language . With lift places tourism , especially those that have mark history , tourism literature No only presenting information , but also brings to life return values historical content in destination said . This is open opportunity For make tourism literature as a teaching medium in more Indonesian language learning integrative and contextual .

Mojokerto Regency is an area rich in historical sites . relics of the Majapahit Kingdom . Destination such as the Trowulan Site , Bajang Ratu Temple, Tikus Temple, and Segaran Pool are asset culture that is not only important from side tourism , but also has mark highly educational . Unfortunately , the potential history the Not yet utilized optimally in the world of education , especially in Indonesian language learning . Learning in the classroom class often let go from context local , even though student life in a crowded environment meaning history and culture .

Lift potential tour history of Mojokerto in learning Indonesian through tourism literature approach is step innovative that can answer challenge said . With utilise text or create themed literary works tourist local , students No only Study structure and rules language , but also invited understand identity culture they . Through activity this , learning become more contextual , collaborative , and fun . Learning collaborative No can separated from understanding emotions and regulation emotions , because both of them contribute in learning collaborative , with implications for Educational practices (Kelly-Laubscher et al., 2025).

More far , approach this can also push soft skills development such as skills think critical , empathy , appreciation to values culture , as well as ability write and deliver idea in a way written . Research results show that competence technology and emotion in a way together increase resilience psychological and results good career (Davila Laguna et al., 2025) . With Thus , the integration of tourism literature in Indonesian language learning also support development literacy culture and tourism based school .

Article This aim For study in a way conceptual How learning contextual Indonesian can designed with based on tourism literature that raises potential history local Mojokerto. Through analysis theoretical and approach integrative , articles This serve framework relevant thinking and learning models for teachers, practitioners education , and developers curriculum . The hope is that the idea This can become contribution academic in strengthen practice wisdom - oriented learning local and strengthening character participant educate .

FINDING AND DISCUSSION

Learning contextual (Contextual Teaching and Learning/CTL) emphasizes relatedness material lesson with real world situations and environments participant

educate . CTL encourages student construct meaning from experience Study through involvement active in relevant context . In learning Indonesian, the approach This allows integration between teaching materials and phenomena culture local . Cannot it cannot be denied that teaching materials and local culture can become interconnected parts fill in in activity learning For enrich outlook students (Lavrenteva & Orland-Barak, 2023).

Tourism literature is form work literary or semi-literary writing that describes potential tour in style narrative , informative , and persuasive . This text can shaped story short , poetry narrative , essay culture , or article tourism that reflects mark aesthetic , historical , and educational from something destination . The advantages of tourism literature lies in its ability turn on object tour in captivating and nuanced language local . That thing will can achieved optimally if Technology tourist intelligent used , so that goal - oriented on satisfaction traveler will impact good and significant (Yap et al., 2025).

Mojokerto Regency is center legacy history kingdom Majapahit was very rich. Unfortunately , the integration knowledge history local in Indonesian language learning is still limited . Lifting inspired literary texts from destination like Trowulan or Tikus Temple can become bridge literacy culture and language at a time strengthen identity local student.

Approach proposed conceptual in article This focus on three component main : Contextualization material in learning Indonesian is step important beginning For bridge theory with reality life participant educate . In the context This teaching material is linked in a way direct with sourced texts from destination tour history in Mojokerto Regency , such as Tikus Temple, Bajang Ratu Temple, and the Trowulan Site . Teachers can provide various form text narrative , descriptive , or explanatory containing information history , elements culture , as well as values wisdom local as stated in narrative tourism literature .

Through approach this , students invited For observe , read , and reflect content text in a way in-depth . Activities the push involvement cognitive and emotional student in the learning process , because they No only understand text in a way linguistics , but also capture deeper meaning wide about history and identity area they . The relationship between material lessons and environment social real culture will increase relevance learning , as well as help student build understanding meaningful to Indonesian language material .

After going through stages exploration and understanding context , learning to be continued with project production tourism literary text . At the stage this , students given task For write literary works with themes destination history of Mojokerto, both based on results observation direct to location and through studies library . Form work can in the form of story short , poetry narrative , essay culture , or text descriptive that displays uniqueness object history .

Activity write This No only practice skills speaking and thinking creative students , but also develop ability convey idea in a way structured and aesthetic . Project write based context local give room for student For become subject active in learning , at the same time make generated text as a promotional media tour valuable educational culture and literacy .

Integration of tourism literature in learning Indonesian language in a automatic support strengthening literacy culture local . Through the process of reading and writing text that focuses on wealth history area , students introduced to identity local they with a reflective and deep way . They No only recognize places historic as object tourism , but also understand stories , values , and meaning contained behind its existence .

Within the framework Independent Curriculum , activities This in line with strengthening Profile Pancasila students , especially in the dimensions of " global diversity " , " faith and piety " , and " cultured " local ” . Students trained For think critical , appreciative inheritance ancestors , as well as build empathy to environment social and historical local . Literacy culture that is built from this process No only impact on increasing competence individual , but also giving contribution in guard sustainability culture and tourism area .

Implementation in Learning

Identification Object Historical Tourism

First step in implementation learning tourism literature based is do identification to object tour relevant history with objective learning . Teachers play a role active in choose destination history local who have mark educative high , good from aspect history , culture , and social . Election this also takes into account availability documentation like photos , narrative history , articles , and sources literature others that can support the learning process students . Moreover If measurement of the learning process using digital footprint data , is something things that can done by the teacher to helping in the learning process (Lämsä et al., 2025).

Selected destination should No only interesting visually , but also richly story or narrative that can developed become literary works . For example , the Trowulan site as used Mother city Majapahit keep various artifacts and relics that can processed become narrative educational . Educational narrative more from just words but capable conceptualize thinking narrative based on the studies used like studies multi-case (Schlauch et al., 2025). With choose the right object , the teacher can ensure that student own source sufficient experience and references For explore topic in a way in-depth and contextual.

Exploration of Materials and Fields

After the object tour history determined , students directed For do exploration material through research literature and observation direct observation direct is the usual way done For get results accurate research (Yeganeh et al., 2021). This research involving search information through books , articles , online documentation , and resources another history that can enrich understanding student to background behind destination said . Activities This aim For build foundation knowledge beginning before they start write or analyze literary text .

Besides research literature , students are also encouraged For do visit field to historical sites that have been determined . Activities This give experience real , possible student observe direct atmosphere , architecture , and context social surrounding culture object tourism . Observation This Then noted in journal the field that became material

reflection and reference main in writing tourism literary texts . Approach This push involvement active , at the same time strengthen connection between theory and practice in the learning process .

Analysis of Tourism Literary Texts

After exploration , the teacher provides example tourism literary texts For analyzed together students . This text can in the form of short stories , poetry , essays , or description the place written with style narrative and informative . Short stories is literary works whose medium in the form of language. How to enjoy it can also be using a foreign language , which provides experience new for participant Educate (Ramachers & Willems, 2024). Analysis process done in a way classical or in groups with focus on structure text , style language , selection diction , as well as method delivery interesting information . The goal is for students understand characteristics main from the tourism literature genre as base before they write Alone .

In addition , teachers also guide student in identify values culture , history , and locality are reflected in text . Analysis This No only aspect - oriented language , but also the meaning contained behind it the narrative conveyed . With dissect examples representative work , students will more Ready For develop text they Alone in a way creative and appropriate with the context that has been they exploration previously .

Creative Text Production

Production stage text is peak from a series of learning processes , where students given room For pouring out ideas and experiences they in form tourism literary works . Based on observation field and references literature that has been collected , students write uplifting text object history of Mojokerto as background or center story . They can choose form the most appropriate work with interests and abilities they , like short stories , poetry narrative , or essay descriptive .

In the writing process , teachers can give guide structure writing , selection appropriate diction , as well as technique describe atmosphere or object in a way interesting . Project This push student For think creative , expressive his understanding to culture local , and apply skills speaking in a way contextual . More from just task academic , the work produced can become means promotion tourist local in form valuable literacy aesthetic and educational . Promotion local tourism will give experience interactive if mechanism promotion based technology virtual reality (Nie & Pu, 2025).

Presentation and Evaluation

After the text creative finished written , students given chance For presenting work they are in front class . Presentation This become event share experience , at the same time exercise skills speak and convey idea in a way logical and interesting . Skills speak can integrated with other materials for increase No only involvement academic , but also skills speak That itself (Peng et al., 2025). In addition , the activities This building trust yourself and give room appreciation to results Work hard Friend classmates .

Evaluation process done in a way comprehensive with consider various aspects , such as structure linguistics , creativity , suitability context history and values reflected culture in work . Teachers can use rubric transparent and comprehensive assessment so that students get bait constructive feedback . With Thus , evaluation No only become tool measurement , but also a means development competence and reflection self student in a contextual and meaningful learning process .

CONCLUSION

Draft Indonesian language learning based on tourism literature that raises potential history Mojokerto local is step strategic in strengthen learning meaningful contextual . Through approach this , students No only skilled language , but also being agent literacy and conservation culture local . Development more carry on can directed at the preparation thematic teaching modules as well as collaboration between school , service education and management tour culture For further implementation extensive and sustainable .

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