

School Strategies to Utilize the Ecotourism Potency of Songgoriti and Cangar of Batu City Tourisms as Learning Sources in High School

¹*Moch. Agus Krisno Budiyanto, ²Tien Aminah, ¹H. Husamah

¹Program Studi Pendidikan Biologi FKIP Universitas Muhammadiyah Malang; Jl. Tlogomas 246
Malang, Indonesia 65145

²ITSK RS dr. Soepraoen Malang; Jl. S. Supriadi No.22, Sukun, Malang, Indonesia 65147

*Corresponding Author e-mail: aguskrisno@umm.ac.id

Received: September 2020; Revised: October 2020; Published: November 2020

Abstract

School strategies and perceptions of the school principals in utilizing the ecotourism potency is one of important things-which is used as an effort to support the improvement of the quality of learning, not much has been revealed yet. This study aimed at analyzing the school strategies and perspective of school principal in utilizing the ecotourism potency of Songgoroti and Cangar-Batu City tourisms as learning sources in High School. This study used a qualitative approach. Phenomenology was used as design of study. Teachers, school principals, and students of SMAN 3 Malang, SMA Sholahuddin Malang, and MAN 1 Malang were the informants of study. Sampling technique used was *purposive sampling*. Data collection methods used in this study were in-depth interview and questionnaires. The data of study obtained were analyzed by means of *content analysis* referred to *Interactive Models* Miles, Huberman and Saldana, and those were presented in a descriptive description. The results of study indicated that the school strategies in utilizing the ecotourism potency covered up 1) the analysis strategy of ecotourism potency as effective learning sources for High School in an effort to determine learning place, in which it consisted of two strategies, namely (a) *Student- Teacher Centered Strategy* and (b) *Teacher -Student Centered Strategy*; 2) The planning strategy in utilizing the ecotourism potency as effective learning sources consisted of three strategies, namely (a) *initiator strategy*, (b) *planning policy-making process strategy*, and (c) *planning implementation strategy*; and 3) The implementation strategy in utilizing the ecotourism potency consisted of two strategies, namely (a) *Collaborative/Resource sharing Strategy*, dan (b) *Semi-collaborative Strategy*. The perceptions of school principals in utilizing the ecotourism potency were that the school principals were very supportive, both through direct statements and through policies made. It can be concluded that there are various strategies to utilize the ecotourism potency of learning sources in High School. The principals reinforce the utilization effort through direct statements and policies that are made. In the future, a study is needed on the implementation of the utilization of ecotourism potency in learning.

Keywords: school principals; ecotourism potency; learning sources; school strategies

How to Cite: Budiyanto, M., A., K., Aminah, T., & Husamah, H. (2020). School Strategies to Utilize the Ecotourism Potency of Songgoriti and Cangar of Batu City Tourisms as Learning Sources in High School. *Jurnal Penelitian dan Pengkajian Ilmu Pendidikan: e-Saintika*, 4(3), 272-283. doi:<https://doi.org/10.36312/e-saintika.v4i3.276>



<https://doi.org/10.36312/e-saintika.v4i3.276>

Copyright© 2020, Budiyanto et al

This is an open-access article under the [CC-BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) License.



INTRODUCTION

World Tourism Organization reports a shift in the tourist orientation from conventional tourism to ecotourism (Boo, 2008). Currently, ecotourism becomes an alternative and a new choice for the world community (Lantitsou, 2011; Palmer &

Chuamuangphan, 2016; Quezada-Sarmiento, Macas-Romero, Roman, & Martin, 2018; Theng, Qiong, & Tatar, 2016) since it is considered in line to the mission of community development (Garraway, 2008) and sustainable development (Kiper, 2013). This also occurs in Indonesia, where many ecotourism destinations have sprung up in almost all parts of Indonesia, which is followed by the high interest of visitors/tourists (Dewi & Rosyidie, 2008; Haris, Soekmadi, & Susilo Arifin, 2017; Husamah & Hudha, 2018; Meilani & Muntasib, 2013; Mulyana, 2019; Susilawati, 2016).

Furthermore, the implementation of regional autonomy encourages an effort to develop regional potency to improve regional income and community welfare (Nurana & Muta'ali, 2012; Simanjuntak, 2015; Susanti, 2013). The development of ecotourism potency becomes a *trend* as a source of local revenue (Budyanto, 2010b; Horota, Riani, & Marbun, 2017). Ecotourism has a role to improve the community welfare directly and even indirectly, especially in terms of income/economy (Hijriati & Mardiana, 2014; Iswandi., 2017; Manahampi, Rengkung, Rori, & Timban, 2015; Rachmanto & Aliyah, 2018; Rori et al., 2015).

One of regionals that has considerable ecotourism potency is Batu City, East Java Province (Attar, Hakim, & Yanuwadi, 2013; Oktavia, 2016; Sukmana, 2009; Suprojo & Siswanto, 2017). The results of study conducted previously obtained the data related to the development typologies of ecotourism potency in East Java (Budyanto, 2006), ecotourism potency of Cangar tourism (Budyanto, 2005), ecotourism development of Batu City East Java Province in a policy perspective, and the potential for ecotourism in Batu City as a learning source (Budyanto, 2010b). Ecotourism of Batu City as learning sources is based on the indicators of The International Ecotourism Society and Mader, in which it is Songgoriti and Cangar tourisms; moreover, the tourisms that less potential are Coban Talun Tourism and Raden Soeryo Camping ground. Supporting factors in developing the ecotourism potency of Batu City as a learning source are Batu City Government policies, natural potency, and the formation of a tourism community. Meanwhile, the inhibiting factors in developing the ecotourism potency of Batu City as a learning source are human resources, promotional media, and the unclear format for developing the learning sources based on ecotourism potency. (Budyanto, 2007).

The utilization of the ecotourism potency of Songgoriti and Cangar in Batu City tourism as learning sources for high school subjects has a high opportunity. The subjects whose learning competencies can be achieved by utilizing the ecotourism potency of Songgoriti Tourism and Cangar tourism are Islamic Religious Education, Civic Education, Indonesian Language, Mathematics, Physics, Biology, Geography, Economics, Sociology, Anthropology, Cultural Arts, Physical Education, Sports, and Health. The subjects whose learning competence temporarily cannot be achieved are English, Chemistry, History, Indonesian Literature, Mandarin, and Arabic. Subject with the greatest number of competencies that can be achieved is Biology subject. On the other hand, it can be said that the pattern of developing ecotourism potency as learning sources carried out by the Batu City Government and Songgoriti and Cangar tourism Managers is a *Top Manager Commitment* development pattern, in which it is a development pattern initiated, driven, and synchronized by the top leaders (Budyanto, 2010a). In this connection, the development of ecotourism as supporting contextual learning is an attempt to foster an attitude of environmental awareness (Muhlisin, 2013). This pattern is also expected to develop students'

character and competence in protecting natural resources so that they continue to function in a sustainable manner while also contributing benefits to the welfare of society (Winarno & Harianto, 2017).

Based on the results of study that has been done previously and in order to optimize the utilization of the ecotourism potency of Songgoriti Tourism and Cangar Tourism, it is necessary to conduct a research on school strategies in an effort to utilize the ecotourism potency of Songgoriti and Cangar Batu City tourism as a learning sources for high school (SMA) subjects. In line with that, this study is designed with the following objectives, namely (1) To analyze the strategy of utilizing the ecotourism potency of Songgoriti and Cangar tourism as learning sources for high school subjects. (2) To describe the principal's perceptions on the utilization of the ecotourism potency of Songgoriti and Cangar Batu City tourism as learning sources for high school subjects. This study has an important contribution in an effort to produce a concept about the development pattern of potential ecotourism in Indonesia, and especially in Malang Raya (Batu City, Malang Regency, and Malang City) as a learning source for high school subjects.

METHOD

This study used qualitative approach, while the design of study used was phenomenology. Phenomenology was a study that intended to explain phenomena in the form of experiences that faced up by a person in life. In this case, the experience in question was the experience of school strategies in an effort to utilize the ecotourism potency of Songgoriti and Cangar tourism as learning sources for high school subjects.

Research Subjects of this study were Teachers, School Principals, and Students of SMAN 3 Malang, SMA Sholahuddin Malang, and MAN 1 Malang as much 45 respondents. The sampling technique used was purposive sampling. The flow chart of study was presented in Figure 1.

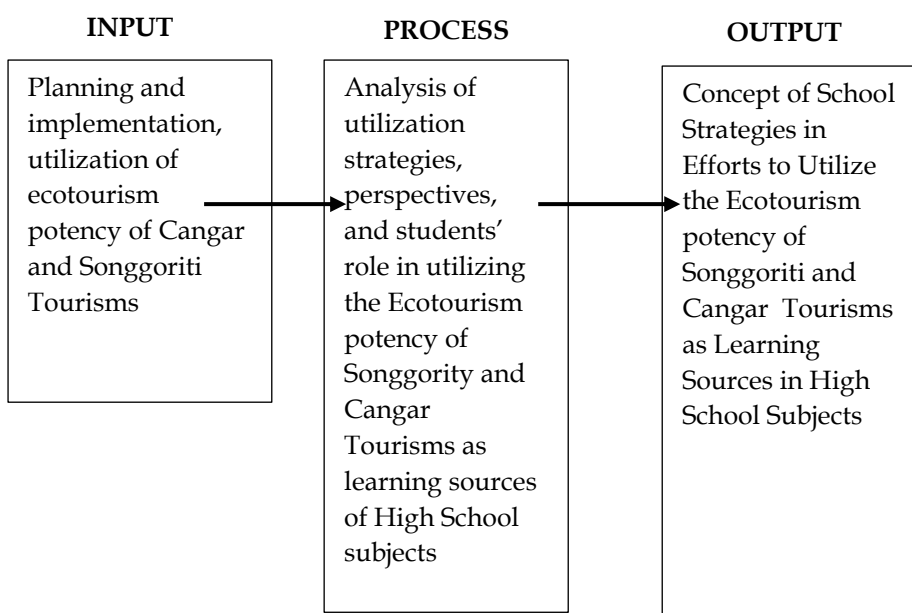


Figure 1. The flowchart of study in the drafting of school strategy concepts and the perceptions of school principals in an effort to utilize the ecotourism potency of Songgoriti and Cangar Tourisms as Learning Sources for High School Subject.

This study focused on school strategies and principals' perceptions in an effort to utilize the ecotourism potency of Songgority and Cangar Tourisms as learning sources for High School subjects. The sub-focuses of study were 1) strategies to utilize the ecotourism potency of Songgoriti Tourism and Cangar Tourism as learning sources for High School subjects, and 2) the Principal's perceptions of the utilization of the ecotourism potency of Songgoriti Tourism and Cangar Tourism as learning sources for High School subjects.

The data collection methods used were in-depth interview and open questionnaires. In-depth interview was conducted to two teachers in each school (to get information about strategies for utilizing the ecotourism potency of Songgoriti and Cangar tourism as learning resources for high school subjects) and the Principals (to obtain information about school policies in utilizing the ecotourism potency of Songgoriti and Cangar tourism as learning resources for high school subjects). An open questionnaire was also given to 10 students from each school to get information about the students' participation in utilizing the ecotourism potency of Songgoriti and Cangar tourism as learning resources for high school subjects.

To ensure the quality of the data obtained, the criteria used to check the validity of the data in this study included: 1) the degree of trust (credibility) using triangulation method (data collection method) and source triangulation (informants); 2) transferability by providing sufficient descriptive data to make decisions about transfers; 3) dependability criteria, which was carried out by reviewing and taking into account all factors related to the data of study (carried out as a form of caution to avoid the possibility of errors in data collection and interpretation); and 4) Confirmability, which was done by creating agreements or checking repeatedly the data sources so that the data obtained were objective.

Data analysis used in this study was qualitative analysis by means of *content analysis*. Content analysis was a systematic technique to analyze the meaning of the message and how to express the message. The stages carried out in *content analysis* of this study used *interactive model* (Miles, Huberman, & Saldana, 2019). This model consisted of 4 interrelated components, namely (1) data collection, (2) simplification or data reduction, (3) presentation of data, (4) drawing and testing or verification of conclusions.

RESULTS AND DISCUSSION

Strategies in utilizing the ecotourism potency as learning sources in High School (SMA)

According to information obtained from the teachers, the utilizing strategies of ecotourism potency of Songgoriti and Cangar tourisms as learning sources in High School were as follow: (1) The analysis strategy of ecotourism potency as learning sources for effective learning of High School as an effort to determine the learning place consisted of two strategies, namely (a) *Student-Teacher Centered (STC) Strategy* and b) *Teacher-Student Centered (TSC) Strategy*. In the STC strategy, the students were more dominant in terms of the analysis of the potential for ecotourism, while in the TSC strategy, the teacher was more dominant in terms of the analysis of the potential for ecotourism. (2) The planning strategy for utilizing the ecotourism potency as learning sources for effective learning in High School consisted of 3 strategies, namely (a) Plan initiator strategy, in the form of *Student-Teacher Initiator (STI)* and *Teacher-Student Initiator (TSI)*, (b) Strategy of planning policy making process, in the

form of *Top Down*, *Bottom Up*, dan *Top Down and Bottom Up relation*, and (c) Strategy of planning implementation, *Collaborative/Resource sharing* and *Semi-collaborative*, where the plan promoters were biology teachers and the plan supporters were teachers of other subjects; (3) Implementation strategies of utilization of ecotourism potency as learning sources for effective learning in High School were (a) *Collaborative/Resource sharing* and (b) *Semi-collaborative*, where the plan promoters were biology teachers and the plan supporters were teachers of other subjects.

The existence of various strategies was a positive thing since it would give various alternative choices of implementation, according to the conditions of each school. The existence of a strategy would support the maximum use of learning sources. According to Sujarwo, Santi, and Trisanti (2018), learning sources that available well would not give maximum benefits if the utilization did not use good learning strategies. Learning sources had function to assist the learning processes so that it would be more effective and efficient.

The results were in line with previous study that in connection with the development of ecotourism as learning sources, after the feasibility of the type of ecotourism activity was determined, the next stage of planning activities was to formulate an ecotourism development strategy. Ecotourism development strategies must be assessed based on the strategic environmental conditions that are influential. These strategic environmental conditions included internal factors (strengths and weaknesses) and external factors (opportunities and threats) and greatly affected on the ecotourism management (Muis, Sumarmi, & Astina, 2016).

From the results of student's questionnaire, the use of ecotourism areas was generally considered to be very effective as learning sources and more fun when compared to classrooms. The students suggested that visiting to ecotourism areas were carried out at least twice in one academic year. This could be known from the statement written by the student on the questionnaire, in which it was as follow.

"The teachers need to do the learning by assisting the students to make observations or direct observations in the place being observed. This activity must be done frequently, at least every semester or twice a year" (Questionnaire, Informant 2, 2019).

All students asserted that ecotourism was very effective to be used as direct learning sources and it could increase their knowledge about natural surroundings rather than learning in the classroom. However, the ecotourism was still less effective in terms of implementation time so that the teachers or schools could anticipate thru a maximum planning. All of the students argued that learning in the area of ecotourism was more fun, not boring, could act as entertainment to eliminate boredom in the learning at class. The students also felt that they could directly understand the object being studied to strengthen their memory of a learning concept.

The potential for ecotourism really supported the learning process since the students could immediately implement the material taught by the teacher by seeing the facts and also the students could get to know the natural environment more closely (Suryaningsih, 2018). A learning in ecotourism areas was more fun since the students could know more about the facts so that the students were easy to absorb and understand the subject matter. Additionally, biology learning needed to be

relaxed and not monotonous so that the students felt fresher in receiving the biology lessons.

Practically, based on Muis et al (2016), material adjustments to the environmental conditions of students could improve the students' understanding and wholeness of knowledge about the real potential that existed in their area. Thus, according to Hanapi, Hariyono, and Utaya (2017), the students took an active role in reaping the positive values contained in these tourist objects and at the same time promoting the tourism in their region.

Effective learning required learning sources that were not only in school but also outside of the school. One of potential learning sources that could be used to support the effective learning was ecotourism which had recently become a *trend*. An effective learning was a learning process to construct a meaning/understanding to the information and/or experiences. The process of constructing meaning could be done alone by the students or with others. Those processes were filtered using perceptions, minds (initial knowledge), and student feelings. In this paradigm, learning was not a process of absorbing knowledge that had been formed by the teachers.

Effective learning could be carried out by means of education within the school environment with educational activities carried out outside the school environment in the form of providing a variety of learning experiences for all students. This meant that the curriculum diversification was not limited to diversification of material, but also occurred in diversification of learning experiences, diversification of learning places and times, diversification of learning devices, diversification of class organization forms, and diversification of assessment methods. This perception gave impacts on the learning implementation. If so far learning had only been characterized by a one-way pouring of information from teacher to student and it was only carried out and took place in schools, effective learning was indicated by the active involvement of students in constructing ideas/knowledge by each individual and could generally be held in several locations such as in class, in a school setting, in a library, in a laboratory, at a marketplace, in a shop, on the beach, at a recreation area, in a zoo, or other places. In line with that, an effective learning strategy that could be carried out was in the form of problem-based learning (Silva, Bispo, Rodriguez, & Vasquez, 2018; Yew & Goh, 2016), authentic instruction (Cydis, 2015; Mims, 2003), inquiry-based learning (Andrini, 2016; Pedaste et al., 2015; Singh & Kaushik, 2020), project-based learning (Husamah & Rahardjanto, 2018; Rahardjanto, Husamah, & Fauzi, 2019), work-based learning (Atkinson, 2016; Smith & Betts, 2000; Stevens, 2014), and cooperative learning (Gull & Shehzad, 2015; Hsiung, 2012).

Utilization of learning sources outside the school especially ecotourism in an effective learning required several strategies related to the following things: (1) Analysis strategies (*internal analysis* and *external analysis*) of potential learning sources for effective learning. The *internal analysis* which consisted of the strengths and weaknesses of schools in the effort to utilize learning sources outside of school must be carried out objectively and thoroughly so that the basis for consideration of the use of learning sources outside of school could be used. The *external analysis* which consisted of opportunities and challenges of using learning sources outside of school must also be carried out objectively and thoroughly. Generally, the *external analysis* activities were carried out by visiting the place of learning sources or

reviewing the existing information materials with the aim of making an inventory of the potential and accessibility of learning sources; (2) Planning strategy for utilization of potency as learning sources for effective learning. Planning was carried out to ensure the quality of the use of learning sources so that the learning objectives could be achieved effectively and efficiently. Planning the utilization of potential learning resources consisted of: (a) formulation of learning objectives, (b) needed learning sources, (c) methods of utilizing learning sources, (d) evaluating the use of learning sources, and (e) follow-up evaluation of the use of learning sources. It was better if this plan was presented in the form of a matrix so that the students could easily implement it; and (3) The strategy for implementing the utilization of the potency as a source of effective learning. In the implementation stage, the utilization of the potency of learning sources must be monitored intensively and continuously to ensure an optimal utilization of learning sources. The monitoring included: (a) easy access to learning sources, (b) the ratio of students and learning sources, (c) the validity of learning sources as learning information sources, and (d) environmental conditions of learning sources (Budyanto, 2007).

Principals' perspectives in utilizing the ecotourism potency as learning sources in High School (SMA)

Based on the results of in-depth interview with the principles of the three institutions related to utilizing the ecotourism potency as learning sources, several important information could be stated.

Perspective 1

The Education Office of Malang City gave positive response on the utilization of ecotourism potency as learning sources for an effective learning. The policy of the Education Office of Malang City in optimizing the utilization of the ecotourism potency as learning sources for an effective learning was very supportive, considering that the implementation of *KTSP* really required diversity of learning sources. The use of ecotourism as learning sources for effective learning must be in accordance with the indicators provided in the syllabus and according to the concepts, expectations, and goals from each Basic Competency.

Perspective 2

Principals' policy encouraged the utilization of ecotourism potency as learning sources for an effective learning. The high school principals were very supportive in optimizing the utilization of ecotourism potency as learning sources for an effective learning, it was proven that every teacher who would conduct direct learning in nature directly gave full support.

Perspective 3

Vision of Tourism Office of Malang City in developing the ecotourism potency was not optimal in terms of socialization. The vision of department/Sub-office of Tourism of Malang City in developing the ecotourism potency as learning sources was very high, proven by the establishment of tourism using educational nuances, i.e. the Flower Garden in Batu, the Food Research Center, Purwodadi Botanical Garden, and the Rear Park at Malang City Hall.

Perspective 4

The vision of the management of the ecotourism area that had been visited was in accordance with the education carried out in schools, yet it lacked of socialization.

The vision of managers who had been visited i.e. at the Songgoriti Tourism Park, was very supportive in developing the ecotourism potency as learning sources, as proven in the Songgoriti Tourism Park that provided an educated guide when needed. The management of ecotourism areas in certain objects that had been visited was good; however, there are several other objects that still needed to be improved in order to support the implementation of ecotourism as learning sources.

Supports from institutional leader in utilizing the ecotourism potency as learning sources became a very important thing. Budiyanto (2006) postulated that development of utilizing the ecotourism potency was influenced by leadership patterns. The development of ecotourism potency in East Java was very influenced by the development typologies. Generally, a leadership which developed the typology of *Top Manager Commitment (TMC)* had dynamics in the development of physical potency of biotic ecotourism (flora and fauna), tourism potency, the potency for leisure while exercising, the potency for convention tourism, the potency for cultural tourism, the potency for ecotourism infrastructure, the potency for ecotourism accessibility, the development of community participation in ecotourism areas, the development of the ecotourism of *Travel Industry*, the development of media for promoting the ecotourism, and the development of human resource potentials for managing the ecotourism more better than the leadership, in which it developed *Middle Manager Commitment (MMC)* typology. This would have a direct impact on the utilization of the ecotourism potency, one of which was learning sources.

CONCLUSION

Departing from the results of study, it can be stated that there are several strategies in utilizing the ecotourism potency of Songgority Tourism and Cangar Tourism as learning sources for High School subjects, namely (1) The strategy of analyzing the ecotourism potency as learning sources for effective learning of High School in an effort to determine a learning place, which consists of two strategies; (2) The planning strategy for utilizing the potential of ecotourism as learning sources for effective learning of High School, which consists of 3 strategies; and (3) The strategy for implementing the utilization of the potential of ecotourism as learning sources for effective learning of High School, which consists of two strategies. Meanwhile, the perceptions of the principals in utilizing the potential of ecotourism are that the principals are very supportive in optimizing the utilization of the ecotourism potency as learning sources of effective learning. This is proven by the full support provided by the principals for every teacher who will conduct direct learning in nature.

RECOMMENDATION

The recommendation that can be given is that further study is needed, in which it is more focused on the form of implementation of the ecotourism potency utilization in real learning carried out by the teachers.

ACKNOWLEDGMENT

We would like to thank the Leadership of Universitas Muhammadiyah Malang and the Director of DPPM Universitas Muhammadiyah Malang for their willingness to allow and fund this research so that it can be carried out well.

REFERENCES

- Andrini, V. S. (2016). The Effectiveness of Inquiry Learning Method to Enhance Students ' Learning Outcome : A Theoretical and Empirical Review. *Journal of Education and Practice*, 7(3), 38–42.
- Atkinson, G. (2016). Work-based learning and work-integrated learning: fostering engagement with employers Work-based learning and work-integrated learning: fostering engagement with employers. In *National Centre for Vocational Education Research*. <https://doi.org/10.1016/j.lmot.2010.04.007>
- Attar, M., Hakim, L., & Yanuwidi, B. (2013). Analisis potensi dan arahan strategi kebijakan pengembangan desa ekowisata di Kecamatan Bumiaji – Kota Batu. *Journal of Indonesian Tourism and Development Studies*, 1(2), 68–78.
- Boo, E. (2008). *Ecotourism: The potentials and pitfalls* (Digital Ed). California, US: World Wildlife Fund.
- Budiyanto, M. A. K. (2005). *Studi potensi ekotourisme wisata Cangar Batu*. Malang.
- Budiyanto, M. A. K. (2006). *Tipologi pengembangan potensi ekotourisme di Jawa Timur*. Malang.
- Budiyanto, M. A. K. (2007). *Tipologi pemanfaatan potensi ekotourisme sebagai sumber belajar pembelajaran efektif di SMA Jawa Timur*. Malang.
- Budiyanto, M. A. K. (2010a). Potensi ekotourisme Kota Batu sebagai sumber belajar berdasarkan indikator the International Ecotourism Society dan Mader. *Humanity*, 6(1), 1–12.
- Budiyanto, M. A. K. (2010b). Teknik pengembangan industri ekotourisme Kota Batu Propinsi Jawa Timur dalam perspektif kebijakan. *Jurnal Teknik Industri*, 11(1), 35–41. <https://doi.org/10.22219/jtiumm.vol11.no1.35-41>
- Cydis, S. (2015). Authentic instruction and technology literacy. *Journal of Learning Design*, 8(1), 68–78. <https://doi.org/10.5204/jld.v8i1.222>
- Dewi, Y. K., & Rosyidie, A. (2008). Kajian pengembangan kawasan Capolaga sebagai daya tarik ekowisata. *Journal of Regional and City Planning*, 19(2), 23–36.
- Garraway, J. (2008). Ecotourism as a means of community development: The case of the indigenous populations of the Greater Caribbean. *Ara: Revista de Investigación En Turismo*, 1(2), 1–20. Retrieved from <https://revistes.ub.edu/index.php/ara/article/view/18663>
- Gull, F., & Shehzad, S. (2015). Effects of cooperative learning on students' academic achievement. *Journal of Education and Learning (EduLearn)*, 9(3), 246. <https://doi.org/10.11591/edulearn.v9i3.2071>
- Hanapi, E. Z. A. S., Hariyono, H., & Utaya, S. (2017). *Pemanfaatan objek wisata sebagai sumber pembelajaran kontekstual*. Retrieved from <https://core.ac.uk/download/pdf/267023827.pdf>
- Haris, M., Soekmadi, R., & Susilo Arifin, H. (2017). Potensi daya tarik ekowisata suaka margasatwa Bukit Batu Kabupaten Bengkalis Provinsi Riau. *Jurnal Penelitian Sosial Dan Ekonomi Kehutanan*, 14(1), 39–56. <https://doi.org/10.20886/jsek.2017.14.1.39-56>
- Hijriati, E., & Mardiana, R. (2014). Pengaruh ekowisata berbasis masyarakat terhadap perubahan kondisi ekologi, sosial dan ekonomi di Kampung Batusuhunan, Sukabumi. *Sodality: Jurnal Sosiologi Pedesaan*, 2(3), 146–159.

- <https://doi.org/10.22500/sodality.v2i3.9422>
- Horota, P., Riani, I. A. P., & Marbun, R. M. (2017). Peningkatan pendapatan asli daerah dalam rangka otonomi daerah melalui potensi pajak dan retribusi daerah di Kabupaten Jayapura. *Jurnal Keuda*, 2(1), 1–10.
- Hsiung, C. (2012). The effectiveness of cooperative learning. *Journal of Engineering Education*, 101(1). <https://doi.org/10.1002/j.2168-9830.2012.tb00044.x>
- Husamah, H., & Hudha, A. M. (2018). Evaluation of the implementation of community-based ecotourism principles in management of Clungup Mangrove Conservation, Sumbermanjing Wetan, Malang. *Jurnal Pengelolaan Sumberdaya Alam Dan Lingkungan*, 8(1), 86–95. <https://doi.org/10.29244/jpsl.8.1.86-95>
- Husamah, H., & Rahardjanto, A. (2018). OIIDE-PjBL learning model: Problem-solving skills and product creativity for study of biology prospective teachers. *The 3rd Progressive and Fun Education International Seminar ISBN:*, 41–51. Surabaya: ALPTK PTM.
- Iswandi., U. (2017). Analisis potensi pengembangan ekowisata Pantai Mandeh Kabupaten Pesisir Selatan. *Jurnal Spasial*, 2(2), 1–7. <https://doi.org/10.22202/js.v2i2.1587>
- Kiper, T. (2013). Role of ecotourism in sustainable development. In M. Ozyavuz (Ed.), *Advances in Landscape Architecture* (pp. 773–804). <https://doi.org/10.5772/55749>
- Lantitsou, K. (2011). Alternative tourism forms: The example of Drymia in Eastern Macedonia-Thrace district. *Management of Environmental Quality: An International Journal*, 28(3), 1–17. <https://doi.org/10.1108/MEQ-02-2015-0019>
- Manahampi, R. M., Rengkung, L. R., Rori, Y. P. I., & Timban, J. F. J. (2015). Peranan ekowisata bagi kesejahteraan masyarakat Bahoi Kecamatan Likupang Barat. *Agri-Sosioekonomi*, 11(3A), 1. <https://doi.org/10.35791/agrsosek.11.3a.2015.10181>
- Meilani, R., & Muntasib, E. K. S. H. (2013). Peran kementerian dalam negeri dalam pengembangan ekowisata di Indonesia. *Media Konservasi*, 18(3), 135–141. <https://doi.org/10.29244/medkon.18.3>
- Miles, M. B., Huberman, A. C., & Saldana, J. (2019). *Qualitative data analysis*. Retrieved from <https://us.sagepub.com/en-us/nam/qualitative-data-analysis/book246128#contents>
- Mims, C. (2003). Authentic learning: A practical introduction & guide for implementation. *Meridian*, 6(1), 1–3.
- Muhlisin, A. (2013). Ekowisata sebagai penunjang pembelajaran kontekstual menumbuhkan sikap kepedulian lingkungan. *Jurnal Pendidikan Biologi*, 4(2), 1–11.
- Muis, A., Sumarmi, S., & Astina, I. (2016). Strategi pengembangan ekowisata bahari sebagai sumber belajar geografi pariwisata. *Jurnal Pendidikan - Teori, Penelitian, Dan Pengembangan*, 1(11), 2178–2188. <https://doi.org/10.17977/jp.v1i11.8068>
- Mulyana, E. (2019). Upaya pemberdayaan ekonomi, sosial dan budaya pada masyarakat melalui pengembangan bisnis ekowisata. *Business Innovation and Entrepreneurship Journal*, 1(1), 38–43. <https://doi.org/10.35899/biej.v1i1.12>
- Nurana, A. C., & Muta'ali, L. (2012). Analisis dampak kebijakan otonomi daerah

- terhadap ketimpangan perkembangan wilayah di kawasan Ciayumajakuning. *Jurnal of Economic*, 1(3), 172-181. Retrieved from <http://lib.geo.ugm.ac.id/ojs/index.php/jbi/article/view/82>
- Oktavia, A. I. (2016). Pemantapan organisasi ekowisata dalam pengelolaan objek Wisata Alam Air Panas Cangar Kota Batu untuk mencapai kepuasan pengunjung. *Jurnal Ilmu-Ilmu Pertanian "AGRIKA,"* 10(2), 144-157.
- Palmer, N., & Chuamuangphan, N. (2016). Societal values and local responses to ecotourism amongst villagers in Chiang Rai, Thailand. *Tourism Naturally Conference 2016*. Retrieved from <http://shura.shu.ac.uk/14939/>
- Pedaste, M., Mäeots, M., Siiman, L. A., de Jong, T., van Riesen, S. A. N., Kamp, E. T., ... Tsourlidaki, E. (2015). Phases of inquiry-based learning: Definitions and the inquiry cycle. *Educational Research Review*, 14, 47-61. <https://doi.org/10.1016/j.edurev.2015.02.003>
- Quezada-Sarmiento, P. A., Macas-Romero, J. del C., Roman, C., & Martin, J. C. (2018). A body of knowledge representation model of ecotourism products in southeastern Ecuador. *Heliyon*, 4(12), 1-27. <https://doi.org/10.1016/j.heliyon.2018.e01063>
- Rachmanto, E. A. W., & Aliyah, I. (2018). Pariwisata di daerah pegunungan: Pengembangan ekowisata pada kawasan lindung berdasarkan kemampuan lahan (Studi kasus: Kecamatan Tawangmangu, Karanganyar, Jawa Tengah). *Cakra Wisata*, 19(1), 26-38.
- Rahardjanto, A., Husamah, H., & Fauzi, A. (2019). Hybrid-PjBL: Learning outcomes, creative thinking skills, and learning motivation of preservice teacher. *International Journal of Instruction*, 12(2), 179-192. <https://doi.org/10.29333/iji.2019.12212a>
- Rori, Y. P. I., Timban, J. F. J., Dlpv, U., Nqrz, W. R., Derxw, P., Frppxqlw, W. K. H., ... Ri, O. (2015). *ASE ± Volume 11 Nomor 3A, November 2015: 1 - 18*. 11(November), 1-18.
- Silva, A. B. Da, Bispo, A. C. K. de A., Rodriguez, D. G., & Vasquez, F. I. F. (2018). Problem-based learning: A proposal for structuring PBL and its implications for learning among students in an undergraduate management degree program. *Revista de Gestão*, 25(2), 160-177. <https://doi.org/10.1108/REGE-03-2018-030>
- Simanjuntak, K. (2015). Implementasi kebijakan desentralisasi pemerintahan di Indonesia. *Jurnal Bina Praja*, 7(2), 111-130. <https://doi.org/10.21787/jbp.07.2015.111-130>
- Singh, J., & Kaushik, V. (2020). The study of the effectiveness of the inquiry-based learning method in chemistry teaching learning process. *Adalya Journal*, 9(4), 234-237. <https://doi.org/10.37896/aj9.4/058>
- Smith, R., & Betts, M. (2000). Learning as partners: Realising the potential of work-based learning. *Journal of Vocational Education and Training*, 52(4), 589-604. <https://doi.org/10.1080/13636820000200147>
- Stevens, B. B. (Ed.). (2014). *Career and technical education work-based learning guide*. <https://doi.org/10.4324/9781315268071-8>
- Sujarwo, S., Santi, F. U., & Trisanti, T. (2018). *Pengelolaan sumber belajar masyarakat*. Yogyakarta: Pendidikan Luar Sekolah, Fakultas Ilmu Pendidikan, Universitas

Negeri Yogyakarta.

- Sukmana, O. (2009). Model pengembangan lingkungan kota ekowisata (Studi di wilayah Kota Batu). *Jurnal Humanity*, 5(1), 42-47.
- Suprojo, A., & Siswanto, B. (2017). Pembangunan Kota Wisata Batu dalam perspektif sosial & ekonomi masyarakat (Suatu kajian perspektif perubahan sosial & ekonomi). *Reformasi*, 7(1), 78-87.
- Suryaningsih, Y. (2018). Ekowisata sebagai sumber belajar biologi dan strategi untuk meningkatkan kepedulian siswa terhadap lingkungan. *Jurnal Bio Educatio*, 3(2), 59-72.
- Susanti, E. (2013). Pengembangan Ekonomi Lokal Dalam Sektor Pertanian (Studi Pada Kecamatan Pagelaran Kabupaten Malang). *Jurnal Administrasi Publik Mahasiswa Universitas Brawijaya*, 1(4), 31-40.
- Susilawati, S. (2016). Pengembangan ekowisata sebagai salah satu upaya pemberdayaan sosial, budaya dan ekonomi di masyarakat. *Jurnal Geografi Gea*, 8(1), 1-8. <https://doi.org/10.17509/gea.v8i1.1690>
- Theng, S., Qiong, X., & Tatar, C. (2016). Mass tourism vs alternative tourism? Challenges and new positionings. *Études Caribéennes*, 2016(31), 1-7.
- Winarno, G. D. & Harianto, S. P. (2017). Buku ajar ekowisata. Bandar Lampung: UNILA.
- Yew, E. H. J., & Goh, K. (2016). Problem-based learning: An overview of its process and impact on learning. *Health Professions Education*, 2(2), 75-79. <https://doi.org/10.1016/j.hpe.2016.01.004>