Development of Visual Interactive Learning Media Model Based on Documentary Film Themes of Regional Tourism Potential in Tourism Geography Learning

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Abstract: The tourism geography course is an elective course presented in semester 5 for students of the Geography Study Program at the Lambung Mangkurat University Banjarmasin, this course presents content-based contextual material. The content of the material about the natural potential and cultural potential of an area in the tourism geography course will be more concrete and easier to understand if the material is delivered with the help of documentary films with the theme of regional tourism potential. The aims of this research are to (1) design documentary film media to be used as a support for learning tourism geography courses for regional tourism potential; (2) know the feasibility of documentary film media to be used as a support for learning tourism geography courses for regional tourism potential; and (3) know student learning outcomes and student responses to documentary film media used as a support for learning tourism geography courses for regional tourism potential. The technique collection of the data is divided into two stages: (1) Pre Production, and (2) Production. An increase in the value of mastery of the material from the pretest score of 26.92% of students increased to 92.51% of the posttest value. Student responses to documentary films as audiovisual interactive media are considered good. As can be seen from the response indicator value, the average response value is more than 80%. The use of documentary film media for regional tourism potential is generally favored by students.

Keywords: development; visual interactive learning; documentary film; tourism geography

INTRODUCTION

Entering the new normal era, education must combine face-to-face learning methods in the classroom and e-learning, one of the keys to successful learning in the pandemic era (Nafisa et al, 2020). The transformation in learning that occurred during the

Covid-19 pandemic, this learning transformation can still continue to welcome a new normal era filled with virtual technology, Blended learning and distance learning will be a necessity to meet the future of education (A Hatip, 2020). By combining innovative learning media and e-Learning model is a basic form and logical consequence of the development of information and communication technology that provides flexibility, interactivity, speed, visualization through various advantages of each media in the new normality era (El Iq Bali et al., 2021). The learning component that has the most influence is the selection of the learning media used. The more interactive the media used, the more effective the learning outcomes obtained by students (Avania & Sholikhah, 2021). One of the interactive learning media is a documentary film, historical documentary film media has been proven to improve student learning outcomes, especially the experimental group, therefore, historical documentaries are effectively used to increase students' knowledge of history sub (Maskun et al., 2021; Simanjuntak & Amal, 2018). The use of documentary films as a learning medium can improve the participants' critical thinking, eventhough the level of criticism obtained by each individual is different (Nushur & Dewie Astutie, 2021).

Learning at Lambung Mangkurat University uses a blended learning approach. The blended learning approach combines face-to-face and virtual learning (Suwendi, 2020). Currently, blended learning-based learning is carried out by combining face-to-face learning, print technology, audio technology, audio-visual technology, computer technology, and m-learning technology (Idris, 2018). Lecturers, as part of the most important human resources in teaching and learning activities, can improve by innovating with new strategies for smooth teaching and learning (Arafah & Bahri, 2020). This learning is an innovation in educational technology. Educators seek to provide varied and innovative learning resources.

The development of science and technology also affects the development of communication media. The information contained in information sources is recorded in various forms, one of which is a documentary film (Magriyanti & Rasminto, 2020). Documentary films are the most frequently encountered when introducing culture and traditions that document reality. Documentary films are included in audiovisual media the theme is focused on a subject (Faishol et al, 2021). Documentary films can help people learn in three ways: cognitively, psychomotorally, and emotionally (Rikarno, 2015).

Subject Tourism Geography has competencies related to local tourism potential (Ridwan et al, 2016). One of the courses that needs contextual learning resources, the purpose of this course is to provide an understanding of the basic concepts of tourism and the tourism industry, as well as to provide mastery of the tourism geography study approach in its application to planning and developing the tourism potential of an area (Abd Muis et al, 2016). Indonesia has a diversity of tribes, nations, races, arts, customs, and ancestral heritage buildings which are now starting to be addressed in terms of aesthetics and history as tourism potential (Febriani et al, 2014). The content of the material about the natural potential and cultural potential of an area in the tourism

geography course will be more concrete and easier to understand if the material is delivered with the help of documentary films with the theme of regional tourism potential.

The aims of this research are to (1) design documentary film media to be used as a support for learning tourism geography courses for regional tourism potential; (2) know the feasibility of documentary film media to be used as a support for learning tourism geography courses for regional tourism potential; and (3) know student learning outcomes and student responses to documentary film media used as a support for learning tourism geography courses for regional tourism potential

METHODS

Part of the method must explain the design of the research method used, the data sources, and how the implementation procedures are. Research tools, materials, media, or instruments must be well described. If necessary and important, the author can attach a grid of instruments or a piece of material used to provide an example for the reader.

Design and Development Stages

The method used is research and development (research and development). The result of this research is a visual interactive learning media product, a documentary film with the theme of regional tourism potential. Adapting the steps of research and development according to Sugiyono (2015), the steps of this research are as follows.
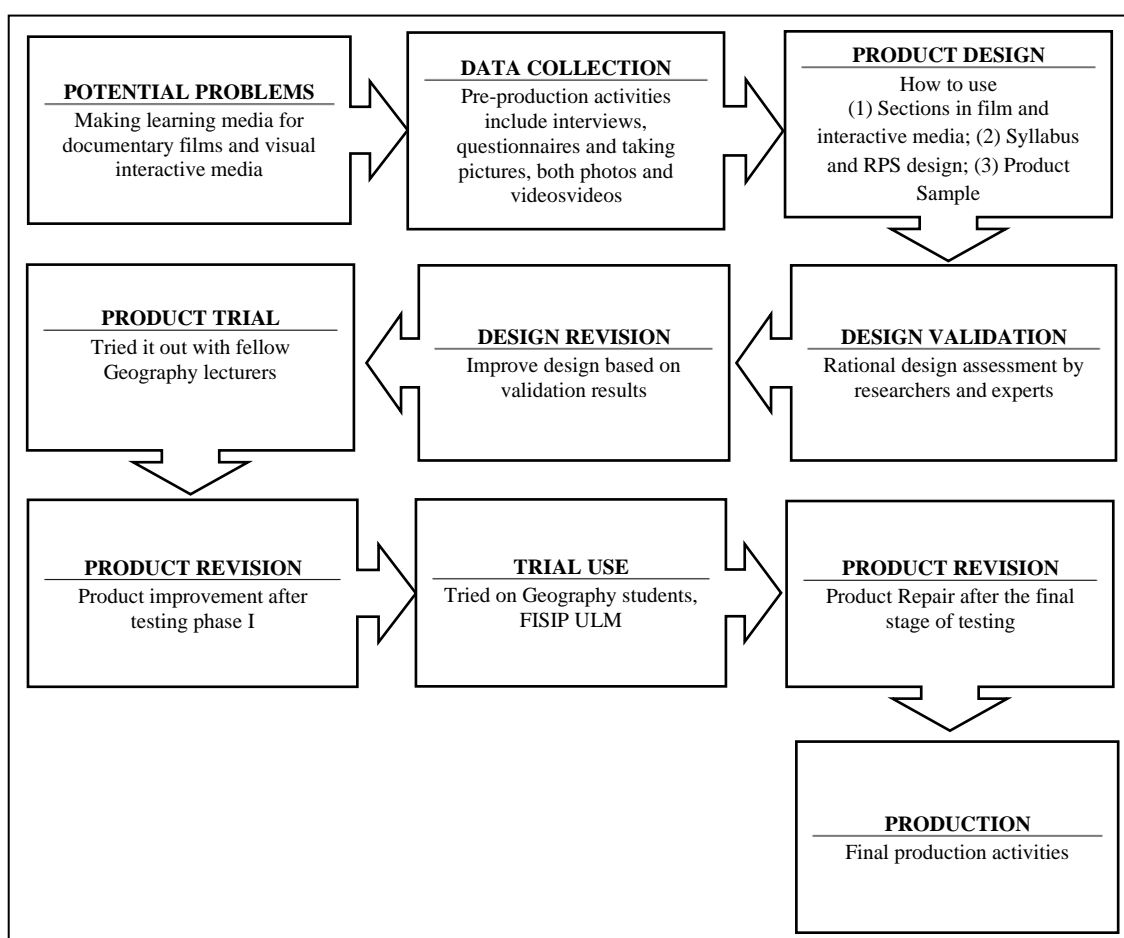

Figure 1. Research and development steps

Collection

The target of this research is the development of interactive visual multimedia learning media, and documentary films about local tourism potential with research subjects taking tourism geography courses in the odd semester of the 2022 academic year at the Geography Study Program, Faculty of Social and Political Sciences, Lambung Mangkurat University. This is called "saturated sampling".

Product Design

The product designs that will be made later include: wow to use films and interactive media, parts in films, and product samples. Documentary film media products are tested on a limited group, and the researcher plans to try them out with fellow lecturers who teach tourism geography courses.

A product revision is carried out if there are still weaknesses and shortcomings in the product's design: Usage Trials, carried out in a wider group, in this case, are students directly so that production weaknesses can be immediately identified; Production (mass production), is the final research activity to produce the final stages in the form of 1). Documentary films with local themes about the potential of regional tourism; 2). Visual interactive media was presented differently at each meeting on the same material.

Data collection technique

In this development research, the data collection techniques used were validation sheets, observations, interviews, and tests.

The technique collection of the data is divided into two stages:

1. Pre Production

Referring to the research steps, before making a film production, data collection techniques begin by identifying problems related to the use of learning media used so far. Data is collected in the following stages: a). Observations were made as initial data to determine the effectiveness of existing learning media and the level of students' abilities when using film learning media and interactive media; b). Interviews and questionnaires were conducted with students leading to students' opinions about learning media and useful inputs for creating learning media; c). The test before using interactive learning multimedia (pre-test) was to determine the student's ability to master the material before using the documentary film media

2. Production

At this stage, data retrieval involves the retrieval of data relating to the media material that will be made. The data collection techniques are as follows: a). Shooting film shooting at a location by the film scenario; b). Validation consists of material validation, design validation, and media validation; c). Test before using interactive learning multimedia (post-test) to determine the effectiveness of the developed interactive learning multimedia.

Research instrument

1. Media production instruments

Media production instruments include a handheld camera camcorder, an SLR photo camera, a computer (hardware), and a program (software).

2. Validation instrument

Media test instruments include the design validation test, which is a content validation and product design test that will be evaluated by three validators who are experts in their respective fields.

Table 1. Validation instrument grid

Validation	Aspect	Indicator
Theory	Content Eligibility	Material suitability
		Material strength
		Material support
		Material updates
	Serving Eligibility	Presentation technique
		Serving support
		Presentation equipment
	Language Assessment	Logical
		Communicative
		Dialogic and interactive
		Suitability with the level of development of students
		Continuity and coherence of the line of thought
Design	Content eligibility	Clarity of learning objectives
		The suitability of learning multimedia with learning objectives
		Learning multimedia support
	Serving eligibility	Presentation Technique
		Serving support
		Presentation of learning
		Compatibility with developmental level learners
		Coherence and coherence of the flow of thought completeness
	Language assessment	straightforward
		Communicative
		Dialogic and Interactive
Media	Graphics	Science words and terms
	Coloring	Fit for purpose
	attractiveness	Concept truth
	Voice	Concept order
		Pictures support the material
		Caption
		Image contrast
		summary
		Voice clarity
		Voice usage
		Narrative in the movie

3. Instruments of the effectiveness of the use of media

Instruments for measuring the effectiveness of media used were collected through pre-test and post-test questions about mastery of potential regional tourism materials.

Table 2. Grid of student activity instruments in the use of media

Aspect	Indicator
Student activities	Pay attention to the lecturer
	Responding to the lecturer
	Ask the lecturer
	Answering the teacher's questions
	Ask other students
	Answering other students' questions
	Do the assigned task

4. Student response instruments to the use of media.

Table 3. Student response grid about documentary films as visual interactive media.

Aspect	Indicator
Student response	Have you ever heard of documentary films as visual interactive media?
	Documentary film media used by lecturers in the learning process makes you feel helped in understanding the material
	feeling happy with the method used by the lecturer in teaching.
	learning activities effectively by lecturers.
	learning activities carried out by lecturers can increase the desire/motivation in studying the material
	studying tourism potential materials other than those given by lecturers in class
	discuss with classmates, study alone at home.
	The way the lecturer delivers the subject matter through documentary media makes it easier for you to understand the tourism potential material.
	find it difficult to understand the tourism potential material provided by the lecturer using documentary film media.

5. Data analysis technique
   a. Media production in this study is the stage of editing or processing film material into films that have been arranged with scenarios. After data about learning materials is collected and compiled into a series of presentation media, interactive media is created.
   b. Media product validation. The percentage of Validation data is calculated by the following formula:

$$P = \frac{\sum X}{\sum Xi} \times 100\% \ ....(1)$$

P = Percentage
$\sum X$ = Number of assessment answers
$\sum Xi$ = Highest number of answers

Table 4. Percentage analysis validation criteria

Percentage	Validation Criteria
76 – 100	Valid
56 – 75	Quite valid
40 – 55	Less Valid (revision)
0 – 39	Invalid (total revision)

Source: Arikunto 1996

c. The results of individual tests carried out after learning using the media that have been made are then analyzed with descriptive statistics to calculate the average value of student learning outcomes. The formula used is:

$$X = \frac{\sum_{x=1}^{n} x}{n} \ldots\ldots\ldots (2)$$

Information:
X = Average/average
$\sum_{x=1}^{n} x$ 1= total data
n = number of data (Subhana, 2000)

d. From the average obtained, then, the percentage is calculated using the percent formula, namely:

$$P = \frac{f}{n} x \ 100\% \ \ldots\ldots\ldots(3)$$

Where:
P = Percent
f = Frequency being searched percent
n = number of individuals (Sudjino, 2003)
To analyze student activities during the lesson and student responses to the use of media, the percentage formula is also used.

RESULTS AND DISCUSSION
Results

The validation results are detailed in Table 1. Validation by three material experts, assessment of documentary film materials, and visual interactive media tested on a scale of 1 to 5, where 1 means very low and 5 means very high.

Table 5. Validation results for documentary film material and visual interactive media

No.	Description	Validator Rating Score			Average
1	Material suitability	A	B	C	4
		4	4	4	
2	Material strength	A	B	C	4
		4	4	4	
3	Material support	A	B	C	3.67
		4	3	4	
4	Material updates	A	B	C	4
		4	4	4	
5	Presentation technique	A	B	C	3.67
		3	4	4	
6	Serving support	A	B	C	3.67
		4	3	4	
7	Presentation equipment	A	B	C	3.67
		3	4	4	
8	Logical	A	B	C	4
		4	4	4	
9	Communicative	A	B	C	3
		4	4	4	
10	Dialogic and interactive	A	B	C	4
		4	4	4	
11	Suitability with the level of development of students	A	B	C	4
		4	4	4	
12	Continuity and coherence of the line of thought	A	B	C	4
		4	4	4	

The validity assessment of documentary film material and visual interactive media is seen from the suitability of the material, the strength of the material, the up-to-date material, logical, dialogical, and interactive, the suitability of the level of student development, consistency, and integration of the flow of thought, with a validator A score of 4 (good), a validator B score of 4 (good), and an average of 4. The validator's average score for the evaluation of supporting information, presentation strategies, presentation support, and presentation completeness is 3.67.

Validation by three experts the documentary film design assessment and visual interactive media were tested using a scale between 1 and 5, where 1 means very low and 5 means very high. The validation results are detailed in Table 6.

Table 6. The results of the validation of the design assessment of documentary films and visual interactive media

No.	Description	Validator Rating Score			Average
1	Clarity of learning objectives	A	B	C	3.67
		3	4	4	
2	The suitability of learning multimedia with learning objectives	A	B	C	4
		4	4	4	
3	Learning multimedia support	A	B	C	4
		4	4	4	
4	Presentation Technique	A	B	C	4
		4	4	4	
5	Serving support	A	B	C	3.67
		4	3	4	
6	Presentation of learning	A	B	C	4
		4	4	4	
7	Presentation equipment	A	B	C	3.67
		4	4	3	
8	Compatibility with developmental level learners	A	B	C	4
		4	4	4	
9	Coherence and coherence of the flow of thought completeness	A	B	C	3
		3	3	3	
10	Straightforward	A	B	C	4
		4	4	4	
11	Communicative	A	B	C	4
		4	4	4	
12	Dialogic and Interactive	A	B	C	4
		4	4	4	

The data from the validation assessment of the design of documentary films and visual interactive media are seen in the suitability of learning multimedia with learning objectives, supporting multimedia learning, presentation techniques, presentation of learning, compatibility with the level of development of students, straightforward, communicative, dialogical, and interactive, with a validator A score of 4 (good), a validator B score of 4 (good), and a validator C score of 4 (good) with an average of 4. The validity of learning objectives, supporting presentations, and presentation completeness averaged 3.67.

Validation by three experts The assessment of documentary films and visual interactive media tested using a scale between 1 and 5, where 1 means very low and 5 means very high, yielded the validation results detailed in Table 7.

Table 7. The results of the validation of the product assessment of documentary films and visual interactive media

No.	Description	Validator Rating Score			Average
1	Science words and terms	A	B	C	3.67
		3	4	4	
2	Fit for purpose	A	B	C	3.33
		4	3	3	
3	Concept truth	A	B	C	4
		4	4	4	
4	Concept order	A	B	C	4
		4	4	4	
5	Pictures support the material	A	B	C	3.33
		4	3	3	
6	Caption	A	B	C	4
		4	4	4	
7	Image contrast	A	B	C	3
		3	3	3	
8	summary	A	B	C	4
		4	4	4	
9	Voice clarity	A	B	C	3
		3	3	3	
10	Voice usage	A	B	C	4
		4	4	4	
11	Narrative in the movie	A	B	C	4
		4	4	4	

Data on the results of the assessment of the final product of documentary films and visual interactive media are seen from the truth of the concept, concept sequence, description of the picture, a summary of the material, use of sound and narration in the film, and the value of validator A scoring 4 (good), validator B scoring 4 (good), and validator C scoring 4 (good) with an average of 4. The assessment indicator is seen from the suitability of the objectives and supporting images of the material; the value of validator A scores 4 (good), validator B scores 3 (good enough), and validator C scores 3 (good enough) with an average of 3.33. The validator's assessment is seen from the contrast of the image and the clarity of the sound; the value of validator A scores 3 (good enough).

Data on the results of the assessment of the final product of documentary films and visual interactive media is valid, with a score of 91.67%. Validation data from 3 validators can be concluded to bevalid and can be used with minor revisions. Things that need to be considered for revision include conformity with the purpose, images supporting the material, image contrast, and sound clarity. Example of a documentary film (Figure 2 and Figure 3).

Figure 2. Screenshot Display of documentary film media about natural potential
(Gate of Tourism)

Figure 3. Screenshot Display of documentary film media about natural cultural potential
(Tourism Attraction)

Results of Application in Class

The quantitative and qualitative data from the study application in the classroom using documentary films and visual interactive media for Geography students in class 2020 who took tourism geography courses on tourism potential are presented. The quantitative data obtained are the results of mastery of the material (including a summary of the results of the pretest and posttest) and the results during the learning process. Meanwhile, qualitative data were obtained from student activities in learning and student responses.

Student Activities in Learning

The results of observations through observations of student activities during the learning process are presented on a graph.

Legend:
- Attention to Lecturer
- Responding to Lecturer
- Ask to Lecturer
- Answering Lecture Question
- Ask Other Student
- Answer Other Student Question
- Doing Coursework

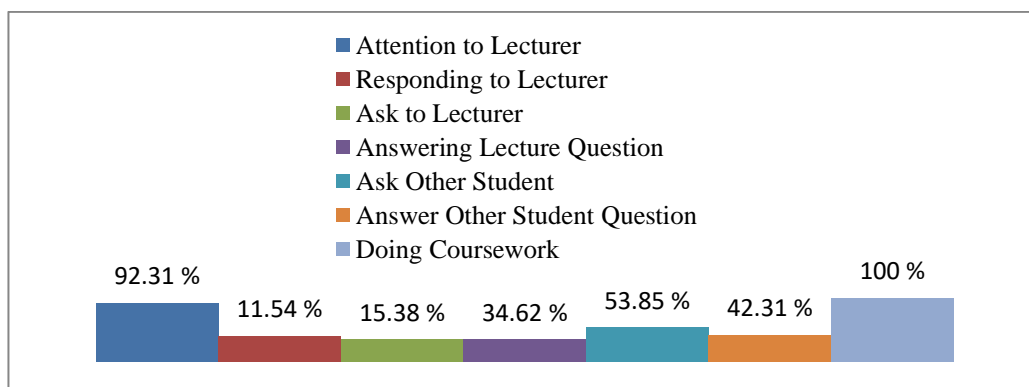92.31 %   11.54 %   15.38 %   34.62 %   53.85 %   42.31 %   100 %

Figure 4. Student activities in learning

Based on the graph, it is known that students who seem to pay attention to the teacher's explanation are only 92.31%, who respond to the lecturer's explanation 11.54%, who ask the lecturer 15.38%, who answer the lecturer's question 34.62%, who ask the student another 53. 85%, who answered questions from other students 42. 31% and 100% of those who did the assignments given by the lecturers. This shows that there is student attention to learning.

Student Learning Outcomes

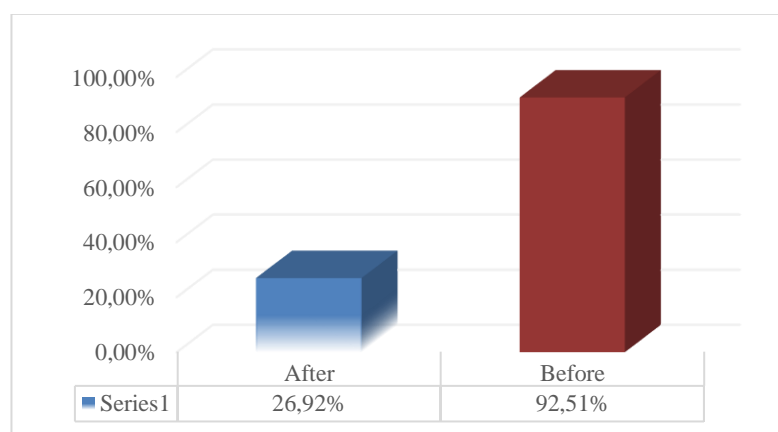|	After	Before
Series1	26,92%	92,51%

Figure 5. Graphic Image Percentage of Material Mastery Completeness Using Documentary Films.

The student's pretest scores are known to be 26.92% of the mastery value of the potential tourism material. This illustrates that students' initial knowledge about tourism potential is still low. After being given material about tourism potential using documentary films, the mastery value of the material through posttest increased to 92.51%. This illustrates that documentary films as visual interactive media have met the standard of success indicators because they have achieved the target of mastery of material more than 80%.

Student Response

Student responses to teaching and learning activities (KBM) using documentary films as visual interactive media were taken from the results of a questionnaire given to

all geography students of the 2020 class who took tourism geography courses as respondents. Presented as follows:

Table 8. Student responses about documentary films as visual interactive media.

No	Student Response	Student answers	
		Yes	No
1	Response about having heard of documentary films as visual interactive media	11.54 %	88.46%
2	Responses about documentary film media used by lecturers in the learning process make you feel helped in understanding the material	88.46%	11.54%
3	Responses about feeling happy with the method used by the lecturer in teaching.	92.31%	7.69%
4	Responses in learning activities effectively by lecturers.	100%	
5	Responses in learning activities carried out by lecturers can increase the desire/motivation in learning the material	88.46%	11.54%
6	Responses in studying tourism potential materials other than those given by the lecturer in class	80.77%	19.23%
7	Response trying to discuss with classmates, study alone at home.	80.77%	19.23%
8	The response of the lecturer's way of delivering subject matter through documentary film media makes it easier for you to understand tourism potential material.	91.31%	7.69%
9	Responses that find it difficult to understand the tourism potential material provided by the lecturer using documentary film media.	23.08%	79.92%

Student responses in teaching and learning activities for tourism geography subjects with regional tourism potential using documentary films as visual interactive media are considered good. As can be seen from the response indicator value, the average response value is more than 80%, and only the response indicator value has heard of hearing documentary films. as visual interactive media and difficulty understanding the material through documentary films as visual interactive media whose value is below 30%.

The use of documentary film media on regional tourism potential materials is generally favored by students; they consider this documentary film media to be a new thing applied by lecturers, so that students feel very motivated by documentary film media in this study.

The findings in this study are consistent with the findings of previous studies, particularly those dealing with the use of audio-visual media and the improvement of learning outcomes (Arwudarachman et al., 2015; Isnaeni & Radia, 2021; Widhayanti & Abduh, 2021). Not only that, but this study also supports the findings about increasing student motivation and response, helping with self-concept in group guidance, and helping students achieve learning goals (Avania & Sholikhah, 2021; Hapsari & Zulherman, 2021; Karlina & Setiyadi, 2019; Kurniawan & Trimasukmana, 2020; Pradilasari et al., 2019; Salsabila et al., 2020).

Discussion

The use of documentary film media on regional tourism potential materials is generally favored by students; they consider this documentary film media to be a new thing applied by lecturers, so that students feel very motivated by documentary film media in this study.

This is evident from the study's findings, which showed that the pretest score of 26.92% increased to 92.51% and that 100 out of the students completed the lecturer-assigned homework. The average response indicator value of more than 80% indicates that student replies were generally considered to be good.

The findings in this study are consistent with the findings of previous studies, particularly those dealing with the use of audio-visual media and the improvement of learning outcomes (Arwudarachman et al., 2015; Isnaeni & Radia, 2021; Novita et al., 2019; Setiawan & Ari Oka, 2020; Susilo, 2020; Widhayanti & Abduh, 2021). Not only that, but this study also supports the findings about increasing student motivation and response, helping with self-concept in group guidance, and helping students achieve learning goals (Avania & Sholikhah, 2021; Hapsari & Zulherman, 2021; Karlina & Setiyadi, 2019; Kurniawan & Trimasukmana, 2020; Pradilasari et al., 2019; Salsabila et al., 2020).

Based on the results of student observations carried out during learning activities without using documentary film media, student learning activities were less active. This can be seen in the learning process of students, who tend to interact with their friends and pay less attention to the material presented by the teacher. This is different when the teacher carries out learning using documentary film-based media, which runs more effectively because students have the courage to express opinions, are also more enthusiastic about participating in learning, and are more interested and active during the learning process. This provides a new learning atmosphere for students, so it can be concluded that student learning activities using video-based media increase student learning activities. This also has an impact when working on post-test questions, where students do not experience difficulties and post-test scores increase. This is supported by the theory of the benefits of more varied learning media so that students are not bored due to other activities such as observing, doing, and demonstrating (Rusman, 2011). The average response rate of students to documentary film media is more than 80%. This shows that the students' response to the use of documentary film media was very positive, meaning that students were satisfied with the learning experience and the media used, both in terms of feeling helped and understanding the material and being motivated, more active in discussing, and able to study independently. This is supported by students' statements after using the media that they are motivated to understand the material thoroughly (Lijina et al., 2018).

CONCLUSION

Based on the results of research and development, the tourism geography module of documentary films on the topic of regional tourism potential is very feasible to use. The results of expert validation stated that the documentary film media was very feasible to use with a value of 91.67% and can be used with minor revisions; it is necessary to pay attention to revisions, among others: conformity with the objectives, images supporting the material, image contrast, and sound clarity. After the small and large group trials were obtained, the activity of students paying attention to the teacher's explanation was only 92. 31%, and 100% of those who did the assignments given by the lecturer showed that

there was student attention in learning. An increase in the value of mastery of the material from the pretest score of 26.92% of students increased to 92.51% of the posttest value. Student responses to documentary films as audiovisual interactive media are considered good. As can be seen from the response indicator value, the average response value is more than 80%. The use of documentary film media for regional tourism potential is generally favored by students.

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