

CHAPTER II

LITERATURE REVIEW

2.1 Learning Media

To understand the importance of effective learning media, it is necessary to review various definitions and the role of learning media based on the experts. Puspitarini (2019) states that “learning media is anything that can be used to convey a message in order to stimulate students' feelings, thoughts, willingness, and attention and encourage the learning process”. In line with this opinion, Musfiqon (as cited in Muhammad, 2019) says learning media can be defined as a tool in the form of a physical and non-physical used teacher in conveying material to students to be more effective and efficient. So, the learning media is a tool of hardware or software used in the delivery of materials by teachers to students in the learning process. In learning, media is expected to make a more effective and efficient learning process in accordance with the purpose of learning. Ashyar (2012) added that “Learning media can be used to deliver messages to the recipient and help explain something simpler”

The learning process will run effectively and efficiently if supporting media is available. Yusufhadi & Miarso (2004) explain that one of the factors causing the low quality of learning is the maximum use of learning resources, both by teachers and students. Technology-based multimedia can be utilized as a learning medium. According to Husain (as cited in Muhammad, 2019) the utilization of multimedia especially on presentations has a big effect and is useful to increase student learning results. Good utilization of multimedia can be collaborated with the use of technology, especially the internet. In detail, Husain states that the internet influences the option of methods both in and out of the classroom. The utilization of the internet provides independence, acceleration, feedback, affordability, affectivity, and productivity in the learning process.

2.1.1 Functions and Principles of Media in Learning

One of the functions of learning media is a tool in delivering the material in the learning process. Aside from being a tool for conveying materials in the process of learning, other functions in Asyhar (2012) are as

follows: (a) Media as a learning resource; (b) The semantic function is related to the word, term, sign or symbol. (c) Manipulative function is the ability of the media to reload an object/event in various ways, according to its conditions, circumstances, objectives, and targets; (d) Fixative function that is in capturing, storing and recasting an object or event that has long occurred; Distributive functions of the media used in the learning process can be followed by students in large numbers or unlimited media coverage; (f) Psychological functions, learning media has the function of attention, affective function, cognitive function, imaginative function and motivation function; and (g) socio-cultural functions. The use of media in learning can overcome the socio-cultural barriers between students with different customs, habits, environments, and experiences.

While the principle of media usage in the learning process according to Musfigon (as cited in Muhammad, 2019) can be divided into three main principles, namely: (a) Principles effectiveness of efficiency. Effectiveness in the concept of learning is the achievement of a learning process in achieving learning objectives. While efficiency is to achieve learning objectives by using time, cost, facilities/infrastructure, and other resources to a minimum; (b) Principles of relevance. As a teacher, one should be able to choose the media that is compatible with the objectives, content, learning strategies, and evaluation of learning (c) Principles of productivity. Practice in the learning process is the goal of optimal goals by utilizing natural resources and human resources available.

2.1. 2 Types of Learning Media

Anitah (2009) mentions there are several types of media, namely: (a) Non-projected visual media, such as caricatures, illustrations, charts, graphs, diagrams, maps, and so on. (b) Projected visual media, such as Slide (film frame), Overhead Projector (OHP), Opaque Projector, Film strip (composite film); (c) Audio media, such as radio, optical media, tapes, telephones, and so on; (d) Audio-visual media, such as television and voice slides. (e) Multimedia, such as interactive media, hypermedia, virtual reality, and multimedia kits.

2.1.3 Learning Media in Accordance with the Playing Method of Elementary School-Age Children

Kancanadana (2021) says that play is an essential characteristic of children's behavior and a natural learning tool for them. Especially for Elementary school children at the age of 6 to 12 years old, play can provide a context in which children achieve deep learning by integrating intellectual, physical, moral, and spiritual values and can provide them with opportunities to commit to learning, development, and growth. Some of The main characteristics of games are entertainment and fun. Entertaining interaction is one of the keywords of the importance of playing to stimulate various areas of their development.

DeVries (as cited in Kancanadana, 2021) mentions that when playing, children learn various social skills such as sharing, understanding other people's perspectives, and taking turns. In addition, games also lead children to understand their culture. In other words, games can be an effective and important tool for children's cultural learning. This is because most human interactions are strongly influenced by the cultural context in which they live.

Based on the description above, it can be concluded that by playing children will have the opportunity to choose the activities they like, experiment with various materials and tools, imagine, solve problems and talk freely, play a role in groups, works together in groups, and have fun experiences. Therefore, learning media must be able to support children's playing methods by involving games, animations, or other things that support children's imaginative nature.

2.1.4 Interactive Learning Media

Gouhar & Mahapatra (2016) explain Interactive media normally refers to products and services on digital computer-based systems which respond to the user's actions by presenting content such as text, moving animation, video, audio, and video games. The use of interactive media has really revolutionized the field of education. Its use has really increased the area as well as the utility of education. Other studies also show that the development of interactive multimedia learning can improve students' mastery of concepts (Gunawan,

Suranti & Fatrohoni 2014). Sahronih, Purwanto & Sumantri (2017) also explain that Interactive learning media can be interpreted as a multimedia tool that is able to describe the message from teacher to student and in the process occurs two-way communication so that it can help the learning process easier. The use of interactive learning media as a learning medium is considered to be quite effective. By using interactive learning media, it is also able to provide more value because it is in line with the development of the digital era.

2.1.4.1 The Use of Interactive Learning Media for Elementary School Children

Hidayah, Suyitno & Ali (2021) explain that the use of interactive learning media in the practice of learning in elementary schools is still one of the criteria/standard for the success of the learning process. This idea is supported by Wahab (2016) who states that interactive learning is learning that creates an educative learning atmosphere with the interaction between teachers, students and their environment. Cosner (as cited in Hidayah, Suyitno & Ali, 2021) adds that interactive learning media in elementary schools can encourage changes in the learning process in elementary schools so that they can get results in accordance with learning objectives.

From this explanation, it can be concluded that interactive learning media is important and effective to be applied to elementary school children. Interactive learning media let children enjoy the teaching and learning process and have good interactions with teachers at school or parents at home because interactive media are generally multimedia containing animations, sounds, images, and others that are packaged with attractive designs and fun features.

2.2 Sustainable Development

The most well-quoted definition of sustainable development continues to be the Brundtland Commission: “Development that meets the needs of the present without compromising the ability of future generations to meet their own needs.” WCED (as cited in Waas, 2011)

2.2.1 Pillars of Sustainability

Sustainability has three vital pillars; the concept of the three pillars of sustainability has been accepted all over the world Cole (as cited in Waas, 2011)

- a. Social sustainability: The meaning social sustainability is the quality of life and capability of a social system, for instance, a country, family, or organization to improve processes and arrangements which not only fulfill the requirements of its current members but it can also support the capability of next generations in order to preserve a healthy community at a standard level of social wellbeing and harmony indeterminately
- b. Environmental Sustainability: Environmental sustainability is obviously one of the most important parts of tourism, mainly the natural, physical, and its protection. The meaning of environmental sustainability is to make sure resources in an area should be well maintained for future generations. Therefore, Tourism associations have to think about the environment carefully in order to protect the environment, especially the natural environment and their protection.
- c. Economic Sustainability: Economic sustainability is the capability of an economy to support a defined level of economic production indefinitely. Tourism is now one of the world's fastest-growing economic sectors in the world.

2.2.2 Sustainable Tourism

(Sukma, 2017) Sustainable tourism development is essentially related to efforts to ensure that the natural, social and cultural resources used for tourism development in this generation can be enjoyed for generations to come. "Tourism development must be based on sustainability criteria which mean that development can be ecologically supported in the long term as well as economically viable, ethically and socially fair to the community"

Sustainable tourism development can be identified through its principles which are elaborated below. These principles include:

1. Participation

The local community must monitor or control tourism development by being involved in determining the tourism vision, identifying the resources to be maintained and enhanced, and developing strategic objectives and strategies for the development and management of tourist attractions. The community must also participate in implementing the strategies that have been prepared previously.

2. Involvement of Actors/Stakeholder Involvement

The actors who participate in tourism development include NGO groups and institutions (Non-Governmental Organizations), volunteer groups, local governments, tourism associations, business associations and other influential and interested parties who will receive the impact of tourism activities.

3. Local Ownership

Tourism development should offer quality jobs for local people. Tourism supporting facilities such as hotels, restaurants, etc. should be developed and maintained by the local community. Several experiences show that education and training for local residents as well as easy access for local business people/entrepreneurs are really needed in realizing local ownership. Furthermore, linkages between business actors and local communities must be pursued in supporting local ownership.

4. Sustainable Use of Resources

Tourism development must be able to use resources sustainably which means its activities must avoid excessive use of non-renewable resources.

5. Accommodating Community Goals

Community goals should be accommodated in tourism activities so that harmonious conditions between visitors/tourists, places, and local communities can be realized.

6. Carrying Capacity

The carrying capacity or land capacity that must be considered includes physical, natural, social, and cultural carrying capacity.

7. Training

Sustainable tourism development requires the implementation of education and training programs to equip people with knowledge and improve business, vocational and professional skills.

8. Promotion

Sustainable tourism development also includes the promotion of land use and activities that strengthen the character of the landscape, sense of place, and identity of the local community.

2.3 E-Tren: English Tourism for Children

E-Tren (English Tourism for Children) is a local tourism-based English learning media through interactive animation design that introduces vocabulary, conversation, and games used with the content of the tourism industry. This product is designed to increase student interest in learning the local wisdom to support sustainable tourism in Indonesia through online English learning media. Through this innovation, it is hoped that elementary school students can learn English and get to know local tourism in their area well, not only during the pandemic but also in the future.