

The Concept of Learning Field Curriculum Development for English Subjects for Guides in Vocational High Schools

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Abstract: Tourism in Indonesia continues to increase within the period 2009-2018. According to data from the Central Statistics Bureau, in 2018, the number of foreign tourists visiting Indonesia reached 15.81 million people, or grew by 2.5 times compared to 2009. Even in 2019, the government targeted foreign tourist visits to reach 18 million people. The increasing number of foreign tourists opens up great job opportunities for guides, especially tour guides with the ability to speak English and other languages as support. To produce professionals in this field of work, quality education and training institutions are needed. Vocational High School (SMK) is one of the educational institutions that produces a professional workforce. However, based on data from the Central Statistics Bureau 2020, reflected from the level of education, the SMK open unemployment rate is still the highest among other education levels, which is 8.49% of 9.77 million people. This is a big question mark for SMK in Indonesia. Based on the results of previous research by the author and other sources, it is known that one of the factors affecting the lack of absorption of SMK graduates in the workforce is because their quality is still lacking. This could be due to a lack of cooperation between schools and business and industry. One solution that can answer this problem is the collaboration between SMK and DUDI in developing a curriculum for English subjects for guides. Learning Field as a concept of curriculum development for vocational education in Germany, can also be used in Indonesia in order to harmonize education in SMK with the needs of the labor market.

Key words: Learning Field Concept, Tour Guiding

1. PRELIMINARY

Tourism is one of the mainstay sectors in Indonesia to earn foreign exchange from non-oil and gas income. Apart from earning foreign exchange, tourism also plays a role in other strategic fields, for example creating and expanding employment opportunities, encouraging environmental preservation and national cultural

development and fostering a sense of love for the country. A person who is traveling will carry out a series of activities including determining tourist destinations, preparing for departure, transportation, lodging, and tour guides. Thus, tourism activities will involve various companies engaged in transportation, accommodation, food companies and service companies. Progress in this business sector will support the

development of tourism in Indonesia. In the tourism sector, mastery of English plays an important role, especially in guiding activities. This is because the essence of guiding is the delivery of information which is supported by mutual communication between guides and tourists. Therefore, the role of language in the guiding process is extremely large, even more so on English and supported by other languages. This is related to the facts on the ground that many foreign tourists who come to Indonesia, do not have sufficient Indonesian language skills and they tend to use English in communicating. According to data from the Central Statistics Agency (BPS), the average growth of foreign tourists visiting Indonesia in the last five years (2014-2018) has reached 14% per year. This figure is higher than the average growth of foreign tourist visits in the 2009-2013 period which amounted to 9% per year. The number of foreign tourists visiting in 2009 was 6.32 million people. This figure continues to increase to 8.8 million people at the end of 2013. In 2018, the number of foreign tourists visiting Indonesia reached 15.81 million people or grew by around 2.5 times compared to 2009. In 2019 the government targets foreign tourist visits to reach 18 million people. The increasing number of foreign tourists opens up great job opportunities for tour guides.

Tourism knowledge, especially about objects and tourist

attractions in Indonesia, is an important insight for a tour guide which must also be balanced with the ability to speak English to support his professionalism. SMK as an educational institution that produces tour guides must prioritize the quality of education so that SMK graduates have competencies that are by the needs of the labor market. According to the National Education System Law No. 20 of 2003 The purpose of vocational secondary education is to prepare students to be productive human beings, able to work independently, fill existing job vacancies as middle-level workers according to the competencies in the skill program they choose, prepare students to be able to choose careers, be resilient and be persistent (in competence), adapt to the work environment and develop a professional attitude in the field of expertise that they are interested in as well as equip students with science, technology, and art to be able to develop themselves in the future both independently and through higher education levels and equip students with competencies following the selected expertise program. However, based on data from the Central Statistics Agency 2020, seen from the level of education, the SMK open unemployment rate is still the highest among other education levels, which is 8.49% of 9.77 million people. Meanwhile, the lowest number of unemployed people from Elementary School education and below was 2.64%, then Junior High School

5.02%, University 5.73%, Senior High School 6.77% and Diploma I/II / III amounted to 6, 76%. The high number of unemployed vocational graduates is a big question mark in Vocational Education in Indonesia. Based on the results of the author's interviews with several tourism industry players, it is known that there are still many SMK graduates who are less competent in carrying out their duties in the world of work. The business world and industry are more likely to employ high school graduates because they are considered to be more adaptable to the jobs they are engaged in. The lack of quality of SMK graduates automatically indicates a lack of quality in the vocational education system at SMK. This problem was by several factors classified into three levels. These three levels were introduced by German education experts (Euler & Berger, 1999: 120-121) and can be used as a reference for grouping educational problems in Indonesia:

1. Macro level which includes the national level or central government. For example, changes in technical requirements and qualifications related to rapid technological developments have an impact on changes in the education system in Indonesia. As is known, national education has undergone several changes since the independence of the Republic of Indonesia,

including; 1). In 1947, the curriculum at that time was named the 1947 Lesson Plan. At that time, the education curriculum in Indonesia was still influenced by the Dutch and Japanese colonial education systems, so that it only continued what had been used before. The 1947 Lesson Plan was a substitute for the Dutch colonial education system. Because the atmosphere of the nation at that time was still fighting for independence, education as development conformism emphasized the formation of the character of Indonesian people who were independent and sovereign and equal to other nations on this earth. 2). 1952 was the 1952 Unraveled Lesson Plan curriculum. This curriculum was more detailed for each subject where the syllabus was very clear and one teacher was in charge of teaching one subject only. 3). In 1964, the 1964 Education Plan curriculum or the 1964 Curriculum emerged. The focus was on developing creativity, taste, initiative, work, and morals (Pancawardhana). Subjects are classified into five groups of study areas: moral, intelligence, emotional/artistic, skill (skill), and physical. 4). In 1968, there was a renewal of the

1964 curriculum, namely a change in the structure of the educational curriculum from Pancawardhana to fostering the spirit of Pancasila, basic knowledge, and special skills. This curriculum is called the 1968 Curriculum with the aim of forming a true, strong, and physically healthy Pancasila human, enhancing intelligence and physical skills, morals, character, and religious beliefs. The content of education is directed at activities to enhance intelligence and skills, as well as develop a healthy and strong physique. 5). In 1975 the 1975 curriculum emerged as a substitute for the 1968 curriculum with the aim of making education more efficient and effective. The background is the influence of the concept in management, namely MBO (management by objective). In this era, the term "lesson unit" is known, namely the lesson plan for each unit of discussion. Each unit of study is detailed again: general instructions, specific instructional objectives (ICT), subject matter, learning tools, teaching and learning activities, and evaluation. 6). In 1984 the 1984 curriculum was born which is often called the enhanced 1975 curriculum. Although the priority of a process approach,

the goal remains an important factor. Students' position is placed as a studying subject. From observing something, grouping, to discuss, to report. This model is called the Student Active Learning Method (CBSA) or Student Active Learning (SAL). Unfortunately, many schools are less able to interpret CBSA. What can be seen is a rowdy atmosphere in the classroom because students are discussing, here and there are pictures of stickers, and what is striking is that the teacher is no longer teaching the lecture model. 7). In 1994 the 1994 curriculum rolled in an attempt to integrate the previous curricula, especially combining the 1975 curriculum and the 1984 curriculum. Unfortunately, the combination of objectives and process had not been successful. Criticism was scattered because the student's learning load was considered too heavy. From national to local content. Local content material is tailored to the needs of each region, for example, regional language arts, regional skills, and others. Various interests of community groups also insist that certain issues be included in the curriculum. 8). In 2004, the 2004 Curriculum or Competency-Based

Curriculum (KBK) was implemented. Each lesson is broken down based on what competencies students must achieve. Unfortunately, confusion arises when it comes to measuring student competence, namely exams. School and national final examinations are still in the form of multiple-choice questions. If the competency target is to be achieved, the evaluation is of course more on practice or description questions that can measure how much understanding and competence of students. 9). In 2006, the KBK trial was stopped and replaced with the Education Unit Level Curriculum (KTSP). The 2006 curriculum used is a curriculum that provides autonomy to schools to organize education, the peak of which the task will be carried out by each subject, namely the teacher. So that a teacher here is really moved into a professional human who demands a teacher's creativity. This curriculum still has many shortcomings in addition to the existing advantages. The drawback is none other than the lack of potential human resources in describing KTSP in other words, the quality of a teacher is still low because in KTSP a teacher is required to be more

creative in carrying out education and lack of facilities and infrastructure owned by the school. 10). In 2013, a replacement curriculum for the KTSP curriculum was called Curriculum 2013. This curriculum has three aspects of assessment, namely aspects of knowledge, aspects of skills, and aspects of attitudes and behaviour. The advantage of the 2013 Curriculum is that it has a clear concept for the graduates to be achieved where the competence of each subject is adjusted to the goals to be achieved. In addition, the subjects are packaged to be more oriented and meaningful in everyday life with an integrative thematic learning model and a scientific approach. In the 2013 curriculum, the learning process refers to active students, teachers as facilitators and motivators, all aspects of life can be a source of learning, and give birth to human learners. The weakness of this curriculum is that there is a contradiction because it wants to give birth to creative, critical, innovative, but full of normative material, hopes that the learning process will be more flexible but there are additional lessons, more suitable for schools that are advanced and teachers have

high learning enthusiasm, society who are already educated, their students have equal abilities and facilities, as well as telecommunications and transportation infrastructure are evenly distributed so that they do not hinder the process and other shortcomings lie in the use of the National Examination as an evaluation of the standard for active student learning (source: Indonesian Book Writing Movement, 2018). The changes in curriculum that have occurred several times are motivated by the government's efforts to adapt the curriculum to the times and demands of the labor market, but on the other hand, this is a problem for teachers because they are not fully qualified and are not ready for the new curriculum. In the end, many things happened in the field that the preparation of learning plans including the development of learning materials did not seem optimal.

2. Meso level, which is associated with school institutions and institutions related to education, especially the business world and industry. For example, the quality of SMK is still low due to the lack of professional teachers, the lack of

supporting infrastructure for education, the lack of opportunities for teachers to take part in education and training to develop their competencies, the SMK curriculum which still allows more learning in theory than practice and is also still lacking. the quality of job training education in the business and industrial world, coupled with the lack of good cooperation between schools and business and industry. These problems have an impact on the quality of SMK graduates, where they do not have sufficient competence to compete in the labor market, because they lack work experience or practice in companies and this has a negative impact on job opportunities for them (Said, 2019: 90).

3. Micro level for example teachers and supervisors. The problem that is still being faced up to now is that the quality of teachers is not optimal. Based on the results of the author's research at a vocational school, it was found that some teachers of certain subjects developed their teaching materials based on information from books. They only take material that is already available in books and do not cooperate with industry

to get the latest information on developments in the labor market. So that their subject matter is not in accordance with the needs of the business world and industry. This has resulted in many SMK graduates who are less competent. (Said, 2019: 92)

According to Muliati (2007: 32), various problems as described above mainly concern less qualified teachers and supervisors or trainers, a curriculum that is not in accordance with the needs of the labor market, lack of student opportunities to practice, lack of offers for seminars, workshops and education as well as Other training and lack of quality job training in companies can be resolved by optimizing cooperation between the central government, namely the Ministry of Education, the Ministry of Manpower, Business and Industry, work organizations, teachers and trainers. With good cooperation, the quality of vocational education in Indonesia can be improved. The collaboration between SMK and the World of Work (Business and Industry) in Indonesia has actually been in effect since 1994, namely the implementation of Dual System Education. This dual

system education is taken from the German concept of vocational education known as the "Dual System". Dual System Education has a legal basis issued through government regulations and ministerial decrees, including 1). Law No. 2 of 1989 concerning the National Education System. 2). Government Regulation No. 29 of 1990 concerning Secondary Education Chapter 1 Article 1 paragraph 3: Vocational secondary education is education at the secondary education level that prioritizes the development of students' abilities to carry out certain types of work. 3). Minister of Education and Culture Decree No. 080 / U / 1993 regarding the SMK Chapter II paragraph b curriculum regarding the objectives of secondary education. 4). Government Regulation No. 39 of 1992 concerning community participation in National Education. 5). Minister of Education and Culture Decree No. 323 / U / 1997 concerning the implementation of dual system education at SMK, Chapter III article 3: every SMK is obliged to organize a dual system education program with partner institutions that meet the requirements.

The cooperation relationship between SMK and the industry world can be realized in several forms of activities/programs.

According to Hadam, Rahayu & Ariyadi (2017: 75) Good and mutually beneficial cooperation is very important to support the achievement of school programs. School development will be more optimal if the collaboration with agencies related to the Business / Industry world that is relevant to the competency of expertise is contained in the MOU cooperation agreement text. One of the implementations of cooperation with the Business / Industry world can be in the form of content validation. Content validation is in the form of aligning learning activities included in the curriculum structure according to the needs of the world of work. The goal is that schools can prepare curriculum tools on skill competencies that are opened for industrial validation, schools can absorb DUDI input to be applied in the form of an implementation curriculum or an industrial curriculum. This means that vocational teachers must work together with experts from companies to develop the curriculum. For example, an

English teacher for tour guides collaborates with professional tour guides to obtain information related to competencies currently needed in the world of guide work and to open more opportunities to practice directly in the world of work. Thus the curriculum content of these subjects is in accordance with the needs of the labor market and the output of these SMKs can compete in their field of work.

To develop a curriculum, of course, a suitable concept is needed, especially the concept that allows collaboration between the SMK and the Business / Industry world. One of the concepts that can be used is the concept of Learning Field (in German it is called Lernfeld) which is a concept of developing a vocational high school curriculum in Germany. The Learning Field concept was introduced in 1999 by the Standing Conference of the State Ministers of Education and Culture in the Federal Republic of Germany (KMK: Kultusministerkonferenz) in Germany. With the application of this concept, lessons in German vocational schools are no longer structured in the form of Traditional Subjects but rather a Learning Field (Field of Learning). Thus, the work-oriented curriculum framework established by the Standing Conference of the State Ministers of Education and Culture was developed based on the Learning Field.

2. Tour Guide (*Pramuwisata*)

Pramuwisata is commonly addressed to as tour guide in English. In Indonesia, a national organization has been formed to accommodate this profession, namely the Indonesian Tour Guides Association or HPI. This organization has a network throughout all provinces in Indonesia. In several regions a number of similar local organizations were also formed.

According to the Big Indonesian Dictionary (KBBI), tour guides are tourism officers who are obliged to provide instructions and information needed by tourists. According to the Regulation of the Menparpostel RI, a tourist guide is someone who is in charge of providing guidance, explanation and directions about tourist objects and helping the needs of other tourists. According to the European Committee For Standardization: "tourist guide is a person who guides visitors in the language of their choice and interprets the cultural and natural heritage of an area which person normally possesses an area-specific qualification usually issued and / or recognized by the appropriate authority" (Tuerah & Tuilan, 2017: 2)

According to Damardjati (2001), someone who has been certified as having passed a professional exam from an official tourism agency or institution and has a badge has the right to travel and provide an explanation of the culture, natural wealth and thoughts of the life of the inhabitants of an area to individual tourists. and groups.

Nuriata (in Tuerah & Tuilan 2017: 3) says that guide comes from Sanskrit, which is guide, *wis*, and *ata*. *Pramu* means servant or person who

serves, *wis* means place and *ata* means many. The general opinion defines tourism as a tour or a trip so that in this case the tour guide can be said to be an officer serving people who are on a tour.

Based on the Decree of the Minister of Tourism, Post and Telecommunications No: KM / 82 / PW / 102 / MPPT-88 which was inaugurated on 17 September 1998, what is meant as a tour guide or tour guide is someone whose job is to provide explanations and instructions regarding tourist objects. , as well as helping with everything tourists need while traveling.

According to Nuriata (2015: 69), the function of a tour guide in general can be summed up into three work actions, namely: 1. Providing information about all matters relating to travel. 2. Directing the trip according to the itinerary and facilities that have been prepared. 3. Deciding what to do after paying attention from planning to conducting the tour.

Suyitno (2005: 43) in his book entitled *Tour Guiding*, tour guides can be grouped according to the following points of view:

1. Based on the scope of activities:
 - a. Transfer Guide. Tour guides whose activities are to pick up tourists to the hotel or vice versa take tourists from one hotel to another.
 - b. Walking Guide / Escort Guide / Tour Guide. Tour guides whose activities guide in a tour.

c. Local / Expert Guide. Tour guides whose special activities guide tourists to certain tourist objects or attractions.

d. Common Guide. Tour guides who can carry out activities both transfers and tours.

e. Driver Guide. The driver who also acts as a tour guide. Tour guides are tasked with escorting tourists to the desired tourist objects or attractions as well as providing the necessary information.

2. Based on status:

a. Payroll Guide. Permanent employment at a travel company.

b. Part timer/Freelance Guide. Work in a travel company and are not bound by certain travel companies.

c. Member of guide Association. Has status as a participant in a tour guide association.

d. Government Officials. Government employees whose duty is to provide information to guests about an activity, object, or a certain area.

e. Company Guide. Employees of a company are in charge of providing explanations to guests about company activities or objects.

3. Based on the characteristics of tourists being guided:

a. Individual Tourist Guide. Specialized tour guides guide individual travellers.

b. Group Tour Guide. Tour guides who specifically guide group tourists.

c. Domestic Tourist Guide. Tour guides who guide domestic / domestic tourists.

d. Foreign Tourist Guide. Tour guides who guide foreign tourists

3. LEARNING FIELD CONCEPT

3.1 Definition of the learning field

Learning Field is a didactic and school based Action Field Process. This Learning Field summarizes complex tasks, where the learning process is based on action-oriented learning situations. Learning Field is a thematic unit that is elaborated through the formulation of objectives, content and time reference values, which are oriented towards work skills (vocational tasks) and action. The combination of all Learning Fields results in a job qualification (KMK in HORTSCH, 2008: 47).

Based on the above understanding, it can be concluded that the Learning Field emphasizes job skills and has a positive impact on the fulfilment of the labour market. Learning Field also puts forward the readiness of Vocational School students to compete in the work fields that they will pursue.

3.2 Learning Field Determination Procedure

Learning Field development can not only be done by schools alone but must also prioritize cooperation with business and industry. The cooperation between the two parties can be established in terms of, among others, designing learning situations, exchanging information on learning concepts, apprenticeship activities for teachers in companies, visiting and exploration activities, joint training, planning additional qualifications including certificates.

In determining the Learning Field, there are 2 rooms that need to be considered, namely the Living Room and the Study Room. The Living Room is a space where work activities are carried out, while the Study Room is a school where the learning process is carried out with the aim that these learners can have qualifications in accordance with the field of work they are studying. Further explanation can be seen in diagram 1 below.

The diagram illustrates the relationship between the two spaces mentioned above, where they must complement each other. This means that what is offered by the Learning Field must be based on the needs of the world of work so that students are expected to be able to carry out their work assignments in a professional manner both individually and in a social context. In determining the Learning Field, it must be considered what professional practices can be offered by the Learning Field to students. This means that an actual professional work needs analysis is needed, which is related to what is needed in the workplace. Learning fields must also be able to prepare

students to keep up with the times so that they can continue to be competent in the business and industrial world. In its determination it is also necessary to ensure that the Learning Field has a Thematic Structure so that the description of the content or material can be understood easily (BADER and SCHÄFER, in HORTSCH 2009: 15). In relation to handling complex problems and formulating learning objectives, the Learning Field must be able to accommodate the possibility of developing professional competencies, social competences and personal competencies.

Professional competence describes the readiness and ability to solve tasks and problems as well as the ability to evaluate work results based on the knowledge and abilities that are owned by being goal-oriented, precise, methodical and independent and to assess results. Personnel competencies describe the readiness and ability, as individuals, to clarify, think about and assess development opportunities, needs and boundaries in family, work and public life, to develop one's own talents and to understand and develop a life plan. This competency also includes personal characteristics such as independence, ability to criticize, self-confidence, reliability, sense of responsibility and obligation. Social competence refers to the willingness and ability to live and form social relationships, and to understand the benefits and problems as well as the ability to deal with other people rationally and responsibly, including communicating. This competency specifically includes the development of social responsibility and solidarity

(Niedersaechsisches Kultusministerium, 2001: 3).

The formulation of learning objectives must describe a situation to be achieved at the end of the learning process. In addition, other components that also make up a Learning field are the content and time reference components.

Learning situation in turn will make Learning Field concrete. This means that the Learning Situation serves as a way to achieve the goals of the Learning Field. Therefore, in determining the Learning Situation there are things that must be considered :

- a. Didactic analysis is the accessibility or structure of the teaching and learning process. Things that must be considered related to this didactic analysis are any situations or special efforts that allow the structure of the material to be selected can be accessed easily. It is also important to remember that the structure of the material / content must be clear and understandable.
- b. Field Condition of Teaching which consists of anthropological-psychological and socio-cultural. Anthropology-psychological is a condition that is owned and carried by people who are involved in the teaching-learning process, for example the language skills and physical condition of students. While socio-culture is a factor of society and cultural trends

that affect the teaching and learning process, such as a picture of individuals and financial conditions (Peterssen, 2000: 86)

3.3 Stages towards the Situation of Learning

1. Situation of Action

Each type of work certainly has a number of different work tasks and actions. Current work assignments as well as those that will be required in the future at the company must be recorded at this stage.

2. Field of Action

At this stage, research and preparation of all situations of action are carried out by taking into account their relevance to a particular type of work, its significance for the future, the relationship between one field of action and another, and its suitability to be used as a basis for determining the Learning Field regularly structured.

3. Learning Field

School-based learning fields are designed in a didactic and methodical manner based on the Field of Action and educational mandate. The Educational Mandate allows for the inclusion of the student's individual and social life environment in the Learning field and at the same time prevents any restrictions on the Field of Action.

4. Situation of Learning

In Situation of Learning, the learning field is manifested based on the framework of the conditions of each school. The stages of determining the structure of the Situation of Learning consist of informing, planning, deciding, and evaluating. Usually a Learning Field that is determined for classroom learning is formed by several Situations of learning that describe different Situations of Action.

3.4 Advantages of Learning Field

Competence is absolutely necessary in the world of work and can be realized through the concept of Learning Field. The advantages of Learning Field are:

1. Facilitate the integration of new materials
2. Provide a wide space for schools because of the open structure of the formation
3. enables stronger social and methodological skills
4. Acquiring competence through concrete actions
5. can adapt to the types of professions that have just been held (qualification process)
6. Prepare for the dynamic world of professional work in the future
7. Ensure that the curriculum is up to date for the long period of time.

3.5. Framework of Learning Field; Exemplification.

The learning field is concretized in learning situations (Diagram 1).

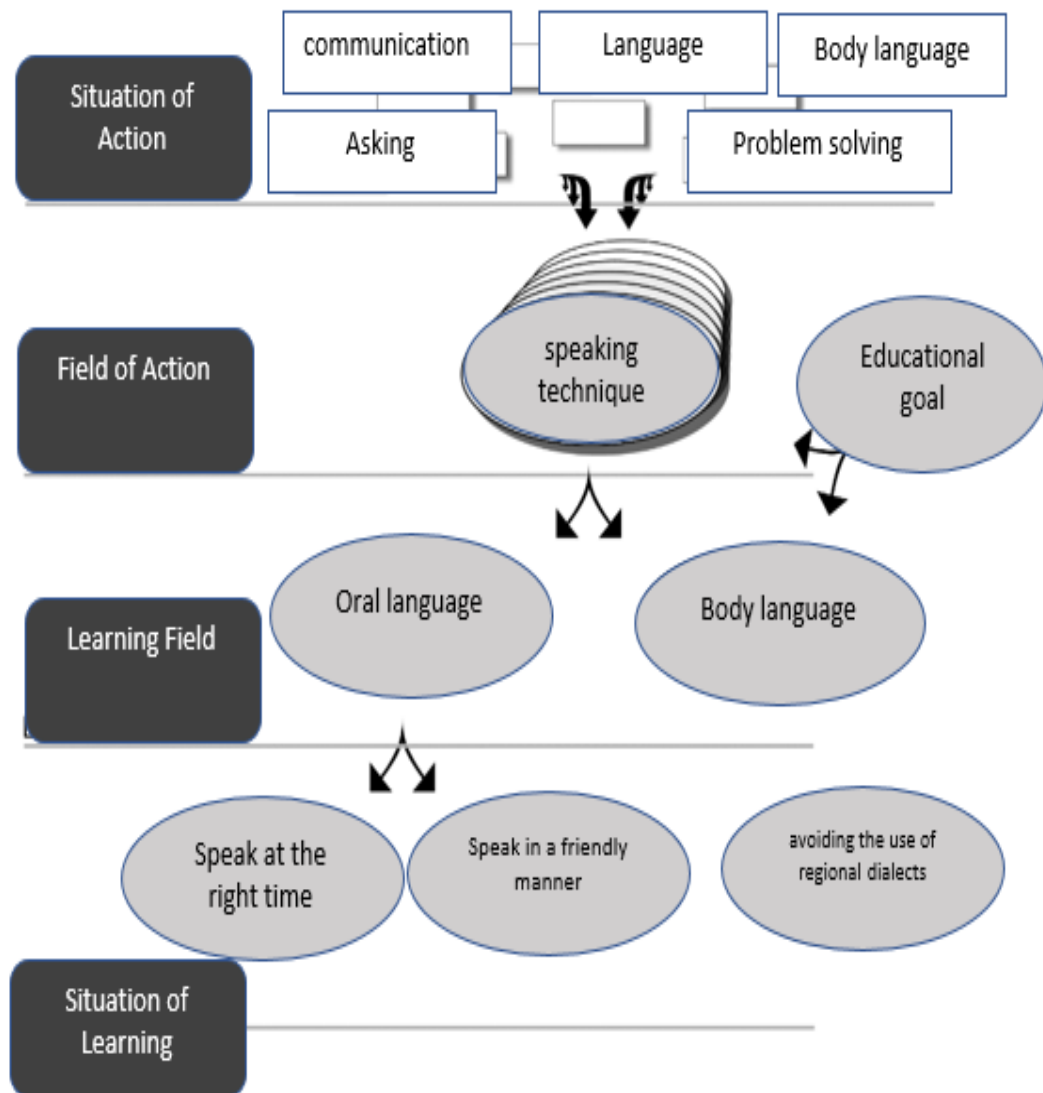


Diagram 1. The learning field is concretized in learning situations

4. Conclusion

- The increasing number of foreign tourists in Indonesia has an impact on the increasing need for guides, especially guides with proficiency in English and other foreign languages.
- The need for professional tour guides needs to be supported by adequate education and training, one of which is through SMK.
- To produce professional tour guides, schools must cooperate with industry, especially with professional tour guides. One form of cooperation between the two

parties is in terms of curriculum development. The aim is to obtain information related to competencies currently needed in the world of tour guides and to open more opportunities to practice directly in the world of work. Thus the curriculum content of these subjects is in accordance with the needs of the labour market and the output of these SMKs can compete in their field of work.

- Learning Field is a curriculum development concept for Vocational Education in Germany, it can also be used by SMK in Indonesia because this concept requires collaboration between schools and the business world and industry in determining learning materials, learning objectives, learning objectives, and the main thing is to enable the implementation of practical work.

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