Research Paper

Tracer Study as the Medium for Developing Teaching Materials

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ABSTRACT

This is a basic research to develop the *Deutsch für Tourismus* as the learning medium which is based on the tracer study of graduate users and alumni, involving the syllabus, RPP, and teaching materials taken from textbooks and VCDs. The model used Plomp's (1997: 6-15) Development Model consisting of investigation, design, realization or construction, and test, evaluation, and revision phases. This paper was only focused on *tracer study* which was conducted by holding a field assessment, such as tourism actors: travel offices, hotels, restaurants, tourist attraction managers, and transportation. Identification of needs would be applied in the learning framework and syllabus. The results showed, after expert testing and user testing, improvements wouldd be made to the device, resulting in a quality learning device; as a result, the implementation of a tracer study forms the basis of teaching material.

Keywords: Development of learning media, *deutsch für tourismus*, tracer study, user graduates, alumni

INTRODUCTION

The Indonesian national curriculum framework (or KKNI) that began in 2016/2017 school year is going well up to now in which program courses refer to needs analysis and future orientation. The Education Study Program of German Language (ESPGL), as one of programs in Faculty of Language and Arts, State University of Medan (UNIMED) in Indonesia, conducts courses in accordance with its profile that fosters graduates to be successful in the community, and with the UNIMED's vision to become a superior university in the fields of education, industrial engineering, and culture. The ESPGL not only produces graduates to be instructors but also to become professionals as tour guides or tour operators. To achieve such competency, the *Deutsch für Tourismus* lecture which is concentrated on tourism-related skills is created.

Based on the KKNI, almost all ESPGLs in Indonesia consider the *Deutsch für Tourismus* lecture to be compulsory although, based on interviews with several lecturers from different institutions, the course does not yet have a learning device. Learning materials are only focused on German grammar which students used in tourism and on German conversation about certain tourist objects. This is different from the objectives of the course that, based on KKNI, students should be competent in the management of tourist travel offices, be able to guide tours and to open businesses in the tourism sector. Since the ESPGL's profile has changed, the development of the *Deutsch für Tourismus* would be based on the results of the *tracer study* for graduates and alumni users. The intended graduate

users are the travel agencies in North Sumatra and West Sumatra, and, if possible, they are also directed to travel agencies in tourist areas in Aceh, Jogja, Bali and Lombok. The travel agencies beyond Medan would be contacted via email.

Tracer study is used as the basis for development in order students can have good experience in the real world of tourism works. Based on the tracking, most German-speaking tour guides in Medan and Padang as well as tourism workers are graduated from UNIMED's ESPGL. Table 1 shows ESPGL's alumni who have jobs in tourism in various cities in North Sumatra.

Table 1. Alumni working for tourism offices in 2016

City	Number of German-speaking Tour Guide	Ticketing	Travel Bureau Manager
Medan	28	24	5
Banda Aceh	8	5	1
Padang	17	6	3
Nias	6	2	0

Opinions, suggestions, and inputs from graduate users are very beneficiary for the development of the *Deutsch für Tourismus*. This research is an important basis for achieving learning objectives, especially the realization of the UNIMED's strategic plan in the field of procurement of quality in teaching materials. The KKNI that has been implemented requires learning resources that should in accordance with the demands of the curriculum, especially the preparation of learning devices. In order to meet the demands of the graduates' profile, the *Deutsch für Tourismus* is provided. Therefore, a *tracer study* is needed for graduate users and alumni.

The problems in this study are: how to develop *Deutsch für Tourismus* learning device based on tracer study users of graduates and alumni (how does the implementation of tracer study involve graduate users and alumni?) and how are the results of the development of the *Deutsch für Tourismus* learning device? Therefore, the objectives of the study are to produce the *Deutsch für Tourismus* learning device for graduate users and alumni and to

understand the quality of the *Deutsch für Tourismus*.

CONCEPTUAL BACKGROUND
The Concept of "Development" as Learning Device

Learning device is a sets of complete device that must be fulfilled before qualified learning process is conducted. It consist of learning syllabus, learning implementation plan (RPP), and teaching materials such as textbooks, learning media, and others that become the learning resources (Trianto, 2007: 65).

Syllabus is a reference for the preparation of a learning framework for each learning study material containing twelve elements: name of the course, number of credits, description of the course, objectives of the course, competency standards, basic competency, indicators of success, subject matter, details of material, attribute soft skills, time allocation, and learning resources (KKNI 2013). The RPP consists of seven aspects: name of the course, number of credits, (3) description of the course, (4) learning objectives, (5) learning outcomes, material/subject matter, and evaluation (KKNI 2013). Teaching materials, as Tomlinson (1998: 9) argued, covers anything used in the learning process, such as textbooks, exercise books, tapes, CDs, videos, handouts, among others, which of course contain information about the content of learning.

The Concept of "Deutsch für Tourismus"

Deutsch für Tourismus is a German concept referring to tourism and emphasizes lectures on two important points, such as tour guide and office manager or travel agency. Thus, the *Deutsch für Tourismus* is aimed at teaching students how to set up a tourist travel office, manage or guide a tourist, speaking ability, and a strategy to approach native speakers. This course consists of two credits with 16 meetings in even and odd semester respectively. Some other ESPGLs provide special German for

international seminar although many students want German knowledge in fields such as *tourismus* (tourism), translation, and *wirtschaft* (economics).

The Concept of "Tracer Study"

Tracer study involves graduates of a college and aims to determine the extent to which graduates can be accepted in the world of jobs, to consider the advantages and disadvantages, and to evaluate the subsequent planning. Schomburg (2003) argued that tracer study can provide important information about graduates, and can function as a tool to evaluate the relevance of higher education to the real world. Figure 1 illustrates the steps of the *tracer study*.
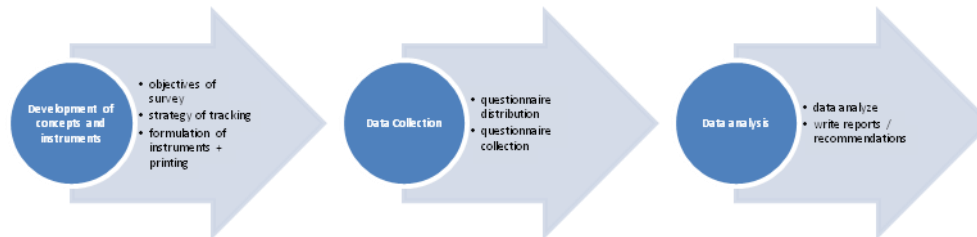

Figure 1. The tracer study steps for the development of *deutsch für tourismus* learning devices

In case of research roadmap some activities such as independent research were carried out to support this research in the followings:

1. To provide a scientific meeting to discuss the use of German for tourism in Kassel, Germany in 2014.
2. To take part in a scientific discussion for German for tourism at the Union of Goethe Frankfurt, Germany in 2014.
3. To carry out development research with students by creating website for North Sumatra tourism on the internet at www.traveldeutsch.wordpress since 2015.
4. To develop a research plan with students by uploading videos speaking German to discuss the attractions of North Sumatra since February 2016.
5. To open the *Deutsch für Tourismus* page in Edmodo with students in April 2016 for material collection.

MATERIALS AND METHODS

The KKNI that has been implemented requires careful preparation, especially teaching materials. The UNIMED's ESPGL brought up a number of new subjects tailored to the demands of the KKNI, one of which was to incorporate elements of attitude. Courses that combine the language and tourism knowledge which have elements of attitude is the *Deutsch für Tourismus* course.

This is a development research, aimed at producing a qualified *Deutsch für Tourismus* teaching materials like syllabus, lesson plans, books, and videos. Each textbook is equipped with VCDs, exercises, and learning guides. The materials would fulfill one of the requirements in the 2013 KKNI. The learning tools produced consist of syllabus, lesson plans, books and videos containing tourism objects and culture in North Sumatra.

Because of its importance, the research is hoped to be continued so that the *Deutsch für Tourismus* learning device that has not been provided would be also soon available in order students are skilled and more understand the tourism and the travel professionally. This study is also aimed at producing a complete learning device to meet the demands of the job market, because when tracer study was based on identification of needs in the first year, at the end of the development, a trial would be held to describe the process of developing the *Deutsch für Tourismus* learning device and the quality (validity, effectiveness, and practicality) of the learning tools produced.

This research was expected to contribute theoretically the development of German learning materials, and to give

inputs for other development research. The practical benefits of this study would be for tourists, especially German-speaking tourists, planning to come to North Sumatra. The next plan is then to digitize the material globally.

Research Methodology

Basic research for the development of teaching materials starts from identifying needs. Adaptation of the Plomp development model (1997: 6-15) was used to be able to collaborate between basic research and development research. The following models are used.
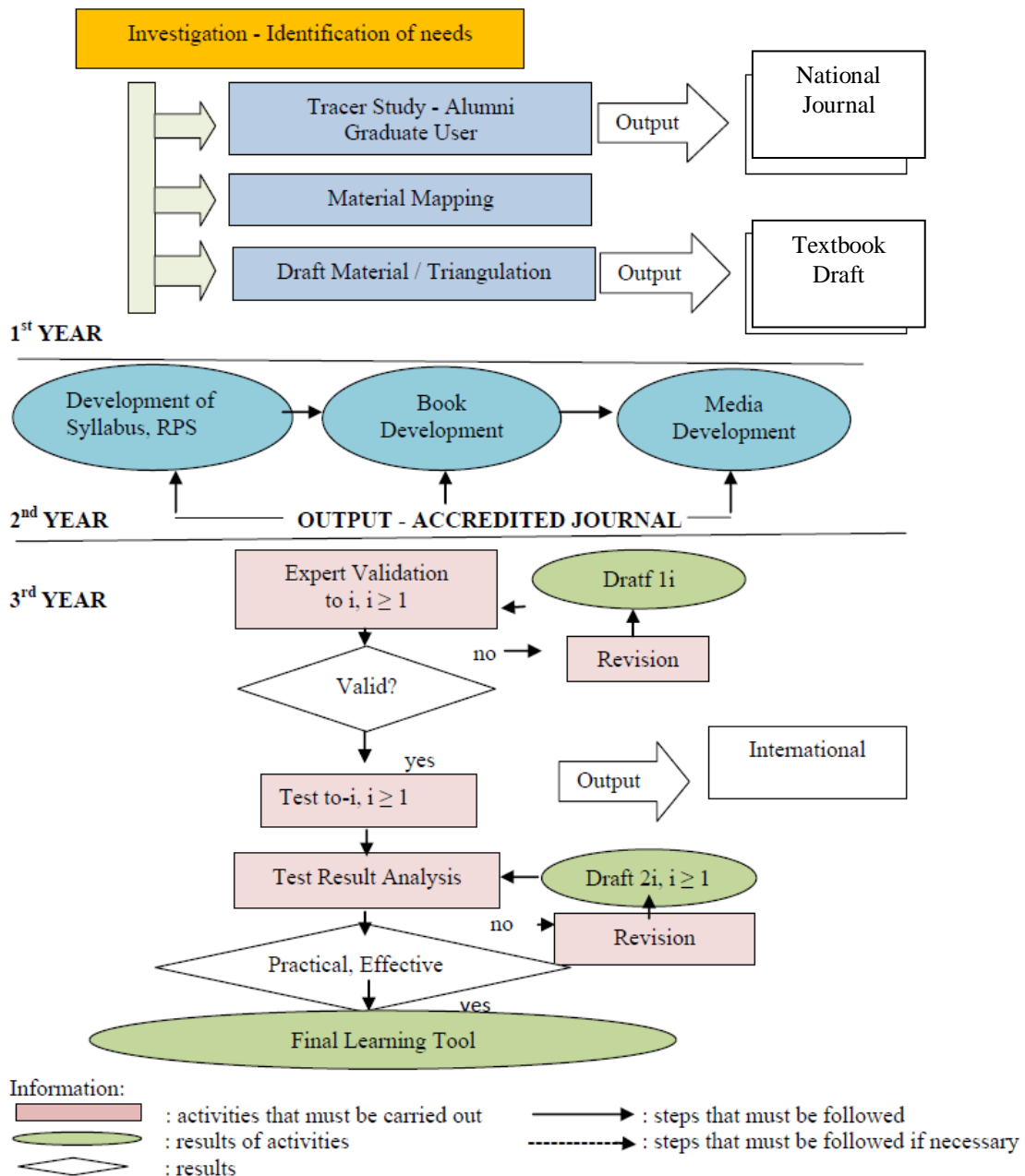

Figure 2. Basic research scheme of development for learning devices

The first year was called the investigation, design, and realization phases; the activities during the investigation phase was to carry out tracer study for graduates and alumni users, which were analyzed and had a follow-up programs being relevant to university vision and IQF curriculum. In addition, the results of the tracer study were published in the national journal. The test, evaluation, and revision phases involved

expert test activities on content and design and was used to plan small class trials. While large class trials were held in four universities, namely UNIMED, Surabaya State University, Malang State University, and Nommensen University, the step could be used as a promotion, with a hope that the learning devices developed could be accepted and used in the *Deutsch für Tourismus* course at their respective universities.

RESULTS AND DISCUSSION

The tracer study as the basis for developing the *Deutsch für Tourismus* learning tool is helpful; in the first year of the research, it was conducted to stake holders like travel agencies, hotels and tour guides. In the first stage, planning and preparation are carried out; planning might include preparation for working plans, preparation for research instruments, and looking for respondents' data. While, the preparation would cover instrument validation, determination of the data collection team, surveyor or respondent submission, and preparation for the implementation schedule.

Both planning and preparation run well and smoothly; producing a file containing a working plan, a valid research instrument, a list of respondents' names and agencies, and the names of students who help in the data collection. The implementation of the research refers to the results of the planning and preparation stages. The team is assisted by students who would be more knowledgeable and skilled in conducting research. Three research instruments are the managers of travel agencies, tour guides, and hotels that accept alumni for their employees. The implementation of the tracer study is described in Fig. 3.
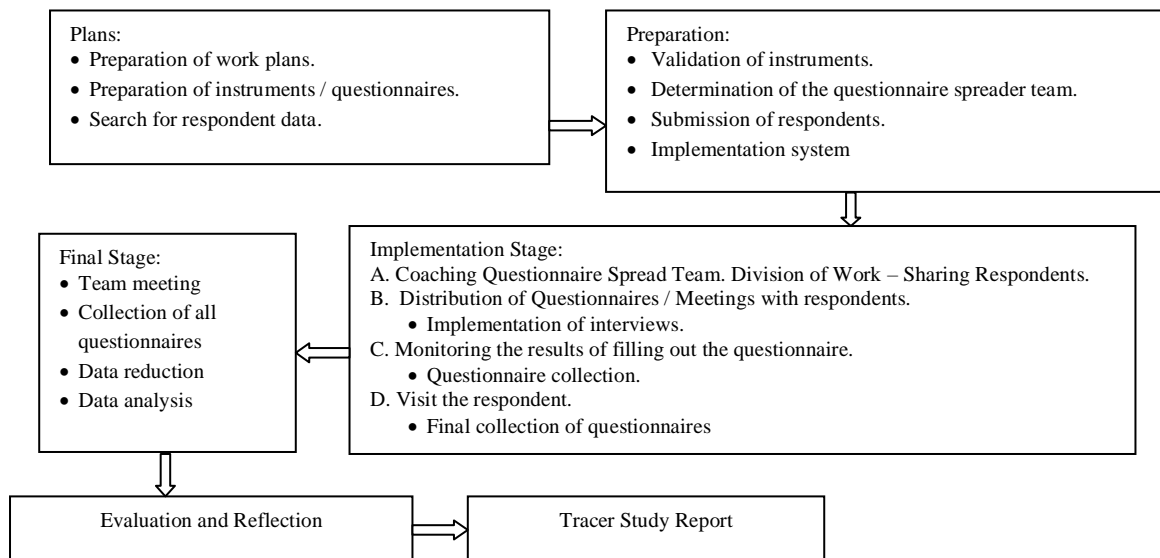

Figure 3. Flow chart of tracer study implementation

In accordance with the stages of data collection, the first thing to do in research is have team coordination about the concepts and objectives of the research. After drafting the concept is made, the respondents discuss it. It is agreed that those who would be asked for information at the beginning of this study are stakeholders in Medan. All this is decided, given the limited time. If possible, a follow-up survey would be found to meet the eligibility requirements of a tracer study survey or research feasibility. In addition to determining the respondents, the instrument is prepared at this stage in the form of questionnaires which are arranged in two types, namely questionnaires for travel agency managers and for alumni who work as travel guides.

The items on the questionnaire are written in (A) and (B) in the followings.

(A) Questions for Travel Managers
1. Are there alumni from the German Study Program working at your office/travel/ hotel?
2. If no, please state your reason.
3. If yes, how is their performance in your opinion?
4. In your opinion, what skills are they not capable?
5. Should new courses/skills/competencies be added to anticipate development in the field you are working for?
6. Give suggestions to improve the graduates' quality in order to meet the criteria of the workplace.
7. Travelers from which countries do you often serve?
8. Does this travel provide German-speaking tour guides?
9. Where do the graduates for the tour guide come from?
10. Do you think the role of a tour guide is very important in the world of tourism?
11. Do you think German language majors deserve to be tour guides?
12. What are the advantages and disadvantages of UNIMED's tour guides working in your office?

(B) Questions for Tour Guides
1. Why do you choose a job as a tour guide?
2. In your opinion, what are the advantages to be a tour guide as your profession?
3. Since when did you work as a tour guide?
4. What difficulties have you experienced while being a tour guide?
5. In your opinion, what competencies and criteria should the alumni have if they want to work as a tour guide?
6. What other aspects should a tour guide have?
7. What tourists' country do you often guide?
8. What good lesson have you ever had?

Table 2. Results of tracer study from travel managers

Question	Answer	Percentage of answer
1	Yes. Guide. But not settled. Freelance	80%
	Yes. As administration. Marketing and correspondence	20%
2	No answer	100%
3	Good	100%
4	North Sumatra culture	50%
	North Sumatra transportation	20%
	Not flexible to speaking and appearance.	20%
	Rigid. Hard to smile	10%
	Other foreign languages needed	
5	Yes. Computer marketing	50%
	Yes. Read maps on a computer	40%
6	No answer	100%
7	German	60%
	Other Countries	40%
8	If there are guests from Germany	100%
9	Unimed	100%
10	Yes	100%
11	Yes	100%
12	Indifferent	70%
	Good and not arrogant.	20%

The results of the two kinds of questionnaires were separated according to the type. Because the instruments contain answers and suggestions in the form of sentences, but not numbers, it needs to be carefully identified. In Table 2, of the 20 questionnaires distributed to travel managers, only 10 respondents (managers) return their questionnaires, who argue that, in the past three years, there had been no guests from Germany. Two other travel agencies

report that they do not employ tour guides regularly while other managers are reluctant to give reasons.

Tabel 3. Results of tracer study from tour guides

Question	Answer	Percentage of answer
1	Because they were not accepted as civil servants	70%
	Like to take a walk	30%
2	Have a lot of experience meeting strangers	100%
3	10 - 15 years	20%
	5 - 9 years	50%
	1 – 4 years	30%
4	Nothing	100%
5	Using Google Map	60%
	North Sumatra Culture	20%
	Joking in German Languange	20%
6	Confidence	100%
7	German	100%
8	Everything is good	100%

In Table 3, eleven of twenty questionnaires are given back by respondents. Some reasons they said are related to accompany the guests and to have limited time to send back the questionnaires. Based on the results of the identification, a mapping of the identification results of the Deutsch für Tourismus course material is carried out. After being discussed with the research team, the resulting agreement might improve and is added to the teaching material of the course as follows.

1. Tourism administration in German based on ICT
2. North Sumatra culture
3. Body language in tourism communication
4. Transportation of tourism in North Sumatra
5. Other foreign languages in North Sumatra tourism
6. Use of Android in North Sumatra tourism (Google Map)

In accordance with the plan in the research design, the next stage is to improve the learning device so that it is of high quality and can be recognized internationally. Therefore, in the second year there will be an expert test and individual trials. Qualifications of experts who will be invited to validate learning devices are lecturers or instructors who speak German and who have expertise in tourism. This means that the expert is bilingual and understands two languages, namely German and Indonesian.

It is planned to invite professors in the German language from Yogyakarta State University and the University of Indonesia. This is very important to maintain the teaching materials. Meanwhile, the third expert is invited from another faculty with relevant area in language pedagogics and he/she should be Professor. After being declared valid, an individual trial will be held at UNIMED. Testing individuals is only directed to see their errors in language or writing and the actual trials will be held in 4 universities, namely Unimed, Unesa, UM, and Nommensen.

CONCLUSIONS

The implementation of the tracer study involving graduates and alumni users is considered successful and give suggestions and inputs for the development of the Deutsch für Tourismus as the learning device. Suggestions and inputs are focused on the materials that will be compiled in the teaching materials of the course. After mapping, the following materials are suggested: the tourism administration in German based on ICT, the North Sumatra culture, the body language in tourism communication, the transportation of tourism in North Sumatra, the other foreign languages in North Sumatra tourism, and the use of Android in North Sumatra tourism (Google Map). Based on the mapping, a draft learning device for the Deutsch für Tourismus has been prepared, namely the syllabus, lesson plans, and draft textbooks. The next development plan will

be carried out in the second year of the study. The results of the development must be continued with the second phase, namely expert testing and individual testing. Based on the results of expert tests and individual trials, it will be refined into quality teaching materials and ISBNs. The results of the development will make the *Deutsch für Tourismus* teaching material a teaching material that can be used as a learning resource for several universities that teach Interkulturelle Kommunikation courses.

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