# Determining Video Content as a Digital Learning Medium for the Tourism Architecture Course: A Case Study of "MEDIAPAR"

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#### Abstract

In the digital era, the development of video-based learning media has emerged as a strategic solution to enhance the quality of education, particularly in the Tourism Architecture course. This article explores the process of designing video content for the "MEDIAPAR" digital learning platform, aimed at improving the comprehension and engagement of students in the Tourism Destination Study Program at Politeknik Negeri Jember. Using a quantitative method through surveys involving students, lecturers, and technicians, the study found that most respondents preferred practical learning content, primarily focusing on tutorials for using SketchUp software. Survey results indicate that 72.9% of students selected this topic as their top priority. Lecturers and technicians also supported the development of visually oriented content to assist students in designing tourism destination masterplans. Therefore, preparing this video content is pedagogically relevant and strategically significant in equipping students to face the increasingly complex challenges of the tourism industry.

*Keywords: tourism architecture, digital learning media, interactive teaching materials* 

### Introduction

The rapid advancement of digital technology over the past five years has brought significant changes to the field of education, particularly in the methods of delivering learning materials. Information technology and digital media have evolved beyond supplementary tools to become primary means of supporting more effective and efficient teaching and learning processes (Zulkarnain & Salsabilla, 2022). One field of study that greatly benefits from this technological integration is tourism architecture, which requires both theoretical understanding and practical skills in designing aesthetic, functional, and sustainable tourism spaces. Architectural authenticity and innovation are key to creating memorable tourism experiences, with originality and excellence in design enhancing the uniqueness and novelty of tourism encounters (Jawabreh & Al Fahmawee, 2024). Iconic buildings contribute significantly to tourism by enhancing a place's image and identity while providing economic and social benefits (Cheirchanteri, 2021).

Given its multidisciplinary and applicative nature, the tourism architecture course must adopt digital learning media. In this context, MEDIAPAR (Media Pembelajaran Arsitektur Pariwisata (Tourism Architecture Learning Media)) was developed as a videobased digital innovation aimed at providing a more interactive, visual, and engaging learning platform for students (Amali et al., 2023).

Survey results among students show that most respondents prefer learning materials that are theoretical but also practical and contextual—particularly instructional videos (Syam et al., 2021). This indicates a growing need to develop digital learning materials that can directly illustrate the application of architectural principles in real-world contexts. Using multiple applications in architecture design courses helps students understand the material, and hybrid learning is crucial in teaching architectural design (Sidhom et al., 2024).

The development of MEDIAPAR video content is designed to achieve several key objectives. First, to compile relevant and informative teaching materials aligned with the course learning outcomes. Second, to increase student engagement by providing appealing and interactive media. Third, to facilitate self-directed learning through flexible, anytime-anywhere access. Fourth, digital technology should be integrated into the teaching process by introducing visualization models in architectural design (Roosandriantini et al., 2023). Lastly, it will support the development of students' practical skills, ensuring they are well-prepared to face professional challenges, particularly in the tourism sector (Oliver, 2024).

By involving various stakeholders—such as students, lecturers, and technicians in the content development process, the creation of MEDIAPAR learning videos is expected to significantly enhance the quality of learning in the Tourism Architecture course within the Tourism Destination Study Program at Politeknik Negeri Jember.

### Methodology

This study employs a quantitative approach using a survey method through the distribution of online questionnaires. A quantitative approach was chosen to obtain empirical data that accurately reflects the actual needs of students, lecturers, and laboratory technicians regarding developing digital learning media for the Tourism Architecture course (Creswell & Creswell, 2023). The questionnaire was designed in a closed-ended format and distributed to three main audience segments: students, course instructors, and laboratory technicians.

An online survey method was selected to ensure efficiency and broad reach, considering the diverse backgrounds of the respondents. This type of research is essential to base the development of digital learning media on the real needs of its users, as suggested by previous studies in educational technology (Zulkarnain & Salsabilla, 2022; Oliver, 2024).

1) Audience Segmentation

a) Students

The Tourism Architecture course is offered in the second semester. Therefore, this questionnaire survey targeted first-semester students from the Tourism Destination Study Program in the 2024–2025 academic year. Distributing the survey to these students is crucial for understanding their needs, experiences, and capabilities in accessing digital learning materials.

b) Course Lecturers

Two lecturers taught the Tourism Architecture course in the 2023–2024 academic year. The questionnaire was distributed to these instructors to gather feedback and suggestions for developing the course into a digital learning format.

c) Laboratory Technicians

Tourism Architecture is a three-credit course consisting of one credit for theory and two credits for practical sessions. A laboratory technician is required to assist lecturers during practical classes. Thus, the survey was also distributed to the technician to identify existing challenges and collect input for improving and transforming the course into a digital teaching format.

## **Results and Discussion**

The needs assessment was conducted through the questionnaire and analyzed based on audience segmentation.

1) Students

Seventy first-semester students participated in the questionnaire as the target audience. Approximately 80% of them reported having previous experience using digital learning materials (Figure 1). Among the various types of learning resources, instructional videos were the most preferred, with 58.6% of respondents selecting this format as their favourite (Figure 2).



Figure 1. Percentage of first-semester students who have previously used digital learning materials.



Figure 2. Distributing students' preferences for different learning materials, instructional videos are the most favoured.

2) Course Lecturers

Survey results from the two-course lecturers indicate that developing digital learning materials for the Tourism Architecture course is highly important (Figure 3). According to their opinions, students possess adequate capabilities to effectively utilize digital learning materials (Figure 4).



Figure 3. Lecturers' perception of the importance of developing digital learning materials for the Tourism Architecture course.



*Figure 4. Lecturers' assessment of students' capability to effectively use digital learning materials.* 

### 3) Laboratory Technicians

The questionnaires distributed to the technicians provided suggestions and input on the technical aspects of developing digital learning materials (Figure 5).





From the distributed questionnaires, students were asked to select the most urgent video content topics for digital learning materials that should be developed immediately. 72.9% of students chose digital learning content focused on tutorials for using SketchUp software to fulfil the course learning outcomes of the Tourism Architecture subject (Figure 6). SketchUp is an application used to design and plan buildings and landscapes. In the field of Tourism Destination studies, this software is commonly employed to design masterplans in the form of landscape architecture for tourism destinations. The software supports modelling terrain, vegetation, and built structures, making it suitable for natural and urban tourism landscapes. It can process GIS data for large-scale landscape visualization, valuable for forest, park, and heritage site planning (Yan & Ping, 2012).



*Figure 6. Students' selection results regarding the priority digital learning video content development topics.* 

Similarly, comparable results were obtained from the questionnaires distributed to the lecturers teaching the Tourism Architecture course. Both lecturers recommended creating instructional videos containing tutorials on using SketchUp software. This is intended to assist students in learning how to design and develop master plans in the form of landscape architecture for tourism destinations (Figure 7).

Nhat aspects should be emphasized in the digital earning materials for the Tourism Architecture	tal
course?	
2 responses	
tutorial on designing landscapes and buildings at tourist destinations	
Video tutorial or simulation	

Figure 7. Lecturers' suggestions regarding the key content areas to be emphasized in digital *learning materials.* 

This aligns with the recommendations provided by the technicians during the questionnaire. The technicians suggested several software programs or platforms to be used in developing digital learning materials for the Tourism Architecture course. Among the recommended software, SketchUp was highlighted as one of the preferred options (Figure 8).

What software or platforms would you recommend for use in developing digital learning materials for the Tourism Architecture course? 1response)

E learning, ms office, sketchup, lumion, realtime landscape, canva/corel

Figure 8. Technicians recommend various software programs for the development of digital learning materials.

### Conclusion

Determining video content for MEDIAPAR as a digital media tool in teaching Tourism Architecture emphasizes the importance of leveraging information technology to enhance students' learning experiences. A survey involving students, lecturers, and technicians identified an urgent need to develop tutorial video content using SketchUp software. With 72.9% of students selecting this topic, along with strong support from lecturers and input from technicians, it is evident that providing interactive video-based learning materials will enrich the educational process.

This content is expected to be relevant and informative, increase student engagement, and facilitate independent learning. By focusing on practical aspects, MEDIAPAR aims to prepare students to face challenges in the tourism industry, enabling them to design functional and aesthetically pleasing spaces within the tourism context. Therefore, the development of this video content has the potential to significantly contribute to improving the quality of education in the Tourism Destination Study Program at Politeknik Negeri Jember.

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