Students' Attitude and Perception Towards the Development of Virtual Tour Learning Content in English for Hotel and Tourism Course

(Sikap dan Persepsi Mahasiswa terhadap pengembangan Konten Pembelajaran Virtual Tour dalam Bahasa Inggris untuk mata kuliah Hotel dan Pariwista)

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Abstract: The massive progress of technology has brought learning into a more practical, interesting, and fun scheme. The presence of virtual tour learning in education is still limited, yet if implemented in a course, such as English for Hotel and Tourism, it might be a new approach to achieving optimal learning experiences. This study aims to explore attitudes and perceptions of users regarding the urgency of developing virtual tour learning content in the course of English for Hotel and Tourism. The study employs a convergent mixed approach by elaborating quantitative and qualitative simultaneously. A total of 69 respondents involved in this study were selected using a purposive sampling technique. The results show that the majority of the respondents considered it important to use virtual tour learning in this course. This perspective can be seen from their attitudes along with various psychological aspects that support the significance of developing such media. In addition, there are many factors that must be considered to get relevant media, including attractive and user-friendly features, providing significant benefits to respondents, and containing guidelines that are relevant to the English for Hotel and Tourism course.

| Keywords | English for Hotel and Tourism, Psychological Attributes, Virtual Reality, Virtual Tour Learning Content |

Abstrak: Kemajuan teknologi yang semakin masif membawa pembelajaran ke dalam skema yang lebih praktis, menarik dan menyenangkan. Keberadaan *virtual tour learning* dalam pembelajaran masih sangat terbatas, padahal jika diterapkan pada mata kuliah seperti *English for Hotel and Tourism* bisa menjadi langkah baru untuk mendapatkan pembelajaran yang lebih optimal. Studi ini bertujuan untuk mengeksplorasi sikap dan persepsi user mengenai urgensi penggembangan *virtual tour learning content* pada mata kuliah *English for Hotel and Tourism*. Studi menggunakan pendekatan campuran konvergen dengan mengelaborasikan kuantitatif dan kualitatif secara bersamaan. Sebanyak 69 orang responden terlibat dalam studi ini dengan dipilih menggunakan teknik *purposive sampling*. Hasil studi menunjukkan bahwa mayoritas responden menganggap penting untuk menggunakan *virtual tour learning* dalam mata kuliah ini. Hal tersebut juga bisa dilihat dari sikap mereka beserta beberapa aspek psikologis yang mendukung pentingnya menggembangkan media tersebut. Selain itu, banyak faktor yang harus dipertimbangkan untuk mendapatkan media yang relavan diantaranya adalah fitur yang menarik dan mudah dipahami, mendatangkan banyak manfaat bagi responden serta berisi panduan yang relevan dengan mata kuliah *English for Hotel and Tourism*.

| Kata Kunci | Bahasa Inggris untuk Hotel dan Pariwisata, Atribut Psikologis, *Virtual Reality*, Konten Pembelajaran *Virtual Tour* |

INTRODUCTION

The presence of technology has had an enormous influence across all sectors, especially in the area of education. The reinforcement of digital literacy (reading, writing, and digital interaction) has become a prerequisite for every student to ensure their success in the future (Goldman et al., 2016; Isnaniah et al., 2023; Kartini et al., 2023). To support this progress, strengthening literacy competency is vital. Literacy is an activity that is not only intended to obtain information from a text but is also categorized as an activity that requires a thinking process (Audrin & Audrin, 2022; Goodsett, 2020; Pangrazio et al., 2020). The thinking process is necessary in reading as a requirement for interaction and communication (Goldman et al., 2016; Goodsett, 2020).

In English for Specific Purposes (ESP), such as English for Hotel and Tourism, literacy is one of the crucial aspects of the target language acquisition process (Ghazizadeh & Fatemipour, 2017; Kosasih, 2017). Students must not only master English as a means of communication but also excel in the competency supporting the profession. Therefore, English learning in this case must be bolstered by instruction materials that provide content and information needed and relevant to the specific purpose, particularly in tourism (English for Tourism). However, in classroom learning practice, professional content is often taught passively. Meanwhile, the current learning concept of ESP requires language learning to take place in an interactive manner that engages students in the process of mastering information and the target language, actively participating in class, and becoming independent learners (Djamdjuri et al., 2023; Rifah et al., 2021; Yang & Wilson, 2006). This can make learning more interesting, reduce the level of boredom in class, and increase students' critical thinking skills to actively participate in class (Djamdjuri et al., 2023; Rifah et al., 2021; Yang & Wilson, 2006).

The development of technology and the internet can be utilized to improve the quality of ESP learning, especially in English for Hotel and Tourism. In other words, the internet can be implemented as a medium of practice (Oprea, 2014). Teachers can exploit it to enhance and generate active interaction among learners inside and outside the classroom (Guarino et al., 2014). Ramdani et al., (2022), Warsihna et al., (2022), and Wigati et al., (2023) explained the benefits of integrating technology and the internet to facilitate reading-based learning by enabling the use of electronic dictionaries, facilitating easier automatic word recognition in reading, providing access to authentic materials, and accommodating web-based reading learning facilities including virtual reality.

The utilization of technology in learning has made significant contributions to education, one of which is creating a new learning model, such as blended learning (Müller & Mildenberger, 2021). This learning model is a hybrid approach that combines face-to-face learning with online learning (Hrastinski, 2019). Furthermore, Bersin (2004) explained that blended learning is a learning model that can be developed to support a specific subject and specific audiences, particularly in English for Hotel and Tourism.

This model can be tailored for learning English for Hotel and Tourism, which is full of specific terminologies and target languages. The learning process requires more learning hours than the allocated time for a class session. Therefore, this model can be implemented as a way to provide additional access to learning materials, a strategy to initiate activities (pre-teaching activity), and even a tool to evaluate the learning session (post-teaching activity). Another benefit of implementing the blended model in foreign language learning activities is its capacity as an additional aid in supporting students with poor language proficiency (Smith & Hill, 2019).

Blended learning is a learning method that provides flexibility for learners, especially in supporting target language learning in English for Tourism. Students have the freedom to manage responses to teaching materials at their convenience (self-paced learning) and exercise independently which cannot facilitated by face-to-face learning systems (Hamzah et al., 2021). This method can effectively support individual student academic activities and sustain learning at all levels, both institutions and classes (Saine et al., 2011).

One method for implementing the blended learning model in English for Hotel and Tourism is by using the Modular Object-Oriented Dynamic Learning Environment (MOODLE) platform, a Learning Management System (LMS), or a Virtual Learning Environment (VLE) platform. MOODLE was developed by Martin Dougiamas to provide access to educators and students to conduct online interaction and collaboration (Dougiamas & Taylor, 2003). This platform is free to use and is currently used in many schools and universities globally for distance learning and hybrid learning applications, such as the blended model.

Frequently, the instructional materials for foreign language classes on this online platform are rigid and only transfer reading texts into the LMS platform. This approach will result in online learning sessions conducted using a blended model tending to be monotonous and less effective in stimulating students' abilities. On the contrary, students' abilities can increase if they are given engaging materials that are relatable to real-world issues, thereby improving students' concept understanding (Hanus & Fox, 2015; Sahin & Yilmaz, 2020).

Hence, the design of the virtual tour is intended to provide solutions to this problem. A virtual tour is a simulated location in the form of a series of videos and images that feature sound effects, narration, and text. With this media, we can explore tourist destinations using only a smartphone and internet network. This innovation is very helpful for students who want to learn English for tourism. The virtual tour can be integrated into the LMS which allows the presentation of diverse engaging content as they incorporate multi-modal instructional materials, such as animation, images, sound, and video. Considering all the possible advantages, media developers must pay attention to the psychological conditions of users who will use it. Existing research tends to ignore initial information from users so that they do not get information that is rooted in the field. This is important to see the suitability between the use of technology and user needs.

Research on integrating technology into language learning has been conducted by numerous researchers. Maduabuchi and Vivian (2016) analyzed the influence of technology in supporting reading instruction. They argued that learning mediated by technology can be beneficial in enhancing students' reading skills, especially in building vocabulary. However, one of the big questions that often occurs in optimizing technology in learning is about students' attitudes and readiness to accept and use the media. Many technologies are developed to optimize student learning but they tend to be apathetic towards what students need. Conditions like this are usually one of the obstacles to optimizing technology media in learning (Ramdani et al., 2022; Warsihna et al., 2022). Initial studies conducted by researchers on participants showed that they need to be given an understanding first of what is needed and what is not for their learning. So, by understanding the psychological attributes of students before using a media, this can be a predictor that can be used by teachers and technology developers to design an appropriate learning system.

Research from various countries in Asia has also revealed the benefits of social networking sites in facilitating reading activities. For instance, it encourages positive attitudes and perceptions among learners (Kabilan et al., 2010) and improves learners' performance (Park & Kim, 2011). Broadly speaking, this research aims to bring innovation in the application of online English for Hotel and Tourism classes using a blended learning model through the integration of virtual tour learning content as an interactive learning media. Before conducting the development process of the media, it is necessary to conduct the needs analysis of the media development. The purpose of this research is to explore the attitudes and perceptions of users towards the development of virtual tour learning content in the English for Hotel and Tourism course. Understanding what they need in learning can be one way to increase the success of technology injection in learning.

METHOD

This research was conducted using a mixed method to obtain more comprehensive information, both in terms of quantitative and qualitative. In specific, the mixed methods utilized in this study were concurrent embedded design. This method was carried out by taking qualitative and quantitative simultaneously, but the instruments and data produced were qualitative and quantitative

(Creswell & Creswell, 2018). Subsequently, the data was analyzed and interpreted to answer the specified research objectives. The final results obtained are expected to illustrate a variety of perspectives that reinforce the research objectives.

The participants in this study were the users of the English for Hotel and Tourism course at the Universitas Terbuka that includes lecturers, Universitas Terbuka online tutors, and students enrolled in this course. The characteristics of the participants involved in this activity were: (1) Being active as a lecturer/tutor/student; (2) Having adequate internet access; (3) Being male or female; and (4) Teaching in the course, acting as a tutor in the course, or being a student who has taken the course/will take this course. The sampling technique used was purposive sampling, where only respondents who fit the characteristics could become participants in this research (Campbell et al., 2020; Etikan et al., 2016). This research received approval from the Institute for Research and Community Service of the Universitas Terbuka with permit number B/640/UN31.LPPM/PT.01.03/2023.

This study used three instruments to measure the respondents' attitudes, knowledge, and perceptions towards the development of virtual tour learning content for English for Hotel and Tourism courses. The first instrument consisted of three general questions that measured the respondents' initial attitudes and knowledge of the developed media. These three questions incorporated only two options (YES/NO). They were first validated by the internal research team and assisted by 2-3 experts. The validation results showed that these three questions could be used to capture the first overview of respondents' attitudes and knowledge of the developed media.

The second instrument was open-ended questions which are part of the qualitative procedure in this study. This instrument was modified from previous research developed by Warsihna et al., (2022, 2023) which focused on the development of learning media and technology. The similar focus in his study to the current research convinced the researchers to use the qualitative instrument. In this study, the researchers only employed three open-ended questions that were most relevant to the research objectives. The three questions were: (1) How do respondents describe the virtual tour learning feature? (2) What benefits can be obtained from using virtual tour learning? And (3) What aspects should be considered and prepared in developing virtual tour learning media?

The third instrument used was a quantitative questionnaire consisting of four psychological scales. The four scales were attitude, creativity, learning enthusiasm, and curiosity. The selection of the four scales aimed to find out the relationship between the respondents' attitudes in using virtual tour learning media and their psychological condition. The attitude scale was taken from a previous study that presented a scale reliability of .9 (Kosasih et al., 2023). Meanwhile, the remaining three scales (creativity, learning enthusiasm, and curiosity) were used to determine the psychological dynamics of the respondents. These three scales used the measurements from studies conducted by Ramdani et al., (2022) and Warsihna et al., (2019). The reliability of the three scales was above .9 and the validity of each scale fulfilled a good discrimination value above .3.

The ready-to-use instruments were distributed online through a Google Form link to relevant subjects using several methods, for example, posting on the faculty website, distributing it in course groups, or sharing it through posts on social media. The researchers circulated the link for approximately 2-3 weeks in mid-2023. The collected data were selected to see the possibility of outliers. Subsequently, the data was tabulated according to the research requirements.

The data ready for processing was then analyzed descriptively and inferentially. Descriptive analysis was used to map the demographic data of respondents and examine the results of the percentage of respondents' choices. Meanwhile, inferential analysis was utilized to see the interconnections among the tested variables. The qualitative analysis in this study was conducted using the thematic method by mapping the themes formed from respondents' answers and then interpreting them according to the research objectives (Campbell & Hart, 2018; Mahmood et al., 2018). Researchers used SPSS version 27 to assist the data analysis process in this research.

RESULTS AND DISCUSSION

A total of 71 respondents participated by filling out the Google Form for this research. However, of the 71 respondents, two respondents did not answer appropriately in the open-ended questions section. Therefore, the final number of respondents tested in this study was 69 people. The demographic profile of the respondents in this research can be seen in Table 1.

Table 1
Research Respondent Demographic

No	Category	Quantity	Percentage (%)
	Gender		
1.	Male	23	33.3
	Female	46	66.7
	Age		
	20 to 30 years old	40	58
2.	31 to 40 years old	20	29
	41 to 50 years old	7	10.1
	Above 50 years old	2	2.9
	Occupation		
	Student	64	92.8
3.	Lecturer of the course	1	1.4
	Tutor of the course	4	5.8
	Employment Status		
	Part-time	26	37.7
4.	Full-time	35	50.7
	Unemployed	8	11.6
	Residence		
	Rural area	34	49.3
5.	Urban area	27	39.1
	Suburban area	8	11.6

Based on Table 1, the respondents in this study have several demographic characteristics. In the gender category, there are more female respondents at 66.7% compared to male respondents. Regarding the respondent's age, 58% belong to the 20 to 30 years age group (the highest) and the least comes from the age above 50 years, represented by two people. The profession of the respondents befits the predefined sample characteristics: 64 students, one lecturer, and four tutors in this course. For the employment status data, 37.7% of them work part-time, 50.7% work full-time and the remaining 11.6% are unemployed. The occupational composition is relevant to the characteristics of students at the Universitas Terbuka which is dominated by those who work, either part-time or full-time. Meanwhile, the respondents' residences are dominated by rural areas at 49.3%. The results of descriptive data analysis in this section are presented in Table 2.

Table 2
Respondent's Initial Attitude and Perception

No	Questions	Quantity	Percentage
	Do you know virtual tour learning content in learning?		
1.	Yes	47	68.1%
	No	22	31.9%
	Have you ever used virtual tour learning during the learning process?		
2.	Yes	31	44.9%
	No	38	55.1%
	Is the use of virtual tour learning suitable for the English for Hotel and Tourism course?		
3.	Yes	67	97.1%
	No	2	2.9%

The descriptive analysis results in Table 2 show some information for this study. In the first question, 68.1% of respondents are aware that virtual tour learning content can be used in learning. These figures indicate that they are already quite familiar with the media. In the reply to the second question, 55.1% of respondents answered they never used virtual tour learning content in learning. This means that even though many of them know the media, a significant portion of them have never used it. Meanwhile, in the last question related to the suitability of virtual tour learning for this course, almost all of them agreed that the media is very suitable for English for Hotel and Tourism course (97.1%). The percentage can be reliable information to emphasize the importance of developing virtual tour learning content in this course. The qualitative exploration results coming from the respondents are then categorized based on the theme to find patterns and indicators raised from the questions. The result can be seen in Table 3.

Table 3
Respondents' Perception of The Media Development (Qualitative Analysis)

No	Theme	Indicator
1.	Virtual Tour Learning Content Features	- Multi-modal learning media - Exploration of an unknown object
2.	Virtual Tour Learning Content Benefits	- Time and place efficiency - Better readiness - Enriching Information - Boosting the study
3.	Challenges and Readiness	- Media accessibility - Relevance of material and content to real-life application - Validity and quality of media - Focus on basic English language competency - Clear directives

Based on the results of the qualitative analysis in Table 3, the three major themes formed are the features of virtual tour learning content, the benefits of virtual learning content, and the challenges and readiness in using virtual tour learning content. Each theme is explained again by subsequent operational indicators. In this section, inferential data analysis is employed to identify the relationship of attitude, creativity, learning enthusiasm, and curiosity of respondents. The results of the analysis can be seen in Table 4.

Table 4
Interconnection of Psychological Variables in Respondents

	Attitude	Creativity	Learning Enthusiasm	Curiosity
Attitude		.658**	.697**	.652**
Creativity	.658**		.844**	.788**
Learning Enthusiasm	.697**	.844**		.928**
Curiosity	.652**	.788**	.928**	

Note. Significant correlation at level 0.01.

Based on the analysis results in Table 4, it can be seen that the correlation value of each variable tested is in a significant condition. The relationship between attitude and creativity is .658 ($p < .05$), attitude and learning enthusiasm is .697 ($p < .05$), attitude and curiosity is .652 ($p < .05$), creativity and learning enthusiasm is .844 ($p < .05$), creativity and curiosity is .788 ($p < .05$), and learning enthusiasm and curiosity is .928 ($p < .05$). The correlation results of all these variables are significant below .05. This indicates that the higher an attitude respondents have in using virtual tour learning media, the higher their psychological variables (creativity, learning enthusiasm, and curiosity). Another interpretation is the importance of paying attention to these four psychological variables so that the use of virtual tour learning media will be more optimal.

The study tried to answer the authors' curiosity regarding the urgency of developing virtual tour learning content in the English for Hotel and Tourism course. The results of the study provided quite comprehensive information about the importance of considering users' attitudes and perceptions in the future. The research subjects here were the users of the media to be developed, thus, it was very relevant to identify their perceptions of the urgency of developing this media.

The mixed method study in this research was very helpful to the researchers in identifying respondents' attitudes and perceptions simultaneously. As explained by previous studies, media developers need to pay attention to the needs and relevance of the media developed from the subject's perspective. This consideration will be valuable in obtaining accurate information on the purpose of development, the benefits of development, and the drawbacks of developing a learning media (Arafah et al., 2022; Čargonja et al., 2021; Visser et al., 2017).

The results of the descriptive analysis in the previous section showed that respondents had great knowledge of this virtual tour learning content. This positive information signified that the respondents had already established their readiness and basic knowledge. This is further corroborated by their attitude towards this media development which showed that almost all respondents agreed on the compatibility and relevance of this media to the English for Hotel and Tourism course. This fact can be a positive signal for media developers because this means that users will fully understand the benefits of this media development. The other studies also indicated users' favorability towards the media they use will greatly determine their success and deepen their understanding of its use (Reich-Stiebert et al., 2019; Slade & Downer, 2020).

Meanwhile, the qualitative results showcased the urgent points that must be considered by the developer in creating this media. In the context of the virtual tour learning description, respondents considered the virtual tour learning content to be designed to help students in learning. This media is a virtual recreation that has complete features, ranging from interesting visuals, and text that helps explain the description of the location, to audio instruction that guides the users or music that increases their interest while learning. In addition, the main purpose of this media is to help students explore unfamiliar places or locations which will help them to be more prepared and aware of the conditions they will face in the future.

In the theme of the merits of this media, respondents conveyed four main points regarding the benefits obtained from using the virtual tour. Firstly, this media could create time and place efficiency as it eliminates the need to visit the location. Secondly, by using learning tour instructional media, they could acquire prior information that allows them to prepare before venturing into the field. Thirdly, the respondents recognized that the media could provide plentiful valuable information, especially for those who have difficulty accessing the location in the future. Lastly, it could also assist them in studying the learning material more optimally and interestingly.

Meanwhile, in the third theme, which is challenges and readiness, the first aspect to consider is that the media used must be intuitive, widely available, and highly accessible to the respondents. Next is the relevance between the material learned in the course and content in the media with real-life situations. This will enable respondents to gain a deep understanding of every activity they do. Additionally, they also hope that the media created provides valid, reliable, accountable information and has great benefits not only in material development but also in real life. From their perspective, the media development should focus on their competence in English. Therefore, special attention should be given to narrators/voice talents, grammar, and presentation of language skills. Finally, this media should be equipped with a clear and concise directive to ensure respondents use it properly.

The qualitative analysis concluded that there are three major themes that media developers must prepare to produce effective media for respondents. These include the description of media features, the benefits that can be provided by the media, and other challenges and readiness in media development. These results were relevant to previous studies which also mentioned the importance of these factors to produce truly optimal media (Warsihna et al., 2021; Warsihna & Ramdani, 2020).

To strengthen the previous descriptive and qualitative results, inferential analysis results were also used in this study. The results of the inferential analysis yielded correlation coefficients that

reached more than 0.3 for all variables tested. The outcome indicated that all relevant variables in the development of this media were supported by the respondents' good psychological condition as well. For example, the respondents had a high positive attitude towards the development of this media, on the other hand, they also had high potential for creativity, love of learning, and curiosity. These variables were mutual, therefore they provided additional information that reinforces the importance of subjects' optimal psychological conditions in supporting media development. The selection of three psychological variables (creativity, curiosity, and love of learning) in this study was because these three variables were deemed most relevant to be analyzed, especially in studying the psychological readiness of respondents in technology-integrated learning (Aini et al., 2023; Henriksen et al., 2018; Oudeyer et al., 2016; Shubina & Kulakli, 2019).

This study has successfully described the value of considering various aspects of the user before developing learning media. It should be noted by future researchers that the respondents in this study are restricted to the sample due to the limited number of users in this course. Increasing the quantity of subjects in future research will add objectivity to this study. Although this study has some shortcomings in its process, the implications of this study will emphasize the importance of considering the attitudes and perceptions of participants in any context to be used as an important basis before developing a learning media. This study also has implications for the basis of distance learning which can be a high standard as a useful media.

CONCLUSION

Fundamentally, this study helped the researchers capture the urgency of developing virtual tour learning content for the English for Hotel and Tourism course. The information about the respondents' attitudes and perceptions will be the initial information to identify the basic needs required in the development of this media. In general, the study results have outlined detailed and supportive information on the development of this media. Respondents consider this media important and their readiness to use this media can be observed from the psychological dynamics that occur in respondents.

This information will be thoroughly followed up by researchers to develop learning media that is adaptive and aligns with the needs. This study is also a benchmark for other relevant development studies to evaluate the importance of needs analysis before media development. Future studies should be able to enrich information for respondents, not only during media use but continuously, and with the potential to create other major benefits.

DECLARATIONS

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