Socio-Edu -Eco-Tourism: An Integrated History Learning Design to Foster Entrepreneurship Awareness

J Sayono1 *, L Ayundasari1, R Filasari1, Nasikh1, R Ridhoi1
1 State University of Malang, Jl. Semarang 5 Malang, Indonesia
joko.sayono.fis@um.ac.id

Abstract. The challenges in the 21st century should be an important factor in developing learning in schools, including learning history. Historical learning that emphasizes the concepts of space and time must be required to be relevant to the times so that students are able to face the challenges of change. Research that discusses the design of history learning is important to do by utilizing the tourism potential in the surrounding environment. This study uses a qualitative approach located in Dampit District. Dampit Subdistrict is one of the areas in Malang Regency which has the potential for natural, cultural, and artificial tourism, but it is not explored further and even students sometimes don’t know it. Even though the tourism potential can be optimized in fostering entrepreneurial interest, so that it can improve people’s welfare. Therefore, to realize this goal, it can be started by designing history learning in schools based on socio-edu-eco-tourism so that it can foster student interest in entrepreneurship by optimizing tourism potential in the surrounding environment.

1. Introduction
History subjects are specifically tasked with shaping the character and character of the younger generation so that they have nationalism and love for the country. This subject has never been associated with the formation of specific skills for students. This condition occurs because the education system in Indonesia has only allowed the transfer of knowledge[1]. Apart from that, it is also due to several other factors, namely the unpreparedness of human resources in designing, implementing, and evaluating new teaching and learning processes in an innovative and creative way; limited facilities and infrastructure; and student learning environment both school, family and community. The first problem has actually been anticipated by the government by conducting scientific refresher on teachers, for example through the teacher certification program, but it has not been very effective. Several studies stated that this program was only effective for young teachers and still needed another support system in order to have a real impact on educational change[2][3]. The second problem is related to the difference in facilities where schools with minimal facilities will not be able to provide a maximum learning process for students, for example in learning the history of site visits is part of the contextual learning process that is able to provide real experiences for students but this of course only can be done by certain schools. The third problem, related to the environment, especially family and society, the majority still think that learning is about knowledge that is evaluated by a report in the form of a series of rankings, not a description of competence.

The education system which only focuses on knowledge transfer turns out to have a negative impact on students, especially their unpreparedness in facing life after school so that many of them become unemployed. This condition does not only occur in secondary education but also in higher education. Based on BPS data, the total workforce as of February 2020 is 137.91 million with an unemployment rate of 4.99%, where the highest unemployment rate comes from SMA and SMK[4]. This is a signal for education stakeholders to pay more attention to learning innovation, especially how to equip students with life skills and skills. The need for this cannot be postponed even more with the Industrial Revolution 4.0.

The Industrial Revolution 4.0 has changed various lines of life including education, this field must adapt both in planning, implementing, and evaluating education to avoid wider negative impacts.[5]. One of the most dreaded effects is the loss of various types of work which adds to the list of unemployed numbers[6]. Educational institutions as providers of the workforce must innovate in
order to be able to carry out their roles optimally. Several things that must be prepared for this improvement, one of which is the integration of digitalization of learning to foster life skills and creative and innovative skills through project-based learning to train students’ organizational, collaborative and time management skills which are useful in their future academic careers.[7][8] [9]. This can be realized by packaging learning innovatively according to the potential and needs of the community. This activity should be applicable to all fields of study including history subjects.

Over the past few years, research on historical subjects has been done a lot, especially in relation to innovative learning media based on information technology to get rid of old and boring impressions while still focusing on character education, especially nationalism and love for the country. These studies rarely mention the practical purpose of learning history in everyday life. Even though this subject has a significant role in raising awareness of regional potential based on historical knowledge, an example of the historical potential of coffee plantations in Dampit, Malang Regency. Regarding this problem, this article tries to offer a historical learning design that integrates the concept of socio-edu eco-tourism to foster entrepreneurial awareness based on historical knowledge.

2. Methods
This research was conducted in Dampit District, Malang Regency. The choice of research location was motivated by the historical potential of this area as a coffee barn during the Dutch colonial government. The recent expansion of the coffee industry has opened up opportunities for the development of the coffee industry in Dampit District. This design development is carried out to respond to these conditions, it is important to convey to students about the potential of their environment as an entrepreneurial alternative. This research uses qualitative methods with a descriptive analysis approach. The data collection technique was done by means of literature study, observation, and interviews. Primary data sources in the form of photos of areas and potential tourist objects were obtained from book and archives, observations and interviews, while secondary data in the form of books, journals and news were obtained from literature studies. The data analysis technique used is spatial analysis based on tourism potential mapping and qualitative descriptive analysis based on interviews and literature studies. Data analysis used an interactive model consisting of three components of analysis, namely: (1) data reduction, (2) data presentation, and (3) drawing conclusions. Furthermore, the analysis is carried out by intractively integrating the three components.

3. Result and Discussion

3.1 Concept of Socio-Edu -Eco-Tourism Based Historical Learning Design
Historical learning plays an important role in building the character of the nation, which is a process of encouraging and stimulating learning to gain knowledge and live human and historical values, thereby changing behavior and fostering historical awareness.[10]. Therefore, learning history in the process needs to link the values that develop in society according to the needs of the times, so that students are required to be creative and innovative through critical thinking and problem solving activities with communication and collaboration.

Through contextual history learning, it is expected to improve the social skills of students in solving social, economic, political, and cultural problems faced by society. From this it can be stated that the social environment is an important source in learning history and the experiences that students get in learning history will strengthen their memory of the history of their nation.[11]. One of the efforts that can be made to provide students with experience in learning history is to design learning as attractive as possible to make the potential of students into competencies. One of the historical learning design models that educators can use is based on socio-edu-eco-tourism. This historical learning design can involve the surrounding community by optimizing the environmental potential for tourism so that it can foster entrepreneurial interest and make the community prosperous.

Socio-edu-eco-tourisms a new term in the field of tourism to provide innovation in the field of education, environment-based tourism development is a means of education and character education that can be instilled in students. The explanation of the concept of socio-edu-ecotourism includes: (1) Socio Tourism is a tourism activity that has a direct reciprocal relationship without any intermediaries, is selective, with the aim of having a direct social impact on the community, (2) Edu Tourism, which is a tourism activity that provides new learning experiences to tourists [12], and (3)
Eco Tourism, namely tourism activities with an environmental perspective by prioritizing the aspects of nature conservation [13]. So it can be concluded that the concept of the socio-edu-eco-tourism historical learning design that the author developed is integrated tourism-based learning that provides learning patterns to explore local meaning and wisdom in society combined with environmental insights through aspects of nature conservation, aspects of socio-cultural and economic empowerment, local communities, as well as aspects of learning and education to foster entrepreneurial awareness.

**Figure 1.** Socio-Edu-Techno-Eco-Tourism Concept

3.2 Analysis of Tourism Potential and Entrepreneurial Interest in Dampit District

Malang Regency, especially South Malang has a lot of environmental potential which can be used as a tourist attraction and at the same time opening up entrepreneurs. However, due to a lack of capital, experience, and support from the local government, this potential just disappeared, including in Dampit District, which historically attracted the attention of the Dutch East Indies colonial government to build a plantation location and succeeded in becoming the largest coffee producer in the region. But unfortunately this success did not continue in the post-independence era, and this region became even more famous as an enclave for Indonesian workers abroad.

In addition to plantation potential, Dampit has several local tourism potentials including Kampoeng Banyoe River Tubing in Pamotan Village, Bunga Village in Jambangan Village, Kampung Kebun Kopi, Salak, and Pisang Mas in Sukodono Village, and Ecowisata Agribusiness Village in Amadanom Village. In addition, there is also the potential for natural tourism such as Coban Pandawa in Sukodono Village and Umbulan Spring Tourism in Pamotan Village. The local community does not realize these potentials even though the potential of this environment can be used as a means of entrepreneurial learning for students as well as learning in protecting and preserving the environment.

Geographically, Dampit District is located at 112º42'71” - 112º48'49” East Longitude and 8º09'68” - 8º18'06” LS, in the Southeast 36 Km from Malang City with an area of 135.3 Km². Dampit District is directly adjacent to Wajak District in the north, Sumbermanjing Wetan District in the south, Tirtoyudo District in the east, and Turen District in the west. For more details, see Figure 2.
Figure 2. Map of Dampit District

In general, the soil structure in the Dampit sub-district is a pedolic soil type with a partial topography of plains and mountains. Dampit sub-district has an altitude between 300-460 m above sea level with a slope of less than 40% and an average rainfall of 1,419 mm each year, making it suitable for plantations such as coffee and sugar cane.

In addition to the potentials mentioned above, found tourism potential based on local culture in Dampit District which is in table 1.

| Village Name | Traditional Ceremony Name | Art Activities                              |
|--------------|---------------------------|---------------------------------------------|
| Srimulyo     | Mbok Rondo Kuning         | Warok, Fly Jidor                            |
| Uncle        | Mount Pecel Petek, Tomb of Mbah Aris Kerto Leksono | Tronton Dor, Kuda Lumping, Reog, Sakera, Pencak Silat, Terbang Jidor, Orkes |
| Baturetno    | Clean Village             | Kuda Lumping, Pencak Silat, Campur Sari, Sholawatan |
| Sumbersuko   | Clean Village             | Kuda Lumping, Samproh Kosidah, Flying Jidor Sholawatan |
| Amadanom     | Ahmad's Ancestral Rituals | Kuda Lumping, Terbang Jidor, Campur Sari, Sakera and Marlena, Orkes |
| Majangtengah | Mount Leker ritual         | Pencak Silat, Terbang Jidor, Kuda Lumping, Sakera, Orkes |
| Moist        | Earth alms Kirab, Punden Mbah Semarang, | Ludruk, Kuda Lumping, Orkes |
| Sukodono     | Nyadran, Clean Gunung Sawur Village, Punden Raden Bagus Tegal Towo, Mount Aglik | Orkes, Kuda Lumping, Sakera, Reog, Sholawatan |
| Bumi Rejo    | Nyadran Sri Huning, Mbok Singo | Kuda Lumping, Sakera, Sholawatan |
| Dampit       | Nyadran Mbah Goplo and Mbak Tugu | Reog, Lumping Horse |
These various potentials can actually be used commercially for tourism activities so that they can become additional sources of community income. However, of course it requires a good support system from upstream to downstream. In the case of Dampit Subdistrict, the habituation process is quite difficult because since the 1980s their younger generations have chosen to work abroad as household assistants rather than develop entrepreneurship based on their environmental potential. Therefore, this step must be started early through the educational environment.

Entrepreneurship has long been an important concern in developing the country's socio-economic growth. Mahanani and Sari stated that entrepreneurship is the activity of someone who is able to start a new business and do this by creating something new or by utilizing existing resources in new ways to gain value.[14]. Entrepreneurship education is considered important because through this process individual entrepreneurial skills will grow, which are needed for national economic growth[15]. The form of entrepreneurship education in education can be done by training students to identify needs or problems to create new opportunities and solve problems innovatively, thus affecting the surrounding environment and the broader education system.[16].

Entrepreneurial education is an educational process that applies principles and methodologies towards the formation of life skills in students through an integrated curriculum in schools.[17]. Entrepreneurship education in the school environment is expected to train students to identify potentials and problems, create innovation, and open opportunities for regional development based on environmental tourism potential. This mode of education must be instilled from elementary school to university to train them to be more creative and responsive in solving socio-economic problems[15][6]. Efforts to foster entrepreneurial interest in people who are already comfortable with working conditions is a very tough challenge. At least there are several factors that influence student interest in the learning process including entrepreneurship, namely willingness, interest, family environment, and school environment.[18].

3.3 Socio-Edu-Eco-Tourism Based Historical Learning Design to Foster Entrepreneurial Awareness

The industrial revolution 4.0 and the rapid development of technology in the 21st century require changes in the field of education so that students are able to face the future better. This is because education is shaped by the needs of society[19]. If at this time technology and information are the keys in the new social order, then new skills emerge to meet the needs of the new society, which is called 21st century skills. During this period a new educational trend also emerged, namely project-based learning which is important for training organizational skills, collaborative and time management skills which are useful in their future academic careers [5]. These various changes should be responded quickly by the curriculum so that there is a link and match between the educational process and the needs in the field, including history subjects.

In the context of the Dampit District area, the development of history learning should be adjusted to the potential and needs of the community, namely learning history with an environmental perspective. This learning is expected to be able to instill the value of caring and preserving the environment and to create innovation in the world of education[20][13]. The development of this design is carried out with an interdisciplinary approach as an effort to foster historical awareness as well as an effort to prevent environmental damage and repair environmental damage due to human behavior. This design is called socio-edu-eco-tourism.

Based on observations in this sub-district, it was found that the tourism potentials in the villages of Dampit District have not been fully explored to be developed as a medium for learning related to the environment and society to foster entrepreneurial interest. As expressed by Gatot Sudarmanto as...
 Secretary of the Pamotan Village, Dampit District, who stated: “So far, the tourism potential in the villages has not been explored much, there has been no special assistance from the government. This potential is only managed by local community leaders and youth, so that they are not promoted to become superior and even learning”. So it is necessary to apply learning that can explore the interest of students to formulate solutions to develop the potential that exists in the surrounding environment.

Of the 11 villages and 1 sub-district in Dampit District, what allows historical learning to be applied based on socio-edu-eco-tourism is artificial tourism. Kampung Kebun Kopi, Salak, and Pisang Mas in Sukodono Village and Ecowisata Agribusiness Village in Amadanom Village. This is because there are educational aspects that can be used in learning in schools, so it is hoped that they can explore the meaning and local wisdom in an environmentally friendly community through the aspects of socio-cultural and economic empowerment of the local community, aspects of learning and education, and aspects of nature conservation.

In Dampit District, there are four public/private high school level education facilities centered around Dampit sub-district, while the distance between villages to the education center, especially the southern ones (Simulyo, Batu Retno, and Sukodono) is very far and inadequate, so researchers estimate that they have not arrive at the eligibility ratio for full application. However, the data obtained can be used as a supporting basis in applying the next socio-edu-eco-tourism-based historical learning concept. The plan for implementing the socio-edu-eco-tourism-based learning concept in history subjects can be used as a tool to increase students' interest in learning history and care for the environment, so that learning history does not merely discuss the past which has no practical benefits. The concept of historical learning design based on socio-edu-eco-tourism is intended to use the environment as a learning space who enjoy in the open to produce works/products.

This learning design begins with a needs analysis which is expected to be able to generate innovative ideas in the world of education to optimize the role of the environment in the welfare of society. The same thing was done in Ponggok Village, Pulanharjo Klaten Subdistrict, by revamping the umbul as a tourist attraction and establishing a Village-Owned Enterprise, which could increase local revenue from only 5 million to 6.5 billion per year.[21]. So, there is a need for efforts in the world of learning to foster entrepreneurial interest in formal students in the form of a curriculum that can be given at the high school and university levels.

History learning can be designed both inside and outside the classroom with the hope that it can produce individuals who have high independence and persistence in accordance with the mission of educational institutions as agents of change. The paradigm of historical learning which is limited to ideological issues needs to be transformed into practical through the six skills of the 21st century. Like the analysis of experts, historical subjects have benefits which include: (1) overcoming multidimensional crises faced in everyday life; (2) instilling and developing a responsible attitude in maintaining balance and preservation of the environment; (3) develop creative, innovative, and participatory imagination and attitude; (4) help find solutions to various social and individual problems; (5) develop useful skills; (6) encouraging students to think critically-analytically in utilizing past knowledge to understand present and future life; and (7) developing intellectual abilities and skills in understanding the process of change and community sustainability[22].

The traditional educational approach will not be able to meet the educational needs of the new society and recognize the characteristics of students in the 21st century. Based on this, it is necessary to modify the learning design according to the needs of society and the demands of change as written in the following brief explanation.[19].

1. Goal analysis: Determine the learning goals to be achieved based on 21st century skills.
2. Define learners: Analysis of the characteristics of each learner.
3. Strategy development: Choose a strategy that forces learners to develop the ability to learn 21st century skills.
4. Application: Focus on students and their learning, not on teaching by making it learner-centered to collaborate and utilize technology in the learning environment.
5. Selection of media and learning resources: Select cutting-edge media and learning resources for students by ensuring students stay active and productive.
6. Evaluation: use the e-portfolio and let students evaluate themselves and each other.

Apart from that, there are characteristics that must be considered in designing learning such as plurality, flexibility and humanity.
The main obstacle to developing history-based learning socio-edu-eco-tourism There is a basic competency in history subjects where not all of the materials presented provide practical benefits in life, especially to foster interest in entrepreneurship. At least there needs to be foresight from educators in presenting historical material to insert local potentials as study material.

One example of basic competencies that can be used is KD 3.2 concerning analyzing human life and the cultural results of pre-literate Indonesian society. In this basic competency, we can review human life in the tomb of change and continuation in the surrounding environment. In this learning, students can be asked to analyze the lives of people in the world of tourism, for example, whether in natural, cultural, or artificial tourism. Students are asked to make observations (direct observation) and conduct interviews to find out about their lives both socially and economically, along with changes.

In life there is a concept of change and sustainability, therefore it is necessary to bring the material taught in schools closer to the surrounding environment. This requires the sensitivity of educators and students to be able to protect and preserve nature. In accordance with the concept of socio-edu-eco-tourism, where historical learning is meant for socio (to explore local meaning and wisdom in the community by forming communities/groups in the community), edu (to provide/gain insight from training/socialization in tourist attractions), and eco (to do environmental conservation and preserve it and improve the welfare of the surrounding community).

Considering that in Dampit Subdistrict there are four State/Private SLTA UPTs that are only centered around the city, this kind of learning is still possible. In the learning process, initially students are stimulated to explore tourist attractions in the surrounding environment, then identify the causes of the tourist attractions being underdeveloped, which in turn, students are asked to provide solutions to the problem of how to grow the economy of the village community in the neighborhood around where they live. This learning design uses constructivism learning theory which emphasizes individual processes through their experiences in reconstructing knowledge, so that history learning is designed in such a way based on individual needs.

4. Conclusions
History based learning design socio-edu-eco-tourism can be one of the solutions offered to change the stigma of boring history learning, as well as to explore, maintain, and develop tourism potential in the surrounding environment. In this learning, students are expected to be able to reconstruct their own knowledge through the experience and information they have previously obtained to foster interest in entrepreneurship. Schools as educational institutions must align their goals with the needs of society by not only being oriented towards the cognitive realm but also practically by creating young people who are able to see opportunities from the potential in the surrounding environment. Educators' sensitivity and foresight in formulating learning is the key to achieving goals.

Acknowledgments
The authors acknowledged the support from the Ministry of Research and Technology and the Higher Education Republic of Indonesia. The support is under the research grant PNBP State University of Malang of The year 2020 Contract Number 3.3.16 / UN32 / KP / 2020

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