

MAPPING OF *DEUTSCH FÜR TOURISMUS* TEACHING MATERIAL BASED ON TRACER STUDY RESULTS

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Abstract: The development of Learning Devices of The *Deutsch für Tourismus* course requires an appropriate need analysis, so that the material taught is useful for the working lives of the students. Therefore this development study was preceded by a need analysis conducted in July, by carrying out a tracer study in five travel graduate users and 10 German-speaking tour guides. In order to capture the opinions of the respondents, a questionnaire was distributed to both the travel managers and tour guides. While the tracer study results are analyzed using percentage techniques. Based on the results of the tracer study, it is found out that the competence of students of the German Language Education Study Program at Unimed is good enough in terms of German language skills. But there are other aspects that have not been mastered, namely cross-cultural competence; and the mastery of other foreign languages is minimal in the context of "greetings". Another thing that has not been mastered is the history of certain regions which are tourist attractions. The appearance, expression and lack of dexterity also need to be considered. Based on this conclusion, basic competencies and teaching materials were rearranged in the *Deutsch für Tourismus* course.

Keywords: *Mapping, Teaching Materials, Deutsch für Tourismus, Tracer Study*

The KKN curriculum has been implemented since the 2016/2017 school year. In accordance with the demands of the curriculum, all programmed courses must refer to needs analysis and be oriented towards the future. The German Language Education Study Program at Medan State University prepares a course program in accordance with the graduate profile that is needed by the community, and based on Unimed's vision of becoming a university that excels in education, industrial engineering, and culture.

Profile of graduates of the German Language Education Study Program of Medan State University, in addition to teaching the German language, can become a professional in the field of tourism, namely a tour guide or manager. In order to achieve the competency in the profile, a course related to tourism was raised, namely *Deutsch für Tourismus*.

Along with the change in profile of Unimed German Language Education graduates, it is necessary to develop quality learning tools so that the objectives of the course can be achieved. The development of the *Deutsch für Tourismus* learning tool will be based on the results of the tracer study of graduate users and alumni. The target users are travel agencies in North Sumatra. If possible they will also be addressed to travel agencies in tourist areas such as West Sumatra, Aceh, Yogyakarta, Bali and Lombok. Travel agencies outside the city of Medan will be contacted via email. This paper presents a mapping of tracer study results, which will be used as a basis for the development of the syllabus, RPS, and teaching materials.

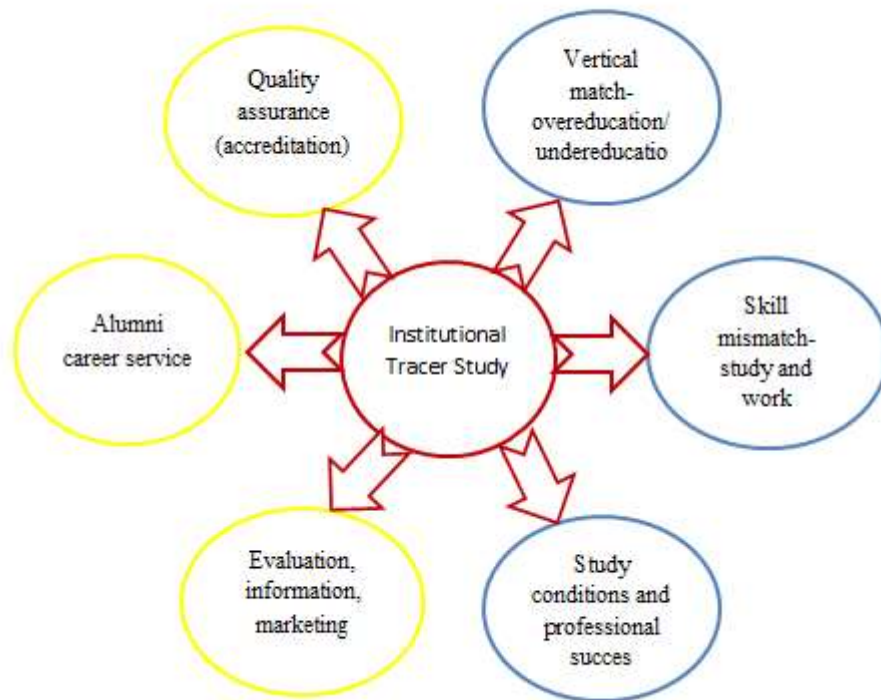
Literature Review

Tracer Study

Tracer study is an activity carried out by an institution, an education unit, even a company with the aim of knowing the use of graduates or products in the community. This study conducted a tracer study to determine the contribution of the *Deutsch für Tourismus* learning outcomes in the transition of learning outcomes to the world of work, as well as a mirror for curriculum development in this case the learning device of the *Deutsch für Tourismus* course.

According to Schomburg (2011) an important tracer study is carried out as a bridge between research and the need to develop the quality of institutions or universities. Tracer study institutions function as controls for quality assurance (quality assurance-accreditation) which are very important for accreditation. In addition, tracer study is also a link between secondary and tertiary education (vertical match overeducation / undereducation). Another function of tracer study

is to find information about learning ability and work ability. In addition, tracer study also illustrates the situation of education and success in work. Tracer study results are very important for alumni career development in the real world of work, meaning that if the institution makes tracer study results as the basis for curriculum development, then the level of alumni wearability can be guaranteed. In the end, the tracer study function is as an evaluation for curriculum and institutional development and as information for alumni marketing in their fields. Following is a picture of the relationship between the tracer study, the institutions and research that Schomburg has described.



Picture 1. Relationship between tracer study-institution-research (Schomburg, 2011)

The implementation of tracer study in this study was carried out using survey techniques. The survey begins with a detailed drafting of the concept. Activities at this stage include determining the purpose of conducting the survey, determining the strategy and technical implementation of the survey (how the survey is carried out). After determining the concepts, objectives, strategies and technical implementation, research instruments or instruments are used for the survey, including questionnaires. In addition, a list of interviews was also prepared.

The next step after implementing the concept is data collection. However, before the data collection step, training is needed for data collection personnel. Through training, the personnel are taught how to survey and interview, and the procedure for distributing questionnaires. At this stage, how many questionnaires were distributed also discussed, and how to ensure the amount of data needed.

The final step in carrying out the survey is analyzing data and writing reports. At this stage the activities carried out are constructing a questionnaire according to the type of data, entering data into a table according to the type of data, then editing the data. Editing is important to ensure the quality of the data obtained. After this stage is implemented, data analysis and report preparation are held. The socialization of the results of the tracer study analysis is done so that all parties who are competent in curriculum improvement reach the best decision.

The *Deutsch für Tourismus* course is a subject that teaches German in the world of tourism, including the management of travel offices, travel guides, and travel package marketing. The dominance taught in this course is related to the travel guide, namely tourist objects. This course is divided into two, namely, *Deutsch für Tourismus 1* and *Deutsch für Tourismus 2*. The course *Deutsch für Tourismus 1* teaches tourism objects in North Sumatra, while *Deutsch für Tourismus 2* teaches tourism objects on the island of Sumatra. The discussion in this course is as follows.

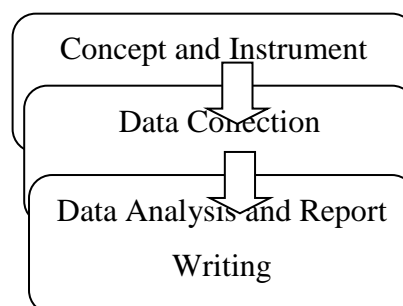
- a. *Tourismuswelten in Medan*
- b. *Die Gäste abholen und begleiten*
- c. *Grosse Moschee besichtigen*
- d. *Maimun Palast besuchen*
- e. *Tjong A Fie Museum besichtigen*
- f. *Die Post*
- g. *Merdeka Fussgängerzone*
- h. *Rathaus*
- i. *Krokodilepark*
- j. *Anna Maria Velankani*
- k. *Vihara Cemara Asri besuchen*
- l. *Nach Bukit Lawang fahren*
- m. *Wie kann man eine Reisesmeldung schreiben?*

Teaching Material Mapping

Mapping of teaching material is done after the results of data analysis are completed. In this step the first is to identify the results of the survey and the results of data analysis. Questionnaires and opinions of stakeholders are identified based on the distribution of data types. The data needed to map teaching material is input from the travel guide about material that is very important to master, which is often asked by tourist guests. Data from the travel bureau manager, which is a skill that alumni don't have, but must have. Data from managers that is very important is input and advice on things that alumni need to have to succeed in the world of work.

Survey Methods

The survey uses the following method.



Picture 2. Method of survey. Schomburg, 2010

Discussion

According to the stages of data collection, the first thing to do in the research is the coordination of the team about the concepts and objectives of the research implementation. The following is a flow chart determined in the research implementation section, namely a tracer study.

After drafting the concept, then the respondent is discussed. It was agreed that those who would be asked for information at the beginning of this study were stakeholders in the city of Medan. This was decided, given the limitations of time. If possible, a further survey will be found to fulfill the eligibility requirements of a tracer study survey or research feasibility. In addition to the determination of respondents, at this stage, an instrument was prepared in the form of a questionnaire. Questionnaires are arranged in two types: questionnaires for travel agency

managers and questionnaires for alumni who work as travel guides. The list of questions which are items in the questionnaire is as follows.

List of Questions for Travel Managers

1. Are there alumni from the German Language Study Program who work in the Office / Travel / Hotel Mr. / Mrs.
2. If there are currently no alumni working at the Office / Travel / Hotel, you mention the reason.
3. If there are currently working at the Office / Travel / Hotel Mr / Ms, how is the performance of the alumni according to you?
4. According to you, what fields do alumni lack?
5. Should additional new subjects / skills / competencies be held to anticipate progress in the fields that you / your management manage?
6. Provide suggestions for improving the quality of graduates of our Study Program so that they are closer to the needs / demands of the workforce:
7. Which country of tourists do you often serve?
8. Does this Travel provide German speaking tour guides?
9. Which of the graduates is a tour guide that is provided by this Travel?
10. Do you think the role of tour guides is very important in the world of tourism?
11. Do you think the German language department is worthy of being a tour guide?
12. What do you think are the advantages and disadvantages of Unimed tour guides who work in your office?

List of Questions for Tour Guides

1. Why did you choose a job as a tour guide?
2. What do you think is the advantage of the profession as a tour guide?
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 alumni have if they want to work as a tour guide?
6. What things should a tour guide have?
7. Which country do you often tour with tourists?
8. What experiences have you experienced as a good lesson?

The results of the two questionnaires were separated according to type. Because the instrument contains answers and suggestions in the form of sentences, not numbers, it needs to be carefully identified. Of the 20 questionnaires distributed to Travel Managers, only 10 were returned. Tracking the reasons for unreturned questioners, it was found out that in the last three years, there were no guests from Germany. Two other travel managers mentioned that they were not employing tour guides regularly. While other managers are reluctant to give reasons.

The results of questionnaires from tour guides, 11 of the 20 questionnaires distributed were received. The reason of the tour guides generally is that they are still carrying guests. I haven't had time to give a suggestion. From the results of the distribution of the questionnaire, it was said that it could be analyzed because it had exceeded 50%. Respondents' answers were identified and classified into similar answers. The results of identification of the questionnaire are as follows.

Table 1. Identification of the Results of a Travel Manager Tracer Study

Number Question	Answer	Answer Travel
1	Yes. Guide. But not settled. Freelance	80%
	As administration and marketing correspondence	20%
2	No answer	100%

3	Good	100%
4	Culture of North Sumatera	50%
	Transportation in Sumatera Utara	20%
	Talking and looking not flexible. Rigid. Hard smile	20%
	Other foreign language	10%
5	Yes. Computer marketing	50%
	Yes. Read maps on the computer	40%
6	No answer	100%
7	Germany	60%
	Other countries	40%
8	If there are guests from Germany	100%
9	Unimed	100%
10	Yes	100%
11	Yes	100%
	Normal	70%
	Good and not arrogant	20%

While the results of the identification of questionnaires to alumni who work as tour guides are presented in the table below.

Tabel 2. Identifikasi Hasil Tracer Study Pengelola Travel

Nr. Question	Jawaban	Jumlah yg Menjawab
1	No the other job	70%
	Cause hobby	30%
2	Experience with foreign people	100%
3	10 - 15 years	20%
	5 - 9 years	50%
	1 - 4 years	30%
4	Nothing	100%
5	To read map	60%
	Culture of North Sumatera	20%
	Joke in Germany	20%
6	Self confidence	100%
7	Germany	100%
8	All are good	100%

The results of the two questionnaires were separated according to type. Because the instrument contains answers and suggestions in the form of sentences, not numbers, it needs to be carefully identified. Of the 20 questionnaires distributed to Travel Managers, only 10 returned. When tracking was conducted, the reason given by the manager is that in the last three years there were no guests from Germany. Two other travels mention not employing tour guides regularly. While other managers, are reluctant to give reasons. The results of questionnaires from tour guides received 11 of the 20 questionnaires distributed. The reason tour guides generally are is carrying guests. I haven't had time to give a suggestion. From the results of the distribution of the questionnaire it was said to have been able to analyze, because it had exceeded 50%. Respondents' answers were identified and classified into similar answers. The results of identification of the questionnaire are as follows.

Based on the results of the identification, mapping of identification results was conducted on the teaching material of the Deutsch für Tourismus course. After being discussed with the research team, an agreement will be produced which will improve and add the subject matter of the course as follows.

1. Tourism Administration in German based on ICT.
2. Culture of North Sumatera.
3. Body Language in Tourism Communication.
4. Tourism Transportation in North Sumatera.
5. Other Foreign Languages in North Sumatera Tourism.

6. Use of Android in North Sumatra Tourism (Google Map)

The six materials obtained from the identification will be added to the Deutsch für Tourismus course material, so that it will add to the SKS weight of the course. The table below is the result of mapping.

Conclusion

The Tracer Study carried out for curriculum improvement in the *Deutsch für Tourismus* course can be carried out well and produce a new concept to add learning material to the course. The added material are (1) Tourism Administration in German based on ICT, (2) Culture of North Sumatra, (3) Body Language in Tourism Communication, (4) Transportation of Tourism in North Sumatra, (5) Other Foreign Languages in Sumatra Tourism North, and (6) Use of Android in North Sumatra Tourism (Google Map).

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