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Challenge-based Learning and Collaborative Skills

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Abstract

Uncoordinated collaborations make the stability of management of tourist destinations not good. Therefore, the process of tourism development has not been stable. Meanwhile, collaboration is widely regarded as one of the skills for academic and career success in the 21st century, especially on a large and challenging scale in the work team process. This collaboration tends to be able to adapt to the conditions and changes that occur. But although not limited, collaboration is a means to improve work relationships. The goal of the research on how to set up challenge-based learning to improve travel management collaboration Skills. Researchers use Challenge Based Learning (CBL) in the form of outbound games to improve the management of tourism destinations with social action research methods. The results showed that the collaboration used in the game could increase confidence, and communicate. Challenge-based learning and collaboration skills make the collaboration process between managers happen through communication in learning. The perceived change is like the use of language, the citizens learn already has the competence of Indonesian language and able to adjust to the circumstances and environment.

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INTRODUCTION

Indonesia's natural wealth and diversity have many potential and valuable opportunities for tourism to become more and more in the world and have characteristics based on local wisdom. After the enactment of Law number 32 the year 2004 about Local government, tourism management is under the local government, it makes the task and responsibility Responsible to the local government to develop tourism objectives in every region, territory, and even village. In the meantime, in article 1, paragraph 7 of Law Number 10-year 2009 about tourism states: "Tourism business is a language that provides goods and/or services to Tourist needs and tourism implementation". The establishment of this tourism village is a potential for the maximum managed area. With the development of this tourism village, residents are expected to manage the potential of the area to increase economic, social, and cultural levels in the local area.

Desa Munengan is a village located in Godean District, Sleman, Yogyakarta region has a natural potential to serve as nature-based tourism or ecotourism. This is following the opinions of Hung Lee Tsung (2017:1-9) about ecotourism namely ecotourism is a journey to development that has not yet developed, intending to get Knowledge of natural and diverse wildlife arrangements, and to learn about the culture and history provided by the environment.

While David K (2016: 5-9) argues that ecotourism is a relatively new segment of the tourism industry that is often highlighted as a local economic way involving communities in the region. Based on the opinion, the process of development of tourism destination in Munengan involve local people, especially the youths to be able to increase his village potential into tourism village.

On the first identification on 13 September 2017, there were tourism management activities that manage water into the power plant object. This Generator is powered by hydroelectric power plant created by village Youth as an icon of tourist attraction. This process will be used as an educational tour for students of educational level. According to the opinions of Lomas, C (2007: 154-155) Tours in the travel process will make learning to be naturally based with a real example. Meanwhile, on October 27, 2017, the maintainers participated in a training program for the management of tourism management.

The training program is provided by the Guide village instructor, Sigit Purnomo, M. Pd., from the village of Serut, Gunung Kidul. During

the training process, not all tourist maintainers are present, not conducive training, the inability of the maintainers to convey problems in the tourism process, there is no good teamwork during the training process. This identification suggests that there is a lack of youth collaboration in the tourism development process. From the issue, it can be concluded that collaboration is a process of cooperation in an organization or group to achieve a specific goal and to improve teamwork among members. Conditions that occur in the This tour manager can be made improvements with the Challenge-based learning method using a multidisciplinary approach in encouraging students to use knowledge and technology to solve real-world problems and get satisfactory results (Cheung, 2011:14-19).

Besides, the concept of Challenge Based Learning is also used as an effort to approach pedagogical cognitive skills and the necessary meta-cognitive skills as a need for innovative strategies That can develop 21st-century skills. Besides, the concept of challenge-based learning is also used as an effort to approach pedagogical cognitive skills and necessary meta-cognitive skills as the need for strategy That can develop the skills of the twentieth century. Challenge-based Learning characteristics are students and stakeholders Interests work together as his active collaborative in improving quality of work (A Santos 2015:189-194).

The purpose of the research on how to prepare for challenge-based learning to improve The collaboration Skills of travel managers, the benefits of research aids in the training of job skills to present concepts more clearly and decapitate, providing solemn intellectual progress in the field of training.

METHODS

This research is social action research. This research approach uses a quantitative approach. Action research is defined as a systematic investigation conducted by teachers, administrators, counsellors or others who have an interest in the teaching or environmental learning process (Craig A Mertler 2014:22-26). The subject of this study is the management of 9 tourist destinations, while the data collection techniques are interviews, observations and documentation. Research instruments with grid sheet collaboration skills. Data The learning activities of citizens are analyzed descriptively and presented in the form of tables and graphs. Descriptive analysis is a method used to describe or describe the status of

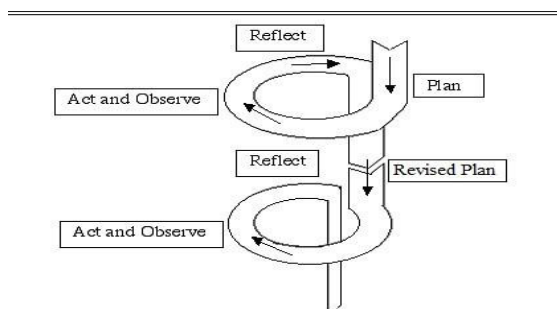
a Variable.

RESULTS AND DISCUSSION

Munengan is a village in Godean District, Sleman Regency, Special Region of Yogyakarta. Located at $110^{\circ} 16' 45''$ - $110^{\circ} 1' E$ and $7^{\circ} 44''$ - $7^{\circ} 74' 16'' S$. The village itself has an area of 489,340 ha. The village is located 2 km from the central government district, 10 km from the central government, and 12 km from the central government. The boundaries of Munengan village are as follows: Margoluwih from Segan sub-district in the north, Sidorejo and Sidoagung from Godean Sub-district in the west and east side, and the Summersari from Moyudan subdistrict in the south.

Participation is hoped in the process of improvement, is an action that can improve the quality of tourism managers, in accordance with the results of research Laela DKK (2014) that the supporting factors The implementation of a program is the motivation of people who are passionate to participate, other than that, the process of community development must be in participating as a step in the way of the district as a session with the opinion of Lockman (206:1995) In his book to the Participatory society defining participation is the cooperation between the people and the Government in planning, implementing, preserving and developing the development outcomes. Thus the necessity of society is the main spear of the progress of the area.

Researchers take action as a remedial effort with a challenge-based learning method that uses cycle actions on the learning process as a technique. Figure 1.



Cycle Description 1: Planning 1; Actions and Observations 1; Reflections 1

Activities began with the planning of activities, action plans conducted based on the results of observation and training conducted on 27 October 2017, training conducted with the aim of growing the stimulus to the maintainer of tourist

destinations to Able to understand the local potential-based Pariwisata, the importance of a community-conscious group of tourism in this case an organization directed as a mobility to revive the village's potential and to cross communities.

This community involvement is an idea of development that is synonymous with the process of change being committed, or the stater to the condition towards a better direction. This is according to the opinion of Susanto in Oos (41: 2014) stating that the development involving the community is the changes in fulfilling the need in the improvement of cultivars Life, while according to Misra in Oos (2014) The development in this community is a target audience of cultural values that produce a more quality life. Furthermore, the tourism management Program by the village Youth is a strategy of empowering youth communities to be construed in the village where they live. Empowering the poor is a solution to overcome the problem of poverty in Indonesia, the welfare of society as a whole (Satya, 2013). This collaboration can help people build good teamwork for the development of tourism destinations in the village as a form of empowerment of poor people.

After conducting training, the managers are still not able to form the organization on the management of the tour, has not formed this organization has not yet fully development of tourism can run, in addition to the utilization of training Not yet fully felt by the complainers such as not being able to properly manage the motivation of work, it does not have a new idea for the management of tourism objects and the lack of collaboration from the tourist destination managers.

Based on the observation that has been done, the planning is done in the implementation of cycle 1, with the release of learning-based challenge learning objectives this challenge is to improve the motivation of work and make The stimulus for tour managers, according to Sathaporn Yoosomboon's opinion (2014:2102-2107), stating that the learning is based on useful and effective challenges for the study of work ethic. In addition to that the practice of learning based on the challenges also carried out by Qian (2016) research implementation of the challenge-driven learning with the skills of Adab 21 with the aim of approach skills of teaching mathematics learning On the square material of class VII SMP Kristen 2 Salatiga, the result of research shows that there are differences in learning outcomes between students who are taught using the implementation of challenges with a skills approach of Metacognisi with the Concorsional division

Children who are applied to learn are more likely to be active and eager in the learning process.

The challenge given in this learning is a game that can improve the quality of human resources for tourism managers to be eager to work and be able to think creatively in thinking about ideas and ideas for management Tour. This corresponds to the opinion of Hwang (2014:129) Explaining the solution to give the learners space is to provide challenges in the learning process with the challenges of learning to form a strategy in the Learning Process. Further explained by (Nunez, 2014:19-31) effective game in learning can improve both in learning outcomes such as affective and cognitive enhancement.

A game-based learning investigation also met in research (Azita, 2015:740-779) shows the outcome of the impact of the game in learning can encourage cognitive and emotional levels that can affect the learning process. Can be stored the learning that is wrapped in the process of giving a separate challenge by the students to solve problems in the game without realizing learners have been able to deepen the way of thought and creativity is owned.

Cycle 1, the facilitator states guidance to the citizens learning as the early stages of each game, the activity begins with preparation by the facilitator who gives direction to the citizens of learning such as the purpose of games, the benefit of the game to Learning citizens.

Villagers are gathered together to get directions from the facilitator, such as the purpose of learning activities in the game is to improve the maximum working skills, high working work and can improve the K Cooperation between teamwork. The facilitator instructs the citizens to learn that before starting the activity the facilitator will give a guide statement and every end of the representatives of citizens learn to be asked to give an evaluation of the learning process.

The game begins with Ice breaking residents learn to follow the movement of the brain gymnastics practised by the Facilitator, the ice-breaking process is done twice this to be able to improve the atmosphere between the citizens of learning who have begun to slap the seriousness into the facilitator's direction.

Furthermore, the final stage is to perform a solution that is implementation of the challenge activities given, the citizens learn to prepare to divide the group to load the game process, this role will be in the 3 types of friend train focus Citizens learn, to two trains the level of communication and teamwork in the group, and the third game trains to the work team's Soltan to be able to win

the process.

The first Permaiana began, the facilitator gave a story that was made at the time of the game, this is done as a technique to learn the challenge so that the citizens learn that the focus is not the focus to follow the game. The second game is a game of bowler, this game is a game that aims to train the cooperation in the group to manage the strategy and concentration of each. Colour itself is an abbreviation of ball and water game begins with the citizens of learning will be divided into several small groups, to pass the challenge of the game later each group must bring water in a glass that is leaking and meets Empty cups with water, one glass empty there is a ping pong ball task from the citizens learn to focus to simplify the ball with the blow to the last glass with a time of 3 minutes.

Furthermore, the third game begins with the facilitator practising the way in the three games to the citizens of the study that has been grouped according to the group in the second game, called Dapung sit moving the flour.

Furthermore, the observation process, observations observed by researchers is the process of the game conducted each team and also an observation of the individual. The observation process is done with observations based on how it works, communication, and collaboration. Following 21st century skills that in the development of the learning process in the 21st century should open a traditional casing that confined in the past as something that is already finished (Hasan 2017).

The indicators of observation are communication and collaboration, work skills are a breakdown of the development of workmanship or KSAVE ways of working skill focusing on giving and receiving feedback during the learning process Assignment given by the teacher. The workmanship skills are also an innovative framework for improving the experience and work with communication approaches and collaborating on nursing Services (Elizabet, 1995).

The workmanship of self-employed skills has been used in learning innovations to train the basic needs of the people of Colombia as a community servant, it can improve work skills especially in the communication process with the ability Nurse to master Basic language complications, ability to interact with patients and be able to sponsor ethics while doing excellent service to the community (Dongoes, 2000)

Based on the explanation, competence in communication is the use of language and ethics when communicating, which is the root of the

process of work that later the tourist maintainers can use a good language as one Waiter service to the tourists.

Observations observed by researchers are during the process of learning discussions in the Working Group and at the time of each group's percentage, when the citizens learn to convey the results of group discussions with ideas and ideas arising from the process. The challenges given, every member of the active team, following the process of learning with discipline, discussion in the group, the spirit of delivering a percentage of results, earnest and responsible for the challenges given. Here are presented collaborative skills observation results through challenge-based learning.

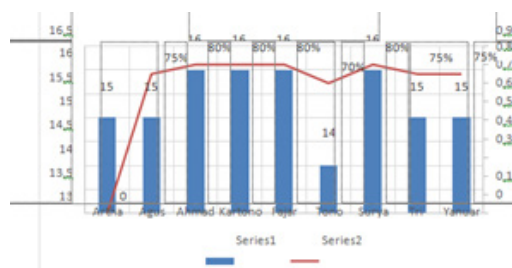


Table 1. Observation Cycle 1

No	Nama	Total Skor	Persentasi	Kriteria
1.	AH	15	75%	SH
2.	AG	15	75 %	SH
3.	AD	16	80%	MB
4.	KT	16	80 %	MB
5.	FJ	16	80 %	MB
6.	HT	14	70 %	SH
7.	SY	16	80 %	MB
8.	TI	15	75 %	SH
9.	YR	15	75 %	SH
10.	Jumlah	138		
	Rata-rata	27,6	77 %	MB

Description:

- 76-100%: Improved well (MB)
- 51-75%: As per expectation (SH)
- 26-50%: Moderate (S)
- 0-25%: Terrible (BS)

Based on the explanation, challenge-based learning residents learn at the actions that have been done, can be described that the average score achieved is 27.6 (77%). With such a score it can be concluded that the implementation of the challenge-based learning that is applied to the managers of the village tourism Munengan is categorized as expected and improved well (MB). Of the 9 citizens learned 4 residents learned already showed an increase in the score of 16 with a percentage of 76-100% of the category (MB).

It can be concluded that the achievement of assessment of citizen learning that reaches the score $\geq 76\%$ with the category increases well (MB), there are 4 learning citizens who have improved well (MB) and 5 residents are still categorized as moderate (S). This challenge-based learning enhancer is also presented in GRAIFK 4 as follows:

Achievement score gained through the challenge-based learning process in the tourist destination manager, which shows the tourism managers already have knowledge of collaborative skills with achievement of skills able to be iterated with Others, able to manage projects in the game-based work team, each individual already has an idea in ideas for the development of tourist destinations, cultivating the values of mutual respect, and accountability in the working team.

Researchers assess the processes that occur, problems that occur and all matters relating to the actions that have been performed. Reflect on the implementation of process activities that have been performed, so that the researcher knows the increase of skills of work through challenge-based learning for the maintainers of Munengan village tourism destination.

Cycle process 1 ends with a reflection by citizens studying and researchers, as for the indicators of achievement in the learning process based on the challenge of citizens learn there is a judgment that 4 people study has improved well (MB) with a percentage of 76-100% and 5 residents learn is still in the category as expected (SH) with a percentage of 51-75%. Thus, the challenge-based learning process can be categorized as having good results as one of the efforts to improve the collaboration capabilities of tourist destination managers.

The research on the challenge of learning has been imposed by Annisa Susanto (2011) About the implementation of challenge-based learning to the mathematical evaporation with research results under the application of challenge-based learning Students ' learning outcomes for the better.

Furthermore, the practice-based Learning Practices Sodikin (2012) with the aim of research to know the influence of challenge-based learning by experimental methods and the results of the research shows (1) There is influence of model Challenge-based learning with experimental and project methods on cognitive learning as well as affective and psychomotor influences; (2) There is a curious influence of learning about cog-

nitive and affective learning achievements whereas psychomotor learning achievements do not exist; (3) There is a scientific stance influence on the students' cognitive learning achievements, whereas on the affective and psychomotor does not exist; (4) No interaction between influences of a challenge-based learning model with experimental methods and project methods with the curiosity of learning to cognitive, affective, and psychomotor learning achievements; (5) There is no interaction between the influence of challenge-based learning models by experimental methods and project methods with a scientific stance on the cognitive, affective, and psychomotor-learning achievements of students; (6) No interaction between the influence of curiosity learned with a scientific stance on the performance of cognitive, affective, and psychomotor students; (7) No interaction between influences of a challenge-based learning model with experimental methods and project methods, learning curiosity, with a scientific stance towards cognitive, affective, and psychomotor-learning achievements.

Actions used with challenge-based learning methods in the destination manager Munengan can improve the learning quality for the maintainers, with the challenge-based learning managers are able to improve the quality of learning and work skills in teams (Cheung, 2011) which explains the challenge-based learning able to improve multidiscipline encouraging students to collaborate with peers, can ask questions, More subjective understanding and take action to solve problems in the real world.

This challenge-based learning process helps managers to be able to identify themselves and discover the strengths of each individual to be able to break it down in the real world, learner actions With the use of repairs with actions Perperman made through the evaluation of the results at the end of the meeting based on the results of the Dialogue conducted, so that the needs of the study in accordance with the needs of the citizens learn.

In addition to other skills, the maintainers can communicate in an oral or written form, communication includes the ability to hear and understand various verbal messages in various situations. Improved collaboration with challenge-based learning with the game fosters mutual respect, effectively interacting with others, knows when to listen and when to speak in teams.

The result of good communication has made the managers of the village's destination Munengan interested to attend a challenge-based learning process. Besides, a dialogue is also one

of the collaborative processes as presented by Hwang and Sunk et al (2013:51) that with Berdialong can build confidence in someone because it can convey what is perceived.

A study conducted by K. Mandi, T. Pierce and A Mirchi in Vietnam have proved that games involving the environment help students to improve their communication skills and add vocabulary (Mandi, T, 2017:11), both of which are very Important for tourist destination managers. The fact that they are not confident enough to propose ideas or information only adds to the idea for the development of managed tourism.

The results of how the work skills with challenge-based learning make the collaboration process between managers happen through communication in learning. The changes that are established such as language use, the citizens learn already have the competence of Bahasa Indonesia and able to adjust to the circumstances and environment, besides the maintainers are better able to interpret communication through the oral to get Information. Griffin Pp McGraw, B & Care, E (2012:51) skill to communicate in oral or written form, communication includes the ability to hear and understand various oral messages in various situations.

This success has also been presented in the process of learning based challenges in games which 5 out of 9 people learn already get a percentage of 80% with a well-improved criterion (MB) It is not only legally for 1-time Meeting. 4 Villagers learn more score 15 with a percentage of 75% match category (SH). With the change in the skills of the work obtained this study Wagra can learn the complications that already have in the process of development tourism destination Hamlet Munengan, both in terms of management, organizational formation and improvement Communication with the community to make the tourism of Munengan village can be very soon.

CONCLUSION

Challenge-based learning and collaboration skills make the collaboration process between managers happen through communication in learning. The perceived changes such as the use of language, the villagers learn already has the competency of Bahasa Indonesia and able to adjust to the circumstances and environment, other than that the maintainers are better able to interpret communication through oral to Information. The skill to communicate in oral or written form, communication includes the ability to hear and

understand various oral messages in various situations. In addition to this success has also been presented in table 1 The result of challenge-based learning, 5 out of 9 people learn already get a percentage of 80 with a well-improved criterion (MB) It is not only legally for a 1-time meeting. 4 Villagers learn more score 15 with a percentage of 75% match category (SH).

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