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Local Wisdom-Based Educational Tourism Model for Children's Science Learning

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ABSTRAK

Pembelajaran sains merupakan salah satu stimulasi aspek kognitif anak dalam pendidikan usia dini. Namun, praktik pembelajaran sains jarang dilakukan di sekolah karena berbagai faktor, termasuk prioritas pembelajaran membaca, menulis, dan berhitung yang lebih ditekankan sehingga guru kurang termotivasi dalam melaksanakan kegiatan sains. Berdasarkan hal tersebut, tujuan penelitian ini yaitu mengembangkan model wisata edukasi berbasis kearifan lokal sebagai sumber pembelajaran sains anak. Penelitian ini menggunakan penelitian dan pengembangan (R&D) dengan model ADDIE. Subjek dalam penelitian ini adalah dua orang ahli (ahli materi dan ahli media). Subjek uji coba yaitu dan 12 orang siswa usia 5-6 tahun. Metode yang digunakan untuk mengumpulkan data yaitu wawancara, angket terbuka, dan observasi. Instrumen yang digunakan untuk mengumpulkan data adalah angket. Teknik yang digunakan untuk menganalisis data yaitu analisis deskriptif kualitatif, kuantitatif, dan statistik inferensial. Hasil penelitian yaitu pengujian dari dua ahli, disimpulkan bahwa model wisata edukasi tersebut termasuk dalam kategori sangat layak. Berdasarkan hasil uji hipotesis, didapatkan terdapat pengaruh model pembelajaran wisata edukasi terhadap kemampuan sains anak usia 5-6 tahun. Disimpulkan bahwa model wisata edukasi berbasis kearifan lokal dapat meningkatkan kemampuan sains anak usia 5-6 tahun. Implikasi penelitian ini yaitu model wisata edukasi berbasis kearifan lokal dapat digunakan sebagai sumber pembelajaran sains pada anak.

ABSTRACT

Science learning is one of the cognitive aspects of children's stimulation in early childhood education. However, science learning practices are rarely carried out in schools due to various factors, including the priority of reading, writing, and arithmetic learning, which is more emphasized so that teachers are less motivated to carry out science activities. Based on this, this study aims to develop an educational tourism model based on local wisdom as a source of children's science learning. This study uses research and development (R&D) with the ADDIE model. The subjects in this study were two experts (material experts and media experts). The trial subjects were 12 students aged 5-6 years. The methods used to collect data were interviews, open questionnaires, and observations. The instruments used to collect data were questionnaires. The techniques used to analyze data were qualitative descriptive analysis, quantitative analysis, and inferential statistics. The study's results, namely testing by two experts, concluded that the educational tourism model was included in the feasible category. Based on the hypothesis test results, it was found that the educational tourism learning model influenced the science abilities of children aged 5-6 years. It was concluded that the educational tourism model based on local wisdom can improve the science abilities of children aged 5-6 years. The implication of this research is that the educational tourism model based on local wisdom can be used as a source of science learning for children.

1. INTRODUCTION

Early childhood experiences contribute significantly to the rapid development observed throughout this stage. The influence of a child's previous growth on subsequent child development is essential (Prasetiawan, 2019; Sartika & Erni Munastiwi, 2019). During the golden age, it is essential to

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focus on the development of various areas, including religious and moral beliefs, language acquisition, cognitive abilities, physical-motor skills, social-emotional development, and artistic expression (Nafiqoh et al., 2019; Sriyono et al., 2022). These are crucial in ensuring the child's future well-being. In achieving optimal development, it is essential to stimulate many development components. In addition, it is essential to ensure that all aspects are embedded through the principles of early childhood learning, which emphasize a holistic and integrated approach across all developmental domains (Eka Putri & Kamali, 2023; Essa & Burnham, 2019; Nafiqoh et al., 2019; Sriyono et al., 2022). One aspect of child development that must be considered is the child's cognitive development. Cognitive abilities develop gradually and are located in the nerve centre or brain (Aprita & Kurniah, 2021; Aryani & Ambara, 2021). This cognitive ability is essential in helping children solve all problems. Children's abilities in the cognitive field must be fulfilled and developed, one of which is science. The essential competencies that children must have in science are recognizing various simple concepts related to everyday life (Hasibuan & Suryana, 2021; Sharon & Baram-Tsabari, 2020). Children are trained to recognize various things, phenomena, objects, and events using their five senses. The more the inner senses are involved in learning, the more children understand what they are learning and gain new knowledge from sensing various objects around them (Lövdén et al., 2020; Widayati et al., 2021). In addition, during this period, children are also trained to have scientific abilities.

Scientific ability is the ability to study and master the natural environment around us, which is obtained through knowing, observing, and conducting experiments. Scientific ability is obtained through knowing, observing, and conducting experiments (Dewi et al., 2019; Lövdén et al., 2020; Luo et al., 2020; Widayati et al., 2021). Science is related to finding out about the universe systematically and is not just a collection of knowledge in the form of facts, concepts, and principles but also a process of discovery, which emphasizes direct experience (Mustika & Nurwidaningsih, 2018; Tabiin, 2020). Scientific ability in children is essential because it provides a basis for their understanding of the world. Playing activities while learning through observation, experimentation, and exploration encourages curiosity and helps children understand the basic concepts of science, technology, and the environment (Watini, 2019; Zahro et al., 2019). Scientific skills support social and emotional development as children learn to collaborate and communicate as they work in groups. Children who have scientific skills will be better prepared to face future challenges. However, the current problem is that many children still have difficulty learning science. Previous research findings also revealed that many children still have difficulty understanding science concepts (Olua, 2022; Wati & Jayanti, 2022). Other studies also reveal the importance of innovative learning models that can stimulate science skills in early childhood (Dewi Setiawati & Ekayanti, 2021; Wijaya & Dewi, 2021). Based on initial observations conducted at Hasanah Lolo Kecil Kindergarten, Bukit Kerman District, several problems were also found. During the science learning process in class B, it was seen that many children were still confused about distinguishing parts of trees and leaf shapes, and many children still did not understand the shape and function of science elements. This is because insufficient educational resources or media help children learn about the natural environment. This significantly impacts the challenges children face when trying to acquire science skills, especially the ability to observe and experiment.

Therefore, for optimal scientific development of children, they must have direct opportunities to observe their learning (Adawiyah & Mulyana, 2020; Nugroho et al., 2019). One solution offered is implementing an innovative learning model that supports science learning for early childhood. An exciting science learning design through educational tourism activities based on local wisdom can also be used to improve scientific abilities in children. This is by the regulations of the Minister of Education and Culture, which explain that teachers in learning are expected to be able to link the topics presented with local potential or local wisdom (Suryana & Hijriani, 2022; Susanti et al., 2021). The educational tourism model based on local wisdom for early childhood is an approach that integrates learning with direct experience in the surrounding environment, emphasizing local cultural values and traditions (Kusumaningtyas & Supriyanto, 2022; Susanti et al., 2021). In this model, children are invited to get to know and understand local culture, art, and wisdom through activities such as agrotourism. This activity enriches their knowledge of the surrounding environment and develops a sense of love and appreciation for the environment (Fitriani & Santoso, 2021; Putri & Rahardjo, 2020). In addition, through direct interaction with the community, children learn about collaboration, tolerance, and empathy, which are essential skills in their social life. Previous research findings also revealed that innovative learning models can support and stimulate early childhood development (Wati & Jayanti, 2022; Wijaya & Dewi, 2021). Other studies also revealed that early childhood requires real experiences to improve children's understanding, especially in learning (Alifia et al., 2023; Nurqolbi et al., 2019). Based on this, it is concluded that innovative and creative learning models are fundamental to improving scientific abilities in early childhood.

However, there has been no study on the educational tourism model based on local wisdom for children's science learning. The advantage of the educational tourism model based on local wisdom that will be developed is that the local wisdom used is found in the children's environment in Lolo Gedang Village, which is known for its orange plantations. Agrotourism can have educational value if there are direct learning activities, such as introducing science to early childhood. This model aims to create a fun and meaningful learning experience to improve children's scientific abilities. Based on this, this study aims to develop a model of educational tourism based on local wisdom as a source of science learning for children in Lolo Gedang Village. Through the development of this model, it is hoped that teachers, farmers, or agrotourism managers will have direction in implementing educational tourism, especially as a source of science learning for children by utilizing local wisdom in the area.

2. METHOD

This research design uses research and development (R&D). Educational research and development is a process to develop and validate a product. This research and development method uses the ADDIE model, which consists of five stages: Analysis, Design, Development, Implementation, and Evaluation (Branch, 2010). At the analysis stage, problems that occur in the field are analysed. At the design stage, an educational tourism model based on local wisdom is designed based on the results of children's needs. At the development stage, an educational tourism model based on local wisdom is developed based on a previously developed design. At the implementation stage, experts conduct a validity test of the educational tourism model based on local wisdom. The evaluation stage is carried out at each stage, and the effectiveness of the educational tourism model based on local wisdom is tested based on the science skills of early childhood.

The subjects in this study were two experts (material experts and media experts). The trial subjects were 12 students aged 5-6 years. This study carried out nonprobability sampling, namely saturation or total sampling. Saturation sampling is a technique used if all sample members are sampled. This is done if the population is relatively small, less than 30 (Hennink & Kaiser, 2022). The methods used to collect data are interviews, open questionnaires, and observations. The interview method is used to collect data on problems faced by teachers and students in the classroom. The questionnaire method is used to collect the results of the validity test of the local wisdom-based educational tourism model from experts. The validation method is carried out with the help of experts on the research topic, including material experts and media experts, also called validators. This validator will assess and provide input regarding the advantages and disadvantages of the product developed in this study. The results of this assessment will be used as a basis for product improvement. Design revisions are made after receiving assessments from experts. All input, criticism, suggestions, and recommendations from experts are recorded and used to improve the design of the product being developed. After implementing the local wisdom-based educational tourism model, the observation method collects data on children's abilities. The instrument used to collect data was a questionnaire. The questionnaire used in this study was a closed questionnaire compiled using a Likert scale. The questionnaire comprised two questionnaires with different aspects and indicators according to the target subjects. The questionnaire targets were learning material content experts and learning media experts. The outline of the questionnaire instrument used in this educational tourism model development research can be seen in Table 1.

Table 1. Questionnaire Grid

Expert	Assessment Aspect
Material	Learning syntax
	Material accuracy
	Linguistic proficiency
	Support System
Media	Color
	Illustration
	Layout

Twelve children participated in a trial to determine the effectiveness of the educational tourism model. This study is included in the type of Pre-Experimental Design research, namely experimental research with a One Group Pretest-Posttest design because in this design, the researcher conducted two measurements, namely before being given treatment (pre-test) and after being given treatment (post-test) to determine the effect of the treatment. That way, the treatment results can be known more

accurately because they can be compared with the conditions before treatment. This study aims to directly observe how the educational tourism model affects children's science abilities. The instrument used in this study was an observation sheet. The observation sheet contains a list of behaviours that may appear and will be observed Table 2.

Table 2. Science ability instruments for children aged 5-6 years

Indicator	Item
Observation	Children are capable of identifying part of an orange tree
	Children can recognize the taste of orange fruit
	Children can observe the color of the orange fruit
Doing experiments	Children can pick orange fruit
	Children can peel the skin of orange fruit
	Children are able to plant orange seeds
Grouping	Children can group small and large orange fruit
	Children can group low and tall orange plants
Communicate	Children can share their field trip experiences to people around him, both friends and family the teacher
	Children are able to reach conclusions from his observations.

The techniques used to analyze the data are qualitative, quantitative, and inferential statistical descriptive analysis. Qualitative descriptive analysis is used to manage data in the form of input provided by experts regarding the local wisdom-based educational tourism model. Quantitative descriptive analysis is used to manage data in the form of expert scores regarding the local wisdom-based educational tourism model. Inferential statistical analysis is used to test the effectiveness of the local wisdom-based educational tourism model in improving the science skills of early childhood. Data analysis is carried out to test the formulated hypothesis. The hypothesis test used is the t-test. To conduct a t-test, the population must be normally distributed. The impact of the educational tourism model on the science skills of children aged five to six years will be examined in this study. The formula for determining the impact of the educational tourism model on the science skills of early childhood can be determined by calculating the effect size. The extent of the impact of a variable on another variable, as well as the magnitude of the difference or association that is not affected by the size of the sample, is measured as the influence size. Cohen's formula is used to determine the effect size in the Wilcoxon match pair test.

3. RESULT AND DISCUSSION

Result

This study uses the ADDIE model to develop a local wisdom-based educational tourism model as a source of children's science learning in Lolo Gedang Village. The results of each stage are as follows. **First, analysis**. The results of the analysis are that the potential initial problem is the need for more teachers to apply science learning to children, resulting in less developed children's science skills. Based on the problems raised in the first stage, data was collected on what could be used to overcome the problems faced by the research subjects. Research data were collected using open questionnaires and FGDs aimed at several PAUD teachers spread across the Bukit Kerman Kerinci District. Interviews were conducted with Orange Farmers and several residents who have plantations. The data collected can be used as a reference for planning products to overcome these problems. The results of the open questionnaire distributed to 15 teachers are as follows: first, science learning carried out by teachers is mainly still carried out in the classroom but rarely utilizes the surrounding natural environment. Second, some teachers' understanding of science introduction activities for early childhood is still limited to the scope of life science and social perspective science. Third, the learning models and methods applied are still limited to demonstrations. For the field trip method, experiments are still rarely conducted. The availability of learning aids for science education is still mainly limited to traditional sources such as teachers and textbooks. The surrounding environment and technological advances must be utilized more often.

The results of the FGD conducted with PAUD teachers obtained the following results. First, teachers are less than optimal in science learning because of the many expectations of parents towards teachers, such as prioritizing teaching reading, writing, and arithmetic as preparation for entering elementary school. Second, implementing field visits to community gardens, such as orange gardens, potato gardens, and local vegetable gardens around the school, is rarely done. Third, teachers need a

science learning guide with a tourism model in the surrounding environment. Based on the results of interviews conducted with several local farmers regarding educational tours in agricultural and plantation areas, the following results were obtained. First, only one farmer provides orange garden tours in Bukit Kerman. However, the orange garden educational tour program the farmer provides is limited to picking oranges and weighing oranges. There are no other residents' plantation products available for the tour program. Second, there are no guides for tourists or schools who want to go on a tour. There are still few people who are interested in the educational tour packages provided because the facilities provided are almost the same as non-educational agrotourism. Based on the description of the three data collection techniques above, it can be concluded that the field needs to be related to developing educational tourism models as children's science materials are as follows. First, teachers need guidance in carrying out science learning activities through field trip methods in the surrounding environment equipped with science-related materials for early childhood. This is because some teachers still need references for science materials for children. Second, science learning is rarely carried out because of the many demands placed on teachers regarding children's learning, such as prioritizing reading, writing, and arithmetic. Third, farmers who provide educational agrotourism do not yet have guides for tourists, so educational tour packages are less in demand. Fourth, Kerinci's natural wealth can be utilized as a potential for educational tourism for children's learning, such as orange plantations, tea plantations, lakes, and local agricultural products such as potatoes, vegetables, etc.

Second, design. The design of the local wisdom-based educational tourism model must at least have components related to syntax (steps), social systems, support systems, and teacher responsiveness (Trianto, 2023). The design for developing a local wisdom-based educational tourism model consists of the following components: (1) Students, (2) Learning Objectives, (3) social systems, (4) support systems, (5) steps of educational tourism activities, (6) Activity Evaluation. An overview of the educational tourism model product is presented in Figure 2.

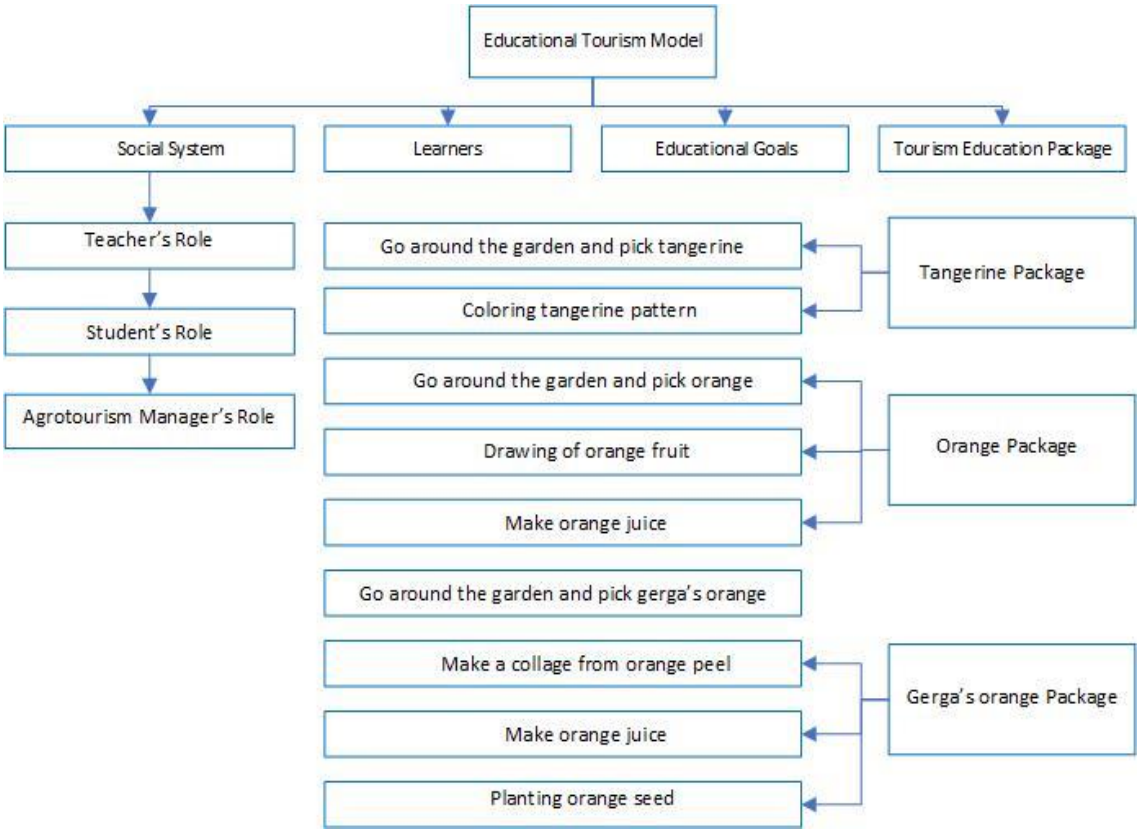

Figure 2. Educational Tourism Model

This educational tour model is aimed at early childhood students aged 0-6 years who are touring the Orange Garden accompanied by teachers or parents. This educational tour aims to stimulate children's abilities, including grouping objects by size, sorting objects by size and colour, distinguishing the level of ripeness of oranges by seeing whether the fruit is poisoned or not, counting the number of oranges, mentioning the benefits of oranges, mention the parts of the orange tree, mention the taste of oranges,

recall past experiences and represent objects in the form of pictures or writing. In the implementation of this educational tour model, three educational tour packages as a source of science learning can be chosen by the teacher implementing this educational tour, namely: Tangerine Package, Sweet Orange Package, and Orange Gerga Package.

In this educational tourism implementation model, there is a social system between each subject involved, namely teachers, students, and the role of the agrotourism garden manager. Each of these roles is described as follows. First, the role of the teacher as a facilitator. The teacher makes it easy for children to carry out learning. As a communicator, the teacher communicates with children and the agrotourism manager to ensure the smooth running of this educational tour. As a mentor, the teacher accompanies and helps children overcome difficulties while implementing educational tourism activities. As a model, the teacher provides an excellent example to students during educational tourism activities. As a Manager, the teacher leads children's tourism activities in agrotourism. As an evaluator, I carry out assessments on children according to the learning objectives to be achieved. As a Cognitive Agent, the teacher channels knowledge related to oranges to children. Second, the role of students is to comply with every rule that has been made and agreed upon before the educational tourism activity. They listened to directions from teachers and agrotourism managers before implementation and carried out and completed the steps of activities in each selected model. Third, the role of the agrotourism manager is to provide direction and information to tourists regarding the educational tourism activities that will be carried out. They facilitate various safe and adequate equipment for implementing each activity model chosen by visitors and ensure the cleanliness and safety of tourists who visit to carry out educational tourism activities.

Third, development. After the design stage of the educational tourism model design is carried out, a product is produced in the form of an educational tourism model whose presentation is included in the form of a guidebook to make it easier for teachers to understand this model. The contents of the guidebook include the cover, foreword, introduction, contents, conclusions, and appendices. An example of a storyboard for the designed model guide is presented in Figure 3.

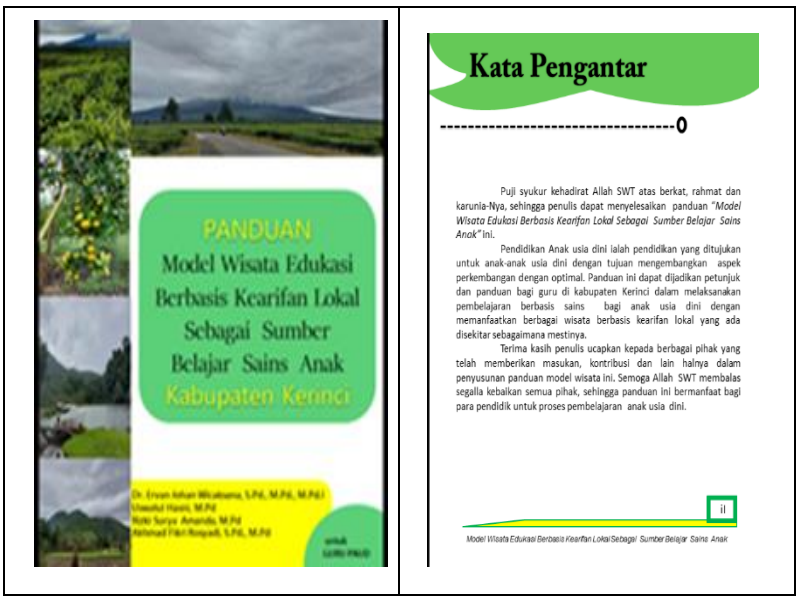

Figure 3. Model Guide Storyboard

Fourth, implementation. The research product was validated by material and media experts who understand the field of research variables. Expert validation was carried out on PAUD Postgraduate lecturers at Jambi University who have master's qualifications and have expertise in the field of science and learning media, as evidenced by the results of their research and teaching experience. The results of product validation by experts can be described in Table 5 and Table 6.

Table 1. Results of Product Material Validation by Experts

No	Assessment Aspect	Number of items	X	x̄	Mi	SDi	Assessment criteria
1.	Material accuracy	4	15	15	10	3,3	Very Feasible
2.	Linguistic proficiency	4	15	15	10	3,3	Very Feasible

No	Assessment Aspect	Number of items	X	x̄	Mi	SDi	Assessment criteria
3.	Learning Syntax	2	8	8	6	0,6	Very Feasible
4.	Support System	4	14	14	10	2	Very Feasible
	Total	**14**	**52**	**52**	**36**	**9,2**	**Very Feasible**

Table 2. Results of Product Media Validation by Experts

No	Assessment Aspect	Number of items	X	x̄	Mi	SDi	Assessment criteria
1	Illustration	6	21	21	15	3	Very Feasible
2	Layout	3	10	10	8	1,3	Very Feasible
3	Colour	3	11	11	8	1,3	Very Feasible
	Total	**12**	**42**	**42**	**31**	**5,6**	**Very Feasible**

Based on the recapitulation figures from the learning material experts, the development product gets a score of 52 from the validator and will be converted as follows. Based on the conversion calculation, overall, the development of the material has very appropriate criteria. Based on the recapitulation figures from the learning media experts, the development product gets a score of 42 from the validator and will be converted as follows. Based on the conversion calculation, overall, the development media has very appropriate criteria. **Fifth, evaluation.** After going through the feasibility test, the next stage is to evaluate its effectiveness. The purpose of this operational trial is to see whether the use of the educational tour model will affect children's science abilities. The purpose of the observation is to compare students' abilities before and after using the educational tour model. Twelve kindergarten students were observed using observation sheets, producing research data results. Before using the educational tour model, pre-test data were collected, and after using the educational tour model, post-test data were collected. The mean, standard deviation, and variance for the pre-test and post-test results are presented in Table 7.

Table 3. Descriptives Statistics

	N	mean	Std. Deviation	Variance
Pretest	12	29,08	2,35	5,54
Postest	12	34,33	2,27	5,15

Before the t test, a normality test and homogeneity test were carried out. Normality test using the Lilieforts test on pre-test and post-test data. The results of a normality test show whether or not the data is distributed normally. At the confidence level (α) = 0,05, the Lcount and Ltable values were obtained from this test. If the data is normally distributed, $L_{count} < L_{table}$. The results of the normality test for the pre test data L_{count} = 0,1965 < L table 0.242 while for the post tets data obtained Lcount as 0.1433 which <L_{table} 0.242. So it can be concluded that both groups of data are normally distributed. Statistical tests used to carry out homogeneity of variance tests is the F test. The decision-making criterion: $F_{count} < F_{table}$, meaning that the data obtained has a homogeneous variance. Fcount 1.07 < F_{table} 3,98. It can conclude that both groups of data have homogeneous variance. From the normality test and homogeneity test it turns out that both sample classes come from populations that are normally distributed and have a homogeneous variance. Thus, to test the hypothesis used t-test. A paired-samples t-test is used in this study to investigate its hypotheses. If the Tcount > Ttable then Ho is rejected and Ha accepted. With db = N – 1= 12 – 1 = 11 and a significance level of 5%, the limit number rejection of the null hypothesis in ttable is 1.7959, while the value of Tcount which obtained is 6.02427, it turns out Tcount > Ttable, this means, there is the influence of educational tourism model learning on science abilities in children aged 5-6 years at Hasanah Lolo Kecil Kindergarten, Bukit Kerman District.

Discussion

The results of the data analysis show that the educational tourism model as a source of science learning for children is suitable for use in learning because the following factors cause it. First, the educational tourism model based on local wisdom is suitable for learning because it can make it easier for children to learn science. Educational tourism is a teaching method that invites children to a particular place outside of school to learn something related to the learning topic (Adawiyah & Mulyana, 2020; Mijil Purwana & Yanurtuti, 2020; Nugroho et al., 2019). The educational tourism model based on local wisdom as a source of science learning is very effective in learning because it integrates direct experience with

science concepts. In this model, children learn from books and can see, feel, and interact with their surroundings (Suryana & Hijriani, 2022; Susanti et al., 2021). Activities like visiting orange groves allow students to observe natural phenomena, understand scientific processes, and interact with field experts. In addition, this fun and interactive atmosphere encourages curiosity and motivation to learn so that students can absorb and remember the material more easily (Fitriani & Santoso, 2021; Putri & Rahardjo, 2020). Thus, educational tourism enriches science knowledge and develops children's observation and critical thinking skills. Second, the local wisdom-based educational tourism model is suitable for use in learning because it adds to the direct learning experience. This educational tourism model allows children to gain direct experience and participate in several activities to develop their skills (Suryana & Hijriani, 2022; Susanti et al., 2021). In addition, children can easily find the truth in the evidence of learning theories or practice theories. This certainly enriches and broadens experiences, gaining knowledge and information through integrated and integrated experiences (Kusumaningtyas & Supriyanto, 2022; Susanti et al., 2021). The educational tourism model as a source of science learning has many significant benefits in the learning process. By taking children out of the classroom and into a natural environment, this model creates an interactive and enjoyable learning experience. This is very important in science learning because many scientific concepts are easier to understand through direct observation and practice (Ayu et al., 2021; Sativa & Eliza, 2023; Wati & Jayanti, 2022). Children can see natural phenomena firsthand When they visit places like orange groves. For example, when children see different types of plants in an orange grove, they learn about plant classification and ecosystems, photosynthesis, and the critical role of plants in the environment. This experience provides a natural context for the material learned in class so students can relate theory to practice (Amantika & Aziz, 2022; Maya, 2021).

Third, the local wisdom-based educational tourism model is suitable for use in learning because it increases children's enthusiasm for learning. Educational tourism also provides opportunities for students to interact. In this activity, children can ask questions directly, discuss, and listen to explanations from experienced people or local farmers (Fitriani & Santoso, 2021; Putri & Rahardjo, 2020). This kind of interaction deepens understanding and inspires them to learn. The social aspect of educational tourism is also important. Students learn to work together, communicate, and share knowledge with classmates. Group activities during this tour can improve social skills and teamwork, which are essential to 21st-century learning. Learning experiences outside the classroom can increase students' motivation and interest in science (Hasibuan & Suryana, 2021; Indahwati & AR, 2021). Children involved in exciting and fun activities are more likely to be actively involved in learning. This can encourage their natural curiosity, increasing their desire to explore and learn more about the world around them. Previous research findings also revealed that the educational tourism model can increase students' enthusiasm for learning (Kusumaningtyas & Supriyanto, 2022; Susanti et al., 2021). It can be concluded that the local wisdom-based educational tourism model is suitable for use in learning because it positively impacts children. The limitation of this study is that this study only examines the application of the local wisdom-based educational tourism model to children's science abilities. Other researchers have studied other aspects, such as communication and collaboration skills. This study implies that the local wisdom-based educational tourism model can help early childhood learn science so that it can improve children's science abilities. Thus, the educational tourism model functions as a learning resource and a means to develop skills, increase motivation, and build a deeper understanding of science concepts. This makes educational tourism a valuable learning method and is worthy of being applied in children's science education.

4. CONCLUSION

The development of the tourism model based on validation from material and media experts has yielded very good results. Based on both tests, the product is said to be suitable for use by the wider community and can be implemented. Based on the hypothesis test results, it was found that educational tourism model learning influenced science skills in children aged 5-6 years at Hasanah Kindergarten, Bukit Kerman District. It was concluded that learning an educational tourism model based on local wisdom can improve science skills in early childhood.

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