


Needs Analysis on English Language Use in Tour Guiding

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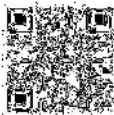
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ABSTRACT

Penelitian ini bertujuan untuk mengidentifikasi kebutuhan Bahasa Inggris dalam kegiatan pemanduan di Desa Wisata Bedono, Kabupaten Demak. Penelitian ini menggunakan metode deskriptif kuantitatif dengan responden yaitu anggota kelompok sadar wisata Desa wisata Bedono. Hasil penelitian menunjukkan bahwa anggota Pokdarwis memiliki kesadaran tinggi terhadap pentingnya kemampuan Bahasa Inggris, khususnya dalam konteks komunikasi langsung dengan wisatawan asing. Keterampilan berbicara menjadi fokus utama yang dibutuhkan, disertai materi pelatihan yang kontekstual dan relevan dengan kondisi lokal seperti kosakata pariwisata, budaya daerah, dan informasi terkait pariwisata. Meskipun sebagian anggota telah memiliki pengalaman berbahasa Inggris dan mengikuti pelatihan, penggunaan Bahasa Inggris belum merata dan belum menjadi kebiasaan. Hambatan utama yang dihadapi meliputi keterbatasan kosakata dan minimnya kesempatan praktik. Oleh karena itu, metode pelatihan yang bersifat praktik langsung seperti roleplay dan simulasi dianggap paling sesuai. Hasil penelitian juga menunjukkan adanya harapan akan dukungan baik dari pemerintah maupun lembaga terkait, demi keberlanjutan program. Berdasarkan hasil penelitian tersebut, direkomendasikan untuk menyusun pelatihan berbasis kebutuhan lokal, desain pembelajaran yang interaktif dan aplikatif, serta kolaborasi lintas sektor untuk meningkatkan profesionalitas anggota Pokdarwis dalam pelayanan wisata berbasis Bahasa Inggris.

This study aims to identify the need for English in guiding activities in Bedono Tourism Village, Demak Regency. This study used a quantitative descriptive method with respondents who are members of the Bedono community-based tourism group. The results of the study indicate that members of community-based tourism group have a high awareness of the importance of English skills, especially in the context of direct communication with foreign tourists. Speaking skills are the main focus needed, accompanied by training materials that are contextual and relevant to local conditions, such as tourism vocabulary, local culture, and tourism-related information. Although some members have experience in English and have participated in training, the use of English is not evenly distributed and has not become a habit. The main obstacles faced include limited vocabulary and minimal opportunities for practice. Therefore, training methods that are direct practice, such as roleplay and simulation, are considered the most appropriate. The results of the study also show that there is hope for support from both the government and related institutions for the sustainability of the program. Based on the results of the study, it is recommended to develop training based on local needs, interactive and applicable learning designs, and cross-sector collaboration to improve the professionalism of members of community-based tourism groups.



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INTRODUCTION

Tourism has become one of the strategic sectors in local economic development, especially in areas that have natural and cultural wealth. One approach that is now widely developed is community-based tourism, which places local communities as the main actors in planning, management, and tourism services and allows local communities to obtain economic benefits through the utilization of culture, daily life, and natural resources as tourist attractions (Prasetyanto et al., 2023). This approach not only aims to improve the economic welfare of the community (Maharani et al., 2022) but also encourages the preservation of the environment (Iman Pribadi et al., 2021) and local culture (Pratiwi et al., 2022) through the active involvement of citizens in all tourism activities. In this context, the existence of community-based tourism groups is an important component that bridges the gap between local potential and tourist needs. A community-based tourism group is an element of the local community that plays an active role and contributes significantly to developing and managing tourism potential in its area (Salsabila & Puspitasari, 2023). They not only carry out administrative roles but are also directly involved in operational activities, including tour guiding, welcoming guests, and providing destination information.

In the era of globalization and the increasing number of foreign tourists visiting tourist villages, cross-cultural communication skills, especially English mastery, have become an urgent need for the members of community-based tourism groups. Bedono Village, located in Demak Regency, is one of the coastal villages that is developing its tourism potential, especially ecotourism and environmental Education. With the presence of mangrove forests, religion-related tourism, and the potential for climate change mitigation Education, this village has an attraction for domestic and foreign tourists (Sulistiyowati et al., 2023); Bedono community-based tourism group plays a central role in facilitating these tourism experiences. However, many members of the community-based tourism group have diverse educational backgrounds and have not received structured English language training, becoming a barrier to providing optimal service, especially when dealing with foreign tourists who require explanations in English.

In the context of English for Specific Purposes (ESP), English language training provided to community-based tourism groups should be tailored to the real needs in the field because ESP emphasizes the use of specific terms, forms of communication, and practices according to the needs in a particular field (Suri, 2024). English used in tour guiding includes not only basic speaking and understanding skills but also mastery of tourism vocabulary, typical expressions of guiding, and understanding of local culture so that the information conveyed does not lose meaning. Therefore, a comprehensive needs analysis is needed to design an English language training program that is contextual, applicable, and in line with the work realities of the members of the community-based tourism group.

Some previous studies related to the analysis of English language needs in the context of tourism include research (Araminta & Halimi, 2020) which found that high school students in Kepulauan Seribu need English language materials relevant to tour guiding and have strong learning motivation, both integrative and instrumental. Meanwhile, (Malini et al., 2022) showed that hotel and restaurant employees in Nusa Lembongan prioritize speaking and listening skills in daily interactions with foreign tourists. Another research by (Oktavinanda et al., 2022) highlights the need for tour guides in Simeulue for speaking skills with a local context-based learning approach. In the realm of higher Education, research (Kusumastiti & Palupiningsih, 2021) noted that tourism students most often use reading skills, followed by listening and writing in professional contexts. It was found that the tourism workforce in Saudi Arabia requires mastery of oral communication to explain destinations and understand tourist requests (AbdulRaheem Al-Malki et al., 2022). In general, these studies emphasize the importance of needs analysis in designing English language training that is appropriate to the tasks and work environment of tourism actors.

Although previous studies have examined the English language needs analysis in tourism contexts, most have not touched specifically on the needs of members of community-based tourism groups as key actors in community-based tourism development. Local contexts, such as in Bedono Village, Demak Regency, have different social and cultural characteristics and communication challenges from other tourist areas. Therefore, research is needed that specifically analyzes the English language needs of the members of the community-based tourism group so that the training designed is

truly contextual, applicable, and relevant to their role in providing services to tourists, especially foreign tourists.

This study aims to identify the needs, challenges, and preferences of the members of the community-based tourism group in Bedono Village for English language training that is relevant to their duties as tour guides. Thus, the results of this study are expected to make a practical contribution to the planning of needs-based English language training, as well as a reference for local governments, training institutions, and academics in supporting the development of tourism human resources at the local level. Through a descriptive quantitative approach using a questionnaire instrument, this research presented a real picture of the gap between the skills possessed and the expected needs. The results of this needs analysis are not only important in improving the quality of tourism services in Bedono Tourism Village but also play a role in strengthening the competitiveness of community-based tourism destinations in the midst of increasingly fierce global competition.

METHOD

This study used a descriptive quantitative approach to analyze the needs, challenges, and preferences of members of the Bedono community-based tourism group in Bedono Village towards English language training in the context of tour guiding. The research location was Bedono Village, Sayung Sub-district, Demak Regency, Central Java. This research was conducted in May 2025.

The population of this study is all members of the community-based tourism group of Bedono Village, who are also the research subjects, namely 11 active members of the community-based tourism group who are directly involved in tourism service activities, especially in terms of guiding and interacting with tourists. Because the number of members is relatively limited, this study did not use sampling techniques but rather included the entire population as respondents. The age of the respondents ranged from 17-46 years old, with five male respondents and six female respondents. The respondents have been active members of a community-based tourism group for between 2-7 years.

The research instrument was a closed questionnaire with 15 statement items using a 5-point Likert scale, ranging from 1 (strongly disagree) to 5 (strongly agree) in the form of structured questions used in surveys, where the researchers did not manipulate the conditions of the study (Syahrizal & Jailani, 2023). The statements in the questionnaire were designed to measure the frequency of English language use, perceptions of English language difficulties, training experience, and expectations and preferences for relevant training materials and methods.

Data was collected by distributing questionnaires directly to respondents at the community-based tourism group activity location. There were 15 statement items in the questionnaire coded Q1-Q15. The statements can be seen in Table 1.

Table 1. Questionnaire Statement

Code	Statements
Q1	I often guide tours that require the use of English.
Q2	I often interact with foreign tourists during guiding activities.
Q3	I need English skills in various situations when guiding tours.
Q4	I find it difficult to use English when guiding tours.
Q5	I have attended English training before.
Q6	The English language training I have attended has been a positive and rewarding experience.
Q7	English training materials that focus on tourism vocabulary are essential for my needs.
Q8	English training materials that focus on speaking and direct communication skills are needed.
Q9	English mastery is crucial to the success of a community-based tourism group in serving foreign tourists.
Q10	I faced challenges in using English vocabulary when serving foreign tourists.
Q11	Previous English language training in our village has not fully met the needs of a community-based tourism group.
Q12	Topics such as local culture and tourism information should be included in English training.
Q13	Training methods such as roleplay are very effective in improving our English skills.
Q14	Training methods such as simulation and hands-on practice are very helpful in learning English for tour guides.

Q15 Continued support from the government or related institutions is needed so that English language training can run continuously.

Before filling out the questionnaires, the researchers gave a brief explanation of the purpose of the research and how to fill out the questionnaires to ensure respondents' understanding. Once the data was collected, it was analyzed quantitatively descriptively by calculating the average score of each statement. The results of the analysis were used as a basis for developing recommendations for a contextualized English language training program that meets the real needs of the members of the community-based tourism groups in supporting their role as tour guides at the local level.

RESULTS AND DISCUSSION

To obtain an overview of the tendency of respondents' answers, the average value (mean) for each statement was calculated. The results of this calculation are visualized in Figure 1.

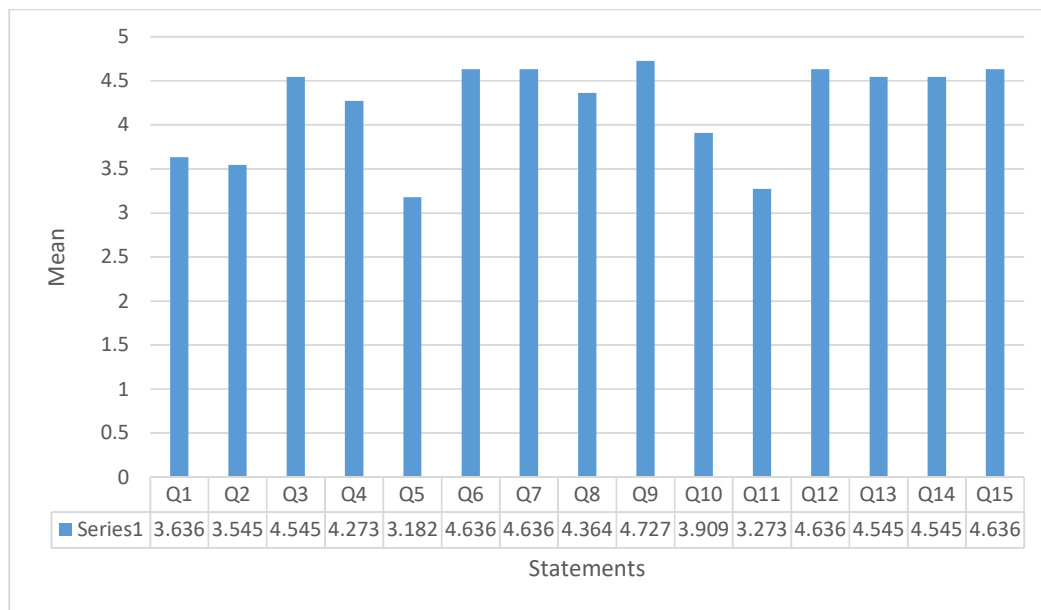


Figure 1. Average Distribution of Respondents' Answers to 15 Statements (Q1-Q15)

The graph shows the respondents' level of agreement with each statement. The highest scores are seen in statements related to the need for English language skills in various situations when guiding tours (Q3), previous training experience (Q6), training materials that focus on tourism vocabulary (Q7), the importance of mastering English for success in serving foreign tourists (Q9), the need for topics such as local culture and tourism information in English language training (Q12), the effectiveness of roleplay (Q13) and simulation and hands-on practice (Q14), and the expectation of sustainable support from related parties for English language training (Q15). In contrast, the lowest scores appeared on statements related to previous training experience, indicating that English language training has not been undertaken by the majority of respondents (Q5) and has not fully met their needs (Q11).

The aspect of frequency of English use by Community-based tourism group members was investigated through Q1 and Q2. Both statements obtained average scores of around 3.6 and 3.5 on a Likert scale of 1-5, indicating that the experience of using English in the context of guiding is present but uneven and not intensive. Statement Q1 reflects that some members of the community-based tourism group have undertaken guiding activities that involve interaction with foreign tourists. Meanwhile, statement Q2 shows that these interactions are direct but not yet part of the routine activities for most respondents, providing an understanding that while exposure to foreign tourists exists, the practice of using English has not become a deep-rooted habit that could be due to several factors, such as the inconsistency of foreign tourists visiting the location, a lack of confidence in using English, or limited vocabulary and language structures. In the context of training planning, this finding suggests a foundation of experience that could be a starting point for development. The members of the community-

based tourism group of Bedono Tourism Village are not complete beginners in the use of English but require strengthening and sustainability so that the use of this foreign language becomes an integral part of professional tour guiding activities.

The needs aspect includes six key statements, namely Q3, Q7, Q8, Q9, Q12, and Q15. The survey results show that the members of the community-based tourism group have a high awareness of the importance of mastering English in carrying out tour guiding tasks. Statement Q3, with a score of 4.55, reflects that respondents feel the need for English language skills in various situations during guiding, indicating that English is considered an important communication tool that must be mastered in interactions with foreign tourists.

Furthermore, Q7 and Q9, with scores of 4.64 and 4.73, respectively, revealed a need for training materials that focus on tourism vocabulary and improved speaking or direct communication skills, indicating a strong need for functional and practical learning, not just grammatical training. Training recommendations should avoid the type of training that emphasizes grammar and sentence structure theoretically, without much hands-on practice that is relevant to the context of tour guiding, as the primary need of the members of the community-based tourism group is hands-on communication skills and practical use of tourism vocabulary. Through the findings on statement Q12, with a very high score of 4.64, respondents place great importance on the integration of local culture topics and tourist destination information in English training materials. This emphasis indicates that trainees expect a learning process that not only teaches general English but also presents local contexts that suit their needs as local tour guides.

Based on this finding, overly generalized and decontextualized training should be avoided. Training that only focuses on basic grammar, generic conversation, or the use of materials from standard textbooks that are irrelevant to the realities of the field will risk not having the maximum impact on participants because such approaches tend to lack applicability, do not directly support guiding tasks, and are difficult to transfer into real situations at tourist sites. The weakness of such training lies in the alienation of the material from the field practices faced by the members of the community-based tourism group. When training does not include elements of local culture, village history, narratives of tourist attractions, and scenarios of interaction with foreign tourists in the local environment, the training loses relevance and potentially demotivates participants.

Statement Q8 received a high mean score of 4.36, indicating that respondents consistently rated speaking and oral communication skills as a very crucial aspect of English language training for tour guides. This high score confirms that speaking skills are the most pressing need perceived by the members of the community-based tourism group in carrying out their duties in the field. In the context of tour guiding, the ability to speak and communicate orally directly determines the success of interactions with foreign tourists. A guide not only conveys information but must also be able to answer spontaneous questions, establish a familiar atmosphere, explain local culture clearly, and handle a variety of direct communication situations. Without the mastery of these oral skills, the guiding process will be stiff, uninteresting, or even confusing for tourists.

This high demand also indicates a shortcoming in previous trainings that may have focused too much on theoretical aspects, such as grammar and passive vocabulary, without giving enough space for speaking practice. Thus, future English training is expected to include more aspects of direct speaking practice and avoid passive training.

The findings also confirm that an ideal training program should place speaking and oral communication skills as the main focus. Training needs to be practical, activity-based, and oriented towards increasing confidence and fluency in English so that the members of the community-based tourism group can provide professional and communicative services to foreign tourists.

Furthermore, statement Q15, which received a very high average score of 4.63, confirms that the sustainability of English language training for the members of the community-based tourism group is strongly influenced by external support, particularly from the government and related institutions. This score reflects respondents' collective awareness that capacity-building efforts in the language field cannot rely solely on internal initiatives, which may include funding, the provision of competent trainers, the development of a locally relevant curriculum, and the existence of policies and programs that support sustainable training. Without such support, training runs the risk of becoming a one-time activity without sustainability, so the impact is not maximized, and it is difficult to create significant changes in the long run.

The limited resources of the community-based tourism group, both financially and institutionally, make collaboration with external parties an essential requirement for regular, structured, and continuous evaluation-based training. In addition, external support can also provide access to learning resources, technology, and professional networks that will strengthen the capacity of tour guides in facing global demands, especially in serving foreign tourists.

Previous training experience is represented by statements Q5, Q6 and Q11. Statement Q5, which received the lowest average score of 3.18, indicates that the majority of respondents do not have experience with formal English language training. This score falls in the moderate-to-low category, indicating limited access to structured training among the members of the community-based tourism group. Although it was previously identified that the need for English language acquisition is high, as evidenced by the high scores on other statements related to practical needs in tour guiding, the fact that formal training has not been attended reflects a significant gap between the need and availability of learning programs.

This finding also shows that most of the respondents' English skills are likely to have come from self-learning, field experience, or other informal sources that are not standardized. As a result, their competence is highly variable and uneven, both in terms of understanding language structure, vocabulary acquisition, and practical communication skills.

This gap may also reflect other challenges, such as limited training providers in the region, lack of information on learning opportunities, cost constraints, and low frequency of externally organized training programs. Thus, the low score on Q5 reinforces the urgency to design training programs that are more inclusive and affordable and reach out to community groups, such as the community-based tourism group, who are highly motivated to learn but lack sufficient opportunities.

For the small number of respondents who have attended training, statement Q6, with a score of 4.64, indicates that the experience was perceived as positive and useful, meaning that the training had a real impact, both in terms of knowledge and skills. However, statement Q11, with a score of 3.27, revealed that problems in using English were still felt, even by those who had participated in the training, indicating that the previous training may have been less intensive, less practical, or did not provide enough preparation to deal with real situations in the field. Therefore, future training programs should focus more on improving the sustainability and depth of material that is directly applicable in the context of tour guiding.

The challenge aspect is evident in two statements, Q4 and Q10. Statement Q4, with a score of 4.27, and statement Q10, with a score of 3.91, indicate that the members of the community-based tourism group experience difficulties when using English in guiding practices. These difficulties can include limited vocabulary, sentence structure, pronunciation, and nervousness or lack of confidence when speaking with foreign tourists, indicating that although there is an awareness of the importance of English, the actual ability of the respondents is still limited and requires strengthening.

Preference for training methods is shown in statements Q13 and Q14, each with an average score of 4.55. This score falls into the high category, indicating that methods such as roleplay and simulation or hands-on practice are highly preferred as they are considered most relevant to the real needs in tour guiding activities.

In the context of statement Q13, the roleplay method is seen as a very effective way because it allows participants to bring to life a real guiding situation, for example, by simulating a dialogue between a guide and foreign tourists. In addition, role play is also proven to improve speaking skills (Ahmada & Munawaroh, 2022) and can also provide authentic situations that make trainees more comfortable and avoid feelings of anxiety (Goram & Subekti, 2022). Through this method, participants not only learn sentence structure or vocabulary but also learn how to convey information spontaneously, respond to questions, and adapt to the dynamics of live communication in English, providing a more realistic learning experience and increasing participants' confidence when they have to face similar situations in the field.

Meanwhile, in statement Q14, simulation methods, and hands-on practice were also considered very helpful, showing that English learning should not only focus on theoretical material or memorizing but needs to be designed so that participants can experience the language process directly in the context of guiding tasks, such as welcoming guests, explaining routes, introducing local culture, or providing

tourist recommendations. This practice-based learning is considered easier to understand, remember, and apply than passive approaches such as lectures or written exercises.

Both methods also create a more fun and collaborative learning environment where participants interact, give feedback, and learn from each other, which is particularly important in a community context such as a community-based tourism group, where social dynamics and group cooperation are inseparable from daily activities.

CONCLUSION

The results show that the members of the community-based tourism group have a high awareness of the importance of mastering English in tour guiding activities, especially to interact with foreign tourists practically and functionally, with an emphasis on speaking skills. They require training materials that are contextual and relevant to local conditions, such as tourism vocabulary, local culture, and tourism-related information. Although some members have experience using English and a few have attended training, the use of English is uneven and not yet a habit, indicating the need for more extensive and intensive training. Challenges such as limited vocabulary and lack of practice are the main obstacles, so practice-based training methods such as roleplay and hands-on simulations are considered the most effective. The members of the community-based tourism group in Bedono Tourism Village also expect the sustainability of the training, which relies heavily on support from the government and related institutions, so that the members of the community-based tourism group can improve their capacity in professional tour guiding.

Based on these findings, several strategic follow-up steps are recommended. First, an English language training program should be developed based on the specific needs of the community-based tourism group, with a focus on speaking skills and local tourism vocabulary. Second, the training should be designed contextually and interactively, using methods such as roleplay, simulation, and field practice. Third, cooperation between the community-based tourism group, local government, training institutions, and universities is recommended to ensure quality materials and competent facilitators. Fourth, training programs need to be held regularly and sustainably, accompanied by evaluation and mentoring, so that the learning outcomes can be implemented in real terms. Finally, policy and budget support from the government is essential to ensure program sustainability and improve the professionalism of the members of the community-based tourism group in English-based tour guiding services.

This study has several limitations, including a scope limited to certain areas, a limited number of respondents, and the use of quantitative methods without interviews. For future research, it is recommended to expand the scope of the area, increase the number of respondents, and use mixed methods with interviews and surveys to obtain more comprehensive and applicable data.

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