

## DIGILANG: ENHANCING ENGLISH PROFICIENCY IN COMMUNITY-BASED TOURISM THROUGH TAILORED E- LEARNING

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**Abstract:** This study introduces DigiLang, a tailored e-learning platform designed to enhance English proficiency specifically for members of community-based tourism in Bogor Regency who lack sufficient English exposure for their daily activities in the tourism sector. Employing a Research and Development model and following the ADDIE approach, the study engaged 30 villagers randomly selected from three community-based tourism sites in Bogor Regency, West Java, Indonesia. Throughout the study, participants actively utilized DigiLang for English for Tourism language learning in 10 weeks. This data were collected using literature reviews, FGDs, interviews, surveys, and expert judgment and then analyzed to assess DigiLang's effectiveness and suitability in improving the English proficiency of community-based tourism members. Through a thorough needs assessment, DigiLang successfully delivered a range of tailored resources, including personalized content, interactive modules, and practical exercises designed to enhance communication skills within the tourism context. The findings revealed participants' positive attitudes towards three key aspects: (1) the user-friendly interface, (2) the language content and learning materials, and (3) the relevance of localized learning materials. Additionally, participants identified effective methods for online learning using the DigiLang platform, confirming its potential as a valuable medium for English for Tourism online education. In summary, the DigiLang platform plays a significant role in advancing community-based tourism by addressing critical language needs in the field

**Keywords:** *community-based tourism members; DigiLang; English for Tourism; tailored e-learning.*

### INTRODUCTION

Community-Based Tourism (CBT) is tourism planned, developed, owned, and managed by the community for the community, guided by collective decision-making, responsibility, access, ownership, and benefits (Tasci, A.D.A., Semrad, K., & Yilmaz, 2013). Additionally, community-based tourism also encompasses the overall rural experience, natural attractions, traditions, and unique elements that collectively appeal to tourists (Goodwin & Santilli, 2009). The development of community-based tourism focuses on enhancing and expanding its offerings to maximize local economic potential. This role

aligns perfectly with the Sustainable Development Goals (SDGs), a global action plan endorsed by world leaders including Indonesia for poverty eradication, inequality reduction, and environmental conservation (Spangenberg, 2015).

In essence, the SDGs aim to achieve equal and quality societies through sustainable development that should start at the village level. Regarding the potential of community-based tourism, the city and regency of Bogor have villages that are prominent in West Java and often visited by both local and foreign tourists. Unfortunately, the English language proficiency of the local community is still considered low (Iriance, 2018).

Whereas, English proficiency should be possessed by every human resource in each tourism region, especially the local communities in the Bogor community-based tourism. Enhancing human resources through English language training (Soetrisno, 2019) is one of the key factors for providing excellent service to tourists (Juliati et al., 2020). However, the interaction process between village residents and foreign tourists often encounters communication difficulties due to the weak English proficiency of the locals.

Local communities in tourist destinations, particularly those that are already well-known like Bogor Regency, should prepare themselves to welcome tourists. One way to do this is by having the ability to communicate with tourists (Darmawijaya et al., 2019; Iwayan & Utama, 2016; Syafitri et al., 2019). English, as an international language, is an important communication tool for connecting with other countries. Therefore, learning vocabulary and other aspects such as grammar and expressions in English is essential for improving English proficiency (Menggo, 2018; Pawlak, 2018; Wichanpricha, 2020). When locals, especially tour guides, can use and understand foreign languages, particularly English, which is the international language used by foreign tourists, they will be considered friendly by tourists (Mahayanti & Utami, 2017; Manik et al., 2022; Miswaty et al., 2020).

In terms of social aspects, POKDARWIS (*Kelompok Sadar Wisata*/Tourism Awareness Group) has been formed to handle tourists who will visit in the future (Riannada & Mardiyah, 2021). However, there are several areas that need improvement, such as the ability of POKDARWIS members to use English and guide tourists. A tour guide is someone who provides assistance, information, and guidance to people who are traveling to a particular destination. Their role is to make the travel experience as enjoyable, educational, and safe as possible for the tourists they are leading. Tour guides may work for travel agencies, tour operators, or as freelancers. They are responsible for planning and leading tours, providing information about the history, culture, and attractions of the destination (Liu & Deng, 2017). The problem faced by POKDARWIS in Bogor Regency is due to the lack of training and habituation in using English in daily activities.

The proposed solution to overcome these problems is to develop e-learning to enhance the English language proficiency of the surrounding community, called DigiLang (digital language).

DigiLang is an online learning scheme that has the potential to improve effectiveness (Pratama, 2015) and the final outcome of the teaching-learning process while adjusting to the expectations (Prasetya & Nuraeni, 2021) of the densely scheduled surrounding community that desires flexible learning. This learning adapts to society 5.0 (Ruskandi et al., 2021), requiring dynamic learning without limitations of space and time.

E-learning has been viewed as an effective solution for life-long education for sustainable development in a population of learners who are simultaneously full-time employees (Nguyen, T. M. N., Nghia, Nguyen T. T. Van, & Tran, 2020). Moreover, the integration of e-learning in English for Tourism instruction offers learners the flexibility to customize their learning schedules and access authentic language usage and communication opportunities. Sigala (2020) explains the advantages of E-learning is not only in enhancing learners' competency in knowledge but also in developing their information literacy and knowledge management skills.

E-learning emphasizes on the requirements of individual learners (Huang & Chiu, 2015). For instance, the implementation of individualized learning experiences allows learners to learn at their own pace and to receive immediate feedback. Further, interactive language activities and multimedia resources help learners to develop their practical speaking and listening skills to address the needs in real-world tourism scenarios. E-learning technology transcends geographical boundaries which can reach rural residents or community-based tourism members who have busy activities and routines to improve their English skills flexibly according to their preferences. Language practice exercises provided by e-learning platforms focus on grammar, vocabulary, and reading to systematically reinforce language competence (Kalbaska et al., 2012). These dynamic learning experiences may be of benefit to individuals becoming more confident and proficient English speakers.

Through technology and e-learning, rural communities can gain essential language skills and competencies which align with sustainable development and the SDGs' objectives. Based on the aforementioned issues, this study seeks to develop DigiLang, an e-learning platform tailored to meet the specific needs of community-based tourism members in Bogor Regency, West Java, as a way to enhance their English for Tourism

proficiency; hence, they will be able to provide exceptional service and experiences to tourists.

## METHOD

This study employed Research and Development model using the ADDIE approach: Analysis, Design, Development, Implementation, and Evaluation, which is adapted from the Dick et al., (2004) model. The product developed in this study was a web-based learning platform in the form of an e-learning portal using the Moodle Learning Management System (LMS/Learning Management System). The study was conducted in three locations, specifically in three community-based tourism sites located in Bogor Regency, West Java, Indonesia. The samples used in this study were selected using purposive sampling where 30 individuals were randomly chosen from the members of three community-based tourism sites in Bogor Regency. The selection of these sites was based on their reputation as some of the most prominent and well-visited destinations in the region. This was done to ensure a comprehensive representation of the diverse community-based tourism landscape in Bogor. In other words, these sites were chosen due to their popularity, cultural significance, and potential for offering valuable insights into the English proficiency gaps within community-based tourism settings.

To ensure transparency and unbiased selection, a clustered sampling method was employed. This method involved categorizing the members of community-based tourism into groups based on their respective sites. From each cluster, a random selection of participants was made to achieve a well-rounded representation of the community-based tourism population in the three chosen sites. This approach enhanced the study's credibility and allowed for a more robust analysis of English proficiency gaps in community-based tourism within the selected destinations.

The development model used was an adaptation of the research and development steps, which consist of: (a) Needs analysis and information gathering, (b) Product planning design, (c) Initial product development, (d) Product implementation and application, and (e) Evaluation. This model was developed based on the e-learning development design according to Surjono's model (Irawan & Surjono, 2018). Meanwhile, the product evaluation design used in this research is the program media evaluation model.

Data collected in this research comprised both qualitative and quantitative data. The qualitative data consisted of descriptive information obtained from responses regarding various aspects of the learning process, content, design, and programming, gathered from subject matter experts, media experts, and participants through interviews and focus group discussions. After that, the qualitative data were scored and transformed into quantitative data for assessment purposes. On the other hand, additional quantitative data were obtained from questionnaires regarding the responses and validation of the DigiLang product, which has been designed for this research. The questionnaires were used to gather specific numerical data related to the participants' perceptions and feedback on the effectiveness and validity of the DigiLang e-learning platform. By combining qualitative and quantitative data, the study was aimed at investigating and gaining comprehensive insights into the effectiveness of the DigiLang e-learning platform in enhancing English language proficiency in the selected community-based tourism sites in Bogor Regency.

This study was conducted to design e-learning that meets the needs of community-based tourism members in three villages in Bogor as a means of learning English independently because the members already have full-time jobs. DigiLang was designed to address this issue by helping the participants to access DigiLang's resources for independent learning. The DigiLang design stages adhere to the ADDIE model stages to guarantee that the product designed will meet the participants' English language needs while also being academically accountable.

The focus of English for tourism learning is to improve participants' interactions with tourist content, as illustrated in the syllabus. Data were collected qualitatively and quantitatively using five methods: literature reviews, FGDs, interviews, surveys, and expert judgment. All of these data collection techniques are applied to complete the DigiLang design scheme according to the ADDIE stages.

To facilitate participant engagement, an initial training and orientation session was conducted. This session aims to familiarize the participants with the platform's interface, functionalities, and learning structure. This training equips them with the necessary skills to navigate the platform independently and engage effectively with the course materials. The participants were guided on how to access the various modules, practice exercises, and interactive activities tailored to

enhance their English language proficiency specifically in the context of community-based tourism. They will get access to DigiLang for one month to test if it is suitable for usage and effective as a learning medium

## **RESULTS AND DISCUSSION**

This research was systematically conducted following the procedure of the ADDIE Model. The initial stage is the Analysis of Needs and Information Gathering, where an in-depth analysis of the needs and challenges in developing e-learning to enhance English language proficiency in community-based tourism in Bogor was conducted. Information was collected from various sources, including literature studies and input from experts aiming to design appropriate solutions. Next, in the Design and Planning Product stage, a plan and concept for the web-based e-learning product using the Moodle Learning Management System (LMS) were formulated. Clear learning objectives were established along with appropriate teaching strategies to achieve the desired targets.

Third, the Development of the Initial Product was the subsequent stage, where an initial prototype of the e-learning portal, English language content and interactive learning tools integration were carried out. Initial testing was performed, and improvements were made based on user feedback to ensure product quality and feasibility. Next, the Implementation and Application of the Product stage involved the actual implementation of the e-learning portal in three selected community-based tourism sites. Community-based tourism members were given access to participate in the English language learning program through DigiLang. Lastly, the Evaluation stage assessed the effectiveness and efficiency of the e-learning portal using a media program evaluation model. Data were collected from participants, and the evaluation results were analyzed to assess the achievement of the goal of enhancing English language proficiency.

### *Need analysis and information gathering stage*

In the initial phase of the research, several systematic steps were undertaken to analyze the learning needs required for the development of e-learning and to enhance English language proficiency in the community-based tourism sites in Bogor, Regency. This analysis included assessing the participants' initial abilities in English and relevant skills. Further, the aim of this analysis phase is to find specific information

about their language proficiency and comprehension before starting the learning process. Additionally, individual student characteristics, such as learning styles, interests, preferences, and motivation levels, were also identified in order to tailor the learning strategies for more effective outcomes. Furthermore, the instructional materials were thoroughly evaluated to achieve the learning objectives. The following were steps taken in the analysis stage:

- (1) Initial Ability Analysis: Assessing the participants' initial proficiency in English or relevant skills for the learning objectives. This aims to understand their language proficiency and comprehension before starting the learning process.
- (2) Participant Character Analysis: Identifying individual participant characteristics and needs, including learning styles, interests, preferences, and motivation levels.
- (3) Instructional Material Analysis: Evaluating the available or to-be-developed instructional materials for English language learning. This included content, difficulty level, relevance, attractiveness, and alignment with the learning objectives.
- (4) Course Needs Analysis: Determining the needs and expectations of the participants regarding the English language course or program.
- (5) Learning Scheme Analysis: Reviewing and evaluating the learning scheme used in the e-learning program. The learning scheme encompasses the structure, teaching methods, technology usage, and interaction between instructors and participants.

The analysis steps were further reinforced by the results of Focus Group Discussions (FGD) conducted with representatives of community-based tourism members in three tourist villages.



Figure 1. *FGD with community-based tourism members*

The surveys were also distributed to participants to obtain more accurate information. The FGD

results provided valuable insights into the learning materials that could help them to participants' views on e-learning since they improve their English language skills. expressed a strong interest in having access to e-

Table 1. *Need analysis questionnaires*

No	Questions
1	The availability of e-learning materials would greatly enhance our English language proficiency.
2	I believe e-learning materials can help us learn English more effectively.
3	I would prefer e-learning materials that include interactive exercises and quizzes.
4	I find it convenient to access e-learning materials at my own pace and time.
5	E-learning materials with multimedia content (videos, audios, etc.) would be beneficial for learning English.
6	I prefer e-learning materials that are specifically designed for English language learning in a tourism context.
7	The availability of e-learning materials would encourage me to actively participate in English language learning.
8	I believe e-learning materials can be a valuable supplement to traditional language learning methods.
9	I am interested in e-learning materials that include real-life scenarios related to tourism in English.
10	E-learning materials that allow interaction with other learners would be beneficial for collaborative learning.

Table 2. *The result of the need analysis survey*

No	Item characteristics	Results					Mean Score
		SD	D	N	A	SA	
1	Positive	0	2	3	15	10	4.07
	Percentage	0%	6.7%	10%	50%	33.3%	
	Score	1	2	3	4	5	
2	Positive	0	2	3	13	12	4.13
	Percentage	0%	6.7%	10%	43.3%	40%	
	Score	1	2	3	4	5	
3	Positive	0	0	2	8	20	4.67
	Percentage	0%	0%	6.7%	26.6%	66.7%	
	Score	1	2	3	4	5	
4	Positive	0	1	2	9	18	4.30
	Percentage	0%	3.3%	6.7%	30%	60%	
	Score	1	2	3	4	5	
5	Positive	0	1	2	13	14	4.23
	Percentage	0%	3.3%	6.7%	43.3%	46.7%	
	Score	1	2	3	4	5	
6	Positive	0	1	4	10	15	4.53
	Percentage	0%	3.3%	13.4%	33.3%	50%	
	Score	1	2	3	4	5	
7	Positive	0	0	2	11	17	4.47
	Percentage	0%	0%	6.7%	36.7%	56.6%	
	Score	1	2	3	4	5	
8	Positive	0	0	2	12	16	4.53
	Percentage	0%	0%	6.7%	40%	53.3%	
	Score	1	2	3	4	5	
9	Positive	0	0	4	15	11	4.57
	Percentage	0%	0%	13.4%	50%	36.6%	
	Score	1	2	3	4	5	
10	Positive	0	0	2	15	13	4.36
	Percentage	0%	0%	6.7%	50%	43.3%	
	Score	1	2	3	4	5	
Mean						4.38	

Further, the data survey results from the 30 materials to enhance English language proficiency participants in the need analysis as the e-learning among community-based tourism members

indicated a positive attitude towards the planning of developing DigiLang platform.

*Design and planning product stage*

In the instructional design stage, the syllabus, course design, and instructional design were developed as the foundation for creating e-learning scheme for DigiLang. The development process consisted of eight steps, such as: (a) Determining competency standards, (b) Conducting learning analysis, (c) Developing learning objectives, (d) Defining learning outcomes, (e) Formulating teaching materials, (f) Compiling learning strategies, (g) Outlining the learning flow, and (h) Designing evaluations.

The system development was carried out to design the prototype of the e-learning course for DigiLang's content, specifically the online learning for English for Tourism in the tourism village. This was achieved by utilizing the Topical Syllabus-based learning approach, which emphasizes English language mastery through topic-specific content (Pratama, 2016), based on the results of the need analysis. The instructional design was also developed to enable learners to reflect on their learning independently (Nuraeni & Heryatun, 2021). Below is the syllabus design result:

**Table 3. *English for Tourism syllabus***

No	Week	Topic	Lesson
1	Week 1	Introduction to Tourism English	<ul style="list-style-type: none"> <li>• Course orientation and expectations</li> <li>• Introduction to basic tourism vocabulary and expressions</li> <li>• Cultural awareness in tourism</li> </ul>
2	Week 2	Greetings and Welcoming Tourists	<ul style="list-style-type: none"> <li>• Greetings and introductions in a tourism context</li> <li>• Common phrases for welcoming tourists</li> <li>• Role-plays: Greeting and welcoming tourists at the village entrance</li> </ul>
3	Week 3	Providing Local Information	<ul style="list-style-type: none"> <li>• Describing local attractions and activities</li> <li>• Giving directions to tourist spots in Desa Wisata Bogor</li> <li>• Role-plays: Providing information and directions to tourists</li> </ul>
4	Week 4	Cultural Heritage and Traditions	<ul style="list-style-type: none"> <li>• Discussing local cultural heritage and traditions</li> <li>• Sharing stories and legends related to the village</li> <li>• Listening comprehension: Audio recordings about the village's cultural heritage</li> </ul>
5	Week 5	Ecotourism and Nature-based Activities	<ul style="list-style-type: none"> <li>• Vocabulary related to ecotourism and nature-based activities</li> <li>• Describing flora, fauna, and natural attractions</li> <li>• Speaking practice: Guiding tourists during a nature walk</li> </ul>
6	Week 6	Community-Based Tourism Initiatives	<ul style="list-style-type: none"> <li>• Exploring community-based tourism initiatives in Desa Wisata Bogor</li> <li>• Discussing local handicrafts, traditional arts, and culinary specialties</li> <li>• Reading comprehension: Brochures and articles about community-based tourism</li> </ul>
7	Week 7	Sustainable Tourism Practices	<ul style="list-style-type: none"> <li>• Understanding the principles of sustainable tourism</li> <li>• Discussing eco-friendly practices and responsible tourism</li> <li>• Group discussions: Developing sustainable tourism initiatives for Desa Wisata Bogor</li> </ul>
8	Week 8	Customer Service and Interactions	<ul style="list-style-type: none"> <li>• Polite expressions and customer service phrases</li> <li>• Handling inquiries, complaints, and special requests</li> <li>• Role-plays: Interacting with tourists in different scenarios</li> </ul>
9	Week 9	Promoting Local Attractions	<ul style="list-style-type: none"> <li>• Developing promotional materials for local attractions</li> <li>• Writing engaging descriptions and tourist itineraries</li> <li>• Group activity: Creating a marketing campaign for Desa Wisata Bogor</li> </ul>
10	Week 10	Review and Assessment	<ul style="list-style-type: none"> <li>• Revision of key concepts and vocabulary</li> <li>• Speaking and writing assessments</li> <li>• Course wrap-up and feedback</li> </ul>

This syllabus served as a general framework for an English for Tourism course specifically tailored to the needs of community-based tourism members in Bogor Regency. The course was delivered in a blended environment, utilizing DigiLang and also face-to-face meetings.

*Development of the initial product stage*

The third phase involved the development of an e-learning course for DigiLang content which aims to developing technology infrastructure, user interfaces, and learning material. The DigiLang

development process was carried out in stages to ensure effective design implementation. For the initial phase, DigiLang's development was focused on designing a server or web hosting that suits the needs and number of users to avoid technical problems can be access on <http://digilang.uika-bogor.ac.id> Furthermore, the development process was then followed by creating layouts and user-interface, and creating user accounts. Figure 2 below is the interface of DigiLang.:

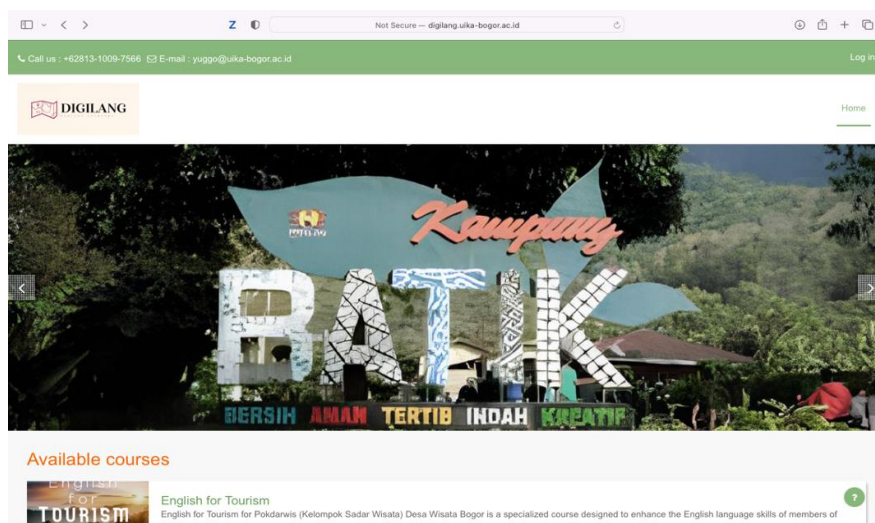


Figure 2. DigiLangs' interface

The final phase at this development stage is the design of e-learning materials, development of learning paths/course settings, and the design of learning activities such as:

quizzes, independent assignments, chats, discussion forums, teaching materials, modules, and learning videos.

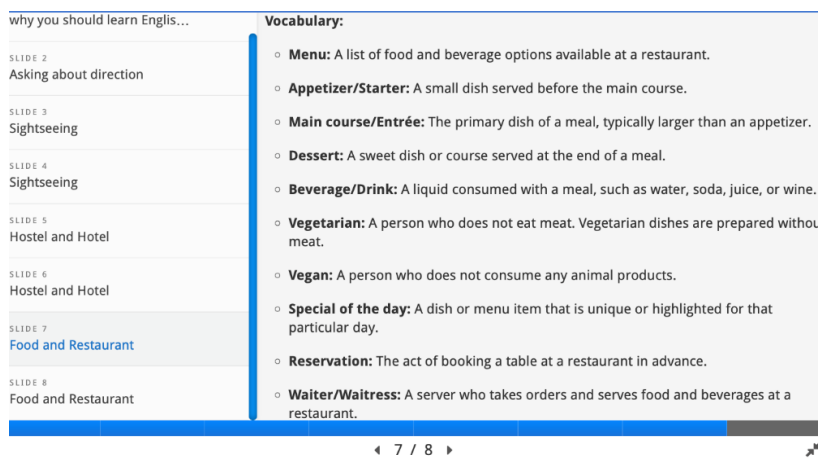


Figure 3. Learning material

However, this learning platform is specifically aimed at improving English language skills through the use of digital technology as well as promoting independent learning in accordance with the concept of 21st century learning (Nuraeni & Anggraini, 2020). The content of teaching

materials developed at DigiLang includes aspects of language needed in the world of tourism to support the needs of participants in interacting with foreign tourists. This is in accordance with Tomlinson (2023) stating that teaching materials development must be relevant to the learners'

context, thereby fostering deeper engagement in learning content contained in DigiLang: the learning process. The following image is the

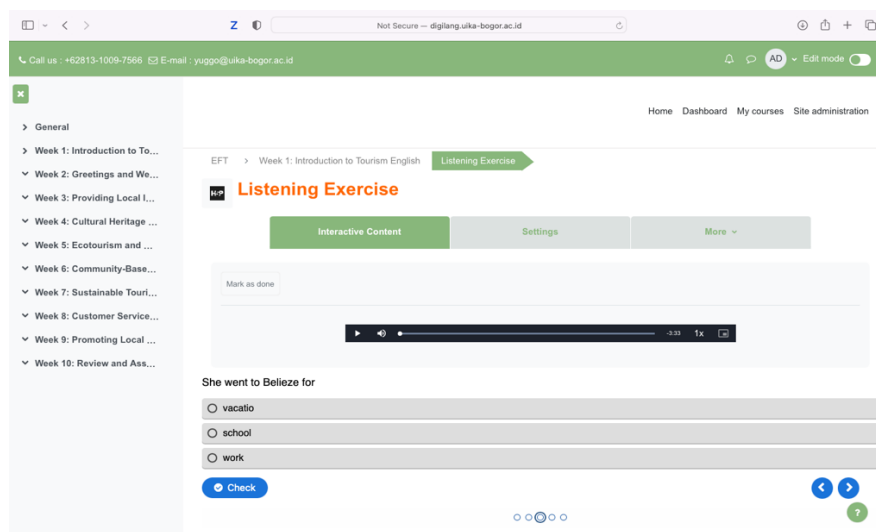


Figure 4. *Learning exercise*

The design of teaching materials on DigiLang was also enriched by inserting learning content taken from local culture, thereby rendering a more holistic and contextually grounded learning experience. Consequently, participants can comprehend the instructional content in a more tangible manner that aligns with their daily lives (Kramsch & Whiteside, 2008). Teaching materials must include aspects of students' background and culture, as they are interrelated. Moreover, integrating local culture into English as a foreign language instruction may help students in achieving their desired learning outcomes (Florentino, 2014), specifically in the context of English for tourism.

#### *Implementation and application of the product stage*

During the implementation phase, the process was divided into three distinct steps. Firstly, an initial product testing, commonly known as a testbed, was conducted to assess the smoothness of the product (server, navigation, and course) before its use in training. The purpose of this preliminary test or testbed was to evaluate the functionality and performance of the DigiLang platform, including the server, navigation, and course components. By conducting this testbed, any potential issues or glitches were identified and addressed before the product was fully deployed for training.

After the testbed, the second step involved product revision. This step allowed for the correction of any identified errors or shortcomings that may have surfaced during the initial testing

phase. Further, the development team reviewed and modified the DigiLang product based on the feedback and findings from the testbed. This ensured that the final version of the e-learning platform was optimized and met the desired performance standards.

Once the necessary revisions were made and the product was deemed to be in its best state, the final step was the launching of the DigiLang product. The last step of this phase was to provide training sessions and workshops to familiarize the users with its features and functionalities. By following these steps in the implementation phase, the DigiLang e-learning platform was systematically tested, improved, and ultimately launched, ensuring its readiness for effective use in enhancing the English language skills of community-based tourism members.

#### *Evaluation stage*

The evaluation consists of expert validation, product testing and revision, as well as product effectiveness testing. In developing e-learning products, product evaluations are divided into two types namely: (1) Feasibility evaluation. This evaluation was conducted to determine the practicability of the product. (2) Effectiveness evaluation. This evaluation was conducted to determine the efficacy of the product.

Further, the DigiLang platform was reviewed and assessed by subject matter experts and instructional designers. Their feedback and insights were valuable in ensuring that the content, design, and instructional strategies aligned with the intended learning outcomes and



target audience. Necessary adjustments or recommendations. Below is the rubric of Expert improvements were made based on their Judgment for DigiLang E-Learning Program:

Table 4. *Expert judgement rubric*

No	Criteria	Score				
		Excellent (5)	Very Good (4)	Good (3)	Fair (2)	Poor (1)
1	Alignment with need Analysis	The program is highly aligned with identified needs and challenges	The program is well-aligned with identified needs and challenges	The program is partially with identified needs and challenges	The program has some alignment with identified needs and challenges	The program lacks of alignment with identified needs and challenges
2	Content Quality	The content is comprehensive, relevant, and highly engaging	The content is comprehensive, relevant, and engaging.	The content is relevant and well-structured but may lack some engagement.	The content is relevant but may lack some important engagement and structure.	The content is insufficient or outdated, lacking engagement and structure.
3	Instructional Design	The instructional design is well-structured and supports effective learning.	The instructional design is well-structured and generally effective.	The instructional design is adequately structured but may have minor gaps.	The instructional design is partially structured, leading to some challenges.	The instructional design is poorly structured and lacks clarity.
4	User Experience	The platform is user-friendly, intuitive, and well-designed.	The platform is generally user-friendly but may have minor issues.	The platform is user-friendly but has some usability or navigation issues.	The platform has some user-friendliness issues, causing challenges.	The platform is not user-friendly, causing significant challenges for users.
5	Evaluation Method	Comprehensive evaluation methods are implemented to assess effectiveness.	Comprehensive evaluation methods are used effectively.	Adequate evaluation methods are used to assess program effectiveness.	Limited evaluation methods are used to assess program effectiveness.	Insufficient or ineffective evaluation methods are used.
6	Overall Impact	The program has a significant impact on language learning and user engagement.	The program has a positive impact on language learning and user engagement.	The program has some impact on language learning and outcomes and engagement.	The program has limited impact on language learning outcomes.	The program has minimal or no impact on language learning outcomes and engagement.

Overall, the DigiLang e-learning program received a positive expert judgment. The program's user experience and overall impact obtained a high score from the expert. However, there was a need for certain enhancements in terms of instructional design and evaluation that require revisions. The result of the expert judgment for the DigiLang e-learning program is as follows:

Alignment with Needs Analysis: Very Good (4). The program is well-aligned with the identified needs and challenges of the learners, with minor improvements needed to achieve excellence.

Content Quality: Excellent (5). The content is comprehensive, relevant, and highly engaging, meeting the highest standards for quality.

Instructional Design: Good (3). The instructional design is adequately structured, but

there are some minor gaps that could be addressed for further improvement.

User Experience: Very Good (4). The platform is generally user-friendly and intuitive, but some minor usability and navigation issues need attention.

Evaluation Methods: Good (3). Adequate evaluation methods are used to assess program effectiveness, but additional comprehensive methods could be beneficial.

Overall Impact: Very Good (4). The program has a positive impact on language learning outcomes and user engagement, with room for further enhancement.

Based on expert judgment and feedback received, several strategies have been implemented to enhance its effectiveness and user experience. First, the instructional design was improved by incorporating interactive elements

like simulations, and group activities in order to enhance learners' engagement in the learning process. Second, additional evaluation methods, including pre- and post-tests, were introduced to evaluate language learning progress accurately. Third, customization and personalization features were added to fit diverse learning styles. Finally, continuous improvement was ensured through regular updates and ongoing support, with user feedback driving necessary changes and enhancements. These strategies aimed at empowering community-based tourism members with the English language skills needed to provide a quality service to tourists in the context of local tourism.

The second type of evaluation was product testing and revision. In this step, the e-learning product was tested in a real-world setting with a representative group of users, such as community-based tourism members. The purpose of this testing was to identify any usability issues, technical problems/errors, or content-related challenges that users might have while using the product. Based on the feedback and observations gathered from the testing phase, necessary revisions and enhancements were made to improve the overall functionality and user experience. Based on their feedback, some improvements to the user interface were necessary for better usability. Finally, the effectiveness of the e-learning product was evaluated through effectiveness testing. This assessment was conducted after the e-learning program was implemented. During this field test, the participants were asked to review the DigiLang platform while studying with them. The participants were also asked to fill out a questionnaire about this product. The data from the questionnaire were triangulated through interview. The participants revealed that DigiLang portal had fulfilled their need for English learning. At the evaluation stage, four factors were evaluated to determine participants' perceptions of DigiLang: user interface, language content,

localization, and effectiveness. This effectiveness measures the DigiLang's effectiveness as a learning resource rather than the effectiveness of learning using DigiLang.

*Learners' evaluation on the online course*

Learners' responses from the survey questionnaire were analyzed in SPSS software to infer their assessment of the course. The statements on the questionnaire list were delivered in the form of positive and negative statements. In each table of analyses, mean figures inform the average scores of the respondents' choices. To be specific, higher mean value reveal that learners agree with the statements to a larger extent.

*User interface*

Overall, the majority of participants found the e-learning platform's user interface to be visually appealing, user-friendly, and with clear icons and buttons. Most participants also reported satisfaction with the platform's responsiveness across various devices. With regard to the website, learners mentioned that the website had a well-designed interface that could satisfy their needs for learning. However, a small number of participants encountered technical difficulties while using the platform. They reported trouble uploading files of assignments on the website or moving to the next lesson.

Table 5. *User interface*

No	Questions
1	The e-learning platform has an appealing and well-designed interface.
2	The e-learning platform is difficult to navigate and has a confusing layout.
3	Icons and buttons on the platform are clear and easy to understand.
4	Users encountered technical difficulties and glitches while using the platform.
5	Users are satisfied with the platform's responsiveness across different devices.

Table 6. *The evaluation of user interface*

No	Item characteristics	Results					Mean Score
		SD	D	N	A	SA	
1	Positive	0	2	3	15	10	4.07
	Percentage	0%	6.7%	10%	50%	33.3%	
	Score	1	2	3	4	5	
2	Positive	0	2	3	13	12	4.13
	Percentage	0%	6.7%	10%	43.3%	40%	
	Score	1	2	3	4	5	
3	Positive	0	0	2	8	20	4.67

	Percentage	0%	0%	6.7%	26.6%	66.7%	
	Score	1	2	3	4	5	
4	Positive	0	1	2	9	18	4.30
	Percentage	0%	3.3%	6.7%	30%	60%	
	Score	1	2	3	4	5	
5	Positive	0	1	2	13	14	4.23
	Percentage	0%	3.3%	6.7%	43.3%	46.7%	
	Score	1	2	3	4	5	
Mean							4.38

*Language content and materials*

The language content and the course materials including videos, audio, pictures, and images were developed by the course instructors. Learners could easily access these materials during the course. From the survey, it could be seen that learners have a high opinion of the course materials. Collectively, they all agree that the course materials were compatible with the course content which could facilitate their exposure to the language. These materials were suitable for online learning and aligned with their professional working requirements within the context of tourism. Furthermore, the learners also agreed that the learning materials were relevant to the actual working scenarios they encountered. These materials covered essential English skills

necessary for effective communication within the context of tourism.

Table 7. *Language content and learning material*

No	Questions
1	The language content provided was relevant and applicable to my tourism context.
2	The language learning materials were not engaging and lacked interactivity.
3	The course content covered essential English language skills needed for tourism communication.
4	The learning activities and exercises effectively enhanced my language proficiency.
5	I did not felt adequately challenged by the course content to improve my English language skills.

Table 8. *The evaluation of language content and material*

No	Item characteristics	Results					Mean Score
		SD	D	N	A	SA	
1	Positive	0	2	4	14	10	4.06
	Percentage	0%	6.7%	13.3%	46.7%	33.3%	
	Score	1	2	3	4	5	
2	Negative	13	12	3	2	0	4.2
	Percentage	43.3%	40%	10%	6.7%	0%	
	Score	5	4	3	2	1	
3	Positive	0	2	4	12	12	4.13
	Percentage	0%	6.7%	13.3%	40%	40%	
	Score	1	2	3	4	5	
4	Positive	0	2	3	13	12	4.16
	Percentage	0%	6.7%	10%	43.3%	40%	
	Score	1	2	3	4	5	
5	Negative	13	14	2	1	0	4.56
	Percentage	43.3%	46.7%	6.7%	3.3%	0%	
	Score	5	4	3	2	1	
Mean							4.22

*Localization*

Numerous experts (Guest, 2002; McKay, 2002; Littlewood, 2000) give an emphasis on the culture of the target language as manifested in the use of the teaching materials. Thus, language cannot be separated from culture on the grounds since as these aspects are interrelated. This implies that culture is automatically embedded in the language which is learned. Therefore, language materials have to exclusively impose the culture of the

target language so that a comprehensive understanding can be gained.

There are five statements involved in the assessment of the localized course content. All the mean scores of the questions are higher than 3, indicating that the participants were satisfied with the local content contributed to developing their understanding of English for the tourism context. The participants also agreed that the local contents were relevant to their real working

scenarios which reflected the language they need for specific tourism activities.

Table 9. Localization

No	Questions
1	The inclusion of local tourism elements did not significantly enhance my learning experience.
2	The use of authentic materials was relevant to my tourism environment.

3	I found it challenging to relate to the language content and scenarios presented in the course.
4	The localization of course content significantly contributed to my understanding of English in a tourism context.
5	The course content did not accurately reflect the language needs of my specific tourism setting.

Table 10. The evaluation of localized content

No	Item characteristics	Results					Mean Score
		SD	D	N	A	SA	
1	Negative	5	16	4	3	2	4.1
	Percentage	16.7%	53.3%	13.3%	10%	6.7%	
	Score	5	4	3	2	1	
2	Positive	0	3	2	13	12	4.13
	Percentage	0%	10%	6.7%	43.3%	40%	
	Score	1	2	3	4	5	
3	Negative	10	14	2	3	1	3.96
	Percentage	33.3%	46.7%	6.7%	10%	3.3%	
	Score	5	4	3	2	1	
4	Positive	1	2	2	16	9	4.00
	Percentage	3.3%	6.7%	6.7%	53.3%	30%	
	Score	1	2	3	4	5	
5	Negative	10	15	3	2	0	4.01
	Percentage	33.3%	50%	10%	6.7%	0%	
	Score	5	4	3	2	1	
Mean							4.04

*The effectiveness of DigiLang platform from learners' perspective*

The effectiveness of DigiLang as a platform for online learning from participants' perceptions is shown in Figure 5. The data revealed that the majority of participants considered DigiLang platform was very effective (9.86%) or effective

(64.32%), while only just a small number of the participants did not believe that this platform might be beneficial to improve their English. However, it can be inferred that the effectiveness of online teaching was well recognized by most participants.

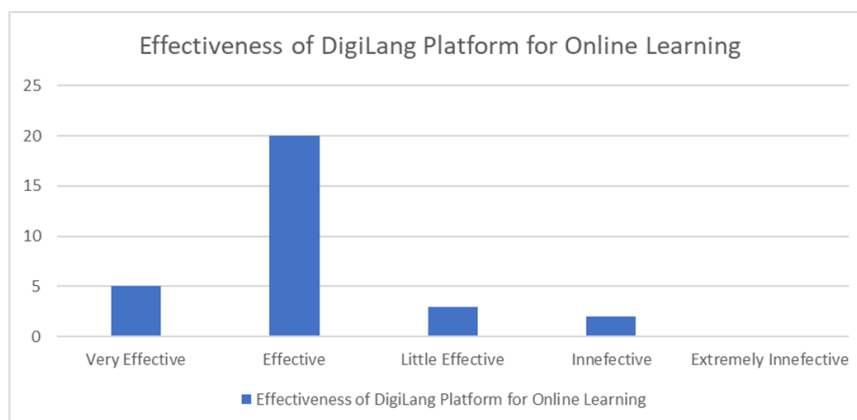


Figure 5. The effectiveness of DigiLang platform for online learning

During the interviews, participants generally acknowledged the effectiveness of DigiLang as the platform for online learning. For instance, one participant mentioned, "Online learning using

DigiLang platform offered flexibility in terms of both time and location." Another participant highlighted, "Online learning provided me with a new learning atmosphere," while yet another

participant pointed out the benefits of "recorded help me to continue practicing and learning the language without any pressure or time constraint." However, some participants also expressed their dissatisfaction with online learning using DigiLang platform. One participant (P3) expressed: Frequently, I experienced a sense of isolation while in front of the computer or mobile device; I genuinely enjoyed the learning environment of being collectively present in a classroom." Likewise, another participant (P6) conveyed, "Lacking supervision, I often found myself easily getting distracted by various external factors." The data collected allowed the DigiLang design to be considered to fulfill the requirements from both a user and an expert perspective through expert judgment. Thus, this learning content can be used to support English learning.

## CONCLUSION

In conclusion, the systematic development of the DigiLang e-learning platform, guided by the ADDIE Approach and adapted from the Dick and Carey (2004) model, has yielded positive results. Expert judgments and evaluations across crucial aspects of the platform, including User Interface, Language Content and Material, and Localized Learning Content, have demonstrated its effectiveness and user-friendliness.

Participants have expressed their appreciation for the course content's relevance to their professional practice. The DigiLang platform's flexibility and suitability for online learning have been well-received, with well-designed course materials. Participants have perceived positive outcomes, believing that the platform aligns with their professional requirements in the tourism context.

Localized learning content has proven to be relevant to real working scenarios, meeting the language needs for specific tourism activities. Empirical data also indicated that a significant majority of participants considered the DigiLang platform effective (64.32%) and a suitable choice for improving their English skills.

In essence, the DigiLang platform not only equips rural communities with essential language skills and competencies but also aligns with the sustainable development goals (SDGs) by optimizing local economic potential.

However, it is important to note that this study's scope is limited to the design of DigiLang. Future research can explore various other aspects, such as conducting a more extensive study with a

larger number of respondents to measure the effectiveness of DigiLang in improving the English language skills of the Bogor Regency community-based tourism members. Additionally, implementing blended learning schemes, combining online portals with face-to-face learning, presents an avenue for further investigation. These avenues for future research can offer a more comprehensive understanding of the platform's impact and potential.

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