

Learning Program of English for Tourism Based on Gen-Z Theories

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Abstract: This research is motivated by the fact that the quality of the teaching of the English for Tourism needs to be improved by modifying learning patterns and materials that are more suited to the character of Generation Z. The aim of this research is to provide an overview of the learning process for courses related to tourism so that it matches with the characters of generation Z. This research was carried out using descriptive and experimental methods. It is called descriptive because the researchers describe the learning conditions according to the theme of this research and the completeness of the learning documents. Meanwhile, this research is called experimental because the researcher carried out practical teaching experiences with ideas and learning processes that suit the character and psychological nuances of Generation Z. The results of this research are modifications to the Semester Learning Plan or RPS which was prepared before the experiment was carried out; so that an activity model and learning materials that are appropriate to the research theme were obtained. It is hoped that the results of this research can provide inspiration for similar learning in other courses.

Keywords: *generation Z, learning materials, RPS, teaching, tourism*

INTRODUCTION

One of the courses in the English Diploma 3 Program at Darma Persada University is English for Specific Purposes (abbreviated as ESP) for Tourism. As the name suggests, this course aims to improve students' English language skills in all language skills. Furthermore, these language skills are accommodated in a context or scope, namely tourism.

General language skills include the ability to speak, write, listen and read. These four general abilities are the main focus of learning activities in the ESP for Tourism class. This means that, within a certain time, students actively carry out activities to improve these 4 language skills. This activity is designed by the lecturer so that all activities achieve the goals and objectives effectively according to the teaching plan that has been determined.

Designing learning activities in class is not an easy thing. Lecturers must study and understand the Semester Teaching Plan or RPS that has been prepared because the RPS contains many points related to the courses that will be taught by the lecturer. One of the points referred to is learning objectives, both general and specific. If the lecturer understands the learning objectives of a course, then the lecturer can design more focused learning activities.

Furthermore, apart from understanding RPS, lecturers must also understand aspects of the learner, namely the student. Currently, students who are currently studying are often referred to as Generation-Z. Understanding the generation in question will make it easier for lecturers to plan learning activities. Therefore, lecturers need to know teaching techniques for this generation.

Furthermore, a learning model is defined as a form of learning framework that can be used as a standard or model. The learning model is expected to be the most ideal form in the learning process. This means that the learning model provides the maximum level of results from the learning objectives compared to other learning models (which have not been standardized). Furthermore, learning models play an important role in standardizing the learning process so that it will produce the same results in all aspects of learning. Currently, the communicative learning method is applied.

Based on the thoughts mentioned above, several interesting things can be the focus of research, including what learning models and teaching materials for the ESP for Tourism course are in accordance with the theory about Generation-Z. Apart from this, another thing is of course about the process of developing learning models and teaching materials for the ESP for Tourism course that are in accordance with the theory about Generation-Z. The last thing that is no less interesting is what the learning conditions were like before and after this research was carried out.

METHOD

In general, this research uses descriptive methods. It is said to be descriptive because this research finds and describes descriptions of existing phenomena related to the research topic (Adu, Philip and D. Anthony Miles, 2024). From several points of view, this research falls into the case study category. Yin (2009:29) states that Case studies have been done about decisions, programs, the implementation process, and organizational process. In this research, the researcher makes decisions; the researcher also modifies and develops the program; the researcher also implements and organizes processes related to the English for Tourism learning program. Furthermore,

Based on the method used, research was carried out in various stages as follows:

1. Researchers reviewed documents related to learning the English for Tourism course; The documents in question include the Semester Learning Plan or RPS and Study Books. The results of reviewing the RPS are additional planned notes regarding activities in several sessions or meetings. Apart from the form of activity, of course there is an additional planned teaching material that is adapted to the form of activity being added.
2. Researchers design and determine additional learning activities and teaching materials. The additional design of learning activities and teaching materials is adapted to the character of Generation Z, which is the subject of this research. This additional design was then discussed with fellow researchers and the design deemed most suitable was then decided. The determined design is then contained in a revised or additional version of the RPS.
3. Researchers carry out teaching practices directly in the classroom in accordance with the revised RPS. During learning with additional activities and materials, researchers document it in the form of videos and photos. At the end of the meeting, the researcher conducted an opinion poll about the activities and learning materials. All opinion poll results become notes to be submitted as research results.
4. Researchers prepare research results reports. The research results are in the form of a report addressed to the Head of Study Program or campus. Apart from reports, research results also appear in the form of scientific articles to be submitted to journals.

RESULT AND DISCUSSION

1. *Generation-Z*

As stated in her book, Twenge (2017) writes that Generation Z belong to any people who were born in 1995 and later; they grew up with cell phones; have an Instagram page before they started high school, and do not remember a time before the Internet. Furthermore, Elmore (2019) believes that Gen Z members are absolutely dissimilar than all previous generations. Gen Z nowadays live in a safe environment without hazards or risks, plus and a scheduled, driven life. In turn, Gen Z depends on adults for decision-making and do not learn from their own mistakes.

Warsihna, Zulmi, and Andi (2021:111) state that one of the characteristics possessed by generation Z is their creative use of technological media and their speed in taking advantage of this situation. They, citing Purani et al. (2019) and Dwivedi and Lewis (2020), explain the characteristics that are often associated with the millennial generation, namely: (1) a generation demonstrated by progress in consuming technological media; (2) those who think outside old habits, are rich in ideas and concepts and are able to convey these ideas well; (3) those who are active in participating in various communities; (4) those who closely use social media; and (5) those who have high self-confidence to express their opinions even in front of the general public.

2. *Learning Strategies in Higher Education*

Anitah in her module states that the word strategy comes from the Latin *strategia*, which is defined as the art of using plans to achieve goals. Anitah quotes the opinion of Frelberg and Driscoll (1992) adding that strategies can be used to achieve various objectives in providing learning material at various levels, for different students, in different contexts. According to Gerlach and Ely (1980), learning strategies are the methods chosen to convey subject matter in a particular learning environment, including the nature, scope and sequence of activities that can provide students' learning experiences.

3. *English for Tourism*

English for Tourism is a course that focuses on the tourism sector. The learning activities aim to maximize English language skills for the tourism sector. This course is usually learnt at the vocational or diploma education level.

4. *Understanding Needs: Designing English Language Programs for Tourism*

The first step in developing teaching materials is to understand the needs of the students. Questions such as 'what do students really need (language skills and knowledge about tourism) so that the ESP for Tourism course is needed', 'what is the background to these needs', etc., all must be answered at the beginning of the step this development research. Furthermore, the answers from students will become a reference for determining the next steps, especially as the main consideration in determining teaching materials.

Apart from analyzing student needs, this initial step also criticizes things that have been prepared by curriculum makers. As is known, of course the ESP for Tourism course already has learning tools such as curriculum and RPS or Semester Learning Plan. However, in this first step, all devices must be analyzed to see whether they contain all the needs expressed by the students.

Based on the analysis of the curriculum, in general all courses are structured based on several basic ideas, including: the philosophical basis of progressivism, the philosophy of essentialism, and the philosophy of reconstructionism. Based on the philosophical foundation of progressivism, the ESP for Tourism course was created to prepare students who are ready to work and can face challenges, and are able to solve problems related to the field of work that exists in the industrial era.

Furthermore, based on the philosophy of essentialism, the ES for Tourism course emphasizes maintaining old, essential cultural values such as Pancasila and Indonesian. Finally, based on the philosophy of reconstructionism, the ESP for Tourism course is designed so that students are able to adapt to modern cultures, without abandoning the values of the Indonesian nation.

Based on the description above, we can see several terms that appear as signs that the ESP for Tourism course is structured to adapt to contemporary nuances. These terms include the industrial era 4.0 and modern cultures. Based on this, we can be sure that the ESP for Tourism course will accommodate the needs of generation Z because they will face the industrial era 4.0 that has been mentioned and the modern cultures that have been and are currently being felt.

5. *The Evolution of English Teaching: Serving Generation Z in Tourism*

Evolution means slow change. According to Wikipedia (retrieved from [https://id.wikipedia.org/wiki/Evolusi_\(term\)](https://id.wikipedia.org/wiki/Evolusi_(term))) it is stated that evolution is a process of gradual (gradual) change where something changes into another form (which usually) becomes more complex/complicated or changes into a better shape.[1]

Based on the meaning above, the evolution of English language teaching related to tourism can be interpreted as changes to the system and materials in teaching English for tourism in order to adapt to the needs, circumstances and conditions of the learners; in this case generation Z. This adjustment is of course needed to ensure the achievement of English learning objectives, so that students are ready to face job competition in the industrial era 4.0 while simultaneously taking advantage of the momentum of the emergence of new cultures. Evolution is of course not something that is impossible to avoid. What stakeholders can do in preparing the curriculum is to package appropriate systems and teaching materials, not ignore them.

6. *Innovative Approach: Developing an Attractive English Curriculum for Tourism*

The challenge of adapting to change is demonstrated by generating innovations or implementing innovative approaches. According to the Oxford Dictionary (retrieved from <https://www.oxfordlearnersdictionaries.com/definition/english/innovative?q=innovative>), innovative means introducing new ideas; original and creative in thinking. Based on this meaning, the keywords for innovative are new ideas and creative thinking.

In the context of learning English for tourism, the challenge of preparing teaching materials is to include new ideas and always think creatively. In this case, lecturers or instructors must have lots of new ideas so that learning is not boring. Therefore, a lecturer or instructor must always think creatively to create new ideas for each learning process.

What is meant by new ideas are learning process ideas that have never been done before, which are adapted to the characteristics of modern learning for generation Z. New ideas may not have to be 100 percent new, but can be a combination of old and new ideas or old ideas. modified. Of course, new ideas must be interesting so that the learning process is liked by students and ultimately the learning process is successful in achieving the learning objectives.

7. *From Theory to Practice: Application of Gen Z Learning Theory in Tourism English*

Learning innovations emerge based on learning theories for generation Z, especially those related to tourism. Thus, learning theory must be a contemporary learning theory that carries the characteristics of learners from generation Z. After the theories have been established, learning innovation must culminate in learning practices that can be applied in the classroom. In other words, learning innovation does not just stop at learning theory, but ends in practice.

In this discussion, we present 5 learning theories for generation Z, as follows:

1. **Connectivism Theory**; initiated by George Siemens. According to this theory, networks and connections are very important in learning. According to this theory, Generation Z is a digital native generation who is identified as often learning through online networks, social media and various digital platforms. Generation Z thrives in an environment where they can collaborate and share knowledge with others globally.
2. **Constructivism Theory**; initiated by Jean Piaget. This theory states that students actively build their own understanding and knowledge about the world through experience and reflection. Thus, according to this theory, Generation Z is known because they like direct and experiential learning systems. Generation Z values learning environments that allow them to engage with real-world problems and apply their knowledge in practical ways.
3. **Experiential Learning Theory** (Initiator: David Kolb): This theory is translated as learning theory based on experience. This theory states that learning will be more effective if it involves concrete experience, reflective observation, abstract conceptualization, and active experimentation. This theory supports the character of Generation Z who value learning experiences that are deep, interactive, and personalized according to their interests and interests.
4. **Self-Determination Theory**; initiated by Edward L. Deci and Richard M. Ryan. This theory proposes that humans are fundamentally motivated to satisfy three basic psychological needs: autonomy, competence, and relatedness. This theory is suitable to describe the characteristics of Generation Z who value autonomy in learning. Generation Z also fits this theory because it is considered to prefer independent learning experiences. Generation Z also seeks opportunities to develop competencies in areas they are passionate about and values relationships with others who share similar interests.
5. **Multiple Intelligence Theory**; initiated by Howard Gardner. Multiple Intelligence Theory states that individuals have various types of intelligence, including linguistic, logical-mathematical, spatial, bodily-kinesthetic, musical, interpersonal, intrapersonal, and naturalistic intelligence. This theory also supports Generation Z who are depicted as showing a variety of talents and interests, and they thrive in learning environments that recognize and fulfill their unique strengths and abilities.

8. *Adapting Content: Adapting English Language Programs for Generation Z Travelers*

Content is defined as the content of the English learning program. In the context of this research, the learning program that is the topic of discussion is English learning materials related to tourism. The nature of the teaching materials is general so that the tourism material prepared is applicable to general learners, not learners who are really interested in traveling or what are usually referred to as tourists. However, in the context of preparing teaching materials, the condition of the need to serve tourists and vice versa as tourists can be a good reference for preparing English teaching materials about tourism.

Tourist is a term that refers to someone who likes tourism or carrying out tourist activities. Usually, foreign tourists travel to various places, including countries that use a different language than the language used by the tourists. In this regard, some tourists need to master international languages; one of them is English. An example for this context is tourists from Indonesia who travel to Australia. However, on the contrary, Japanese tourists visit Indonesia, where Japanese tourists use English as an international language and people in Indonesia who are involved in providing services to Japanese tourists must provide services in English.

Based on the above, we can see the grouping of teaching materials in 2 points of view, namely: 1) teaching materials for tourism managers and 2) teaching materials for tourists. Both contain different topics, but the content or contents can be integrated in one teaching material. The details of the teaching materials for these two points of view can be seen in the following table:

Table of Topics for English Teaching Materials Related to Tourism

For Managers	For Travelers
1. Greetings and Introductions for Tour Guides	1. Basic Travel Vocabulary: Airport, Hotel, Restaurant, etc.
2. Vocabulary for Tourist Attractions	2. Asking for Directions and Navigating Public Transportation
3. Giving Directions to Tourists	3. Booking Accommodations and Making Reservations
4. Providing Information about Local Culture and Customs	4. Ordering Food and Beverages in English
5. Handling Hotel Reservations and Bookings	5. Shopping Vocabulary for Souvenir Hunting
6. Dealing with Emergencies and Medical Situations	6. Emergency English: Seeking Help and Assistance
7. Conducting Guided Tours in English	7. Cultural Etiquette and Customs in Different Countries
8. Offering Assistance with Transportation Options	8. Engaging in Small Talk and Making Friends with Locals
9. Communicating with Foreign Visitors in English	9. Understanding Tourist Attractions and Historical Sites
10. Hospitality English: Welcoming Guests and Making Them Comfortable	10. Traveling with Documents: Passport, Visa, etc.
11. Food and Beverage Service Vocabulary for Restaurants and Cafes	11. Negotiating Prices and Bargaining at Markets
12. Handling Customer Complaints and Feedback	12. Participating in Guided Tours and Excursions
13. Selling Souvenirs and Local Products to Tourists	13. Health and Safety Tips for Traveling Abroad
14. Conducting Safety Briefings for Tours and Activities	14. Reviewing and Giving Feedback on Travel Experiences
15. English for Tourism Marketing and Promotions	15. English for Solo Travelers: Meeting People and Making Plans

9. *A Generation Z-Centered Approach to English Language Learning in Tourism*

The approach to preparing English teaching materials in the tourism sector should refer to the differences that exist between various generations. This means that generational differences influence the preparation of teaching materials. As has been mentioned in various references, Generation Z is the term

for the generation consisting of people born between 1997 and 2012. Other generations have been put forward by various experts, such as: Jean Twenge in his book 'Generation Me : Why Today's Young Americans are More Confident, Assertive, Entitled—and More Miserable Than Ever Before' as well as Neil Howe and William Strauss in their book entitled 'The Fourth Turning: An American Prophecy – What the Cycles of History Tell Us About America's Next Rendezvous with Destiny'. The generations in question include:

1. Silent Generation, born between 1928 – 1945
2. Baby Boomers, born between 1946 – 1964
3. Generation X, born between 1965 – 1980
4. Millennials (or Generation Y), born between 1981 – 1996
5. Generation Z (or Zoomers), born between 1997 – 2012
6. Generation Alpha, born from 2013 until now.

Based on this generational classification, the preparation of teaching materials adapts to the characteristics of Generation Z, namely the generation consisting of people born between 1997 and 2012. This generation has characteristics including:

1. Digital Natives: Generation Z has become adept at using digital devices and platforms from a young age, and their lives are deeply influenced by online interactions and digital culture. This is possible because they grew up in a world where technology, especially the internet and social media, is everywhere.
2. Entrepreneurial Spirit: Generation Z is considered resourceful and creative in using technology to launch their own businesses; including creating online content and pursuing unconventional career paths. This shows that Generation Z has a strong entrepreneurial spirit and a desire to be independent.
3. Socially Aware: Generation Z has high social awareness and great concern for global issues such as climate change, social justice and equality. This awareness and concern is evidenced by their involvement in activism and activities that support causes that are in line with their values by using social media as a platform for advocacy and raising awareness.
4. Pragmatic and Realistic: Generation Z is seen as more pragmatic and realistic. This appears to be shaped by experiences such as economic uncertainty, terrorism, and political instability. Generation Z focuses on practicality and security, seeking stability in education, career and finances.
5. Diverse and Inclusive: Generation Z embraces diversity and inclusivity, valuing representation and authenticity in media.
6. Individualistic yet Collaborative: Generation Z values individuality and personal expression. They are also individuals who demonstrate a strong sense of collaboration and teamwork. They are comfortable working in diverse groups and leveraging collective expertise to solve problems and achieve common goals.

Based on the characteristics above, the preparation of English language teaching materials in the tourism sector must:

1. Use technological devices, especially the internet and social media and digital platforms, often or always interact online and uphold digital culture
2. Use technology for online content
3. Link all teaching materials to global issues such as climate change, social justice and equality (integrated with tourism)
4. Focus the Learning activities on practicality, willingness to collaborate and strong teamwork.

10. Success Strategies: Designing Effective English Language Programs for Tourism

Basically, the meaning of strategy is the method used to deal with special cases. In terms of preparing English teaching materials for the tourism sector, the researcher implemented the following strategy:

1. Researchers look at the curriculum content; However, the curriculum is the main reference for every teacher so that all learning processes must not deviate from the content of the curriculum. The thing to

pay attention to is the learning objectives. Researchers ensure that the learning objectives do not deviate too far from topics about English, tourism, and generation Z

2. After examining the curriculum, the researcher analyzed the RPS that had been prepared. The core part of RPS is teaching materials and the learning process. Researchers want to ensure that all planned teaching materials meet linguistic (English) and tourism aspects. Meanwhile, for activities, researchers analyzed the details of activities by referring to discussions about the characteristics of Generation Z
3. After the RPS is considered good, the next step is to criticize the recommended teaching materials. The focus of criticism is the content of the book which should be in accordance with the RPS and the results of the discussion in this article.
4. The final step is to determine the teaching plan for each meeting session in accordance with the RPS and the results of criticism of existing books.
5. Next, as part of the development process, researchers carry out evaluation steps by asking for input from students about the learning process or activities that have been implemented. Input is obtained from the questionnaire via the Google Form provided. The results of the questionnaire will be used as material for similar research or development in the future.

11. *Results: Guidelines and Implementation*

The results of this research are a set of guidelines and implementation of learning activities that are adapted to the guidelines that have been created. A set of guides contains learning steps (learning activities), the tools needed, and of course teaching materials. Meanwhile, the implementation of learning activities is a type of learning activity report that took place over 14 face-to-face meetings. In the end, the learning activity report is also accompanied by a report on responses from the Google form which is distributed to students as feedback on the learning activities that have been carried out.

The learning guide that has been developed can be described in the following description:

1. Tools: a) RPS is available and deemed appropriate (can be seen in the attachment), b) handbooks for lecturers are also available and deemed appropriate to RPS (taken from books that are available online and compiled by foreign speakers), c) Initially tests and assessment rubrics were not available, but eventually became available along with the development of teaching materials.
2. Detailed learning activities; can be seen in the table below:

Table of Learning Activities According to Research Results (Development of Teaching Materials)

NO	LEARNING ACTIVITIES DEVELOPED	COMPATIBILITY WITH RPS	ANALYSIS OF CONFORMITY WITH GENERATION Z CHARACTERS	IMPLEMENTATION
1	Watching 3 videos about villa description	Development	Digital Natives	Implemented in class
2	Writing descriptions of 3 villas to determine which one is recommended to choose as a place to stay	In accordance	Pragmatic and Realistic	Implemented in class
3	Present recommendations according to the description of the selected villa	Development	Pragmatis dan Realistis	Prepared at home, implemented in class
4	Choose 1 type of traditional activity or event as part of the culture	In accordance	Diverse and Inclusive	Carried out at home
5	Prepare presentation materials in Power Point	In accordance	Entrepreneurial Spirit	Carried out at home

	about cultural activities or traditional customs			
6	Make video recordings of presentations about traditional events or activities as part of domestic culture	Development	Digital Natives	Carried out at home
7	Prepare an interview script about tourist attractions	Development	Individualistic but Collaborative	Carried out at home
8	Conduct interviews about tourist attractions	Development	Individualistic but Collaborative	Carried out at tourist locations
9	Prepare a story board about travel plans using LRT transportation	Development	Individualistic but Collaborative	Carried out at home
10	Compile a script for a travel narrative	Development	Individualistic but Collaborative	Carried out at home
11	Make a video recording of a trip using LRT or Commuter Line transportation	Development	Digital Natives	Carried out on location
12	Practice writing CV and cover letter	In accordance	Individualistic but Collaborative	Implemented in class
13	Practice job interview practice	In accordance	Individualistic but Collaborative	Implemented in class
14	Do job interview practice	In accordance	Diverse and Inclusive	Implemented in class

3. The results of the Google Form version of the questionnaire created can be seen in the description below:
- All students have social media
 - WA is the most widely used social media (compared to Tiktok, Instagram, Facebook, etc.)
 - The highest number of posts uploaded by students (on WA) is 6 to 10 posts in 1 month
 - The most frequently uploaded forms of posts are self-made videos and/or videos made by other people that are re-uploaded
 - The second most frequently used media is Instagram
 - The highest number of posts uploaded by students (on Instagram) is 5 posts in 1 month
 - The form of post that is most often uploaded is images or photos that are made by yourself
 - Social media that is also used is Tiktok and YouTube
 - The number of posts is less than 5 in a month
 - The most frequently uploaded posts are self-made videos.
 - All students found that all learning activities which were the development of RPS were interesting activities
 - The most preferred activity is the activity of compiling and presenting a PPT about customs or culture.

CONCLUSION

The English for Tourism course is one of the main courses in the English Diploma 3 program. In this regard, learning in this course must really occur optimally so that the objectives of this course can be achieved. It's just me, in practice, the learning carried out cannot only rely on the RPS that has been prepared. For this reason, the learning process and learning materials need to be developed in such a way as to suit the existing situation.

The situation in question is that students taking this course are Generation Z. Related to this, learning will be better if it is adapted to the characteristics of Generation Z. Several of these characteristics are analyzed and become the basis for selecting learning materials and activities so that students can hopefully gain maximum experience. real learning so that every learning activity will leave a mark and be useful in the future.

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