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Development of Ecosystem-Based Educational Tourism Oriented Learning Tools in Elementary Schools Supporting SDG 4

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DOI : <https://doi.org/10.63230/jocsis.3.2.180>

Sections Info

Article history:

Submitted: February 11, 2026

Final Revised: May 20, 2026

Accepted: June 4, 2026

First Available Online: July 22, 2026

Publication Date: June 27, 2027

Keywords:

Ecosystem Education;

Educational Tourism;

Elementary School;

Environmental Learning;

Learning Tools;

Sustainable Education.

ABSTRACT

Objective: To develop ecosystem-based educational tourism-oriented learning tools for elementary schools to strengthen students' understanding of ecosystem concepts and promote environmental awareness. This initiative supports Sustainable Development Goal (SDG) 4 by encouraging quality and contextual learning experiences, while also contributing to SDG 15 through environmental conservation education. **Method:** The study employed a development research method with a qualitative approach. The research was conducted in elementary schools located in Pamona Puselemba District, Poso Regency. Data were collected through observation, questionnaires, and interviews involving students, teachers, and relevant stakeholders. Based on the needs analysis, ecosystem-based educational tourism learning tools were developed in the form of learning modules, teacher guides, and interactive teaching materials aligned with the elementary school curriculum. The implementation process involved classroom application and observation of student and teacher responses. **Results:** The developed learning tools provide opportunities for students to learn ecosystems through direct experiences by integrating local tourism potential and environmental resources. The learning approach improves students' engagement, environmental understanding, and appreciation of natural ecosystems. **Novelty:** The study introduces an ecosystem-based educational tourism learning model that connects elementary education with local environmental potential. The developed learning tools provide an alternative approach to supporting sustainable education by integrating academic learning, environmental awareness, and local tourism resources.

INTRODUCTION

Pamona Puselemba has tourism potential and attractiveness that can be developed to improve the economy of the region. Pamona Puselemba has natural resources that can be managed, so it has economic potential, especially regarding the benefits obtained. Generally, this potential is related to Pamona Puselemba's capacity as a rural area in addition to its large population also has large lake water resources (Mamondol, 2018). Pamona Puselemba as an educational center in the future and an industrial city based on environmentally friendly, so that the community will certainly benefit greatly (Bangguna et al., 2021). In addition to economic potential, the Pamona Puselemba area can also be used as a source of learning for students. According to Dzulkarnain et al (2021), the economic and social activities of the community in coastal areas will be a source of contextual learning that can be observed and felt directly by elementary school students to achieve the desired learning competencies (Syaharuddin et al 2020). This is in line with the characteristics of elementary school students who are at the age of 7-13 years. At that age range, all aspects of children's intelligence development are extraordinary. The stage of intellectual development of children at this age greatly affects how to understand a new object (Jandrić et al., 2020). The learning process still depends on concrete objects and experiences experienced directly. Educators must be able to design learning activities that accommodate this. Learning activities that are designed (Kumar et al., 2021)