1 Introduction

Learning model is a reference for teachers in implementing meaningful learning in the classroom. Therefore, teachers need to use appropriate learning models according to the characteristics of students. Teachers need to be observant to identify the syntax or stages of implementation that are in accordance with the needs of learners. The application of the learning model is expected to motivate students to learn, think better, and solve the problems. In addition, the learning model can also be linked to the surrounding environment so that students can understand a concept better. Unfortunately, not all learning models are suitable for use in language learning, especially German language learning.

Maluku region as an archipelago becomes a strategic land for tourism. Teachers can use the characteristics of this area as material for teaching German by adding tourism materials to the curriculum. This tourism material has actually been applied in several high schools and is more focused on guiding competencies. The purpose of teaching materials about tourism is to increase students’ learning motivation, as well as to improve vocabulary mastery, speaking skills and the ability to present tourist objects in German properly and correctly. To achieve this goal, teachers need to design learning as well as possible, it is by paying attention to student learning patterns, mastering subject matter and choosing the right learning model that can create effective learning situations (Novianti et al., 2020). However, from the initial observations made by researchers, it was found that German language teachers in several schools in Maluku Province still tended to use the lecture method to transfer knowledge. Regarding this lecture method, the teacher conveys material about famous tourist objects in Indonesia, teaches Phrases used in guiding activities and then gives assignments for students to memorize information about one tourism objects and present it in class by using German. This in addition to closing the creativity of students and not exploring their thinking skills also affects their learning outcomes, where based on initial interviews with several German language teachers it is known that students still have difficulty in presenting tourism objects in the Maluku area.
The test results showed that most of the students scored below the specified standard both in terms of mastery of tourism objects material, appropriate use of Phrases, speaking skills such as intonation, pronunciation and proper sentence arrangement. These results indicate that the learning objectives have not been maximally achieved by the students, meaning that their guiding abilities are still below the minimum completeness criteria (KKM) in learning. According to Supriadi (2014) & Lewier et al. (2021) professional tour guides must have good communication skills including mastering foreign languages. A tour guide should be able to articulate their voice and speak clearly to avoid misunderstandings with tourists. In addition, tour guides must also have knowledge about tourism objects. Knowledge of tourism objects allows a tour guide to be able to explain facts, history, stories, figures, local customs and other information.

In accordance with the Merdeka Belajar curriculum, the ability to introduce and explain tourism objects is also a component of competence that must be mastered by students, especially in learning German. In this case, students are required to be able to master the utterances and vocabulary related to certain tourism objects and can use them orally in accordance with the rules of the German language. The complexity of guiding competencies that must be mastered by students should be supported by a non-monotonous learning model. The lecture method used by teachers in teaching guiding material is actually not effective because it tends to contain an element of coercion to listen and is one-way in which only the teacher conveys information. The lecture method will be more effective if the character of the subject matter is factual and rote in the cognitive aspect. In addition, the material that can be mastered by students as a result of the lecture will be limited to what is mastered by the teacher. This weakness is indeed the most dominant weakness, because what the teacher gives is what he masters, so what is mastered by students will depend on what is mastered by the teacher. In addition, students also do not have many opportunities to practice speaking skills in German, communication techniques, attitudes and behaviour in guiding. The ability of guiding students is only limited to tourist object material delivered by the teacher and then recorded, then read together and after that they are assigned to memorize and then present it in front of the class. This method does not guarantee students to understand what they have heard and memorized. Students succeed in “remembering” the short term, but the teacher fails to equip students to solve problems in long term life.

Therefore, changes are needed in the learning model that is more meaningful so that it can equip students in approaching life problems faced now and in the future. In other words, a new learning model is needed that empowers students more. Kadir (2013) stated that currently we need a learning model that does not require students to memorize facts, but a learning model that encourages students to construct knowledge in their own minds. In this case the suitable learning model is Contextual Teaching Learning.
The Contextual Teaching Learning model is a learning concept that assumes that children will learn better if the environment is created scientifically. This means that learning will be more meaningful if the students “work” and “experience” themselves what they learn, not just “knowing it”. Learning is not just an activity of transferring knowledge from the teacher to students, but how students are able to interpret what is learned. Therefore, learning strategies are more important than just results. In this case students need to understand what learning means, what are the benefits, in what status they are, and how to achieve it. They realize that what they learn will be useful for their future life. Thus, they will learn to be more enthusiastic, and full of awareness. In contextual learning, the teacher’s task is to facilitate students in finding something new (knowledge and skills) through self-study, not what the teacher says. Students really experience and discover for themselves what they have learned as a result of their own reconstruction. Thus, students will be more productive and innovative. Contextual learning will encourage active learning. Active learning is a teaching and learning system that emphasizes the activeness of students physically, mentally, intellectually, and emotionally in order to obtain learning outcomes in the form of a combination of cognitive, affective, and psychomotor aspects.

Furthermore, Syari & Nuryanti (2016) argue that in the learning process, it is necessary to have learning activities that can improve student activities and learning outcomes. One of the learning models that are expected to be effectively used is the application of the discovery learning model. The discovery of learning model places students as active learning subjects that prioritizes the creativity of students where students are required to be able to explore their abilities so that they can find their own meaning from the material being taught. In this learning model, students are involved in intellectual activities, attitudes, psychomotor skills and require students to process learning experiences into something meaningful in real life, while the teacher only becomes a facilitator who directs students to find out, examine, and observe things that are important to them related to the material and then concluded until a deep understanding of the results of his own thinking is obtained. According to Bell in Fitriyah et al. (2017) there are several specific objectives of learning by discovery, which are as follows.

(1) In discovery, students have the opportunity to be actively involved in learning. The fact shows that the participation of many students in learning increases when discovery is used. (2) Through learning with discovery students can find patterns in concrete and abstract situations, students also extrapolate the additional information provided. (3) Students also learn to formulate question and answer strategies that are not ambiguous and use question and answer to obtain useful information in finding. (4) Learning with discovery helps students form effective ways of working together, sharing information with each other, and hearing and using other people’s ideas.
(5) There are several facts that show that skills, concepts and principles learned through discovery are more meaningful. (6) Skills learned in discovery learning situations are in some cases more easily transferred to new activities and applied in new learning situations.

Isjoni in Afandi et al. (2013) stated that to achieve learning objectives, cooperative learning models can be used which are teaching and learning processes that involve the use of small groups that allow students to work together in them to maximize their own learning and each other’s learning. Cooperative learning emphasizes cooperation between students in groups to achieve learning objectives. Through group learning, students get the opportunity to interact with each other with their friends. In addition, cooperative learning is to prepare students to have an orientation to work in teams. Students not only learn the material, but must learn special skills called cooperative skills. Cooperative learning is a learning model in which a number of students are members of small groups with different ability levels. In completing their group assignments, each group member must work together and help each other to understand the material being studied, learning is said to have not been completed if one of the friends in the group has not mastered the lesson material.

According to Habok & Nagy in Suseno et al. (2022), to achieve maximum learning objectives, the Project based Learning (PjBL) learning model can also be applied. PjBL is a teaching model that is built on learning activities and real tasks that provide challenges for students related to everyday life to be solved in groups. This PjBL learning model does not only focus on the end result, but emphasizes more on the process of how students can solve the problem and finally produce a product. This approach allows students to gain invaluable experience by actively participating in working on their projects. This is of course more challenging than just sitting quietly listening to the teacher’s explanation or reading a book and then taking a quiz or test. In addition, in relation to the development of speaking skills in German, the learning model that can be used is the drill learning model. Drill learning model is a learning model that teaches students to practice to get a dexterity or skill that is higher than before (Roestiyah, 2001). This drill learning model is very suitable to be applied, because this model provides repeated exercises to students so that they can master a certain skill to the maximum, for example, practicing pronunciation of words and phrases in German repeatedly, especially by following the pronunciation of the native speakers.

Based on the above background, it is necessary to develop an innovative learning model that can increase students’ motivation to learn German, especially guiding skills. The learning model developed in this study is the ISLANDS learning model. ISLANDS stands for Identification, Setting, List, Application, Note, Duplication, and Scrutinize.
This learning model provides space for students to learn independently, it is by searching and finding information about tourism objects and Phrases according to the material, working in groups to practice collaboration skills, sharing information and knowledge, and sharing tasks and responsibilities, leadership, solving problems, actively speaking in German with the help of teachers and native speakers and only focusing on local wisdom which is of course very well known to them, making it easier for them to absorb the material provided by the teacher. In addition, students are also given the opportunity to evaluate the process and their learning outcomes. Thus, it is hoped that this interactive, communicative, active, independent and local wisdom-oriented learning model can increase students’ learning motivation and their mastery of the German language, especially guiding abilities.

2 Research Method

This research on the development of the ISLANDS learning model in improving students’ guiding abilities used the ADDIE development model (Analysis, Design, Development, Implementation and Evaluation) which was a systemic development design model (Dick and Carey, 1996). The sample of this research consisted of 55 high school students in class XII from 3 islands in Maluku Province, Indonesia, including Ambon Island as many as 20 students, Saparua Island with 18 students and Haruku Island as many as 17 students. The research instrument consisted of interview questions about the factual conditions of the models, methods and learning media used today, Learning Plans containing learning steps using the ISLANDS learning model, questionnaires about student and teacher assessments of the implementation of learning plans using the ISLANDS learning model, Expert assessment questionnaire on the ISLANDS learning model and Lesson Plan. The questionnaires used a level 4 Likert scale. The expert validators consisted of 2 lecturers, one German language education lecturer and 1 education and teaching lecturer. In addition, to find out whether there are differences in the ability of guiding of the students before and after the implementation of the ISLANDS method, a paired t test was used. The guiding ability test was carried out orally and written using assessment standards according to Nurgiantoro in Wahyono (2017) namely (1) intonation, (2) grammar, (3) vocabulary, (4) fluency, and (5) understanding. The score of each point is 20, thus the highest score is 100. For the assessment of learning models and lesson plans, the categories according to Widyoko (2012:113) was used:
Table 1: Assessment Categories

<table>
<thead>
<tr>
<th>Average of Answer Score</th>
<th>Assessment Classification</th>
</tr>
</thead>
<tbody>
<tr>
<td>&gt;3.25 – 4.0</td>
<td>Very Good</td>
</tr>
<tr>
<td>&gt;2.5 – 3.25</td>
<td>Good</td>
</tr>
<tr>
<td>&gt;1.75 – 2.50</td>
<td>Fair</td>
</tr>
<tr>
<td>&gt;1.0 – 1.75</td>
<td>Poor</td>
</tr>
</tbody>
</table>

3 Results and Discussion
This research discussed the ISLANDS learning model using the ADDIE development model. The results of the research and discussion were described in detail below.

3.1 Need Analysis
Analysis of the need for learning methods or models aimed to see how far the learning methods or models had been implemented in the German language learning process. For this reason, the teachers were interviewed about the methods or learning models used during teaching. From the interviews, it was acknowledged that they mostly used the lecture method, both in offline and online activities. They were used to using this method so that they did not experience any difficulties even though they thought the method was a bit boring for students, especially when studying online. Another obstacle was the limitations of teachers to interact online. The process that occurred more often was a one-sided/one-way interaction. The lack of interaction between teachers and students during teaching was still common. In addition, for social form, students often worked on individual assignments, while collaborative activities in groups were rarely carried out. The results of the interview also showed that so far the learning media used in learning German was less varied, where teachers often used pictures and cards that contained words. The frequent use of picture media and word cards made students bored in participating in the learning process because they always did the same task, it was telling what they see in the picture and reading and memorizing the words written on the card.

The results of this analysis indicated that it was necessary to develop an innovative learning model that could motivate students to learn, especially to improve their German language skills.

3.2 Design
Based on the analysis of these needs, a new learning model was designed to accommodate interactions between teachers and students both offline and online. The learning model that prioritized student experience (learning by doing) in learning was expected to produce an interactive learning. In designing the learning model, several stages were carried out:
1. collecting references on learning models that could be used online or face-to-face.
2. analysing these learning models by looking at their strengths and weaknesses.
3. Developing the steps of the learning model according to the needs in learning.

3.3 Development
At this stage, the conceptual framework of the ISLANDS learning model was developed and modified according to the learning objectives that had been determined. In this case, the learning model was planned to be implemented both offline and online assisted by Zoom and YouTube. This developed model also opened opportunities for students to express their opinions based on their experiences. The ISLANDS learning model was carried out in several stages, including (1) Identification, at this early stage, students identified and mentioned tourism objects that were around them. The teacher opened their insight about the tourism attraction by asking questions using the W-Questions keyword: *Was ist das? Wo ist das? Wie kann man den Ort erreichen? Was ist da zu sehen?* At this stage teachers could use YouTube to open their horizons about a tourism attraction; (2) Settings. The development of this tourism attraction was designed collaboratively between teachers and students. The teacher gave assignments to be done in groups; (3) Lists. At this stage, the teacher and students worked together to arrange a schedule for completing assignments. Teachers monitored student progress. Meanwhile, students made schedules and divided tasks into groups. The teacher only monitored students through the Zoom and WhatsApp group. (4) Applications. Students searched and found information about tourism objects through YouTube. Next, they made notes about these tourism objects. The output was that they told stories about these tourism objects and made recordings based on the guidance of the teacher; (5) Notes. At this stage, students presented tourism objects in their area. Meanwhile, the teacher used the presentation as a form of pre-test to identify errors in the use of utterances and pronunciation difficulties in the target language so that the teacher could make a decision to provide therapy through practice; (6) Duplication. Based on the difficulties faced, students were given therapy in the form of repetition by native speakers via Zoom and YouTube; (7) Scrutinize. At this final stage, students were given a post-test. Based on the test results after implementation, it could be seen that the application of the ISLANDS learning model could maximize the use of utterances and eliminate pronunciation errors. This meant that there was an increase in students’ speaking skills.

3.4 Implementation
In implementing the ISLANDS learning model, teachers always tried to develop students’ potential and managed the teaching and learning process well so that the learning process could take place effectively. This process was carried out both offline and online. Previously, the teacher had to form a WA group to inform the implementation of learning activities, prepared the media application used and made the appropriate lesson plans.
Table 2: The steps for implementing the ISLANDS learning model online and offline were as follows.

<table>
<thead>
<tr>
<th>Meeting:</th>
<th>Stages of the ISLANDS Learning Model:</th>
<th>During ONLINE Learning</th>
<th>During OFFLINE Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>I.</td>
<td>1. Identification</td>
<td>Through Zoom, the teacher opens insight into tourism objects and asks questions using the W-Fragen keyword. Students mention the tourism objects that are around them and identify the tourism objects around them with the help of YouTube.</td>
<td>Through Zoom, the teacher opens insight into tourism objects and asks questions using the W-Fragen keyword. Students mention the tourism objects that are around them and identify the tourism objects around them with the help of YouTube.</td>
</tr>
<tr>
<td></td>
<td>2. Setting</td>
<td>The teacher gives assignments in groups. The development of this tourism objects is designed collaboratively between teachers and students.</td>
<td>The teacher gives assignments in groups. The development of this tourism objects is designed collaboratively between teachers and students.</td>
</tr>
<tr>
<td></td>
<td>3. List</td>
<td>At this stage, students divide tasks into groups, and make a schedule. The teacher monitors students through the division of groups that are on Zoom and WhatsApp</td>
<td>At this stage, students divide tasks into groups, and make a schedule. The teacher monitors students directly in the classroom.</td>
</tr>
<tr>
<td></td>
<td>4. Application</td>
<td>Students develop the results they find in the identification stage. They make notes about the tourism objects found through YouTube and make recordings based on teacher guidance.</td>
<td>Students develop the results they find in the identification stage. They make notes about the tourism objects found through YouTube and make recordings based on teacher guidance.</td>
</tr>
<tr>
<td>II</td>
<td>5. Note</td>
<td>Students present the tourism objects in their area via Zoom. The teacher uses it as a pre-test to identify errors in the use of speech and pronunciation in the target language.</td>
<td>Students present the tourism objects in their area. The teacher uses it as a pre-test to identify errors in the use of speech and pronunciation in the target language.</td>
</tr>
<tr>
<td></td>
<td>6. Duplication</td>
<td>Students are given therapy in the form of exercises using Zoom and YouTube.</td>
<td>Students are given therapy in the form of exercises using YouTube.</td>
</tr>
<tr>
<td></td>
<td>7. Scrutinize</td>
<td>Post-test is given to the students</td>
<td>Post-test is given to the students</td>
</tr>
</tbody>
</table>
3.5 Evaluation

The quality of the learning model according to Nieveen in Sunyono (2015:47) was obliged to meet the requirements of validity, practicality and effectiveness.

First, the validity of the learning model and lesson plans was carried out by two expert validators. The results of the assessment showed an average of 3.0 for the learning model and 2.8 for the lesson plan, which meant that both the learning model and lesson plan were in the “good” category. This showed that the ISLANDS learning model was valid in all components, which included the theoretical basis, learning objectives, syntax as well as social systems and the expected learning environment. The learning model and lesson plan were feasible to use because they were theoretically valid.

Second, the results of the practicality test were to see the implementation of syntax, social systems, support systems and the expected instructional impact. The results of the assessment through the questionnaire showed the average score obtained was 3.1 or included in the “good” category. Aspects of student response to the ISLANDS learning model showed that as many as 95% gave a positive assessment or agreed if this learning model made them more motivated to learn and easier to understand the learning material provided. In addition, this learning model was able to make students more active, interactive and collaborative both offline and online, it was by using Zoom and YouTube media. The results of the questionnaire showed that students were not bored in following the learning process with this learning model because they were more active in seeking information in the environment around where they live, solving problems independently, interacting both with fellow learners and with informants from outside the school and communicating, especially during group discussions. In addition, they were also more confident in presenting tourism places in their area because apart from they already knew the tourism places, they could also learn the pronunciation of utterances and vocabulary directly from native speakers, it was through YouTube media. Their confidence was also getting stronger because they got the opportunity to correct pronunciation mistakes through the repetition stage.

Third, the results of the effectiveness test on a large-scale trial, it was on 55 grade XII high school students on the islands of Ambon, Saparua and Haruku, showed an increase in German learning outcomes, especially guiding abilities. Usually, the assessment was based on individual assignments as well as group assignments, both orally and in writing (multiple choice, filling and also short descriptions). However, for the application of the ISLANDS learning model, it was more directed to the guiding ability in this case the mastery of the material, especially both individually and in groups. Based on data from the three German language subject teachers, it was known that the value of the guiding ability of the students before the application of the ISLANDS learning model was below the graduation standard, which was <60 or enough.
After the application of this learning model, it was found that the students were able to introduce and explain tourist attractions on their respective islands in German orally properly and correctly. This could be seen from the results of their guiding ability assessment at the end of the lesson where the highest score achieved by students on Ambon Island was 90 or very good and the lowest score was 70 or good. The highest score achieved by students on the island of Saparua was 87 or very good and the lowest score was 68 or enough, while the highest score achieved by students on the island of Haruku was 87 or very good and the lowest score was 67 or enough.

Table 3: The result of the t-Test paired

<table>
<thead>
<tr>
<th></th>
<th>Ambon</th>
<th>Saparua</th>
<th>Haruku</th>
</tr>
</thead>
<tbody>
<tr>
<td>Result</td>
<td>Mean</td>
<td>Post-Test Mean</td>
<td>Post-Test Mean</td>
</tr>
<tr>
<td>Pre-test</td>
<td>68</td>
<td>76,15</td>
<td>66,94</td>
</tr>
<tr>
<td>Post-Test</td>
<td></td>
<td></td>
<td>75,28</td>
</tr>
<tr>
<td>Mean</td>
<td></td>
<td>76,15</td>
<td>75,28</td>
</tr>
</tbody>
</table>

The average value of the guiding ability of students in the three Islands showed a difference between the pre-test and post-test and especially there was an increase in learning outcomes, where the post-test average was higher than the pre-test. Furthermore, to prove whether the difference was really significant or not, the paired t test (α 0,05) was conducted.

Table 4: The result of paired t test

<table>
<thead>
<tr>
<th></th>
<th>Ambon</th>
<th>Saparua</th>
<th>Haruku</th>
</tr>
</thead>
<tbody>
<tr>
<td>t_{count}</td>
<td>9,282 &gt; t_{tab}1,7291</td>
<td>8,596 &gt; t_{tab}1,7396</td>
<td>8,102 &gt; t_{tab}1,7459</td>
</tr>
</tbody>
</table>

The results of the t test showed that there was a significant difference between the guiding ability of the students on the three islands, where it was known that t count was higher than t table for those students on the islands of Ambon, Saparua and Haruku. This indicated that the ISLANDS learning model was very effective because the steps were easy to understand and encourage students to understand the learning material provided. Thus, this learning model had fulfilled 3 valid aspects, including theoretically by expert validation, empirically valid because it had been proven to be effective in improving students’ guiding abilities and was practical to apply.

4 Conclusion

Based on the results of the research, it could be concluded that:

1. The ADDIE model consisting of Analysis, Design, Development, Implementation and Evaluation was useful as a guide in developing the ISLANDS learning model.
2. The factual model of learning German on the islands of Ambon, Saparua and Haruku was more oriented towards delivering learning materials through lectures and more often using picture media and word cards so that students felt bored and less enthusiastic in participating in the teaching and learning process.
3. The ISLANDS (Identification, Setting, List, Application, Note, Duplication, and Scrutinize) learning model developed in this research used the theoretical basis of active, communicative and interactive learning and emphasizes the formation of knowledge with the help of local wisdom of each region.

4. Based on the results of data analysis, the ISLANDS learning model had met the quality requirements of the learning model, it was validity, practicality and effectiveness so that it was feasible to use.

5. Meanwhile, it was proven that the ISLANDS learning model could improve the ability of guiding students in three islands in Maluku, including Ambon Island, Saparua and Haruku. Thus, the ISLANDS learning model could be recommended for use in the teaching and learning process in German subjects.

**Literature**


