

Developing English Edu-Trip Program using YouTube for Primary EFL Learners in Blitar: A Research and Development

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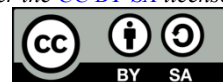
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ABSTRACT

This study was motivated by the low English proficiency of primary school students in Indonesia, particularly in speaking skills, and the limited availability of educational tourism-based English learning programs that provide meaningful and contextual learning experiences. The study aimed to establish an English Edu-Trip program model using YouTube as a learning companion for Primary EFL Learners in Blitar. This study employed the Research and Development (R&D) method involving 15 primary school students in the field trial. Data were collected through questionnaires, interviews, observations, expert validation sheets, and speaking tests. Qualitative and quantitative data analyses were conducted to support the development, validation, and evaluation of the program model. The study resulted in an English Edu-Trip program model integrating pre-site, on-site, and post-site activities with the principles of Experiential Learning, Communicative Language Teaching, Educational Tourism, and YouTube as a learning companion. The model includes program structure, learning activities, implementation guidelines, feasibility indicators, and expected learning outcomes. Expert validation indicated high validity, with Aiken's V coefficients of 0.81 for program design and 0.89 for learning materials. The trial implementation also demonstrated a statistically significant improvement in students' speaking performance ($p < 0.001$). These findings suggest that the established English Edu-Trip program model is both feasible and effective in supporting contextual, interactive, and meaningful English learning for Primary EFL Learners.

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1. INTRODUCTION

English plays an essential role in global communication, education, and professional development. However, many English as a Foreign Language (EFL) learners in Indonesia still face difficulties in achieving sufficient English proficiency, particularly in speaking skills. Based on the 2024 EF English Proficiency Index, reports Indonesia as having a low level of English proficiency, ranking 80th out of 123 countries with a score of 471, (EF Education First, 2025). At the primary school level, learners are generally at the A1 CEFR level, indicating basic communicative ability, (Meisani et al., 2020). Previous studies also highlight that low motivation and lack of meaningful learning experiences significantly contribute to these challenges, (Astuti, 2016; Dörnyei, 2001).

Preliminary findings from 42 primary school students and three English teachers in Blitar reveal similar conditions. Although students show interest in learning English, many lack confidence in speaking and tend to avoid active participation in communicative activities. Questionnaire results indicate that 53.6% of students feel hesitant to speak English, while 66.7% show low willingness to engage in communicative tasks. Teachers also report that students are easily bored in conventional classroom settings. At the same time, students respond positively to collaborative activities and outdoor learning, suggesting that more engaging and experiential approaches are needed.

These findings indicate a clear instructional problem. English learning in primary schools still relies heavily on conventional approaches that do not provide sufficient opportunities for real communication. As a result, students lack confidence and motivation to use English in real contexts. This situation highlights the need for an instructional model that integrates meaningful, experiential, and contextual learning experiences.

From a theoretical perspective, Kolb's Experiential Learning Theory highlights that learning is constructed through cycles of experience, reflection, conceptualization, and experimentation, (Kolb, 1984). Communicative Language Teaching (CLT) emphasizes meaningful interaction and low-anxiety communication to support language development, (Richards, 2006; Tajuddin et al., 2023). In addition, Ausubel's Advanced Organizer Theory suggests that learning becomes more meaningful when new information is connected to learners' prior knowledge, (Ausubel, 1968). Furthermore, Educational Tourism Theory provides real world learning experiences that connect language learning with real-world contexts, (Ritchie, 2003; Sari & Wijayanti, 2023; Wijayanti & Sari, 2023). These theories collectively support the need for an integrated learning model that promotes active, contextual, and experiential English learning for young learners.

Previous studies have shown that experiential learning, collaborative activities, and educational tourism can enhance motivation, speaking ability, and learner engagement, (Azizah et al., 2023; Wulandari, 2022; Hasanah & Ruhimat, 2019). However, most existing research focuses on isolated activities, perceptions, or learning material development (Nurmalita et al., 2026). A comprehensive and structured program model that integrates English learning with educational tourism for primary EFL learners remains limited, particularly in the local context of Blitar.

Responding to these challenges, this study addresses the following research problem: How is an English Edu-Trip program model using YouTube as a learning companion for primary EFL learners in Blitar developed?

This study aims to develop an English Edu-Trip program model that integrates YouTube as a learning companion for primary EFL learners in Blitar. The developed model is based on Communicative Language Teaching, Experiential Learning Theory, Advanced Organizer Theory, and Educational Tourism, and is structured into three learning phases: pre-site, on-site, and post-site activities.

The significance of this study is both theoretical and practical. Theoretically, it contributes to the development of an integrated framework for experiential and tourism-based English learning for young learners. Practically, it offers a feasible program model that can be implemented in primary education settings to enhance students' motivation, engagement, and speaking ability through contextual learning experiences.

2. METHODS

2.1 Research Design

This study employed a Research and Development (R&D) method to develop an English Edu-Trip program model. R&D is a systematic process used to design, develop, and validate educational products, (Borg & Gall, 2003). This method was considered appropriate because the main objective of the study was to produce a feasible and applicable instructional program model rather than to test a hypothesis. The study was conducted within a pragmatic research paradigm that focuses on practical problem-solving and product development.

This study emphasized the development of an instructional model that could be applied in real educational contexts through a process of design, implementation, and evaluation. Both qualitative and quantitative data were used in this study to support the development and evaluation process. Qualitative data were obtained from interviews and expert feedback, while quantitative data were collected through questionnaires and evaluation scores.

The development model in this study was adapted from Luenendonk (2019), which consists of six stages namely, Foster Idea, Focus Idea, Develop Idea, Prototype and Trial, Regulatory, Marketing, and Product Development, and Launch (Luenendonk, 2019). This model was selected due to its iterative and flexible structure, which allows continuous improvement during the development process. These stages were used as the framework reference for developing the English Edu-Trip program model.

2.2 Participants

This study involved participants from primary schools in Blitar consisting of students, English teachers, and a travel agency representative. In the preliminary study, participants were selected through random sampling, involving 42 students from grades 4 to 6, three English teachers from three different elementary schools, and one travel agency owner. The preliminary participants were involved to obtain diverse perspectives related to students' needs, learning interests, and the potential implementation of an English educational tourism program. In the main study, purposive sampling was used to select participants who met the criteria relevant to the research objectives, (Cresswell, 2014). A total of 15 primary EFL students participated in the trial stage of the English Edu-Trip program. This number was chosen based on the small-group field testing stage

in instructional design based on Dick, Carey, and Carey (2009) that suggest involving around 15–20 learners for formative evaluation, (Dick et al., 2009; Nurhayati & Rufi'i, 2020). This sample size was considered enough to observe how the program worked in practice and to get initial feedback on its effectiveness in a limited trial.

2.3 Instruments

Data were collected using questionnaire sheets, interview protocols, validation sheets, pre-test and post-test assessments, a learning module, and observation checklists. In the Foster Idea stage, questionnaire sheets and semi-structured interview protocols were used to identify students' learning needs, interests, and readiness for English educational tourism activities, as well as to explore current English learning from teachers and the existence of English educational tourism from a travel agency representative. During the Prototype and Trial stage, validation sheets were used by six experts to evaluate the developed program and learning design. While a screening questionnaire was administered to select participants for the trial. Students' learning outcomes were measured through pre-test and post-test assessments, using oral speaking test with a question list and assessment rubric. The learning module served as the instructional guide during the implementation, and observation checklists were used to record students' participation and engagement. After the trial, a satisfaction questionnaire and follow-up interviews were conducted to gather feedback for program evaluation and improvement.

2.4 Procedures

This study followed the Research and Development (R&D) model adapted from Luenendonk (2019), which consists of six stages: Foster Ideas, Focus Ideas, Develop Ideas, Prototype and Trial, Product Development, and Launch (Figure 1) (Luenendonk, 2019). In the Foster Ideas stage, a preliminary study was conducted through literature review, questionnaires, and interviews with students, teachers, and a travel agency representative to identify learning needs, challenges, and opportunities related to English educational tourism. The findings were analyzed and refined in the Focus Ideas stage to establish the concept, objectives, and structure of the English Edu-Trip program. In the Develop Ideas stage, the program framework, learning module, learning companion, and assessment system were designed based on the identified needs and relevant theoretical foundations.

In the Prototype and Trial stage, the developed program was reviewed by six experts and revised based on their feedback. The revised prototype was then implemented in a limited trial involving 15 primary EFL learners to evaluate its practicality and effectiveness. The Product Development stage focused on refining the final version of the program based on validation and trial results, while the Launch stage involved disseminating the program through digital platforms, including a website and YouTube channel, to introduce the English Edu-Trip program to potential users.

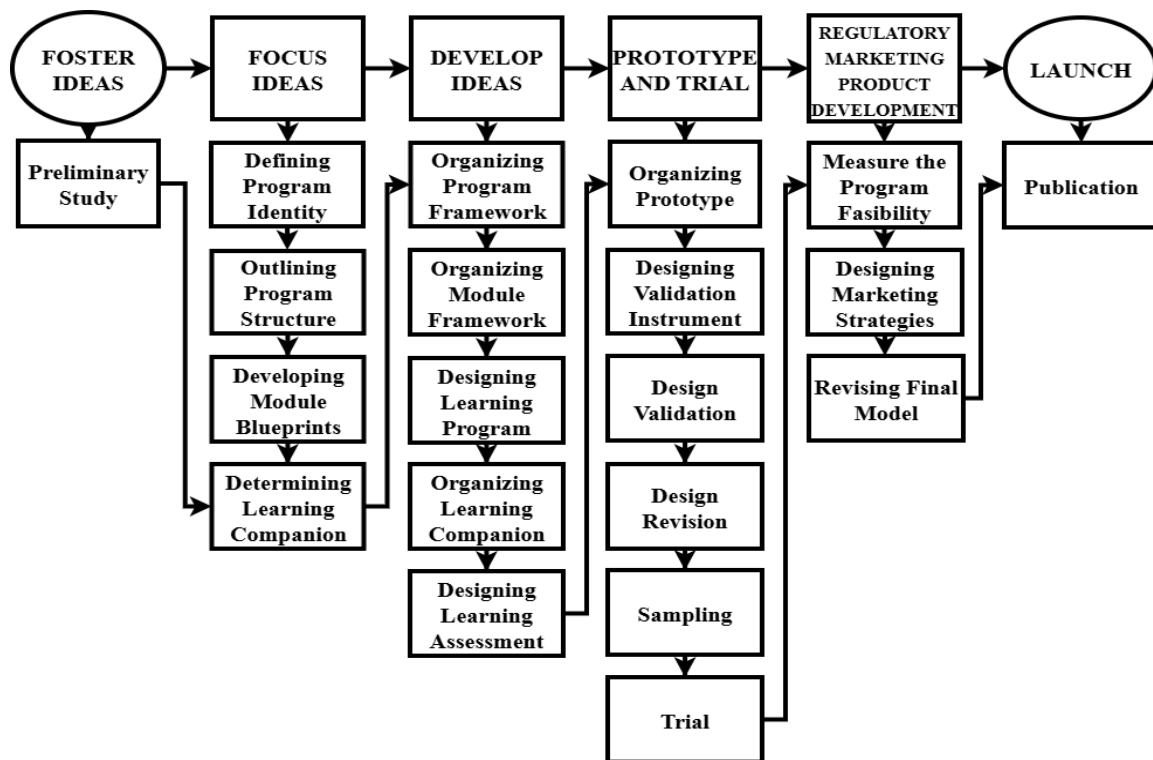


Figure 1. Martin Luenendonk Adapted Basic R&D Framework

3. RESULTS AND DISCUSSION

3.1 Foster Idea

A needs analysis was conducted using student questionnaires and supporting interviews with teachers to identify learning conditions, interests, and difficulties in speaking English activities. Questionnaire data was analyzed using quantitative frequency distributions. Responses were first grouped into four categories (Strongly Agree, Agree, Disagree, and Strongly Disagree). To interpret the findings, the data were reduced to broader thematic categories based on learning characteristics and student responses. The percentage results of each category based on the questionnaire responses from 42 students presented in the Table 1.

Table 1. Need questionnaire data display

Category	%
Interest in English Learning	51.6%
Low Speaking Confidence	53.6%
Low Willingness to Use English Actively	66.7%
Preference for Collaborative Learning	68.3%
Positive Response to Outdoor and Interactive Learning	51.8%

As shown in Table 1, students demonstrated an interest in learning English (51.6%) and responded positively to collaborative and outdoor learning activities (68.3% and 51.8%, respectively). However, many students showed low confidence in speaking

English (53.6%) and low willingness to use English actively in classroom activities (66.7%).

Interviews with teachers supported these findings. Teachers reported that students often perceive English as difficult, hesitate to answer questions, and become easily bored with conventional classroom activities. In contrast, games, group work, and outdoor activities increased students' participation and enthusiasm. The interview with the travel agency representative also indicated that educational tourism activities are common in Blitar, but no English educational tourism program has been specifically implemented. These findings suggest the need for an English learning program that provides meaningful, collaborative, and experiential learning opportunities while promoting students' confidence and willingness to communicate in English. Therefore, an English Edu-Trip program integrating educational tourism and English learning was proposed as the initial solution.

3.2 Focus Idea

Based on the needs analysis, the researcher formulated the initial concept of the English Edu-Trip program by integrating the identified problems, students' learning preferences, and relevant theoretical foundations. Students' low confidence and willingness to use English indicated the need for an engaging program that promotes communicative language use, while their positive responses to collaborative and outdoor learning suggested the importance of experiential and group-based activities. Therefore, the program was designed as an educational tourism-based English learning program called "English Edu-Trip", where "English" represents the learning focus, "Edu" refers to educational activities, and "Trip" reflects tourism experiences as the core of the program.

Considering the lack of a structured English educational tourism program in Blitar, Penataran Temple was selected as the learning destination because it offers authentic cultural experiences and a suitable environment for primary learners. The program structure was developed based on Educational Tourism Theory and organized into three learning phases: pre-site, on-site, and post-site activities. Furthermore, the learning activities were designed by integrating Experiential Learning Theory, Communicative Language Teaching, and Advance Organizer Theory. To support the learning activities, YouTube was selected as the learning companion because it provides accessible audio-visual materials that can be used by students and parents anytime and anywhere.

3.3 Develop Ideas

Based on the conceptual framework developed in the previous stage, the researcher designed the preliminary English Edu-Trip program and its instructional components. The program was structured as an educational tourism-based English learning program implemented through three learning phases: pre-site, on-site, and post-site activities at Candi Penataran. The general program framework included program registration, learning implementation, assessment, certification, and access to supplementary learning materials through the English Edu-Trip YouTube channel.

To support the implementation, a module framework was developed consisting of diagnostic assessment, pre-site activities, on-site activities, post-site activities, and

summative assessment. Based on this framework, preliminary students' handbooks and lesson plans were prepared to guide learning activities and speaking practices throughout the program. In addition, YouTube was organized as the learning companion by providing educational videos, supplementary materials, and program information that could be accessed beyond the learning sessions. The assessment system incorporated diagnostic, formative, and summative assessments to identify students' initial proficiency, monitor their learning progress, and evaluate learning outcomes after completing the program.

3.4 Prototype and Trial

After the preliminary program components had been developed, the researcher integrated the program framework, module framework, learning materials, learning companion, and assessment system into a hypothetical prototype of the English Edu-Trip program. A management structure was also designed to define the responsibilities of each member involved in the implementation process.

Before implementation, the prototype underwent expert validation to examine its feasibility and instructional quality. Six experts consisting of program practitioners and instructional design experts evaluated the prototype using validation sheets. Content validity was determined using Aiken's V. The validation results are presented in Table 2 and Table 3.

Table 1. Program design expert validation results

Validator	Total Score	Mean Score	Category
Validator 1 (V1)	67	3.35	High
Validator 2 (V2)	73	3.65	High
Validator 3 (V3)	67	3.35	High
Overall Mean Aiken's V	–	0.81	Very High Validity

Table 2. instructional design expert validation results

Validator	Total Score	Mean Score	Category
Validator 1 (V1)	72	3.60	High
Validator 2 (V2)	70	3.50	High
Validator 3 (V3)	74	3.70	Very High
Overall Mean Aiken's V	–	0.89	Very High Validity

As shown in Table 2 and Table 3, both aspects achieved Aiken's V scores above 0.80, indicating that the developed prototype was highly valid and feasible for implementation. Nevertheless, several revisions were made based on the experts' suggestions. The revisions included refining the management structure, extending the implementation period from eight to sixteen meetings, redistributing learning activities, and adjusting the program pricing scheme. The instructional materials and assessments were also refined to ensure a better balance between learning objectives, activity duration, and assessment procedures.

The revised prototype was implemented in a limited trial involving 15 primary EFL learners. To examine its effectiveness, students completed speaking assessments before and after participating in the English Edu-Trip program. The descriptive results are presented in Table 4.

Table 3. Pre-test and post-test results

Test	Mean	Highest	Lowest
Pre-Test	11.8	15	6
Post-Test	14.9	20	11

Table 4 shows an increase in students' speaking performance after the implementation of the program. The mean score improved from 11.80 in the pre-test to 14.93 in the post-test, indicating better speaking achievement following participation in the experiential learning activities. Prior to hypothesis testing, data distribution was examined using the Shapiro-Wilk test, which indicated a slight deviation from normality ($W = .860, p = .024$). Therefore, both parametric and non-parametric tests were conducted to ensure the robustness of the findings. The statistical results are presented in Table 5.

Table 4. Paired sample t-test

95% CI for Effect Size									
Measure 1	Measure 2	Test	Statistic	Z	df	p	Effect Size	SE Effect Size	Lower Upper
Column 1	-Column 2	Student	-6.714		14	< .001	-1.734	0.268	$-\infty$ -1.032
		Wilcoxon	0.000	-3.296		< .001	-1.000	0.294	$-\infty$ -1.000

Both analyses demonstrated statistically significant differences between pre-test and post-test scores ($p < .001$). Furthermore, the large effect size ($d = 1.734$) indicates that the English Edu-Trip program had a substantial impact on students' speaking development. These findings suggest that contextual and experiential learning activities provided meaningful opportunities for learners to practice English communication in authentic settings.

The implementation of the English Edu-Trip program involved pre-site, on-site, and post-site activities, including observations, group discussions, speaking practices, games, and reflection sessions. Formative and summative assessments indicated that most students demonstrated moderate to good performance in pronunciation, vocabulary use, fluency, and confidence during communicative activities. Students also reported highly positive responses toward the program. The satisfaction results are presented in Table 6.

Table 5. Student satisfaction results

Category	Indicators	Total Score	Maximum Score	Percentage	Interpretation
English Edu-Trip Activities	P1, P2, P10	157	180	87.2%	Very High
Outdoor Learning Experience	P3	51	60	85.0%	Very High
Speaking Confidence Improvement	P4	49	60	81.7%	Very High
Learning Media and Facilitator	P5, P6	108	120	90.0%	Very High
Collaborative Learning	P7	56	60	93.3%	Very High
Interactive Learning Activities	P8	52	60	86.7%	Very High
Material Suitability	P9	50	60	83.3%	Very High

As shown in Table 6, all aspects received very high ratings. Collaborative learning obtained the highest score (93.3%), followed by learning media and facilitator support (90.0%). Students also reported increased speaking confidence and positive experiences with outdoor learning activities.

Interview findings further supported these results. Students described the program as enjoyable and different from their usual classroom experiences because they could learn English through direct observation, games, and collaborative activities. Although several lower-performing students experienced difficulties with pronunciation and longer speaking tasks, they remained actively engaged with support from peers and facilitators.

The accompanying teacher also evaluated the program positively and considered it innovative, educational, and suitable for primary school learners. The teacher highlighted the learning-by-doing approach, structured activities, and supportive learning environment as the major strengths of the program. Overall, the implementation findings indicate that the English Edu-Trip program was practical, engaging, and feasible for use in primary EFL contexts.

3.5 Regulatory, Marketing, and Product Development

Based on the expert validation and limited trial results, the English Edu-Trip program was considered feasible for dissemination and future implementation. The program design and instructional design achieved Aiken's V scores of 0.81 and 0.89, respectively, indicating very high validity. In addition, students and the accompanying teacher reported highly positive responses toward the program. Collaborative learning, facilitator support, interactive activities, and overall program satisfaction received very high ratings, suggesting that the program was practical and well accepted by its users.

Following the validation and trial processes, the program was finalized and prepared for dissemination. Promotional strategies were directed toward teachers, school administrators, and parents as the primary decision-makers in elementary education. To support dissemination, the program was introduced through digital media, including YouTube, Instagram, digital brochures, and invitation letters distributed to elementary schools in Blitar.

The final product consists of the EXAVO Edu-Trip model as the main program framework, accompanied by the final management structure, students' handbook, lesson plans, assessment instruments, learning companion, and promotional brochure. Together, these components form an integrated English educational tourism program that is ready for wider implementation.

3.6 Launch

The finalized English Edu-Trip program was initially disseminated through its official YouTube and Instagram accounts. These platforms were used to introduce the program to teachers, parents, and potential partner schools by providing information about the program framework, learning activities, promotional materials, and supplementary educational content. The use of social media enabled wider and more accessible dissemination of the English Edu-Trip program and its learning resources.

4. CONCLUSION

This study developed the Edu-Trip Model as an integrated English educational tourism program for elementary EFL learners. The model was designed through a Research and Development process and resulted in a structured program that combines pre-site, on-site, and post-site learning activities supported by instructional materials, assessment tools, and a learning companion.

The findings show that the developed program is feasible and effective for implementation. Expert validation results indicated high validity for both program design (Aiken's $V = 0.81$) and instructional design (Aiken's $V = 0.89$). In addition, the trial implementation showed positive student learning outcomes, particularly in speaking performance, as well as high levels of engagement, collaboration, and learning motivation. These results suggest that the program provides meaningful and contextual opportunities for English learning through experiential activities.

The study implies that integrating educational tourism with communicative and experiential learning approaches can support more active and confident English use among primary learners. The use of structured outdoor learning activities also helps create a more engaging learning environment compared to conventional classroom instruction. This study is limited by the small-scale trial, the use of a single tourism site, and its focus on speaking skills. Therefore, future research is recommended to test the model in broader contexts, different educational settings, and with a wider range of English language skills.

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