

FIELD TRIP AND REVOLUTIONIZING THE WAY OF THINKING THE STUDENT OF TOURISM STUDY PROGRAMME OF UNIVERSITAS NEGERI PADANG

DWI PRATIWI WULANDARI^{1*}, PRETTY SHINTA SIBORO², HARIYADI³

Tourism Department, Faculty of Tourism and Hospitality, Universitas Negeri Padang^{1,2},
Universitas Muhammadiyah Sumatera Barat³

dwipratiwi@fpp.unp.ac.id^{1*}, pretysiboro27@gmail.com², hariefamily@yahoo.co.id³

Abstract: This study aims to analyze the influence of the field trip method on the critical thinking skills of undergraduate students in the Tourism Study Program at Universitas Negeri Padang. The research employed a descriptive quantitative approach using simple linear regression analysis. The sample was selected purposively from students who had participated in field trip-based learning activities. The linearity test produced a significance value of 0.385 (> 0.05), indicating a linear relationship between the field trip variable (X) and critical thinking skills (Y). The regression analysis showed that the model was statistically significant, with an F-value of 103.989 and a significance level of 0.000 (< 0.05), meaning the regression model is suitable for predicting the dependent variable. The t-test resulted in a t-value of 3.825 with a significance level of 0.000, indicating that the field trip variable has a significant effect on students' critical thinking. The regression coefficient was 0.815 with a significance level of 0.000, which means that an increase of 1 unit in the field trip variable will result in a 0.815-unit increase in critical thinking skills. These findings confirm that the field trip method has a positive and significant influence and is an effective learning strategy for enhancing the critical thinking abilities of tourism students.

Keywords: Learning Methode, FielF Trip, Critical Thinking Skills

A. Introduction

Critical thinking skills are one of the most important skills that students must possess, especially in applied study programs such as Tourism. Critical thinking helps students interpret information, analyze situations, evaluate data, draw conclusions, provide logical explanations, and act independently in making decisions. According to Anderson & Krathwohl, critical thinking skills can be measured through several indicators, namely interpretation, analysis, evaluation, drawing conclusions, explanation, and independence [1]. Therefore, the development of these skills should be a focus in the learning process at higher education institutions.

However, in practice, many students still face difficulties in developing critical thinking skills optimally. This is due to conventional teaching methods that lack direct activities that can stimulate student's analytical and evaluative skills. Therefore, more innovative and interactive teaching methods are needed to enhance student's understanding and critical thinking skills.

The field trip method is one learning approach that allows students to learn directly in the field by observing and analyzing objects related to the learning material. The field trip method involves several stages, namely setting the objectives and competencies to be achieved, studying the material, formulating the activities to be undertaken, carrying out the activities in the field, and reporting the results of the activities [2]. Thus, this method can encourage students to actively learn, think critically, and apply the theories they have learned in real-world contexts.

In the Tourism Studies Program at the Universitas Negeri Padang, the field trip method has been implemented in several courses as an effort to enhance students understanding of the dynamic and complex world of tourism. However, there has been no specific research examining the impact of the field trip method on improving student's critical thinking skills in this program. Therefore, this research is important to determine the extent to which the field trip method can contribute to enhancing student's critical thinking skills, which can then serve as a foundation for developing more effective learning strategies aligned with the needs of the tourism industry.

B. Material and Methods

This study uses a quantitative descriptive method because it aims to reveal whether field trips as a learning method for undergraduate tourism students, which have been implemented for two years, can improve students' critical thinking skills. In this regard, data obtained through questionnaires distributed to purposively selected samples is required. The population of this study consists of all 147 undergraduate students in the Tourism Program. The sample size was calculated using the Slovin formula, resulting in 103 respondents who met the following criteria: (1) Have participated in the field trip program conducted by the Tourism Studies Program; (2) Have participated in the entire series of activities from preparation to program evaluation. The data analysis technique used is Simple Linear Regression because this study consists of only one independent variable and one dependent variable. The data generated was processed using SPSS version 25.00.

C. Results and Discussion

This study consists of two variables, namely Field Trip (X) as the independent variable and Critical Thinking Ability (Y) as the dependent variable. The data in this study were obtained from the results of filling out a research questionnaire consisting of 13 statements from the field trip variable (X) and 15 statements from the critical thinking ability variable (Y).

a) Description of Data on the Field Trip Variable (X)

The field trip variable consists of 13 statements that have been tested for validity and reliability. The data obtained from the research on the field trip variable among students in the Tourism Study Program at Padang State University can be seen in the following table:

Table 1. Description of Total Field Trip Variable Data (X)

Statistics		
<i>Field Trip</i>		
N	Valid	103
	Missing	0
Mean		54,51
Median		54,0
Mode		52
Std. Deviation		4,52
Variance		20,44
Range		19
Minimum		46
Maximum		65
Sum		5615

Source: SPSS Data Output, 2025

Based on the data in Table 1, it is known that the field trip variable (X) consists of 13 statements given to students as respondents in the Tourism Undergraduate Program at Padang State University, resulting in a mean value of 54.51, a median of 54.0, a mode of 52, a standard deviation of 4.52, a variance of 20.44, a range of 19, a minimum of 46, a maximum of 65, and a sum of 5,615.

Then, data processing of the Respondent Achievement Level was carried out for the field trip method variable. The results showed that the field trip score achievement level reached 84%, which is classified as very good. These results indicate that the assessment of the Field Trip Method for students of the Bachelor of Tourism Study Program at Padang State University is very good overall. This means that the field trip organized by the Bachelor of Tourism Study Program was carried out successfully. To ensure effective implementation, field trips must be carefully planned, including determining learning objectives, selecting

locations relevant to the course, and providing guidelines for reflective activities. These activities also need to be evaluated to ensure that the expected learning outcomes are achieved.

b) Data Description of Critical Thinking Ability Variable (Y)

The critical thinking ability variable consists of 15 statements that have been tested for validity and reliability. The data obtained from the research results of the critical thinking ability variable in undergraduate students majoring in tourism at Universitas Negeri Padang can be seen in the following table:

Table 2. Description of Total Data for Critical Thinking Ability Variable (Y)

Statistics		
Kemampuan Berfikir Kritis		
N	Valid	103
	Missing	0
Mean		61,16
Median		60
Mode		60
Std. Deviation		5,17
Variance		26,78
Range		27
Minimum		48
Maximum		75
Sum		6300

Source: SPSS Data Output, 2025

Based on the data in Table 2, it is known that the critical thinking ability variable (Y) consists of 15 statements given to students as respondents in the Tourism Undergraduate Program at Universitas Negeri Padang, resulting in a mean value of 61.16, a median of 60, a mode of 60, a standard deviation of 5.17, a variance of 26.78, a range of 27, a minimum of 48, a maximum of 75, and a sum of 6300.

Then, data processing was carried out for the Respondent Achievement Level, and the results showed that the critical thinking ability score reached 82% in the good category. These results indicate that the critical thinking ability of students in the Bachelor of Tourism Study Program at Padang State University is good overall. This means that students in the Bachelor of Tourism Study Program have good critical thinking skills.

This study tests two hypotheses using simple linear regression analysis techniques, namely:

H0: There is no effect of the field trip method on the critical thinking skills of students in the Bachelor of Tourism Study Program at Padang State University.

Ha: There is an effect of the field trip method on the critical thinking skills of students in the Bachelor of Tourism Study Program at Padang State University.

The following explains the results of the simple linear regression test:

Table 3. Simple Linear Regression Test Results

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	1386.019	1	1386.019	103.989	.000 ^b
Residual	1346.175	101	13.328		
Total	2732.194	102			

Source: Primary Data, 2025

Based on Table 3, it can be seen that the calculated F value is 103.989 with a sig value of $0.000 < 0.005$, so the regression model can be used. This means that the alternative hypothesis (Ha) is accepted, where the field trip variable has a significant effect on critical

thinking ability. To determine the magnitude of the regression coefficient between variable X and variable Y, refer to the following table:

Table 4. Results of the Coefficients Test of Variable X Against Y

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1	(Constant)	16.726	4.373	3.825	.000
	Field Trip	.815	.080	.712	.000

Source: Primary Data, 2025

Table 4 shows that the calculated t-value is 3.825 with a sig value of $0.000 < 0.05$. This means that the H_a hypothesis is accepted and the H_o hypothesis is rejected, so it can be concluded that field trips have an effect on the critical thinking skills of students in the Bachelor of Tourism Study Program at Padang State University, resulting in the following simple linear regression equation: $Y = 16.726 + 0.815X$.

Based on the above equation, the regression coefficient obtained is 0.815 with a sig value of $0.000 < 0.05$. This means that for every 1-unit increase in Field Trips, there will be a 0.815-unit increase in the Critical Thinking Ability of Students in the Bachelor of Tourism Study Program at Universitas Negeri Padang.

Furthermore, the effect of variable X on variable Y can be seen in Table 5:

Table 5. Adjusted R Square Test Results

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.712 ^a	.507	.502	3.65082

Source: Primary Data, 2025

Based on Table 5, the adjusted R square is 0.507. This means that the influence of variable X (Field Trip) on variable Y (Critical Thinking Ability) is 50.7%, while 49.3% is influenced by other variables not examined in this study. Based on Table 5, the adjusted R square value of 0.507 indicates that the Field Trip method (X) contributes 50.7% to the development of students' Critical Thinking Ability (Y), while the remaining 49.3% is influenced by other factors not examined in this study. This finding aligns with the Constructivist Learning Theory by Jean Piaget and Lev Vygotsky, which emphasizes that learning occurs effectively when students are actively engaged in real-world contexts that challenge them to reflect and think critically [3]. The Field Trip method supports such experiential and contextual learning by allowing students to connect theory with practice, thereby enhancing their higher-order thinking skills.

In line with this, Kolb's Experiential Learning Theory asserts that learning is most effective when it involves a concrete experience followed by reflective observation, abstract conceptualization, and active experimentation [4]. The field trip model follows this cycle and thus contributes significantly to the formation of critical thinking abilities. However, the remaining 49.3% suggests that other variables—such as teaching strategies, students' intrinsic motivation, prior knowledge, or socio-cultural environment—also play important roles in shaping critical thinking [5]. The another research finding show that students who participate in field trips demonstrate significant improvements in observation and logical reasoning skills [6].

D. Conclusion

This study concludes that the Field Trip method implemented by the Undergraduate Tourism Study Program is "Good", The critical thinking skills of students in the Bachelor of Tourism Study Program are also "Good." and has a significant positive impact on students' critical thinking skills, contributing to 50.7% of the observed variance. These findings indicate

that experiential learning strategies, such as field trips, play an essential role in fostering higher-order thinking in tourism education. As a practical implication, academic programs are encouraged to integrate well-structured field-based learning activities to enhance cognitive development. Future studies may explore additional variables that influence critical thinking and examine long-term effects of field trip implementation across diverse educational settings.

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