Literature Review: Tourist Destinations as Learning Resources for Students to Support Contextual and Meaningful Learning

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Abstract: This study analyzed tourist destinations as learning resources to support contextual and meaningful learning. This qualitative study used the SLR (Systematic Literature Review) model. The Research data were sourced from scientific articles published from 2021 to 2025. Data collection techniques were carried out through searches of Google Scholar, Springer, Emerald, ProQuest, JSTOR, Taylor & Francis, ScienceDirect, and SAGE Journals. The final analysis included 17 journal articles and 2 proceedings. The results showed that tourist destinations play an important role in supporting contextual and meaningful learning. By utilizing tourist destinations, students can relate lesson materials to their surroundings and interact directly with the phenomena and values of the environment. Therefore, students can improve their cognitive knowledge, critical thinking skills, environmental awareness, culture, and local potential. In conclusion, tourist destinations can serve as learning resources, supporting contextual and meaningful learning activities through direct observation and by connecting subject matter to real-life situations. This study suggests that tourist destinations can serve as learning resources, supporting contextual and meaningful learning that strengthens 21st-century skills. This study adds to the literature on meaningful learning and contextual learning for students through learning resources in the form of tourist destinations.

Abstrak: Penelitian ini dilakukan untuk menganalisis destinasi wisata sebagai sumber belajar guna mendukung pembelajaran kontekstual dan bermakna. Penelitian kualitatif ini menggunakan model SLR (Systematic Literature Review). Data penelitian diperoleh dari artikel ilmiah yang diterbitkan antara tahun 2021 hingga 2025. Teknik pengumpulan data dilakukan melalui pencarian di Google Scholar, SPRINGER, Emerald, ProQuest, JSTOR, Taylor & Francis, ScienceDirect, dan SAGE JOURNALS. Analisis akhir menghasilkan 17 artikel jurnal dan 2 prosiding yang digunakan. Hasil menunjukkan bahwa destinasi wisata memainkan peran penting dalam mendukung pembelajaran kontekstual dan bermakna. Melalui pemanfaatan destinasi wisata, siswa dapat menghubungkan materi pelajaran dengan lingkungan sekitar dan berinteraksi langsung dengan fenomena dan nilai-nilai lingkungan sekitar. Oleh karena itu, siswa dapat meningkatkan pengetahuan kognitif, keterampilan berpikir kritis, kepedulian lingkungan, budaya, dan potensi lokal. Kesimpulannya, destinasi wisata sebagai sumber belajar dapat mendukung kegiatan pembelajaran kontekstual dan bermakna, baik melalui observasi langsung maupun menghubungkan materi dengan situasi nyata. Penelitian ini menyiratkan bahwa destinasi wisata sebagai sumber belajar dapat mendukung pembelajaran kontekstual dan bermakna yang memperkuat keterampilan abad ke-21. Penelitian ini menambah kajian terkait pembelajaran bermakna dan pembelajaran kontekstual bagi siswa melalui sumber belajar berupa destinasi wisata.

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A. Introduction

The paradigm shift in education has presented schools with the challenge of providing more meaningful, context-rich learning experiences. According to Diputera et al (2024), meaningful learning contributes to the development of higher-order thinking skills, including critical thinking and problem-solving. Therefore, meaningful learning is essential in education from elementary to secondary levels, particularly in addressing the demands of 21st-century learning. This aligns with the Merdeka Curriculum, which emphasizesemphasises not only mastery of knowledge but also the ability to connect learning materials with students' surrounding environments. A curriculum that supports meaningful learning can create relevant and engaging learning experiences, thereby increasing student engagement and learning outcomes (Mystakidis, 2021).

However, classroom learning practices are still predominantly textbook- and lecture-based. As a result, students' learning experiences tend to be abstract and less meaningful, and they do not sufficiently support the development of critical thinking skills. This condition often makes it difficult for students to connect learning materials to real-world phenomena. To address this issue, meaningful learning is needed. According to States et al (2023), meaningful learning can be achieved when students relate learning materials to the realities of their lives. Consequently, meaningful learning must be supported by relevant, contextual learning resources.

Learning resources play a fundamental role in the learning process. In line with Aryati et al (2024), the adequate availability of learning resources is crucial because it influences students' learning opportunities and overall learning quality. Learning resources may include activities, materials, environments, people, tools, and equipment (Lailan, 2023). The effective use of learning resources can facilitate students' learning and provide more meaningful learning opportunities. Moreover, learning resources can offer concrete and authentic learning experiences (Herman, 2022). According to Walhuda (2021), the utilisation of learning resources is an essential component of the learning process.

Learning activities should also take into account developments in society and the surrounding environment. By using real environmental conditions or issues as learning resources, students are expected to obtain more accurate and reliable information (Jaya, 2025). This approach can encourage students to observe and analyse their surroundings critically, including identifying human activities that may cause environmental damage. According to Fatayati & Syafril (2022), learning resources play an important role in supporting learning activities that foster students' understanding of sustainable natural resource management.

Tourist destinations are learning resources that can be utilised across various educational levels, including elementary, junior high, senior high school, and higher education. According to Jaya (2025), learning resources encompass everything that can support learning activities. Thus, tourism is not only an important sector in economic development but also has significant potential in education. In the educational context, tourism refers to travel activities that integrate tourism experiences with learning processes

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(Prasetyo & Nararais, 2023). In line with this perspective, Saepudin et al (2022) explain that educational tourism is characterised by the integration of tourism attractions and non-formal educational activities for visitors. Tourism-based education enables students to gain direct learning experiences related to tourist destinations, whether natural, social, or cultural. Therefore, tourist destinations can serve as relevant learning resources for students in various subjects.

Several previous studies have examined tourism as a learning resource. Laili et al (2025) demonstrated that tourist destinations, such as the Kedungombo Reservoir, can serve as learning resources that improve geography learning outcomes among tenth-grade students at SMA Negeri 1 Sumberlawang. Similarly, Kartiwa & Sugandi (2023) found that tourist destinations, such as the Geological Museum, are effective learning resources for enhancing learning experiences and improving students' understanding of lithosphere materials. Nevertheless, studies that specifically analyse tourist destinations as learning resources to support students' contextual and meaningful learning remain limited. Most existing studies focus on particular subjects or learning outcomes and have not comprehensively examined how tourist destinations contribute to contextual and meaningful learning across educational levels.

Based on the discussion above, tourist destinations demonstrate strong potential as learning resources that support contextual and meaningful learning. However, empirical evidence on the overall contribution of tourist destinations as learning resources remains limited. In practice, the utilisation of tourist destinations as learning resources remains minimal. Many teachers face constraints in planning and are not yet accustomed to integrating tourist destinations into learning activities. According to Jaya (2025), tourist destinations are often perceived by teachers and students merely as recreational spaces. Consequently, teachers rarely introduce tourist destinations as contextual learning resources, and students' learning resources remain limited to textbooks or printed materials. This condition makes it difficult for students to understand learning materials and relate them to real-life situations.

These challenges occur because students lack direct learning experiences involving observation, analysis, and reflection on phenomena relevant to the subject matter. Abstract, non-contextual learning can reduce students' motivation and hinder the depth of their understanding and curiosity. Therefore, Research on the use of tourist destinations as learning resources to support contextual and meaningful learning is necessary. This is important because contemporary education requires learning resources that are relevant and grounded in students' real environments.

Based on these issues, the present study examined how tourist destinations can serve as learning resources to support students' contextual and meaningful learning. Specifically, this study seeks to address the following Research questions: (1) what types of tourist destinations are utilised as learning resources to support contextual and meaningful learning for students, and (2) how tourist destinations contribute to the development of contextual and meaningful learning experiences for students. This study aims to analyse

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findings from previous relevant Research to provide a comprehensive overview of the contribution of tourist destinations as learning resources. The results of this study are expected to strengthen the empirical foundation for meaningful and contextual learning and to encourage educators and education practitioners to optimise the use of local tourist destinations as alternative learning resources.

B. Method

This study employs qualitative Research using a Systematic Literature Review (SLR) method, structured according to the PRISMA framework. According to Pahleviannur (2024), this model is used to identify, classify, and interpret findings from relevant Research results. The inclusion criteria in the article search for this study were: (1) Research articles related to tourist destinations as learning resources; (2) articles published between 2021 - 2025; (3) publications in the form of journals or proceedings with clear ISSN and DOI; and (4) if there was more than one version of a publication with the same destination, only the latest version was taken. Meanwhile, the exclusion criteria in the article search were: (1) articles discussing tourist destinations but not as learning resources; (2) articles using a systematic literature review model; (3) articles published before 2021.

The Research data collection technique can be obtained from scientific article databases, including Google Scholar, Springer, Emerald, ProQuest, JSTOR, Taylor & Francis, ScienceDirect, and SAGE Journals. Research data collection is sourced from scientific articles (journals and proceedings) published between 2021 and 2025. Research data was obtained through databases using the keywords "learning resources," "educational tourism," and "tourism as a learning resource." Article quality assessment in this study used the CASP Checklist to provide a structured framework for evaluating Research methodologies on tourist destinations as learning resources to support contextual and meaningful learning.

The data analysis technique used in this study was Thematic Analysis to systematically identify, analyse, and interpret patterns or themes emerging from the collected data. This approach enabled the researchers to organise findings from selected articles into meaningful categories based on similarities in focus, context, and educational contribution. Through a rigorous coding process, the data were grouped into four major themes: historical tourism, scientific tourism, cultural tourism, and environmental tourism as learning resources. These themes reflect the diverse ways tourist destinations can support contextual and meaningful learning. The following section presents the PRISMA flowchart outlining the article selection process:

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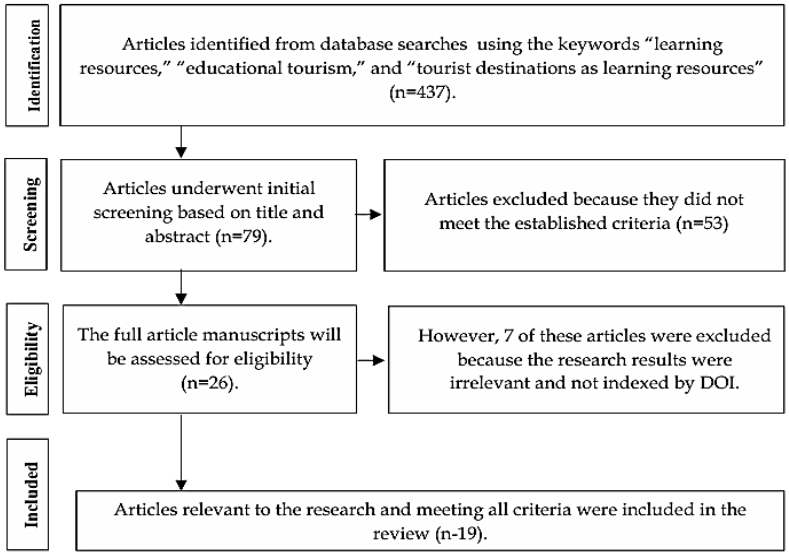

Figure 1. PRISMA Flow Chart

Based on the flowchart, the first stage involved identifying and compiling Research articles from all search sources in the database. The search results were obtained from predetermined keywords, yielding 437 articles. Of these, 358 articles were identified as irrelevant and excluded from the analysis. The next stage was the initial screening of 79 articles based on their titles and abstracts. Then, they were adjusted to the inclusion and exclusion criteria. At this stage, 53 articles were eliminated because they did not meet the predetermined criteria. The third stage was the assessment of the remaining 26 articles. A total of 7 articles were excluded because the Research results were irrelevant and not indexed by DOI. In the final stage, articles relevant to the study and that met all criteria were included in the systematic review. A total of 19 articles will be included in the systematic review in this study.

C. Result

A. Data Analysis

Based on the results of a comprehensive search for scientific papers published between 2021 and 2025 on tourist destinations as learning resources for students, a total of 19 relevant scientific papers were identified and selected for further analysis. These publications consist of journal articles and conference proceedings that specifically examine the role of tourism sites in supporting educational activities. The selection process was conducted systematically according to predetermined inclusion and exclusion criteria. Figure 2 illustrates the research trends related to the use of tourist destinations as learning resources to promote contextual and meaningful learning across various educational levels and subject areas.

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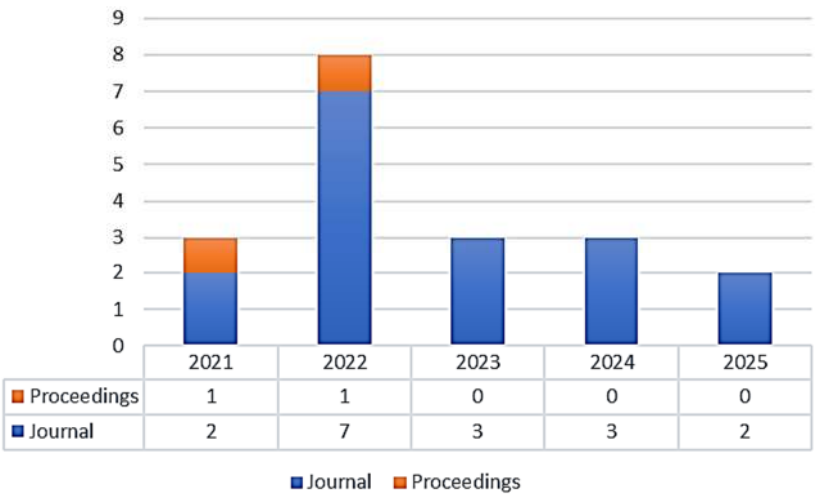

Figure 2. Research Trends Related to Tourist Destinations as Learning Resources

Figure 2 shows that the scientific papers obtained include 17 journal articles and 2 conference proceedings. In 2021, 1 proceeding and 2 journal articles were obtained, while in 2022, 1 proceeding and 7 journal articles were obtained. In 2023, 3 journal articles were obtained; in 2024, 3; and in 2025, 2. The dominance of journal articles indicates that studies on tourist destinations as learning resources are more widely published in journals than in proceedings. However, the existence of proceedings still makes a significant contribution to enriching perspectives through contextual and actual conference results. This proportion shows that the Research references have a strong academic foundation, supported by publications in journals and scientific proceedings. Therefore, it can strengthen the analysis concerning the use of tourist destinations as a learning resource for students to support contextual and meaningful learning.

B. Critical Analysis

Each article obtained was analysed in depth and critically, taking into account the quality of the methodology, Research design, suitability of instruments, and validity of Research data. Each selected article was critically evaluated to assess the quality and relevance of the Research being reviewed. Several aspects are the focus of the analysis of these Research articles, including the Research objectives, the suitability of the Research design to the questions asked, sampling techniques, validity and reliability, the instruments used, data analysis techniques, and the consistency between the Research results and conclusions. Therefore, this analysis aims to ensure that every article referenced in this study meets scientific standards or is suitable for use as a source of information. Thus, articles that meet the criteria and pass the selection process are characterised by clear Research objectives, a Research design relevant to the Research questions, and Research results that support the conclusions.

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C. Literature Data Analysis Matrix

The literature data analysis matrix summarises scientific article findings by the main components: author, method, and Research results. This matrix describes the patterns of findings in the literature review in a structured manner. Therefore, to find out more about tourist destinations as learning resources, see the results of the analysis of 19 articles in Table 1 below.

Table 1. Data Analysis Matrix Compiled from the Articles Reviewed in this Study

Author	Method	Result
Riska Anita, Ersis Warmansyah Abbas, Akhmad Munaya Rahman Bambang Subiyakto, & Ismi Rajiani (2022)	Qualitative Descriptive	The results indicate that Van Der Pijl Park is not only a recreational space but can also serve as a centre for social and economic interaction, as well as for human-environment interaction. In addition, activities at this tourist destination can serve as a contextual resource for history learning, particularly regarding changes in spatial interaction, trade, and social interaction among tourism managers, tourists, and traders.
Ersis Warmansyah Abbas, Jumriani, & Mutiani (2021)	Qualitative Descriptive	The findings highlight various economic activities at the Banua Anyar tourist destination, including the distribution, production, and consumption of staple foods, traditional cakes, and side dishes. These activities have the potential to be utilised as a learning resource in social studies lessons. They are closely aligned with learning subtopics related to economic activity, technological roles, and locally based creative economy development. Therefore, this tourist destination may help students understand real-world economic practices.
Ersis Warmansyah Abbas, Jumriani, Muhammad Rezky Noor Handy, Syaharuddin, & Nadiatul Izmi (2021)	Qualitative Descriptive	The findings highlight that the Habib Basirih Dome Religious Tourism in Banjarmasin City functions as a learning resource for fostering religious attitudes among students. Furthermore, through various activities at this tourist destination, students can learn and explore religious values firsthand. Therefore, religious activities at this tourist destination can support social studies learning, enabling students' holistic development in cognitive, psychomotor, and affective domains. Thus, learning becomes more meaningful and contextual.
Syarful Annam, Naf'atuzzahrah, & Amalia Syuzita (2024)	Qualitative Descriptive	The study's results show that the South Lembar Mangrove Ecosystem can serve as a learning resource. Using tourist destinations as learning resources can help students understand science

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Author	Method	Result
		subject Material directly. The Material can be in the form of issues such as environmental pollution, especially water pollution. In addition, students can also observe or study the structure and function of mangrove plants directly.
Annas Solihin, Nadia Lutfi Choirunnisa, & Mintohari Mintohari (2024)	Qualitative	The results of the study show that the Kapal Selam Surabaya Monument tourist destination can be used as a learning resource for students. This tourist destination is highly relevant to the concept of IPA learning known as ethnoscience. The physics concepts found at this tourist destination include the use of levers, Boyle's law, Bernoulli's law, Archimedes' principle, mass, mass type, fluid mass, fluid displacement, friction, gravitational force, motion, balance, batteries, generators, electricity, and the use of electrical energy. This shows that many aspects can serve as learning resources. Additionally, students can apply these concepts in their daily lives, making learning more interesting and easier to understand and increasing their interest in learning.
Farah Lailatul Nur Alifiyah, Badrud Tamam, Ana Yuniasti Retno Wulandari, & Dwi Bagus Rendy Astid Putera (2024)	Exploratory Descriptive	The findings highlight that Slopeng Beach can serve as a source of IPA learning on Indonesian ecology and biodiversity. This is because the Material aligns with the expected competencies for seventh-grade students at the junior high school level. At this tourist destination, students can learn about the water cycle, biotic and abiotic environments, living environments, food chains, ecosystems, interactions between ecosystem components, identifying differences between Asian flora and fauna, and the impact of humans on ecosystems and their conservation. Therefore, tourist destinations can serve as contextual learning resources to help students develop 21st-century skills.
Maria Sutarja, Badrud Tamam, Farah Lailatul Nur Alifiyah, & Fatiratur Rahmah (2023)	Research and Development	The findings highlight that the tourist destination of Api Tak Kunjung Padam holds potential as a learning resource for students. Tourist destinations can be used as learning resources, either directly or indirectly. The utilisation of this destination as a learning resource for IPA Material refers to contextual learning elements. Therefore, through contextual learning, students not only learn in theory but also learn from real-life situations.

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Author	Method	Result
Laila Gusnatul Istiqomah & Atiqa Sabardila (2023)	Qualitative	The findings highlight that the Patiyam Museum, a tourist destination in Kudus, can provide information on the history of life. In addition, at this tourist destination, visitors can observe fossils and historical artefacts firsthand. This tourist destination offers learning opportunities for students at all levels, from elementary to higher education. Therefore, this tourist destination can support a more enjoyable learning system and increase student creativity.
Ahmad Fauzan, Yeni Wijayanti, & Egi Nurholis (2023)	Qualitative	The findings highlight that the Candi Ronggeng site is used as a resource to support students' learning. Tourist destinations were used as learning resources in history lessons for 10th-grade IPS II students in Morph Transition PowerPoint presentations. This tourist destination has good potential for developing classroom learning. Although the temple site is buried under soil, it can still serve as a learning resource for students through the Morph Transition PowerPoint.
Nurlaily Fatayati & Elsa Putri Ermisah Syafril (2022)	Qualitative	The results of this study show that environmental awareness in social studies can be fostered by presenting factual information about the environmental impacts of human activities. In addition, fostering environmental awareness through ecotourism or the Pindul Cave tourist destination as a source of social studies learning is carried out through a contextual approach. Therefore, the learning process will increase meaningful understanding. Pindul Cave as a source of learning is supported by several factors, including its status as the most popular tourist destination. Furthermore, Pindul Cave is a source of social science learning on the utilisation, conservation, and harmony within the local community, as it preserves local culture and improves community welfare.
D. P. Ayuningtyas, Parji, & M. Hanif (2022)	Qualitative Descriptive	The findings highlight the tourist destinations in Pakis Baru, Nawangan. This destination features symbols that can be studied, both in monuments and buildings. This aims to provide students with insight and knowledge so they can respect and love historical relics. In addition, students can learn about the struggles of a general. Therefore, the construction of this monument and its complementary buildings is expected not only to increase tourism but also to serve as a learning

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Author	Method	Result
		resource for MTs/SMP social studies, supporting the next generation in preserving and developing historical relics.
Aurora Nandia Febrianti & Wawat Suryati (2022)	Qualitative Descriptive	The findings highlight tourist destinations such as the Lampung Museum as a learning resource for history lessons at the elementary, junior high, high school, and university levels. Student visits to tourist destinations are a form of outdoor learning that makes learning more enjoyable and enhances student creativity. In addition, these historical tourist destinations benefit the general public by increasing their knowledge of cultural heritage.
Naila Yulianti & Reka Seprina (2022)	Qualitative Descriptive	The findings highlight tourist destinations, such as the Candi Muaro Jambi site, as learning resources to facilitate students' understanding of Hinduism and Buddhism. In addition, this tourist destination is a learning resource that can increase students' interest in learning history. Thus, students' historical knowledge will grow, compared to classroom learning that uses lecture methods, which tend to be boring and monotonous.
Aulia Safida & Siti Muawanatul Hasanah (2022)	Descriptive	The findings highlight tourist destinations such as Situs Petirtaan Ngawonggo as a resource for historical learning. Field trips are considered effective because students can learn firsthand and see historical evidence. This tourist destination has many historical values, making it a learning resource for students and the community. This tourist destination is a learning laboratory that students can utilise in their history studies. This is because visits to tourist destinations help students understand Ngawonggo Village's history. Thus, utilising the historical values of this site can deepen students' knowledge of the Material and increase their motivation to learn.
Amsi Walhuda (2021)	Qualitative	The results indicate that Breksi Cliff, a tourist destination with potential as a learning resource, is particularly useful in geography. Through this tourist destination, both the community and students can learn about the types of rocks found in the area. In addition, students can also understand the structure of rocks located about 30 meters below the ground. Therefore, this tourist destination can support geography learning, particularly in the sub-chapter on soil structure. This is because the soil structure is clearly visible:

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Author	Method	Result
		the upper layer consists of ordinary soil covered with plants and grass, while the lower layer consists of limestone. The lower layer is clearly visible due to mining activities.
Candra Kusuma Dewi, E. Aditia Ismaya, & I. Purbasari (2022)	Qualitative Descriptive	The findings highlight the Api Abadi Mrapen tourist destination as a learning resource for students. It is due to several tourist attractions that are very suitable and supportive as learning resources. The Mrapen Eternal Flame tourist destination can serve as a learning resource for students, covering local content, social sciences, and the Indonesian language. Therefore, tourist destinations can serve as effective learning resources to support students' learning.
Iswan Rahman, Didin Saripudin, & Leli Yulifar (2025)	Descriptive Analysis	The findings highlight Otanaha Fort and the Popa Eyato Museum as sources of historical learning that offer students contextual, meaningful experiences. Learning is contextual because students can relate Material about the arrival of Europeans, the colonial period, and Indonesian resistance to historical sites and artefacts in their surroundings. The learning is also meaningful because the direct involvement of students through observation and discussion activities can improve their understanding of history, analytical skills, and foster awareness and love for local history and culture.
Mohammad Rikaz Prabowo & Supardi Supardi (2022)	Qualitative Descriptive	The findings highlight that the Kadriyah Palace of the Pontianak Sultanate and the West Kalimantan Provincial Museum, as sources of historical learning, produce meaningful learning for students. Through these museums and cultural heritage sites, students not only gain theoretical historical knowledge but can also see and understand historical relics related to the subject matter firsthand. The museum collections and the Kadriyah Palace buildings help students appreciate the lives of people in the past, particularly during the pre-literate period and the development of the Islamic sultanate in West Kalimantan. Thus, history learning is not only oriented toward memorising Material but also provides a more in-depth and meaningful learning experience.
Rizka Amelia Putri, Yuliatin, Samsul Hadi, & Muh Zubair (2025)	Qualitative Descriptive	The findings highlight that the Asi Mbojo Museum is highly relevant as a civic education resource in junior high schools. This museum houses various

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Author	Method	Result
		historical relics, local arts, and cultural narratives that convey the local wisdom of the Bima community and are relevant to civic education materials, such as norms, the 1945 Constitution of Indonesia, the nation's sovereignty, commitment to diversity, national defence, and the unity of Indonesia. The use of the Asi Mbojo Museum can be integrated into Civic Education Material and learning to provide a meaningful and memorable learning experience for students.

D. Results of Literature Review

As indicated by these studies, tourist destinations appear to support student learning activities significantly. Using tourist destinations as learning resources can make the learning process more contextual and meaningful. This is because, through tourist destinations as learning resources, students can interact directly with phenomena, objects, and values in their surrounding environment. This condition aligns with the contextual learning approach, which emphasises the relationship between academic knowledge and student experiences. Through thematic analysis, the theme patterns presented in Figure 3 below were obtained.

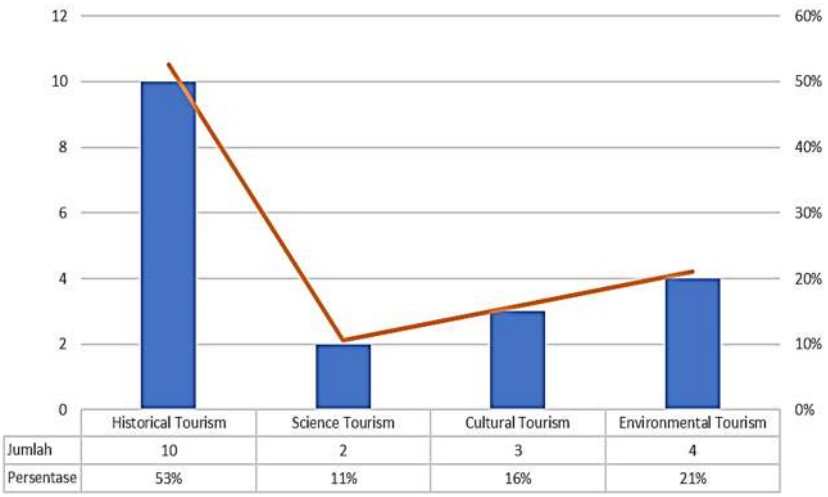

Figure 3. Thematic Analysis of Research

As shown in Figure 3, the most dominant theme is Historical Tourism as a learning resource, with 10 scientific articles (53%). These articles were written by Ayuningtyas et al (2022), Dewi et al (2022), Fauzan et al (2023), Febrianti & Suryati (2022), Istiqomah & Sabardila (2023), Prabowo & Supardi (2022), Putri et al (2025), Rahman et al (2025), Safida & Hasanah (2022), and Yulianti & Seprina (2022). Meanwhile, the least-discussed thematic analysis was Science Tourism as a learning resource, with 2 scientific articles (11%). These articles were written by Solihin et al (2024) and Sutarja et al (2023).

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Then there is Cultural Tourism as a learning resource, accounting for 16% (3 scientific articles). These articles were written by Abbas et al (2021a), Abbas et al (2021b), and Anita et al (2022). Next is Environmental Tourism as a learning resource, accounting for 21% (4 scientific articles). These articles were written by Alifiyah et al (2024), Annam et al (2024), Fatayati & Syafril (2022), and Walhuda (2021). Thus, from the thematic analysis, this study will discuss Historical Tourism, Science Tourism, Cultural Tourism, and Environmental Tourism as learning resources to support contextual and meaningful learning.

D. Discussion

The results of the literature review show that historical tourism is the most frequently used destination as a learning resource, particularly for social studies, history, or civics subjects. Various sites, such as museums, forts, temples, monuments, and archaeological sites, offer direct learning experiences through the observation of artefacts, historical buildings, and local narratives related to the location. These studies also show that the use of historical tourist destinations such as the Patiayam Museum, Lampung Museum, Asi Mbojo Museum, Otanaha Fortress, Popa Eyato Museum, and museums and cultural heritage sites in Pontianak can help students connect historical knowledge with real evidence in their surroundings (Febrianti & Suryati, 2022; Istiqomah & Sabardila, 2023; Prabowo & Supardi, 2022; Putri et al., 2025; Rahman et al., 2025). The use of historical sites such as Ronggeng Temple, Muaro Jambi Temple, Petirtaan Ngawonggo, Api Abadi Mrapen, and General Soedirman Monument as learning resources can prove that historical tourist destinations can increase historical awareness, learning motivation, and understanding of the values of struggle or nationalism (Ayuningtyas et al., 2022; Dewi et al., 2022; Fauzan et al., 2023; Safida & Hasanah, 2022; Yulianti & Seprina, 2022).

In addition to historical tourism, cultural tourism serves as a context for learning in social studies. The utilisation of city parks, religious tourism, and culinary tourism can help students directly understand the social, economic, religious, and cultural activities of local communities. Activities carried out at Van Der Pijl Park, the Kubah Habib Basirih religious tourism site, and the Banua Anyar culinary tourism site demonstrate how tourism stakeholders interact with traders and local communities. This provides learning opportunities in social interaction, economic activities, and the internalisation of religious values (Abbas et al., 2021a; Abbas et al., 2021b; Anita et al., 2022). Learning derived from these real-world activities can encourage cognitive, emotional, and psychomotor engagement among students. This allows for more meaningful and relevant learning that aligns with the social realities students face.

Science and environmental tourism also play an important role in contextual learning in Geography, Science, and IPAS subjects. Tourist destinations such as the Eternal Flame, science-based monuments, mangrove forests, beaches, caves, and rock cliffs can serve as places for students to learn about science and environmental concepts firsthand. This study shows that mangrove ecosystems, Slopeng Beach, Breksi Cliffs, Pindul Cave, Api

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Tak Kunjung Padam, and the Surabaya Submarine Monument are effective for understanding Material on ecology, biodiversity, rock structure, environmental pollution, and concepts in physics or ethnoscience (Alifiyah et al., 2024; Annam et al., 2024; Fatayati & Syafril, 2022; Solihin et al., 2024; Sutarja et al., 2023; Walhuda, 2021). Learning resources in the form of tourist destinations can help students connect lesson Material with issues or phenomena occurring in the surrounding environment.

These findings answer the Research questions by showing that various tourist destinations (historical, cultural, scientific, and environmental) can serve as learning resources and support students' contextual and meaningful learning. Through tourist destinations as learning resources, students can relate lesson Material to their surroundings. In addition, students can also observe and interact directly with environmental phenomena, objects, or values around them. Optimal use of tourist destinations as learning resources can help students improve their understanding of specific Material. In addition, it encourages students to develop a more comprehensive conceptual understanding. As a result, integrating various forms of tourist destinations as learning resources not only complements classroom learning but also serves as an authentic learning strategy that reinforces the importance of meaningful learning for students at various levels of education.

In line with this, tourist destinations also contribute to improving learning. According to Zhang et al (2025), tourist destinations can enhance learning by providing direct experiences that enable visitors to acquire knowledge, skills, and values through reflection on real-life contexts. This encourages bigger and more meaningful changes in mindsets, attitudes, and behaviours. This view is reinforced by Taufiki et al (2025), who state that tourist destinations can improve the quality of learning. This is because tourist destinations offer authentic, contextual, and direct learning experiences. Students not only acquire factual knowledge but also develop a deeper understanding through multisensory experiences, increased motivation, social interaction, and direct guidance in the field.

Tourist destinations provide direct experiences in real contexts that enable tourists not only to acquire knowledge but also to develop awareness, attitudes, and sustainable behaviours aligned with social, ecological, and economic development goals (Toffolo et al., 2022). Through exhibits, Interactive sessions, and guided tours, students gain understanding and strengthen their literacy while engaging in tourism activities (Wu et al., 2022). These learning resources cover a range of fields, from the natural sciences to the social sciences and humanities. In addition, they blend elements of traditional and modern approaches, theoretical and practical components, knowledge and enjoyment, thereby creating a comprehensive and multidimensional learning system for students (Xue et al., 2025).

Therefore, tourist destinations can serve as learning resources for students in a specific subject. Using tourist destinations as learning resources makes the learning process more effective and meaningful. In fact, students not only gain theoretical knowledge, but can also observe, experience, and connect learning materials with real situations in their surroundings. According to States et al (2023), meaningful learning can be achieved when

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students relate the learning Material to the realities of their lives. In addition, these experiences can strengthen students' motivation and enthusiasm, enabling them to understand the learning Material better and retain it longer.

Within the Indonesian educational context, which is diverse in culture, history, and nature, integrating tourist destinations as learning resources is highly relevant. Tourist destinations offer students opportunities to interact directly with natural phenomena, historical artefacts, and the social and cultural values embedded in society. The results of Research by Prasetyo & Nararais (2023) show that the development of educational tourist destinations in Indonesia is very important. Therefore, educational tourist destinations can serve as a means to introduce Indonesian culture, history, and natural beauty to domestic and international tourists. This aligns with the contextual learning approach, which emphasises the relevance of academic knowledge to students' real experiences. The use of local tourism destinations, such as regional history, environmental conditions, cultural traditions, and economic activities, can increase the relevance of learning materials while also serving as an important gateway to raising students' cultural and environmental awareness.

Thus, utilising tourist destinations as learning resources can make learning activities more contextual and meaningful. Learning that focuses on direct field experience not only helps students acquire cognitive knowledge but also improves critical thinking skills and awareness of the environment, culture, and local potential. This can encourage the achievement of 21st-century competencies and strengthen the connection between subject matter and real-world life.

E. Implication

This study has important implications, especially in the field of education, that show that tourist destinations can serve as learning resources to support contextual and meaningful learning, thereby strengthening 21st-century skills. Theoretically, this study adds to the literature on meaningful learning and contextual learning for students through learning resources in the form of tourist destinations. Empirically, this study summarises previous studies showing that tourist destinations can enhance understanding, motivation, and more contextually and meaningfully oriented learning, thereby serving as a reference for schools, educators, and future researchers. In practice, educators can use this Research to design learning experiences that utilise local tourist destinations as learning resources. For tourist destination managers, it is necessary to develop and provide supporting learning facilities. In addition, the government needs to support the development of educational tourism and policies for out-of-class learning programs.

F. Limitation and Suggestion for Further Research

This study has several limitations. First, there is potential bias in the selection of articles because it focuses on all journal articles and proceedings from 2021 to 2025, uses

specific keywords, and excludes tourism as a learning resource, thereby excluding some more relevant literature. Second, the limitations of the SLR method arise from the systematic selection of specific types of publications, periods, and topics, so that some important perspectives or data were not analysed. Therefore, for further Research, it is recommended to expand the publication period and literature sources. In addition, further Research can examine other aspects of tourism as a learning resource using a qualitative or quantitative approach.

G. Conclusion

A literature review of 17 journal articles and 2 proceedings found that using tourist destinations as a learning resource for students can support contextual and meaningful learning. These tourist destinations include historical, cultural, scientific, and environmental tourism. Tourist destinations as learning resources facilitate direct observation activities and connect learning materials with real-world situations at tourist sites, thereby improving critical thinking skills and awareness of environmental, cultural, and local potential. Using tourist destinations as learning resources can also help students deepen their conceptual understanding. Learning resources in the form of tourist destinations encourage the achievement of 21st-century competencies and strengthen the connection between learning materials and real-world life.

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