Multimodal Discourse Analysis in Learning Media: A Case Study of Promotional Content in Pasuruan

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ABSTRACT

Pasuruan, known for its rich cultural heritage and natural beauty, requires more effective promotional strategies that authentically reflect its local identity. Current tourism materials often lack depth in portraying the region's historical and cultural dimensions. This study investigates how multimodal promotional content can better communicate Pasuruan's cultural narrative while also serving as educational media. This qualitative study employed a multimodal discourse analysis approach, examining 215 brochures, 3,500 website posts, and guidebooks related to Pasuruan's tourism. The analysis focused on five core modalities—language, images, music, sound, and movement—and was guided by seven thematic categories, including nature, religion, authenticity, and persuasive strategies. Findings reveal that promotional content effectively combines various modes to depict the interconnection between Pasuruan's society, religious traditions, and natural environment. Rituals such as *Petik Laut* and religious landmarks are emphasized through compelling visual and textual representations. The materials successfully evoke authenticity and emotional appeal, enhancing both cultural understanding and tourist interest. Multimodal promotional content not only informs but also engages audiences through layered communication strategies. These materials offer more than tourism promotion—they support multimodal learning, making them valuable in educational settings, particularly in tourism and cultural studies. This study highlights the potential of multimodal media in promoting local culture while enriching tourism education. The findings advocate for integrating multimodal approaches into both promotional practices and learning frameworks, supporting culturally respectful and effective communication strategies in the tourism industry.

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1. INTRODUCTION

The integration of learning media into modern education has become increasingly vital, particularly in response to the rapid development of information and communication technologies (ICT). As education becomes more digitally oriented, various forms of multimodal media—including text, images, audio, and video—are playing a critical role in enhancing the teaching and learning experience (Ahmed, 2022; Isti'anah & Puri, 2022). These multimodal tools contribute to greater engagement and comprehension, particularly when they are applied effectively in instructional settings (Khan et al., 2024; Vuković Vojnović, 2020).

One notable trend is the growing use of promotional content—originally created for marketing purposes—in educational contexts. Such content is now being leveraged to attract student interest, convey complex information, and motivate learners through engaging narratives and visuals (De Los Rios-Carmenado & Rodriguez Lopez, 2015; Yanwei & Hassan, 2023; de Bernardi, 2022). This shift highlights the need for in-depth analysis of how multimodal elements function together to deliver educational messages (Lim, 2011; Qing & Qu, 2023; Rachmawati et al., 2019).

The rise of digital media and visual technologies has also transformed how people access and process learning materials (Firmansyah, 2019; Kusdiyanti et al., 2022). Social media platforms, educational websites, and e-learning systems have become primary channels for disseminating instructional content, especially in areas where digital infrastructure has expanded (Bonsignori & Cappelli, 2022; Sukma, 2021; Vuković Vojnović, 2020). In Pasuruan, for instance, educational media increasingly includes advertisements, video tutorials, online posters, and course materials that utilize multimedia technology.

Despite this evolution, research remains limited on how these multimodal elements interact and influence the quality of learning outcomes (Bayoudh et al., 2022; de Bernardi, 2022; Firmansyah, Siswanto, & Priyatni, 2020). This raises important questions about the efficacy of multimodal promotional content as a learning medium and the strategies needed to optimize its educational potential.

Brochures and guidebooks—particularly those found on tourism websites—have emerged as widely used multimodal media within digital education. Whether produced by government bodies or individual content creators, these materials combine elements such as text, visuals, music, sound, and movement to create immersive, persuasive messages. As such, they serve not only as promotional tools but also as social semiotic representations that shape how cultures and communities are perceived (Firmansyah, 2018, 2021b; Furnama & Rosa, 2020; Jewitt, 2008).

This study explores how tourism promotional content can function as educational material, with a specific focus on Pasuruan. The region's brochures and guidebooks are analyzed to understand how they portray the local community, highlight thematic narratives, and conceptualize cultural attractiveness. The research is guided by the following questions: (1) How is the Pasuruan community represented in promotional content? (2) How are key themes conveyed? (3) How is attractiveness defined and constructed? (4) What similarities and differences exist across various promotional texts?

The aim of this research is to address a gap in the literature concerning the application of multimodal discourse analysis (MDA) in educational settings. Using MDA, this study examines how different modalities—text, imagery, sound, and video—are orchestrated to build compelling messages that inform and engage students. By focusing on learning media based on Pasuruan's promotional content, the study offers new theoretical insights and practical implications for the development of multimodal learning strategies in education and tourism-related fields.

A total of 215 brochures, 3500 website posts, and guidebooks were collected and analyzed through theme identification (Bonsignori & Cappelli, 2022; de Bernardi, 2022; Ebrahimi et al., 2016). Theme analysis uses a multimodal discourse analysis approach (M Bayu Firmansyah & Rokhmawan, 2018; Mochamad Bayu Firmansyah, 2021a; Mochamad Bayu Firmansyah et al., 2022; Furnama & Rosa, 2020; Isti'anah & Puri, 2022; Nina Nørgaard, 2009) through aspects of language, images, music, sound, and movement that are represented simultaneously. This representation is a social semiotics, because the

Pasuruan community is represented with the originality and social signs of the community. This study also contributes to recent research examining tourism in promotional content on websites and social media (Mochammad Bayu Firmansyah, 2019; Isti'anah & Puri, 2022; Sukma, 2021; Vuković Vojnović, 2020; Yanwei & Hassan, 2023; Zamroni et al., 2022). In addition to contributing to the above, this study also contributes to the comparison of traditional promotional content and digital promotional content using multimodal media as a social representation of the Pasuruan community. The results of the study will explain how Pasuruan community tourism is currently described in the promotional content described. The arguments of several studies that community culture should be the focus of tourism promotional content (Baleiro, 2023; Fitrawahyudi & Sofyan, 2019; Simanihuruk et al., 2022; Susanto et al., 2022) so that the results of the study can be used as an alternative to interesting and informative promotional content.

The problem statement faced by this study is the lack of an in-depth study of the interaction between various multimodal elements in promotional content used as learning media. Although several studies have discussed the use of multimodality in educational contexts, few have explored how these multimodal elements work in educational promotion. Therefore, this study will provide a more comprehensive understanding of how multimodal elements interact to convey educational messages and their impact on the learning process. In addition, this study will also identify the challenges and potentials in using promotional content as a learning medium in the Pasuruan area, which has different characteristics and educational needs from other areas in Indonesia. The urgency of this study lies in the need to identify and understand in depth how multimodal promotional content can be used effectively in an educational context. With the increasing development of digital technology, more and more promotional content is used to learn at various levels of education, both in schools, universities, and skills training. Therefore, it is important to clearly understand how the content can function well as a learning medium that can motivate students and improve their understanding of the teaching material. In addition, this research is also relevant considering the inequality in the application of multimodal-based learning media in various regions of Indonesia, including Pasuruan, which needs to be understood so that technology-based education policies can be implemented more effectively.

Pasuruan, known as one of the historical cities in East Java, has the nickname "City of Santri". This nickname was given not without reason, but because Pasuruan is the center of Islamic development in East Java, with many Islamic boarding schools that have been established and contributed to religious education. This city has a long history of spreading Islamic teachings, which, until now, are still an integral part of the lives of its people. In the context of tourism, Pasuruan's identity as a City of Santri combines with natural beauty, historical richness, culture, and traditions that make it a diverse and unique tourist destination (Daryono, 2021; M Bayu Firmansyah & Rokhmawan, 2018; Sulaimana et al., 2019; Sumiasih & Ichniarsyah, 2021). As a City of Santri, Pasuruan has various places that reflect the greatness of Islam. One of them is the historic Jami' Al-Anwar Mosque, established in the 19th century and a symbol of the development of Islam in Pasuruan. This mosque is not only a place of worship, but also a place for various religious activities involving the local community, especially during the month of Ramadan and Islamic holidays. The distinctive architecture of the mosque with a blend of traditional and Islamic styles in the form of the Madinah umbrella icon makes it a special attraction for tourists who are interested in religious tourism.

A review of previous research shows that although several studies have discussed the use of multimodality in education, few of them specifically examine the use of promotional content as a learning medium. For example, research conducted by (Sulaiman et al., 2020; Sulaimana et al., 2019; Sumiasih & Ichniarsyah, 2021) on multimodality theory offers guidance in analyzing multimodal elements in text and images, but not many have applied this theory in educational promotion. Another study by (Furnama & Rosa, 2020; Kennedy, 2014; Khan et al., 2024; Sofyan et al., 2022) revealed the importance of using multimodality in learning, but it was still limited to visual-based studies without considering the promotional aspect of education. In addition, research by (Mochamad Bayu

Firmansyah & Suwadi, 2021; Firmansyah, 2019), which linked multimodality with visual communication, also provided an important basis for understanding the use of various modalities in learning but was insufficient to explore promotional content in education. Another study by (Chen et al., 2018), which focused on multimedia applications in education, stated that multimodal elements such as images and text can increase student engagement and understanding, but their study focused more on informative content than promotional content. Research related to the use of multimedia in education conducted by (Al-Emran et al., 2018) also showed that a combination of various modalities could increase learning effectiveness, but their research was limited to the context of e-learning. It did not examine the application of promotional content in learning media in depth.

Through gap analysis, this study identified that there has been no adequate study on the relationship between multimodal promotional content and learning in the Pasuruan area. In addition, this study also saw that although promotional content was used in education, many have not utilized the full potential of multimodal elements to improve learning outcomes. This study aims to fill this gap by providing a more comprehensive analysis of how multimodal-based promotional content is used in educational contexts and its impact on learning. The main contribution of this study lies in its novelty and importance in developing theory and practice in multimodal-based education. This study provides a deeper understanding of the use of promotional content as a learning medium and identifies the challenges and opportunities in its implementation in areas such as Pasuruan. Thus, the results of this study are expected to provide practical guidance for developing more effective learning media that meet the needs of students in various regions in Indonesia. Furthermore, this study also has the potential to enrich the literature on multimodal discourse analysis in the context of education and contribute to the development of multimodal theory in the disciplines of communication and education.

2. METHODS

This study adopts a qualitative research method that combines theoretical research to analyze multimodal media in the form of brochures, website posts, and tourism guidebooks (de Bernardi, 2022; Yanwei & Hassan, 2023) from a multimodal discourse analysis perspective. Qualitative research investigates and understands the meanings held by individuals or groups that are tied to social or humanitarian issues (Creswell, 2013; Mochammad Bayu Firmansyah et al., 2020). Thus, qualitative research is widely used in tourism studies. In qualitative research, data collection includes setting research boundaries and collecting information, documents and research materials. All three types of research materials are analyzed in the context of tourism. In the analysis, multimodal media, namely language, images, music, sound, and movement, have been classified based on previously conceptualized categories (Table 1). The categories described were developed from research (de Bernardi, 2022) on the culture and tourism of the Sami people. This category is intended to explore the themes contained in brochures, websites and guidebooks. In fact, Pasuruan culture and tourism are seen as having similarities and uniting other cultures.

Table 1. Categories used for adapted coding (de Bernardi, 2022)

Theme 1: There is a Relationship with Nature
Theme 2: There is a Relationship with Santri
Theme 3: There is a Relationship with the Past
Theme 4: Use of Friendly Modality
Theme 5: Use of Nouns or Adjectives as a Sign of Authenticity
Theme 6: Use of Persuasive Modality
Theme 7: Use of Useful Information for Tourists

Data collection is based on references from the Pasuruan community, such as differences in the spelling of the word "Pasuruan" in different contexts. Since this is a multimodal discourse analysis, multimodal media supports the analysis of Pasuruan tourism content. This means that references to

important Pasuruan places that are not clearly linked through multimodal media to Pasuruan culture may be missed, but the circulation of such multimodal media in social semiotic representations is unlikely to occur given the lack of a reference framework. For the Website multimodal media, the process is to search for posts and annotate posts that contain Pasuruan culture. A total of 215 brochures, 3500 website posts, and one guidebook associated with the keyword wisatapasuruan have been analyzed and notes made about what they represent. Pasuruan cultural literature in both multimodal media (language, images, music, sound, and movement) is recorded as supporting material.

Figure 1. Jami' Al Anwar Pasuruan Mosque

3.   FINDINGS AND DISCUSSION

The research findings show that almost half of the brochures (approximately 48%) contain Pasuruan culture in multimodal media descriptions (language and images). Given the description of Pasuruan society, most of the students are in urban areas, coastal areas, and the mountains.

Figure 2. Pasuruan Santri Community

Figure 3. Pasuruan Coastal Community Praonan Tradition

Figure 4. Pasuruan Mountain Community

Pasuruan is described as a "Santri City" which is a city with tourism characteristics that reflect geographical and cultural uniqueness (Dianah et al., 2020). This city combines its identity as a center for Islamic development with the natural charm of the coast to the mountains. In coastal areas, many Pasuruan people are involved in maritime activities, utilizing access to the Java Sea for fishing and shipping. In contrast, in mountainous areas, tourism is more dominated by cool natural tourism, with the main attractions being Mount Bromo and Mount Arjuno (Azizah, 2021; Sukmawan, et al., 2024). Pasuruan people are usually involved in agriculture and tourism that utilizes natural potential, such as agrotourism and religious tourism, with many visitors coming to make pilgrimages to the tombs of the saints known in this area.

Figure 5. Pasuruan Community Culture downloaded

The analysis reveals that the multimodal media used in Pasuruan tourism effectively communicate a range of cultural values, particularly those related to nature, local history, and community identity. In the "Relationship with Nature" theme, visual elements such as beaches, mountains, and lush landscapes are paired with descriptive language emphasizing natural beauty. Terms like *"natural," "asri,"* and *"fresh"* reinforce the perception of authenticity and appeal to ecotourism sensibilities. This multimodal synergy aligns with theories of multimodal communication, which argue that the integration of visual and textual elements deepens cultural representation and meaning (Azizah, 2021; Dzulkifli et al., 2023; Sony, Sukmawan, et al., 2024).

In the "Relationship with Santri" theme, visuals depicting socio-religious activities—such as *pengajian* (Islamic study gatherings) and daily life in *pesantren* (Islamic boarding schools)—are accompanied by words like *"blessing," "pesantren,"* and *"santri."* These elements emphasize the centrality of spirituality and religious practice in Pasuruan's cultural fabric. The interplay of these modalities underscores Pasuruan's identity as a hub of Islamic tradition and religious life.

The "Relationship with the Past" theme features images of historic sites such as ancient mosques and temples, combined with textual references to Pasuruan's cultural heritage. Words like *"history," "heritage,"* and *"tradition"* evoke a strong connection to the past, suggesting that Pasuruan offers not only natural attractions but also meaningful historical experiences for culturally curious visitors.

Lastly, the "Use of Friendly Modality" is evident in the use of welcoming and engaging language such as *"welcome," "enjoy,"* and *"your trip will be enjoyable."* These expressions, supported by images of smiling locals and social interactions, help construct an inviting and hospitable image of Pasuruan. This

friendly tone enhances tourists' emotional connection with the destination and shapes a perception of it as both culturally rich and warmly accessible.

3.1 Relationship with Nature and the Santri Community (Theme 1 and Theme 2)

The tourism promotional content of Pasuruan, presented through brochures, websites, and guidebooks, effectively uses a multimodal approach to convey messages about the region's unique offerings. Integrating language, images, sound, and layout in these materials creates a holistic representation of Pasuruan's natural beauty, cultural richness, and religious significance. Through a multimodal discourse analysis, it is evident that each medium plays a distinct role in portraying Pasuruan's identity, yet all contribute to the overarching narrative of harmony between nature and spirituality. The research adopts the framework proposed by (Ahmed, 2022; Mochamad Bayu Firmansyah, 2021a; Isti'anah et al., 2021; Rachmawati et al., 2019; Sukma, 2021), who emphasize how multimodal elements combine to enhance communication and engagement in tourism content. Brochures are essential for conveying tourism information, combining textual descriptions and images to create a compelling narrative for potential tourists. In the case of Pasuruan tourism brochures, images of natural landscapes, including beaches, mountains, and mosques, serve as the primary visual representations. The brochures use carefully selected images, such as the sunset over the beach with fishing boats, which appeal to the aesthetic senses and evoke serenity and tranquility. The strategic use of visuals underscores the natural beauty of Pasuruan, aligning with the region's identity as a destination that offers peace and harmony with nature.

The language accompanying these visuals provides a cultural context that deepens the viewer's understanding of the significance of the portrayed images. For instance, the description of the Petik Laut tradition, accompanied by photographs of decorated fishing boats and the Larung Sesaji procession, adds a layer of meaning that connects the natural environment to the religious practices of the local coastal community. By combining language and imagery, the brochure captures the essence of Pasuruan's unique cultural and religious identity, particularly the relationship between the santri community and their interaction with nature. While concise, the textual descriptions serve to contextualize the images and help reinforce the cultural narrative central to Pasuruan's tourism appeal. The use of color and layout further enhances the effectiveness of brochures in conveying the intended message. Natural colors like blue and green are strategically employed to evoke calmness and connection to the environment. The layout, which places images at the top and descriptive language beneath, establishes a visual hierarchy that guides the reader's attention first to the aesthetic beauty of Pasuruan before they engage with the accompanying textual information. This design principle ensures that the brochure's visual elements have a dominant impact on the audience, aligning with findings in the literature (de Bernardi, 2022; Hermawan, 2013; Wulan, 2017).

In contrast to static printed materials, websites offer a dynamic platform that utilizes a broader array of modalities, including interactivity, video, and sound. The Pasuruan tourism website takes advantage of these features to provide an immersive experience for visitors. The combination of visuals, text, and sound offers a multisensory engagement that is more interactive and comprehensive than brochures. For instance, videos showcasing Pasuruan's natural landscapes and soothing background music create a compelling and emotionally resonant experience for website visitors. The use of natural sounds such as cascading waterfalls, gentle ocean waves, and soft Islamic music enhances the immersive quality of the content, reinforcing the narrative of Pasuruan as a place where nature and spirituality coexist in harmony. The website also features detailed textual content, providing a more comprehensive history of Pasuruan, known as the "City of Santri." Through the use of language, the website highlights how religious values and Islamic boarding schools play a significant role in the daily lives of the local community. The narrative is further enriched with images and videos of religious tourism sites, such as the pilgrimage to the Tomb of Kiai Hamid, one of Pasuruan's prominent religious figures. Here, the combination of text and visual modalities educates visitors about the region's physical attractions and cultural and religious heritage. This immersive, multimodal experience enables the

audience to gain a deeper, more nuanced understanding of Pasuruan's significance as a spiritual and tourist destination.

Moreover, the website's interactive features, such as maps and clickable links to specific tourist destinations, offer an added layer of functionality that enhances user engagement. These interactive elements allow tourists to explore Pasuruan's various attractions in greater depth, giving them a sense of control and autonomy over their browsing experience. This aspect of digital media is a significant advancement over traditional brochures, which are limited to static images and text. Websites, therefore, offer an enriched and personalized experience that resonates with today's digitally savvy tourists (Isti'anah & Puri, 2022; Rachmawati et al., 2019; Vuković Vojnović, 2020).

While similar to brochures in their promotional function, tourism guidebooks provide a more detailed and structured presentation of information. These publications are designed to offer in-depth knowledge about the history, culture, and attractions of a destination. In the case of Pasuruan, guidebooks emphasize the significance of religious tourism, including chapters dedicated to Islamic traditions and the role of pesantren (Islamic boarding schools) in shaping the local community's identity. While the language modality in guidebooks is more dominant than in brochures or websites, images still play an essential role in illustrating the cultural practices and religious sites integral to Pasuruan's tourism offerings. For example, guidebooks often include photographs of Islamic boarding schools, pilgrimages to the tombs of religious figures, and cultural events such as Petik Laut. These images visually support the textual descriptions and help readers contextualize the local culture. The more detailed textual narratives in guidebooks provide rich historical context, elaborating on how Pasuruan's maritime rituals, like Petik Laut, have evolved from being a traditional maritime offering into a significant cultural and religious expression of gratitude. In this regard, guidebooks provide a more comprehensive and scholarly approach to the region's tourism, catering to travelers who seek more profound knowledge and understanding of Pasuruan's cultural and spiritual heritage.

3.2 Relationship with the Past, Friendly Modalities and Information for Tourists (Theme 3, Theme 4 and Theme 7)

Pasuruan's rich history, especially its Islamic roots, significantly shapes its tourist attractions. Known as the City of Santri, with widespread Islamic boarding schools, Pasuruan reflects the development of Islam, with sites like the Tomb of Kyai Hamid and old mosques. The Petik Laut tradition, a blend of ancestral customs and religious practices, continues to thrive today, allowing tourists to connect with Pasuruan's past. However, brochures and guidebooks often overlook aspects like traditional clothing and both tangible and intangible heritage. Pasuruan's tourism promotional content is designed to be accessible and user-friendly, featuring clear and engaging information. Brochures and websites highlight major attractions like Mount Bromo, Mount Arjuno, and Kakek Bodo Waterfall with captivating images and simple layouts. The Pasuruan tourism website offers an interactive, immersive experience with maps, videos, and detailed descriptions, helping tourists explore the destination more fully. It also includes cultural event schedules, accommodation recommendations, and local activities to ensure a smooth visit. The brochures, websites, and guidebooks provide comprehensive information about Pasuruan, including natural, religious, and culinary tourism. Visitors can learn about local dishes like rawon, corn rice, and tahu serasi, as well as transportation routes and practical travel tips. With user-friendly design and thorough details, Pasuruan's tourism content connects the past with the present, offering an enriching experience for those seeking both natural beauty and spiritual depth.

3.3 Authenticity and the Use of Persuasive Modalities (Theme 5 and Theme 6)

Pasuruan tourism reflects the authenticity of its culture and the harmonious natural wealth of the region. Promotional content, whether in brochures, websites, or guidebooks, is carefully designed to showcase this authenticity, aiming to highlight the area's unique charm. These materials' multimodal discourse analysis approach integrates language, images, music, sound, and movement to create a compelling narrative, inviting tourists to engage with Pasuruan's true essence. Pasuruan's rich cultural

and natural heritage, including well-preserved traditions and breathtaking landscapes, offers tourists an irreplaceable experience. The authenticity of Pasuruan is exemplified through traditions such as the Petik Laut ceremony, where coastal communities express gratitude for the sea's bountiful catch. This tradition, involving a unique offering ceremony where objects are cast into the sea, symbolizes the deep connection between the community, nature, and spirituality. Additionally, religious sites such as the Tomb of Kiai Hamid, a prominent pilgrimage destination for the santri community, offer tourists a glimpse into the city's spiritual atmosphere. As shown in Figure 5, these religious practices remain vibrant and add a distinct color to the daily life of Pasuruan's people. In terms of promotional content, this authenticity serves as a core element in capturing the attention of potential visitors. Multimodal discourse analysis in Pasuruan tourism reveals how language, images, sound, and movement create persuasive, engaging narratives. Brochures use beautiful photos of Pasuruan's landscapes and cultural landmarks and clear and concise language to draw tourists in. On websites, interactive elements like videos and maps enhance the immersive experience, allowing tourists to explore the destinations more deeply. Guidebooks offer detailed, rich narratives that blend text and images, providing a more comprehensive understanding of the region's attractions. Combining these various modalities, Pasuruan tourism effectively compellingly promotes the region's authenticity, making it an attractive destination for tourists seeking beauty and cultural depth.

Theoretically, this study contributes to developing multimodal discourse analysis theory, especially in tourism and culture. The findings show how various modes of communication, be it verbal, visual, or auditory, work together to create complex and meaningful messages in representing Pasuruan tourism. Modalities such as images, text, and sound can enhance the audience's understanding of cultural values and regional characteristics, core concepts in multimodal theory (Jewitt, 2018). Therefore, this study confirms the importance of multimodality in cultural communication and shows its application in tourism. In terms of practice, these findings provide valuable insights for tourism managers and stakeholders in Pasuruan. Effective multimodal media can be used to introduce and promote local culture in a more engaging and informative way for tourists. In this case, tourism destination managers in Pasuruan can use these findings to design more integrated promotional materials, combining visual and textual elements to increase tourism appeal. For example, images depicting Pasuruan's natural beauty and rich cultural traditions can be combined with inviting and persuasive language, ultimately increasing tourists' interest in visiting these places.

Although this study provides significant insights into the representation of Pasuruan culture through multimodal media, it has several limitations that need to be noted. First, the focus of this study is limited to three types of multimodal media: brochures, websites, and guidebooks. Although these three media outlets cover various representations of Pasuruan culture, other media outlets, such as videos, digital advertisements, and more interactive social media, have not been considered. Therefore, further research by expanding the types of media analyzed will provide a more holistic picture of how Pasuruan culture is promoted in the context of broader digital media. Another limitation lies in the selection of media samples used in this study. The brochures, website uploads, and guidebooks analyzed in this study may not fully represent the entire spectrum of media used for Pasuruan tourism promotion. Therefore, the results of this study need to be interpreted with caution, as they only cover a portion of the existing media. Further research involving other media, such as tourism applications or video-based promotions, will provide a more comprehensive picture of cultural representation in tourism promotion.

Based on the existing limitations, several suggestions for further research can be made. First, future research can expand its analysis by involving more types of multimodal media, including social media and interactive digital platforms, which are increasingly used in tourism promotion. In addition, further research can explore the impact of multimodal media use on tourists' perceptions and their decisions to visit a place by measuring factors such as visual appeal, information comprehension, and emotional effects caused by the media. The findings of this study also have social and ethical implications that need to be considered. One of them is the impact of the representation of Pasuruan

culture in multimodal media on local cultural identity. It is essential to ensure that the media used to promote tourism does not lead to the obscuration or commodification of culture which can eliminate the original meaning and values in the community. In addition, effective use of multimodal media can also strengthen the relationship between tourists and the local community, creating more positive and respectful interactions. From an ethical perspective, the use of multimodal media for promotional purposes must be carried out with sensitivity to the Pasuruan community's local values and traditions. Images and language that respect local culture are essential to maintaining the integrity and authenticity of the message conveyed to tourists.

4. CONCLUSION

This study makes an essential contribution to the field of education, particularly in the context of multimodal learning for tourism. A multimodal analysis of Pasuruan tourism promotion found that the use of various modalities—language, images, sound, music, and movement—can enhance audience comprehension and engagement, both in the context of tourism promotion and education. The multimodal approach adopted in Pasuruan tourism promotion materials offers a concrete example of how multimodal media can convey messages that are more powerful, engaging, and easily understood by various audiences. These findings suggest that multimodal-based learning can provide students with a more immersive and interactive experience in tourism education. Integrating multiple media types in learning—such as video, interactive maps, images, and text—can enrich students' understanding of tourism and cultural topics and prepare them to promote a tourism destination effectively. This approach develops technical skills in multimedia tools and enhances knowledge of local culture and context, which is essential in tourism. In addition, the use of multimodal media in tourism learning can introduce students to various methods and tools they can use in the professional world, such as promotional material design, visual and audio content creation, and digital technology in tourism marketing. This provides practical skills that are highly relevant to the needs of the ever-growing tourism industry. Overall, this study suggests that tourism education that integrates multimodal learning will help tourism students and professionals understand and apply practical ways to promote tourism destinations while appreciating local cultural and historical values. This multimodal learning has the potential to enrich the quality of tourism education, making it more interactive, inclusive, and relevant to current global trends.

Conflicts of Interest: This research was conducted independently without any conflict of interest from any party. There was no involvement of external parties that influenced the results or interpretation of the research. All data and findings are presented objectively for the sake of academic interests and the development of multimodal learning in higher education.

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