HOSPISIMULATOR AS STRENGTHENING TOURISM DIGITAL LITERACY THROUGH THE USE OF CLOUD AND ARTIFICIAL INTELLIGENCE (AI)

Endah Fitriyani
Andreas Suwandi

ABSTRACT

This research aims to develop HospiSimulator learning media for Hospitality majors to improve the quality of Tourism Vocational Education. The urgency in this research focuses on the need for hospitality learning media with industry standards that can be used easily and cheaply for use in the Tourism Vocational Education environment, through HospiSimulator which was developed by educational needs to improve students' skills and academic quality. In this research, the development of the HospiSimulator will be explained to be tested in a cloud-based and artificial intelligence Tourism Vocational Education environment and can be utilized by the Tourism Vocational Education School. The research method used is adapting the research procedure of the ADDIE development model, namely a model that includes 5 stages which include analysis, design, development, implementation, and evaluation. The results of this research can contribute to tourism vocational education majoring in hospitality in improving the quality of education, skills, and competencies of students.

Keywords: Hotel, Hospitality Simulator, Tourism Education, Vocational Education, Tourism Digital Literacy.

INTRODUCTION

Objective education is vocational is prepares participants with practical skills, knowledge technical, and competency requirements For success in the world of work or industry. Vocational education aims To reach a number of objectives specifically supportive development of participant education in the context of career and environmental Work (Mahande, 2022). Vocational School has competencies needed by the industrial world, one of which is in the major hospitality.

Talent employees in the front line must developed through training To ensure employees in a way consistent display image positive organization. Managers and leaders in organizations tourism and hospitality must invest more Lots in training and power Work For front-line liner employees because interaction with customers are very decisive success for businesses (Johnson et al., 2019). Front Office Subjects is one of the eye lessons learned competence front liner workers. In Hospitality Front Office skills at Tourism Vocational Schools, students formed For become competent students with provisions skills and knowledge, so can compete in the world of the Hospitality Industry as Reservation and Information Clerks, Telephone Operator, Receptionists/Guest Service Agents, Guest Relations Officers, Hotel Manager, and Professional Laundry Services. Front Office subjects are mandatorily studied by students in the Department of Hospitality. In the learning, reservation material for vocational school students learn and understand the basic procedures for individual reservations, procedures for handling individual reservations either directly at the hotel or by telephone, as well as filling out the forms required for reservations. (Jayanti, n.d.).

Only just in implementation learning The front office is dripping emphasize students' understanding of skills and abilities often experience difficulty study, this caused because material learning front office student sued For understand all administration. However, facilities or handling system reservation used at school are Not yet capable give a concrete picture of How the student role as a reception or reservation section in industry, the cause lack of interest in students in study learning Front Office, and there are fewer students maximum in eye lesson Front Office. However through observation researchers the use of traditional role play is not too effective when students do training in Front Office practices, educators recommended Integrating technology and innovation in Skills teaching students To fulfill needs education will experience Study students (Boon et al., 2021).

Industry hospitality and tourism experience era changes as a consequence of application technology information (IT) on tasks managerial, strategic, and operational (Deri & Ari Ragavan, 2023). In the internet era, digital technology includes technology information (IT) and technology communication information has Lots applied in the field of hospitality and tourism (Cheng et al., 2023). That matter Of course has implications for the learning process, learning media digital hospitality is very necessary for participant education, which can help the learning process in the digital era such as moment. Convenience and power withdrawal learning media expected participants educated with digital media that can give visual images. Learning media situation hospitality needs development of learning media such as learning media based animation, as well the need for learning media perceived digital hospitality required by participants students, and digital learning media models that must be relevant and accompanied creativity and innovation in the field of digital learning media in particular hospitality and tourism. The development of digital learning media is still ongoing and needs developed, needs participants are educated more Like playing with digital media, the learning process needs to be balanced with needs This is digital hospitality learning media still not yet diverse among people and school tourists. Required effort in sustainable development for benefits can be felt by all school tourists specifically field skill hospitality and also industry hospitality as user graduates (Fitriyani, Fitria, et al., 2022).

In this case, students will be happier with interesting, informative learning media with explanations of material that will be better understood by students. Based on this, we can conclude that learning media can influence students' interest in processing the knowledge provided by the teacher in learning. Existing literature shows that it is not only technology that makes a difference in students' learning, but also their attitudes towards the teaching system to improve its effectiveness study students (Sun et al., 2016). Interest is one of the elements that influences the factors that influence learning.

Regarding interests, in this digital era from child until Adults have a greater intensity of technology use. It can be concluded that a person's interest in digital media is higher than in conventional media. That way, one of the positive sides of using digitalization can be utilized through the development of teaching media through the use of digital media that can be applied to

front-office learning. In context study, this is a training-based simulation in education hospitality and tourism offers a chance for students To develop and practice competence in a controlled and accepting environment bait come back (Salas et al., 2009). Office E-Module test results The front of the hotel also got its response and assessment from participants educated in the use product can used To evaluate level quality product, convenience, and usability product according to user. External test results show that the product module interactive assessed as interesting, easy to use, and valuable for students as a source of learning via digital media (Fitriyani, Suwandi, et al., 2022).

As for development existing applications are designed For a learning system named Hotel Information TE Hotel Simulator which uses system role-playing for the user. Existing roles are as officer reservations, front office officers, and housekeeping officers. Application This Works with system Android operating that can accessed using cell phones or tablets. Application This is supported with a backend system via the website www.tesim.id. TE Hotel Simulator is Still in its beta version and necessarily developed become more applications interactive for the learning process can give experience more for students (Fitriyani, Pratiwi, et al., 2022).

So with exists study above, hopefully, There will be the development of teaching media through digital literacy in the field of tourism that can increase interest in Studying students and student skills in the department hospitality. Development of tourism digital media can made with system HospiSimulator, system This will made as a hotel-based simulator cloud and artificial intelligence as interactive learning media facilities. Simulation is an environment synthetic created To manage experience with reality (Bell, 2008).

Simulation is a program based bridges the computer gap between information theory and learning based on experience and helps reach the results desired learning like analysis and evaluation (Ineson et al., 2013). Simulation is a method of effective teaching that complements learning-based lectures in class Because simulation increases the involvement of students and makes students become participants active in the learning process (Singh et al., 2010). Besides that technology simulation is beneficial in fulfilling the needs of students, remembering the need for student generation moment is what continues to develop (Drayer & Rascher, 2010). Besides that, a study about the perception of students to learning finds that students feel simulation is an effective method For developing the ability to make decisions, offer experience learn more, and be productive and more satisfaction big to learning (Pratt & Hahn, 2015).

Hospitality vocational school students after completing their study period are expected to be able to work directly in industry, but in reality, there are still vocational school graduates who have not yet worked, so analysis and efforts are needed in the education sector to overcome this gap. Therefore, learning media in the form of digital simulations can be a learning alternative in increasing students' digital literacy and competence, especially in hotel front-office lessons.

METHODOLOGY

Procedure study development system HospiSimulator as a learning medium office The front of the hotel adapts the ADDIE development model, namely a model that includes five stages which include: analysis, design, development, implementation, and evaluation (Mulyanta & Leong, 2009). By detailed, stage study This includes :

1. Stage analysis
   a) Analysis curriculum in Vocational Education Tourist For Major Accommodation Hospitality with eye lesson office in front of the hotel.
   b) Analysis of technology and situation school To determine the learning media office in front of the hotel right.
2. Stage design
   a) Making design system HospiSimulator with based cloud and artificial intelligence.
   b) Collection materials and references available material support For making system
   c) Drafting material, questions, answers, and discussions that will be provided loaded in the media.
   d) Creation of necessary backgrounds, images, buttons, and sounds in each appearance.
   e) Drafting instrument form questionnaire evaluation quality product.
3. Stage Development
   a) Making system HospiSimulator.
   b) Consultation product to stakeholders, from experts in the field of education, and practitioners of hospitality to obtain suggestions and input.
   c) Validation of products by experts material and media experts before testing try it to school.
   d) Revision of product after accepting input from expert materials and media for tried out to school.
4. Stage Implementation

   Do implementation learning media products Developed HospiSimulator to Tourism Vocational School students with take sample research in 1 class of Tourism Vocational School.
5. Stage evaluation

   At this stage, This is evaluated after testing the learning media. But in practice stage evaluation has also been done before testing is carried out, namely at stage development. Evaluation carried out after stage trials based on the sheet assessment by experts material, sheet assessment by media experts, practitioners hospitality, sheet teacher assessment, and questionnaires response student.

The fifth stage can depicted in the flow diagram form study as in the picture following:
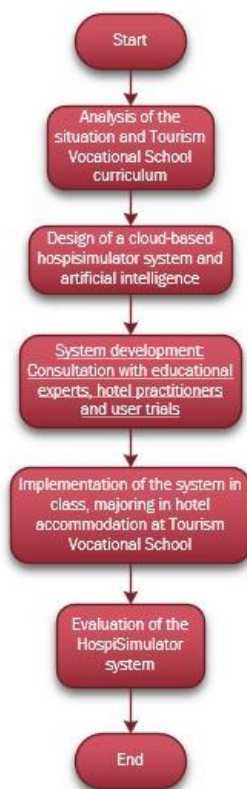
Figure 2. Flow diagram Study

FINDINGS AND DISCUSSION

1. Analysis Learning Media Situation Hospitality at Tourism Vocational School

   As for from results interview already carried out by the proposer on 10 educators' accommodation hospitality at Tourism Vocational School related to the use of technology or the use of learning management systems in schools, as follows:

   a) Of 10 Educators state that 3 of them Already own a system, 2 schools use the Visual Hotel Program, and 1 has a system own hotel simulation, but 7 schools do Not yet have and still do use tool manual practices such as reservation forms or registration for the check-in, check out, the billing process, etc reservation restaurant nor menu management in-class practice hotel accommodation.

   b) Use internal hotel system learning accommodation hospitality that can customized with Schools really hope for industry absorption student educate when pass have expert competence in accordance with field and of course can be accepted by the industry.

   Besides, the problem is its limitations to schools in own facilities and infrastructure specifically system appropriate learning with industry is one of them is factor quite expensive financing. Share method learning between member community education can help academic teachers concentrate on the usage of effective technology and avoid duplication effort and expense are not needed (Kirkwood & Price, 2014). Remember fast changes the environment in which the individual works and style of life, education must focus on inquiry and embrace problems, with knowledge and learning gained from the effort to solve problems real (O'Hara, 2007). Therefore it's a learning process practice not yet lots use adequate hotel systems in learning hospitality. If there's a problem that this is not overcome, worried absorption or competence participants studied at the Tourism Vocational School will assessed No competent and vocational school graduates are not absorbed by industry.

2. System Design HospiSimulator

   Hospicesimulator program design customized with need classroom learning office in front of the hotel. Emphasis This underlines the importance of developing skills and solving process problems in student hospitality through the use of tool learning like simulation (Pratt & Hahn, 2016). The learning office in front of the hotel with the role-play method requires a hotel management system For readiness participants are educated in reach competencies and achievements learning. Remember character unique experience, education hospitality represents teaching with a learning model active. The situation industry of spontaneous hospitality, not predictable, and increasingly so general requires students to develop a series of facilitating skills for efficient and effective responses to face visitors (Morosan et al., 2017). HospiSimulator program design flows started with :

   a) Participant Students log in using their respective username and password.

   b) Participant teach role play as a hotel receptionist

c)   Participants educate can choose choice simulation (exercise) and test (exam).
d)   Enter the Pre-Arrival dashboard where there is a reservation form
e)   Continue On the Arrival dashboard there is a registration form
f)   Furthermore participants were educated to enter the old guest in-house
g)   Stages final from office role play In front of the hotel there is a long departure and check-out process.
h)   After the participant educates do Steps 1-7, then stage final in the learning process office front This is a possible evaluation seen by the teacher inside the system HospiSimulator, whether the participant educates Already do the roleplay according to standard operating procedures (SOP) as a receptionist in the office front. The design flow can be seen in the picture below.
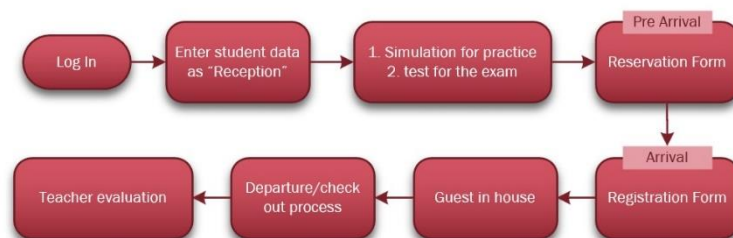

Figure 2. System Design HospiSimulator

3.   Development System
Pre Arrival
During pre-arrival the dashboard is available is a dashboard for service reservation hotel rooms. On reservation, Hotel rooms are available to feature election date reservation For see availability room, reservation form For filling in order data room consisting of guests from check-in date, check-out date, room type, room quantity, booking by, guest name, email, telephone number, arrival time, number of adults and children, special request, extra charge, address, description, and payment method. After ordering data room filled in, then the data automatically will be on the reservation list dashboard. The dashboard display is: seen in the picture below.
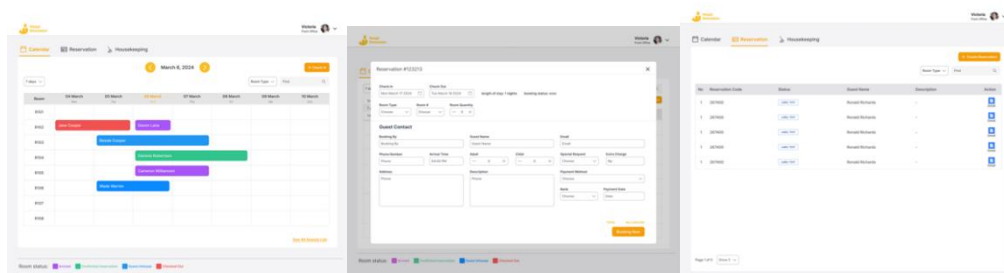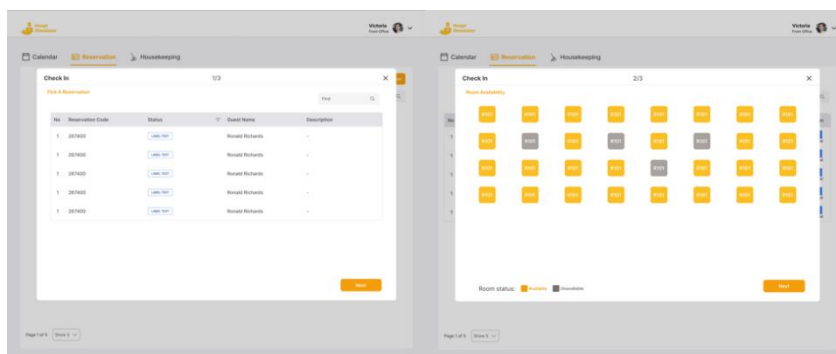

Figure 3. Pre Arrival Dashboard (Reservation Form)

Arrivals
On arrival, the dashboard is used as a guest arrival list page which is data on guests who will check in on the day. The data filled in the check-in form consists of market segment, check-in date, check-out date, purpose of visit, identity number, nationality, special request, payment method, and message for housekeeping. In addition to guest data, placement of The room is also on the dashboard when checking in after Data entry is complete, guest data can appear on the registration form and you can print it by the receptionist to request signature guests during the check-in process.
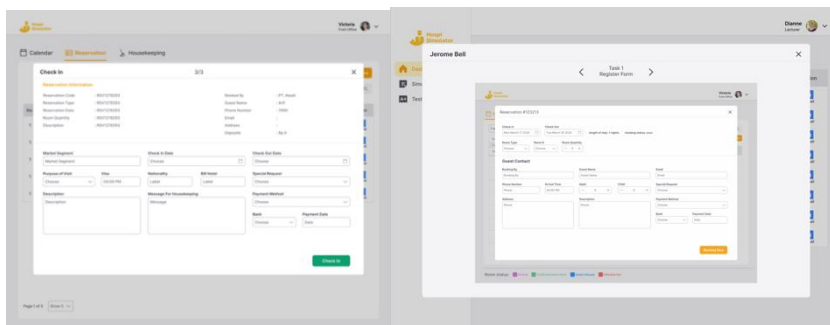
Figure 4. Arrival Dashboard (Registration Form)

In-house

During the in-house process, a dashboard is available a housekeeping report dashboard, housekeeping can View and change room status visitor. Moment visitor Already stayed the night the room status will be changed become Occupied (OCC), when the visitor Already left room status room changed became Vacant Dirty (VD), when the visitor does not want to be disturbed by the room status can change to Do Not Disturb (DND), when condition room No can room status is used changed becomes Out Of Order (OO), when condition room Already cleaned by room status housekeeping changed being Vacant Clean (VC), meanwhile when room Already checked by housekeeping supervisor room status changed with Vacant Clean Inspected (VCI) status, and condition room when ready for sale to visitor then the room status changed become Vacant Ready (VR).
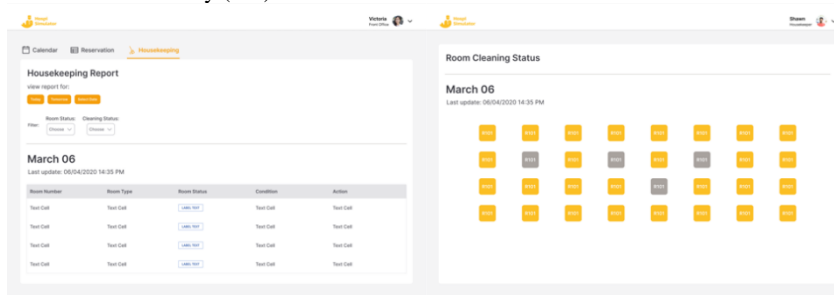

Figure 5. In House Dashboard (Housekeeping Report)

Departure

The departure process is the final process from the guest cycle in the hotel, on the system HospiSimulator There is a check-out dashboard with the number of data rooms, check-in date, check-out date, extra charge, description, housekeeping notes and there are invoices and billing for visitor. Besides that, at the time of departure there is a change of room status For change room status from OCC to VD for information on housekeeping so can quickly clean room the.
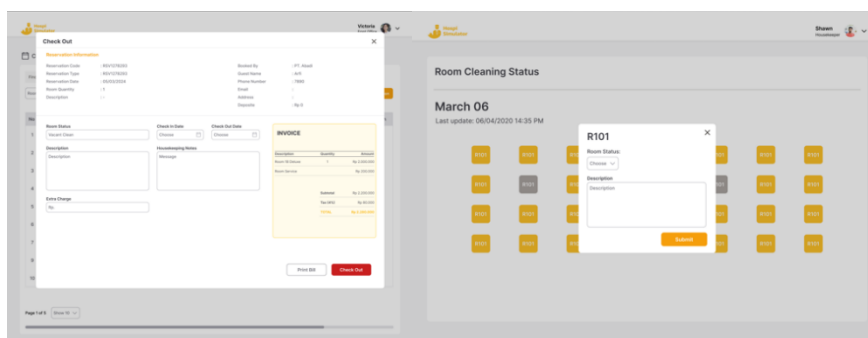

Figure 6. Departure Dashboard (Check Out Evaluation, Invoice and Billing)

Evaluation

At stage This is teacher evaluation to see work already carried out by students, there is an evaluation checklist Students can fill in the dashboard register form, check-in, housekeeping, billing, check-out, and action details seen Already by guest cycle flow. Evaluation dashboard This can help teachers evaluate procedures students in doing a role play as a receptionist in the office in front of the hotel.
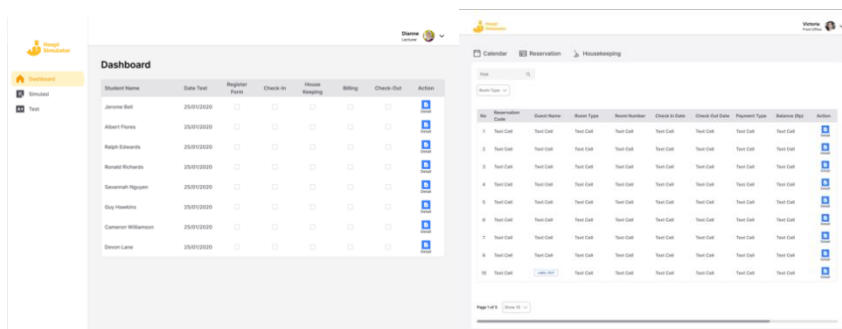
Figure 7. Evaluation Dashboard for Teachers

4. Implementation of System HospiSimulator in the Classroom

Subject For test HospiSimulator on research This that is participant educate class XI Hospitality 2 and XI Hospitality 3 Tourism Vocational School. Class XI Hospitality 3 is a class experiment with the use of the learning media HospiSimulator, meanwhile, Class XI Hospitality 2 is class Control without the use hotel system. Competence participant students in each class be measured using questions the same pre-test and post-test. Pre-test and post-test data are then processed with count mark N-gain. Information obtained from research in-class experiments and class control is stated in the evaluation system HospiSimulator below.

5. Evaluation System HospiSimulator

Evaluation result system Tested hospisimulator try right in class experiments and classes control as the comparison. In design science research such as the development system HospiSimulator, here must be assessed matter maturity problems and maturity solutions, involving repairs development system that became solution new For known issues (McGrath et al., 2020) as stated in (Goes, n.d.) the study design science research, objectives mainly it's not build or confirm/deny theory That yourself, but rather design, construction, implementation, and evaluation research design results. So after done evaluation of students To know the effectiveness of learning media, this is in class experiment. Class experiment is Front Office class that uses HospiSimulator as a learning medium whereas class control is class with class conventional which uses a manual form for role play as a Front Office in a hotel. Possible Lots student moment This feels more comfortable use technology new and distant more understand technology compared to staff teacher (Annaraud & Singh, 2017). By implementing the HospiSimulator learning media to improve students' competence, it must be known whether this application can be implemented effectively. This effectiveness can be determined by looking at the results of the descriptive analysis of questions and N-Gain from the pre-test and post-test scores. The pre-test and post-test given were questions provided by researchers related to hotel receptionist learning, how to check in and check out.

Table 1 Results of Descriptive Analysis

Knowledge	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test Eksperiment	29	20	55	39.14	9.917
Post-test Eksperiment	29	65	100	91.72	8.992
Pre-test Control	29	15	55	26.55	9.073
Post-test Control	29	20	75	44.14	11.265
Valid N (listwise)	29				

Based on Table 1, the minimum pre-test score for students in the experimental class got a score of 20 and the maximum score was 55. This score is not much different from the control class which got a minimum score of 15 and a maximum score of 15 during the pre-test. Meanwhile, the post test score for the experimental class got a minimum score of 65 and a maximum score of 100, this is different from the results of the control class which got a minimum score of 20 and a maximum score of 75 during the post test. These results can show that using digital literacy learning media can improve student competence, because students can practice simulations from existing digital media and make it easier for students to remember and act as hotel front office officers. The effectiveness in using digital learning media can be seen from the results of the N-Gain values from the experimental and control classes which can be seen as follows:

Table 1. N- *Gain* Data

	Class Experiment	Class Control
Minimum	26.6%	5.2%
Maximum	92.3%	70.5%
Mean	0.7031	0.3364
%	71%	34%
Interpretation	Enough Effective	No Effective

Based on the table, you can see that the N-Gain score for the class experiment was 71% whereas the control was 34%. This matter shows that there is enhanced competence of participants to educate in front office subjects, then learning media use HospiSimulator give good and significant influence. So that can concluded that the application of the learning media HospiSimulator is effective If used on the eyes lesson front office Because there is acquisition effectiveness in category enough which means participant students who use it internal hotel system learning office front own sufficient competence good and appropriate with competencies expected by industry. Using simulation hospitality Internet-based is accepted with well by students Because useful in learning draft business hospitality (Douglas et al., 2008). These results are consistent with the study previous (Commey et al., 2020) which is very supportive necessity for collaboration between universities and industry to develop quality graduates. Learning model This can be returned when operating a hotel in life real Because simulation, offers a very interesting experience that continues give approach learning directly (Price-Howard & Lewis, 2023).

CONCLUSION

1. Learning with the use of the system HospiSimulator is interesting for participants to educate so that participant educate, they are very enthusiastic in impactful learning positive to enhancement results competence front office.
2. The educator as a facilitator can help with the use system HospiSimulator in the learning process because the material can delivered with more and participants can be soulful in the role he played as a receptionist in the office in front of the hotel. The role of educators in utilizing technology is very important to create an atmosphere in class that isn't monotonous and effective in managing time.
3. Support from the environment also becomes key to successful learning. Adequate environments and facilities will simplify the learning process and transfer of knowledge with the use of interesting, real media needs in industry hospitality so that the interesting interests and talent of participants are educated.
4. Development furthermore in HospiSimulator in support of competent students For Can language English with made Which Artificial Intelligence (AI) features? Students can speak with opponents and use English with given feedback by internal AI Use of English in hospitality.

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Endah Fitriyani
Tourism Education
Universitas Pendidikan Indonesia
Email: endahfitriyani@upi.edu

Andreas Suwandi
Tourism Education
Universitas Pendidikan Indonesia
Email: andreassuwandi@upi.edu