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Website learning media to enhance planning tour packages competencies: A case study from Makassar Tourism Polytechnic, Indonesia

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Abstract

This research aims to develop website-based learning media on tourism package planning competency and report its feasibility. In particular, this study aims to address the challenges posed by the COVID-19 pandemic, which has made it difficult to conduct field trips or study tours, a crucial component of the travel business study program at Politeknik Pariwisata Makassar. The research addopted a research and development (R&D) approach with the ADDIE model, as well as involving the material experts and media experts in the media assessments. Learning media trials were conducted in small groups comprising ten students and in large groups with 30 students. The learning media development resulted in a website hosted on the Google Site at https://sites.google.com/view/membuat-paket-wisata/halaman-muka. The expert assessment of the media's learning content and teaching process obtained an average score of 4.56 in the very good category. Meanwhile, the assessment of media experts on appearance and programming obtained an average score of 4.41 in the very good category. Similarly, the product trials involving students also culminate in an average score of 4.45 in the excellent category. In general, the results of the assessment and trials concluded that website-based learning media is feasible to be adopted in the competence of planning tour packages.

Keywords: development; media; tour packages; website

1. Introduction

The COVID-19 pandemic that occurred from 2019 to 2022 brought about significant changes in various aspects of human life, including in the sectors of health, economy, and education. In the education sector, the common face-to-face learning has shifted to online learning (Maslahah, 2022; Parker & Alfaro, 2022; Schleicher, 2020). The transition period to online learning requires substantial adjustments. Technology is an essential factor for the success of online learning success (Buda & Czékman, 2021; Mazzara et al., 2022; Parker & Alfaro, 2022). It serves as the main pillar that provides the foundation for innovation in education, enables broad access to educational resources, and creates a dynamic learning environment. However, truly effective and sustainable online learning necessitates a holistic

approach that considers other aspects such as planning, implementation of learning strategies, and support from various parties.

The field trip learning model is a popular learning method for students that has been commonly adopted by schools in Indonesia. This model is considered the most effective approach in exploring student learning experiences (Enung & Usman, 2019; Orion, 1993; Rugaiyah, 2022). Additionally, the travel business study program incorporates the field trip model in the tour package planning course as part of the student observation process for tourist attractions. Meanwhile, the observation is part of the stages in planning a tour package. Students will gain experience in assessing the feasibility of the tourist attractions visited. The field trip learning model offers a number of advantages. First, it uses modern teaching principles that utilize the real environment in teaching. Second, it makes school education more relevant to the reality and society. Third, it stimulates student creativity. Fourth, it provides hands-on experience for students. Finally, it enables effective and comprehensive learning (Behrendt & Franklin, 2014; Daniels, Drogin Rodgers, & Wiggins, 2005; Kennedy, 2014; Rodrigues & Ravasco, 2020; Stern & Powell, 2020). Thus, the field trip learning model provides an in-depth learning experience for students and connects the world of education with reality, thereby fostering awaken student creativity.

The field trip learning model is a form of experience-based learning. Experiential learning involves students in real-world experiences that allow them to apply what they have learned and provide them with the chance to reflect on those experiences (Chan, 2022; Rani, 2023; Sun & Xiao, 2023). Unfortunately, due to the COVID-19 pandemic, the field trip learning model cannot be implemented. During this period, the Indonesian government announced the closure of all tourist destinations to avoid human crowds. This measure has had a negative impact on the student learning process. For this reason, alternative models are needed to overcome this problem. One of the alternative solutions is to create learning media that accommodates the needs of information obtained during field trips. The learning media that possibly accommodates these information needs is the website.

In the context of online learning, the use of website learning media, especially through the introduction of the concept of virtual field trips or virtual field trips, provides opportunities for teachers and students to access various information. A study on virtual field trips has reported its benefits for enabling effective learning that focuses on the traditional values of kebo-keboan in social science course theme 1, which pertains to the diversity of national cultures in the fourth grade of elementary schools to be conveyed well despite the limitations of school visits during the COVID-19 pandemic (Rosidi & Fitroh, 2021). The study further describes that the implementation of social science learning through virtual field trips facilitates teachers to deliver the material more effectively due to the detailed and structured learning stages. Another study reports that simple web-based learning via school websites is very useful for presenting learning materials, discussions, assignments, and so forth related to learning activities during the COVID-19 pandemic (Fathoni & Zainiyati, 2020). Thus, website-based learning media has been proven to enable the effectiveness of online learning.

Website-based learning is a viable alternative in overcoming obstacles from field trip learning, especially during the COVID-19 pandemic. The field trip learning model is widely recognized as an effective experience-based learning model. However, the implementation of this model currently experiences difficulties due to travel restrictions and the closure of tourist

destinations during the pandemic. This situation forces educators to look for innovative solutions to maintain the quality of student learning experiences without sacrificing their health and safety. In this context, website-based learning media emerges as a promising alternative for this issue. Website-based learning utilizes internet technology to support the learning process, provide more flexible accessibility, and allow students to access the necessary information easily. Thus, website-based learning can be an extension of the field trip learning model, allowing students to continue to engage in in-depth learning experiences despite physical limitations due to the pandemic.

Website-based learning is learning supported by the internet technology. Terminologically, the website is a collection of several web pages and documents with various formats spread across several computer servers located all over the world and are connected through a network (Almousa, 2022; Ferdiansyah & Irfan, 2021; Untari, Saputra, & Taufiqurrahmani, 2022). Therefore, this research aims to design and develop website-based learning media using Google Sites facilities, focusing on increasing competence in planning tour packages by referring to national work competency standards in the Indonesian travel agency sector.

2. Method

This research used research and development (R&D) methods with the ADDIE model from Dick and Carry (Martatiyana, Usman, & Lestari, 2023; Niu & Li, 2023; Zhang, Yue, Wang, & Yang, 2023). The ADDIE model consists of five stages. First, analysis, at this stage an analysis of competency standards is carried out to identify indicators and learning materials. The data and information collection in tourist destinations, particularly in Selayar Islands Regency (accessibility, facilities, amenities). The collected data include the tourism components (accommodation and restaurants). Second, is designing the appearance design and content of the website. Third, development, which contains two activities, namely product manufacturing and product validation. Fourth, an implementation that contains the product trial stage for thirty students from the Travel Business Study Program in the large class and ten students from the Travel Business study program in the small class. The last stage is evaluation, which involves assessing developed products to improve the final product.

The study incorporates a dual-method approach, combining qualitative and quantitative data. Qualitative data comprises insights and recommendations from material experts, media experts, and students. Additionally, quantitative data were acquired through trial questionnaires administered to students utilizing the learning media.

The data collection was performed using a number of techniques and instruments, including: (1) questionnaires for media experts, material experts, teachers, and students; (2) observation used to identify the tourist destinations (Selayar Islands Regency, containing accommodation, restaurant, accessibility to tourist destinations, facilities, and amenities); (3) interviews, to identify the required teaching tools and material which relate to learning subject, taken from lectures; (4) documentation, half of data collection (video, picture, information of destination) were taken from internet (youtube and google search). The ADDIE model flowchart is presented in Figure 1.

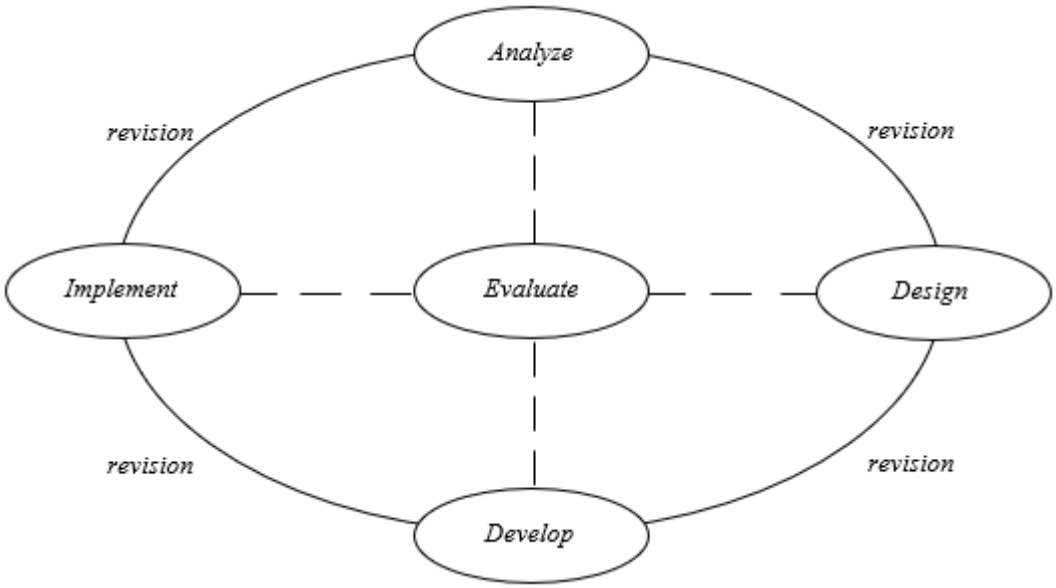

Figure 1. Flowchart of the ADDIE Model

Data analysis techniques incorporated two stages, namely qualitative analysis techniques and quantitative data analysis techniques. Qualitative analysis techniques consisted of data collection, data reduction, data display, and conclusion drawing on data obtained from suggestions, input, and corrections. The data were gathered from product validators, consisting of media experts and material experts. Quantitative data analysis was performed using descriptive statistical analysis techniques to process data from questionnaires in the form of scores. Table 1 presents the criteria for appropriateness of interpretation using a value scale and certain categories. This table also provides clear guidance in assessing and classifying data interpretation based on the eligibility criteria determined by Widiyoko (2013). Meanwhile, the feasibility of website-based learning media was determined using criteria shown in Table 2.

Table 1. Eligibility Interpretation Criteria

Scale	Category	Value	Interval Score	Range
5	Very Good	A	X>Mi+1,80 Sbi	X>4.20
4	Good	B	Mi+0,60 Sbi<X≤ Mi+1,80 Sbi	3.40<X≤ 4.20
3	Fairly Good	C	Mi-0,60 Sbi<X≤ Mi+0,60 Sbi	2.60<X≤ 3.40
2	Poor	D	Mi-0,60 Sbi<X≤ Mi-0,60 Sbi	1.80<X≤ 2.60
1	Very Poor	E	X≤Mi-1,80 Sbi	X≤1.80

Table 2. Competence in Planning Tour Packages

Competency Elements	Performance Criteria
Search for products and services	Product initiatives are developed in the context of the overall business plan and marketing focus of the organization. Product objectives are identified through consultation with relevant colleagues and customers. Potential destinations and products are identified and researched using the following methods: Literature research Personal relationships with tourism authorities, product suppliers, or distribution networks Destination or site inspection The appropriateness of the aspects of destinations and products are assessed, including: Cost Availability Privileges and benefits Profit potential Destinations and products are selected based on research and their relevance to the company's tour packages.
Package the creation of tour packages	Programs are developed to meet specific market and customer needs related to the criteria of: Budget Product selection Time constraints Uses Program components are combined and integrated to obtain maximum saleability value. If required, an agreement with the supplier is made and confirmed in writing in accordance with the company's procedures. Program prices are determined following the company's rules by considering: Commission Agreement in the contract Price increase requirements (Mark Up/Profit margin) Payment Terms Implications of relevant exchange rates Tax Employee costs Promotional costs Telecommunication costs The pricing structure is clearly communicated, including full details of all the included and excluded fees as well as additional charges. Details are confirmed and finalized in writing Legal requirements are checked and entered The program is presented to all colleagues and customers appropriately for approval in the market and within a certain time.

3. Results and Discussion

This research develops website-based learning media to enhance the competence of planning tour packages. The constructed learning media serves as an alternative, particularly during the COVID-19 pandemic, due to the fact that the Travel Business Study Program at Politeknik Pariwisata Makassar is unable to implement its usual field trip/study tour learning model. This model is part of the learning approach in tour package planning competencies.

However, during the COVID-19 pandemic, travel restrictions have been implemented, resulting in the closure of tourist destinations to prevent overcrowding. Accordingly, it disrupts student learning, while media-based learning models are not available. Therefore, website-based learning media is considered a suitable alternative to the field trip learning model.

The first step in developing website-based learning media, as outlined in the ADDIE model, is to conduct analysis. At this stage, a needs analysis has been performed to identify information and data for complementing the website's content. In accordance with the learning needs of tour package planning, substantial information, and data include the identification of tourist objects and attractions. For this research, the chosen tourist destination is Selayar Islands Regency. Selayar Islands Regency is one of the popular tourist destinations for field trips in South Sulawesi Province. The necessary data and information for tour package components, including accommodation, transportation, restaurants, accessibility, facilities, and amenities, are available in various forms, such as general information, pictures, and videos. The collected data must be in a complete version to facilitate students to formulate tour packages in Selayar Islands Regency, even without direct observations in the district.

The results of the previous needs analysis were utilized to determine the menu display. At this stage, several activities were carried out, namely identifying website content, menu, and sub-menus. The menu on the front-page display consists of learning objectives, materials, tourist destinations, evaluations, bibliography, and lecture profiles. Meanwhile, the sub-menus are determined according to learning needs. Apart from that, this stage includes determining submenus tailored to specific learning needs ensuring that the menu and submenu structure is in accordance with student needs and meets the applicable curriculum.

The website-based learning media was developed through Google Site facilities at https://sites.google.com/view/membuat-paket-wisata/halaman-muka. The appearance of the front page of the website is shown in Figure 2.

Figure 2. Homepage Display

The home page features a menu display and the title *"Ayo Belajar Membuat Paket Wisata"* (Let's Learn to Make Tour Packages). The website title is phrased in an inviting manner. The menu icon display represents symbols of learning objectives, learning materials, tourist

destinations, evaluations, bibliography, and profiles. If the icon is 'clicked' then the next page will appear, as illustrated in Figure 3.

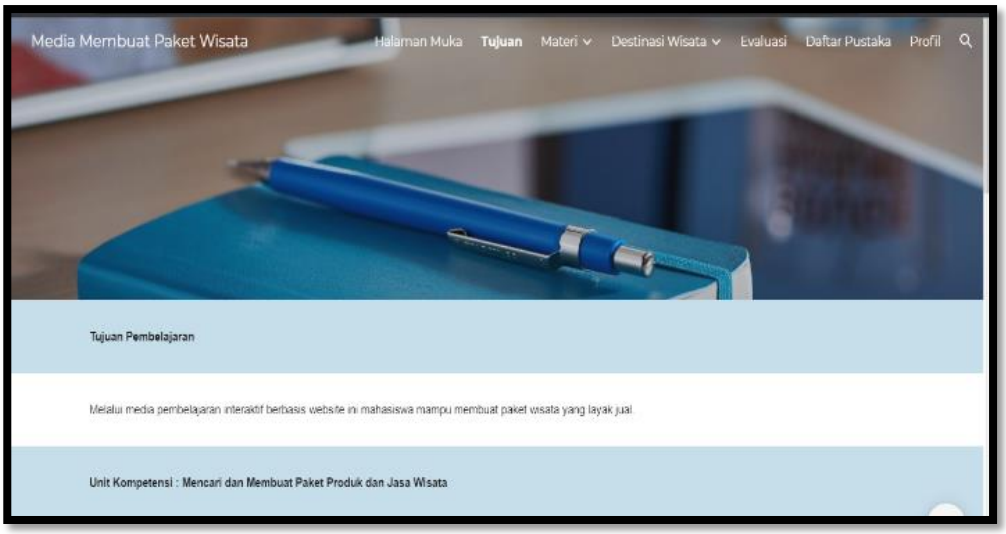

Figure 3. Learning Objectives Display

The learning objectives page contains a description of learning objectives, as well as the competencies required in finding and creating travel products and services. Additionally, it includes obligatory performance indicators for students.

The materials page depicted in Figure 4 above comprises several sub-pages, including: 1) the concept of tour packages; 2) types of tour packages; 3) planning tour packages; 4) market segmentation; 5) how to arrange a travel event (itinerary); 6) how to calculate tour packages. These reading materials serve as a reference for students who are starting to learn to make tour packages. This reference support is expected to facilitate independent learning for students.

Figure 4. Materials Display

Figure 5 shows the tourist destinations page, which consists of two sub-pages, namely, general information on Selayar Islands Regency along with its tourist attractions and tour package components. Sub-pages of Selayar Islands Regency are further divided into the following sub-subpages: 1) profile of Selayar Islands Regency; 2) entrance to Selayar Islands Regency; 3) tourism potential; 4) arts and culture. Meanwhile, the tour package components' sub-page consists of featured destinations and accommodation.

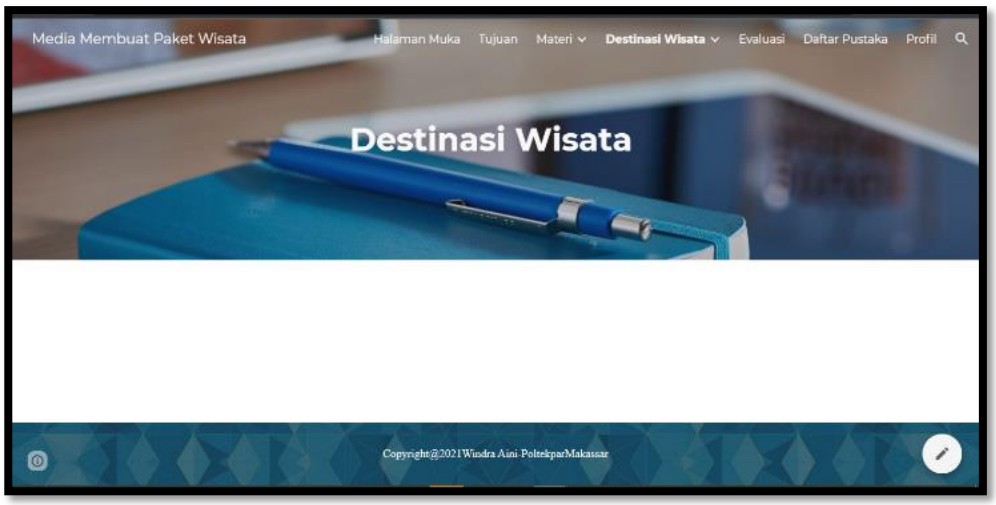

Figure 5. Tourist Destinations Display

The evaluation page shown in Figure 6 contains exercises, a collection of test questions, and assignments related to the competency in planning tour packages. These activities are designed to assess students' understanding and learning outcomes after they use the website media.

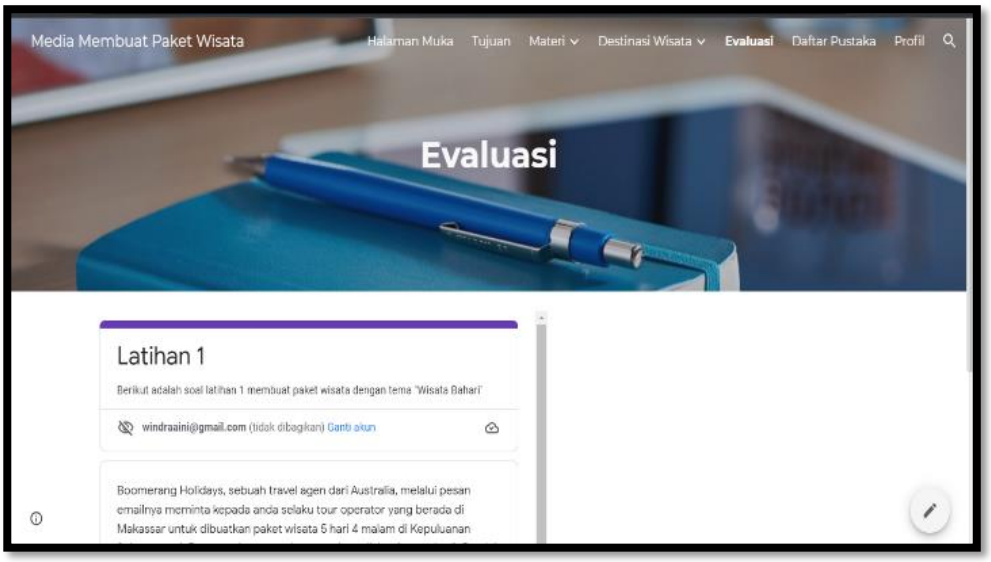

Figure 6. Evaluate Display

The reference page displayed in Figure 7 shows the reference sources for the development of lecture materials. Meanwhile, the profile of the media developer is presented on the final page, as shown in Figure 8 below.

Figure 7. Bibliography Display

Figure 8. Profile Display

At this stage, the developed website underwent validation to measure its feasibility. Website validation was performed by involving the media experts, material experts, and students. Material expert validation assessed the compiled learning material in two aspects: the learning aspect and the content aspect. The assessment of the learning aspect aims to find out whether the material presented has been in accordance with the competence of tour package planning, while the evaluation of the content aspect is to find out whether the content of the material has been clear in its presentation. The material experts come from lecturers who teach tour package planning courses. The results of material expert validation are presented in Table 3.

Table 3. The Results of Material Expert Validation on Learning Aspects

No.	Aspects	Score	Category
1	Relevance of the material to the expected competencies	5	Very Good
2	Systematics of material presentation	4	Good
3	Clarity of the description of the material	4	Good
4	Compatibility of the material with indicators	4	Good
5	Adequacy of exercise	4	Good
6	Adequacy of feedback on learning motivation	5	Very Good
7	Suitability of presentation of practice questions according to success indicators	5	Very Good
8	Clarity of use of terms	5	Very Good
9	Instruction understandability	5	Very Good
Total		41	
Average		4.56	Very Good

The results of material expert validation on learning aspects obtained an average score of 4.56, positioning it in the excellent category. In detail, the material expert stated that 'learning media products are adequate'. Furthermore, the results of material expert validation on the content aspect are presented in Table 4.

Table 4. The Results of Material Expert Validation on the Content Aspect

No.	Aspects	Score	Category
1	Adequacy of material weight for the achievement of learning goals	5	Very Good
2	Clarity of presentation of the material	5	Very Good
3	Systematics of material presentation	4	Good
4	The correctness of the material	5	Very Good
5	Suitability of sampling to the material	5	Very Good
6	The use of understandable language	5	Very Good
7	The presented images support the material	4	Good
8	Video suitability to clarify the learning content	4	Good
9	Formulation of exercise items according to the expected competencies	4	Good
10	The level of difficulty of the questions is in accordance with the achievement of the expected competencies	5	Very Good
Total		46	
Average		4.60	Very Good

The results of material expert validation on the content aspect show an average score of 4.60, positioning the media in the very good category. In this assessment, the material expert affirmed that the learning media had met its intended standards. This strengthens the belief that the learning content presented in the media is of appropriate quality and relevant to learning needs.

The validation involving the media experts assessed the website, particularly on the display and programming aspects. The display aspect assessment included images, videos, color selection, and screen display. Meanwhile, the assessment of the programming aspect focused on the clarity of navigation, consistency of icon uses, clarity of instructions, ease of use, text efficiency, image efficiency, response to students, and program speed. Media experts

appointed as validators were experts in the fields of Web Developer, E-Learning, E-Commerce, and IoT. Table 5 shows the results of media expert validation on the display aspect.

Table 5. Results of Media Expert Validation on Display Aspects

No.	Indicators	Score	Category
1	Clarity of instructions	4	Good
2	Text or writing readability	5	Very Good
3	Accuracy of color selection and composition	4	Good
4	Consistency of icon placement	4	Good
5	Image display quality	4	Good
6	Video feed	5	Very Good
7	Capacity of supporting audio	5	Very Good
8	Screen display	4	Good
9	Voice clarity	5	Very Good
10	Accuracy of language usage	5	Very Good
11	The background color of the text	4	Good
Total		49	
Average		4.45	Very Good

In the display aspect, the media expert gave an average score of 4.45 from the 11 indicators, thereby the constructed media is in the very good category. Media experts also highlighted that the website has met the quality of websites for learning information media. Detailed information on the result of media expert validation on the programming aspect is shown in Table 6.

Table 6. Results of Media Expert Validation on Programming Aspects

No.	Indicators	Score	Category
1	Clarity of navigation	4	Good
2	Consistency of icon usage	4	Good
3	Clarity of instructions	5	Very Good
4	Ease of Use	4	Good
5	Text efficiency	4	Good
6	Image efficiency	5	Very Good
7	Response to learners	5	Very Good
8	Program speed	4	Good
Total		35	
Average		4.37	Very Good

The results of expert tests on the programming aspect showed an average score of 4.37, placing the media in the 'very good' category. Further, media experts even described that researchers should continue to innovate in learning media. After obtaining input, suggestions and assessments, the website product was then tested on students.

In the next stage, the developed learning media were tested on students from the travel business study program. The trials were conducted in small and large groups. The small group trial phase was carried out by involving 10 students. Prior to conducting the trial, students received an explanation of the website-based learning media. They were also instructed on how to use the website as a learning tool and given an overview of its content. Table 7 presents the results of the student assessment of the website-based learning media.

Table 7. Student Assessment on Small Group Trials

No.	Indicators	Score	Average	Category
1	Clarity of learning objectives	44	4.4	Very Good
2	Clarity of study instructions	45	4.5	Very Good
3	Clarity of the description of the material	45	4.5	Very Good
4	Case and example	42	4.2	Very Good
5	Opportunities for students to practice on their own	45	4.5	Very Good
6	Provision of reinforcement for correct answers	43	4.3	Very Good
7	Clarity of language usage	47	4.7	Very Good
8	Supporting image to clarify the content	42	4.2	Very Good
9	Video suitability to clarify content	37	3.7	Good
10	Icon suitability to clarify content	43	4.3	Very Good
11	Freedom of choosing the menu	45	4.5	Very Good
12	Capacity of the supporting audio	43	4.3	Very Good
13	Accuracy of background color selection and writing color	44	4.4	Very Good
14	Accuracy in choosing the type and size of the font	46	4.6	Very Good
15	Attractive display of the images	46	4.6	Very Good
Total		657	65.7	
Average		4.38		Very Good

The results of the small group trial showed an average score of 4.38 in the 'very good' category, demonstrating that students understand the benefits and functions of website-based learning media. However, from the category items, category 9, namely 'video suitability to clarify content', received the lowest score of 37. This is likely attributed to the supporting videos in learning media being sourced from YouTube. Therefore, some pieces of information in the video are not in accordance with learning needs. Based on the results of this small group trial, only videos that provide supporting information for learning were selected for being uploaded on the website.

In addition to small-group trials, large-group trials were conducted. This stage involved 30 students. They received an explanation of the website features and were asked to use the media. Table 8 summarizes the results of student assessments in large-group trials.

The large group test assessment resulted in a score of 4.45 in the very good category, suggesting that all question items are in the 'excellent' category. This indicates that the developed learning media can be well-accepted and utilized by students. The student comments, such as 'very innovative and interesting' and 'very helpful,' provide positive feedback about certain aspects of the website. However, it is important to exclude subjective evaluations unless they are clearly marked as such.

In this context, a large group test shows that the product has been well received and used by students. While students' comments offer a subjective evaluation of the product's innovation and appeal, the overall score provides an objective basis for assessing its quality. Therefore, in conclusion, students can accept the presence of this learning website, as also suggested by quantitative data test results reflecting the product's excellent performance.

Table 8. Student Assessment on Large Group Trials

No.	Indicators	Score	Average	Category
1	Clarity of learning objectives	133	4.43	Very Good
2	Clarity of learning instructions	135	4.50	Very Good
3	Clarity of the description of the material	136	4.53	Very Good
4	Case and Example	131	4.37	Very Good
5	Providing opportunities for students to practice independently	137	4.57	Very Good
6	Provision of reinforcement for correct answers	136	4.53	Very Good
7	Clarity of language usage	139	4.63	Very Good
8	Use of images to clarify content	138	4.60	Very Good
9	Video usage to clarify content	121	4.03	Very Good
10	Icon suitability to clarify content	132	4.40	Very Good
11	Freedom of choosing the menu	133	4.43	Very Good
12	Capacity of the supporting audio	129	4.30	Very Good
13	Accuracy of background color selection and writing color	136	4.53	Very Good
14	Accuracy in choosing the type and size of the font	135	4.50	Very Good
15	Attractive display of the images	131	4.37	Very Good
Total		2002	66.72	
Average		4.45		Very Good

During the evaluation stage, the improvements on the website were made following the input and suggestions provided by media experts, material experts, and students. This process considered both positive aspects and areas that receive low scores to ensure that every element on the website meets the expected standards. By incorporating feedback from experts and users, the website can experience improvements in content, layout, and functionality. This approach ensures that website improvements are not only a response to technical needs but also reflect suitability and responsiveness to the desired user experience.

In addition, the needs analysis stage aims to identify the information and data necessary for tour package components. The components of the tour package consist of information regarding access, facilities, amenities, transportation, accommodation, tourist attractions, and restaurants (Nurhaliza & Husufa, 2022; Rahman, Benjamin, & Bakar, 2013; Sarja et al., 2022; Zahrin et al., 2022). The observations on the needs of tour packages in Selayar Islands Regency indicated a variety of tour components that can be chosen to formulate different tour package themes. The results of observations on tourist attractions also revealed that Selayar Islands Regency possesses a variety of interesting tourist attractions. The results also suggest that the

regency has a diverse range of interesting natural, cultural, and historical attractions. Access to Selayar Islands Regency is complete because it can be reached by land, air, and sea. There are also various types of adequate accommodation options, ranging from inns, homestays, and resorts. Overall, Selayar Islands Regency is suitable for tour packages (Deng, Weng, & Wu, 2022; Wahyuningputri, Hendra, Putra, & Djati, 2022) and is a worthy representative of tourist destinations on the website. The analysis of the tour package components determines the required content display.

During the process of inputting data into the website, several obstacles were encountered, such as: (1) limited selection of images and icons that can be used on the website and (2) limited capacity of information and data capacity. These barriers may be attributed to the fact that Google Site is a free facility, as reported in several studies that use Google Site as a learning medium (Bangun, Sitompul, & Fibriasari, 2022; Prihatiningtyas, Arrofi'uddin, & Pertiwi, 2022; Supartin, Buhungo, Arbie, Sanjaya, & Demulawa, 2023). Nonetheless, this research provides valuable insight into the challenges that may be faced in using such platforms. This understanding is expected to encourage students' further development and improvement in maximizing the potential use of the website, even by considering alternative options that might overcome the obstacles.

The developed website products also have weaknesses. The central weakness commonly arises because the website's information and data must be regularly updated to reflect changes in tourist attractions and the prices of tourist components. Additionally, inputting data and information for a tourism destination is time-consuming, especially when creating diverse and cross-province tour packages that require a lot of information. For example, the data and information inputted for this study pertains to only one regency in South Sulawesi. Therefore, the creation of tour packages for all districts in Sulawesi requires input of data from 21 regencies and three municipalities. However, it may be more practical to only include districts with potential attractiveness and selling value on the website. Naturally, constraints such as the website's storage capacity must also be taken into consideration.

In general, the assessment results from material experts, media experts, and students showed that the media is in very good categories, indicating that the website is a highly effective learning medium. Other researchers have also developed website-based learning media to improve student learning outcomes, such as the website media developed to support learning in the fields of mathematics, physics, chemistry, language, and design (Arifin & Nugroho, 2023; Manggopa, Manoppo, Togas, Mewengkang, & Batmetan, 2019; Purba, Riris, & Muchtar, 2021; Rukun & Irfan, 2020; Suartini, Sukandar, Zadi, Fikadinda, & Maulana, 2022; Swandi et al., 2022). The cited studies suggest that website-based learning media is an effective tool for improving student learning outcomes.

The effectiveness of the website as a learning medium has been widely tested. A website is written in HTML format (Hyper Text Markup Language) and can almost always be accessed through a link, which users can access through a web browser. This makes the website an efficient learning medium as it is accessible anywhere and anytime as far as there is internet network coverage. A study from Susanti and Suripah (2021) reported the effectiveness of website media in mathematics learning, concluding an effectiveness of 53.3% during online learning. However, the study did not test the effectiveness of using the website in learning. Therefore, future research should examine the effectiveness of the developed website.

4. Conclusion

The results of the evaluation from material experts and media experts, as well as student assessments in small and large groups, indicate that website-based learning media development products are of excellent quality. The assessment of the content and teaching aspects resulted in an average score of 4.56 in the very good category. The assessment of display and programming aspects revealed an average score of 4.41, suggesting that the media is in very good category. Lastly, product trials on students obtained an average score of 4.45, also falling within the 'very good' category. This implies that the developed website is a suitable learning medium for improving competence in planning tour packages. Furthermore, the website's availability as a learning tool is expected to promote student independence in learning. With the website, students can learn at any time by accessing it on their computer or smartphone devices.

Follow-up to support and increase the use of this website in the context of learning is necessary. Regular content updates and integration of interactive features and training for teachers and students can maximize the learning potential of this platform. In addition, constant evaluation and feedback from users can serve as the foundation for making necessary improvements and ensuring that the website remains relevant and effective in supporting the competency of tour package planning.

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