

THE EFFECTIVENESS OF PERSONAL HOSPITALITY ATTITUDE REGULATIONS ASSISTED BY DIGITAL POCKET BOOKS IN INCREASING THE BRAND IDENTITY OF THE TOURISM DEPARTMENT

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Abstract

The study aims to evaluate the effectiveness of a Digital Pocketbook assisted by Personal Hospitality Attitude regulations to enhance the brand identity of the Tourism Department. This type of research is pre-experimental type One Group Pretest-Posttest Design. The Sample is students from the Tourism Department and outside the Tourism Department of Polimedia Kreatif, namely 30 people from the Tourism Department while 26 people came from non-tourism with the simple random sampling. Data analysis in this research is using hypothesis testing with paired sample t-test and to determine its effectiveness using the N-Gain test to determine effectiveness. The results are that respondents' pretest scores for both tourism and non-tourism obtained an average of 69.1. After being treated with personal hospitality attitude regulations with the help of a digital pocket book, respondents' posttest scores obtained an average of 87.3. Calculation results using SPSS 26 with the Paired Sample t-formula test, the researcher concluded that a significance value of 0.000 or meaning $0.000 < 0.05$ was obtained, so H_0 was rejected and H_a was accepted, and with the results of the hypothesis test or $t_{count} = 8.066 > t_{table} = 2.045$ and $t_{count} = 12,478 > t_{table} = 2.060$ which means H_0 rejected and H_a accepted. Based on the results of the N-gain test obtained an average of 56.3% which is quite effective, as well as for non-Tourism major students the average was 57.38% which in categories are quite effective too. So, it can be concluded that the Personal Hospitality Attitude regulations assisted by digital pocketbooks are quite effective in increasing the brand identity of the tourism department in Polimedia Kreatif.

Keywords: *The Effectiveness, Personal Hospitality Attitude's Regulation, Digital Pocketbook, Brand Identity, Tourism Department*

A. INTRODUCTION

In higher education, particularly in hospitality and tourism programs, establishing a strong brand identity is critical to shaping students' professional and personal attributes. Brand identity within a tourism department signifies students' embodiment of hospitality values and is instrumental in preparing them for their roles in the industry. There are many forms of service to students, including those related to the application of the rules that characterize "hospitality study" which are called "personal hospitality attitude" (PHA) rules as an integrated part of the learning and identity of a hotelier who will later be involved in the hospitality industry. In literature about hospitality, it is written that "From the foregoing discussion the reader will have the perception that the hospitality product is all of the above: tangible and intangible, a service and a good, and everything in between" (Chandra, 2017). This understanding shows that the characteristics of students majoring in tourism are very important as the identity of the department. To make it easier for the academic community and society to recognize and even remember the tourism department, a Brand Identity is needed. The brand identity used is a hexagonal prism commonly known as the "Brand Identity Prism" which includes six aspects that allow the brand to be

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considered different from other competing brands. The Brand Identity Prism consists of six aspects, namely (a) Physique; (b) Personality; (c) Culture; (d) Relationships; (e) Reflection; and (f) Self-image (Ilhami, S. R., 2019). To brand identity, the Tourism Department must have a distinctive characteristic, namely a hospitality attitude. This attitude is a sign of hospitality because it means the attitude of being a good host. Many people interpret it as someone's friendliness. In this sense, hospitality is defined as a form of the verb (Hermawan et al., 2018)

This matter holds a significant position, especially for polytechnics as vocational-based higher education institutions that require every graduate to possess strong competencies. Identifying various existing issues, the author conducted observations of the daily activities of students and lecturers during both theoretical and practical learning processes, as well as interviews with the Head of the Tourism Department, the Coordinator of the Hospitality Management and Culinary Arts Study Programs, and the Administrative Staff of these programs.

Based on the observations and interviews conducted, data revealed that numerous problems exist within the tourism department, particularly due to the unavailability and suboptimal implementation of regulations and operational guidelines related to various forms of student services in the Tourism Department.

The observations indicate that during the learning process, approximately 50% of students did not wear the prescribed uniforms as per the existing regulations. Some lecturers failed to address this issue and allowed it to persist. Furthermore, many students did not greet one another, even their lecturers, which is contrary to what was emphasized during the student orientation program (PKKMB). This is suspected to be due to the absence of supporting documents for implementing PHA rules, such as an incomplete and poorly presented pocketbook.

Recent research underscores the importance of integrating digital resources, such as digital pocketbooks, to cultivate values like the Personal Hospitality Attitude (PHA), thereby enhancing students' understanding of their program's brand identity and professional expectations. The findings can assist in designing policies and more holistic educational strategies, fostering an educational environment focused on the development of student character and morality (Syafriyeti et al., 2024). However, while digital pocketbooks have been recognized for their accessibility and interactive potential, gaps remain in their design and implementation. These gaps include a limited multimedia integration and inconsistent alignment with institutional identity objectives (Ariyanto et al., 2022).

The current digital tools used in hospitality education, including digital pocketbooks, have been shown to positively impact students' engagement and brand loyalty by presenting essential identity elements through interactive and accessible content. For instance, an analysis of the effects of digital media on students' brand perception in tourism highlighted that digital tools should include engaging multimedia components, such as video and audio, to effectively communicate complex concepts like brand identity (Febriani et al., 2022). However, studies have also indicated that these digital resources often fall short in fostering consistent, practical application, with limited real-world applicability and low multimedia integration reducing their overall effectiveness.

To facilitate the development of this attitude, practical media such as e-pocketbooks can be created. It is said to bring many benefits because information can be presented through multimedia in the form of stories, animation, video, audio, etc. One form of application of digital books in learning media is in the form of digital pocketbooks or e-pockets (Khumaidi & Sucahyo, 2018). Observation results show that in each learning process, there are still 50% of students who do not wear uniforms by existing regulations. There are still lecturers who do not reprimand them and allow this to happen, then there are still many students who do not greet each other, even towards the lecturers, which is not what was conveyed during the PKKMB. This was indicated because there were no supporting documents for the implementation of PHA

regulations, for example, pocketbooks that were incomplete and not well presented. The results of research showed that digital pocketbook (e-pocket) innovation was declared feasible, practical and effective (Zulfarmansyah, 2023). The digital pocketbook, or e-pocket, for "Personal Hospitality Attitude" (PHA) stands out with its novel integration of both practical guidelines and digital interactive elements specifically tailored to instill hospitality values among students. Unlike traditional handbooks, this e-pocket leverages multimedia that appeal to diverse learning styles, enhancing engagement and retention in ways that printed materials or simple digital texts. Additionally, it aligns with the "Brand Identity Prism" concept by incorporating tailored content that highlights aspects like Physique and Personality of the tourism brand, which are crucial to establishing a unique, memorable department identity (Kapferer, 2012). Moreover, its real-time feedback mechanisms for behavioral tracking, such as reminders or visual reinforcements on attire and etiquette, directly address observed gaps in student compliance and engagement. This feature differentiates the e-pocket from existing digital hospitality resources that generally lack immediate interactivity and adaptive content to enforce departmental standards of personal branding and professionalism (Shereshva, et.al., 2020).

Given these insights, the present study aims to evaluate the effectiveness of a Digital Pocketbook assisted by Personal Hospitality Attitude regulations to enhance the brand identity of the Tourism Department. By focusing on interactive and practical applications of PHA, this research seeks to close existing gaps in the design and functionality of digital pocketbooks and provide an evidence-based model for brand identity development in hospitality education.

B. RESEARCH METHOD

This research is quantitative research. This type of research is Pre-Experimental type One Group Pretest-Posttest Design. Treatment results can be known more accurately because they can be compared with the conditions before and after treatment (Sugiyono, 2019). The results of the pre-test and post-test analysis that were carried out on selected respondents, namely students from the Tourism Department and outside the Tourism Department of Polimedia Kreatif, namely 30 people from the Tourism Department while 26 people came from Non-Tourism (Sugiyono, 2019). So the sampling technique used is simple random sampling.

The data collection technique in this research is in the form of a test where the test is carried out twice, namely an initial test (pretest) and a final test (posttest) using multiple choice questions, observation and documentation. Data analysis in this research is using hypothesis testing with paired sample t-test and to determine its effectiveness using the N-Gain test to determine effectiveness. Data on the effectiveness of e-Saku PHA in increasing the brand identity of the Tourism Department before and after the existence of e-Saku PHA was carried out using the normalized gain (g) formula.

$$g = \frac{S_{post} - S_{pre}}{S_{mak} - S_{pre}}$$

Keterangan:

g : gain normalized

Spre : pretest Score

Spost : posttest score

Smak : Maximum Ideal Score

Table 1. Interpretation of Effectiveness from N-gain Values

Average normalized N-gain	Category
$0,70 < N\text{-gain} \leq 1,00$	High
$0,30 < N\text{-gain} \leq 0,70$	Medium
$N\text{-gain} \leq 0,30$	Low

Sumber: Hake 1999 dalam Aminatun, 2016

If the results are known, then conclusions can be drawn regarding the criteria for the level of effectiveness as a result of data management. This value is then interpreted in the form of a percentage which can be seen in the following table:

Table 2. N-Gain Effectiveness Categories

Percentage (%)	Interpretation
> 76	Effective
56 - 75	Quite Effective
40 - 55	Less Effective
< 40	Ineffective

Sumber: Hake 1999 dalam Aminatun, 2016

C. RESULTS AND ANALYSIS

Distribution of Pretest and Posttest Statistics

This research was carried out in the Jakarta Creative Media State Polytechnic Campus. Before giving treatment, the first step in the research is to give a pretest to determine the respondent's initial abilities. The pretest and posttest consisted of 16 questions used. The distribution of pretest statistics before treatment is given can be seen in the following table:

Table 3. Distribution of pretest statistics for the Tourism Group

Information	Result
Mean	64,17
Maximum Score	75
Minimum Score	55
Standard Deviation	7,08

Based on the results of the pretest analysis carried out on tourism student respondents before the digital pocketbook of PHA rules was provided, the highest score was 75 and the lowest was 55. Data analysis obtained a mean interval value of 64.17 and a standard deviation of 7.08. Meanwhile, the pretest results for non-tourism students can be seen in the following table:

Table 4. Distribution of pretest statistics for the Non-Tourism Group

Information	Result
Mean	74,03
Maximum Score	85
Minimum Score	60
Standard Deviation	9,16

Based on the results of the pretest analysis carried out on tourism student respondents before the assistance of the digital pocket book of PHA rules which obtained the highest score of 85 and the lowest

60, data analysis obtained a mean interval value of 74.03, and a standard deviation of 9.16. Then, the statistical distribution after treatment can be seen in the following table:

Table 5. Distribution of tourism group posttest statistics

Information	Result
Mean	84,83
Maximum Score	95
Minimum Score	75
Standard Deviation	5,79

Based on the results of the pretest analysis carried out on tourism student respondents after the assistance of a digital pocket book of PHA rules which obtained the highest score of 95 and the lowest 75, data analysis obtained a mean interval value of 84.83, and a standard deviation of 5.79. Meanwhile, the pretest results for non-tourism students can be seen in the following table:

Table 6. Distribution of posttest statistics for the Non-Tourism Group

Information	Result
Mean	89,8
Maximum Score	100
Minimum Score	75
Standard Deviation	5,74

Based on the results of the pretest analysis carried out on tourism student respondents after the assistance of a digital pocket book of PHA rules which obtained the highest score of 100 and the lowest 75, data analysis obtained a mean interval value of 89.8, and a standard deviation of 5.74.

Paired Test

Hypothesis testing in this study was calculated using a paired sample t-test assisted by SPSS version 26. The following is the paired sample test statistics table:

Table 7. Paired Sample Test of Tourism Statistics

Variable	Mean	N	Std. Deviation	Std. Error Mean	
Tourism Group	Pretest	64.17	30	7.08	1.29
	Posttest	84.83	30	5.79	1.06
Non-Tourism Group	Pretest	74.04	26	9.17	1.79
	Posttest	89.81	26	5.74	1.13

The table shows that the average pretest score for the tourism student group is 64.17 and the average posttest score is 84.83, because the pretest < posttest score means there is a difference in the average score between the pretest and posttest. Meanwhile, for the paired statistical sample test of the non-tourism student group, the average pretest score was 74.04 and the average posttest score was 89.81, meaning that the pretest < posttest score, so there was a difference in the average score between the pretest and posttest. Next, a paired sample correlation test was carried out for both tourism and non-tourism groups which can be seen in the following table:

Table 8. Paired Sample Correlations Test

Variable	N	Correlation	Sig.	
Tourism Group	Pretest & Posttest	30	0.827	0.018

Non-Tourism Group	Pretest & Posttest	26	0.914	0.016
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Based on the table above, it shows the results of the correlation or relationship between the two data or the relationship between the pretest variables and the posttest variables. It can be seen that for the tourism group the value of Sig. $0.018 < 0.05$, and the correlation value is 0.827, so it can be said that there is a strong relationship between the pretest variables and the posttest variables. Likewise for the non-tourism group, the Sig value. $0.016 < 0.05$, and the correlation value is 0.914, so it can be said that there is a strong relationship between the pretest variables and the posttest variables. After analyzing the paired sample statistics and correlations test, the next step is to carry out the paired sample test which can be seen in the following table:

Table 9. Paired Sample Test

Variable		95% Confidence Interval of the Difference		t-count	t-table	Sig.
		Lower	Upper			
Tourism Group	Pretest-Posttest	-19.79587	-11.74259	-8.066	2,045	.000
Non-Tourism Group	Pretest-Posttest	-24.05416	-17.27917	-12.478	2,060	.000

Based on this table, which was analyzed with the help of SPSS 26 using the paired sample t-test formula regarding the effectiveness of the Personal Hospitality Attitude regulations assisted by digital pocket books in increasing the brand identity of the Tourism Department Polimedia Kreatif, so that a significance value of $0.000 < 0.05$ can be obtained, so H_0 is rejected. and H_a accepted. Apart from that, the t-count results can also be concluded that there is a difference in the results of the pretest and posttest, which means that the Personal Hospitality Attitude regulations assisted by digital pocket books are effective in increasing the brand identity of the Tourism Department Polimedia Kreatif.

Based on the "Paired Sample Test" table above, it can be seen that the tcount is negative, namely -8,066 and -12,478. tcount is negative because the average value of increasing brand identity pretest is lower than the average value of posttest for both tourism and non-tourism groups. So, in the context of cases like this a negative tcount value can have a positive meaning. So, the tcount values become 8,066 and 12,478. In the tcount, it is known that the value of 8,066 can be compared with $dk = (N-1)$ then $(30-1) = 29$ at a significance level of 5%, so it can be concluded that the value is 2.045 and the value of 12,478 can be compared. with $dk = (N-1)$ then $(26-1) = 25$ at a significance level of 5%, it can be concluded that this value is 2.060. When compared, the results of $tcount = 8,066 > ttable = 2.045$ and $tcount = 12,478 > ttable = 2.060$ so that as a basis for decision making it can be concluded that the Null Hypothesis (H_0) is rejected and the Alternative Hypothesis (H_a) is accepted. The alternative hypothesis is accepted if the significance value is < 0.05 . Then it can be concluded that if H_0 is rejected and H_a is accepted because $tcount > ttable$ so it can be seen that the results of the calculation state that "Personal Hospitality Attitude Regulations assisted by digital pocketbooks are effective in increasing the brand identity of the Tourism Department Polimedia Kreatif."

These results align with prior studies emphasizing the role of digital tools in enhancing learning outcomes and institutional branding. For instance, Zwart et al. (2017) highlighted that digital learning materials can enhance students' mathematics learning in vocational education. The learning enhancement was mostly due to the use of instructional clips and structuring of the content of the mathematics tasks. Similarly, Rafiq et al. (2024) found that digital tools significantly enhance student engagement, motivation,

and academic performance. Research by Li Y et al. (2023) contributes to behaviorist theory and social cognition theory by elucidating how digital educational games affect student's motivation for learning through their engagement and by highlighting the moderating role of the digital environment. Additionally, Ali et al. (2014) Diverse perceptions of the relationship between learning activities, eLearning tools, sustainability and employability are revealed. Comparisons are examined to better understand students' perceptions of eLearning tools for sustainability. This paper highlights students' awareness of the role of technology in sustainability and employability and calls on educators to promote a more integrated and multi-disciplinary approach to curriculum design. Finally, Arulsamy et al. (2023) shows that the process of improving employee performance through training and development can be seen as a collaborative endeavor, in which both individuals and organizations progress together towards a collective pursuit of greatness.

Additional studies, such as those by Quraishi et al. (2023) the findings underscore the importance of integrating digital literacy into higher education curricula. They highlight the need for ongoing support and training to enhance digital literacy skills among students and educators. Vali, Ilie (2023) confirms the positive impact that modern technology has on collaborative learning. Jabli, N (2024) found that a good DT strategy is one that connects the organization's current level of digital maturity with its future ambition. The well-known strategies in the DT field are as follows: the strategy of electronic projects, strategy of smart electronic platforms, integrated training strategy, participatory e-learning strategy, smart learning strategy, pervasive learning strategy, microlearning strategy and e-design thinking strategy, in addition to the strategy in which traditional learning methods are combined with e-learning methods. Gursoy & Rahman (2013) shows that the study identified the current top subject-matter variables and noted any significant changes from the study conducted five years prior. Of the 29 common subject-matter variables to both studies, leadership was ranked the most important (replacing ethics in the previous study)—followed by internships/industry experience, preparation for industry employment, ethics, and overview of the hospitality industry. Suggestions to incorporate the subjects into the curriculum for hospitality programs housed in accredited colleges of business are presented. Lastly, research by Ibrahim et al. (2023) the role of digital tools, innovative strategies, and equitable access considerations in facilitating effective remote learning experiences. By discussing the implications for students, educators, and institutions, the article provides insights into the future of e-learning emphasizing the importance of informed evolution in education.

N-Gain Test

The table of N-Gain test calculation results for Tourism Department student respondents is as follows:

Table 10. N-Gain Test Calculation Results for Tourism Department Students

Average	0,563
Minimum	1,66
Maximum	8,57

Based on this table, it shows that the average N-Gain value for Tourism Department Students is 0.563 or 56.3%, which is included in the quite effective category. Meanwhile, the table of N-Gain test calculation results for non-tourism major student respondents is as follows:

Table 11. N-Gain Test Calculation Results for Non-Tourism

Average	0,5738
Minimum	0,2
Maximum	1,0

Based on this table, it shows that the average N-Gain value for Tourism Department Students is 0.5738 or 57.38%, which is included in the quite effective category. The effectiveness test for both students majoring in tourism and non-tourism is in the criteria of being quite effective, meaning that the PHA e-pocket is effective enough to be used as a medium to increase the brand identity of the Tourism Department Polimedia Kreatif which differentiates it from other departments. The results of this research are in line with research by Fajar, R (2019) which stated that the results of the student response questionnaire were 3.68, meaning the criteria were very interesting.

This study has several limitations that should be acknowledged. First, the sample size is relatively limited, focusing only on a specific group of students from the Tourism and non-Tourism majors at Polimedia Kreatif, which may affect the generalizability of the findings. Second, the study relies solely on the use of pretest and posttest scores to measure the effectiveness of the digital pocketbook, without exploring other potential factors that could influence brand identity enhancement. Third, the duration of the intervention was relatively short, which may not fully capture the long-term impact of the Personal Hospitality Attitude regulations on brand identity. Future research should address these limitations by incorporating larger and more diverse samples, including qualitative methods for deeper insights, and extending the duration of the intervention to examine its sustained effectiveness.

Based on these findings, it is recommended to further develop and optimize the implementation of Personal Hospitality Attitude regulations with the assistance of digital pocketbooks as a standard learning tool in the Tourism Department at Polimedia Kreatif. Efforts should be made to expand its application to other departments, as the results indicate that it is quite effective in enhancing brand identity not only for tourism students but also for non-tourism students. Additionally, future research can explore the integration of this digital tool with other innovative teaching methods to achieve higher effectiveness and sustainability in building the department's brand identity. Continuous evaluation and refinement of the digital pocketbook content and delivery methods are also necessary to maintain its relevance and impact.

D. CONCLUSION

Based on the research findings, it can be concluded that the implementation of Personal Hospitality Attitude regulations, supported by digital pocketbooks, effectively enhances the brand identity of the Tourism Department at Polimedia Kreatif. The study demonstrated that respondents showed significant improvement in their understanding and application of these regulations after utilizing the digital pocketbook. This indicates the potential of such digital tools as effective learning aids for fostering professional attitudes and supporting institutional branding efforts. The effectiveness was observed among both Tourism and non-Tourism students, highlighting the broader applicability of the digital pocketbook as a valuable resource in educational settings. Additionally, future research can explore the integration of this digital tool with other innovative teaching methods to achieve higher effectiveness and sustainability in building the department's brand identity. Continuous evaluation and refinement of the digital pocketbook content and delivery methods are also necessary to maintain its relevance and impact.

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