

COLLABORATIVE PROJECT-BASED LEARNING OF TRAVEL BUSINESS MANAGEMENT AT TOURISM DEPARTMENT, BALI STATE POLYTECHNIC

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Article Info	Abstract
Keywords: Applied tourism, online travel agency, project-based learning, travel business management. Received: April 29, 2026 Approved: May 21, 2026 Published: May 29, 2026	The purpose of this study is to report the outcomes of tourism subjects collaboration that was conducted by implementing project-based learning model in a classroom. The participant of this project consisted of twenty-eight students that were divided into five groups. Those three involved subjects were Travel Business Management, Travel Accounting, and Business Ethics in Tourism. Data were collected by observation, interview, literature review, and documentation. The findings are showing a positive impact on outcomes that were unable to realize by traditional learning model. Three out of five groups (60%) have successfully reached the final stage of the project by running tour operations immediately after they sold it. One of two groups that had not yet sold any tours, however managed to enlist their tour package with the online tour agency namely GetYourGuide. In line with their success in completing the project stages to the point where they were able to make a profit, students also achieved academic success with an average final exam score of 98.3 out of 100. Their success is known has exceeding the curriculum's learning outcomes that is enacted by the tourism department of Bali State Polytechnic. Therefore, this writing proposes the successful model of project-based learning which can be run on subjects of applied science, such as tourism. Thus, the model can improve the understanding and skills of tourism students in the future.

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INTRODUCTION

In the classroom learning process of higher education, gaining hands-on experience is highly anticipated by all students. This is especially true in vocational colleges, where students typically crave practical skills over theoretical learning. In specialized courses closely related to industry, practicums are a way to enhance student skills (Vogler et al., 2018). These practicums can be very beneficial for simple skills. However, in the tourism industry, where the product is largely a service, some skills are complex and require practice just as they would expected in the real world (Torres et al, 2017).

One example is the complexity of travel business management practices. Its broad scope makes it difficult to determine which areas should be practiced. A travel agency has several divisions, each with its own specific responsibilities. The product development division is responsible for creating tour packages, the sales and marketing division is responsible for marketing and selling products, the reservations division handles booking and issuing tickets, and the operations division ensures that tour packages operate according to client orders (Wira & Arjana, 2024). Each of these divisions is supported by workers with relevant skills. Therefore, the practice of each skill is too complex to be learned individually in short sessions. Furthermore, providing comprehensive practice is hampered by the fact that work situations are only experienced when a client places an order. Customers are also highly personalized and varied, making it difficult to provide adequate practice to master all skills. Nevertheless, there is a definite flow that explains how a tour package product is created and operated after it is sold. By following this flow, students can gain experience from each process. Therefore, a method based on the concept of ‘learning by doing’, which emphasizes that learning happens when students interact during real-life tasks, is necessary (Dewey, 1897). This concept later became the forerunner of the project-based learning method used in this paper.

Project-based learning is focus on complex task typically involving questions or problems that mimic real world issues. It has shown significant promise in enhancing student engagement and fostering a deeper understanding of real-world problems. This method emphasizes an iterative learning which students not only cultivate essential competencies like critical thinking, communication, and creativity but also aligns with the actual needs of the industry (Velasco et al., 2024). Students create plans, execute it, and review the results (Lee et al., 2014). Therefore, they could reflecting what they have learnt and this cycle could help the student to develop a growth mindset and understand that learning is a continuous process of improvement. Collaboration is key principle of project-based learning. Students are usually required to work in team, which helps them to enhance their communication and social skills by interacting with diverse groups and learning how to manage conflicts during the project (Roessingh & Chambers, 2011). In accordance with the previous explanation, this study aims to determine the impact of implementing the project-based learning method on learning outcomes. The weakness of this method, which lies in extensive time consuming and limited competence of its instructors (Kokotsaki et al., 2016), was then anticipated through collaboration between three courses with varying instructor expertise. Thus, it can prevent the project from reaching an unresolved deadlock.

Traditional learning models were designed to provide set of skills which are required by the industry. However, because the global tourism industry is growing so rapidly, they have

never simulated real-world problems. For instance, the growth of online travel agencies was unanticipated. Traditional training, which emphasizes skills for working in conventional travel agencies, has not met the requirements for online travel agencies. In Bali State Polytechnic, the learning outcomes of the Tourism Business Management study program consist of acquiring skills for the industrial world. These skills are divided into several courses. This approach has been able to produce competent graduates, however this separation leaves each skill isolated from the others. However, combining these skills in a collaborative project is expected to have an impact beyond the specified learning outcomes. The mix of project-based learning with and course collaboration has a novelty that is not yet common being implemented in the learning process. Therefore, the trial of this method is being the subject of study. However, this paper is more qualitative description of the project output rather than testing the feasibility of the method quantitatively. The discussion of this paper has presented the results of the trial of this new method. In this way, it is expected that an understanding of how learning outcomes can be exceeded to a level that is difficult to achieve by other learning methods, can be realized. This paper aims to elucidate a structured approach for implementing interdisciplinary project-based learning in tourism curriculum, specifically through the creation and optimization of tour packages for online distribution. This methodology prepares students for the complexities of the modern tourism landscape by fostering composite competencies required in real-world scenarios and through collaborative courses approach.

METHODS

This research is conducted by qualitative approach. Data was collected through participatory observation by the researcher, who also serves as the lecturer for the relevant course. Furthermore, progress reports and student presentations were compiled purposively in order to examine the project. Interviews were conducted at the end of the project to determine students' perspectives towards the project. Patterns, categories, and themes from the bottom up are built by organizing the data into increasingly more abstract units of information. This inductive process illustrates working back and forth between the themes and the database until a comprehensive set of themes is established. Data collection was examined by inductive analysis. In the inductive analysis, the research was not limited to merely accepting or rejecting hypotheses. Rather, it focused on understanding the experimental implementation of collaborative projects and the achievements through them. Collaboration with the participants interactively is required in order to shape the themes or abstractions that emerge from the process (Cresswell, 2014). A collaborative project between interdisciplinary courses is an effort to synchronize one course with another in order to produce practical and applicable knowledge regarding the project (Brassler & Dettmers, 2017; Guo et al, 2020). Finally, the innovation of preparing tour packages is carried out creatively which is the result of collaboration involving three core courses, namely: (1) Travel Business Management, (2) Tourism Accounting, and (3) Tourism Business Ethics. In order to understand the correlation between these courses, the following is presented in Table 1.

Table 1. Collaborative Project Map

No.	Course	Project Section	Target of Achievement
1.	Travel Business Management	• Creating tour packages; • Marketing the packages; • Managing the operations of the packages.	• Tour packages are ready for marketing; • Tour packages are sold to target consumers • Operation of the package after it is sold until it is completed and a profit is generated.
2.	Tourism Accounting	• Calculating the cost structure; • Determining the profit margin percentage; • Determining the agent commission percentage; • Determining the selling price of the tour package.	• Cost structure design; • Appropriate tour package selling prices based on positioning and target market evaluation.
3.	Tourism Business Ethics	• Determining components of tour packages that comply with international tourism ethics (e.g., green tourism concepts); • Ensuring that student tour packages do not plagiarize or steal ideas from tour packages already marketed or patented by other tour operators.	• Tour packages that have been verified and equipped with components or SOPs that comply with international ethics; • Original tour packages are the result of student creativity, not duplicates of tour packages already on the market.

(Source: Researcher, 2026)

Based on Table 1, we can observe the interrelationships between courses from concept determination to actualization. That concept is then used as a guideline for compiling a matrix of achievement targets and outcomes. In order to realize the collaborative project plan, the implementation involved students in one class, who were then divided into five groups. These five groups were then assigned to participate in the project that required an intensive and autonomous teamwork. The differences lie in the project sections being worked on, as they aligned with the objectives of each course.

On each course, this collaborative tourism project was completed over a period of one semester with a total of 15 meetings. Each meeting lasted 150 minutes (3 credits). The first three meetings were theoretical lectures to support students' recognition and understanding of the project-related knowledge. The next 12 meetings were then divided into two sections: the first six were used to develop two tour packages ready for marketing, and the remaining six were used to create a showcase for the tour packages using new media (Lister et al., 2009) such as social media, websites, and listings on reputable and marketable online travel agency (OTA) websites (UNWTO & ETC, 2010; Amaro & Duarte, 2015; Hien et al., 2024). In these twelve meetings, knowledge was presented empirically and inductively, followed by two presentations in each group, one at the mid-term and the other at the end of the semester.

The first presentation was conducted to demonstrate the tour package design that had been created based on a product creation template (Wira, 2025). The second presentation was conducted to demonstrate the new media designs (social media, websites, and OTA listings) created by the students as the way to improve their entrepreneurial skills. Furthermore, the emphasis on practical application through projects, especially those involving digital dissemination platforms, significantly enhances students' readiness for industry demands by bridging the gap between theoretical knowledge and professional execution (Pradana et al, 2026).

Table 2. Three courses interaction during project

Week	Project Stage	Courses		
		Travel Business Management	Travel Accounting	Business Ethic in Tourism
1 st	Introduction	Semester study plan, project recognition, grouping	Semester study plan, project recognition, grouping	Semester study plan, project recognition, grouping
2 nd		Theory and concept of travel agency	Recording financial transactions	Understanding the tourism ecosystem and its relationship to business ethics and tourism law
3 th	(i) Product Creation	Theory and concept of tour package	Accounting equation, account characteristics, accounting cycle	Understand the theoretical basis and principles of business ethics and law
4 th		Completion of product creation template: title, description, highlights	Chart of accounts	Get to know various professional codes of ethics related to tourism
5 th		Completion of product creation template: terms and conditions	General journal recording process	Consultation of product creation template: terms and conditions
6 th		Completion of product creation template: pricing policy (cost structure, agent commission, profit margin, basic rates, group rates or tier rates)	Completion of product creation template: pricing policy (cost structure, agent commission, profit margin, basic rates, group rates or tier rates)	Understanding ethics in providing service and hospitality
7 th		Product presentation	Transaction analysis in preparing general journal entries	Implementing ethics in marketing and communicating
8 th		Product presentation	Recording transactions using the general journal	Critically analyzing cases of ethical violations in the tourism industry
9 th	(ii) Marketing or Distribution; (iii) Sales;	Product revision and marketing or distribution initiation	Classification process (Posting to the ledger)	Describe the relationship between corporate social responsibility (CSR) and business ethics

10 th		Online travel agency (OTA) website outreach	Summarizing process (Preparation of trial balance)	understand the points in each article of the Global Code of Ethics for Tourism (GCET)
11 th		Website design using Google Sites and registration with GetYourGuide; overlapping sales and tour operation	Adjusting journal entries	Understand tourism laws and regulations at the national and regional (local) levels
12 th	(iv) Tour Operation	Website design using Google Sites and registration with GetYourGuide; overlapping sales and tour operation	Preparation of worksheet	Understanding tourism law for consumer and tourist protection
13 th		Website design using Google Sites and registration with GetYourGuide; overlapping sales and tour operation	Financial statements: Income statement, Statement of changes in equity,	Understanding tourism law for consumer and tourist protection
14 th		Website presentation	Balance sheet	Understanding environmental law in relation to tourism
15 th		Website presentation	Closing journal entries	Critically analyze cases of tourism-related legal violations
16 th	Evaluation	Final exam	Final exam	Final exam

(Source: Researcher, 2026)

This project was completed using a classroom as a tour package creation lab. A whiteboard, projector, smart TV, laptop, and Wi-Fi were used to actualize each stage of the project. The materials prepared were a product creation template. This template was necessary to prepare all the necessary tour package requirements, such as title, description, highlights, terms and conditions, schedule, pricing policy, and photos of tourist attractions. Once the tour package was ready to be offered, computer applications such as Microsoft PowerPoint, Canva, and Google Sites were used to create the website. Registration for the tour package was conducted on a platform provided by the OTA namely GetYourGuide. This trial registration was conducted to provide an understanding of the terms, conditions, and process of reaching the latest distribution channels offered by the OTA.

There are four stages in completing this project. Those four stages are: (i) product creation, (ii) marketing or distribution, (iii) sales, and (iv) tour operation. A description of each stage is outlined in Table 2 below:

Table 3. Four stages in travel business management

Stage	Name	Description
i.	Product Creation	At this stage, product is being made by group of student. They are encouraged to find ways to sell their products independently. Using an inductive, trial and error method, problems encountered in the field are then discussed in the classroom.
ii.	Marketing or Distribution	This stage optimizes the use of social media, Google Sites, and listings on platforms provided by OTAs such as GetYourGuide. This allows students to gain hands-on, real-world experience in marketing their products.
iii.	Sales	This stage is an unique experience that is received by the groups that are success to sell their product. This acknowledge the students that their product has a value and the pricing strategies have been designed correctly.
iv.	Tour Operation	The final stage of the project is operating the sold tours. During this stage, students have the opportunity to manage all operational tasks to deliver tour packages to their clients. This organic process fosters a sense of responsibility in students, leading them to act professionally.

(Source: adapted from Wira & Arjana, 2024)

RESULT AND DISCUSSION

Students are able to create tour packages

This project began with the requirement to create two tour packages that conformed to a predetermined template. Both packages were required to consist of a half-day and a full-day package. Students demonstrated high enthusiasm for the project, resulting in a product that exceeded the initial criteria. Table 3 lists the number of successfully created tour packages, along with their corresponding links:

Table 4. List of student-made tour packages and website

No.	Group name	Qty. of Tour Package	Tour Package and Websites Links
1.	Group 1	2	https://sites.google.com/view/bali-funjourney
2.	Group 2	5	https://sites.google.com/view/balilali
3.	Group 3	4	https://sites.google.com/view/wisata-go
4.	Group 4	2	https://sites.google.com/view/ubudexperientour
5.	Group 5	2	https://sites.google.com/view/lilabalitours

(Source: Researcher, 2026)

Based on the information in Table 3 above, it is known that the project of creating this tour package has exceeded the planned target. The target of creating ten tour packages, two for each group, in fact has resulted in 15 tour packages. In creating the tour packages, the

students successfully used their own brand. This brand is equipped with a logo, business profile, and vision and mission that have been adjusted to the criteria of a travel agency business. Furthermore, another achievement is the successful marketing management of the product, as five student groups were able to complete the assigned website design. A detailed explanation of the intended marketing is outlined below.

Students are able to market their tour packages

Still related to Table 3 in the previous description, the website design created by students is ready to be used as a form of implementing modern marketing strategies. It contains all components of the tour package, supplemented with media such as high resolution photos and electronic brochures for marketing purposes. Furthermore, it is equipped with buttons, icons, and hyperlinks designed to direct users to social media accounts and/or contact information for the relevant tour package product provider. This website design has included all the implementations of marketing management strategies for the travel industry that can reach an international market of internet users. The following is a screenshot of one of their works in Figure 1.

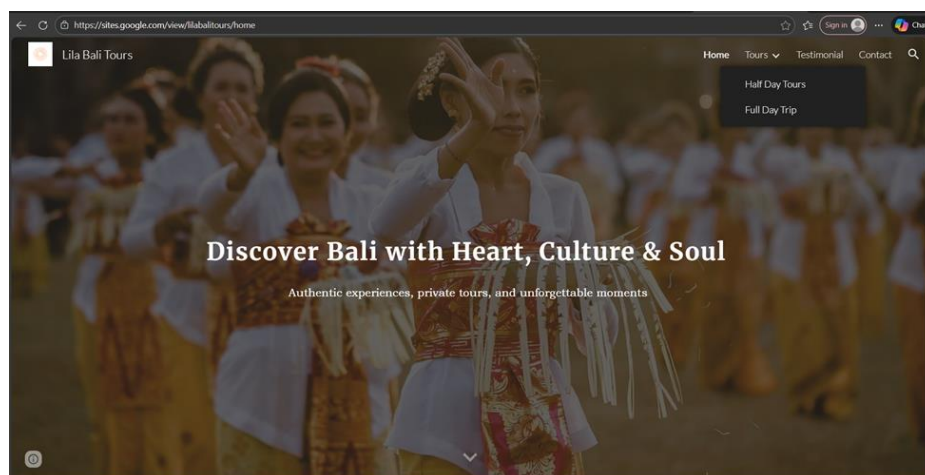


Figure 1. Screenshot of the front page of the Group 5 website
(Source: Screenshot of the front page of the Group 5 website, 2026)

Another method used to market tour packages in this collaborative project is by utilizing an online travel agency (OTA) platform. This case study is getyourguide.com. To provide account access for logging in and registering on the platform, the project also involved an OTA business named PT Baliosa Spesial Wisata (Baliosa Tour). Through this business account, two trials were conducted by two selected groups. Group 3's product registration trial was rejected. Meanwhile, Group 1's product registration trial was successfully revised and approved for publication on getyourguide.com. The following is an image of Group 1's tour package products that have been published and marketed by the relevant OTA, allowing them to be explored and booked by tourists with a potential market share worldwide.

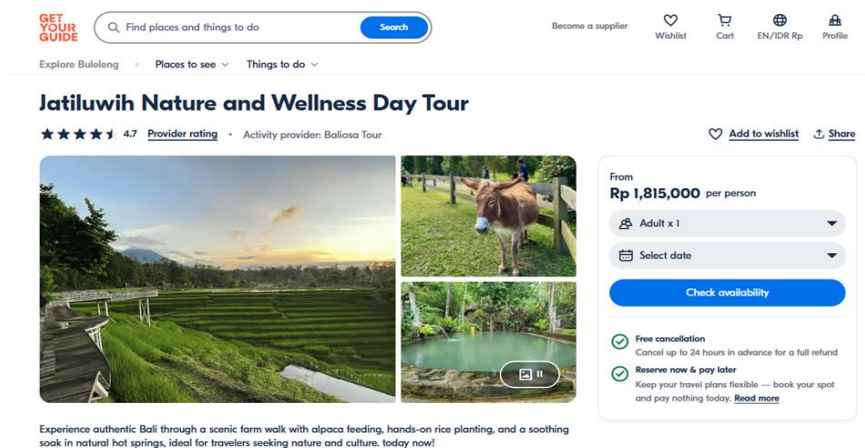


Figure 2. List of Group 1

(Source: products or listings on getyourguide.com, 2026)

Conventional marketing strategies have also been implemented through word-of-mouth marketing and the distribution of printed brochures to targeted potential tourists. The intended target is tourists already at the destination, as in this case, those vacationing in Bali. Word-of-mouth marketing was conducted by contacting foreign tourists who are acquaintances of the students. This marketing was successful because Group 2 gained the trust of their acquaintances, who ultimately marketed the tour packages to their colleagues. The brochures were distributed in two ways. First, they were given directly to tourists; and second, they were posted in several locations frequented by tourists, as was done by Thomas Cook in 1841 in England. In this way, students gained direct experience as tourism entrepreneurs.



Figure 3. Distribution of tour package brochures to tourists at the destination by Group 1

(Source: Researcher, 2026)

Students are able to sell their self-created tour packages

This project can be said to be successful because it has produced outputs, namely that three of the five groups have successfully sold their tour packages and made a profit. The third

group consists of Group 2, Group 4, and Group 5. The level of product sales achievement is not a specified graduate learning achievement, but through this project it has been proven that students are able to sell their products even to target international markets. Viewed from the perspective of vocational education, especially applied tourism science, this achievement is a success that goes beyond the graduate learning achievement. In addition, this project has also discussed the ethics of the tourism business and presented information regarding the establishment and registration of a travel agency business in accordance with applicable laws in Indonesia. Thus, in the future, this information can be used to be able to register their business independently while still paying attention to the regulations imposed on related businesses.

Although two groups failed to sell their tour packages, however Group 1 and Group 3 have successfully completed two project stages: product creation and marketing. These achievements effectively fulfilled the objectives for each course, because basically each course substance is provided at product creation stage. Their failure to proceed to the sales and operations stages could have been influenced by several factors, such as the lack of product appeal, pricing, marketing failures, and the limited project duration. Of all these factors, the last is the most demonstrable in this paper. The limited project duration of one semester contributed most significantly to the two stages not being completed by these two groups.

Students are able to operate the sold tour packages

Three groups of students who successfully sold tour packages were solely responsible for their operations. They operated these tours in different ways. Groups 2 and 5 operated and executed the tours independently, providing direct guidance to tourists. Meanwhile, Group 4 operated as agents, employing others to execute their tours. From all of these three groups, one group successfully sold unique tour package that was operated with scooter as its transportation. This is a relatively new and unique finding, as it uncovered a new type of tourist demand rarely detected by travel agencies in general, such as the use of four-wheeled vehicles in their operations. Therefore, selling this type of tour package could be a business opportunity specifically targeting single travelers, budget travelers, or those seeking the thrill of traveling by scooter. Considering the current traffic congestion in Bali, this demand has potential for development. However, this phenomenon of 'scooter tour' should be examined with future study. This study was limited to a trial of a collaborative project between three courses. The sample size was also limited to one class consisting of five student groups. Nevertheless, the results of this collaborative project-based learning trial demonstrated positive results and impacted students' understanding of the courses involved. Specifically, this project also narrows down the students' various skills into a single product that has market value in the tourism industry. Thus, it has enabled them to understand the practical application of each course, which they can deepen in preparation for entering the industry after graduation.



Figure 4. Photo of Group 4 with their clients before the tour is started
(Source: Researcher, 2026)

CONCLUSION

The collaborative project has successfully exceeded the planned targets and outcomes. Stage by stage, the outcomes are showing that students are able to (i) create their product, (ii) offer it to the targeted market, (iii) sell it, and finally (iv) operate the tour packages they have successfully sold. Five out of five groups have completed the first and second stage. There are three out of five groups that successfully completed into the fourth stage. Therefore, the success rate of completing the stages based on project criteria is 60%. However, completing only the first stage of this project is already considered as an achievement by enacted curriculum at Tourism Department, Bali State Polytechnic. Thus, the project has produced competitive results, so this also contributes to increasing student motivation. Project-based learning is carried out inductively so that students gain both cognitive and empirical knowledges. The collective success of the project has provided cognitive knowledge through discussions and presentations from all groups in the class to all attendances; including those who did not succeed in selling (third stage) and operating their tour packages (fourth stage). This knowledge is then evaluated through the Final Exam with the average score 93,8 out of 100. Meanwhile, empirical knowledge is obtained by groups who successfully completed the project stages up to selling and operating the tours that are being sold. This extraordinary achievement has provided organic experience for tourism students on how a tour package is being actualized on the field. Surprisingly, the findings about niche markets such as scooter tours being successfully sold by college students are an interesting topic for further research. However, this project has limitations on its duration which is known to be insufficient to provide time for selling the tour packages by two out of five groups. Therefore, in order to achieve higher success rate, the project's limited time of 15 meetings should be optimized on sales rather than product development. In addition, this report also recommends the implementation of a collaborative project-based learning model known to be effective in preventing project deadlock through synchronization of instructor expertise. In order to

examine the effectiveness of this learning model, quantitative testing on its feasibility is necessary.

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