

Glide visit Asia application-based learning application development about tourism in Asia

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ABSTRACT

Tourism has become the largest industry and has shown consistent growth from year to year, accelerated by the process of globalization and the development of information technology. However, the COVID-19 pandemic has presented major challenges for the global tourism industry, including in Asia. This study aims to develop a learning application about tourism in Asia based on Glide Apps called "Visit Asia". The research method used is Research and Development (R&D) by adapting the ADDIE model (Analysis, Design, Development, Implementation, Evaluation). Data collection was carried out through quantitative techniques using questionnaires given to 25 respondents from various professional backgrounds. Respondents were selected by purposive sampling to assess the feasibility of the application based on aspects of presentation, feasibility, language, application, and graphics. The results showed that the "Visit Asia" application obtained a final average percentage of 89.8% with very valid criteria based on practicality. The presentation and language aspects received the highest assessment with a percentage of 91%, while the application aspect received the lowest assessment with a percentage of 88%. It can be concluded that the "Visit Asia" application is very valid based on practicality and is suitable for use as a learning medium about tourism in Asia. The implication of this research is the need for further development to enrich the application features, such as adding video content, to increase interactivity and learning effectiveness.

I. INTRODUCTION

Tourism has become the largest industry and has shown consistent growth from year to year. Modern tourism today is also accelerated by the process of world globalization, thus creating interconnection between fields, between nations, and between individuals living in this world (Yfantidou et al., 2025). The development of information technology also accelerates dynamics, including the development of the world of entertainment, recreation, and tourism (Tian & Tang, 2025).

Globally, travel and tourism is a significant contributors to the leading sector for job creation, socio-economic and cultural development worldwide

(Chen & Wu, 2025). In many cities, regions, and countries, tourism plays a significant role as a strategic pillar of economic GDP. As the largest continent on Earth, Asia covers 9% of the Earth's total surface area (or 30% of its land area), and has the longest coastline, at 62,800 kilometers (39,022 mi) (Hidayat et al., 2024). Asia is generally defined as the eastern four-fifths of Eurasia. It is located east of the Suez Canal and the Ural Mountains, and south of the Caucasus Mountains (or Kuma-Manych Depression) and the Caspian and Black Seas. This makes the Asian continent have the most complete natural landscape and can be an attractive tourist destination (Xanthopoulou & Sahinidis, 2025).

The tourism sector is one of the leading sectors and continues to grow every year, as evidenced by Bangkok's entry as the number one city in 2013 for travel in the top 20 of the 2013 Global Destination Cities Index with 15.98 million international arrivals, followed by London with 15.96 million, and Paris, in third place with 13.92 million visitors. In general, the trend seen in this year's report is the dominance of the Asia/Pacific region, which recorded the highest growth with as many as 10 destinations ranked in the top 20. In fact, of the 132 cities ranked, 42 are in Asian countries (Damklian & Chumnaul, 2025).

However, the current COVID-19 pandemic has resulted in global challenges, economic and healthcare crises, and has had spillover effects on global industries, including tourism and travel, which are major contributors to the service industry worldwide (Ibrahimova et al., 2025). The emergence of the deadly COVID-19 disease has resulted in massive financial losses and caused a global health and economic crisis worldwide. The goal is to revive the tourism sector in Asia after the pandemic that has hit all sectors hard, although many places are still experiencing an increase in cases, some countries have allowed tourists to enter their countries, and this application can also be used as an interesting learning tool (Wu et al., 2025).

This application acts as a comprehensive source of information about tourist destinations in Asia. By providing up-to-date data on various tourist attractions, cultures, and cultures in Asian countries, the "Visit Asia" application helps users learn and understand the richness of tourism in this region (Anwar et al., 2025). The information presented includes descriptions of places, photos, location maps, and visitor reviews, thus providing a clear and accurate picture of tourist destinations (Xiao et al., 2025). The app serves as an interactive learning tool that allows users to virtually explore Asian tourism. Through features such as virtual tours, interactive quizzes, and educational games, "Visit Asia" creates an engaging and fun learning experience. This can increase users' interest and motivation to learn more about the culture, history, and geography of Asian countries. The "Visit Asia" app plays a role in promoting sustainable tourism in Asia (W. Zhang et al., 2025). By providing information on responsible tourism practices, environmental conservation, and respect for local cultures, the app encourages users to become more conscious and responsible travelers. This is in line with the global trend towards sustainable tourism and can help preserve Asia's natural and cultural richness for future generations. And the app serves as a platform to connect potential travelers with the local tourism industry (Wang et al., 2025). By providing information on accommodation, transportation, and other tourist services, "Visit Asia" helps users plan their trips and supports the

local economy in tourist destinations. This can contribute to economic and social development in communities across Asia (Jin, 2025). It also plays a role in increasing the accessibility of Asian tourism information. Using the easy-to-access and user-friendly Glide platform, the app enables more people to learn about and explore Asian tourism, regardless of their geographic location. This can help expand the reach of Asian tourism promotion and attract potential tourists from all over the world (Neophytou et al., 2025).

Tourism has become one of the largest industries in the world, showing consistent growth from year to year (Y. Zhang et al., 2025). The development of information technology and the process of globalization have accelerated the dynamics of this industry, including the development of the world of entertainment, recreation, and tourism. Asia, as the largest continent on Earth, has extraordinary tourism potential with its diverse culture, history, and attractive landscapes (Zolfaghari et al., 2025).

However, the COVID-19 pandemic has presented a major challenge to the global tourism industry, including in Asia. The health and economic crisis caused by the pandemic has resulted in huge financial losses and hit the tourism sector very hard (Jugănaru et al., 2025). Although some countries have begun to reopen their borders to tourists, the recovery of the tourism industry still faces various challenges and uncertainties.

Unknown information from the negative side or that does not support this research is the potential resistance of traditional tourism industry players to the adoption of new technologies, such as tourism learning applications. Some parties may feel threatened by the digitalization of tourism information and worry about losing their role in the industry (Li et al., 2020).

Statements that show conflicting information on this topic of destinations are that some experts argue that tourism learning apps may not be effective in increasing tourists' interest in visiting destinations in person. They argue that virtual experiences cannot replace real experiences in traveling (Saengduenchay & Noenthaisong, 2023).

Unknown information related to this study includes the long-term effectiveness of using tourism learning applications in increasing tourist knowledge and interest, as well as the impact of such applications on tourist travel patterns in the post-pandemic era. In addition, there is no concrete data on user preferences in accessing tourism information through Glide-based mobile applications (A. I. N. Rahmawati et al., 2021).

The reality is that the widespread adoption of Glide-based tourism learning apps is occurring among travelers and tourism industry players in Asia. Furthermore, there has been no comprehensive study measuring the impact of using such apps on increasing traveler knowledge and interest in destinations in Asia post-pandemic.

The novelty of this research lies in the development of a Glide-based tourism learning application that focuses on destinations in Asia. The "Visit Asia" application will provide comprehensive, interactive, and easily accessible information about various tourist destinations in Asia, which has never been available before in the Glide application format. This research aims to develop innovative technology solutions to support tourism learning and promotion in

Asia post-pandemic. By utilizing the easy-to-use and flexible Glide platform, this research aims to create an effective and engaging learning tool about tourist destinations in Asia.

The main objective of this study is to develop and test the effectiveness of the Glide-based "Visit Asia" learning application in increasing user knowledge and interest in tourist destinations in Asia. In addition, this study also aims to analyze the potential of this application in supporting the recovery of the Asian tourism industry post-pandemic.

Regarding the research gap, this study fills the gap in previous studies on the use of technology in tourism learning. For example, the study entitled "The Role of Mobile Applications in Enhancing Tourism Education: A Case Study of European Destinations" by (Smith, J., 2022) focused on destinations in Europe, while this study focuses on destinations in Asia. In addition, the study "Impact of COVID-19 on Tourism Education: Challenges and Opportunities" by (Johnson, R., & Lee, 2021) discusses the impact of the pandemic on tourism education in general, but does not specifically develop technological solutions as done in this study.

This application will display some information about interesting destinations from various regions in the Asian continent and will continue to be developed. Based on the background above, this is what prompted the author to create a learning application about the introduction of various tourist destinations from the Asian continent, based on the GlideApp application called "Visit Asia".

II. METHODOLOGY

The research "Development of Learning Applications About Tourism in Asia Based on the Glide Application Called 'Visit Asia' uses the Research and Development (R&D) method by adapting the ADDIE model (Analysis, Design, Development, Implementation, Evaluation). The ADDIE model was chosen because it provides a systematic and structured approach to developing learning applications (D. Rahmawati et al., 2021).

The population in this study is the general public who have the potential to use learning applications about tourism in Asia. The sample was taken using a purposive sampling technique, involving 25 respondents from various professional backgrounds, including students, college students, and workers. This sample selection aims to obtain diverse perspectives on the feasibility and usefulness of the application.

The subject of the study is the "Visit Asia" learning application developed using the Glide platform. The research instrument used is a questionnaire or assessment sheet that covers aspects of presentation, feasibility, language, application, and graphics. This questionnaire uses a Likert scale to measure the level of validity based on the practicality of the application. This study aims to determine the level of validity based on the practicality of learning applications about countries in Southeast Asia in a learning and is expected to educate on what language is used, where the capital is, what the regional cultures and others. Based on these objectives, the method used is Research and Development and

adapting the ADDIE model. The research procedure in Research and Development, by adapting the ADDIE model, is as follows.

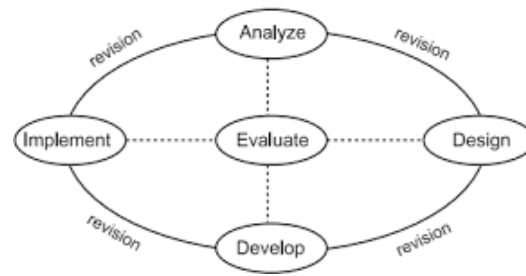


Figure 1. Stages of the ADDIE method

a. Analyze Stage

The analysis stage is carried out by reviewing and searching for the data needed to develop a learning application about tourist destinations in the Asian continent based on the Glideapps application, using observation techniques on current environmental conditions.(Molenda, 2003).

- 1) Analysis of technological progress, the development of which is now very real, so that the use of technology can no longer be avoided, including in the world of education.
- 2) Analysis of interesting tourist destinations on the Asian continent, with informative and easy-to-understand descriptions.
- 3) Marketing analysis of learning applications about the Asian continent based on the Glideapps application, which is useful in increasing public insight into the countries on the continent. Asia and interesting places to visit.

b. Design Stage (Design/Planning)

At this stage, a design will be made on the learning application system about Tourist Destinations in the Asian continent based on the Glideapps Application according to the results of the analysis stage. This design stage is carried out with the hope that application users can access the material or information presented quickly and easily. The appearance of the learning application about interesting tourist destinations in the Asian continent is a design that is as attractive as possible, with the aim that application users feel comfortable and enthusiastic when using it. Making a learning application about tourist destination countries in the Asian continent based on the Glideapps application via the glideapps.com website. Thus, in making this application, you only need to make a design regarding the application model that will be made. Here is the GlideApps display.

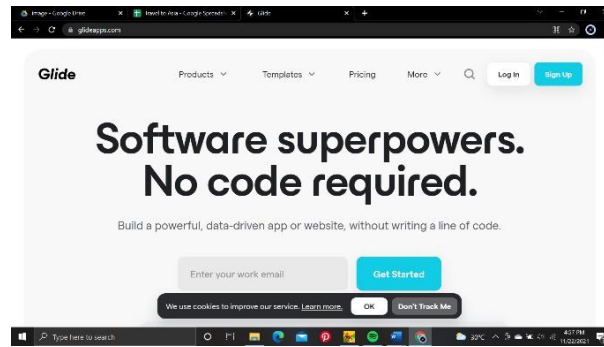


Figure 2. Glideapps Software

c. Develop Stage (Development)

The development in this research is the process of making an application called "Visit Asia" based on the Glideapps application, according to the established design. The creation of this application uses the glideapps.com website.

- 1) Enter data in the form of material to be presented.
- 2) Set user access rights in the application.

d. Implementation Phase (Implementation/Direct Trial)

This stage is a trial step on the Visit Asia Application based on the Glideapps application that has been created through the development stage. Testing is carried out on the general public who act as application users. Testing for this application uses an assessment instrument in the form of a questionnaire based on existing application standards.

- 1) Conduct a trial accessing the application for users.
- 2) Conduct testing regarding the validation process or application feasibility on users using a questionnaire assessment instrument.

e. Evaluate Stage (Evaluation/Assessment)

The evaluation stage is carried out based on data that has been obtained through the implementation stage, which is a process of assessment and trial. The results of the evaluation will be processed to determine the feasibility of the application for tourist destinations in the Asian continent based on the Glideapps application.

- 1) Process data from questionnaires that have been filled out by users regarding the suitability of the application.
- 2) Make revisions if there are discrepancies or low levels of feasibility.

The data collection technique in this study used quantitative techniques through questionnaires or assessment sheets regarding learning applications given to the general public a many 25 people from various professional statuses, such as students, university students, and workers.

The research instruments used as a measuring tool for product assessment include aspects of presentation, feasibility, language, application, and graphics. The assessment is measured/assessed by respondents using a Likert rating scale. To analyze the data from the assessment sheet, the researcher used the analysis shown in Table 1.

Table 1. Respondent Assessment Scale

Assessment criteria	Weight of Value
Not good	1
Not good	2
Good	3
Very good	4

After the respondents have completed the assessment sheet using the assessment scale as in Table 1, which is used as a reference, the total score of the respondents' answers can be calculated using the formula in Table 2 below.

Table 2. Formula for Calculating Respondents' Total Score

Not good	nx 1
Not good	nx 2
Good	nx 3
Very good	nx 4
Σ Respondents' Answers	

Then, to determine the validity value based on practicality with a percentage value, this can be done by dividing the total score from the respondents' answers, so that the following formula is obtained.

$$Presentase = \frac{\sum \text{Jawaban Responden} \times 100\%}{\sum \text{Skor Max Responden}}$$

If the rating results (percentage) have been determined, the next step is to draw conclusions about validity based on the practicality of the learning application by adjusting the percentage results with the percentage criteria shown in Table 3 below.

Table 3. Percentage Assessment Criteria

Assessment criteria	Percentage
Invalid	25% to 43%
Less Valid	44% to 62%
Valid	63% to 81%

Very Valid

82% to 100%

III. RESULTS AND DISCUSSION

The results of the study on "Development of Learning Applications about Tourist Destinations in the Asian Continent Based on the Glideapps Application Called 'Visit Asia'" showed a very good level of validity based on the practicality of the application. From the validation analysis of the learning application, the final average percentage was obtained at 89.8% which is included in the Very Valid criteria based on practicality.

The assessment was conducted on five main aspects of the application. The Presentation and Language aspects received the highest rating, each at 91%, indicating that the material in the application is easy to learn and efficient to use in learning. The Feasibility aspect received a rating of 90%, proving that this application is very suitable for use in learning. The Graphics aspect received a rating of 89%, indicating that the visual design of the application is easy to understand. Meanwhile, the Application aspect received the lowest rating of 88%, but was still in the Very Valid category, indicating that the features in the application have high utility value in the learning process.

This study involved 25 respondents from various professional backgrounds, including students, college students, and workers. They tested the application directly and gave an assessment through a questionnaire. These very positive results indicate that the "Visit Asia" application is very valid based on practicality and is very good for use in learning about tourist destinations in the Asian continent.

Although the results of the study showed a very good level of validity, the researchers realized that there was still room for further improvement. One recommendation for future development is to enrich the application's features, such as adding video content to complement textual materials. This is expected to make the learning process more interactive and not monotonous.

The developed result is an application about tourist destinations in the Asian continent based on the Glideapps application. This learning application contains materials such as the division of regions or sub-continent in Asia, an introduction to destinations in various regions in the Asian continent, and so on. Shown in Figure 3.

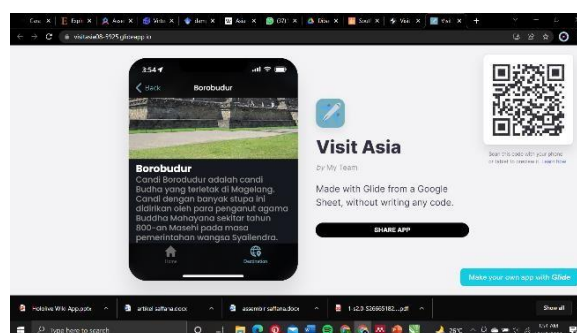


Figure 3. Learning Application Material Content

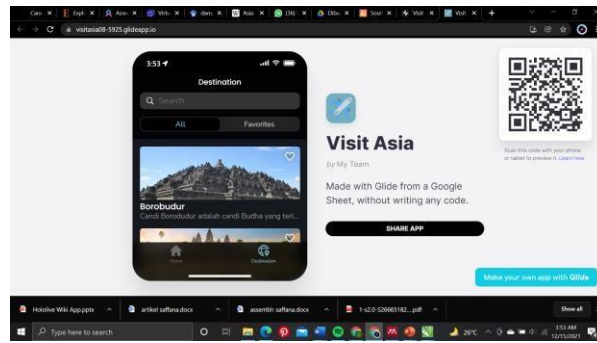


Figure 4. Home view

(The application can be accessed via
via <https://southeastasia.glideapp.io/>

To find out the quality of the application that has been created, whether it has achieved validity based on practicality in accordance with the standards, direct testing and filling out of questionnaires to the respondents concerned were carried out. The respondents involved in this test were the general public as many 25 people from various professional statuses, such as students, college students, and workers.

The results of the study for validation based on the practicality of the learning application were carried out by 25 respondents. The validation results in the form of percentages are in Table 4, which consists of 5 aspects, namely Presentation, Feasibility, Language, Application, and Graphics.

Table 4. Learning Application Validation Results

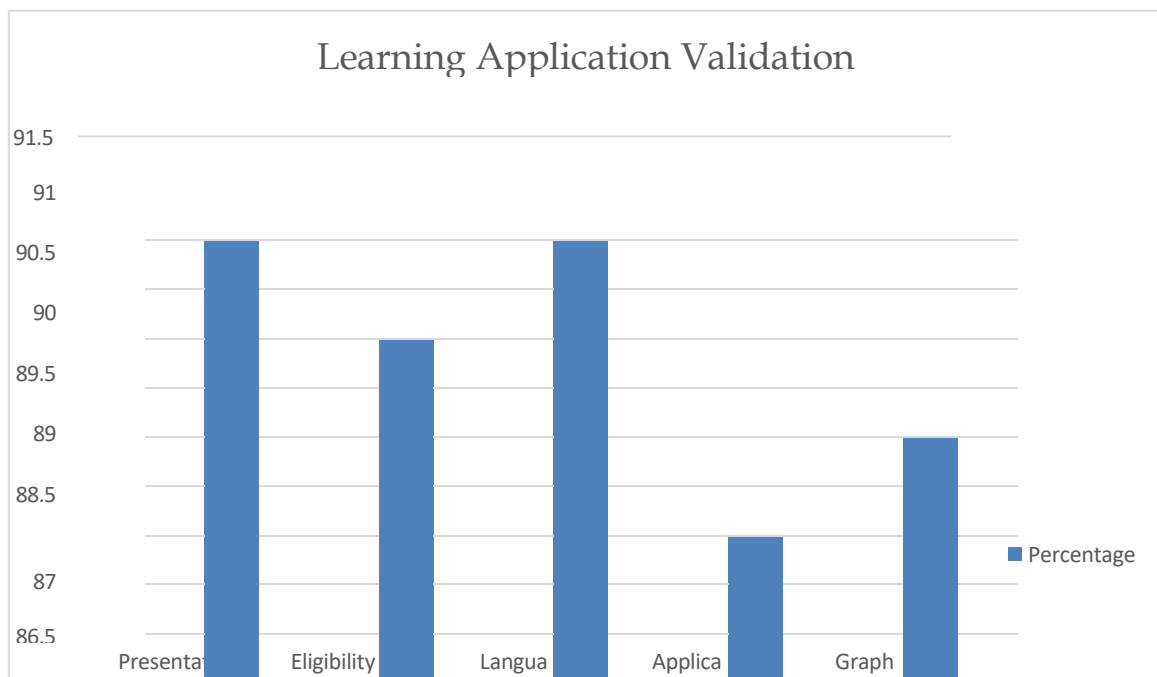
Aspect	Rating Results (%)	Criteria
Presentation	91%	Very Valid
Eligibility	90%	Very Valid
Language	91%	Very Valid
Application	88%	Very Valid
Graphic	89%	Very Valid

*** Note:** Validity based on practicality

Table 4. Shows validation data based on the practicality of the learning application about Tourist Destinations in the Asian continent, based on the

Glideapps application by respondents. The Presentation aspect (presentation of material in the application) obtained a rating of 91% with the criteria Very Valid based on practicality. This proves that this learning application is included in the easy to learn category. Then, the Feasibility aspect (Feasibility if used for learning) obtained a rating of 90% with the criteria Very Valid based on practicality. This proves that the use of this learning application is included in the easy to learn category. Furthermore, there is the Language aspect (language in the application) obtained a rating of 91% with the criteria Very Valid based on practicality. This proves that this learning application is efficient when used in learning. Then, the Application aspect (features in the application) obtained a rating of 88% with the criteria Very Valid based on practicality. This proves that this learning application has utility value when used in learning. Furthermore, there is the Graphic aspect (graphics in the application) obtained a rating of 89% with the criteria Very Valid based on practicality. This proves that the material in this learning application is easy to understand.

Figure 3. Graph of Learning Application Validation Results



From Table 4. and Figure 3. it can be observed that the validation results of the learning application get a rating with a percentage of 89.8% which is included in the Very Valid criteria based on practicality. Thus, it can be concluded that the learning application about tourist destinations in the Asian continent based on the glide application is very valid based on practicality so it is good if used in learning.

The Presentation and Language aspects received the highest rating results, each at 91%, indicating that the material in the application is easy to learn and efficient to use in learning. This indicates that the use of the Glide platform has

succeeded in creating a user-friendly interface and content that is easy for users to understand.

The Feasibility aspect received a rating of 90%, proving that this application is very suitable for use in learning about tourism in Asia. This high score indicates that the "Visit Asia" application has the potential to be an effective tool for increasing user knowledge about tourist destinations in the Asian continent.

The Graphic aspect received a rating of 89%, indicating that the visual design of the application is easy to understand and attractive to users. This is important considering that tourism learning applications require strong visual elements to describe tourist destinations well.

Meanwhile, the Application aspect received the lowest rating of 88%, but is still in the Very Valid category. This shows that the features in the application have high utility value in the learning process, although there is still room for further improvement and development.

These very positive results show that using Google Spreadsheet as a database and Glide as an application development platform is an effective approach to creating a practical and easy-to-use learning application. The "Visit Asia" application successfully presents information about tourist destinations in Asia in an attractive and easily accessible format. Although the results of the study showed a very good level of validity, it should be noted that this study involved a relatively small sample (25 respondents). For further research, it is recommended to involve a larger and more diverse sample to increase the validity and reliability of the results.

IV. CONCLUSIONS AND RECOMMENDATIONS

Based on the validation results obtained in the study "Development of Learning Applications about Tourist Destination Countries in the Asian Continent Based on the Glideapps Application Called 'Southeast Asian Country' it can be concluded as follows.

From the data from the validation analysis of the learning application, the average final percentage was 88% with the criteria Very Valid based on practicality. Reviewed from the Presentation aspect (presentation of material in the application), the rating results were 91% with the criteria Very Valid based on practicality. This proves that this learning application is included in the easy to learn category. Then, the Feasibility aspect (Feasibility if used for learning) obtained a rating of 90% with the criteria Very Valid based on practicality. This proves that the use of this learning application is included in the easy to learn category. Furthermore, there is the Language aspect (language in the application) obtained a rating of 91% with the criteria Very Valid based on practicality. This proves that this learning application is efficient when used in learning. Then, the Application aspect (features in the application) obtained a rating of 88% with the criteria Very Valid based on practicality. This proves that this learning application has utility value when used in learning. Furthermore, there is the Graphic aspect (graphics in the application) obtained a rating of 89% with the criteria Very Valid based on practicality. This proves that the material in this learning application is easy to understand.

After observing the description above, it can be concluded that the learning application about tourist destinations in the Asian continent, based on the Glideapps application called "Visit Asia", is very valid based on practicality, so it is good if used in learning.

This study is limited to determining the validity based on the practicality of the learning application through the validation process by filling out the assessment sheet after conducting a product trial process in the form of an application. This learning application is expected to be used properly, namely as an alternative medium to carry out the learning process regarding tourist destination countries in the Asian continent. Researchers realize that there are still many opportunities that can be done to further improve the development of the learning application for tourist destinations in the Asian continent based on the Glideapps application, so that it becomes a better, more useful, and more interactive learning application. In further research, researchers are expected to be able to enrich the application features, such as adding videos, so that they do not only use text to explain the material, so that the learning process is not monotonous and more interactive.

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