An Analysis of English for Tourism, Digital Literacy, and Business Success to A Tourist Destination Promotion

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ABSTRACT

The research aims to explore an analysis of English for tourism, digital literacy, business success to promote tourism destinations. The study employed aquantitave research method using cross-sectional. The sample in this study was carried out by non-probability sampling, the accidental sampling technique. Data is collected byusing interviews and observations to collect data from 30 respondents comprising of local tourism stakeholders, including tourism business owners, village officials, and community members in Silalahi 1 village, Dairi regency. The findings indicate thatthe results of the F test show that the value of F_{count} is 82.009, so that $F_{count} > F_{table}$ (82.009> 2.99) and the sig. 0.000 < 0.05. So it can be concluded that english for tourism (X1), digital literacy (X2), and business success (X3) simultaneously have a positive and significant effect on thetourist destinationpromotion (Y). This research contributes to the tourism industry by highlighting the importance of English for tourism, digitalliteracy, and business success as essential tools for promoting tourism destinations in remote areas. It is recommended that tourism stakeholders in the village should invest in digital literacy training, the use of English for tourism literacy, and business success to enhance tourism promotion efforts.

Keywords: *English for Tourism, Digital Literacy, Promote Tourism Destinations.*

INTRODUCTION

The use of information technology by websites can be used to maximize media dissemination of information globally (Roosdhani et al., 2012) including for the purposes of disseminating information about tourist objects and promotion of tourist destinations. Digital literacy is the capacity to capture and utilize information and data from various references accessed from computers or other devices (Buckingham., 2015). Digital technology literacy that is currently developing is pushing towards the ability to be able to interpret the working mechanisms of technology application systems such as artificial intelligence, programming, engineering principles (Felzmann et al., 2020).

Furthermore, digital literacy can be interpreted as proficiency in exploiting information and communication technology in order to obtain, create, assess and convey information with the help of the cognitive and technical agility of its users (Gilster & Glister, 1997; Byrne et al., 2010; A'yuni, 2015;Liansari & Nuroh, 2018). The stability of digital literacy as a support for learning tools can make it easier for

educators and students to understand the topics being discussed. The application of digital literacy can enable users to use and obtain data openly, especially information and communication digital literacy (Van Laar et al., 2017). Digital literacy exists to enable us to search, research, analyze and compare the information we obtain. This of course can prepare for better decisions from the process of analyzing and comparing that information. Many people are looking for ways to improve their digital literacy skills because of the sense of urgency in this age of open information. Advances in digital technology have revolutionized the way we live, work and communicate. As a result, individuals need to be digitally literate i.e. have the skills and knowledge to use digital devices effectively for work, study and leisure. In an increasingly digital world, the ability to navigate and use technology is becoming increasingly important. As such, efforts to improve digital literacy skills are becoming more prevalent in education.

There are a number of reasons why it is important for students to be digitally literate. In the future, in the world of work, the ability to use technology is becoming increasingly important for students. Many jobs today require basic digital skills, such as the ability to use e-mail, create and edit documents, and perform internet searches. Nonetheless, research shows that many young people lack the digital literacy skills they need to participate fully in the digital world. A study by the OECD found that more than one in four 15-year-olds lack the digital skills needed to perform simple tasks, such as using a search engine, downloading an application or filling out an online form (Kemendikbud & Abduh, 2019). While there are a number of initiatives aimed at addressing this issue, more needs to be done to to ensure that all young people have the digital literacy skills they need to thrive in the modern world (Tran et al., 2020). There are a number of ways in which educators can help students improve their digital literacy skills and the efforts must be done to promote destination (Rafi et al., 2019). By using technology make every one easy to do something. It perceived usefulness of the smart destination model is influenced by technological (perceived ease of adoption and specific benefits) and environmental factors (Collado-Agudo et al., 2023). One way is to provide direct instructions on how to use certain tools and platforms. Advances in digital technology have revolutionized how we live, work and communicate (Khan & Turowski, 2016). As a result, individuals need to be digitally literate i.e. have the skills and knowledge to use digital devices effectively for work, study and leisure (Ahammed et al., 2023). In an increasingly digital world, the ability to navigate and use technology is becoming increasingly important (Volberda et al., 2021). Previous finding also shows that the relationship between managers digital literacy and the usage of digital technologies is further moderated by managerial attributes (Zahoor et al., 2023).Thus, efforts to improve English for tourism skills in digital literacy for the community are becoming more prevalent in this world (Jaeger et al., 2012; (Roche, 2017).

There are a number of reasons why it is important for people to be digitally literate. In the future in the tourism industry, the ability to use technology is becoming increasingly important. Many jobs today require basic digital skills, such as the ability to use e-mail, create and edit documents, and perform internet searches. Nonetheless, research shows that many young people lack the digital literacy skills they need to participate fully in the digital world.Technological developments affect all sectors of life, and the accelerated use of technology-based media affects people's literacy (Aliperti & Cruz, 2020). People in tourist destinations are prone to media literacy (Díaz-Meneses & Estupinán-Ojeda, 2022).This is an entry point that allows people around tourist destinations to become media literate and able to become smarter users of

technology media. Tourism destinations must adapt to technological developments, especially in terms of exploiting the potential of tourist destinations to promote them. The distribution of technological acceleration seems to be uneven, because if you look at urban areas, media use is accompanied by media literacy (Soltanifar et al., 2021). However, in the villages this is not a habit or even a culture in people's daily lives. Therefore, the presence of village officials and media-educated youth organizations must be able to provide education on the use of technology-based media and reduce the criminalization of mediasocialn (Fahmi et al., 2021).

Digital tourism is an effective strategy for promoting superior tourism potential through digital platforms (Camilleri & Camilleri, 2018). English for tourism and digital literacycannot be separated from digital literacy, and currently many young tourists already have a good level of literacy (Castañeda et al., 2020). The tour cycle carried out by tourists today, starting from information search, booking accommodation, and payments, is now done digitallyn (Theocharidis et al., 2020) ; Firdaus et al., 2022). Changes in lifestyle make tourism actors also have to be able to adjust from conventional ways to digital. At present, the majority of the tourism market income in Indonesia is provided by the millennial generation, so to attract young tourists, it is necessary to increase the digital literacy of tourism actors.Tourism actors are expected to have started using digital technology to reach millennial tourists effectively.

It is expected that the tourism potential can be raised through tourism digitization and digital literacy from tourism actors. English for tourism is very effectively done in a digital way so that people will easily understand what they desired (Ritonga, 2022). Therefore digital literacy needs to be owned by tourism actors around the Lake Toba area. Promotion using digital media is more in demand now because apart from the low cost, access to reach tourists is also wider (Sigala, 2020).. Even though it is done digitally, in carrying out the promotion, tourism actors are expected to remain focused on 5-A as the spirit of tourism. 5-A in question are attractions, accessibility, amenities, accommodation, and awareness. Attractions related to events that are held by incorporating elements of local culture. Accessibility relates to the ease of accessing or reaching a tourist destination with certain modes of transportation. Accommodation relates to facilities and supporting facilities that can be used by tourists at tourist attractions (restaurants, hotels, and internet networks). Amenities are facilities at tourist attractions that are not included in the accommodation. Awareness relates to the awareness of tourism actors and tourists in traveling, such as maintaining cleanliness in tourist attractions

METHOD

This research is a quantitative study using a cross-sectional approach (Moosa & Khatatbeh., 2021; Zielonka et al., 2017). The required data collection technique is by taking samples from certain sample units that are related and studied in more dept (Wiyono, 2011). The sample is part of the number and characteristics possessed by the population. The population is a generalization area consisting of: objects that have certain qualities and characteristics determined by the researcher to be studied and then conclusions drawn (Sugiyono & Lestari, 2021).The population in the study is the area that the researcher wants to study namely the stakeholders who handle the destinasion who promotes the tourism object around Silalahi 1 village, Dairi district. The population is also not just the amount that exists in the object being studied, but includes all the characteristics/traits possessed by theobject. The sampling method in

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this study was carried out by non-probability sampling, namely by accidental sampling technique. Accidentalsampling is a sampling technique by chance, or anyone who happens to (accidentally) meets a researcher who is deemed suitable with the specified sample characteristics will be used as a sample (Austin et al., 2012). The number of samples in this study were 30 respondents (Eliyana & Ma'arif, 2019).

Variable measurement in this study uses a Likert scale which is used when researchers want to obtain data regarding the weight of each answer given by the respondent (Willits et al., 2016). The Likert scale is used to measure attitudes, opinions and perceptions of a person or group of people about social phenomena (Weijters et al., 2010). The instruments used were questionnaires and observations. The questionnaire was used to collect data on the reasons for doing it or not, while the observation sheet was used to collect data on the ability of English for tourism, digital literacy, and business success promotion of tourist destinations.

RESULT AND DISCUSSION
Result of Validity Test

Instrument validity test is carried out to show the validity of the instrument to be used in research. According to Arikunto (2006), validity is a measure that shows the level of validity and validity of an instrument. The validity test of the instrument was carried out through the Pearson product moment correlation test (Susetyo et al., 2021). After the r_{count} is obtained, then it is compared with the r_{table}. If $r_{count} > r_{table}$ then the item is declared valid, and if $r_{count} < r_{table}$ then the item is declared invalid.The results of the instrument validity test on 30 respondents. Items in the instrument are said to be valid if the value of $r_{count} > r_{table}$. It is known that the formula DF = N-2, then 30-2 = 28, and the significance level is 5% or 0.05. So the r_{table} value with alpha 0.05 is 0.361. It can be seen that all statement items of English for tourism variables, digital literacy, business success, and tourist destination promotion are valid because the value of $r_{count} > r_{table}$.

Result of Realibilty Test

The reliability test was carried out to determine the accuracy of an instrument in measuring the same symptoms even at different times. The basis for decision making used is the Cronbach's Alpha Value Range, as:
alpha < 0.50 low reliability, 0.50 < alpha < 0.70 moderate reliability (sufficient reliability), alpha > 0.70 the reliability is sufficient, alpha > 0.80, the reliability is strong, alpha > 0.90 , The standard used is alpha > 0.60 (sufficient reliability).The results of the reliability test in this study revealed that the Cronbach's alpha value for each variable was > 0.60 so that it could be concluded that all of these variables were declared reliable and further analysis could be carried out.

Result of normality test

The normality test is used to determine whether the confounding or residual variables in the regression model have a normal distribution or not. That is, respondents' answers to a questionnaire on a question produce different answers from one respondent to another. Population data will be normally distributed if the average value is the same as the mode and the median is the same. This means that some scores collect in the middle position, while the frequency of low and high scores indicates a condition that is less balanced (Ir. The normality test results using the Kolmogorov-Smirnov test are presented in table 1 as below:

Table 1. Result of Normality test*Kolmogorov-Smirnov*

		Unstandardized Residual
N		30
Normal Parameters [a, b]	Mean	.0000000
	Std. Deviation	1.27280826
Most Extreme Differences	Absolute	.125
	Positive	.086
	Negative	-.125
Test Statistic		.125
Asymp. Sig. (2-tailed)		.200[c,d]

Based on the results of the normality test using the Kolmogorov-Smirnov test, it is known that the significance value or Asymp. Sig. (2-tailed) is 0.200 > 0.05. Thus it can be concluded that the research data is normally distributed.The data distribution is in normal conditions as evidenced by the histogram line which has a balanced tendency in the middle. Under these conditions, the regression model meets the assumption of normality. The results of the data normality test with the P-Plot are as shown in Figure 1 as below:

Figure 1. P- Normality Test
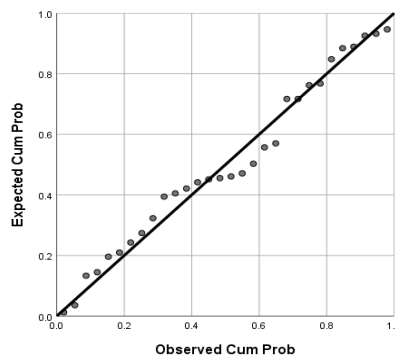
Based on Figure 1 above, it can be seen that the data distribution is around the diagonal line and follows the direction of the diagonal line. This means that the data used in this study is normal and feasible to use. Thus the regression model meets the normality assumption and is suitable for use in this study.

Result of Heteroscedasticity Test

This test was carried out with the aim of testing whether in the regression model there is an inequality of variance from one residual observation to another. If the independent variable statistically significantly affects the dependent variable, then there is an indication of heteroscedasticity. If the significance is above 0.05, it can be concluded that there is no heteroscedasticity. To test the heteroscedasticity of the data in the study using the SPSS Software tool by observing the patterns contained in the scatterplot with results like Figure 2 as below:

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Figure 2. Scatterplot
Dependent Variable : Tourism Destination Promotion
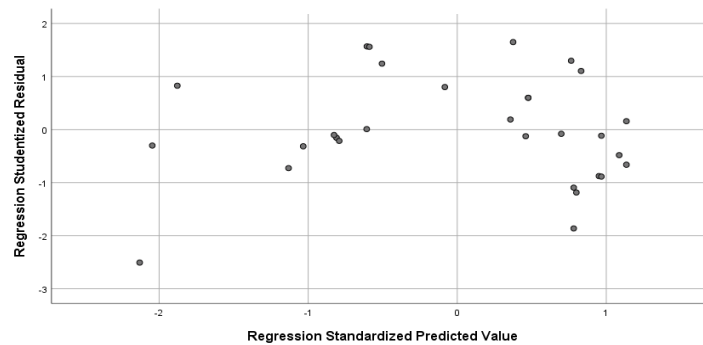
Based on Figure 2 above, the output of the scatterplots is known that:
 a.   The data points are spread above and below or around the number 0
 b.   The dots do not gather only above or below
 c.   The spread of the data points does not form a wavy pattern, it widens then narrows and widens again
 d.   Scatter data points are not patterned

Thus it can be concluded that there is no heteroscedasticity problem, so that a good and ideal regression model can be fulfilled.

Result of Multicollinearity Test

This test aims to determine whether there are independent variables that have similarities with other independent variables in a regression model or to determine whether there is a correlation among independent variables. This test is carried out by comparing the tolerance value and the Variance Inflation Factor (VIF) value with the required value. The required value for the tolerance value is greater than 0.1, and for the required VIF value is less than 10. The results of the multicollinearity test in this study are shown in Table 2 as below.

Table 2. Result of Multicollinearity Test

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
1 (Constant)	10.993	1.646		6.680	.000		
English for tourism	.348	.135	.242	2.156	.016	.421	2,378
Digital literacy	.347	.155	.202	2.186	.034	.452	2,212
business success	.113	.113	.540	5.491	.000	.500	2.253

Table 2 shows that the tolerance value of English for tourism variable is 0.421, the digital literacy variable has a tolerance value of 2.212, and the business success variable has a tolerance value of 0.500. Based on these data it is known that the tolerance value of all independent variables is > 0.1.Meanwhile, the Variance Inflation Factor (VIF) value for the English for tourismvariable is 2.378, the digital literacy variable is 2.212, and the business Success variable is 1.850. The Variance Inflation Factor (VIF) value of all independent variables is on a threshold value of less than 10.

So it can be concluded that the data in this study does not happen a multicollinearity among independent variables and can be used to carry out the next stage of analysis.

Results of Multiple Regression Analysis

This analysis is used to predict/estimate how the condition of the dependent variable (criterion) goes up and down, when two or more independent variables as predictor factors change in value (manipulate). The results of multiple linear regression analysis are presented in Table 3 below:

Table 3. Results of Multiple Regression Analysis

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	10.993	1.646		6.680	.000
English for tourism	.348	.135	.242	2.586	.016
Digital literacy	.347	.155	.202	2.241	.034
Business success	.856	.113	.623	7,555	.000

a. Dependent Variable:Tourism Destination Promotion

Based on the results of the multiple linear regression analysis, it can be seen that:

1. The constant value (a) has a positive value of 10.993, which means that if all the dependent variables remain constant or have a value of 0 (zero), then the value of Y is 10.993. In other words, without considering English for tourism, Digital Literacy, and Business Success of 10,993.
2. The English for tourism regression coefficient is positive at 0.348. This means that every 1 unit increase in English for tourism can increase the Tourism destinations promotion, assuming Digital Literacy, and Business Success remains constant.
3. The digital literacy regression coefficient is positive at 0.347. This means that in every increase of 1 unit of Digital Literacy can increase the Tourism destinations promotion, assuming Tourism English and Business Success remains constant.
4. The regression coefficient of Business Success is positive at 0.856. That is, in every increase of 1 unit of Business Success can increase the Tourism destinations promotion, assuming Tourism English, Digital Literacy remains.

Result of *t* test (partial effect)

The *t* test was conducted to determine the effect of each independent variable on the dependent variable. The criterion for conducting the *t* test is to compare the t_{count} value to the t_{table} value. In this study, with the number of respondents (*n*) = 30, the degree of freedom (*df*) = 30 – 2 = 28 was obtained and using α = 5%, then based *t* distribution table, the t_{table} value is 1.701. If the $t_{count} > t_{table}$ and the significance value is less than 0.05, the hypothesis is accepted.

Table 4. Result of t test

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	10.993	1.646		6.680	.000
English for tourism	.348	.135	.242	2.586	.016
Digital literacy	.347	.155	.202	2.241	.034
business success	.856	.113	.623	7,555	.000

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a. Dependent Variable: Tourism Destination Promotion

Based on table 4 above, testing the effect of the independent variable on the dependent variable (hypothesis testing) is described as follows:

a. Sig. value for English for tourism variable (X1) is 0.016 <0.05 and the t_{count} is 2.586 >t_{table} 1.701, so it can be concluded that there is a positive influence of English for tourism on the promotion of tourist destinations. Thus, H1 which states English for tourism has a positive effect on tourism destination promotion, the hypothesis is accepted.

b. Sig. value for the digital literacy variable (X2) it is 0.034 <0.05 and the t_{count} is 2.241>t_{table} 1.701, so it can be concluded that there is a positive influence of digital literacy on the tourism destination promotion. Thus, H2 which states digital literacy has a positive effect on tourism destination promotion is accepted.

c. Sig. value for the variable business success (X3) is 0.000 <0.05 and the t_{count} value is 7.555>t_{table} 1.701, so it can be concluded that there is a positive influence of business success on the tourism destination promotion. Thus H3 which states that business success has a positive effect on the tourism destination promotion is accepted.

Result of F Test (Simultaneous Effect)

The F test was conducted to determine the simultaneous effect of the independent variables on the dependent variable. The criterion for carrying out the F test is to compare the F_{count} value to the F_{table} value. If F_{count}> F_{table} and the significance value is > 0.05, the hypothesis is accepted.

Table 5. Result of F test

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	444.041	3	148.014	82.009	.000[b]
	Residual	46.926	26	1.805		
	Total	490.967	29			

a. Dependent Variable: tourism destination promotion

b. Predictors: (Constant), English for tourism, digital literacy, business success

F_{table} at level a = 0.05, $df1$ = number of independent variables = 3, and $df2$ = n-k-1 = 30-4-1 = 25, with n = number of samples, k = number of variables, then based on the distribution table F, the value of F_{table} = 2.99. In table 5, the results of the F test show that the F_{count} value is 82.009, so that F_{count}> F_{table} (82.009> 2.99) and the sig. 0.000 < 0.05. So it can be concluded that tourism English (X1), Digital Literacy (X2), and Business Success (X3) simultaneously have a positive and significant effect on tourism destination promotion (Y). Thus H4 which states English for tourism, digital literacy, and business success have a positive effect on the tourism destination promotion is accepted.

Result of Determination Coefficient

The coefficient of determination test in multiple linear regression is used to determine the percentage contribution of all independent variables simultaneously to the dependent variable.

Table 6. Result of Determination Coefficient
Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.951[a]	.904	.893	1.344

a. Predictors: (Constant), English for tourism, digital literacy, Business Success

b. Dependent Variable: Tourism Destination Promotion

Based on table 6 above, the R2 (R Square) number is 0.904 or (90.4%). This shows that the percentage contribution of the independent variable (English for toursim, Digital Literacy, and Business Success) to the dependent variable (Tourism Destination Promotion) is 90.4%. Or in other words, the variation of the independent variables used in the model is able to explain the variation of the dependent variable by 90.4%. While the remaining 9.6% is influenced or explained by other variables not included in this research model.

DISCUSSION

The development of digital technology is a necessity. This has an impact on changes in human thinking and work patterns. Work patterns that rely on non-digital technology will automatically disappear because they are not effective and efficient in terms of time, finances, and so on. Disruption in the era of digital technology encourages every person to display creative, initiative and adaptive abilities to take advantage of various opportunities that arise due to the development of digital technology which continues to have a positive impact on the lives of the wider community. Digital technology is a medium to facilitate human work patterns with more optimal results. Based on this argument, digital literacy is one of the important variables that the management team of a tourist attraction must have. This digital competency can help develop tourist attractions in promoting their uniqueness and superiority to a wider market share, disseminate substantial information about tourist attractions, as well as changes in digital-based tourism product packaging which are absolutely necessary for the progress of promoting tourist destinations.

It concluded that the research finds; first, English for tourism can increase the tourism destination promotion, assuming digital literacy, and business success remains constant. Second, Digital literacy has a positive effect. This means that in every increase a unit of digital literacy can increase the tourism destination promotion, assuming English for tourism and business success remains constant. Third, Business success has a positive. It means that business success can increase the tourism destination promotion, assuming English for tourism and digital literacy remains.The fourt, English for tourism, digital literacy, and business success has a positive value and can influence significant to increase destination tourism promotion.

Mainly, the research findings are concluded that English for tourism, digital literacy, and business success to have a positive and significant effect on tourism destination promotion. The topic is multidisciplinary, with the dominant areas being computer science, social sciences and business management(Ivanov et al., 2021; Aristovnik et al., 2020). The findings increasingly emphasized that changes occur because developments in information technology by using English for tourism, digital literacy, and business tourism make tourism move rapidly (Ostrom et al., 2015; Liburd & Hjalager, 2010). The application of digital tourism is related to implementing

information and communication technology in the tourism industry (González-Ramírez et al., 2020).

Promotion is a way to speed up and make it easier for products to be marketed. In the current era of industrial revolution 4.0, the most effective way to market and promote a tourist destination is mastery of technology. By mastering English for tourism , digital literacy and business success, the market reach will expand.

Based on table 6 above, the R^2 (R Square) number is 0.904 or (90.4%). This shows that the percentage contribution of the independent variable (English for toursim, digital literacy, and business success) to the dependent variable (Tourism Destination Promotion) is 90.4%. Or in other words, the variation of the independent variables used in the model is able to explain the variation of the dependent variable by 90.4%. While the remaining 9.6% is influenced or explained by other variables not included in this research model.

Based on table 5, the results of the F test show that the F_{count} value is 82.009, so that F_{count}> F_{table} (82.009> 2.99) and the sig. 0.000 < 0.05. So it can be concluded that tourism English (X1), Digital Literacy (X2), and Business Success (X3) simultaneously have a positive and significant effect on tourism destination promotion (Y).

The research findings show that in fact there are several things that need to be developed, for example measurement, sample size and population as well as expanded regional coverage. The research results also require human resource capabilities in mastering technology and a more in-depth mastery of English for tourism. The Pentahelix concept is a multi-party concept where elements of government, academics, business bodies and/or actors, society or communities, and mass media collaborate and are committed to achieving the same goal. Several studies offer to build on the work of other scholars, this study offers certain practical for tourism managers and policymakers (Bazargani & Kiliç, 2021; Elmo et al., 2020). Managerial perspective suggests that business managers should formulate and execute more extensive strategies to cover the requirements all of tourists while, especially on millennial tourist, metaverse tourism and virtual tourism (Hui et al., 2023; Pencarelli, 2020).

This study found that the trend of English for tourism, digital literacy, and business tourism continues to increase and also gaps were identified where challenges identified revolved around awareness of the technology, usability, and time commitment (Lin et al., 2023; Yung & Khoo-Lattimore, 2019; Warschauer, 2000)

Furthermore, previous studies show that smart strategies should be used to improve access inclusively, including dealing with destinations that have internet network problems by building adequate digital infrastructure (Zhu et al., 2022; Yaqoob et al., 2023). For policymakers, the government should provide economic incentives for digital tourism industry developers to increase English for tourism, digital literacy, and business tourism for everyone involved in the digital tourism industry, and help to overcome digital dividends by building digital infrastructure evenly (Luo et al., 2023). The government should also setup a committee that could develop, establish and monitor digital tourism development. The government should devise strategies to encourage using English for tourism, digital literacy, business tourism through a mature and comprehensive planning in reading the development of promoting the tourism sector in the future (Spadaro et al.,2023; Loureiro & Nascimento, 2021).

The implications of the findings of this research reinforce that knowledge and skills in English for tourism, digital literacy, and business success are now also very necessary to support business models and processes that increasingly disrupt traditional ways. In accordance with economic goals, and have increased awareness of

the importance of tourism English, digital literacy, and business success to be able to access various information, issues and economic challenges and problems digitally and even to identify and know opportunities for digital market expansion can encourage the courage to adopt digital in business processes and enable the emergence of the ability to carry out transformation. Digital business as a form of innovation in business models and processes to discover and create new ones, relevant to renewable economic developments in the current digital economic era, so that directly or indirectly it will strengthen the competitiveness of micro and small business actors.

There are three implications from the results of this research. First, we must provide training by providing the ability to use technology to increase competitiveness and promote tourist destinations. Second, make efforts to improve tourism English skills by providing practical training involving stakeholders. Third, provide innovation and strategies in developing and promoting tourist destinations by providing training and outreach.

English for tourism, digital literacy, and business success can predict digital transformation in influencing the competitiveness of micro and small businesses. Digital literacy affects the competitiveness of micro-small businesses both directly and indirectly through digital transformation. Equitable digitalization and digital transformation of micro and small businesses to remote areas must be supported by adequate digital understanding, collaboration in a sustainable multi-sector cooperation scheme that makes it possible to achieve and fulfill these expectations.

Based on the results of this research, theoretical and practical implications can be put forward. Theoretically, the use of English for tourism, digital literacy, and business success to promote tourism destination sector are effective for promoting tourism destination. Whereas practically the results of this study can be used as input for stakeholders to improve or innovate using English for tourism, digital literacy, and business success.

The limitations of this study need to be considered when interpreting the findings and conducting further research. Barriers and success factors for digital transformation among micro and small businesses in an effort to increase competitiveness are not only digital literacy that influences it, but it is also possible to use a combination of research methods and other theories to assess the measurement and maturity such as English for tourism, digital literacy, and successful efforts to promote tourist destinations. The limitation of the research about the topic is selected due to the increasing use of English for tourism, digital literacy, and business success to promote the tourism destination. Hopely, to develop skills beyond what is generally considered as 21st century digital skills, because they combine digital skills with hands-on making skills, since they are themselves mixed environment, both digital and physical (Rayna & Striukova, 2021) and enlarge population and area

This study can be essential for studying English for tourism, digital literacy, and tourism business especially mapping relevant topics. In the future, referring to the existing literature, and future research on digital tourism should develop empirical studies to contribute to academic or vocational research and society, especially the role of social media and internet to improving English for tourism, digital literacy, and business success to promote tourism destination sector. The newly designed and developed scale is the first one that can be used to measure the English for tourism, digital literacy, business success and bridge the gap of the research (Ahammed et al., 2023). The scale covers important aspects of the much needed 21st century skills as relevant research (Van Laar et al., 2017). Once English for tourism, digital literacy,

business success are measured, relevant stakeholders can develop instruments to improve English for tourism, digital literacy, and business of individuals or community. English for tourism, digital literacy, business success proove to be an important tool for society. In the 21st century people are required to have digital literacy to survive and thrive. Thus, this tool can be used to measure digital literacy and further improve the digital literacy of the people.

Hence, further research can use several databases to cover this limitation. It is also limited by place and literature sources and the specific topics related to English for tourism, digital literacy, and business success to promote tourism destination. In addition, this study only involved a limited number of subjects, namely 30 respondents. So the results cannot be generalized to a larger group. Through the results of the research above, there are several recommendations for further planning and research. The use of English for tourism, digital literacy, and business success are effective for promoting tourism destination. Based on the results of this study, future researchers are expected to be able to use more respondents and a larger group.

CONCLUSION

The constant value (a) has a positive value of 10.993, which means that if all the dependent variables remain constant or have a value of 0 (zero), then the value of Y is 10.993. In other words, without considering English for tourism, Digital Literacy, and Business Success of 10,993. The English for tourism regression coefficient is positive at 0.348. This means that every 1 unit increase in English for tourism can increase the Tourism destination promotion, assuming Digital Literacy, and Business Success remains constant. The Digital Literacy regression coefficient is positive at 0.347. This means that in every increase a unit of Digital Literacy can increase the Tourism destination promotion, assuming English for Tourism and Business success remains constant. Business success is positive at 0.856. It means that business success can increase the tourism destination promotion, assuming English for tourism and digital literacy remains.

There are some suggestions and recommendations that can be given are as follows: Collaborating with digital communities building partnerships with digital communities such as bloggers, influencers, and social media is an effective way to promote tourist destinations. Digital communities can help introduce tourist destinations through the content they create, so that they can reach a wider audience. wider. Improving the quality of promotional content good quality of promotional content can help attract tourists to visit tourist destination. Content must contain accurate and interesting information, as well as have interesting pictures and videos, especially dkills and capability how to write english well. It can increase the interest of tourists to visit tourist destinations.

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AUTHOR CONTRIBUTION STATEMENT

All authors have contributed and participated in conducting research and approved the final version of the manuscript.

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