ABSTRACT: In the wake of the Covid-19 pandemic, technology has become extensively utilized in the process of teaching and learning. To enhance the learning experience, support from various aspects is crucial, with the learning model itself being particularly important. This study focuses on the implementation of a virtual face-to-face online learning model called the 4P model, which consists of four stages: opening, deepening, implication, and reflection. The model incorporates technology in teaching and learning activities. The objective of this research is to assess the effectiveness of the 4P learning model and the use of technology in enhancing students' knowledge, skills, and attitudes during the learning process. The research methodology involved limited trials conducted with 130 students, including 77 third-semester students and 53 fifth-semester students, who were enrolled in Risk Management and Sustainable Tourism Management courses. Data collection took place at two different time points with a three-month difference. Descriptive analysis was used for data analysis. The findings of the research revealed an improvement in pre-test and post-test scores for both classes at different times, indicating that the 4P learning model successfully increased student competence and could be implemented across various courses at different times.

The 4P learning model benefits students by encouraging their active participation in value creation, particularly during the implication phase. This is advantageous for the Indonesian education system, which previously relied on a one-sided method of learning where educators transferred knowledge to passive students.

Keywords: Technology, Learning, Online, Constructive, Tourism