

CHAPTER IV

RESULTS AND DISCUSSION

This chapter presents the results and discussion of the research on developing a customer service guidebook for shuttle travel services to help staff communicate better with foreign customers. The guidebook was developed using the ADDIE model, which includes five stages: Analysis, Design, Development, Implementation, and Evaluation. Before discussing the findings in detail, it is important to first understand the company where this research was conducted at PT Rimba Raya Putra Travel and Shuttle Group, as this provides the background needed to understand the situation faced by its customer service staff.

4.1 Results

The results for the development of the Customer Service Guidebook were obtained through detailed findings at each stage of the ADDIE model, beginning with observations and interviews conducted with customer service staff and the General Manager of PT Rimba Raya Putra Travel and Shuttle Group. These findings show that customer service staff handle multiple tasks simultaneously, such as managing reservations, providing departure schedule information, processing package delivery data, answering customer inquiries, and coordinating with drivers, while also facing challenges such as inconsistent use of language, difficulty communicating with foreign customers due to limited English proficiency, and skills that were mostly developed through informal mentoring rather than structured training. In addition, differences in educational background, previous work experience, and employment duration at company affected staff's understanding of service procedures and their ability to handle various customer situations. Based on these findings, the researcher decided to develop a training guidebook that is simple to use and easy to understand, enabling customer service staff to learn the material more effectively.

4.2 The Process of Development the Guidance Book

This section presents the process of developing the customer service guidebook as a self-training media for customer service staff at PT Rimba Raya Putra Travel and Shuttle Group. The guidebook was developed based on the

ADDIE model, which includes the Analysis, Design, Development, Implementation, and Evaluation stages. Through these stages, the researcher identified the needs of customer service staff, designed the guidebook content and appearance, developed the product, conducted expert validation and field testing, and revised the product based on the feedback obtained. The detailed results of each stage are discussed in the following subsections.

4.2.1 Analysis

In this analysis phase, the researcher collected data to identify product development needs based on two aspects: needs analysis and user characteristic analysis. Data was collected through observations and interviews with customer service staff and managers at PT Rimba Raya Putra Travel and Shuttle Group. The results of this phase were used as the basis for determining the content, design, and development of the customer service manual.

1. Observation

This observation was conducted over a period of approximately 1–5 weeks to gain a comprehensive understanding of the actual working conditions of the customer service team. The observation focused on the customer service process, communication patterns, the performance of daily tasks, and various challenges that arose during the service process. Through this observation, the researcher was able to identify the actual conditions on the ground relevant to the development of a customer service manual.

Table 4. 1 Observation Findings

Timeline	Observation Findings
1-12 February 2026	Customer service staff handled multiple responsibilities simultaneously, including managing passenger reservation, providing departure schedule information, processing package delivery data, responding to customer inquiries, and coordinating with drivers.

Timeline	Observation Findings
13-20 February 2026	• Customer service staff frequently interacted with customers who had diverse characteristics, including customers submitting complaints and requesting solutions regarding schedule changes. During the observation, some incoming phone calls were not answered because customer service staff prioritized responding to a high volume of customer messages. • The Researcher observed the use of non-standard language structures in several customer service conversations conducted through chat. The researcher also identified word choices and communication styles that were not fully aligned with professional customer service standards when customer service staff reconfirmed reschedule with a customer.
21 February – 15 March 2026	• On February 26, 2025, the researcher observed customer service staff serving a foreign tourist. During the interaction, customer service staff relied on translation tools, and the researcher also assisted in translating the conversation to facilitate communication. • On March 13, 2025, a high volume of service activities was observed. During this period, a customer service staff member used a relatively high tone of communication when reconfirming package delivery information with a customer.

2. Interviews

Interviews were conducted with five customer service staff members and the general manager at PT Rimba Raya Putra Travel and Shuttle Group. The interviews aimed to gather more in-depth information regarding work experiences, service needs, user characteristics, and work environment conditions that influence the performance of customer service duties. The interviews consisted of 8 questions for the customer service staff (Appendix 3) and 6 questions for the general manager (Appendix 2). The data obtained from the interviews was used to reinforce the findings from the observations and ensure that the developed product aligns with user needs.

The interview results indicate that customer service prioritizes a friendly, responsive, and professional attitude. However, the findings also reveal that the service competencies obtained by staff are largely acquired through daily work experience and guidance from coworkers and supervisors. Structured, specialized training related to customer service has not been conducted on a regular basis, so staff members' understanding of and approach to handling customers still depends on their individual experience.

In addition, staff members reported that they frequently receive complaints regarding delayed departures, fleet changes, or issues involving drivers. When addressing these issues, customer service representatives typically listen to the customer's complaint first, gather information about the cause of the problem, and then coordinate with the relevant parties before taking

On the other hand, some staff members reported that they still face difficulties when serving foreign customers due to limited English proficiency. To address this, staff typically use translation apps as communication aids. This situation indicates that communication skills particularly in the context of professional customer service still need to be improved so that service can be provided more effectively and consistently. Meanwhile, the General Manager stated that service quality is determined not only by an understanding of operational procedures but also by the

ability to communicate, provide clear information, and handle customers with diverse characteristics.

3. Analysis Results

Based on the results of the observations and interviews conducted, the data obtained was then analyzed in terms of needs analysis and user characteristic analysis. The results of this analysis were used as the basis for determining the content, structure, and design of the customer service guidebook to be developed.

A. Need Analysis

Based on the results of observations and interviews, it is evident that customer service plays a complex role in company operations. In addition to handling ticket reservations, customer service is also responsible for providing information to customers, managing package deliveries, verifying customer data, and responding to questions and complaints submitted through various communication channels. In carrying out these duties, customer service representatives are often faced with a variety of service situations that require an understanding of work procedures and strong communication skills.

Interview results indicate that customer service training has primarily been conducted through guidance from mentorship by senior staff, and on the job experience. While these methods aid in the adaptation of new employees, the absence of standardized training guidelines leads to varying levels of understanding among staff regarding service procedures and standards. This situation has the potential to cause inconsistencies in the delivery of information and the execution of services to customers.

Additionally, interviews with the General Manager revealed that customer service competencies extend beyond understanding service procedures to include professional communication skills, the appropriate use of language in service interactions, and the ability to handle customers with diverse characteristics. These findings indicate that customer service requires learning resources capable of aligning understanding of service standards while simultaneously supporting the development of communication competencies within the workplace.

B. User Characteristic Analysis

The interview results indicate that customer service representatives have diverse educational backgrounds, work experiences, and working periods of service (Appendix 3). These differences affect their level of understanding of service procedures as well as their ability to handle various situations that arise during the customer service process.

Additionally, customer service representatives work in a highly mobile environment and must handle multiple tasks simultaneously. These conditions make the need for practical, easy-to-understand, and on-demand information a critical factor in supporting their daily work.

4.2.2 Design

The design stage was conducted based on the results of the analysis stage. This stage focused on determining the content and visual elements of the customer service guidebook. The material design was developed by considering the service competencies and communication needs identified during the analysis stage, while the visual design was prepared to enhance the effectiveness of the guidebook as a self-training media. Accordingly, the design stage was divided into two aspects: material design and visual design.

1. Material design

The material design was developed based on the results of the analysis stage, which indicated that customer service staff required a training media that could improve service quality, communication skills, and consistency in customer handling. Therefore, the materials included in the guidebook were selected and organized according to the needs identified through observations and interviews. The structure of the guidebook is presented in the following table of contents:

Table 4. 2 Initial Material Outline

Structure	Description
Cover	The front cover design displays the visual identity of PT Rimba Raya Putra Travel and Shuttle Group,
Introduction	Presents a brief introduction from the author explaining the background, purpose, and scope of the guidebook, as well as how it can be used as a self-training resource.
Table of Contents	Provides an overview of the guidebook structure, enabling readers to easily locate each chapter and its corresponding topics.
Chapter 1	Introduces the company profile of PT Rimba Raya Putra Travel and Shuttle Group, including the company's Standard Operating Procedures (SOPs), customer service job responsibilities, and uniform standards.
Chapter 2	Explains the fundamental principles of professional customer service, including appearance, attitude, communication etiquette, and expected workplace behavior.
Chapter 3	Service: Discusses the code of conduct and procedures for chat-based service, including examples of bilingual phrases.
Chapter 4	Explains the procedures and communication standards for handling customer interactions over the telephone, accompanied by bilingual conversation examples.
Chapter 5	Discusses effective approaches to managing customer complaints, including practical tips, recommended responses, and bilingual communication examples for various complaint situations.
References	A list of sources and references used in developing the guidebook content.
Back cover	

Based on the results of the needs analysis and the characteristics of the target users, the final draft of the customer service guidebook was developed to meet the practical needs of customer service staff at PT Rimba Raya Putra Travel and Shuttle Group. The guidebook consists of a cover, introduction, table of contents, five main chapters, references, and a back cover. The chapters cover the company profile, standard operating procedures (SOP), customer service appearance standards, and codes of conduct for face-to-face, chat, telephone, and complaint-handling services. Each chapter also includes service ethics, communication procedures, actions to avoid, and examples of bilingual service phrases.

Table 4. 3 The Final Structure of Material Product

Structure	Content	Description
Cover	Buku pelatihan Self- Training untuk Customer Service Staff Rimba Raya Travel & Shuttle	The front cover design displays the visual identity of PT Rimba Raya Putra Travel and Shuttle Group,

Structure	Content	Description
Introduction	-	An introductory message from the author explaining the background, purpose, and overview of this guidebook.
Table of Contents	I. Introduction: Company Profile and Work Standards II.. Communication Standards: Face-to-Face Customer Service III. Communication Standards: Customer Service via Chat IV.Communication Standards: Customer Service via Telephone V. Complaint Handling in Customer Service VI. References	Contains a page guide that serves as a reading guide to know the chapters and sub-chapters of the guidebook.
Chapter I	A. Company Profile B. SOP & Job-desk of Customer Service Staff C. Appearance Standards for Customer Service Staff	Company Profile: Explanation of the company profile, SOP, and job-desk, Uniform Standards for customer service staff at PT Rimba Raya Putra Travel and Shuttle Group.
Chapter II	A. Ethics in Face-to-Face Service B. Etiquette Procedures for Face-to-Face Service C. Code of Conduct & Service Behavior D. Things That Must Not Be Done	Discusses the code of conduct and procedures for chat-based service, including examples of bilingual phrases.

Structure	Content	Description
	E. Examples of Bilingual Phrases	
Chapter III	A. Ethics in Chat Service B. Etiquette Procedures for Chat Service C. Things That Must Not Be Done D. Examples of Bilingual Service Phrases	Discusses the code of conduct and procedures for chat-based service, including examples of bilingual phrases.
Chapter IV	A. Ethics in Telephone Service B. Etiquette Procedures for Telephone Service C. Things to Avoid in Telephone Communication D. D. Examples of Bilingual Service Phrases	Discusses the code of conduct and procedures for telephone service, including examples of bilingual phrases.
Chapter V	A. Ethics in Handling Complaints B. Things That Must Not Be Done When Handling Complaints C. Complaint Handling Flow C. D. Examples of Bilingual Service Phrases	Discusses the code of conduct along with tips and tricks for handling complaints, including examples of bilingual phrases.
References		A list of sources and references used in developing the guidebook content.
Backcover		

2. Visual Design

From the needs analysis, customer service staff required a training media that was easy to understand, practical to use, and suitable for independent learning. This was because most customer service staff learned service skills directly through workplace experience (*learning by doing*), so they needed a media that could help them understand service standards in a more structured and consistent manner.

Therefore, the developed product was designed in the form of an A5-sized (14.8 cm x 21 cm) guidance book. The A5 format was selected because it is compact, portable, and convenient for customer service staff to carry and access during daily work activities. This design was intended to support quick reference and independent learning without disrupting operational activities.

In terms of physical specifications, the training book cover was designed using doff paper material with a thickness of 240 gsm to create a more professional, neat, and durable appearance. Meanwhile, the inside pages used 150 gsm art paper to support clearer color quality, sharper visual elements, and more comfortable readability for users during the learning process.

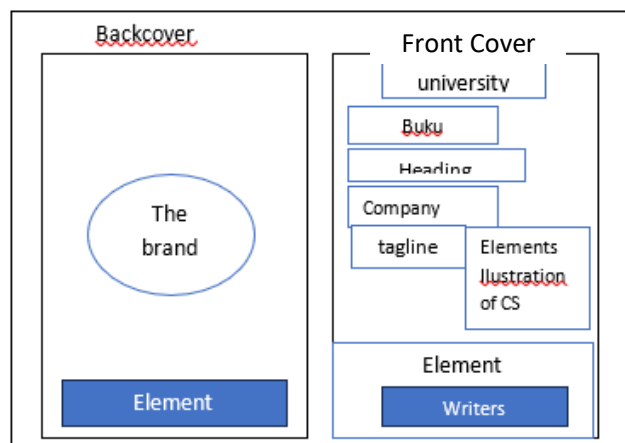


Figure 4. 1 The Outline Layout of Cover

Based on Figure 4.1, the guidebook cover is divided into two sections. The left section serves as the back cover, with the company logo positioned at the center and decorative elements placed at the bottom. In the right section, the front cover displays the university name at the top, followed by the book title. Below the title are the heading, company name, and tagline. An illustration is positioned on the right side, while the author's name is placed at the bottom.

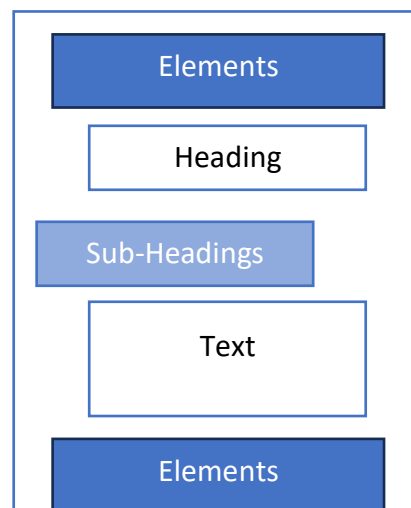


Figure 4. 2 The Outline Layout 1

The implemented inside page layout consists of two page versions. The first page includes a decorative element at the top, followed by the heading, subheading, and body text, with another decorative element positioned at the bottom. The second

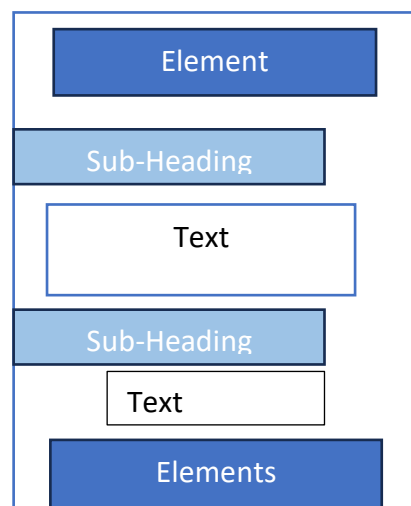


Figure 4. 3 The Outline Layout 2

page continues the content presented on the previous page. maintaining the same decorative elements at the top and bottom while presenting the remaining content with subheadings and body text.

For the visual aspect, the training book was designed using a element with a combination of blue color with the color code #66C6EC combined with light blue #A4D8EC as the main color of the design template. These color were selected to match the company's visual identity, which is strongly associated with blue tones, while also creating a professional, communicative, and visually comfortable appearance. Meanwhile for the background was using white color with color code #FFFFFF.



The main headings used the *Open Sans* font with a size of 19 pt and color #0531B8 to create a clear and strong visual emphasis. Meanwhile, subheadings used a font size of 14 pt with color #FFF9E1 and a background color of #3545D6 to provide clear visual contrast between sections. For the body text, *Open Sans* font size 12 pt with black color #000000 was used to ensure readability.



In addition to color and typography, the book design was also complemented with visual elements related to the company identity, such as illustrations of shuttle vehicles and customer service uniforms from Rimba Raya. These visual elements were intended to make the content feel closer to the users' working environment and help customer service staff better understand real service contexts.



Figure 4. 4 Elements of Design

Page numbers were consistently placed at the bottom of the page inside blue circular shapes to strengthen the visual identity of the book. Overall, the layout was designed with a simple, communicative, and systematic concept to help customer service staff study the material independently without feeling overwhelmed by overly dense visual arrangements.



Figure 4. 5 The Number Chapter of Layout

4.2.3 Development

The development stage was the phase of product creation based on the design that had been prepared in the previous stage. At this stage, all concepts related to the materials, visual design, layout, and supporting elements were transformed into a complete training book product ready to be used.

1. Material Development

The development process began with compiling the materials according to the guidebook structure, which consisted of the company profile, customer service standard operating procedures and job descriptions, appearance standards, communication standards for face-to-face services, communication standards for chat services, communication standards for telephone services, and complaint handling procedures.



Figure 4. 6 Translation Process

The translation process was assisted by *DeepL* Translator to convert Indonesian service expressions into English. And then, the translated content was reviewed and refined using *Grammarly* to improve sentence structure, readability, and grammatical accuracy. Afterward, the researcher conducted a final review to ensure that the bilingual expressions accurately reflected the intended meaning and were appropriate for customer service interactions.

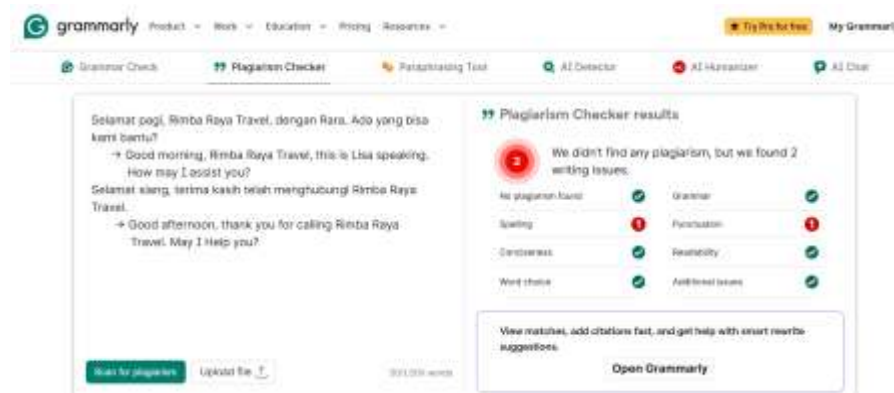


Figure 4. 7 Grammar Check and Paraphrase

2. Visual Development

At this stage, the researcher was using the design platform Canva. Canva was selected because of its ease of use, design flexibility, and features that support the creation of learning media in a visual and systematic way. In addition, Canva enabled the researcher to organize layouts, typography, illustrations, and color combinations more practically according to the needs of the training book design

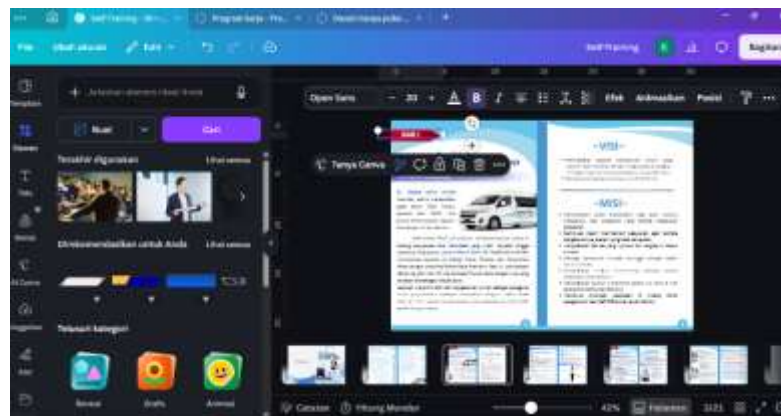


Figure 4. 8 Development Product using Canva APP

During the development stage, the researcher designed the guidebook using Canva with a two-page spread format. This layout format allowed the researcher to develop two facing pages simultaneously, making it easier to arrange the visual composition, maintain alignment between pages, and ensure consistency in the placement of headings, body text, images, decorative elements, and page numbers.



Figure 4. 9 The Visual Cover of Product

The front cover features the guidebook title as the main focal point, accompanied by a customer service photograph to represent the target users of the guidebook. The university and company logos are positioned at the top to indicate institutional affiliation, while a short tagline is included to reinforce the guidebook's purpose. Blue wave-shaped graphic elements and a city skyline illustration are incorporated to strengthen the visual identity and create professional appearance. The back cover displays the company logo on a clean background, maintaining visual balance and consistency with the overall design.

The Layout 1 was implemented in chapter one. The layout introduces the company profile, vision, and mission using a clear two-page arrangement. A company vehicle image is included to provide visual support for the company profile, while the vision and mission are presented in separate sections to improve readability. Blue wave-shaped graphic elements at the top of the pages reinforce the guidebook's visual identity and maintain a consistent layout throughout the chapter. The Open Sans typeface is applied consistently using different font sizes and font weights to distinguish headings from body text.



Figure 4. 10 The Development of Chapter I

The chapter then continues on the following page by completing the remaining SOP before introducing the Customer Service Dress Code section. The upper section presents the remaining operational procedures, while the lower section shifts to appearance guidelines for customer service staff. A full-body illustration of a customer service representative is positioned at the center of the page, with the dress code requirements arranged around the illustration using bullet points.



Figure 4. 11 Visual Icons Illustrating Customer Service Job Duties

Meanwhile the second layout design, the page title is placed at the top to clearly introduce the topic. The content focuses on behavior that should be avoided during service interactions. Each point is presented in a numbered format and followed by a brief explanation to help readers understand the reason behind the guideline. In addition, bilingual phrases are provided as examples of appropriate expressions in both Indonesian and English, allowing customer service staff to understand the meaning while practicing the correct English expressions. Page numbers are positioned at the bottom corner for easy navigation, while the consistent use of colors, fonts, and spacing creates a balanced and organized layout.



Figure 4. 12 The Visual Layout 2

In Chapter 2, which focuses on face-to-face communication standards, the layout incorporates additional visual elements related to the core principles of customer service. Icons representing principles such as courtesy, empathy, responsiveness, clarity, and professionalism are integrated into the content to reinforce the key concepts and improve visual recognition. In addition, illustration

depicting various customer service facial expressions are included to demonstrate appropriate attitudes and emotional expressions during face-to-face interactions.



Figure 4. 13 The Development Chapter II

3. Expert Validation and Feedback

After the book prototype was developed, the researchers conducted product validation with Girindra Putri Ardana Reswari, S.Pd., M.Sc., Ph.D., as the content and media validation expert. This was done to assess the quality, feasibility, and suitability of the product before it was implemented with the target users. Validation was conducted by content and media experts with expertise in their respective fields. This process was designed to gather feedback, criticism, and suggestions to ensure the developed product is appropriate and refined. The assessment utilized a validation instrument, with each aspect of validation comprising 10 statements. The following is the validation instrument attached in the figure below;

PRODUCT VALIDATION QUESTIONNAIRE

Validator Identity

Name : **Gratiandra Putri Ardiana Rasyidi, S.Pd., M.Sc., Ph.D.**
Institution : **Universitas Diponegoro**
Field of Expertise/Position : **Applied English Lecturer/ Supervisor**

Instructions for Completion
Please assess each statement by putting a check mark (✓) in the appropriate column.

Score	Criteria
4	Very Appropriate
3	Appropriate
2	Inappropriate
1	Very Inappropriate

A. Product Material Validation

No	Statement	Score			
		1	2	3	4
1	The material is in accordance with the learning objectives				✓
2	The material is relevant to user needs (Customer Service)				✓
3	The material is suitable for service contexts (face-to-face, chat, telephone)				✓
4	The material reflects real conditions in the field				✓
5	The concepts presented in the material are appropriate			✓	
6	The information delivered is accurate				✓
7	The material is in accordance with relevant theories or references				✓
8	There are various linguistic patterns that support practice			✓	
9	The language used is easy to understand				✓

Figure 4. 14 Filled Validation Form by Expert

Based on filled Validation Form by Expert it consists of 10 items covering the alignment of the material with learning objectives, user needs, service context, accuracy of information, language use, and sentence structure. Based on the validation results, eight items received a score of 4 (Very Appropriate) and two items received a score of 3 (Appropriate). The total score obtained was 38 out of a maximum of 40. The feasibility percentage was calculated using Arikunto's formula as follows:

$$P = \frac{38}{40} \times 100\% = 95\%$$

The results show that the content aspect received a score of 95% and falls into the "Very Appropriate" category. This indicates that the content presented in the guidebook aligns with customer service needs, reflects real-world service conditions, uses language that is easy to understand, and provides accurate and relevant information.

10	Sentences are structured effectively and communicatively				✓
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B. Product Media Presentation Validation

No	Statement	Score			
		1	2	3	4
1	The media design is attractive and professional			✓	
2	The color selection is appropriate and comfortable to view			✓	
3	The layout is neat and systematic				✓
4	The material reflects real conditions in the field				✓
5	The type and size of the font are easy to read			✓	
6	The presentation of the material is not confusing			✓	
7	The media suits the characteristics of the users				✓
8	The instructions for use are clear				✓
9	The media is easy to use				✓
10	The media does not require special skills				✓

Figure 4. 15 Filled Validation Form by Expert

Furthermore, in the figure 4. 15 filled validation form by expert, the media presentation consists of 10 items covering visual design, color selection, layout, font size, ease of use, and clarity of usage instructions. Based on the experts' assessment, six items received a score of 4 (very appropriate) and four items received a score of 3 (appropriate). The total score obtained was 36 out of a maximum of 40. The compliance percentage was calculated as follows:

$$P = \frac{36}{40} \times 100\% = 90\%$$

The results show that the media presentation aspect received a score of 90% and falls into the "Very Appropriate" category. The evaluators found that the book's layout is neat and systematic, the instructions are easy to understand, and the media is user-friendly for the target audience.

At the end of the form validation section, there is a feedback box where experts also provide suggestions for improving the product. The expert recommends using a different color for the English text so that it is easier to distinguish from the Indonesian text. Additionally, it is recommended that the font size be increased to make it more comfortable to read. Since the user guide is bilingual, a clearer visual distinction between the two languages is needed so that users can identify each section more easily.

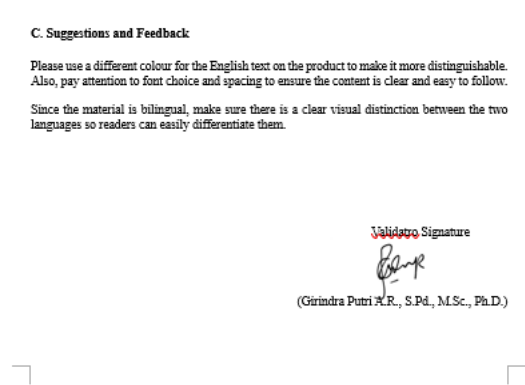


Figure 4. 16 Suggestion Form

These suggestions and feedback were then used as the basis for revising the product before proceeding to the implementation phase.

4. Revision

According to the validation results, the expert stated that the product is generally in the "Very Appropriate" category. However, several aspects required improvement to make the guidebook more effective and user-friendly for customer service representatives.

One of the recommendations provided by the expert was to differentiate the color of the English text from the Indonesian text. Before the revision, both languages were presented in a nearly identical format, making it difficult for readers to distinguish between them. Therefore, the researcher changed the color

of the English text to blue (#3184D7), allowing users to identify the two languages more easily.

In addition, the expert recommended reducing the font sizes to improve readability and create a more balanced page layout. Before the revision, the heading, subheading, and body text were set at 19 pt, 14 pt, and 12 pt, respectively. Following the expert's suggestion, the font sizes were adjusted to 16 pt for headings, 12 pt for subheadings, and 11 pt for the body text. These revisions resulted in a more proportionate typography, enhanced visual hierarchy, and improved overall readability of the guidebook.



Figure 4.17 Before Revision



Figure 4.18 After Revision

After all revisions were made, the manual was reviewed again to ensure that all feedback from the expert had been properly addressed. The results of the revision showed that the product met the eligibility criteria and was ready for use during the implementation phase at PT Rimba Raya Putra Shuttle Travel's customer service department.

4.2.4 Implementation

The validation of the revised version was completed. The next stage was implementation. This took place at PT Rimba Raya Putra Shuttle Travel's branch in

Semarang with Nine respondents participated in the product trial, including eight customer service staff and one General Manager of PT Rimba Raya Putra Shuttle Travel. The customer service staff were selected because they were the primary users of the guidebook, while the General Manager was involved to provide an assessment from a managerial perspective regarding the relevance and applicability of the product in supporting service quality within the company.

1. The Process of Implementation

During the implementation phase, the researchers first explained the objectives of the product development, the contents of the handbook, and how to use it. The researchers also directly taught the staff how to correctly pronounce the English service phrases contained in the handbook, including practicing the pronunciation together so that respondents could become familiar with the proper intonation and articulation before applying the phrases in real service situations. Afterward, the handbook was distributed to all respondents to serve as a reference for customer service activities. Respondents were given one to two days to review and use the handbook in their work activities. During this period, respondents could utilize the materials contained in the manual, such as customer service standards, service procedures, handling of customer complaints, and bilingual phrases that could be used in various service situations.



Figure 4. 19 The Researcher Explain Product to User



Figure 4. 20 Product Introduction and Distribution of Evaluation form

After the usage period ended, respondents were asked to complete a user evaluation questionnaire. The questionnaire was used to obtain data regarding user feedback on the developed product. The aspects evaluated include the product's appearance, content or material, product benefits, and user satisfaction after using the guidebook.

2. The Result of Implementation

Thereafter, questionnaire was completed by nine respondents, consisting of eight customer service staff and one General Manager. The evaluation focused on four aspects: visual media, material, usability, and user satisfaction. The detailed results of the user evaluation questionnaire are presented in table below.

Table 4. 4 The Result of Evaluation User Data

Number Of Statement	VI	I	FA	A	VA	Total Score	Interval
Media Visual Product Aspect							
1	0	0	0	6	3	39	4.3
2	0	0	0	5	4	40	4.4
3	0	0	0	8	1	37	4.1
4	0	0	0	8	1	37	4.1
Overall Total Score						153	
Material Aspect							
1	0	0	0	7	2	37	4.1

Number Of Statement	VI	I	FA	A	VA	Total Score	Interval
2	0	0	0	7	2	37	4.1
3	0	0	0	8	1	37	4.1
4	0	0	0	7	2	37	4.1
5	0	0	0	7	2	37	4.1
6	0	0	0	8	1	37	4.1
Overall Total Score						222	
Usage Aspect							
1	0	0	0	8	1	37	4.1
2	0	0	0	8	1	37	4.1
3	0	0	0	8	1	37	4.1
4	0	0	0	8	1	37	4.1
5	0	0	0	8	1	37	4.1
Overall Total Score						185	
Usage Satisfaction Aspect							
1	0	0	0	8	1	37	4.1
2	0	0	0	8	1	37	4.1
3	0	0	0	8	1	37	4.1
Overall Total Score						111	

Based on the evaluation results shown in table 4.4, total scores were obtained for each evaluation aspect, which were the product's visual appearance, materials, usability, and user satisfaction. These total scores were then summarized and converted into percentages using the following formula:

$$Percentage = \frac{Score\ obtained}{Maximum\ Score} \times 100\%$$

For example, regarding the product's visual appearance, the following calculations were obtained:

$$P = \frac{153}{180} \times 100\% = 85\%$$

P is the total score obtained, and 180 is the maximum score that can be achieved for that aspect. The same formula is applied to the other three aspects to calculate

their respective feasibility percentages, which are then categorized based on the established evaluation criteria. A summary of the feasibility percentages for these four aspects is presented in the following table.

Table 4. 5 The Recapitulation of Feasibility Percentages

Aspect	Score	Max Score	Percentage	Category
Media Visual Product	153	180	85%	Very Appropriate
Material	222	270	82.2%	Very Appropriate
Usage	185	225	82.2%	Very Appropriate
Usage Satisfaction	111	135	82.2%	Very Appropriate
Overall Total Scores	671	810	82.8%	Very Appropriate

Based on the table of recapitulation of feasibility percentages above, it can be explained that product evaluation was conducted based on four aspects: visual appearance, materials, usage, and usage satisfaction. For the media visual aspect, the product scored 153 out of a maximum of 180, with a compliance percentage of 85%, placing it in the “very appropriate” category. This percentage is the highest among the four aspects, indicating that the product’s visual appearance received the most positive feedback from respondents.

And then for the materials aspect, a score of 222 out of a maximum of 270 was obtained, with an acceptance rate of 82.2%, placing it in the “very appropriate” category. This result indicates that the materials used in the product are appropriate and well-received by respondents.

In terms of usability, a score of 185 out of a maximum of 225 was obtained, with an acceptance rate of 82.2%, placing it in the “Very Appropriate” category, indicating that the product is easy and comfortable for respondents to use.

Overall, based on all aspects, the product obtained a total score of 671 out of a maximum of 810, with an overall suitability percentage of 82.8%, which also falls within the very appropriate category. Thus, it can be concluded that the media

product developed whether evaluated in terms of visual appearance, content, usability, or user satisfaction is, on the whole, very appropriate for use.

3. Intellectual Property Rights (IPR) protection

After the guidebook was implemented with the target users, the final version of the product was registered for Intellectual Property Rights (IPR) protection through the Directorate General of Intellectual Property (DGIP), Ministry of Law of the Republic of Indonesia. This registration was intended to provide legal protection for the guidebook as an original product resulting from the research and development process. The registration also supports the future utilization and dissemination of the guidebook within professional training context.



Figure 4. 22 The Certificate of Intellectual

4. Product Distribution

After the Intellectual Property Rights certificate had been officially released, the researcher subsequently submitted the finalized product to the management representative as part of the formal handover process. This step marked the completion of the product development phase and ensured that the authorized

stakeholders received full ownership and responsibility for the utilization and further implementation of the product within the company.



Figure 4. 23 Product Distribution

4.2.5 Evaluation

The evaluation stage was conducted to assess the effectiveness, feasibility, and usability of the developed customer service guidebook. In the ADDIE model, evaluation consists of formative evaluation and summative evaluation.

a. Formative Evaluation

Formative evaluations were conducted during the Analysis, Design, and Development phases to ensure that the Customer Service Guidebook developed complied with user needs, target audience characteristics, and established quality standards prior to implementation.

In the analysis phase through interviews with five customer service staff members and one General Manager at PT Rimba Raya Putra Shuttle Travel. The analysis revealed that, to date, customer service training has primarily been acquired through on-the-job experience, guidance from supervisors, and mentorship from senior staff. Although these methods help staff perform their daily duties, the company lacks structured training materials or written guidelines that can serve as a common reference for providing customer service.

In addition, the needs analysis revealed that customer service staff frequently face various challenges in providing service, such as difficulties communicating with foreign customers, inconsistencies in service delivery

among staff, and a need for practical guidelines for handling customer complaints. An analysis of user characteristics also showed that staff members have varying levels of experience and skills, necessitating learning materials that are easy to understand, practical, and can be used independently as a work reference.

Based on these findings, a draft Customer Service Guidebook was developed during the design phase, containing customer service standards, guidelines for professional communication, bilingual service phrases, telephone etiquette, and procedures for handling customer complaints. Subsequently, during the development phase, the draft was finalized as a guidebook designed to support self-directed learning while also serving as a reference for customer service staff.

The developed product was then validated by content experts and media experts. The validation was conducted to assess the appropriateness of the content, the completeness of the material, the quality of presentation, and the media design. The validation results showed that the content aspect received a score of 95%, while the media aspect received a score of 90%. Both results fall into the “Very Appropriate” category, indicating that the product has met the expected quality standards. The results show of evaluation formatif that the Guidebook of Self Training for Customer Service has been developed in accordance with user needs and meets the standards required for use during the implementation phase.

b. Summative Evaluation

After through the development and revision process based on the results of the formative evaluation, the product was then implemented to obtain a final assessment of its feasibility and user acceptance.

The results of the implementation show that the media presentation aspect received a score of 85%, while the content, usability, and user satisfaction aspects each received a score of 82.2%. Overall, the product received a score of 671 out of a maximum of 810, with a feasibility percentage of 82.8%.

$$P_{overall} = \frac{671}{810} \times 100\% = 82.8\%$$

Based on Arikunto's (2013) feasibility criteria, these results fall into the "Very Feasible" category.

Furthermore, the evaluation results indicate a correlation between the needs identified during the analysis phase, the product development process, and the implementation results obtained. Findings from the Analysis phase served as the foundation for identifying customer service needs regarding structured training media. These needs were then interpreted into a product design during the Design phase, developed into the Customer Service Guidebook during the Development phase, and refined through a process of validation and revision. Subsequently, during the Implementation phase, the product received positive feedback from users, indicating that the guide's content, layout, and usability align with the practical needs of customer service staff.

Overall, the evaluation results show that the Customer Service Guidebook successfully achieved its planned development objectives. The product not only meets the feasibility standards based on expert and user assessments but also addresses the issue identified during the analysis phase namely, the lack of structured training materials to support customer service competencies. Therefore, the Customer Service Guidebook is deemed suitable for use as both a self-paced training resource and a work reference that can support more structured, consistent, and professional customer service at PT Rimba Raya Putra Shuttle Travel.

4.3 Discussions

This research uses the Research and Development (R&D) method with the ADDIE development model (Analysis, Design, Development, Implementation, Evaluation). The initial phase began with an analysis stage, which involved gathering data on the daily tasks and communication challenges faced by customer service staff at PT Rimba Raya Putra Travel and Shuttle Group, including their difficulties in handling reservations, delivering schedule information, and communicating with foreign customers. An evaluation was conducted at the end of this stage to ensure the data collected was sufficient to serve as the basis for developing relevant guidebook content.

Next, a design phase was conducted to systematically organize the content framework, starting from the company profile through to complaint handling procedures, along with the visual concept of the guidebook, followed by an evaluation to ensure the design met the needs of customer service staff. In the development stage, the content and visual elements, including illustrations and icons, were compiled and arranged into a portable A5 format to support ease of use and independent learning. All of these materials were then compiled into a bilingual guidebook draft ready for use.

The implementation and evaluation phases have been completed to ensure the appropriateness and functionality of the product when used by customer service staff. The material expert awarded a score of 95%, the media expert gave 90%, and the implementation stage achieved 82.8%, all falling into the "Very Appropriate" category. The final result of this process is a bilingual customer service guidebook designed as a practical, portable, and self-directed learning media for customer service staff. The primary goal of this guidebook is to minimize communication barriers, particularly with foreign customers, and to improve the consistency and quality of service delivery. It is hoped that this guidebook will support PT Rimba Raya Putra Travel and Shuttle Group in enhancing customer service performance on an ongoing basis.