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## Toward a framework for an undergraduate academic tourism curriculum in Indonesian Universities: Some perspectives from stakeholders



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### A B S T R A C T

We analyse policy documents as well opinions of stakeholders contributing to the development of the undergraduate academic tourism curriculum, namely: The Government which develops the general framework for curriculum development in Indonesian universities; non-governmental tourism associations which assist universities with opinions and guidance; tourism academics who develop and implement the curriculum in the classroom; and tourism trade associations. Two issues characterize the development of the tourism curriculum namely: determining the appropriate balance between vocational and academic frameworks, and an aspiration to move from inter- to mono-disciplinary instruction.

### 1. Introduction

Given its vast diversity of cultures, built heritage, landscapes, and natural resources which offer numerous attractions for visitors, Indonesia's tourism industries have been growing rapidly. The World Tourism Organization (UNWTO) has identified significant potential areas of growth for Indonesian tourism in both natural attractions (14th in the world) and cultural resources (23rd). According to the Passengers Exit Survey, approximately twelve million foreign tourists visited Indonesia in 2016 (BPS, 2016). This number represents a significant increase from eight million in 2012, which is in line with the increase in foreign exchange income from the tourism sector from US\$9.1 billion in 2012 to US\$12.44 billion in 2016. A similar increase also can be seen in the number of domestic tourists. A recent report estimated 248 million domestic tourists in 2016 from within Indonesia, an increase of over 25% from 2011 (Tantowi et al., 2016).

The growth of the tourism industry has positively impacted Indonesian economics. According to the Ministry of Tourism Affairs, there had been a significant increase of the direct economic transaction of tourism activities from 501 billion in 2014–562.89 billion US\$ in 2015. As shown in Table 1, currently, the national income from tourism in Indonesia comprises 3.3% of the total GDP, making it the fourth largest export commodity of the country after oil and gas, coal, and rubber (BPS, 2016). Moreover, the same report also indicates that tourism-related industries employ more than ten million Indonesians. These factors have led the Indonesian government to increasingly focus on the development of the tourism sector.

The government's serious efforts to develop tourism can be seen in the Master Plan for National Tourism Development 2010–2025 which focuses on the development of 50 National Tourism Destinations, located in 33 of Indonesia's 34 provinces, as well as 88

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**Table 1**

Indonesian Main Exports Commodities, Year 2013 – 2015.

Source: BPS (Statistical Central Bureau), 2016

Rank	2013		2014		2015	
	Types of Commodity	(Million USD)	Types of Commodity	(Million USD)	Types of Commodity	(Million USD)
1	Oil & gas	32,633.20	Oil & gas	30,318.80	Oil & gas	18,552.10
2	Coal	24,501.40	Coal	20,819.30	Coal	15,943.00
3	Palm Oil	15,839.10	Palm Oil	17,464.90	Palm Oil	15,385.20
4	Tourism	10,054.15	Tourism	11,166.13	Tourism	12,225.89
5	Processed rubber	9316.60	Apparel	7450.90	Apparel	7371.90
6	Apparel	7501.00	Processed rubber	7021.70	Processed foods	6456.30
7	Electric appliances	6418.60	Processed foods	6486.80	Processed rubber	5842.00
8	Processed foods	5434.80	Electric appliances	6259.10	Electric appliances	5644.80
9	Textiles	5293.60	Textiles	5379.70	Textiles	4996.00
10	Paper and paper Products	3802.20	Wood Processed	3914.10	Wood Processed	3815.80
11	Wood Processed	3514.50	Chemical materials	3853.70	Paper and paper Products	3605.50
12	Chemical materials	3501.60	Paper and paper Products	3780.00	Chemical materials	2807.60

National Tourism Strategic Areas. The National Statistics Bureau reports that, in 2015, the government has spent more than 8 billion US\$ on tourism development, of which 27.29% was used for tourism development planning and coordination; 23.60% for research and development; and 20.55% for tourism promotion.

In addition, in order to support the growing tourism activities and to fulfil the increasing needs for human resources in the tourism industry, a number of schools have been established at both the secondary and tertiary/higher education levels, by both the State and private sectors, especially as vocational programs. Following the recognition of tourism as a formal discipline or field of study by the Indonesian Ministry of National Education in 2008, several universities have also opened undergraduate and graduate programs in tourism (*Sarjana Pariwisata*), accelerating the growth of tourism education. Although such bachelor's degree programs in tourism are intended to offer academic degrees, many of them remain mostly based on the vocational purpose.

As in many other countries, tourism studies in Indonesia has its roots in vocational training in order to handle and deal with tourism business (Ernawati, 2003). While there is an increased attention towards such issues as sustainability, equality, and politics as well as the socio-cultural impacts on tourism in tourism research and education (Tribe, 2000), little attention is still paid to these issues in the academic tourism programs in many universities in Indonesia. Ernawati (2003) has found that the focus of the curricula in tourism programs in Indonesian universities remains on marketing, statistical measurement, and financial management.

In order to take into consideration the increasingly complex and dynamic nature of the tourism phenomenon, it is essential to have a general common understanding among stakeholders in Indonesian tourism education to develop a tourism curriculum at Indonesian universities. Clearly, research on how to develop a tourism curriculum in universities is very important for Indonesia, not only because tourism is a new and dynamic discipline which continuously needs to be further developed, but also because of the importance of tourism for the Indonesian economy. Furthermore, given the fact that the different stakeholders involved in the tourism industry might have different perceptions and goals, it is imperative to consider their rationales and opinions as a basis for building some consensus on the tourism body of knowledge that can be translated into curriculum, especially at the university level, acceptable to both academics and industry.

The objective of this study is, therefore, to investigate the key issues in the development of tourism curricula, especially for undergraduate programs in Indonesian universities, by examining the perspectives of stakeholders on curriculum development. In doing so, this paper is structured as follows. Section two provides the theoretical framework of this study by discussing the debates on the purpose of tourism studies, the division between academic and vocational studies in tourism education, and the curriculum framework in tourism study. Section three will present a general description and explanation of the development of tourism studies in Indonesian higher education, followed by section four, which contains a discussion on tourism curriculum development. Section five suggests methods of data gathering and analysis and explains the validity of findings accessed. Afterwards, the roles and perspectives of stakeholders in the tourism curriculum development process in Indonesia are analysed and explained in section six. Finally, section seven provides the conclusion of this study.

## 2. Theoretical framework

This section aims to discuss the framework for curriculum development in tourism study by reference to a number of previous studies. Many scholars and professionals have offered different definitions for the term *curriculum*, but in general, it can be understood as a full plan to reach certain purposes in the education process (Kelly, 2009; Wiles, 2008). Given this understanding, in the context of tourism, it is therefore important to first discuss the purpose of tourism education.

### 2.1. The purpose of tourism studies

Although tourism as a field of study can be said to have already come of age (Airey, 2005; Tribe & Liburd, 2016), there is still no

real agreement about what constitutes tourism studies. This is understandable because tourism studies were established relatively more recently than many other academic disciplines, and it deals with issues that are constantly changing, due to the dynamic nature of tourism activities. However, several scholars have tried to offer definitions that can capture the study of tourism in a relatively holistic way. One of them was [Jafari \(1977\)](#), who proposed a definition of tourism studies as “a study of man away from his usual habitat, of the industry which response to his needs, and of the impacts that both he and the industry have on the host socio-cultural, economic, and physical environments” (p. 8). A more recent work by [Tribe \(2006\)](#) also provides a compatible definition. He argued that tourism education should offer packages of knowledge in order to better understand the phenomenon of tourism, which he defines in his previous work as “the sum of the phenomena and relationships arising from the interaction in generating and host regions, of tourists, business suppliers, economies, governments, communities and environments” ([Tribe, 1999](#), p. 80).

Both [Jafari \(1977\)](#) and [Tribe \(2006\)](#) recognised that the tourism phenomenon is complex and dynamic. Given that fact, there exists a variety of knowledge systems for comprehending the phenomenon. As a result, tourism studies tend to be separate and atomised and indeed needs to be understood generally within the logical structure of many disciplines, which makes it epistemologically impossible to be characterised as a single discipline. Accordingly, [Tribe \(2006\)](#) has argued that it should be conceptualised not only through the established disciplines (e.g. economics, anthropology, psychology, geography), but also through interdisciplinary approaches (e.g. environmental studies, business management, politics) as well as through extra-disciplinary approaches (e.g. customer service). However, as tourism study emerged from the need to better manage and run the tourism industry, it can be said to have been driven by business and economic considerations, which could make tourism studies susceptible to manipulations by the very same considerations ([Inui, Wheeler, & Lankford, 2006](#)). When tourism studies are primarily concerned with business and economic interests, the emphasis of tourism studies would mainly be on the needs of the tourism industry and how graduates can be adequately prepared in terms of knowledge and skills to meet these needs. In view of that, [Lewis \(2005\)](#) has found that, in many countries, the main purpose of tourism studies is to prepare students to become professionals and to have organisational as well as managerial skills and knowledge that can bring profit to tourism businesses and satisfaction to the paying tourist.

Evidently, it is important to have a comprehensive understanding of tourism to ensure the continuity of the tourism industry, which also includes the non-business aspects of tourism. This understanding may include, for instance, the usual habits and preferences of travellers, the settings of tourism that involves the socio-cultural fabric and physical environment of tourism attractions, as well as the relationship between travellers and residents in tourism locations ([Jafari & Ritchie, 1981](#)). Considering different issues in the tourism industry, the body of knowledge and academic discourse related to tourism studies has taken several turns. The early development of academic discourse in tourism studies owed much to the first generation scholars in the 1960s and 1970s, who based their work on other disciplines, especially economics, anthropology, sociology, psychology, and geography ([Jafari & Ritchie, 1981](#)). Although anthropological and sociological perspectives have long been significant in the field, [Jafari \(2005\)](#) found that a shift occurred in the 1980s and 1990s, when business and management approaches came to dominate tourism studies. These approaches are characterised by a hegemonic world system that is driven by technically oriented imperatives and knowledge. Most historiographies of tourism research suggest that scientific-positivistic imperatives continue to dominate its knowledge ([Tribe, 1997](#)). This domination is also influenced by the fact that many tourism researchers sit in business and management schools, which have themselves been heavily criticised recently for a failure to promote scholarly research addressing fundamental social and political questions. Apart from that, [Tribe and Liburd \(2016\)](#) have also recognised the emergence of other turns in tourism studies, namely sustainable tourism and critical tourism. These new turns attempt to deal with the challenges of creating a more sustainable, equitable, and secure world.

## 2.2. Academic and vocational divide in tourism studies

In general, two broad categories of tourism teaching have become a huge discussion among tourism scholars, namely the liberal academic and vocational tourism studies streams ([Tribe, 2002](#)). Some scholars try to integrate the two streams ([Shariff, 2013](#); [Breakey & Craig-Smith, 2008](#)), while others propose to separate them ([Bovill, Morss, & Bulley, 2008](#); [Inui et al., 2006](#)) or to put them in balance ([Ring et al., 2009](#); [Stuart-Hoyle, 2003](#); [Tribe, 2002](#)). The underlying diversity between the two streams has also created different perspectives and expectations for tourism education.

Originally, tourism education in many countries was vocational in nature, intended to equip a workforce for the industry with practical skills (see, e.g., [Breakey & Craig-Smith, 2008](#) for Australia; [Airey, 2005](#) for the UK; [Shariff, 2013](#) for Malaysia; and [Hayle, 2002](#) for the Caribbean countries). Tourism as an academic study—that is, offered by general or research universities—has only emerged rather recently and aims at creating professionals and intellectuals with the necessary knowledge to interpret, evaluate, analyse, and develop critical capabilities to deal with issues in tourism, including those which are not specifically or directly related to the operation of tourism businesses ([Airey, 2005](#); [Cooper & Shepherd, 1997](#)). Although vocational and academic studies are often interwoven in practice, they have evolved independently, and the division of academic and vocational studies has received immense attention and became an important topic of discussions in many countries over several decades ([Caton, 2014](#); [Dredge et al., 2012](#); [Tribe, 2006](#)).

It seems to be that the proponents of this division system base their arguments on the assumption that the contemporary industrial economies have created a specific market structure that requires a differentiated labour force ([Muller & Karle, 1993](#)). This division system has consequently created a qualification system that is based on a selection mechanism which eventually would limit both the level of participation and achievement of the labour force ([Cooper, 2002](#); [Finegold et al., 1990](#)). Moreover, since an academic study has been associated with abstract thinking, it is plausible to assume that academia is detached from practical concerns. As a result, the idea to integrate academic and vocational studies has stimulated most interest among scholars and practitioners.

In the tourism industry, the integration of academic and vocational studies has also become an important topic especially to ensure the sustainability of the industry. Belhassen and Caton (2011) argued that this integration is highly important in order to have a clear sense of the purpose of both studies. As suggested by Peacock & Ladkin (2002), tourism—as a people-related industry where the personal touch might serve as an exceptionally important facet of the service encounter—faces several human resources issues including the quality and availability of skilled staff, labour turnover, and barriers to employment. Finding the proper balance between vocational and academic study in tourism would help train tourism professionals to be broadly knowledgeable about tourism development, as well as occupationally functional in tourism, which would enable them to critically think and ensure the future of the industry (Belhassen & Caton, 2011; Lewis, 2005). Moreover, Cooper and Shepherd (1997) also argued that future challenges in tourism will drive the industry toward both expanded vocational training and a critical conceptualization of the industry itself, which requires a symbiotic and mutually beneficial integration of vocational and academic study.

Many countries have also tried to promote and augment this integration. For instance, Canada has developed a Tourism Learning System (TLS) that integrates provincial education and strategies by providing a coordination platform to involve different stakeholders in the tourism industry to support tourism human resource development (Bird, Hood, & White, 2001). In Australia, a similar framework called work-integrated learning (WIL) is used as a vehicle for the development of graduate attributes and employability skills and serves as means to achieve career development learning (Day et al., 2012). Another example is the development of tourism study in the Caribbean islands. Although, as indicated by Lewis (2005), the Caribbean does not have a specific platform or framework to integrate the vocation and academic streams in tourism education, tourism study there aims to deliver better services as well as contribute to the creation of a better tourism society and to respond to the key issues with tourism development in the islands. In order to do so, viewpoints of a wide cross-section of stakeholders in the local society are incorporated into defining the purpose of tourism education.

Apart from the effort to provide a coordination platform that enables different stakeholders to be involved in the tourism education as exemplified in some countries mentioned above, the integration of the academic and the vocational streams should also be reasonably reflected in the curriculum of the tourism study program. In the next subsection, a framework to critically identify a curriculum in tourism study is discussed in more detail.

### 2.3. Curriculum framework for tourism studies

Several frameworks of the curriculum have been proposed by different scholars (e.g. Scrimshaw, 1983; Squires, 1990; Lawton, 1996). With regard to tourism study, Tribe (2002) has provided a useful framework for curriculum classification and analysis. In this framework, he conceptualised the curriculum in term of two spatial dimensions: *end* and *stance*. The *end* dimension consists of two categories, *vocational* and *liberal*. As explained in Dredge et al. (2012), a vocational curriculum focuses on practical skills for a specific trade or occupation. On another hand, a liberal curriculum attempts to develop general knowledge and fosters complex, independent thinking. In this study, we use the term *academic* instead of *liberal* since they share similar definitions as explained earlier. Concerning the stance dimension, it consists of *reflection* and *action*, which express the different modes of promoting the *end* of the curriculum. By combining those two dimensions, four key domains can be identified (see Fig. 1).

As indicated by Dredge et al. (2012), the *vocational action* curriculum attempts to prepare the students for effectiveness at work while *vocational reflection* emphasizes reflection, evaluation, and modification of tourism industry skills and knowledge. *Academic reflection* focuses on uncovering basic principles for an ideal construction of a phenomenon and a sustained scepticism toward those principles. On another hand, *academic action* requires the extra step of translating better understanding and critiques of the wider world of tourism into action. Dredge et al. (2012) have also pointed out that, although students can take a different educational journey through each of the four domains separately, the four should be integrated into a curriculum model.

### 3. The development of tourism studies in Indonesian higher education

Before we provide a general description of tourism studies development in Indonesian higher education, it would be helpful to first give a brief, general explanation of Indonesian higher education. According to the Law 12/2012 on Higher Education, there are three kinds of higher education in Indonesia: Academic Education, Vocational Education, and Professional Education. According to that law, academic education is focused on the acquisition and development of knowledge of the humanities, social sciences, science, and technology to enable students to implement that knowledge through analytical reasoning. On the other hand, vocational education is aimed at preparing the students to be able to work using particular applied skills. Relatively similar to vocational education, professional education provides a more specific set of skills required by specific professions. Academic education may include

<i>academic reflection</i>	<i>academic action</i>
<i>vocational reflection</i>	<i>vocational action</i>

Fig. 1. Key Domains in Tourism Curricula.  
Source: Tribe (2002)

**Table 2**

Tourism Higher Education Institution in Indonesia.

Source: (<http://forlap.dikti.go.id/prodi/>)

No.	Name of the Program	Degree	Name of University
1	Tourism	S1	Prasetiya Mulya University
2	Hospitality and Tourism	S1	De La Salle Catholic University
3	Tourism	S1	Brawijaya University
4	Hindu Tourism Culture	S1	State Hindu Institute of Kuturan Singaraja Bali
5	Tourism Marketing Management	S1	Indonesia University of Education
6	Tourism	S1	Universitas Gadjah Mada
7	Tourism	S1	Batam Interntional University
8	Tourism Destination	S1	Bina Nusantara University
9	Tourism Destination	S1	Nusa Dua Bali Tourism Institute
10	Tourism and Hotel Management	S1	STIE Bali Internasional Institute of Tourism Management
11	Hospitality and Tourism	S1	STIAMI Institue of Social Sciences and Management
12	Tourism and Hotel Management	S1	Universitas Lintas Internasional Indonesia
13	Tourism Destination	S1	Pancasila University
14	Hospitality and Tourism	S1	Bunda Mulia University
15	Hospitality and Tourism	S1	Matana University
16	Tourism	S1	Tourism Economic Institute of Indonesia
17	Tourism	S1	Gunadarma University
18	Tourism Destination	S1	Udayana University
19	Tourism Destination	D4	Satya Wacana Christian University
20	Tourism Management	D4	Riau Institute of Tourism
21	Tourism Management	D4	Nusa Dua Bali Institute of Tourism
22	Tourism	D4	State Polytechnic of Ambon
23	Tourism	D4	State Polytechnic of Kupang
24	Tourism Business Management	D4	State Polytechnic of Banyuwangi
25	Tourism Business Management	D4	Bandung Institute of Tourism
26	Tourism Destination Management	D4	Bandung Institute of Tourism
27	Tourism Business	D4	Bali International Institute of Tourism
28	Tourism Management	D4	Tamalatea Makassar Institute of Tourism
29	Tourism Management	D4	Satya Widya Institute of Tourism
30	Tourism Services Business	D4	State Polytechnic of Medan
31	Tourism	D4	Sahid Surakarta Institute of Tourism
32	Tourism Business Management	D4	State Polytechnic of Sambas
33	Tourism Business Management	D4	State Polytechnic of Bali
34	Tourism	D4	Udayana University
35	Tourism Management	D4	Merdeka Malang University

bachelor's degree programs (*Program Sarjana* or S1), as well as master's degree (*Program Magister* or S2) and doctoral degree (*Program Doktor* or S3) programs. Academic bachelor programs require four years of study, but vocational higher education can consist of a one- (D1), two- (D2), three- (D3), or four-year (D4) program, with students who complete D1, D2, or D3 programs receiving an associate degree (*Ahli Pratama* for D1, *Ahli Muda* for D2, and *Ahli Madya* for D3), and those who complete D4 receiving an applied bachelor's degree (*Sarjana Terapan*). It is also possible for vocational education to offer applied master and doctoral programs. Although there is a division of labour between vocational education institutions and universities, the latter may offer both vocational and academic programs.

Tourism study programs in Indonesian higher education have existed since the establishment of the Bandung Hospitality Academy (*Akademi Perhotelan Bandung*) in 1963 as a vocational education program by the government. In the beginning, this academy only offered a three-year associate degree (D3), but, after several changes in terms of programs, management, and even its name to accommodate the increasing demand for labour in the tourism industry, in 1993, it became the Bandung Tourism College (*Sekolah Tinggi Pariwisata Bandung*) and began to offer a vocational bachelor's degree program (D4). More recently, it has begun to offer an applied master's degree program, and in 2017 it acquired permission from the national government to launch an applied doctoral program. Following the success of Bandung Hospitality Academy in attracting students, many other tourism vocational education institutions have been established by both public and private sectors.

As mentioned earlier, in 2008 the national government recognised tourism as a distinctive discipline and field of study. As a result, several universities established academic bachelor's degree programs in tourism (S1). The first university to offers a bachelor's degree in tourism was Universitas Udayana in Bali. At the moment, there are at least 35 education institutions in Indonesia that offer tourism study at the bachelor level (see Table 2). Although the Law has made a distinction between academic and vocational education as mentioned before, many tourism (academic) bachelor's degree programs still develop their study programs and curricula based on the vocational tradition (Ernawati, 2003). In the next section, curriculum development in Indonesia in general, and particularly for tourism study, will be discussed.

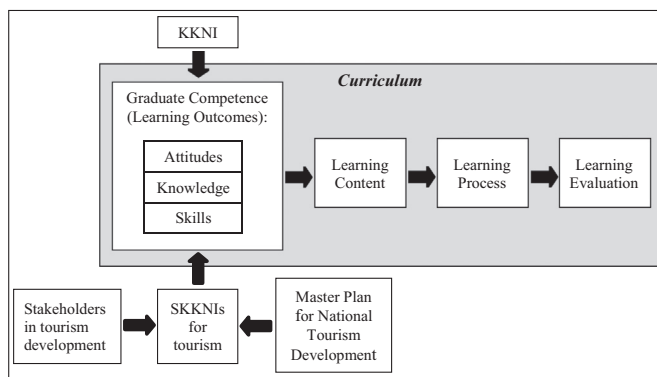


Fig. 2. Curriculum Development Scheme in Indonesia. Source: constructed by the authors from SNPT Regulation

#### 4. Curriculum development for tourism study in Indonesian Universities

According to the Law 12/2012, the academic freedom, freedom of academic forum, and the autonomy of science should be applied in the operationalisation of higher education. With those freedoms and autonomy, universities in Indonesia should have the opportunity to determine their own study programs including developing their curriculum. However, the Law also stipulates that the development of curriculum in each university should conform to the Higher Education National Standards (*Standar Nasional Pendidikan Tinggi* or SNPT), most recently issued in the Decree of Minister of Research, Technology, and Higher Education 44/2015. The SNPT Regulations consist of standards that should be carried out by universities. These standards are used to maintain the quality of three main activities of Indonesian universities which include education, research, and community service activities. The standards determine the minimum criteria for conducting the three activities. The section on education includes eight sets of standards, including standards for competence at graduation, content, learning process, and evaluation, which are, according to the Article 1 of the SNPT Regulation, considered the main parts of the curriculum. The general scheme of curriculum development in Indonesia according to the SNPT Regulation can be summarised as illustrated in Fig. 2.

Competence upon graduation is defined in Article 5(1) of the SNPT regulation as the minimum criteria on the capacity and competence of the graduates, including attitudes, knowledge, and skills. These skills, as defined in Article 6(3), can be distinguished into general and specific skills (Sterkens & Yusuf, 2015). General skills are the abilities or competence that should be achieved by students—regardless of their field of study—in accordance with the level of the education program, while specific skills are defined as competence related to the field of study. It is later stated in Article 7 that the study program forum or association has a responsibility to determine the level of competence related to knowledge and specific skills, while the level of competence related to the general skills for each education level and type of program are specified in the appendix to the regulation. According to this appendix, there are nine competencies that should be achieved by the graduate of a vocational (D4) and academic (S1) bachelor program. Most of the competencies are shared between D4 and S1 graduates, but there are three competencies that show the difference between what is expected of the graduates of the two programs. Those three competencies are listed in Table 3. The SNPT Regulation also stipulates that the standard for graduate competence should be expressed and operationalised in the formulation of the learning outcomes used as the basis for constructing the learning content as well as the learning process and learning evaluation.

The regulation further states that the formulation of the learning outcomes should also refer to several frameworks (Yusuf & Sterkens, 2015). First, among others, is the Indonesian National Qualification Framework (*Kerangka Kualifikasi Nasional Indonesia* or KKNi), which is a general framework of competency qualifications to match, equalise, and integrate the field of education, training, and work experience by which the recognition of work competence can be given to a person in accordance with the structure of her/his work in various sectors. The KKNi is stipulated by the Presidential Decree 8/2012 (hereafter referred to as the KKNi Regulation).

Table 3  
The difference of competence for D4 and S1 graduates.  
Source: SNPT regulation

D4 (vocational)	S1 (academic)
Able to apply logical, critical, innovative, qualified, and measurable thinking <b><i>in doing specific work</i></b> related to their area of expertise and <b><i>in accordance with the competency standards of that area</i></b> .	Able to apply logical, critical, systematic, and innovative thinking <b><i>in the context of development or implementation of science or technology</i></b> related to their area of expertise.
Able to examine <b><i>the case of application</i></b> of science and technology in order <b><i>to produce a prototype, standard procedure, or design</i></b> related to their field of expertise.	Able to examine <b><i>the implications of the development or implementation of science or technology</i></b> in order <b><i>to generate solutions, ideas, or designs</i></b> related to their field of expertise.
Able to appropriately take decisions <b><i>based on standard procedures, design specifications, safety requirements</i></b> and <b><i>job security in supervising and evaluating their work</i></b> .	Able to appropriately take decisions <b><i>in the context of problem-solving in their area of expertise, based on the results of analysis of information and data</i></b> .

According to this regulation, graduates of both academic and vocational bachelor's degree programs (i.e. S1 and D4) should have the same level of qualification in which they should master the theoretical concepts that were presented to them in their studies and be able to implement those concepts in a decision-making process, to formulate problem-solving procedures, and to choose suitable solutions related to their field.

While the KKNI Regulation specifies the general competence for graduates of each education level, the second framework specifies the competency standards for workers in each sector related to the field of study offered in an education program. This framework is called *Standar Kompetensi Kerja Nasional Indonesia* (National Work Competency Standards or SKKNI). The standard for the tourism sectors is specifically addressed by Government Ordinance 52/2012 (hereafter referred to as the SKKNI Regulation). According to the SKKNI Regulation, there are at least thirteen business sectors in tourism of which the competency standards for workers are specified. It is also stated in the SKKNI Regulation that the development and formulation of the competency standards should be coordinated by a government agency related to tourism (i.e. the Ministry of Tourism) together with other stakeholders in tourism development, including tourism business associations which represent the tourism industry, associations of tourism professionals, and academics.

Another framework also used as a reference to specify the competence for human resources to support tourism activities is the Master Plan for National Tourism Development, found in Government Ordinance 50/2011. This master plan contains the policy directions for tourism development in Indonesia, including the development of human resources to support tourism activities in the country.

It can be understood from the aforementioned explanation that the graduates of academic and vocational bachelor programs in Indonesia are expected to have the same level of qualification but to have different competencies. Reasonably, the different competencies between the two programs should be reflected in the curriculum. However, as mentioned earlier, many of the tourism bachelor programs' (S1) curricula still resemble vocational training (Ernawati, 2003). Since the formulation of graduates' competencies for the tourism sector, as one of the bases for determining the learning outcomes in a tourism curriculum, have to be carried out together with the related stakeholders, it is important to analyse the perspective of those stakeholders in order to explain the key issues in the development of the tourism curriculum in Indonesia. Before the results of the analysis are explained, the methods for the analysis are first discussed in the next section.

## 5. Methodology

Four steps of data gathering and analysis were employed in this research, which was conducted from April to August 2016. In the first step, a stakeholder analysis was used to identify the main stakeholders in tourism education, together with their interests, capacities, and goals. This analysis was used to determine the key actors and to assess their knowledge, interests, positions, alliances, and importance related to tourism education. Four categories of stakeholder involvement in the curriculum development process were identified: namely, government, non-governmental professional organizations, representatives of the tourism industry, and academia. In this study, government is represented by the Ministries of Higher Education and Tourism; professional associations by the Indonesia Tourism Expert Association (*Ikatan Cendekiawan Pariwisata/ICPI*) and Association of the Indonesian Tourism Tertiary Education Institutions (*Himpunan Lembaga Pendidikan Tinggi Pariwisata Indonesia/HILDIKTIPARI*); the tourism industry by, among others, the Association of the Indonesian Tour and Travel Agencies and the Association of Indonesian Hotels and Restaurants; and academia by several universities from across Indonesia which have developed tourism curricula, including University of Udayana in Bali, Pancasila University in Jakarta, Universitas Gadjah Mada in Yogyakarta, and Indonesian Education University in Bandung.

In the second step, we conducted interviews with stakeholders in order to elaborate the stakeholders' perception on tourism curricula and specific issues discussed in the curriculum development in Indonesian universities. In the third step, we carried out a focus group discussion (FGD) with the stakeholders who were interviewed in the second step. The FGD aimed not only at deepening our knowledge regarding the research focus, but also cross-checking and finding common ideas, while not necessarily looking for a consensus among the stakeholders. The FGD found a variety of perspectives and responses to the questions presented. Three issues were the focus of the FGD, namely the aims of tourism curricula, the subjects to be included in each curriculum, and the expected learning outcomes upon graduation.

The results of the interviews and FGD were analysed using descriptive content analysis. In this analysis, we categorised the detailed explanations, statements, and comments of the stakeholders during the interview and FGD that reveal their perspectives on the aim of tourism study in a university and the curriculum of the corresponding study. We also related their statements to the tourism curriculum framework discussed in Section 2 of this article. In addition, we analysed the relation between those categories in order to find the general rationale and further explanation for the stakeholders' statements and comments. A qualitative analytical software package was used for those analyses. Afterwards, in the fourth step, the second round of interviews with the same respondents was conducted. At this stage, the interviews were intended to further verify and validate the statements mentioned in the previous stages of data gathering.

## 6. Stakeholders' perspectives on the undergraduate tourism curriculum in Indonesia

As explained in the previous section, there are four categories of stakeholder who should play an important role in the tourism curriculum development and be involved in the formulation of graduates' competencies for the tourism sector. Those stakeholders are *the government agencies, tourism business associations* as representatives of the tourism industry, *tourism professional associations*, and *academics*. Before we present and discuss the results of the interview and FGD, a brief description of each stakeholder will be provided

to give an understanding of their roles in the development of tourism curriculum.

### 6.1. Role of the stakeholders

#### 6.1.1. The state/government

Two government agencies can be considered to play important roles in the development of tourism curriculum in Indonesia. First, the Ministry of Research, Technology, and Higher Education is responsible for the formulation and implementation of national policies related to the quality of learning systems, institutions, human resources, and facilities related to higher education in Indonesia. Prior to 2014, this ministry was mainly responsible only for the formulation and implementation of national policy related to the effort and enhancement of innovation, research, and technology development. Due to the policy of the current government to strengthen research activities at universities, all management structures associated with higher education, together with their responsibilities that were previously under the Ministry of Education, were transferred to the Ministry of Research and Technology, the name of which was subsequently altered.

Another government agency that plays an important role in the development of tourism curriculum is the Ministry of Tourism. This ministry has the functions to formulate and establish policies related to the development of the tourism industry, destinations, marketing, and institutions. In fact, the first Indonesian higher education institution related to tourism—located in Bandung—is affiliated with and under the supervision of this ministry, as explained in [Section 3](#). At the moment, this ministry has also developed and is supporting three other vocational higher education schools that are located in Makassar, Bali, and Medan.

#### 6.1.2. Tourism industry

As argued by [Lewis \(2005\)](#), tourism studies, in many aspects, is focused on the needs of the tourism industry. Therefore, the graduates should be adequately prepared with not only knowledge but also skills to meet these needs. One of the main concerns in tourism studies is, therefore, to prepare students to have the practical organisational as well as managerial skills and knowledge that can bring profit to tourism businesses and satisfaction to the paying tourist. For Indonesia, the role of industry in the development of the tourism curriculum is mandated by Government Ordinance 52/2012.

#### 6.1.3. Professional associations

The professional association included in our research is the Indonesia Tourism Expert Association (ICPI). ICPI was established on July 4, 2013, in response to the State's acknowledgement of tourism studies in Indonesia, with the goal of strengthening the voice of tourism studies scholars. Although ICPI is partly supported by the Ministry of Tourism, it is a non-governmental organization, and its members come from various institutions, including academia and the private sector. ICPI has a mandate to operationalise the National Standard of Higher Education applicable for tourism studies.

#### 6.1.4. Academia

As explained earlier, according to the SNPT Regulation, the responsibility to prepare and develop a curriculum mainly rests with the program study management unit in a university. In order to support that, the Ministry of Research, Technology, and Higher Education had issued guidance to develop curriculum ([Nurwardani et al., 2016](#)). It is mentioned in this guidance that, in addition to taking particular regulations as references (see [Section 4](#)), each university together with the related study program should carry out a demand and stakeholder analysis, as well as an analysis of the development of science and expertise to prepare a curriculum. The results of the analyses are to be used as inputs to develop and formulate the expected graduate profile and learning outcomes of the study program. In conducting the analysis, the university should also take into consideration its own vision and mission, as well as the inputs from stakeholders and associations related to the sector of the study field.

### 6.2. The perspectives of the stakeholders on the undergraduate tourism curriculum

The analysis of the stakeholders' perspectives in this study is focused on two main topics, namely (a) the aims of the tourism study, especially in an undergraduate or bachelor's degree program (S1) and (b) the subjects that should be included in the curriculum. The results of the analyses of those topics are presented below.

#### 6.2.1. Aims of the tourism study

According to academics, tourism studies programs should focus on developing knowledge in tourism studies and preparing students to analyse the tourism phenomenon comprehensively. By doing so, students can be expected to properly understand tourism activities and be able to develop them, as well as to generate solutions and ideas to face new challenges in tourism development and to prevent or solve the undesirable impacts of tourism activities. In addition, the study should also enable the students to connect tourism activities with other concepts, for instance, migration, social development, and cultural changes, to support the idea of sustainable tourism and development. However, some academics also point out the importance of preparing the students with skills that can be used in the tourism industry.

Concerning the perspective of tourism professionals, it was noted that the main purpose of tourism study should be to create students who have the ability to analyse and to evaluate data related to tourism policy and the tourism industry as a basis for decision-making concerning tourism development in their respective region. The representatives of tourism professionals also clearly mentioned that there should not be any distinction between academic and vocational programs because it is important to have a



balance and interconnectedness between theory and practice. Tourism education programs should prepare students with the ability to apply knowledge and skills in the areas of tourism planning, management, and marketing. With this knowledge and skills, students can be expected to formulate recommendations together with stakeholders to improve the management of tourism and to support the sustainability of tourism industry.

Unlike the preceding two sets of stakeholders, the representatives of tourism business associations focused more on preparing students to work professionally in tourism industries, for instance, in hotels, travel agencies, restaurants, etc. According to them, qualified students are more important than smart students. One respondent said that “...obviously, we do not care about his/her academic background. As long as they are able to work with us and provide good services, they are considered capable. Until recently, top positions in the industry, i.e. General Manager, did not require higher education...” They also mentioned that, at the moment, there is still a few graduates of tourism bachelor programs (S1) who work in the tourism industry. However, they did not rule out the importance of higher education for tourism workers. They expressed that higher education is needed to give students the basis for logical and systematic thinking. They also added that it is important to have skilled workers in order to enable the industry to compete with other countries in the region.

With regard to the government, the aim of tourism study can be related to the tourism human resource development (HRD) policy. According to the master plan for National Tourism Development, the tourism HRD includes human resources at the government level and human resources in business and society who can support tourism activities. The purpose of the HRD at the government level is to improve the quality, capacity, and professionalism of government officers who work in the agencies that prepare, implement and monitor the policies related to tourism development. Regarding human resources in business and society, the development aims at improving the competency of actors in tourism business as well as the entrepreneurship capacity of society with regard to tourism. It is also mentioned in the master plan that the tourism HRD should be supported by education programs in tourism.

### 6.2.2. Subjects in the curriculum

With regard to the subjects to be included, the academic representatives provided a long list containing all courses that should be offered in the tourism bachelor program (see Table 2). In general, those courses can be grouped into five categories: (1) *tourism planning and development*, (2) *tourism marketing*, (3) *tourism management*, (4) *tourism industry*, and (5) *research and practice*. It can be understood that, according to the academics, students should take a broad variety of courses to link different concepts and aspects in tourism activities with the practices of tourism.

This is also in line with the perspectives of the tourism professionals, who stressed out that there should not be any gap between theory and practice in tourism study. Therefore, fieldwork and internships should always be included in the program. Apart from that, the professionals also pointed out that in addition to the subject of *sustainable tourism*, it is also important to introduce the concept of *responsible tourism*, which emphasizes the importance of efforts to make tourists also take responsibility for the sustainability of areas they visit.

With regard to the tourism industry, although the representatives mostly agree with the other two stakeholders, they stressed out the importance of courses that can give students real skills to be used in the tourism industry. They gave some examples, including *the introduction to the tourism industry*, *the study of tour guides*, and *travel agency management*, as courses that should be offered in the program.

Concerning the perspective of the government, there are no clear suggestions related to the particular subjects that should be included in the curriculum of tourism bachelor programs. However, if we take a look at the master plan for National Tourism Development, four aspects are mentioned as the main focus of the national government in developing tourism: (1) *tourism destination*, (2) *tourism marketing*, (3) *tourism industry*, and (4) *tourism institution*. It is also mentioned in the master plan that tourism development should be supported by qualified human resources through education and training. It should also be noted that the master plan also specifically addresses the importance of sustainable principles in tourism development. These principles do not only take the environmental issues as the main concern, but also the issue of local community empowerment through the development of small- and medium-sized enterprises based on local resources and wisdom.

### 6.3. Discussion

Based on the perspectives of the stakeholders as explained above, it can be understood that there is a direct correlation between the identified aims and the suggested courses, as well as a strong indication to balance the vocational and academic streams in tourism study. Although there is no specific policy at the national level to promote the integration or balance the education system like the WIL in Canada (Bird et al., 2001) or TIL in Australia (Day et al., 2012) (see Section 2), it is clear that the stakeholders, particularly the academics and professionals, agree that it is important to provide a holistic understanding of the tourism phenomenon and to implement that understanding into practice, which is in line with what is suggested by Caton (2014) and Dredge et al. (2012). Surely the balance between vocational and academic study in tourism would be important to deal with future challenges in tourism, as argued by Lewis (2005), Belhassen and Caton (2011), and Oktadiana (2016). However, it is interesting to also recognise that, although the tourism industry clearly focuses on preparing graduates with practical skills, it also stresses the development of critical thinking as being important in tourism education, which is in line with what has been suggested by Tribe and Liburd (2016).

With regard to the curriculum content, most of the suggested courses can be linked to the four focuses of the national government policy for tourism development, which include tourism destinations, tourism marketing, the tourism industry, and tourism institutions. This link was also confirmed especially by the academics and the professionals. Furthermore, by using the curriculum

**Table 4**  
Curriculum Content.  
Source: Analysis

End	Stance	
	Reflection	Action
Academic	<ul style="list-style-type: none"> <li>● Study of local culture</li> <li>● Social and economic development</li> <li>● Tourism law</li> <li>● Study of tourism impact</li> <li>● Tourism Ethics</li> </ul>	<ul style="list-style-type: none"> <li>● Planning and development of culture and heritage</li> <li>● Planning and development of marine and coastal tourism</li> <li>● Planning and development of urban and rural tourism</li> <li>● Institutionalisation of tourism destination</li> <li>● Sustainable tourism</li> <li>● Responsible tourism</li> <li>● Ecotourism</li> <li>● Research methods</li> <li>● Statistics</li> <li>● Thesis</li> <li>● Tourism feasibility study</li> </ul>
Vocational	<ul style="list-style-type: none"> <li><input type="checkbox"/> Tourism planning studio</li> <li><input type="checkbox"/> Tourism strategic management</li> <li><input type="checkbox"/> Introduction to the tourism industry</li> </ul>	<ul style="list-style-type: none"> <li>● Marketing of hotel and restaurant</li> <li>● Marketing of travel industry</li> <li>● Marketing of MICE Events</li> <li>● Travel Writings &amp; Photography</li> <li>● Public Relations</li> <li>● Tourism Information Technology</li> <li>● Tourism HRD</li> <li>● Tourism Financial Management</li> <li>● Entrepreneurship</li> <li>● Tour and travel management</li> <li>● Hotel management</li> <li>● Tourism Attraction Management</li> <li>● MICE Events Management</li> <li>● Tour guide study</li> <li>● Field study</li> <li>● Internship</li> </ul>

framework suggested by Tribe (2002), the balance between the vocational and academic streams can also be recognised as displayed in Table 4. It is also apparent in the table that, concerning the *stance dimension*, most of the courses fall into the *action* category. In line with Lewis (2005), the focus of the bachelor education program here is the implementation of knowledge and the translation of the understanding of the wider world of tourism into action, which would enable students to contribute to the development and management of tourism activities. Although the suggested contents are dominated by the *action* stance, consideration of the economic, social, and cultural impacts of tourism is also given, which is in keeping with the reflection stance. With this consideration, it is clear that the curriculum attempts to look beyond business interests and embrace a broader idea of developing society through tourism activities.

In addition, the professional and academic stakeholders also consider sustainability to be an important concept in tourism studies. Although both stakeholders showed consideration of this concept by suggesting the subject of sustainable and responsible tourism in the curriculum, further explanation of the concept is still needed.

Another important issue that appears in the proposed curriculum is the consideration of the distinctive features of the Indonesian tourism curriculum that are based on local culture, characteristics, needs, and aspirations. However, this consideration seems to be unequally shared among all stakeholders. Clearly, the different perspectives of the stakeholders on the tourism curriculum have portrayed the diversity of interests in the tourism realm.

## 7. Conclusion

The study addressed a longstanding issue in tourism higher education: the integration between vocational and academic streams in the tourism curriculum. Specifically, it investigates the curriculum at the tourism bachelor program in Indonesian universities by taking the perspective of various stakeholders in tourism.

Although the division between the academic and vocational stream can be recognised in Indonesian education system, there is an attempt to balance them, especially in the tourism study. This attempt is reflected in the stakeholders’ perspectives to support the idea that a tourism curriculum in a university should offer subjects related to both streams. By having the subjects related to both practical and theoretical aspects of tourism, the graduates could be expected to be able to apply knowledge and skills in the tourism planning, management, and marketing as well as the decision-making process to face the challenges in tourism development processes. Apparently, the subjects that are proposed by the stakeholders can also be related to the four main focuses of the national policy on tourism development, which include tourism destinations, tourism marketing, tourism industry, and tourism institutions.

Although the balance between academic and vocational study is considered as an important issue by the stakeholders, as also revealed in this study, the curriculum of tourism studies that have been proposed by stakeholders in Indonesia is—within the

framework proposed by Tribe (2002)—still focusing more on the action stance.

It should be noted, however, that the generalizability of this study should be taken with caution, especially since this study is based on specific qualitative data which were gathered from a limited number of respondents, although they are rich with information. Therefore, a more general survey to gather more data that can be analysed quantitatively could be conducted in the future to complement the findings of this study. Another limitation of this study is related to its scope of the study. Here, the respondent selection is based on tourism stakeholders as identified by a particular formal regulation. There are surely other parties who are also involved in the tourism activities but not mentioned in that regulation and hence not included in the study: for instance, tourists and local people living in tourism destinations. Furthermore, a comparison with other countries with similar cultural structures (i.e., Southeast Asian countries) can also be part of the agenda for further research, in order to get a more comprehensive picture of the development tourism education in the region.

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