CHAPTER 7

FURTHER DIRECTIONS, IMPLICATIONS AND THESIS CONCLUSIONS

7.1.   Introduction

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7.5.   Further Directions for Indonesian Tourism Education

7.1.   Introduction

This chapter discusses selected findings of the four studies in relation to the overall study purposes presented in Chapter 2 (Section 2.7.1). It also considers the implications of the current study for future Indonesian tourism education. Limitations of the research are noted and future research is also suggested. A key purpose of this chapter is also to relate the findings of the studies reported in this dissertation to previous tourism education studies, literature reviews presented on chapter 1 and 2, as well as to ensure that the overall purposes of the study have been achieved.

7.2.   Overview of the Overall Results of the Study

The following section addresses the main findings of the four studies in relation to the study goals which include investigating the perspectives toward current tourism education; identifying the relationship between tourism education and the tourism industry in Indonesia; outlining a curriculum of tourism master's degree in Indonesia; and investigating stakeholder views in the future development of Indonesian tourism education. Selected findings will be discussed and be used to determine whether there are contributions to the existing tourism education knowledge or some challenges to current knowledge and concepts.

7.2.1. The Findings of Study Purpose 1

Study Purpose 1: To investigate the perspectives of the stakeholders toward current tourism education in Indonesia.

A review of secondary data provided some descriptions of the current status of undergraduate programs. The number of diploma 3, diploma 4 and undergraduate programs related to tourism has increased and this growth trend continues with the majority of program offerings put an emphasis on hospitality education. Within hospitality education, programs such as Hotel Management, Food Service Management, Hotel and Restaurant Services and Basic Cooking are offered in all levels from Certificate, Diplomas 3 and 4 to undergraduate degrees.

While the emphasis placed by institutes on the various elements that make up a hospitality program may differ, regardless of location, hospitality management education generally comprises a combination of four distinct areas. These include business subjects (such as marketing, human resource management, finance and economics), hospitality management subjects (such as cost control and operations management) and practical subjects covering the areas of food production, food service and accommodation studies. A fourth area is a period of industry experiences where students have the opportunity to experience the real world of work and relate theory to practice. Students may also have the opportunity to undertake foreign languages and/or experience subjects with wider focus. The foreign languages on offer include English, Mandarin, Japanese, and French. Another feature of curriculum content is the inclusion of entrepreneurship as a component of Indonesian tourism and hospitality programs. Although the emphasis placed on these components varies amongst institutions, the majority of hospitality management programs will include a mixture of above, which is considered by Purcell (1994) and Davidson (1996) as meeting student perceptions and applicable to initial careers in the industry.

Recent development on tourism education indicates a broader tourism focus in curriculum content. For example, several programs have now been offering subjects such as Tourism

and Ecology, Cultural Tourism, MICE, Tourism Marketing, although most of the programs remain focusing towards the achievement of graduates for hospitality industry rather than the tourism industry in general. This was also apparent in the finding of content analysis of the curriculum programs on offer. All six curricula under investigation were designated towards providing the industry with graduates mastering hospitality skills such as Food and Beverage, Front Office, Room Division.

Undergraduate tourism curricula currently provided at tourism education institutions share some tendencies. The curricula consist of a combination of general subjects, basic professionally-based subjects such as Introduction to Management and academically-based subjects such as Tourism Economics. The majority of courses represent the broad range of core components found in Bukart and Medlik (1974) and the National Liaison Group (1995). Some minor differences concerning the current curriculum content and the core body of knowledge are also identified such as a limited focus on Statistics.

Features of Indonesian tourism education bear a resemblance to Tanzanian hospitality education which also places an emphasis on a combination of four areas discussed above (Barron and Prideaux, 1998). Differences regarding the availability of the facilities can be found. For instance, these authors suggest that teaching of the more practical subjects are challenging as the programs rely heavily on local hotels for demonstrations. In an Indonesian context, most tourism and hospitality programs have been equipped with appropriate laboratories for practical use such as kitchens, tours and travel agencies, hotel rooms and front offices. These facilities are mostly available in hospitality and tourism programs in big cities such as Jakarta, Bandung (West Java) or Denpasar (Bali).

The survey findings revealed that four stakeholder groups firmly believed that a professionally-based curriculum, in which aspects of practical experiences were seen as an important part of the tourism programs was quite dominant in Indonesian tourism education. However, some educators argued that there has been a tendency for the curriculum to move towards a more academic-type curriculum. Respondents, particularly

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educators, argued that issues such as the availability of future employment and opportunities for industry experiences were driving factors influencing current offerings.

Current tourism education approaches consist of professionally-based, academically-based and vocationally-based approaches. Findings regarding the appropriateness of the current curriculum revealed that tourism industry professionals considered the curriculum as being appropriate for Indonesia supported by such as the curriculum was in accordance with existing industry needs in qualified human resources.. Most students believed that professionally-based approaches which were characterised by specific, applied, not discipline oriented but problem-oriented were prominent in Indonesian tourism education. Educators, on the other hand considered that a combination of professionally-based and academically-based approaches existed in Indonesia.

The findings related to curriculum relevance to careers in the industry demonstrated that only 22 respondents stated the current curriculum was relevant to careers in the industry. In particular, educators and government were convinced that the current curriculum content which focuses on professionally-based curriculum is irrelevant to the current needs of the industry. Although graduates will be more likely to find employment upon graduations, such programs only satisfy the industry needs in the hospitality sector not the public sector. Complex characteristics of the industry and negative social, environmental, and cultural impacts demand tourism programs with an academically based curriculum which offer a wider tourism focus. On the other hand, student respondents and industry professionals consider that the current curriculum is relevant to careers in the industry. Further analysis showed that despite the existing endorsements the curriculum was not very practical nor very industry-oriented. Some respondents were also of the opinion that a lack of facilities for practical knowledge was one factor which hindered the development. of tourism education in Indonesia. Although only a few respondents expressed this concern, ineffective industry placement programs were a further factor contributing its irrelevance.

However, these findings are not necessarily an indictment of the relevance of the current curriculum of tourism education. A review of related literature revealed that recruitment practices might have contributed to such a situation. New graduates are generally hired for their general, rather than specific knowledge and abilities. Findings of Ichioka (1998) also showed that the relevance of the past and current undergraduate tourism curricula in Japan to professional careers in the tourism industry was not strong. This author speculated that it was because of recruitment systems in the industry.

7.2.2   The Findings of Study Purpose 2

Study Purpose 2: To identify the relationship between tourism education and the tourism industry in Indonesia from the perspectives of professionals and educators.

The survey for this research found that several core issues contribute to the education – industry relationships. Some critical issues about the future of relationship have been raised that need to be addressed by the key stakeholders. For example, educators were concerned about different views on approaches to tourism education, particularly on training vs. education. Westlake (2002) argues that there are several distinctions between training and education which are likely to influence the focus of tourism education. For instance, training programs are focused on achieving knowledge skills, ability and job performance, whereas education is focused on achieving structured development of individual outcomes. In terms of clarity of objectives, training program objectives can be specified clearly while education objectives are stated in general terms.

Findings of the study demonstrate that industry professionals are generally confident that the industry needs in human resources at lower level positions can be satisfied with trained employees, whereas middle and top management positions may recruit non-tourism graduates (i.e. business studies graduates) who are able to demonstrate the generic skills required for a vocation in tourism (Dale and Robinson, 2001). Ironically, uncertainty among employers in the industry about the nature and content of tourism

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degrees can also restrict employment opportunities for tourism graduates. To enhance the relations between the two parties, particularly on retaining and recruiting the best tourism graduates, educators suggested that the industry should consider paying their employees using a standard as in other industries. Furthermore, industrial placements were also considered as one important area to be improved by incorporating the planning under industry traineeships, employing the students in high season and providing incentives during their industrial experiences.

However, opinions on industry involvement in tourism education indicated that there were positive and negative impacts. Positive impacts included involvement provided students with more practical courses and more employment opportunities upon graduation as well as increasing potentials for industry experiences. Respondents were also concerned that more involvement meant that it would influence the focus of the curriculum would become too industry-centered. Therefore, several educators expressed their concerns that involvement should be limited in certain areas such as the early stages of curriculum design.

7.2.3   The Findings of Study Purpose 3

Study Purpose 3: To develop a curriculum for a tourism master degree program in

Indonesia from the perspective of tourism experts.

The results of ratings for curriculum components of a master's degree program included subjects which were deemed relevant and areas of emphasis demonstrated that 14 out of 19 subjects were rated higher by the tourism experts with an average mean of 1.23 – 1.46 on a three-point scale. The first four subjects deemed relevant for inclusion were Human Behaviour in Organisation, Information Management, Marketing in Tourism and Planning and Design. Some subjects which were rated as being important in previous study (Weenen and Shafer, 1983) such as Introduction to Travel and Tourism were not recommended by the Indonesian experts. Based on the findings, it can be concluded such subjects had already been included in undergraduate curricula and the experts did

not consider them to be necessary. However, considering the fact that prospective students of tourism master degree programs may come from different disciplines, the Introduction to Travel and Tourism subject needs to be taken into account when designing the curriculum.

Findings also identified three areas of emphasis which included Tourism Planning and Development, Tourism Marketing and Hotel Management. The first two concentrations will accommodate the industry and public sector needs for planners, researchers and decision-makers, whereas Hotel Management, as one established area of concentration in the undergraduate program, should be retained for future development of tourism education. Jones (1991) cited in Hsu (2002) suggested two separate master's degree program models namely one for students seeking industry positions after graduate and the other for those seeking to pursue doctoral studies. Such divisions are essential as the focus of the two emphases is different, for example research skills development is of particular importance for those who plan to continue their studies (Hsu, 2002).

Several subjects such as Principles of Tourism and Communication Skills were recommended for inclusion in all three areas of concentration which showed the importance of Communication Skills for tourism graduates. These have also been acknowledged by Pearce (2002) who argues that in the Australian context tourism curriculum are expected to include generic skills such as Critical Thinking and Problem Solving as well as Communication. As the development of tourism master degree programs in Indonesia is in its early stage, the inclusion of these skills at the outset of the program would be beneficial.

7.2.4. The Findings of Study Purpose 4

Study Purpose 4: To investigate stakeholder views on future development of Indonesia's tourism education.

In order to provide a basis for discussions and suggestions about the future development of Indonesian tourism education and to identify differences in views, this particular study was developed to seek opinions of government officials, industry professionals, educators and students. Findings relating to the degree of agreements indicated that in general, the findings demonstrate greater support for the development of tourism degree programs with an average mean of less than 2 on a five-point scale. Therefore, it is possible to argue that four-year and master's degree programs should be introduced. As already discussed, currently programs are required to be combined with other disciplines to obtain authorisation from the government. In the future, tourism studies should be offered as a major in tourism departments to meet the requirement of well qualified employee to secure and manage tourism.

Future tourism curricula were expected to fulfil government, industry and education sector needs in planners, researchers and decision-makers. It was also found that respondents demanded tourism curriculum which included the social, cultural and economic impacts of tourism. Blanton (1981) and Sindiga (1996) argue that most curricula in developing countries lack these focuses. In regard to electives, the three most selected subjects were Foreign Languages, Human Resource Development and Socio-psychology of Tourism.

Although there were differences in the degree the stakeholder groups agreed on the value of certain statements, overall findings indicated that total mean rating for each statement was lower than 2.00, where 1 is 'strongly agree', 3 'undecided' and 5 'strongly disagree'. Kruskal-Wallis test to determine significant differences between the statements and independent variable stakeholder groups were carried out. The significant differences were found in 19 statements (61.3 %) at a 95 % level of confidence. This finding demonstrates that despite high level of agreements among stakeholder groups, differences can be identified which means that future planning may need to work to integrate and consider multiple perspectives.

7.3   Implications of the study for the Indonesian tourism education

With regards to the main findings of the four studies investigating tourism education in Indonesia, several recommendations, concerned with tourism curriculum, cooperative education, the roles of stakeholders in tourism education, entrepreneurships and future development of tourism education can be proposed. These implications which are divided into two sections i.e. academic contributions and management implications, seek to enhance the quality of current tourism education at the higher level education and university level in particular.

7.3.1.   Academic Contributions

This section discusses selected findings which directly or indirectly relate to the development of Indonesian tourism education. These implications are incorporated with the reviews of literature provided in Chapter 2 and will be divided on each contribution such as curriculum and tourism master's degree program.

7.3.1.1.   Course Content

There has been much discussion over the past decade into the provision and content of tourism education. Some have acknowledged, and raised concern, over the rapid development of tourism degree courses (Dale and Robinson, 2001) which might result in graduate overproduction (Evan, 1993). Others have advocated a core body of knowledge which should form the basis for all tourism degree education (Richard, 1998; Airey and Johnson, 1999) as well as a conceptual model for the content and delivery of tourism undergraduate curricula by taking into accounts students' personal and career ambitions and prospects (Ross-Kirkham, 2002).

The main finding of Study 1 advocated that despite its recognition by students and educators as being appropriate, the current tourism curriculum was inappropriate with regards to the needs of more complex Indonesian tourism industry. Therefore, it is

essential that the curriculum be evaluated immediately to meet the needs of the most important stakeholder group, the tourism industry. Training and educational need surveys should be undertaken by the government by involving the industry and tourism organisation, with a view to matching training and education to employment needs.

Efforts have been made by the Indonesian government to improve the quality of tourism programs. For example, to ensure tourism education quality, the government has established National Accreditation Board (BAN), which is responsible for verifying tourism education institutions whether or not they meet minimum requirements. The requirements determined to date include: a ratio of 60:40 for practical and theoretical component of courses; 1:20 for teacher-student ration; and a sufficient number of qualified full-time teaching staff (DTPT, 1995). In addition, institutions seeking accreditation must use Occupational Training Standards as the basis for their course design which is known as competency-based curricula.

There have been concerns among tourism education commentators regarding the value of core curriculum in tourism studies (Cooper et.al, 1992; Holloway, 1995; Ladkin, 1999). There are two opposing views on the introduction of core curriculum, one which is concerned that by introducing a core curriculum the development at diversity of tourism studies will be slowed. On the other hand, some also believe that without a core curriculum, each institution will have their own standard of curriculum content and design, which will result in a wide variation of effectiveness.

The content analysis of Study One indicated fairly strong supports to include the core body of knowledge. It was found that the majority of the curricula have already incorporated most elements of the core body of knowledge which was originally developed in the United Kingdom. This inclusion was perhaps influenced by the fact that in its early development of Indonesian tourism education, the readily available tourism education curriculum was the one being applied in the UK and the United States, and earlier tourism educators were individuals who were trained there (Goeltom, 1988). The

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fact that in the Indonesian context, tourism studies curricula are organised into 'core curricula' and 'local curricula' by the government policy indicates that there is no much room left to discuss other alternatives. However, Ladkin (1999) asserts that the debate between whether or not a core curriculum needs to be developed for tourism education looks set to continue in the future. The challenge for Indonesian tourism education is to develop a mix of international core material with insightful local topics.

However, since it is not known yet whether the stakeholder groups support the inclusions of the body of knowledge in future curriculum, it appears imperative that further study is conducted to investigate this matter. Perhaps, the involvements of more interest groups such as society and media will provide more insights on the perspectives. This investigation could be directed both on the inclusions of the body of knowledge as well as on perspectives whether it is suitable for Indonesia in the future. In addition, more specific contents such as environmental and cultural effects of tourism may also be considered in the curriculum to accommodate effects of mass tourism to developing countries.

7.3.1.2. Cooperative Education

The origin of supervised work experiences (SWE) or On-the-Job-Training (OJT) in the Indonesian context can be traced back to the Second World War, when it was established that traditional undergraduate courses were proving inadequate in relation to the proper education and training of advanced technologists (McMahon & Quinn, 1995). Today, SWE is a major element of many courses, especially those which are professionally or vocationally oriented such as hospitality management.

In an Indonesian context, the findings of content analysis and main data collection indicated a greater support to continue the competitive program's existence in the education system, as it is one of vital experiences on which graduates base their career aspiration. Industry placement is an important component of hospitality and tourism non-

degree and degree programs in Indonesia. However, an increase in the number of tourism education institutions and students studying hospitality and tourism in Indonesia has led to increased competition between students as well as between colleges for quality placements. There are also frequently occurring problems within the experience such as inadequate knowledge of the nature of the industry and lack of employee-organisational 'fit' (McMahon and Quinn, 1995). Many students enter hospitality and tourism education courses with little or no ides about the nature of the industry. To many students, the reality of split shifts, weekend work and long hours frequently comes as something of a shock, resulting in inconvenient feelings or frustration (McMahon and Quinn, 1995:15).

Therefore, to gain quality placements, cooperative education systems need to be improved. Firstly, partnership agreement between employers and tourism education institutions need to be developed. McMahon and Quinn (1995) argue that the partnership agreement between the University of Ulster and Ryan Hotels plc is an example of a successful industry-education partnership which works to the mutual benefits of the parties involved. Therefore, there is a clear need for tourism education institutions to build up successful relationships with individual companies for industrial placements.

Secondly, universities and colleges are also encouraged to invest the necessary resources for building up successful industry placements such as appointing Placement Coordinators and Placement Tutors for improving the quality. McQuade and Graessle (1990) maintain that the industrial or placement tutors are described as a planner, trouble-shooter, evaluator, team leader, buck holder and mediator, as well as a people and resource manager. Such descriptions seem to be accurate as the industrial tutor is responsible for the tasks of finding suitable placements and the preparation, monitoring, assessment and debriefing of students prior to their placements. Finally, the industry is required to develop professional attitudes towards SWE, for example by providing opportunities for students to experience different tasks during their attachment.

As SWE varies in length, it would be more appropriate that each institution provide reasonable lengths of SWE depending on the programs. Although the study did not specifically seek perspectives on appropriate SWE length, literature reviews indicated that in Malaysia three-year programs require students to undertake industrial attachment for 6 to 18 months depending on the program (Goldsmith and Zahari, 1994). On the other hand, students at Bilkent University in Turkey are required to complete 2.5 moths of industrial training during the third year spring or fourth year fall semester (Collins, 2002) which is quite similar amount in Indonesia. The placement system in Indonesia can be counted as an existing strength, with the study results continuing its value but alerting the stakeholders to manage it carefully as various pressures are placed on the placement system.

7.3.1.3. Entrepreneurship

Echtner (1994) maintains that tourism education particularly in developing countries has been more concerned with creating the human resources needed to work for others. Many of these programs have focused on providing the trained manpower needed to efficiently run large-scale tourism enterprises, particularly hotels (Theuns and Go, 1992). Consequently, the development of entrepreneurship or the initiative to *work for oneself* has been largely ignored in the tourism education debate (Echtner, 1994). Such a component, it is argued needed as the tourism industry has been characterised with small enterprises and that it has been suggested that one of the most critical needs for the developing countries is the fostering of both entrepreneurs and an environment within which entrepreneurship can flourish (Nehrt, 1997). Entrepreneurship, considered as a factor of production, becomes a primary support for any nations' economy. In fact many undeveloped and underdeveloped nations have turned to entrepreneurship support program to spur industrial output, increase jobs and raise the standard of living (Vesper, 1990 cited in Carland, Carland and Ciptono, undated). Furthermore, Echtner (1995) indicated that entrepreneurship was not well researched and that most developing countries were not aware of its existence. The finding of the analysis revealed the

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opposite, that this aspect was well understood by Indonesian tourism education institutions and government policy stipulates that entrepreneurship be included in all undergraduate programs not only tourism programs. This indicates that Echtner' proposition has been challenged. Her assertions would appear to be incorrect in the Indonesian context and while entrepreneurship is valued, it is likely to play a small rather than a major role in the future. One possible reason for this is that Echtner conducted her observations prior to 1995 when entrepreneurship became one major debate in Indonesian education, particularly higher education level.

As an emerging Pacific Rim nation, Indonesia is attempting to improve its economy and the standard of living of its people through entrepreneurship (Carland et.al, undated). The government has established a series of programs designed to facilitate the establishment and growth of small businesses, including special loan funds and educational training plans. A more unique aspect of Indonesia's plan is its recognition of the need for education. Therefore, such as policy is integrated within undergraduate curricula, not only tourism but also other disciplines such as economics and management studies. However, a study conducted to compare entrepreneurship between Indonesians and Americans found that Americans displayed the dramatically higher drive for entrepreneurship compared to Indonesian respondents (Carland et. al., undated). These findings suggest that the government needs to re-examine its educational programs particularly related to entrepreneurship.

Despite its inclusions in tourism curricula, anecdotal observation indicates that entrepreneurship remains theoretical in nature which does not provide the students with practical experiences in how to develop entrepreneurial drive for students. Therefore, in regard to Carland's findings, the programs need to be evaluated and the government would be well advised to seek educational programs or modifications of programs which will enhance the entrepreneurial drive of the participants in order to improve the quality of the program. In relation to Indonesian tourism, Raka (1999) argues that entrepreneurship can serve as an essential ingredient in moving Indonesia towards a higher quality of

tourism and tourism management. Systematic efforts are needed to infuse more entrepreneurial spirit into four groups of tourism stakeholders namely communities and small business, big enterprises, government agencies and educational and research institutions.

7.3.1.4. Master's Degree Program in Indonesia

Based on a previous study (Cargill, 1995) it was found that most industry professionals indicated that for employees graduating from a hospitality degree, master's degree in non-hospitality areas would be more advantageous. Findings also indicated that general business education such as the master's degree was preferred by the industry professionals, with a few of them choosing finance as a secondary specialisation to general business. The lodging segment, in most cases, was the least supportive of the master's degree and the respondents were the least encouraging towards, or rewarding of, the master's degree. Cargill further states that the lodging segment mostly hired the lowest percentage of new master's degrees and were inclined to agree that the master's degree does not help management candidates.

The present study investigated tourism expert views on the development of specific master's degree program in tourism in Indonesia. This study was carried out since the tourism Master's Degree was quite new in Indonesian the Higher Education System. Several universities have already introduced the program in conjunction with Department of Planning and Design, Economics and Management Studies. However, the study did not seek perspectives on whether master's degree in tourism is needed in Indonesia. Previous observations (Kodhyat, 1999) have indicated that this program is in a greater need to fulfil managerial levels at private sectors and researcher and lecturers for public sector and educational institutions.

Findings indicated that there were certain subjects such as Human Behaviour in Organisations which were deemed particularly relevant for inclusion in master's programs. A government policy on education stipulates that recently, the introduction of new

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undergraduate programs are restricted due to high unemployment, but the formation of postgraduate programs are encouraged for satisfying public and private sector needs (Brojonegoro, 1999). Therefore, overall findings showed fairly strong support for the introduction of tourism master's degree program in immediate future. More generally, the emphasis on tourism planning and development specialisation was strongly supported. This set of findings raises the strong possibility of creating those programs in the near future.

Jones (1991) cited in Hsu (2002) suggested two separate master's degree program models namely one for students seeking industry positions after graduate and the other for those seeking to pursue doctoral studies. Such divisions are essential as the focus of the two emphases is different, for example research skills development is of particular importance for those who plan to continue their studies (Hsu, 2002).

However, none of the subjects on attractions were suggested by the experts on the open-ended questions. In fact as already discussed before (Chapter 2) attractions are components which are essential in to the developments of tourism in a country (Gunn, 1995). Attractions are one of the features that attract the tourists to certain destinations. Therefore, they are very important to be included in curriculum content, which may include aspects such as management of attractions and development of sustainable tourist destinations.

7.3.2. Implications on Management of Tourism Education.

Based on the overall findings of the thesis, two different management contributions i. e. general contribution and specific contributions can be suggested. Firstly, that there is awareness among Indonesian tourism stakeholders the existence of an academically-based education needs for future development. This is, to some extent, essential as the development would obtain supports in the future. For example, towards the end of this study, a master's tourism degree program has been approved by the government with

more emphasis given on academic-based education in Udayana University, Bali Province.

Specific recommendations include an establishment of a tourism consortium with government taking initiatives. This particular consortium would benefit development of tourism studies at undergraduate levels as this becomes one of core problems in Indonesian education system. Furthermore, mixed approaches with professionally-based education as the core, would become one alternative to advance Indonesian tourism education which, so far, focuses more on professionally-based education. Final recommendations on management would be involving all stakeholder groups in curriculum developments. This would probably reduce the tension which emerges among stakeholders concerning the focus of tourism education in Indonesia.

7.4. Limitations and Suggestions for Further Studies

Several limitations were identified within the four studies which were conducted to investigate tourism education in Indonesia. Discussions on the limitations are focused on methodological approaches which are concerned with data collection methods, sample size and selection criteria for the exploratory study and analysis qualitative data and analysis of the quantitative data for study 4.

7.4.1. Limitations of the current study

Although the studies overall generated a number of interesting results, some of which may be of interest to policymakers in the education sector in Indonesia, the empirical analysis is relatively limited. The reason for this is that the analysis was often restricted by the sample size. For example in study one, given four different stakeholders in five regions, sixty respondents were not enough to conduct any comparative studies on the perspectives of different stakeholders. With only 15 respondents for each group, the result must be treated with caution, as it may not reflect the whole population of the

stakeholders in Indonesia. In addition, the study lacked demographic data, as they were designed to compare stakeholder perspectives. However, during the process of analysis, it was notified that demographic variables may have some bearing on perspectives.

Another limitation identified during the process of undertaking the research was concerned with limited study sites. With only 5 sampling sites, the findings while applying to core tourist areas should not be unconditionally generalised to the whole of Indonesia. Sampling sites were selected according to certain criteria. For example, such provinces were mature tourist destinations as they were assumed to have sophisticated infrastructure including tourism education institutions. With current number of provinces reaching 35, it might be reasonable to include more provinces for investigation especially with provinces having low exposure of tourist activities.

Thirdly, small-scale questionnaires for gathering demographic variables was not included, particularly for study one. This resulted in low numbers of demographic variables due to difficulties in asking to the respondents which is influenced by cultural problems. However, the study did not attempt to investigate different perceptions of the respondents based on demographic data such as education, although these aspects remain pivotal to the development of Indonesian tourism education. Therefore, future research may incorporate small-scale questionnaires to investigate demographic variables particularly if the research design includes qualitative interviews. In addition, these demographic variables would be best considered as to determine different perspectives based on these variables. The main limitation of some of the studies, and this is important to consider lies in the survey instruments themselves. The Likert scale implemented for study 4 (The main study) could have been expanded to have more scale points to enhance the discrimination amongst respondents. It is recommended that 7 or 9 –point scales be considered in the future.

Finally, during the processes of identifying interest groups (stakeholders) more groups have been identified which include students, tourists, educational institutions (officials and

educators), government officials, media, tourist industry and societies. However, due to limited financial supports and time constraints, the study only investigated four perspectives of the interest groups as they appear to be more prominent in deciding future development of Indonesian tourism education.

7.5. Suggestions for Future Research

This study established that current tourism education needs to be expanded towards degree levels, including master degrees. It is argued that the all stakeholders considered this development as having potential in enhancing the quality of graduates in the near future. This study provided basic information on stakeholder perspectives towards tourism education at higher education, the current curriculum content and master's degree curriculum. Despite some important findings, certain limitations of the study have been identified and discussed on Section 7.4.2. Therefore, future research is suggested to conquer the limitations of the study.

Some methodological enhancements need to be considered for future research. First, based on the first limitation on semi-structured interviews, further research should utilise non-structured (in-depth) interviews to gather more meaningful data for tourism education combined with secondary sources available. Second, previous studies conducted in tourism education have mostly involved educators and industry professionals as key stakeholders. The current study, therefore, has included four groups of stakeholders (educators, government officials, industry representatives and students). However, the inclusion of students (3rd year students) as respondents was limited to Study 1 and 4 which investigated perspectives on current and future development of Indonesian tourism education. Future research should maximise investigation with students by involving representatives from the first, second year students as well as graduates. In addition, involving researchers and representatives from education institutions, as separate stakeholder groups are also essential to provide wider perspectives to tourism education. Future research should also involve more respondent numbers as most studies

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conducted had modest sample size. Demographic variables which were not considered as one important factor in this thesis perhaps need to be included in future research. This is due to the fact that stakeholders coming from industry probably hold different perspectives on the education needs, for example, for the industry. Therefore, relating respondent education and perspectives would be an advantage for future research.

Different methodological approaches for data collection such as the Delphi method or Focus Groups need to be taken into account for future research. The current study involved a combination of qualitative semi-structured and survey questionnaires. Focus groups were proposed to be utilised for data collection such as in Study 1. Nevertheless caution about using focus groups in Indonesian context needs to be considered and trial of the procedures may be necessary to ascertain cultural similarities of public commenting on topics. Delphi approaches are also worth considering as such approaches are quite new in tourism education research in an Indonesian context. Fayos-Sola (1997) argues that the approaches are appropriate to investigate quality tourism education.

Literature reviews on Indonesian tourism education demonstrated that there is a considerable lack of tourism education databases and tourism education studies. Therefore, future research should particularly be conducted focusing on developing databases of tourism education and training. Nation-wide research should be conducted to fill existing gaps in tourism education databases. Descriptive information about higher tourism education such as numbers of the institutions, programs offerings, general curriculum content, the profile of tourism educators, faculties and teaching methods should be included in the investigation.

The study was undertaken in five provinces (Jakarta, West Java, Central Java, Yogyakarta and Bali), which were mature tourist destinations for foreign and domestic tourists as well as domestic tourist generators. It is unknown whether other provinces with less sophisticated infrastructure will also provide similar results as these five provinces.

Therefore, future research should be conducted by including numerous types of provinces such as small/big, developed/underdeveloped, and eastern/central/western Indonesia for enhancing the reliability of the study (Cooper, 2001). This type of research would probably generate a better overall view regarding future development of tourism education in Indonesia.

This thesis has provided a descriptive, comparative snapshot among four tourism education stakeholder viewpoints on a number of themes relating to tourism education at the university level. The key findings revealed that there are several similar as well as contradicting views in certain themes. Students and Government did not exhibit clear-cut differences on several matters such as *the most common approaches and the possibilities of developing an academic-based tourism education.* However, educators and industry indicate relatively significant differences on certain themes such as *the appropriate approach for Indonesia and curriculum relevance to the careers in the industry.* This is, to some extent, crucial for further investigation in order to identify the details of the differences.

Additional issues such as tracking the graduates' careers in the industry and involving graduates to investigate their views on suitability of the program they already had experienced in relation to their current and future careers could also be initiated. Tan and Morgan (2001) insist that this issue be taken seriously, as this is a key part of the jigsaw that examines and assesses the suitability of the university tourism studies for job placement and it is significant to identify the level of acceptance of the newly graduated workers in the industry. This study will also address the relevance of the current curriculum to the needs of the industry.

7.6. A final note on Indonesian Tourism Education

Indonesia, as a country located at the crossroad of Asia-Europe World trade, has a long-standing tradition of benefiting from multiple influences. It is a major part of Asia, but

equally has connection to Europe through its colonial history. More recently, Indonesia has been connected to the United States in education and Australia both in regional trade and educational influences.

Indonesia is a location expected to remain attractive to Asia and European tourists despite turbulence due to economic and security issues for instance. In this context, its tourism future depends on a new breed of well-educated, highly effective multi-skilled tourism managers. It is hoped that the new courses suggested and the stakeholder concerns for tourism education identified in this thesis contribute to a solid future for Indonesian tourism.