

Optimization of Tourism Study Program Lecturers in Improving the Quality of Education at Triatma Mulya University Bali Indonesia

Ida Ayu Putu Sulastr¹, I Gusti Nyoman Wiantara²

^{1,2} Triatma Mulya University, Bali Indonesia

Penulis Korespondensi: ¹dayu.sulastr@triatmamulya.ac.id,

²nyoman.wiantara@triatmamulya.ac.id

Article Information:

Received: March 12, 2025; accepted: March 26, 2025; published: June 10, 2025

Abstract

This study explores the optimization of tourism study program lecturers in enhancing education quality at Triatma Mulya University, Bali, Indonesia. It examines the impact of lecturer qualifications, teaching methodologies, and professional development on student learning outcomes. A quantitative study of 100 tourism students used stratified sampling to evaluate lecturer impact on educational quality. Data were analysed using SmartPLS 3 to evaluate the impact of lecturer qualifications on education quality. The findings highlight that lecturer qualifications, innovative teaching methodologies, and continuous professional development significantly enhance the quality of education. Teaching methodologies, particularly experiential learning techniques, strongly influence student engagement and learning outcomes ($\beta = 0,426$). The study is limited to one institution, restricting generalizability to other educational contexts. Reliance on self-reported data introduces potential bias, and the cross-sectional design limits causal inferences. Future research should explore cross-cultural comparisons and the impact of emerging technologies on tourism education. Institutions should prioritize faculty development and industry collaboration, while policymakers should implement accreditation standards that mandate continuous professional development. The tourism industry can benefit by partnering with universities to shape curricula that align with workforce needs. This study provides a unique perspective on optimizing tourism education by integrating lecturer development strategies with industry-aligned curricula, offering valuable insights for educators, administrators, and policymakers in tourism education.

Keywords: Lecturer Qualifications, Teaching Methodologies, Tourism Education, Professional Development, Experiential Learning.

1. Introduction

The rapid growth of Bali's tourism sector, with 6.3 million foreign tourists by 2024 ([BPS-Statistics Indonesia, 2024](#)), demands increased education relevant to industry needs. These prompted a comparable increase in the level of education given in related academic programs ([Jiang & Zhang, 2024](#)). As a global tourism destination, Bali faces pressure on local infrastructure and culture, requiring competent graduates ([Udayana et al., 2023](#)). At Triatma Mulya University in Bali, Indonesia, the optimization of tourism study program lecturers

Published by:

emerges as a crucial factor in addressing the evolving demands of the industry. The increasing number of tourists and the diverse challenges faced by this dynamic sector call for well-trained professionals equipped with contemporary knowledge and skills (Karalim, 2024). This research seeks to investigate the competencies and teaching methodologies of lecturers, aiming to identify effective strategies to elevate the educational standards within the tourism program.

The primary formulation of the problem revolves around understanding how the qualifications and instructional approaches of lecturers impact the overall quality of education in tourism studies (Ntshangase & Mabaleka, 2024). By examining existing practices and identifying areas for improvement, this study aims to contribute to the development of effective educational frameworks that align with industry requirements. Furthermore, the research will delve into the perceptions of both students and faculty regarding the current educational practices, ultimately seeking to uncover potential gaps and areas that can benefit from optimization.

The findings of this research offer significant benefits to multiple stakeholders. For the university, enhanced lecturer performance translates to improved educational outcomes, attracting more students and partnerships with the tourism industry. Furthermore, students will benefit from a more comprehensive learning experience, which will provide them with the skills and information they need to succeed in their vocations. Finally, the tourism industry will benefit from a more competent workforce, addressing the challenges faced in maintaining service quality and professionalism amidst burgeoning tourist arrivals. Through this research, we aim not only to elevate the standards of tourism education at Triatma Mulya University but also to contribute to the broader goal of sustainable tourism development in Indonesia.

2. Literature Review

Integrating Balinese culture into tourism education in Indonesia, particularly in Bali, enhances the relevance and effectiveness of such educational programs. The Penglipuran Tourism Village exemplifies the successful implementation of cultural tourism through collaborative governance, utilizing local wisdom and cultural traditions to create dignified tourism experiences without compromising cultural preservation (Savitri et al., 2024). In Ubud, Bali, sustainable tourism management and tourist education significantly influence tourists' visiting intentions, highlighting the importance of environmental awareness and education in promoting responsible travel behaviour (Pratama et al., 2024). The educational program developed in Puri Gede Kaba-Kaba further supports this notion by integrating cultural awareness and tourism ethics, fostering respect for local culture and environmental responsibility among tourism actors and visitors (Sudiarta, 2024). Moreover, the impact of tourism on cultural identity in Bali underscores the need for strategies that balance economic benefits with cultural integrity, suggesting that tourism can positively contribute to Bali's cultural and social fabric through collaborative efforts (Mahendra, 2024). In Belantih Village, Kintamani, the focus on language, culture, and health education for the younger generation aims to preserve Balinese culture while enhancing community competitiveness in tourism (Putra et al., 2024). Collectively, these studies demonstrate that a curriculum based on Balinese culture not only increases the relevance of tourism education but also supports.

Lecturer qualifications are crucial in determining the quality of education. Advanced degrees, such as Master's or PhD qualifications, reflect expertise and credibility in the field (Costabile, 2023). Additionally, professional certifications in tourism education enhance their ability to deliver specialized knowledge, while years of teaching experience translate into effective strategies and deeper subject-matter insight (Aldeeb, 2018). Teaching methodologies also

significantly influence student engagement and comprehension. Active learning strategies, including problem-solving exercises and collaborative projects, foster critical thinking and participation ([Dogani, 2023](#)). Field trips, internships, and case studies enable students to bridge theory and practice, fostering hands-on competency ([Widya et al., 2024](#); [Kolb & Kolb, 2021](#)). Moreover, integrating technology into teaching, such as digital simulations and e-learning platforms, modernizes education and improves accessibility ([Croft & Wang, 2023](#)).

Experiential learning in tourism education is increasingly enhanced by integrating technology, as evidenced by various studies. The use of 360-degree VR videos has been shown to bridge the gap between classroom instruction and real-world tourism experiences, discovering dynamic learning experiences that equip individuals for successful careers in the industry ([Vaishnavi & Ajit. I, 2024](#)). Game technologies also play a significant role, with educational games and gamification techniques fostering practical skills and motivation among future tourism specialists ([Herashchenko, 2024](#)). A framework for experiential learning in cultural tourism emphasizes interactive scenarios and learning behaviours, such as seeking challenges and immersive engagement, which are crucial for enhancing cultural understanding and learning outcomes ([Wang & Dolah, 2024](#)). Additionally, a toolkit incorporating Kolb's experiential learning cycle supports pedagogical innovation in tourism education, aiming to replicate real-world challenges and develop high-level skills through simulation, project-based learning, and role-play ([Vasconcelos et al., 2023](#)). The design thinking approach further enriches experiential learning by encouraging creative problem-solving and active participation, improving students' communication, teamwork, and empathy skills ([Doğantan, 2023](#)). Collectively, these studies highlight the transformative potential of technology and innovative methodologies in fostering experiential learning in tourism education, underscoring the need for continued exploration and integration of these tools to enhance educational

Professional development opportunities ensure that lecturers' teaching methods stay aligned with industry trends. Participation in workshops and specialized training enhances their knowledge ([Udu et al., 2021](#)). Such professional activities guarantee that students receive relevant insights, while diverse formats, such as, such as conferences, seminars, and online courses, allow continuous improvement in teaching techniques ([Suntsova, 2024](#)). Quality of education can be assessed through student satisfaction, engagement, and academic performance. Feedback via course evaluations provides insights into teaching effectiveness ([Rebusa et al., 2024](#)). Engagement is reflected in attendance and participation, showcasing student motivation ([Rebusa et al., 2024](#)). Lastly, academic performance, marked by grades and course completion rates, indicates students' ability to meet learning objectives and progress in their studies ([Rebusa et al., 2024](#); [Wang et al., 2018](#)). By evaluating these factors, institutions can implement strategic improvements that enhance student learning experiences and outcomes in tourism education. This literature review establishes a basis for examining how optimizing tourism study program lecturers at Triatma Mulya University can elevate educational quality and align with industry needs. Based on theoretical and empirical investigations, the hypotheses of this study are as follows, and Figure 1 depicts the conceptual framework of these assumptions.

- H1 Lecturer qualifications positively affect educational quality in Triatma Mulya University.

- H2 Teaching methodologies significantly enhance educational outcomes in Triatma Mulya University.
- H3 Professional development improves lecturer effectiveness and student learning in Triatma Mulya University.

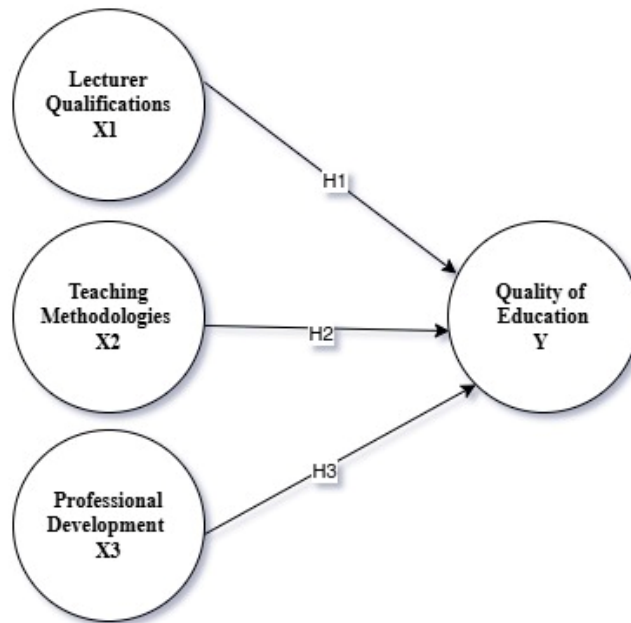


Figure 1. Theoretical Framework

Source : Authors' Analysis (2025),

Note. Hypothesized relationships between variables.

3. Research Methods

This study adopts a quantitative explanatory approach to examine the relationship between lecturer characteristics (qualifications, teaching methodologies, and professional development) and educational quality. The theoretical framework was validated using Partial Least Squares Structural Equation Modelling (PLS-SEM), which is robust for testing complex models with latent variables ([Hair, J. F. et al., 2019](#)). A stratified random sampling method was applied to select 100 students from three programs Hotel Accommodation Management, Food and Beverage (F&B) Management, and Hospitality Management. The selection of Hotel Accommodation Management, Food and Beverage (F&B) Management, and Hospitality Management programs in Bali is strategically aligned with the region's dominant tourism sectors, which emphasize accommodation services, culinary tourism, and integrated hospitality experiences. This alignment is crucial given that 72% of employment opportunities in Bali are concentrated in the hospitality and F&B industries, underscoring the vocational demands of the local tourism ecosystem ([Nurmoko & Nusanto, 2024](#); [Redyanti et al., 2025](#)). The study included 100 students distributed across eight semesters (Semester 1–8), with 12–13 participants per semester. Participants were from three main programs: Hotel Accommodation Management (35), Food and Beverage (F&B) Management (30), and Hospitality Management (35). The

sample included 60 female and 40 male students, providing a balanced representation of perspectives and Also. This diverse makeup allowed for a valuable analysis of student perceptions regarding lecturer qualifications, teaching methods, and professional development in the tourism study program. Utilizing a stratified sampling method to ensure diverse representation across demographics and academic levels ([Creswell & Creswell, 2018](#)) The independent variables include lecturer qualifications, teaching methodologies, and professional development opportunities, while the dependent variable is the quality of education as perceived by students. This quality will be measured through indicators such as student satisfaction, engagement levels, and academic performance ([Rebusa et al. 2024](#); [Wang et al., 2018](#)).

Data will be collected through structured questionnaires distributed google form, featuring closed-ended questions that utilize a Likert scale for effective quantification of student perceptions. For data analysis, Smart PLS version 3 will be employed to conduct partial least squares structural equation modelling (PLS-SEM) ([Hair. J. F. et al., 2019](#)), allowing the exploration of complex relationships between variables and the assessment direct effects of lecturer characteristics on students' perceived quality of education. The analysis will include the evaluation of the size model for reliability and validity, followed by conducting a structural model analysis to evaluate the proposed relationships. ultimately aiming to inform strategies to optimize the performance of tourism study program lecturers at Triatma Mulya University.

4. Results and Discussion

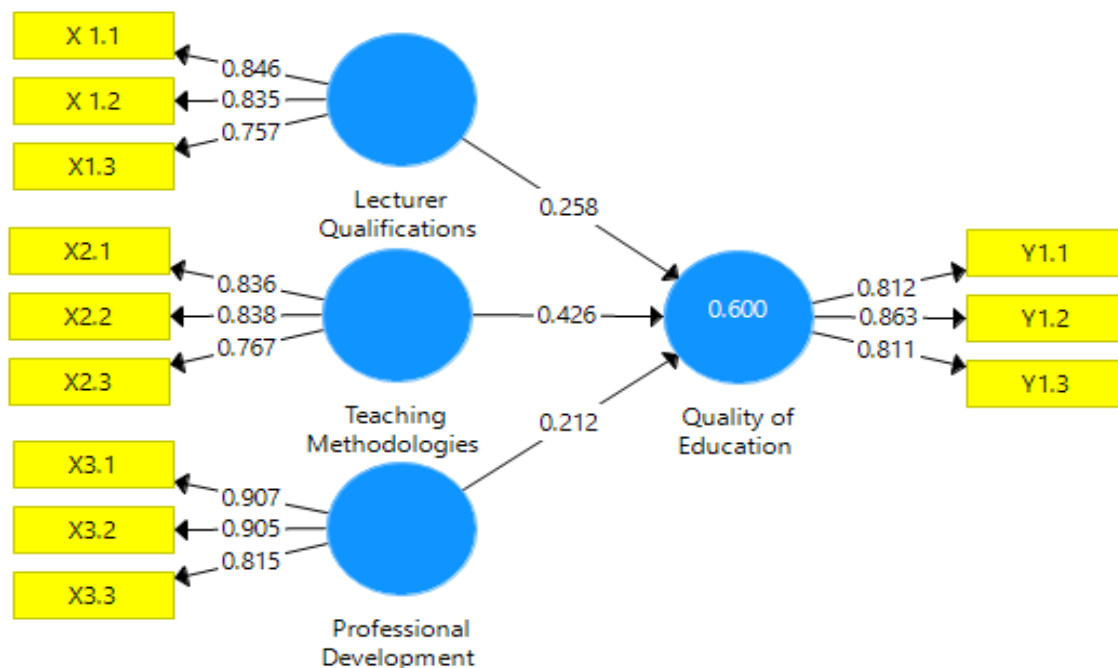


Figure 2. PLS Algorithm Path Coefficients Outer Weight/Loadings

Source : Data Analysis Smart PLS 3 (2025)

This study took a proactive approach by first assessing whether the individual item loadings met the established threshold of 0.708, a standard often used to evaluate the reliability of measurement models. Meeting this criterion indicates that each item effectively captures its

intended construct ([Hair. J. F. et al., 2019](#)). As demonstrated in Figure 2, all items successfully met this benchmark. Following this, the researchers examined the overall reliability of each construct through composite reliability (CR), and all indicators were over the required level of 0.7. ([Hair. J. F. et al., 2019](#)). This extensive and systematic evaluation approach not only supports the measurement model's dependability, but also increases trust in the correctness and consistency of the constructs tested in the study.

After establishing the reliability of the measurement, the study proceeded to assess convergent validity to ensure that the items accurately captured the intended concept using Average Variance Extracted (AVE). The results indicated that all constructs had AVE values exceeding 0.5 ([Hair. J. F. et al., 2019](#)). To further validate the significance of each item loading, a bootstrapping procedure with 5,000 sub-samples was utilized, which reinforced the reliability and validity of the measurement model ([Hair. J. F. et al., 2019](#)). As shown in Table 1, all items significantly relate to their respective constructs with 99.9% confidence, emphasizing the significance of the research findings.

Table 1. Outcomes of Model Concepts

Variables/Indicators	Loading	Alpha	CR	AVE
Lecturer Qualifications (LQ)		0.745	0.855	0.662
The quality of education advanced degrees, such as Master's or PhD qualifications, reflect expertise and credibility in the field	0.846			
Professional certifications in tourism education enhance their ability to deliver specialized knowledge	0.835			
Years of teaching experience translate into effective strategies and deeper subject-matter insight	0.757			
Teaching Methodologies (TM)		0.751	0.855	0.663
Active learning strategies, including problem-solving exercises and collaborative projects, foster critical thinking and participation	0.836			
Experiential learning through field trips, internships, and real-world case studies helps students apply theoretical concepts practically	0.838			
Integrating technology into teaching, such as digital simulations and e-learning platforms, modernizes education and improves accessibility	0.767			
Professional Development (PD)		0.848	0.908	0.768
Teaching methods stay aligned with industry trends.	0.907			
Participation in workshops and specialized training enhances their knowledge	0.905			
Diverse formats—conferences, seminars, and online courses—allow continuous improvement in teaching techniques	0.815			
Quality of Education (QOE)		0.772	0.868	0.687
Student satisfaction, feedback via course evaluations provides insights into teaching effectiveness	0.812			
Engagement is reflected in attendance and participation, showcasing student motivation	0.863			
Academic performance, marked by grades and course completion rates, indicates students' ability to meet learning objectives and progress in their studies	0.811			

Source : Authors' Analysis (2025)

This study employed a thorough methodological framework to evaluate the reliability and validity of its constructs. Researchers assessed discriminant validity using two established techniques. The Fornell-Larcker criterion ensured that the questionnaire effectively measured distinct concepts by comparing the explanatory power of each section to its relationships with others ([Fornell & Larcker, 1981](#)). The Heterotrait-Monotrait Ratio (HTMT) further assessed construct distinctiveness, revealing that the Average Variance Extracted (AVE) for each construct exceeded the required threshold, with all HTMT values below the recommended limit of 0.90 ([Henseler et al., 2015](#)). This rigorous evaluation affirms the questionnaire's quality and boosts the trustworthiness of the findings shared in Table 2 below.

Table 2. Discriminant Validity of Concepts

Variable	LQ	PD	QOE	TM
Fornell-Larcker Criterion				
Lecturer Qualifications	0.814			
Professional Development	0.670	0.877		
Quality of Education	0.667	0.612	0.829	
Teaching Methodologies	0.629	0.535	0.701	0.814
Heterotrait-Monotrait Criterion				
Lecturer Qualifications				
Professional Development	0.831			
Quality of Education	0.863	0.760		
Teaching Methodologies	0.813	0.688	0.891	

Source: Authors' Analysis (2025)

The evaluation of collinearity among indicators was carefully conducted to ensure unbiased regression results in the structural model, with all Variance Inflation Factor (VIF) values below 3, indicating no collinearity issues ([Hair, J. F. et al., 2019](#)). The R^2 coefficient is a key measure of how well the questionnaire's components explain participant responses. A higher R^2 value indicates greater explanatory power, suggesting that the questionnaire effectively captures these variations ([Shmueli & Koppius, 2011](#)). The scale spans an enchanting range from 0 to 1, with each value offering rich insights and profound significance of 0.75, 0.50, and 0.25 categorized as significant, moderate, and weak, respectively ([Hair, J. F. et al., 2019](#)). Notably, lecturer qualifications, teaching methodologies, and professional development accounted for 60.00% of the variance ($R^2 = 0.60$), highlighting the model's strong explanatory capability. The most substantial relationship was found between teaching methodologies and educational quality, as indicated by a high f^2 value of 0.264. The model also examined Q^2 values, which are essential for assessing predictive accuracy in a PLS path model. Values above zero indicate significance, with 0.25 and 0.50 representing medium and substantial predictive accuracy, respectively ([Hair, J. F. et al., 2019](#)). The PLS path model displayed exceptional predictive accuracy across all Q^2 values, confirming its reliability and value in understanding the relationships among variables.

Table 3. Structural Model Examining and Hypothesis Results of Statistical Tests

Hypothesis `	β	t -value	R^2	f^2	Q^2	p Values	VIF	Sig?
Direct Effect								
LQ -> QOE	0.258	2.813		0.074		0.005	2.231	Yes

Published by:

PD -> QOE	0.212	2.008	0.600	0.059	0.379	0.045	1.889	Yes
TM-> QOE	0.426	4.349		0.264		0.000	1.719	Yes

Source : Authors' Analysis (2025)

Figure 3 and Table 3 show that lecturer qualifications, professional development, and teaching methodologies significantly, enhances all such as, lecturer qualifications ($\beta = 0.258$, $t = 2.813$), professional development ($\beta = 0.212$, $t = 2.008$), Teaching methodologies had the strongest effect ($\beta = 0.426$, $t = 4.349$) has a substantial influence on quality of education This supports hypotheses H1, H2 and H3.

H1. Lecturer qualifications significantly positively affect the quality of education at Triatma Mulya University. Essential measures of lecturer qualifications such as The quality of education advanced degrees, such as Master's or PhD qualifications, reflect expertise and credibility in the field, professional certifications in tourism education enhance their ability to deliver specialized knowledge, and years of teaching experience translate into effective strategies and deeper subject-matter insight show high loadings ranging from 0.757 to 0.846; in particular, The quality of education advanced degrees is the most powerful indicator. The statistical analysis yields a beta $\beta = 0.258$, $t = 2.813$ and a p-value of 0.005, indicating a strong and statistically significant relationship. The study emphasizes that advanced degrees, such as PhDs, enhance teaching quality by providing expertise and practical experience ([Costabile, 2023](#)). For instance, lecturers certified as Hospitality Educators (HE) are more likely to design curricula that reflect real-world hospitality challenges, thereby improving graduate employability ([Jiang & Zhang, 2024](#)).

H2. Teaching methodologies significantly influence the quality of education at Triatma Mulya University. The important measures of Teaching methodologies such as active learning strategies, including problem-solving exercises and collaborative projects, fostering critical thinking and participation, experiential learning through field trips, internships, and real-world case studies help students apply theoretical concepts practically and integrating technology into teaching, such as digital simulations and e-learning platforms, modernizes education and improves accessibility show high loadings ranging from 0.767 to 0.838; in particular, experiential learning through field trips, internships, and real-world case studies helps students apply theoretical concepts practically—the most powerful indicator. The statistical analysis yields a beta $\beta = 0.426$, $t = 4.349$ and a p-value of 0.000, indicating a stronger and statistically significant relationship. By engaging in these experiential learning activities, students dive into the world of theoretical concepts and enhance your understanding like never before! Explore the depths of knowledge, sharpen your skills, and transform your thinking in exciting new ways. Problem-solving abilities, and enhance their professional development problem-solving abilities, and enhance their professional development ([Kolb & Kolb, 2021](#)).

H3. Professional development opportunities for lecturers positively impact the quality of education at Triatma Mulya University. The important measures of Professional Development, such as teaching methods, staying aligned with industry trends, and participation in workshops and specialized training, enhance their knowledge and also diverse formats—conferences, seminars, and online courses—allow continuous improvement in teaching techniques show high loadings ranging from 0.815 to 0.907; in particular, Teaching methods stay aligned with industry trends—the most powerful for all indicators. The statistical analysis yields a beta $\beta =$

0.212, $t = 2.008$ and a p -value of 0.045, indicating a strong and statistically significant relationship. The findings showcase a compelling nomological network highlighting how personal affective traits and external environmental factors influence academic and life satisfaction. This relationship is mediated by key dispositional factors such as self-efficacy, expectations, and goal progress ([Shen et al., 2024](#)).

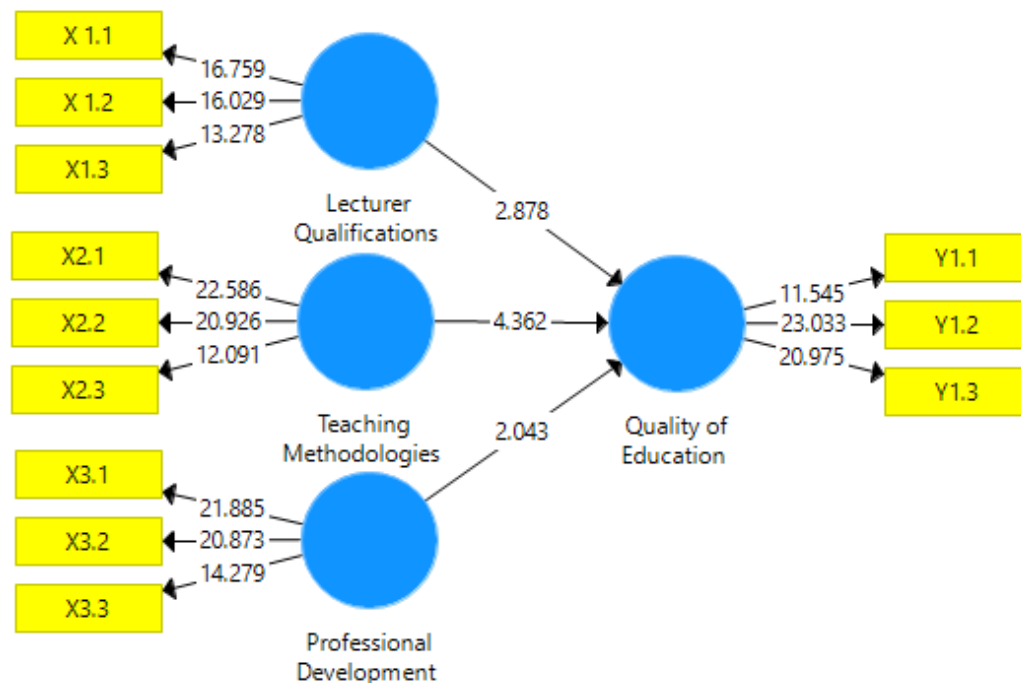


Figure 2. Comprehensive Hypothesis Test Output

Source : Data Analysis Smart PLS 3 (2025)

5. Conclusion

Through a comprehensive analysis using SEM-SmartPLS 3, this study underscores the critical role of tourism study program lecturers in elevating educational quality at Triatma Mulya University, Bali. The findings show that lecturer qualifications ($\beta = 0.258$, $p < 0.05$), innovative teaching methods ($\beta = 0.426$, $p < 0.001$), and professional development ($\beta = 0.212$, $p < 0.05$) significantly improve educational outcomes, bolster pedagogical credibility. At the same time, experiential learning methods such as internships at culturally immersive resorts and case studies rooted in Bali's tourism ecosystem proved most impactful in bridging theory and practice. However, the study's reliance on self-reported data and its single-institution focus limit generalizability. Future research should explore cross-cultural comparisons and incorporate emerging technologies like generative AI into tourism curricula. For practical Implications in Industry-Academia Collaboration like Formalize partnerships with culturally anchored hotels (e.g., COMO Uma Canggu) to co-design internship modules that embed Balinese heritage, such as Melasti rituals in guest service training. A pilot program, "Balinese Cultural Hospitality Training," could combine theory with practicums at heritage sites, boosting students' cultural competency and employability ([Karalim, 2024](#)) and for technology Integration Prioritize faculty training in AI-driven tools (e.g., ChatGPT for personalized tourism marketing simulations) to align teaching practices with global digital transformation

Published by:

trends. Workshops on AI applications in eco-tourism and virtual reality (VR) tours could modernize curricula (Croft & Wang, 2023), and policy implications, the Bali Provincial Government should require industry-aligned lecturer certifications and support experiential learning initiatives, such as subsidizing university-hotel collaborations through Indonesia's Matching Fund scheme to keep curricula responsive to sector demands (Ntshangase & Mabaleka, 2024)

For Conduct biannual curriculum reviews to enhance sustainability practices, such as zero-waste hospitality, and improve AI literacy, addressing existing program gaps. And for a picture research direction Investigate the scalability of Bali-centric models to other ASEAN tourism destinations, including Phuket and Siem Reap. And evaluate the long-term impact of AI tools on student engagement and graduates' success in digital tourism markets.

REFERENCE

- Aldeeb, H. M. A. (2018). Impact of Accumulated Teaching Experience on Supporting Learners In Higher Education: A Case Study From Bahrain. *Social Science Learning Education Journal*, 03(11), 24–28. <https://doi.org/10.15520/sslej.v3i11.2351>
- BPS-Statistics Indonesia. (2024). Growth of Tourism in Indonesia April 2024. <https://www.bps.go.id/en/pressrelease/2024/06/03/2351/growth-of-tourism-in-indonesia-april-2024.html>
- Costabile, M. (2023). From the bench to the lectern: teaching immunology in higher education as a rewarding career opportunity. *Immunology & Cell Biology*, 101(3), 186–190. <https://doi.org/10.1111/imcb.12598>
- Creswell, J. W., & Creswell, J. D. (2018). *Research Design Qualitative, Quantitative, and Mixed Methods Approaches* (5th ed.). SAGE Publications, Inc. https://spada.uns.ac.id/pluginfile.php/510378/mod_resource/content/1/creswell.pdf
- Croft, C., & Wang, W. (2023). Hospitality and Tourism Experiential Learning Combined with Interdisciplinary Learning. *Journal of Hospitality & Tourism Education*, 1–12. <https://doi.org/10.1080/10963758.2023.2295549>
- Dogani, B. (2023). Active learning and effective teaching strategies. *International Journal of Advanced Natural Sciences and Engineering Researches*, 7(4), 136–142. <https://doi.org/10.59287/ijanser.578>
- Doğantan, E. (2023). Experiential learning through the design thinking approach in tourism education. *Journal of Hospitality, Leisure, Sport & Tourism Education*, 33, 100460. <https://doi.org/10.1016/j.jhlste.2023.100460>
- Fornell, C., & Larcker, D. F. (1981). Evaluating Structural Equation Models with Unobservable Variables and Measurement Error. *Journal of Marketing Research*, 18(1), 39. <https://doi.org/10.2307/3151312>
- Hair, J. F., Risher, J. J., Sarstedt, M., & Ringle, C. M. (2019). When to use and how to report the results of PLS-SEM. *European Business Review*, 31(1), 2–24. <https://doi.org/10.1108/EBR-11-2018-0203>

- Henseler, J., Ringle, C. M., & Sarstedt, M. (2015). A new criterion for assessing discriminant validity in variance-based structural equation modeling. *Journal of the Academy of Marketing Science*, 43(1), 115–135. <https://doi.org/10.1007/s11747-014-0403-8>
- Herashchenko, Ya. (2024). Practical Experience of Using Game Technologies in The Training of Youth Tourism Specialists. *Zhytomyr Ivan Franko State University Journal. Pedagogical Sciences*, 3(118), 135–148. [https://doi.org/10.35433/pedagogy.3\(118\).2024.10](https://doi.org/10.35433/pedagogy.3(118).2024.10)
- Jiang, R., & Zhang, X. (2024). Research on the Docking Strategy Between the Curriculum System of Tourism Management in Colleges and Universities and the Needs of the Industry. *International Journal of Management Science Research*, 7(4), 1–5. [https://doi.org/10.53469/ijomsr.2024.07\(04\).01](https://doi.org/10.53469/ijomsr.2024.07(04).01)
- Karalim, P. Y. (2024). A thematic analysis of contemporary tourism education. *Worldwide Hospitality and Tourism Themes*, 16(1), 2–9. <https://doi.org/10.1108/WHATT-02-2024-0020>
- Kolb, A. Y., & Kolb, D. A. (2021). *The Kolb Experiential Learning Profile :A Guide to Experiential Learning Theory, KELP Psychometrics and Research on Validity* (1st ed., Vol. 1). Experience Based Learning System, LLC. <https://learningfromexperience.com/downloads/research-library/kelp-2021-technical-specifications.pdf>
- Mahendra, D. (2024). The Impact of Tourism on the Preservation and Transformation of Cultural Identity in Bali, Indonesia. *Studies in Social Science & Humanities*, 3(6), 34–41. <https://doi.org/10.56397/SSSH.2024.06.05>
- Ntshangase, S., & Mabaleka, N. (2024). The Perceptions of Tourism Students Towards Blended Learning: A Case From a Comprehensive University in South Africa. *International Conference on Tourism Research*, 7(1), 473–480. <https://doi.org/10.34190/ictr.7.1.1989>
- Nurmoko, A. H. & Nusanto, T. S. (2024). Bridging The Gap Between Tourism Science And Vocational Education: Strategies To Increase Industry Relevance In Indonesia. *Proceeding of The International Global Tourism Science and Vocational Education*, 1(1), 22–32. <https://doi.org/10.62951/icgtsave.v1i1.3>
- Pratama, I. W. A., Santi Diwyarthi, N. D. M., Jata, I. W., Chintia Pinaria, N. W., Citrawati, L. P., & Kusumarini, I. (2024). Analysis of Sustainable Tourism Management, Tourist Education, and Environmental Awareness on Visit Intention in Ubud, Bali. *West Science Social and Humanities Studies*, 2(07), 1155–1165. <https://doi.org/10.58812/wsshs.v2i07.1126>
- Putra, G. S. A., Sari, N. L. P. E. K., & Selamat, I. K. (2024). Strengthening the Pillars of Sustainable Tourism Through Language, Culture and Health Education for the Nation's Next Generation Belantih Village, Kintamani Bangli. *Akuntansi Dan Humaniora: Jurnal Pengabdian Masyarakat*, 3(2), 101–107. <https://doi.org/10.38142/ahjpm.v3i2.1141>
- Rebusa, N. C. C., Barote, L., Navarez, H. J., & Culajara, C. L. (2024). Student Course Engagement and Academic Life Satisfaction of College Students. *Asian Journal*

- of Education and Social Studies, 50(6), 471–484.
<https://doi.org/10.9734/ajess/2024/v50i61426>
- Redyanti, PEP., Sudiarta, I. N., & Sasrawan Mananda, IGPB. (2025). Efektivitas Pelatihan Dan Internship OTC Bali Untuk Kompetensi Tenaga Kerja Pariwisata. *Jurnal IPTA*, 12(2), 188. <https://doi.org/10.24843/IPTA.2024.v12.i02.p04>
- Savitri, A. A. D., Wijaya, K. A. S., & Prabawati, N. P. A. (2024). Pengembangan Pariwisata Berbasis Budaya Melalui Collaborative Governance di Desa Wisata Penglipuran. *Socio-Political Communication and Policy Review*, 1(5).
<https://doi.org/10.61292/shkr.173>
- Shen, H., Cui, W., Qian, J., & Gao, X. (2024). Enhancement of Tourism Students' Well-Being via Online Education: A Framework for Exploration in the Great Bay Area of China. *Journal of Quality Assurance in Hospitality & Tourism*, 1–26.
<https://doi.org/10.1080/1528008X.2024.2400672>
- Shmueli, & Koppius. (2011). Predictive Analytics in Information Systems Research. *MIS Quarterly*, 35(3), 553. <https://doi.org/10.2307/23042796>
- Sudiarta, I. N. (2024). Development of an Educational Program to Increase Cultural Awareness and Tourism Ethics in Puri Gede Kaba Kaba. *QALAMUNA: Jurnal Pendidikan, Sosial, Dan Agama*, 16(1), 407–416.
<https://doi.org/10.37680/qalamuna.v16i1.4939>
- Suntsova, A. S. (2024). DEVELOPMENT OF AN ONLINE TRAINING COURSE FOR TEACHERS BASED ON PROFESSIONAL COLLABORATION. *Izvestiya of the Samara Science Centre of the Russian Academy of Sciences. Social, Humanitarian, Medicobiological Sciences*, 26(96), 77–82.
<https://doi.org/10.37313/2413-9645-2024-26-96-77-82>
- Udayana, I. P. A. D., Suardana, I. W., & Mananda, I. G. P. B. S. (2023). The Effect of Accreditation on the Quality of Graduates of Private Job Training Institutions in the Bali Tourism Industry Sector. *European Modern Studies Journal*, 7(2), 61–66. [https://doi.org/10.59573/emsj.7\(2\).2023.07](https://doi.org/10.59573/emsj.7(2).2023.07)
- Udu, D. A., Igboanugo, B. I., Nmadu, J., Uwaleke, C. C., Okechineke, B. C., Anudu, A. P., Attamah, P. C., Ekeh, D. O., & Ani, M. I. (2021). The Impact of Professional Development, Modern Technologies on Lecturers' Self-Efficacy: Implication for Sustainable Science Education in Developing Nations. *International Journal of Learning, Teaching and Educational Research*, 20(2), 61–80.
<https://doi.org/10.26803/ijlter.20.2.4>
- Vaishnavi, S., & Ajit. I. (2024). Journeying Beyond Classroom Walls: Investigating the Impact of 360-Degree VR Videos in Fostering Experiential Learning in Tourism Education. *International Journal of Learning, Teaching and Educational Research*, 23(5), 284–308. <https://doi.org/10.26803/ijlter.23.5.15>
- Vasconcelos, D. S. V., Melo, C., & Melo, A. (2023). Fostering Pedagogical Innovation in Tourism Education Through Experiential Learning (pp. 59–78).
<https://doi.org/10.4018/978-1-6684-8656-6.ch003>

- Wang, D., Sun, Y., & Jiang, T. (2018). The Assessment of Higher Education Quality from the Perspective of Students through a Case Study Analysis. *Frontiers of Education in China*, 13(2), 267–287. <https://doi.org/10.1007/s11516-018-0014-0>
- Wang, J., & Dolah, J. (2024). A Framework for Facilitating Experiential Learning in Cultural Tourism. *International Journal of Virtual and Personal Learning Environments*, 14(1), 1–24. <https://doi.org/10.4018/IJVPLE.360381>
- Widya, A., Rahma, F. G. N., Wahidiyah, D. N. & Putri, A. G. (2024). Metode Pembelajaran Menggunakan Studi Kasus, Karya Wisata, Praktikum dan Eksperimen. *Jurnal Pendidikan Dan Ilmu Sosial (JUPENDIS)*, 2(3), 281–287. <https://doi.org/10.54066/jupendis.v2i3.2055>

Copyrights

Copyright for this article is retained by the author(s), with first publication rights granted to the journal.

This is an open-access article distributed under the terms and conditions of the Creative Commons Attribution license (<http://creativecommons.org/licenses/by/4.0/>)

