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# Strategic alliances in institutions of higher education: a case study of Bandung and Bali Institutes of Tourism in Indonesia

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## Abstract

**Purpose** – The purpose of this paper is to identify and assess an empirical description of how to respond to the needs of future human resource development, and any strategic alliances that have been made by STP Bandung and Bali to respond to global competition.

**Design/methodology/approach** – This study uses a qualitative naturalistic approach, with descriptive methods and case studies. The data were gathered through interviews, observations, and study of the documents. The sampling technique used was purposive. Data analysis was performed using data display, data reduction, and data verification through triangulation process.

**Findings** – STP Bandung and Bali have carried out various strategic measures through the improvement of both their internal and external environments. Strategic alliances with other institutions are oriented toward the improvement of the quality of education. This is in accordance with the vision and mission of the institution where priorities were put on joint programs, organization of students' internship programs, support for the development of educational institutions, and optimizing the implementation of the three responsibilities of higher education in Indonesia, both in terms of quantity and quality, along with building a culture of research for lecturers.

**Research limitations/implications** – This research still needs improvement since there are some limitations in generating its conclusion. Therefore further research is recommended to increase sample number, i.e. by including, among others, students, graduates, employer communities, and region leaders, and also to involve other private, tourism higher education centers.

**Practical implications** – This study implies that in carrying out its core business, namely, tourism education, STP Bandung and Bali need to strengthen and cultivate the academic and research cultures among faculty members. In conjunction with contributions from research literature and practice, this study confirms the importance of strategic alliances between institutions of tourism education, at the national, regional, and international levels, that are producers of human resources for tourism for the government. Being graduates, they serve as competent members of a government agency responsible for managing a destination or other tourism sectors, at local, provincial, national, regional, and international levels.

**Social implications** – This study also implies that the Ministry of Tourism should implement the model of strategic education management through strategic alliances, so as to increase the capacity of the human resources for tourism, thus directly or indirectly contributing to the quality of city/regional or tourism destination.

**Originality/value** – Research studies on strategic alliance in the field of higher education, especially in the field of tourism are still very limited. This study provides a breakthrough that strategic alliances can not only be done in the business world, but also in the education sector. Results of research on strategic alliances in higher education in Indonesian tourism sector can be used as a reference for higher education providers in tourism at regional and international levels.

**Keywords** Sustainable competitive advantage, Strategic alliance, Higher tourism education

**Paper type** Case study

## 1. Introduction

The tourism sector not only requires technical labor but also competent human resources at various levels, namely academics/researchers/scientists, i.e. the human resources that have the competence to develop knowledge about tourism concepts that are genuine; technocrats, i.e. human resources that have the competence to develop the design of tourism, tourism policy,

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diversification of tourism products, and tourism marketing strategy; professionals, i.e. competent human resources that have expertise to develop and manage tourism businesses; and technicians, i.e. human resources that have competence in forms of skills to perform the duties of technical nature in the tourism business (Koster, 2005).

It is a fact that graduates of both STP Bandung and Bali, and those of Medan and Makassar tourism academies, have not been able to occupy positions in accordance with their learning objectives. A Central Bureau of Statistics research conducted from 2006 to 2010 concerning the conditions of the labor force of the tourism sector showed that workers with university degrees make up only 3 percent of the total population of 22,212,885 people who work in the trade and tourism sector. So, it is not surprising that working in services such as tourism, especially hospitality, has been widely characterized in the academic literature as "low skills" (Baum, 2008, p. 74). This shows that the tourism sector is not only experiencing a shortage of human resources at the intermediate level (executor), at the Strata 1 level or Bachelor's degree, but is also short of people with university education as strategic development and policy makers. More specifically, the distribution of STP Bandung graduates on the basis of field of work showed the majority at the level of the staff (77 percent) and only 2 percent at supervisor levels. This fact does not correspond with the learning objectives which said that graduates of the Diploma III should at least occupy supervisor levels at work.

On a broader scale, i.e. at regional and international level, Indonesia's tourism personnel are still contending for positions in the craft level with people from Philippines, India, China, and Thailand, while Singapore and Malaysia have begun to raise the level of tourism personnel at middle management levels. Tourism personnel from the USA, Australia and Europe are still occupying the top management positions. The condition is exacerbated by the fact that most of the practitioners, policy makers, and tourism practitioners do not have tourism education backgrounds, but are rather from various other disciplines who then seek to improve their knowledge through learning by doing (Sadkar, 2009, p. 15). Moreover, at this time, those who have authority as tourism policy makers are also S2/Master or S3/Doctoral degree holders from non-tourism fields. They should ideally have been visionaries in the field of tourism, who do not just think of the present time (*kekinian*) and act based on their ego (*keakuan*), but also think ahead and act-as-us (*kekitaan*) (Kusmayadi and Suhendroyono, 2008, p.15).

In the competition context, tourism higher education centers under the Ministry of Tourism have to compete with other centers that continuously reform and improve their quality in the input side, process, as well as output (graduates). This demands a paradigm shift in managing an educational system so that it is able to answer the needs of the dynamic world of tourism and take advantage of existing opportunities, so as to be able to manage educational institutions to become more competitive and professional tourism education centers.

Based on the backgrounds and phenomena above, it is suggested that strategic management is an indispensable solution to how human resource development in tourism education should be, in an increasingly complex global competition. Meanwhile, in order to implement the strategic management, educational institutions cannot move on their own; it must be done through networking and partnerships with other educational institutions and even with all stakeholders. Referring to these ideas, the author then formulates a problem statement that performance of the institutions and their competitive ability has not been optimal. This is due to inadequate implementation of the strategic management, especially with respect to strategic partnerships/alliances with relevant stakeholders by both managements of Bandung and Bali Institutes of Tourism.

The selection of Sekolah Tinggi Pariwisata Bandung and Sekolah Tinggi Pariwisata Bandung Bali as units of analysis in this study is based on the facts that the two institutions are tourism educational institutions at higher education level, and both had become a benchmark for all other tourism higher education institutions in Indonesia.

In addition, STP Bandung is especially required to make a paradigm shift in managing its educational system that enables it to answer the needs of the dynamic world of tourism and take advantage of existing opportunities, and manage educational institutions in order to become more competitive and professional at national, regional, and international levels.

## 2. Literature review

### 2.1 *Tourism higher education: trend and issues*

The tourism industry is a labor-intensive service industry that depends for survival (and at best, a competitive advantage) on the availability of good-quality personnel to deliver, operate, and manage tourism products (Amoah and Baum, 1997). Tourism and hospitality, as a sector in the global economy, has operating characteristics and human resources that distinguish it from other industry sectors, and this has direct consequences for the delivery of education and training (Baum, 2001).

Changes in the environment of higher education have a tremendous impact on the educational process, curriculum, learning outcomes, and instructional practices (Baum and Sigala, 2003). This is also encountered in tourism education. The curriculum has been undergoing a development process for more than two decades. Tourism education begins at a technical or vocational school (Airey, 2004; Lo, 2005; Inui *et al.*, 2006). Recent years have witnessed the rise and development of tourism education at both the undergraduate and graduate levels. This development is the result of the rapid growth and demand from the tourism sector (Wattanacharoensil, 2014) on the existing tourism curriculum to produce graduates with a specific perspective of the tourism industry. The tourism curriculum is part of a larger system and discusses the need to produce well-rounded tourism graduates. These graduates must position themselves as model employees and citizens and should advance their understanding of the linkages between the phenomenon of tourism and tourism-acquired knowledge (Wattanacharoensil, 2014).

The parochial nature of education for the tourism and hospitality sector, despite the global status of the industry itself, has been reduced by the effective development of new initiatives and e-driven technology on a significant scale. Tourism and hospitality sector, as all other sectors of the global economy, is currently undergoing a period of major change (Baum, 2003). Not only changes in the industry, but also troops from academia nurture and support the legitimacy of the tourism and hospitality studies in the academy. In future, the status of the tourism and hospitality studies is unlikely to change, unless both industry and academia recognize and appreciate the value of the development of tourism and hospitality and unless those in charge are highly skilled and competent managers (Baum and Sigala, 2003).

Thus, the tourism and hospitality education should place emphasis on international management (Mok and Noriega, 1999). Mayaka and Akama (2007) also noted that there was a lack of consensus between the public and private sectors. Overall, less education policy framework is not only an established forum to facilitate academic and practical-oriented discussions between educators and other interested parties, but also coordinated effort between industry and educational training institutions (Chang and Hsu, 2010).

### 2.2 *Tourism higher education and tourism competitiveness*

Tourism, according to the Law of the Republic of Indonesia No. 10 of 2009 on Tourism, implies the overall activities related to tourism and is multidimensional and multidisciplinary, emerging as a manifestation of the needs of each person and the country as well as the interaction between tourists and the local community, fellow travelers, government, local government, and employers.

Based on the above definition, elements of tourism activities include a group of people who do tourism activities and take advantage of the supporting facilities of tourist activities. The activities that can be done by this group include performing such activities for enjoyment, pleasure, and enjoying the beauty of nature and the environment that is different from their daily routines.

To support tourism activities, some conveniences such as amenities, accessibility, and attractions are needed. As a business, tourism is a process that can create value-added goods and services that have been treated as a product, both tangible and intangible. On the other hand, tourism is an activity and interaction between humans and the environment, where the humans appreciate and respect the environment in their own way. Travel activity is a realization of human appreciation toward nature, environment, and community, and can be interpreted as the basis for tourism. Periodically, humans need to do new activities beyond their routines to regrow the freshness and passion in their life. These forms of activities are called recreational activities.

Starting from the simplest form of recreational activities carried out in homes to travel activities outside the home area, these activities could be either a day trip or travel outside of the administrative area where people stay for a certain period of time. The rapid development of information/computer technology at the end of the twentieth century is another thing that has greatly affected the tourism activities, thus creating the image that travel activity is a human need. In connection with this, Mathieson and Wall (2006) emphasized three key elements of travel phenomenon, namely, the dynamic elements, tourist destination elements, and consequences elements, which show a complex structure of the tourism phenomenon and a complexity of the relationship between its segments.

In connection to the above concept, tourism is an activity that has many dimensions which intersect with other aspects of a very broad spectrum. It is already clearly created and the conditions for management and organization are very complex. These conditions of tourism certainly require a comprehensive and integrated management. Stakeholders of tourism, which consist of public sector operators, private sector players, and the community, need to have common perceptions on how to develop tourism at both the central and regional levels. Based on the characteristics of each area, with their different tourism and non-tourism resources, the packaging of tourism products is a key element in creating tourism products that are highly competitive.

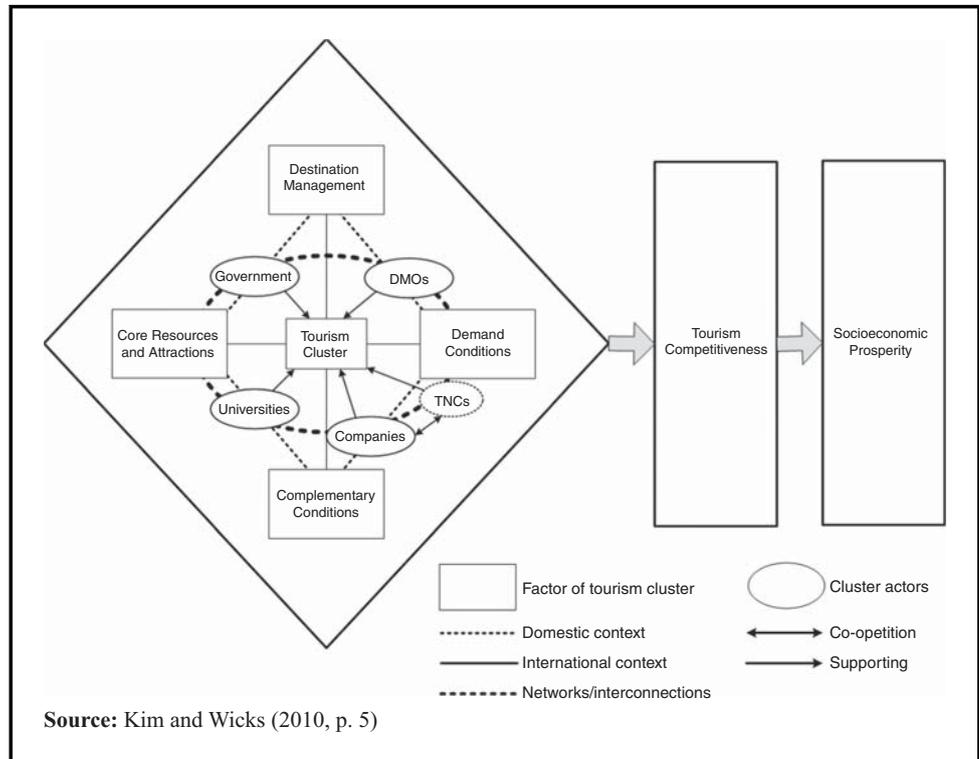
Globally, policies that can be pursued by higher education in an effort to improve the quality of human resources have three main dimensions (Gaffar in Maryadi, 2010, p. 33): policy at institutional level; policy at the national level that covers the complete higher education; and policies at global level that concern international issues. Here is a further discussion concerning the three dimensions. First, institutional policies focus on efforts to improve institutional management capabilities so that efficiency and effectiveness as well as the quality of higher education are able to reach universal standards. Universities with higher ability will be able to produce strong and sharp responses toward various demands of national development, especially in the context of human resources development and science and technology. Second, macro policy at the national level focuses toward the realization of the national mission, mainly to do with the mission of universities to answer the demands of national development from various perspectives. Third, global policy places an emphasis on the embodiment of universities as institutions that lead and are in control of the science and technology development as well as human resources development. This global policy rests on national policies linking university functions as a strategic factor in the development of various aspects of life. The interaction between the various aspects of higher education should be a reasonable process and the dynamics of universities in performing their duties and functions.

Tourism higher education plays a very important role in efforts to improve the competitiveness of tourism. As disclosed by Kim and Wicks (2010, p. 5), the tourism education institution is an important factor in creating competitiveness in tourism in order to realize the social and economic prosperity of a country, as shown in Figure 1. The figure shows the position of the tourism cluster that emerged due to the support of various stakeholders comprising of the government, universities, companies, tourism businesses, transnational companies, and destination business organizations (Destination Management Organization (DMO)). In this case, the tourism higher education has a role to prepare personnel that meet competencies as required by all stakeholders to create tourism cluster competitiveness.

Figure 1 shows the factors supporting the tourism cluster as an organic system, which is a symbiotic relationship, and its linkages. It also shows that the cluster actors must work together to maximize the support and positive effect on the tourism cluster in the region and country. In addition, a significant level of collaborative activity occurs through the DMOs, such as travel and tourism association consisting of companies, governments, universities, and non-governmental organizations.

The above exposure shows the growing importance of tourism higher education institutions in developing tourism human resources optimally, so as to meet user demand, both in quantity and quality. According to the National Evaluation of Quality and Evaluation Agency, Madrid ((Agencia Nacional de Evaluación de la Calidad y Acreditación) ANECA, 2004 (translated from Spanish)), a college of tourism should prepare personnel that have generic skills, referring to the education

**Figure 1** Tourism cluster development model for global competitiveness



of students in the generic sense, and specific skills, defined as a set of knowledge and specific scientific resources which refer to the technical and cultural skills they will be needing. The kind of skills that must be developed by the higher education of tourism is rooted in three types of essential knowledge (ANECA, 2004) – learning of knowledge: knowledge based on facts, rules, concepts, and theories, the information required to determine what is reality and how to deal with it; learning to do: knowledge is a series of steps, rules, and actions to achieve results, i.e. “Knowledge of doing things;” and learning to develop attitudes: knowledge of the attitudes reflected in the matrix “cross-cutting skills.”

Many experts of tourism education who have studied the global expansion in tourism education have comprehensively identified three main responsibilities that drive this phenomenon, namely, a set of structural changes in higher education in general (Ayres, 2006), the perceived needs for improving human resources qualified for the tourism industry (Littlejohn and Watson, 2004), and a common perception of tourism as a major source of employment and career (Deery and Jago, 2009). The growth and prosperity of developing countries along with the implementation of good education policies will be powerful factors impacting the future distribution of higher education in the world (Maggi and Padurean, 2009).

However, Inui *et al.* (2006, p. 33) argued that tourism is a relatively new field of study that arises from vocational education, and contributes to tourism pedagogy that is driven by business and economic considerations. Tourism education tends to be centered on the balance between vocational and academic focuses, where discussions often revolve around the transfer of efficient and effective school curricula for daily operations. Overlooking the value of learning and the impact of tourism are intangible aspects of the process of tourism.

### 2.3 Strategic alliance in the field of education

Alliance is not a new concept in the world of global business that is full of tough competitions and at the same time full of challenges and opportunities. These days, through strategic alliance, organizations can gain competitive advantage by getting access to resources, markets,

technology, and capital from their partners. The strategic alliance is created when two or more businesses join together for a specific time period. Generally, the two businesses do not compete directly, but have the goods or services that are almost similar and aimed at the same target market. Child *et al.* (2005, p. 7) provide an illustration of the alliance as a form of partnership between companies/institutions/organizations, which has become a regular agenda in the strategy of cooperation. The alliance is termed “strategic” in the sense that it is formed as a direct response to the major strategic challenges or opportunities faced by cooperation partners in a company/institution/organization. The alliance is also a means to an end, especially when the partners have invested substantially in it.

Alliance comes from the English word “ally”, meaning “to join.” To avoid differences in perception, it is essential to agree that what is meant by alliance in this study is not a merger of two or more entities; it is more focused on understanding the unification of activities that support each other, interdependent, both vertically and horizontally between two or more businesses. Various theoretical references agree that an alliance can be an example of conceptual thinking in solving emerging problems and can also bridge the gap between strong institutions with weak ones (Lestari, 2006, p. 67).

Strategic is derived from French “Stratos” and “logos.” Stratos means “military” and logos “the way”. Therefore, strategy can be interpreted as a military way to win a war. Later this term was adopted by business practitioners in winning the competition laden operational measures without creating the perception and interpretation of the components involved in one system or the working environment. Higher Education Funding Council for England (2012, p. 4) provides the following definition of alliance: a more systemic form of collaboration between two or more partners, covering a wider range (but not all) of their operations, where the partners retain their separate identities.

In its simplest form a strategic alliance can be a cooperation between the two organizations/institutions with a wide range of technology or marketing resources. Broadly, strategic alliances can be more complex and involve multiple organizations/institutions located in different countries. The strategic alliance is used to strengthen the position of the organization/institution in the face of an increasingly tough business competition. Meanwhile, Edi Suharto (2004) states that alliance is a network between traffic with different kinds of expertise and resources but similar commitment and consistent agenda. On the other hand, Dussauge and Garrette (1998, pp. 105-106) define alliance as a joint project (collaborative projects) undertaken by organizations/institutions engaged in the same industry.

With regard to the terms of alliance, Gomes (2006, p. 14) emphasizes that at least every purpose of the strategy of the organization should be achieved with the alliance. The real question is whether these objectives are best achieved by means of an alliance or by other organizational approaches. Cooperation alliances between organizations have received much attention in the strategic management literature as one of the strategies to be used in the face of increasingly competitive business. Organizations that work with other parties may obtain additional resources and capabilities, so that they can grow and expand more quickly and efficiently in future. Generally, a fast-growing organization relies heavily on alliances to expand technical resources and their operations. With this process, they can save time and productivity because they do not have to develop these resources on their own from the scratch. In the meantime, they can focus on innovations and their core business. Therefore, strategic alliances are sometimes simply referred to as “partnerships” that offer businesses the opportunity to sign up for a mutual chance at a beneficial and sustainable competitive advantage (Wei *et al.*, 2007).

From some of the above explanations, it can be concluded that the alliance is an integrated cooperative activity/partnerships between organizations/institutions that have different resources, capabilities, and core competencies but similar commitment and agenda in line to run functions and specific tasks in the same field to produce, develop, and distribute goods and services. Thus, the alliance of education can be interpreted as a collaborative activity integrated between educational institutions which have different expertise and resources, yet have the commitment and agenda in line to carry out the functions and duties specified in the field of education to produce, develop, and guide graduates.

Strategic alliance with international educational institutions is the best way to gain a competitive edge in the global business environment. It also helps in developing sustainable competitive advantage, objectives, and responsibilities in the new frontier in the field of education. By developing international

strategic alliances, educational institutions seek to enhance their strategic resources that they know would not be possible otherwise. Therefore, the basic premise of forming an international alliance is to create collaborative and innovative new values in certain courses that cannot be achieved independently. Alliances in the field of education are very relevant because the values can bring improvements to the success of students, create many chances, and provide assurance that the graduates have the readiness to enter the twenty-first century (Green *et al.*, 2010).

In the current global era, collaboration by any university is natural and logical because to achieve success with education goals, universities are faced with various constraints, both in resources and budget; this is in line with what was proposed by Johnston and Noftsinger (2004, p. 15): "Collaboration makes good sense today for Several reasons: Most institutions are facing tremendous budget strains; intensifying demographic pressures are confronting all of higher education; and the public is seeking assurance of fiscally responsible institutional operations and claims of academic success." With more cooperation and collaborations undertaken by higher educations, the heavy burden will be lighter, and there will be more confidence in facing the future. (Johnston and Noftsinger, 2004, p. 16): "[...] multi-campus collaborations warrant a closer look, not only for what they currently do but for what they offer for the future." Higher education will be able to meet the needs and improve the lives of people intellectually, economically, socially, and culturally, if universities take advantage of all appropriate opportunities. Colleges and universities can act as catalysts in forming alliances to improve the local, national, and international development and solve increasingly complex challenges facing our world today. The strategic partnerships between higher education institutions and other sectors of the society offer a way to meet immediate needs, take advantage of the emerging opportunities with minimal resource investment, and deliver cost-effective programs, academic innovation, administration, and public services (Johnston and Noftsinger, 2004, p. 19).

Susanto *et al.* (2006), in [www.jakartaconsulting.com/art-14-01.htm](http://www.jakartaconsulting.com/art-14-01.htm) site, stressed that alliance management has many challenges because it puts together two structures, strategies and different cultures. Ambiguity caused by vague expectations of each party, priority imbalance between the dimensions of cooperation and competition, as well as a lack of sensitivity in reading the cultural diversity can be serious obstacles. The symptoms to watch out for are clogging of communication channels, disharmony and the increasing complexity of managing relationships, and difficulty aligning internal and external networks. Therefore, in order for the co-operation/collaboration, that will be and/or is being formed with the cooperation partner, to succeed, the higher educational institutions, especially those that would like to cooperate with partners from abroad, must pay attention to some principles of the organization of the implementation of the strategic alliance as proposed by Santoso (2012). He argues that the organization of activities of cooperation between higher educational institutions in Indonesia and institutions abroad must meet the terms and conditions of national and international laws and regulations. In addition, such cooperation must also meet the following principles: cooperation undertaken must support national development and contribute to the development of the national competitiveness; the parties involved in the cooperation must uphold equality and mutual respect; the implementation of the cooperation should be carried out with creativity and innovation, and should synergize to co-exist so as to have added value to improve the quality of education; each cooperation actor should obtain similar benefits so that activities can be carried out sustainably; and cooperation undertaken should also consider diversity, both cross-regional, national, or state.

#### 2.4 Previous research

Theoretical basis related to this study has been presented in various studies. This study aims to further deepen the theoretical basis, as well as to further develop and update these studies, which are as follows:

1. Gueorguiev (2006), in his research on quality management in higher education in Bulgaria, argues that there has been increased cooperation between the industry and higher education institutions. Currently in Bulgaria, curriculum and job placement opportunities after graduation have become the criteria for prospective students in choosing a higher education. Both of these indicators are considered in the process of improving the quality of higher education.

2. Mayaka and King (2002), in their study on the implementation TedQual in Kenya, revealed that there has been a shared understanding among key stakeholders about the importance of tourism education and training in Kenya. The results also identified that there are inefficiencies in education and training of tourism that exist today; hence, the need for periodic meetings among stakeholders to formulate a national strategy for human resource development-based tourism in Kenya to TedQual System initiated by UN-WTO.
3. Dale and Robinson (2001), in their paper entitled "The theming of tourism education: a three-domain approach," raise critical questions that tourism stakeholders need to acknowledge if tourism, both as an industry and as a field of study, is to sustain itself in the long term. To meet the evolving needs of stakeholders, this article proposes that tourism education should become more specialized in nature. The authors forwarded a three-domain model of tourism education based on generic, functional, and product/market-based themed degree routes. The article outlines a cost/benefit analysis of theming tourism education for the key stakeholders and puts forward an action plan for its implementation.

Some previous research studies showed that the application of quality management in higher education, especially tourism, will have a direct impact on the quality of graduates. Implementation of strategic management and partnership with various stakeholders in a way that can be used in the management of tourism education that is international may be the answer to improving the quality of education in higher educational institutions of tourism, so that the graduates can have the ability to compete and be able to enter the global competition.

### 3. Methodology

#### 3.1 *Research design*

This study used a qualitative research design with a case-study approach that seeks to understand and interpret the meaning of events, interaction of human behavior in a given situation. Patton and Cochran (2002, p. 1) say that qualitative research is characterized by its aims, which relate to understanding some aspect of social life, and its methods, which (in general) generate words, rather than numbers, as data for analysis. It is taken into consideration because of the following reasons: adjusting qualitative method is easier when faced with the double reality, this method presents the direct nature of the relationship between researchers and informants, and the method is more sensitive and better able to adapt to many sharpening influences together and to patterns of values encountered.

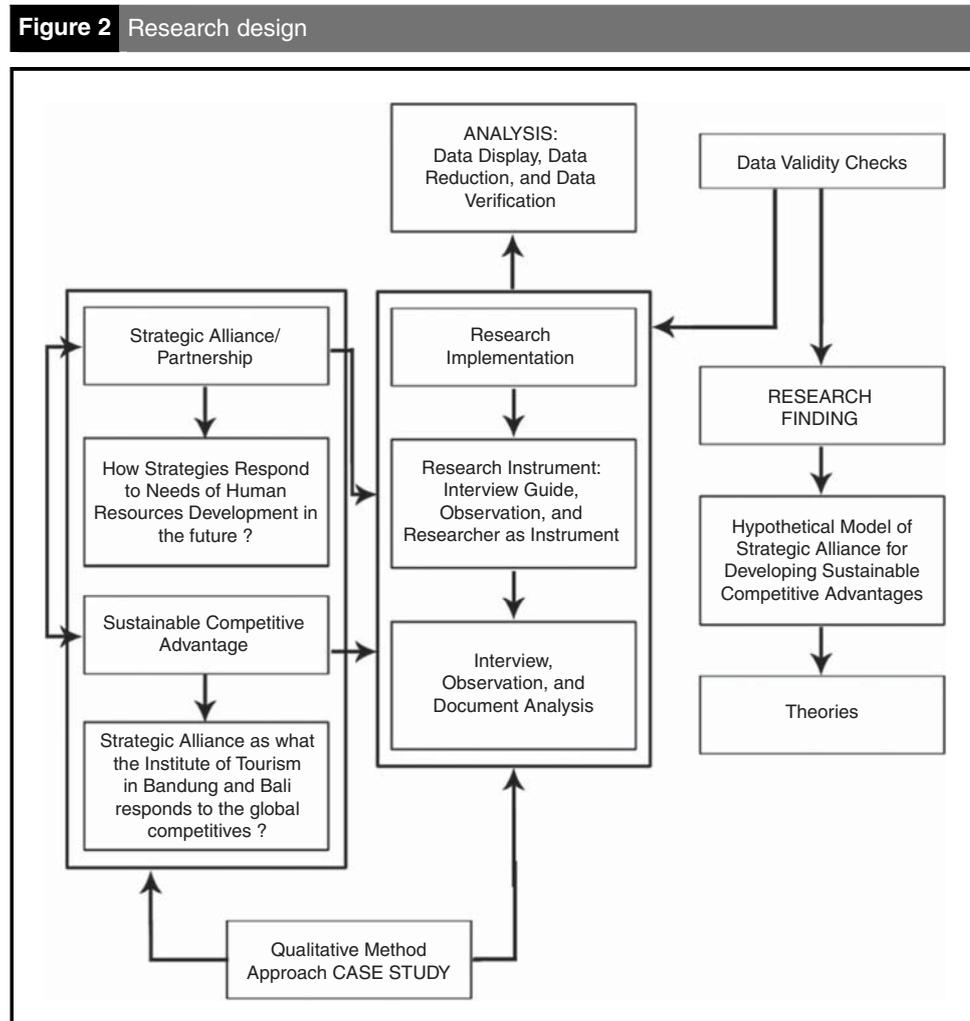
Satori and Komariah (2009, p. 219) suggest that qualitative research is a research paradigm to describe the events, the behavior of a person or a situation in a particular place in detail and depth in narrative form. A qualitative approach is a process of research and understanding based on a methodology that investigates a phenomenon of social and human problems. In this approach, researchers created a complex figure, studying words, a detailed report of the views of informants, and conduct studies on the natural situation (Creswell, 2009, p. 5).

Furthermore, Ghony and Almanshur (2012, pp. 61-62) suggested that the case study is a research directed to collect data, extract meaning, and gain an understanding of the case. In this study, the authors collect data, extract meaning, and gain an understanding of the implementation of education management in improving sustainable competitive advantage through strategic alliances at the Bandung and Bali Institutes of Tourism as the Technical Implementation Unit (UPT) of the Ministry of Tourism. This approach was chosen with the following considerations:

1. To identify empirical data concerning the implementation of the strategic management of education and strategic alliances undertaken by STP Bandung and Bali in an effort to increase the competitive ability that will be the basis of sustainable development models.
2. This approach is suitable to describe the conditions that occur at current time so that the researcher was able to obtain accurate information about the implementation of the strategic management of education and strategic alliances undertaken by STP Bandung and Bali.

At the first stage, the researcher conducted direct survey (preliminary survey) to gather data from the data sources, without any intervention. The researcher, in this regard, acted as the main instrument and went directly to research objects to gather information through observation and interviews using both formal and non-formal approaches. First, he visited the Resource Development Agency (BPSD) of the Ministry of Tourism located in Jakarta. The agency functions as a builder and determiner of policies concerning human resources development through tourism higher educations. After that, he continued the data and information digging and gathering activities by visiting two tourism colleges under BPSD located in Bandung and Bali. Then, he described and analyzed the gathered data and information using inductive data analysis. The reason for this is that the naturalistic qualitative research studies a problem without making generalizations. The objective of naturalistic qualitative study is not to test the hypothesis based on a particular theory, but rather to find patterns that might be developed into a theory. As a final stage, the researcher seeks to understand and to withdraw the meaning of the phenomenon through analytical descriptive presentations, and compare it with the theories used as a foothold in this study on strategic management, competitiveness, and strategic alliances.

Schematically, the research design developed in the study regarding the implementation of strategic management as an ongoing effort to improve competitive capability through strategic alliances at the Tourism Higher Education under the Ministry of Tourism is presented in Figure 2.



### 3.2 Research participants

The essence of qualitative research is a research procedure that produces descriptive data in the form of words written or spoken by people and also the description of observed behavior (Bogdan and Taylor in Moleong, 2010, p. 4). In this study, observation subjects were humans functioning as key instruments; that is, people either as informants or management policy makers of education in Bandung and Bali Tourism Institutes. The participants of this research are as follows:

3. Head of the Human Resources Development Agency of the Ministry of Tourism that hierarchically does direct supervision of tourism higher education centers under the Ministry of Tourism both in coaching and development.
4. Leaderships of the Institutes of Tourism under the Ministry of Tourism, namely, the directors, deputy directors, and heads of administration departments.
5. Educators and education personnel.
6. The tourism industry as users of graduates.

The use of qualitative methods is in accordance with research problems, i.e. the quality and competitiveness of tourism higher education in a sustainable manner. By using this method, the development of information obtained was fuller, deeper, and more meaningful, so that the research objectives could be achieved.

Participants were decided as key informants because of the fact that they are all knowledgeable concerning the implementation of tourism education in the tourism higher education centers under the Ministry of Tourism. Inside this group are the tourism industries as users of graduates. Thus, the information obtained from these informants is valid and accurate and in accordance with research theme, namely, the implementation of strategic management for education through strategic alliance conducted by STP Bandung and Bali in an effort to improve its ability to compete sustainably.

As the research topic implies, "Implementation of Strategic Management Education in Developing Sustainable Competitive Advantage through Strategic Alliance at the Tourism Institutes under the Ministry of Tourism," the first informant to be interviewed was the Head of BPSD of the Ministry of Tourism, because BPSD is the body that understands the policies regarding the preparation of human resources in tourism in Indonesia, as it oversees the UPT of the Ministry of Tourism.

Information obtained from the Head of BPSD was then verified and further explored through the leaders and lecturers at the Institutes of Tourism in Bandung and Bali. Afterwards, the obtained information was verified and further explored through graduate users or tourism industries (Table I).

### 3.3 Data collection

In this study, data collection is done through interviews, observations, and documentations.

**3.3.1 Interview.** In-depth interviews are interviews conducted by bringing about the informants to speak freely and deeply. Informants for this study include the following, among others: the Head of the Human Resources Development Body of the Ministry of Tourism that structurally directly supervises the Institutes of Tourism both in coaching and development; the leaderships of the Institutes of Tourism under the Ministry of Tourism, namely, the Directors, Deputy Directors, and the Chief of Section; teachers (lecturers); and tourism industries or the users of graduates. Information gathered from users was then used as a medium for obtaining data that are hard to obtain from a free interview and at the same time used as a way to cross-control against the correctness of the data obtained during the study. The results of this in-depth interview were subsequently positioned as the primary research data.

**3.3.2 Observation.** Observations were made to see the educational activities at STP Bandung and Bali, with regard to the learning activities in both theory and practice. Observations were also made to see the extent to which facilities and pre-infrastructure and other supporting facilities could support the process of education held at STP Bandung and Bali. These supporting facilities

**Table 1** Data resource (informants)

<i>Informants</i>	<i>Targeted information</i>
Head of Human Resource Development of the Ministry of Tourism	<p>Head of Human Resource Development of the Ministry of Tourism is the first informant in this research based on several reasons, which include the following:</p> <ol style="list-style-type: none"> <li>1. Structurally, BPSD is an agency that directly oversees the Technical Implementation Unit (UPT), i.e. the operators of Tourism Higher Education Institutions under the Ministry of Tourism;</li> <li>2. BPSD has a very strategic role in the development of Tourism Higher Education Units in order to produce qualified and globally competitive tourism human resources;</li> <li>3. BPSD provides policy directions that should be used as a foothold by UPT in carrying out Tourism Higher Education under the Ministry of Tourism; and</li> <li>4. Head of BPSD is believed to be the right person who could "open the door" to identify strategic issues at all Tourism Higher Education Units in Indonesia</li> </ol> <p>All information extracted from the head of BPSD is more directed toward getting the key themes in accordance with the focus of research. The main themes obtained are very important in formulating research questions</p>
Directors of STP Bandung and STP Bali	<p>Directors of STP Bandung and Bali are the second informants after Head of BPSD. It is based on the consideration that the Director of the STP is a person who understands the problems of the three foci of research. Important themes that are suitable with the focus of research obtained from the Head of BPSD are hereinafter described in research questions that will be explored from the Directors of STP Bandung and Bali</p>
Deputy Directors of STP Bandung and STP Bali	<p>Information obtained from the Directors of STP Bandung and Bali will be deepened further with the Deputy Directors. Deputy Director I and III who handle the academic affairs will provide data about the research focus 1 and 2. Meanwhile, information relating to human resource development strategy (educators), the educational facilities, and budgeting will be excavated from Deputy Director II who handles the field of finance and public administration. The information about the strategic alliance undertaken to respond to global competition will be excavated from Deputy Director IV who handles areas of cooperation</p>
Heads of Departments of STP Bandung and STP Bali	<p>STP Bandung and Bali have three departments, namely the Tourism Department, Hospitality Department, and Travel Department. The Heads of the Department most understand the implementation of the policies of the institution in the field. Therefore, all of the information that have been obtained from the Directors and the Deputy Directors, will be explored with the Heads of Departments</p>
Faculty Members	<p>Information extracted from the lecturers is with regard to strategic issues in education at the Institutes of Tourism, in particular with respect to elements directly related to the learning process. Other information is also gathered from the faculty with respect to expectations and their opinion about the competence and readiness of lecturers and students in the era of free trade</p>
Graduate Users	<p>The business world (tourism industries) are users of STP Bandung and Bali graduates. Industries, from which information will be extracted, include the hotel industry, travel, and Tourism Government Agencies. The information that will be explored is with respect to the needs of the industries from graduates of STP and to see their suitability and qualifications for the industries</p>

include the state of theory classes, the state of practice facilities, computer labs, libraries, student dormitories, canteens, and various other supporting facilities.

The results of the above observations are very useful for confirmation, or for data triangulation of the results of in-depth interviews that have been done.

**3.3.3 Document study.** Document studies were conducted by examining the following documents, among others, that are relevant and necessary for the research: rules and regulations; Strategic Plan of the Ministry of Tourism, BPSD, STP Bandung and Bali; Statute of STP Bandung and Bali; Manual of Academic; Documents of Cooperation; and other documents in both print and electronic.

The results of an assessment of the various documents mentioned above are very useful for confirmation or for triangulation of data of the results of in-depth interviews and observations that have been done.

### **3.4 Data analysis**

The data that have been obtained in the field are the result of interviews, observation, and documentation and require analysis and interpretation to meet the demands of the purpose of

research and other information. To obtain accurate data, the researcher must make field notes or enhanced further simplified notes by using the code data and problems. Encoding is done based on the criticisms made; the corresponding data is separated by a certain code of data that does not correspond to the research problem. The data should be analyzed qualitatively, repeatedly and continuously between the collection and analysis of data, both during data collection in the field and after the data are collected (Bogdan and Biklen, 2007). The data in qualitative research would be very meaningful in sentences rather than in the form of numbers. The data can be collected from a variety of existing techniques.

Data analysis was performed throughout the study, but in practice was fixed through stages consisting of the current analysis performed during data collection, analysis performed on collected data, and presentation of the data in a systematic way. The following activities were conducted during data collection: improving the comments and reflections every time after doing the interview; summarizing the interview; and summarizing the site or series of interviews of each data collection period during the study, in order to obtain the tentative conclusions within a site or between sites. The analysis after the data collection included following activities: developing categories and a coding system in accordance with the operational limitations in the scope or focus of the investigation; and sorting the data by filing card system approach so that the conclusions obtained are in accordance with the focus of the research. This data analysis was done through the stages of coding, categorization, reduction, and display data. The data sources (informants) and data collection techniques, as well as the research domain and important themes were encoded.

### 3.5 Process validation of research findings

In this study, there are two things that can be done in the process of triangulation: triangulation of data sources and triangulation of methods.

**3.5.1 Triangulation.** Triangulation in this study was conducted on sources and methods. Triangulation of the source data is done by comparing the data obtained from various respondents, while triangulation of method was done by comparing the data obtained from different techniques, namely observation, interviews, and documentation. Member check is a technique of data validation to produce the conclusion of the talks in an outline form at the end of the interview performed.

**3.5.2 Confirm audit.** In addition to the triangulation, a confirmation audit was also conducted with a supervisor or other parties related to the research focus, to obtain research data that actually correspond to the real conditions in the field.

## 4. Research findings

The findings of the research results emerged after a long process, of which the first stage was conducted by researchers directly on the field (preliminary survey) to be able to collect data from the data source, with no intervention. Researchers, in this regard, went directly to the objects of study to collect information through observation and interviews, starting from the Resource Development Agency of the Ministry of Tourism located in Jakarta, which is the builder and policy maker of the Institute of Tourism in Indonesia to extract data/information, then proceeding to the Institute of Tourism under the Resource Development Agency, located in Bandung and Bali.

The analysis of the results of the observations, interviews, and documentation study is more of an overview of the situation observed in the form of a narrative description, so the research report has excerpts of data to illustrate the presentation of the report to be able to answer the research questions. From the description and analysis of data based on information collected previously, inductive data analysis of the information obtained was done through the processes of data categorization and data reduction, data interpretation, and the withdrawal of the conclusions/verification. The stage is done such that the process analysis interpretation will produce a conclusion that is in accordance with the actual situation regarding the strategic alliance made in tourism higher education in Indonesia, in this case the High Schools of Tourism in Bandung and Bali.

Tables II through VIII categorize the findings of the informant interviews, review of documents, as well as the results of observations about the strategic policy to respond to the needs of human resource development in the future and the strategic alliance to respond to global competition. This has been analyzed using the processes of data reduction, data display, and drawing conclusions.

#### 4.1 *The strategic policy to respond to the needs of human resource development in the future*

4.1.1 *Internal reform policy strategy.* STP Bandung and Bali agree that improving the quality of teaching and learning process is very strategic and a priority on the agenda of the institutions. Therefore, STP Bandung and Bali have made strategic steps to improve the quality of teaching and the learning process, as outlined in the Strategic Plan document. Improving the quality of teaching and learning in STP Bandung is included in the Master Plan Development (RIP) of the institute.

STP Bandung and Bali have made strategic steps to improve the quality of teaching and learning process, as outlined in the Strategic Plan document. Table II presents information about the internal policy strategy at the Institutes of Tourism under the Ministry of Tourism.

All the elements related to the educational process should be based on STP functions as vocational schools' stages of learning process, output, and their outcome are different from those of universities. The theory and practice ratio for learning process in the field of vocational education is 50:50, and the orientation is student-centered so that the students not only have good skills, but also soft skills, and are better prepared to enter the world of tourism industry.

4.1.2 *External revamping policy strategies.* Based on the research results concerning the policy strategy, an external revamping of STP Bandung is done by setting up human resources to respond to market needs through planning, implementation, and evaluation of alliances/partnerships with universities at home and abroad. To facilitate this and to win partnerships and support from various colleges, the high school status of the institution was changed to an institute, as set out in the Strategic Plan of STP Bandung. Meanwhile, the policy strategy of externally revamping STP is in accordance with the mission of STP to become a center of excellence in tourism, and needs to be done through alliances with universities inside and outside the country, especially in the field research and Dual Degree program. External improvements should be done in a comprehensive manner in accordance with the strategic plan of STP.

Table III presents some policy strategies at the Institutes of Tourism under the Ministry of Tourism regarding external improvements.

The research about policy strategies concerning external revamping carried out by the Institutes of Tourism under the Ministry of Tourism is done through cooperation/partnership with

**Table II** Strategies of internal reform policies (teaching and learning process quality improvement) at the Institutes of Tourism under the ministry of tourism

<i>STP Bandung</i>	<i>STP Bali</i>
Preparation of planning strategies in an effort to improve the quality of TLA RIP STP Bandung formulated comprehensively by using all aspects underlying the development and management of higher education institutions. Strategies to improve the quality of TLA in responding to the needs of human resource development An evaluation strategy in conducting internal improvements (improved quality of TLA to respond to the needs of human resource development) Determination of the number of meetings in a semester of 20 weeks. Monitoring the level of attendance of lecturers to support the quality of the lecture meeting Changes of the statute of STP Bandung to support the transition of STP Bandung future	STP Bali must recognize the stages of vocational learning. All phases must be approved by all UPT STP Bali should implement a vocational school system Strategy that STP Bali lecturers applied to the lectures to maximize the quality of learning, through cooperation with the industry and with alumni in ordering delivery of course materials Program management application to improve the soft skills of students
<b>Source:</b> Data Reduction Result (2013)	

**Table III** External revamping policy strategies at STP under the ministry of tourism

<i>STP Bandung</i>	<i>STP Bali</i>
Establish an orientation program for industry and seminars / workshops at home and abroad Alliances with universities abroad through joint programs on the field of study Diploma, S1 and S2 Conducting joint programs based on the study as a continuous pattern structured with a dual degree with IMI University Center in Switzerland for Diploma III / BA in Culinary Art Evaluate each semester in alliance with PT abroad based on the experience of implementing the MSc. Joint Program in ITHM with Leeds Metropolitan University, UK Training for teachers related to research methodology and guidance counseling	Cooperation with universities in the field of research and Dual degree program Conducting guest lecturing programs in TLA Cooperation for recruitment in the industry (hospitality and the employment) Cooperation with other universities in the country concerned Cooperation abroad in the field of exchange of students, faculty, and programs

**Source:** Data Reduction Result (2013)

universities at home and abroad with the aim of preparing qualified human resources according to market needs. This corresponds to the vision of the institutions as centers of excellence in tourism through strategic planning, implementation, and evaluation to improve the quality of faculty and curriculum.

Cooperation is done to be able to provide added value to the faculty and students. Prior to cooperating, STP should see what strengths and weakness of resources owned.

*4.1.3 Curriculum reform policy strategy.* Since the current curriculum contains many courses that are not needed, STP Bandung should make fundamental changes. Evaluation of the curriculum at STP Bandung should be oriented to meet the needs and development of the industry, especially in the field of tourism. Revamping the curriculum is the right of university autonomy, which in this case is addressed to the respective departments/study programs, and should be in line with ministerial regulations. While revamping of the curriculum in STP is being evaluated, the curricula concerned should be discussed to find their flaws and what needs to be fixed. STP Bali scored students not only by their output but also the outcome according to their competence. Competence in question is the appropriateness of the existing curriculum at STP in reference to the ability of students. STP's current curriculum is not relevant to the needs of industry. Therefore, it used a short-term strategy by introducing guest lecturers from the industry; the long-term strategy is the development of human resources (i.e. the lecturers).

Some policy strategies at the Institutes of Tourism under the Ministry of Tourism regarding curriculum reform are presented in Table IV.

The Institutes of Tourism under the Ministry of Tourism reform their educational curriculum in accordance with the needs of the international market, and this is done by adjusting the competency-based curriculum to the market needs. In addition, the curriculum implementation refers to the white paper on which the implementation and assessment of the reform of curriculum are conducted annually by involving practitioners of the tourism industry plus experts in the field of tourism.

**Table IV** Curriculum reform policy strategy at STP under the ministry of tourism

<i>STP Bandung</i>	<i>STP Bali</i>
Implementation of the curriculum refers to the white paper on which the implementation of the curriculum reform STP Bandung adjusts the curriculum to the Higher Education curriculum of DIKTI and adopts conducted CIRC Evaluation of curriculum reform is conducted every year by involving practitioners of the tourism industry plus experts in the field of education	For the short term, to be done by asking outsiders who have the competence to support certain subjects, and it is temporary For the long term, to undertake professional development for all lecturers of courses according to the demands of curriculum

**Source:** Data Reduction Result (2013)

*4.1.4 Lecturers revamping policy strategies.* Settling of lecturers at STP Bandung is done by creating a mapped projection of the educators' positions until the year 2019 and breaking it down into annual programs, which are incorporated into planning documents as well as the activities of the annual budget to prepare qualified lecturers for international competitiveness. This work is done in order to support the quality of teaching at STP Bandung. The level of achievement can be judged by evaluation and review. To certify lecturers for international competitiveness STP Bandung made an effort in the form of CHE, that is, certificate hospitality educators, and this will be pursued every year by lecturers with adequate funding. Revamping STP lecturers will enable them to develop the knowledge, skills, and professional faculty they need to follow the developments in the industry. In order for this faculty development to be undertaken, its activities should be budgeted into DIPA referring to the stage of vocational education.

Fulfillment of quality policy strategies of the faculty at the College of Tourism in the Ministry of Tourism to be internationally competitive are presented in Table V.

The Institutes of Tourism under the Ministry of Tourism prepare qualified tourism human resources through improving the quality of lecturers by making projection maps of functional educators up to the year 2019. These were then broken into annual programs and put in a planning document as well as the annual budget with regard to improving the competence of lecturers in terms of knowledge, skills, and vocational profession. At the same time, an evaluation and review of the achievements and compliance with international standards are conducted. In order for the lecturer capacity improvement to be financed by the state budget, the concepts of developing the professional ability of teachers need to be approved and realized.

## *4.2 The strategic alliance to respond to global competition*

*4.2.1 Motivation and pre-conditions, and strategic alliances.* Motivating factors for STP Bandung to cooperate with external parties include the following: to make STP Bandung a leading institution of higher education in tourism; provide a guarantee for graduates to be able to work all over the world at various levels of hierarchy; improve the readiness of the organization, educators, curriculum, and educational infrastructure (internal); and partners' reputation factors (external). Meanwhile, for STP, cooperation is a necessity and a beneficial community service in accordance with the vision of the institution. Although one should think about the benefits the institution will get by cooperating with institutions overseas, these benefits should not necessarily be in financial terms but in the development they will bring to the institution. STP criteria for cooperation include the following: the institution concerned must have the legality of the government and the recognition of the community; cooperation should be advantageous (beneficial) for STP; and cooperation should fit the ability and timing of lecturers or students of STP Bali. Prior to the cooperation, the relevance of what is learned by the students and how to improve it should be studied. Benefits of cooperation with foreign parties create opportunities for lecturers to broaden their scope and facilitate studies abroad. Prior to cooperating with outsiders, the agency must conduct self-evaluation preparation of strengths and weaknesses of the institutions.

**Table V** Compliance policy strategy of internationally competitive lecturers in the STP under the ministry of tourism

<i>STP Bandung</i>	<i>STP Bali</i>
<p>Make a map of projection of functional position of educator until 2019 that serves as a guide in the development of the quantity and quality of educators to achieve the standard target of 40 percent educators who have a background in tourism education from universities abroad and 70 percent of teachers who have been certified CHE from AHLEI</p> <p>Projected educator positions that are broken into annual programs and incorporated into the planning documents as well as the activities of the annual budget</p> <p>Conduct an annual review and evaluation of achievement of the objectives of the program and quality fulfillment of international educators</p>	<p>Development of the skills of the lecturers to visit the industry and to discuss the management in industry; to know and feel the product, discuss the growing trend in the industry</p> <p>Providing facilities for lecturers to participate in seminars, workshops, and trainings related to faculty development both at home and abroad</p> <p>Lecturer STP Bali is also preferred to be a member of one of the professional organizations existing in the industry, for example IHRA, ASITA, and other professional associations in the field of tourism</p> <p>Increase the development budget by entering into DIPA</p>

**Source:** Data Reduction Result (2013)

Motivation, pre-conditions, and strategic alliances are carried out within the Institutes of Tourism under the Ministry of Tourism shown in Table VI.

Prior to the cooperation, STP must first conduct internal environment analysis (ALI) and the external environment analysis (ALE) to prepare conditions to be met before cooperating with other parties. Motivation and pre-condition in partnering/alliance with other parties are basically oriented toward improving the quality of education to the standards of world-class tourism higher education in accordance with the vision and mission of the institution so as to provide benefits to the academic community. Therefore, the institution must have criteria cluster for who will be partners with STP and in developing partnerships with developed countries.

*4.2.2 The strategic alliance activities and the substance of the alliance.* Strategic alliances with partners are incorporated into the strategic plan and annual plan in the form of key performance indicators (KPI) of each period/year. Barriers that often occur in the partnership include the commitment of both sides in implementing the partnership, the depth of information for the partnership, and the hidden agenda of the cooperation partners. The need for a strong commitment to make strategic alliances and to be able to draw up an action plan, which is detailed and has a clear time frame, is crucial for the success of the cooperation. Points of cooperation that make reference to support the vision and mission of STP Bandung in covering the orientation of education include formal and informal ties. For ASEAN, STP Bandung has become a role model for cooperation/partnership with other countries. The processes of decision-making are oriented to excellence in three graduate outcomes, namely personal, social, and environmental excellence. Efforts to ensure or maintain the continuity of alliances with partners are made through annual events and monitoring of the program.

The form of cooperation that is often adopted by STP includes industry assistance, training, guest lecturing, and cooperation for recruitment in the industry. Barriers faced when cooperating with

**Table VI** Motivation, pre-conditions, and strategic alliances that are conducted by STPs under the ministry of tourism

Themes	STP Bandung	STP Bali
Motivation of Alliance	The drive to make STP Bandung a leading tourism institution of higher education (a notable tourism education institution) Provide a guarantee for graduates to be able to work around the world at various levels of the hierarchy. In anticipation of the start of the ASEAN Free Trade Area, or ASEAN Economic Community in early 2015	Community service Viewed in terms of its ability and actualability Should think about the advantages (benefits) that will be found when working closely with overseas institutions Cooperation in domestic priorities are not in financial terms but that it is important to develop institutions. Given limited resources, including human
Pre-condition	Internally, it is the readiness of organizations, educators, curriculum, and educational infrastructure Externally, partner's reputation is a factor The referral partnership orientation is to develop country Partnerships with the tourism industry, which actively seeks and operates within R.I. Partnerships with educational institution that has been internationally recognized, at least with UNWTO-TedQual certification	Institution/partners need to have the legality of the government and public recognition Has the advantages (benefits) for STP It should fit the ability and timing of the faculty or students of STP Measuring the ability of the institution itself with the institutions to be cooperative Relevance of what is learned by the students with what to do in an institution or industry
Strategic alliances	Using a three-stage strategy in selecting partnership with international institutions, namely, the demand for the alliance; their initial meetings and discussions were quite broad in scope; the partnership begins with an MoU Bonds in support point that such cooperation includes formal and informal ties Event strategic alliances with partners incorporated into the strategic plan and annual plan in the form of Key Performance Indicators (KPI) and quantitative of each period/year The continuity of the alliance is by developing communication through a monitoring program, and the annual event which is called Partnership Gathering	Must be oriented to customer satisfaction, taking into account the following: must comply with the STP MoU that is already signed; support funding sources; the benefits that STP will take of cooperation

Source: Data Reduction Result (2013)

overseas institutions, especially the English, include using the Indonesian curriculum which has a heavy load, lack of confidence among lecturers when communicating with institutions abroad, and the need for government's budget policy to be made efficient. Efforts are made to be able to sustain STP in adhering to the MoU, and to provide support by the availability of funding in addition to benefits gained from the cooperation. The weakness of the cooperation in general arises from the lack of ability and readiness of the institution. Therefore, necessary preparation of human resources, curriculum, and other components must be done before entering the cooperation.

The strategic alliance STP made within the Ministry of Tourism and the substances of the alliance regarding the activities are presented in Table VII.

Activities and substances of alliances undertaken by the Institutes of Tourism under the Ministry of Tourism are incorporated into the strategic plan and annual plan in the form KPI of each period/year. Areas of alliance included, among others, the provision of education (joint program), the organization of supervised field training (PKN), graduates recruitment, and supporting the development of tourism education institutions.

Points of cooperation that support the vision and mission of STP are oriented toward three advantages (excellence) of STP graduate outcomes: the graduate has the capability or capacity to establish himself/herself (personal excellence), the graduate has a social sense (social excellence), and the graduate possesses environmental excellence. Meanwhile, the decision-making process regarding any cooperation activities is conducted as a collective decision of the management. On the other hand, the level of success of the cooperation with outside parties is measured by evaluating the partnership documentations.

Partnership activity and areas of alliance by the Institutes of Tourism under the Ministry of Tourism refer to the vision and mission of the institution, namely in order to produce graduates who have the advantage of competing at an international level, including the provision of education (joint program), the implementation of PKN for STP students, graduate recruitment, and supporting the development of tourism education institutions.

*4.2.3 The impact of the alliance for the academic community.* The results showed many forms of successful cooperation with several agencies by STP Bandung. The partnerships do provide benefits for every party, that is, the academic community, graduates, partners, educational institutions, and the tourism industry. The impact can be felt by the community as it is clear that the students have a high confidence and gain professional development in the context of their skill, knowledge, and attitude. This implies that as a result of the impact of the alliance,

**Table VII** Activities and substances of alliances of STPs under the ministry of tourism

<i>STP Bandung</i>	<i>STP Bali</i>
<p>The conduction of education system with international partners</p> <p>Implementation of PKN for students of STP</p> <p>Recruitment of STP graduates to work in various international tourism businesses</p> <p>Supporting the development of tourism education institutions in various parts of the country</p> <p>Providing education by distance learning mechanism</p> <p>Point-point cooperation when it comes to the orientation of the vision and mission of providing education</p> <p>The process of decision-making in the alliance, the collective nature oriented to three advantages as far as outcomes of graduates</p> <p>Evaluation carried out periodically, nature on papers or seriously followed up in accordance with the "Memorandum of Understanding, Letter of Agreement, Letter of Intent," and communication to ensure the alliance can be implemented</p> <p><b>Source:</b> Data Reduction Result (2013)</p>	<p>Power assistance for daily workers in the industry</p> <p>Training for faculty and students</p> <p>Guest lecturing in teaching and learning activities</p> <p>Cooperation for recruitment in the industry</p> <p>Cooperation with the hospitality industry and the employment</p> <p>Cooperation abroad in the field of exchange of students, faculty, and program</p> <p>Cooperation is done to improve the ability of teachers so as to have a minimum standard that is recognized internationally</p> <p>The cooperation with industry is already running in the form of training and consultancy</p> <p>The cooperation with universities in the form of research, dual degree programs, and seminars</p>

STP Bandung has a strong confidence to face the future in a global era. A very dominant factor contributing to the success of this partnership is the sense of a common desire, and mutual interests. The challenges that must be faced by STP Bandung in improving the quality of education, especially in the era of global competitiveness, should now be addressed immediately.

Meanwhile, the impact of the alliance for the academic community is that STP has been working with the hospitality industry and graduates of STP Bali are recognized participants. STP also sees the need to cooperate with other universities with recognized credibility. Overseas cooperation in the field of exchange of students, faculty and programs, research, dual degree programs and seminars. Cooperation will be successful when concrete programs are made.

Basically, any activities of cooperation/alliances with other parties are expected to provide many benefits to the entire academic community (students, graduates, faculty, staff), partner educational institutions, and the tourism industry. This is seen in Table VIII.

The impact of the alliances is that STP Bandung and Bali have a strong confidence to face the future in a global era. It is expected that students will be exposed to different "learning processes" from the collaborations, which will instill high confidence in them and develop them professionally in the context of skill, knowledge, and attitude.

Basically, the activities of cooperation/alliances with other parties are expected to have an impact on the academic community, so as to obtain "learning process" which in turn gives a strong confidence to face the future as well as other benefits to the entire academic community (students, graduates, faculty, staff).

## 5. Conclusions and recommendations

### 5.1 Policy strategies to respond to needs of human resources development for the future

Internal institution reform policy strategy conducted by STP Bandung includes strategic planning in an effort to improve the quality of teaching and learning activities and development of a comprehensive RIP using all aspects underlying the development and management of higher education institutions. On the other hand, internal institution reform policy strategy conducted by STP Bali includes improving the quality of TLA by implementing vocational school system consistently.

External institution reform policy strategy conducted by STP Bandung is done by alliance with other higher education institutions and industries both at home and abroad, concerning the implementation of orientation programs for the industry, seminars/workshops at home and abroad, joint programs and dual degree programs in the field of diploma studies, undergraduate and postgraduate; training for the faculty on research methodology, and students' guidance and counseling. Meanwhile, external institution reform policy strategy conducted by STP Bali includes alliance with other higher education institutions at home and abroad regarding the following: Tridharma; dual degree program; exchange of students, faculty, and programs; guest lecturing

**Table VIII** The impacts of strategic alliances for the academic community STPs under the ministry of tourism

<i>STP Bandung</i>	<i>STP Bali</i>
Provide benefits to all parties, namely the students, graduates, partners, educational institutions, and the tourism industry. Civitas academic has a strong confidence to face the future in a global era	Benefits of cooperation with foreign parties are to create opportunities, to have a partner to berdiskusi, and to add insight for lecturers. The benefits of international cooperation for the students is to make a bridge to facilitate students abroad
Students have high confidence, because of obtaining the learning process of partners with regard to development in the context of professional knowledge, skills, and attitude The success of the partnership depends on a sense of mutual desire, and mutual interests	
<b>Source:</b> Data Reduction Result (2013)	

program held in the teaching and learning activities; and cooperation for recruitment with the industry (hotel business and the employment agencies).

Curriculum reform policy strategy conducted by STP Bandung includes the following: implementation of the curriculum white paper on which the implementation of the curriculum reform is based; implementing and evaluating compliance with the higher education curriculum and Common ASEAN Tourism Curriculum by involving practitioners of the tourism industry plus experts in the field of education. Meanwhile, the policy strategy of revamping the curriculum includes the following: what should be asked from outsiders who have the competence to support certain subjects; conduct professional development for all lecturers of courses according to the demands of the curriculum.

Lecturer reform policy strategy is implemented by STP Bandung through the creation of a mapped projection of the functional position of educators until 2019 as a guide in the development of educators to achieve the standard target of 40 percent educators who have a background in tourism education of higher education abroad and 70 percent educators who have CHE certification of AHLEI. These were broken into planning documents as well as the activities of the annual budget; an annual review and evaluation of the achievement of the objectives of the program quality fulfillment of international educators is conducted. Meanwhile, the lecturer reform policy strategy is conducted by STP Bali through the implementation of skill development programs for lecturers in accordance to the growing trend in the industry, both at home and abroad.

The research findings indicate that the learning process is "strategic" in preparing qualified human resources as graduates and increasing their global competitiveness. These findings provide broader implications for the college of tourism, nationally, regionally, and internationally, to always maintain that the quality (quality) of the learning process in both theory and practice must be oriented to increase student competence, both with regard to skills and soft skills competencies. The study's findings also have implications for the college of tourism at national, regional, and international levels, on the need for efforts to conduct research and improve the quality consistently, and provide quality service to the community through developing a quality culture that can gradually become a habit in the learning process.

## ***5.2 Strategic alliance to respond to global competition***

STP Bandung's motivation to develop alliances with other parties results from the following reasons: the encouragement to make STP Bandung a leading tourism institution of higher education (a notable tourism education institution); provide a guarantee for graduates to be able to work all over the world at different levels of the hierarchy; and anticipation of the commencement of the ASEAN Free Trade Area, or ASEAN Economic Community in 2015. When STP Bali was compelled to conduct an alliance, such as a form of community service viewed in terms of its ability and actualability; is to develop institutions; and because of limited resources, including human resources. Meanwhile, the pre-conditions that are taken into consideration by STP Bandung and Bali in building alliance with other parties include the readiness of organizations, educators, curriculum, and educational infrastructure. Externally, the reputation of the partners is an important factor. The referral partnership orientation is towards institutions from developed countries that are internationally recognized, at least with UNWTO-TedQual Certification, and are operating within the Republic of Indonesia.

Strategic alliances that were conducted by STP Bandung are through a three-stage strategy: the demand for the alliance, the initial discussions covering quite a broad scope, and making the MoU as a bond in favor of the points of cooperation, in the form of formal and informal ties which were then included into strategic planning and the annual plan as KPI of the institution. Maintaining the continuity of the alliance is by developing communication through a monitoring program, and an annual event called Partnership Gathering. Meanwhile, according to STP Bali, the implementation strategy of the alliance should be oriented toward customer satisfaction, taking into account the benefit that STP Bali will gain from the cooperation.

The strategic alliance concerning the activities and the substances carried out by STP Bandung is through several activities, including the provision of education with international partners; PKN or Supervised Field Training implementation for students of STP; recruitment of graduates to work in various international tourism businesses; supporting the development of tourism education institutions in various parts of the country; and providing education by distance learning mechanism. Evaluations are carried out periodically on paper or seriously followed up in accordance with the "Memorandum of Understanding, Letter of Agreement, Letter of Intent," and communications to ensure that the alliance can be implemented. On the other hand, strategic alliance regarding the activities and substances done by STP Bali is through guest lecturing in the teaching and learning activities, cooperation in the field of recruitment, exchange of students, faculty, and programs. Some forms of cooperation with industry are already running in the areas of training and consultancy. The forms of cooperation with other higher education institutes are in the field of research, dual degree programs, and seminars.

The impact of the alliance for the academic community of STP Bandung includes providing benefits to all parties, namely, the students, graduates, partners, educational institutions, and the tourism industry. The success of the partnership depends on a sense of mutual desire, and mutual interests. On the other hand, the impacts of the alliance for the academic community of STP Bali include the following: creation of opportunities; having a partner to discuss; adding insight for lecturers; and creation of a bridge to facilitate studies abroad.

These findings have implications for tourism higher education at national, regional, and international level to carry out fundamental changes in the institution's management in a systematic, total, and fundamental way. The main target is to change the orientation, view, way of thinking, and behavioral patterns of actions as a manifestation of the change in the orientation and views and ways of thinking. These findings also have implications for tourism higher education at national, regional, and international level to improve the suitability and proportionality of higher education with the various needs and demands of the growing good of the entire education system, as well as from the world of business and industry in the community, so that the operational target gets wider and wider.

While the policy strategy is responding to the needs of human resource development in the future, the research findings indicate that the teaching and learning process is "strategic" in preparing graduates as qualified human resources with global competitiveness. These findings have implications on the importance of maintaining the TLA of quality of both theory and practice that should be oriented to the improvement of student competencies, both with regard to skills and soft skills competencies. In this case, the Quality Assurance Unit is not only oriented to the achievement of purely administrative goals (for accreditation), but is also oriented toward reconciliation and improving the quality of TLA. In addition, the findings of this study have implications for the need for efforts to conduct and improve research quality consistently. In the same way, the quality of the community service needs to improve through quality culture that gradually becomes a habit in the learning process.

Other findings of the strategic alliances conducted by the Institutes of Tourism under the Ministry of Tourism show that strategic alliance with institutions is an urgent need and must be done to improve tourism human resource capacity. These findings have implications for the importance of all the elements involved in the educational process, especially the elements of leadership to continuously improve the quantity and quality of the global partnership, with other higher education institutions as well as with governmental and non-governmental agencies or international organizations. This strategy opens up opportunities for information exchanges, experience, research, scientific work, students, and also refreshment of science and technology development in the universities.

The study provides a number of recommendations, which include the following:

1. To increase human resource capacity in tourism higher education under the Ministry of Tourism, Republic of Indonesia, especially the lecturers. The leaders of tourism higher education must propose and encourage the Minister of Tourism, through the

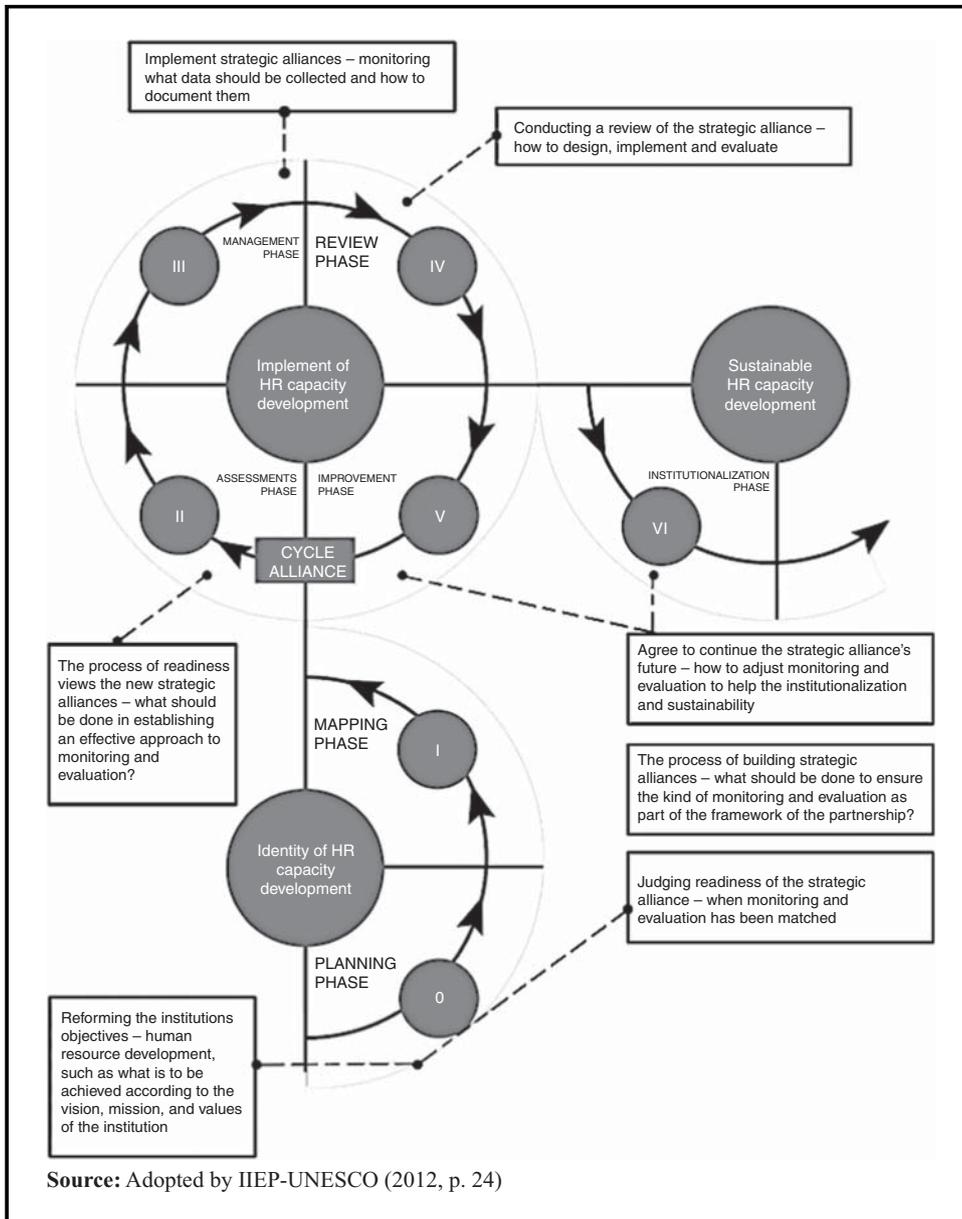
Head of Resource Development (now Deputy of Institutional Development), and proceed to the Secretary General of Tourism to conduct a strategic alliance with the Ministry of Education, so that it prepares a Memorandum of Understanding between the Ministry of Tourism and the Ministry of Education in Graduate Education Scholarship Award for faculty of all units under the Ministry of Tourism. Human resource development policies and programs should be a priority of the Ministry of Tourism. In addition, efforts should be made to optimize the implementation of a strategic alliance with the industry to improve facilities for education, especially the practice facilities. The reputation that the Institutes of Tourism have until now can be used as capital for co-operation with the industry. Industrial has a source of funds, while tourism colleges have the human resources needed by the industry. Tourism College should convince and prove that human resources produced by the Institutes of Tourism have the qualifications the industries need. Tourism College has a capital base as the oldest tourist agency in Indonesia and is known in the industry.

2. The results showed that in the face of increasingly intense competition, strategic alliances must be carried out, including in the field of higher education, so that graduates that have the ability to compete internationally are produced. In practice, several things should be considered by higher education institutions nationally, regionally and internationally when they plan to run a strategic alliance with the industry or other organizations, which include the following: how should the constellation of alliances be framed (design and management of a portfolio of alliances that will be developed by an organization); how should the alliances be designed (form alliances that will be developed, covering the purpose of the alliance, choice of a partner, and how to structure alliances); how should the alliances be managed (relationship management (relationship) and managing alliances); and the alliance capabilities possessed by the organization (internal readiness of the organization in a strategic alliance and knowledge management of the organization). By considering each of these questions, the tourism higher education institutions nationally, regionally, and internationally can make strategic alliances with three steps in an ongoing strategic alliance, which are visually presented in Figure 3.

Figure 3 shows that other institutions willing to carry out strategic alliances can follow the following three steps:

1. Identify the human resource capacity building, through two phases of activities, which are as follows:
  - Planning phase: reforming institutional objectives regarding human resource development, such as what is to be achieved according to the vision, mission, and values of the institution. This should be based on the readiness of strategic alliances, that is, when monitoring and evaluation has been matched.
  - Phase mapping: the process of establishing strategic alliances includes what must be done to ensure the kind of monitoring and evaluation as part of a strategic alliance framework.
2. Implementation of capacity building, education, through four phases of activities, which are as follows:
  - Phase of assessment: process view the readiness of new strategic alliances, i.e. what should be done in establishing an effective approach to monitoring and evaluation.
  - Phase of management: implement strategic alliances, i.e. what monitoring data should be collected and how to document them.
  - Phase of overview: conducting review of strategic alliances, i.e. how to design, implement, and use evaluation.
  - Phase of improvements: agree to continue the strategic alliance's future, i.e. how to adjust monitoring and evaluation to help the institutionalization and sustainability of strategic alliances.

**Figure 3** Sustainable strategic alliances model



3. Development of education human resource capacity through the institutionalization of strategic alliances. This activity is carried out simultaneously with the improvement phase, namely an agreement to continue a strategic alliance for the next period, how to adjust its monitoring and evaluation to help the institutionalization and sustainability of strategic alliances.

This study is still not perfect and requires further research on sampling member and the focus of study. The study only took two Institutes of Tourism under the Ministry of Tourism as its sample; therefore, further research needs to be done with the involvement of four tourism education centers, namely, Institute of Tourism Bandung and Bali, as well as Tourism Academy (Akpar) Medan and Makassar. It will even be better if the research focus remains the same but with a larger sample, not just involving the four tourism education centers under the Ministry of Tourism, but also other private, tourism higher education centers, especially those that have become members of the Association of Tourism Higher Education Institutions (HILDIKTIPARI).

Regarding the focus of the study, further research needs to be more specific; for example, specifically examine the quality of lecturers, students, and other elements involved in the education sub-system. This study also has limitations with regard to informants, as it did not involve students as one of the stakeholders of education. Therefore, further research should include students as one of the informants.

It is in association with contributions to urban and city research literature and practice that this experiment further confirms the importance of strategic alliances between tourism education institutions at the national, regional, and international levels as a producer of competent tourism human resources by the government. One form of strategic alliance to be implemented by tourism higher education is the cooperation in the field of research and community service. Thus, graduates of higher educational institutions of tourism at the national, regional, and international levels can contribute towards promoting tourism in a destination, or a city, or country.

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