



Development of Tour Guide's Curriculum in Borobudur

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ABSTRACT

Tour guides are leaders in tourism activities so their presence is needed. Borobudur has a unique culture and tradition, so the existence of a tour guide is needed to provide excellent service. An excellent curriculum design that provides a tour guide. However, this has not been balanced with a curriculum that is in accordance with current needs. This study aims to develop an innovative tour guide curriculum in Borobudur area, Indonesia. The qualitative method of description was the technique used in this research. ATLAS Ti was used to analyze the data, which was collected through in-depth interviews with six informants. As a result, the curriculum was innovatively designed and included knowledge mapping, learning objectives, and course material layout. The curriculum for tour guides develops intelligence, creativity, and creative thinking. Well-planned training and the arrangement of course content to meet nowadays needs. Furthermore, competent tour guides will be created through strong skills and knowledge mapping. This study highlights some recent developments in heritage's tour guide curriculum and identifies its limitations. It also offers recommendations for future research directions in this area.

Keywords: Tour Guide Curriculum; Tour Guide Course; Heritage; Curriculum; Competent Tour Guides.

INTRODUCTION

In the tourism industry, World Heritage places and culturally significant places can provide a unique attraction. World heritage sites bring together regional characteristics, traditions, artwork, religious beliefs, and historic architecture (Wang, Yang, & Li, 2021). And Borobudur is a well-known international destination (Figure 1). Aside from that, the fact that heritage tourism sites serve a variety of purposes and have a broad range of interests is a crucial element in determining their governance (Imon, 2017). The Borobudur region is included in travel packages to tourist communities as a cultural tourist destination and as a place of worship for Buddhists. This is consistent with what are defined as communities created especially for tourism with an emphasis on the experience and involvement of local communities in tourism-related activities (Sihombing & Suwu, 2023). Human resources with tourism experience are needed to provide services for various tourist activities. A tour guide sits beside them, and tour guides are essential (Güzel & Sezerel, 2020). Because of these concerns and implications, the function of the tour guide is significant (Rosemary & Black, 2014). Tour guides play a role in transferring knowledge about historical sources, philosophical interpretations, and directing tourists by obeying norms and regulations. However, further research is needed on tour guide curriculum.

Many studies have discussed the tourism curriculum (Airey & Tribe, 2005; Oktadiana & Chon, 2016; Sheldon & Fesenmaier, 2014), but none specifically discuss the tour guide's curriculum. However, further research

remains essential on the tour guide curriculum. This research proposes to explore the question of how to develop a curriculum for tour guides at Borobudur, Indonesia. The study offers approaches to developing a curriculum for tour guide training that impacts tourism.

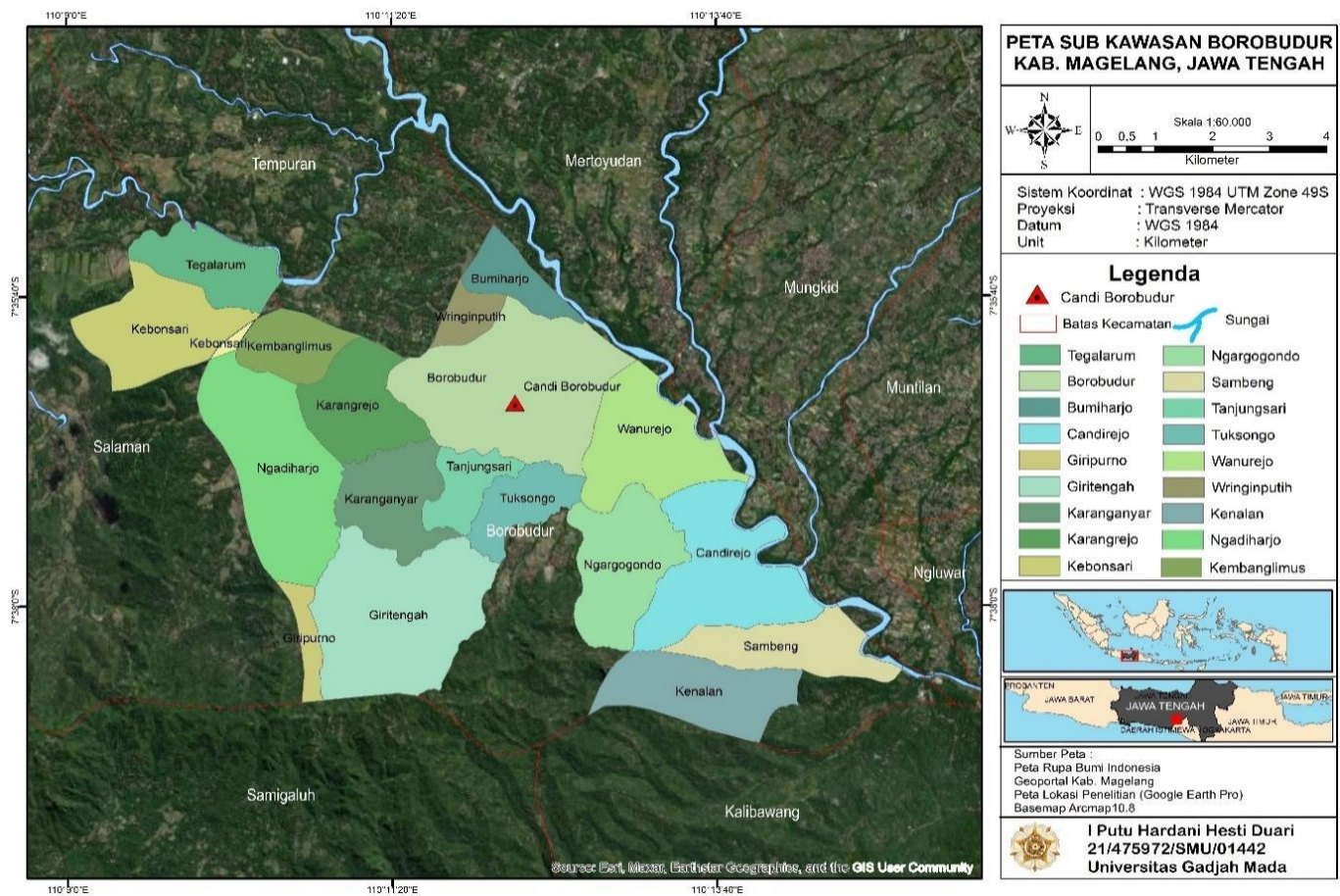


Figure 1. The Borobudur Area Map

Tour Guide

Along with different matters, the study of tour guides studies at topics related to them from the points of view of role, origin, and structure (Cohen, 1985), excellent service of tour guide (Teng & Tsaur, 2021), and Tour guide models (Al-Okaily, 2021; Teng & Tsaur, 2021; Walker & Weiler, 2017). A tour guide is a person who provides explanations and advice to the tourist regarding things to see, as seen when a tourist visits a specific item, location, or region. A tour guide is also someone who has the knowledge and skills to guide and provide information to tourists during their vacation journey. A tour guide's primary responsibility is to make sure tourists have an enjoyable and educational experience while they are there. A professional tour guide must be able to work well, so training is required for driving skills. And that training can be obtained if it is structured with a good curriculum. This is because the curriculum includes several things, such as curriculum Design for Tour Guides.

Curriculum Design for Tour Guide

Teaching Objective

The curriculum has to reflect the goals of the most recent mastery-based teaching (Stone, Duffy, Pinckney, & Templeton-Bradley, 2017). This aims to ensure that the quality of instruction can yield precise knowledge. Good teaching objectives create the atmosphere for the lesson, clarify expectations for students, and create an anchor for feedback and assessment. When creating a curriculum, the primary focus should be on the subjects to teach. We ensure that the provided content adheres to the scope. The starting point in any teaching method of planning should be to define a specific and well-defined learning goal. In this scenario, the teaching object incorporates the planned learning goal (Hlebowitsh, 2021). Depending on the teaching objectives and pedagogical style employed by professionals, there may be differences in the understanding of the teaching object. A specific theoretical framework may influence the topic's definition and perspective over time. A specific theoretical framework focuses on tour guides. Higher-level soft skills like problem-solving, critical thinking, and lifetime learning will be

necessary for professionals with degrees in tourism (Hsu, 2018). The development of Indonesian tourism education prioritizes application-specific skills, knowledge, and attitudes (Yusuf, Samsura, & Yuwono, 2018). Additionally, these are the goals of tour guide education (Table 1).

Table 1. Element Criteria and Performance of Tour Guide

Element	Performance Criteria
Explain the context in which tour guiding services are being provided.	a. Tour guide role identification b. Tour types identification c. Describe the tour guiding concepts d. Interpretative approach to tour guiding. e. Identification for tour safety
Innovation of guiding skills and knowledge	a. Up date, Up grade and Up skilling b. Exploration Guide information sources
Guiding services skills	a. Fluent local culture b. Demonstration
Communication skills	a. Speak international language b. Attractive

Course Content Organization

A smaller-scale and more flexible management paradigm is necessary for innovative teaching (Sheldon & Fesenmaier, 2014). Use teaching strategies from more flexible management models, such as problem-based learning (Setyaningrum & Rasyid, 2019), to ensure students understand the material in relation to managing visiting guests. Additionally, it's crucial to conduct an assessment to ascertain the students' comprehension level. Teachers create intentional, well-structured learning spaces. The audience should understand the presentation order of ideas and concepts (Taba, 1962). As a result, developing a training and learning strategy that aligns with the previously established curriculum presents a difficulty for trainers. This content will allow participants to easily understand the training and learning course. Thus, it will make achieving the goal easier. Borobudur's tour guides come from a range of educational backgrounds. The course material's organisation makes it easy to understand the technical components of the tour guide. A tourist guide will function more competently as a tour guide if they have a rapid rate of learning.

Mapping Skills and Knowledge

Research on knowledge and skills has earned more interest (Toscher, 2020; Zhou, Li, Wang, & Sun, 2022) especially within the context of tourism education (Dicen, Yodsuwan, Butcher, & Mingkwan, 2019; Renfors, Veliveronena, & Grinfelde, 2020; Vroom, 1983; Yusuf et al., 2018). The study does not specifically cover the process of mapping a tour guide's knowledge and skills. This is because all training programs, including those for tour guides, should focus on a single goal.

Outside the framework of the tour guide curriculum, "Mapping Skills and Knowledge" still needs to identify and map the skills and knowledge that tour guides, specifically those undertaking training in the Borobudur area, should acquire. Tour guides' learning objectives are taken into consideration in the detailed planning of the courses. After the tour guide has an excellent grasp of the concept, they need to become highly competent in the special skills required to carry out their responsibilities and provide good guidance. Moreover, the curriculum seeks to assess its effectiveness by taking accessibility.

METHODOLOGY

This study used the descriptive qualitative method. This study has a two-month time frame, starting in February and ending in March 2023. Essentially, this research approach develops knowledge claims from a profitable perspective, sourced from human experiences and social and historical values, with the goal of creating a unique theory or pattern of knowledge (Creswell, 2003). In view of this, the interview guidelines are greatly influenced by the research technique, which improves the curriculum and tour guide skills recognised. During interviews, intense questioning applies (Low & Hyslop-margison, 2021) for six informants or tour guides who hold competent recognition from BNSP Indonesia and have been in the tourism sector for over five years. The interview was conducted for two to four hours in accordance with the study's objectives. The interview focused on objective teaching analysis, course content organisation, and mapping skills and knowledge.

The first step is the ATLAS.ti data analysis process is data collection, which includes importing the qualitative data for analysis. 9. The data text is the result of sorting in-depth interview data from audio recordings (Table 2).

The coding process involves the use of keywords, objective instruction, course material structure, and the mapping of abilities and knowledge. (3) Establish semantic networks, comprehend the connections between the arrangement of course material and code-codes or concepts of objective instruction, and map knowledge and skills. (4) Visualisation and representation: show the analysis's findings. Small-scale studies may be acceptable, provided they have an acceptable duration and are sustainable in their setting (Low & Hyslop-margison, 2021). Thus, by watching and recording the work demonstration in the role of a tour guide, we confirm the validity of this research.

Table 2. Informants for Interview Session

Informant gender	Code of informants	Name of tourism village	Language skills	Date of interview	Duration interview
Male	I1	White Wringin	English	05 Feb 2023	3 hours
Female	I2	Tanjungsari	English	20 Feb 2023	4 hours
Female	I3	Developmentlimus	England, Spain, Italy	06 Mar 2023	2 hours
Male	I4	Wanurejo Village	English	10 Mar 2023	4 hours
Male	I5	Candirejo	English and French	19 Mar 2023	4 hours
Male	I6	Karanganyar	English	20 Mar 2023	4 hours

Following the researcher recording as well as writing the responses, the content and concerns analysis were done as shown below.

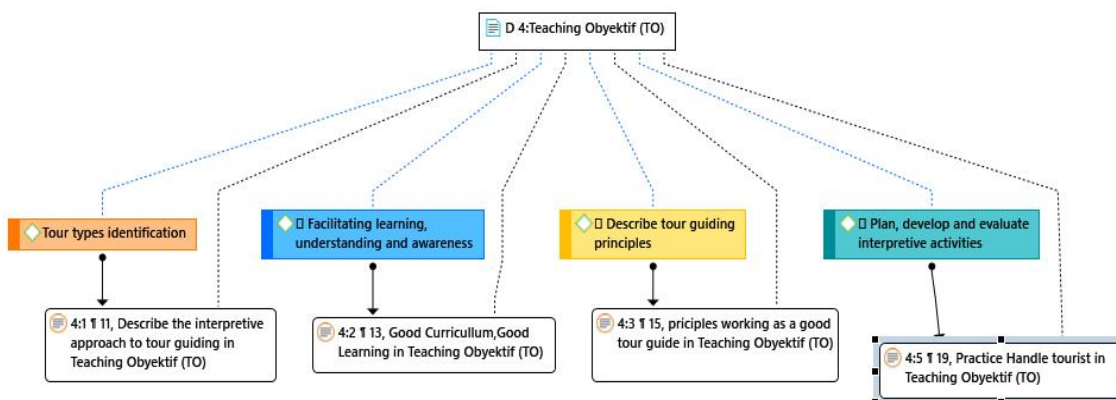


Figure 2. Analisis of Teaching Obyektif (TO)

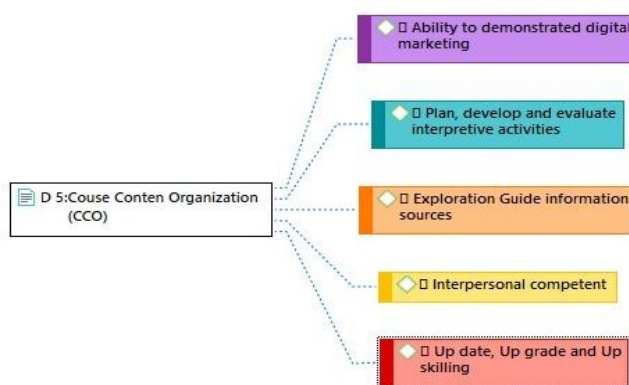


Figure 3. Analysis of Course Content Organization as a method for assessing and improving the structure and presentation of course materials.

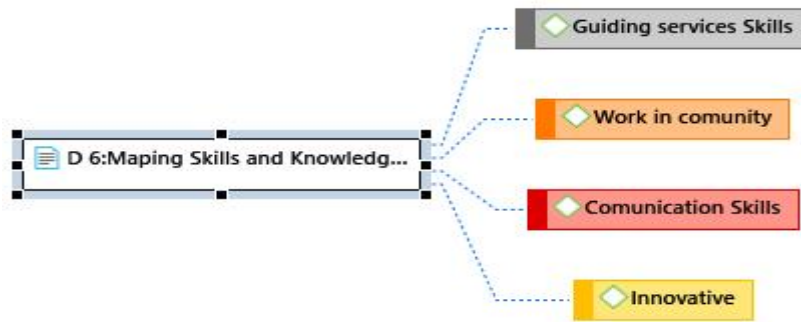


Figure 4. Mapping Skills and Knowledge

RESULTS

Despite designing the Borobudur tour guide curriculum to meet the demands of the evolving hospitality industry, it is necessary to address certain weaknesses to enhance the quality and competitiveness of tour guides. The tour guide curriculum in Borobudur connects and executes several key components in a genuine and consistent manner.

An overview of the informant's comments on the various components of the tour guide curriculum is provided below:

1. After determining the different tour categories, select the relevant tour guide materials. The curriculum is helpful to informants in researching and comprehending tour types.

2. The Tour Guide Curriculum Facilitates Learning: According to the informant, the curriculum promotes tour guides' knowledge and understanding.

3. Problem-solving techniques, promoting culture, useful skills, public speaking, and visitor safety are all covered in the tour guide curriculum.

4. The informant reports that instruction and practice in organising, carrying out, and assessing interpretive events are part of the tour guide curriculum.

5. Borobudur is the location of the Course Content Organisation (CCO). The programme includes planning activities, knowledge discovery, skill development, interpersonal competency, and digital tools for marketing and guidance.

6. Map Skills and Knowledge: The programme emphasises creativity, communication, community service, and tour guide quality standards.

7. This conclusion represents the informant's opinion of the extent to which the tour guide curriculum handles these distinct topics, indicating an overall positive response.

In order to create a high-quality tourism experience, tour guides play a crucial role. Based on the results of in-depth interviews with six informants who have more than five years of experience in the tourism sector, it was concluded that language abilities, communication skills, and local culture acknowledging are the primary competencies that must be had. While some big tour guides have the advantage of having extra skills in French, Spanish, and Italian, the majority of them are fluent in English, the primary international language. This highlights the need for more thorough instruction in the English language, particularly when interacting with visitors from different nations. Figure 2 provides a summary of the interview process. Highlights how crucial it is to build learning objectives on developing abilities like empathy, complaint-handling skills, and captivating narrative in order to produce an engaging and unforgettable travel experience. This implies that the development of practical and interpersonal skills should be the main emphasis of the tour guide training program since these are crucial for giving visitors a satisfying and engaging travel experience.

Furthermore, training materials can be efficiently organized to facilitate the teaching process, as shown in Figure 3. When developing curricula, it is essential to highlight important components such as intercultural communication, awareness of local values, and flexibility in meeting the needs of visitors. By demonstrating how training materials should be structured in a methodical manner, Figure 3 contributes significantly to the development of effective educational practices for tour guide operators. This ensures that every learning component supports the acquisition of essential skills. This includes planning the curriculum for tour guides, starting with fundamental topics such as local history and cultural values, and progressing to more specialized skills like storytelling, cross-cultural communication, and fluency in multiple languages.

Figure 3 emphasizes the importance of breaking down information into several modules that align with field requirements for instructional methods aimed at tour guide operators. For example, while higher-level modules can incorporate simulations of real-life scenarios, such as assisting foreign visitors or handling complaints, the first module might focus on fundamental theory and local expertise. This approach allows tour guides to acquire skills in accordance with industry standards by making the training more targeted, measurable, and relevant. The systematic framework also enables better evaluation, allowing the success of each module to be assessed before progressing to the next phase. Therefore, the analysis presented in Figure 3 is highly relevant for developing comprehensive and goal-oriented training methods for tour guide operators.

Figure 4 offers a vital starting point for developing instructional strategies for tour guide operators. This chart illustrates the clear connection between the essential knowledge components—such as local history, culture, and language skills—and the practical abilities, such as storytelling, effective communication, and the ability to engage with visitors from diverse backgrounds. By using this mapping, tour guide training can be made more organized, field-focused, and capable of meeting the needs of the modern tourism sector. This mapping supports a competency-based approach in educational practice, where training covers both theory and practical experience through simulations of real-life scenarios, such as leading international tourist groups or professionally handling tourist complaints.

With the guidance of this mapping's data-supported theory and practice, tour guides can be confident that they have a thorough understanding of the subject matter and can apply it effectively in the field. By using this approach, tour guides can enhance their professionalism and provide superior services that not only satisfy visitors but also contribute to the sustainability of local tourism on a global scale. In the development of tour guide operators, Figure 4 is a valuable tool for integrating educational components into an outcome-based framework.

Accordingly of the Knowledge and Skills highlights the importance of mapping the connections between knowledge components, abilities, and training materials. It emphasizes how crucial it is to align learning goals with real-world demands, such as developing cross-cultural communication skills and handling sensitive encounters. Furthermore, the mapping in Figure 4 underscores the value of a comprehensive approach in tour guide preparation, where the practical skills needed to assist visitors from diverse backgrounds are integrated with theoretical knowledge components. This efficient method of material organization helps tour guides learn how to effectively and authentically communicate local values. By concentrating on strategically identified areas, training can be tailored to incorporate real-life scenarios, such as addressing complaints from tourists or sharing engaging cultural stories. This data-driven strategy not only increases the proficiency of individual tour guides but also enhances the global reputation of local tourism.

A successful tour guide curriculum should be well-organized and relevant to the demands of the tourism industry. The results from Figures 3 and 4 suggest that this curriculum should integrate both academic knowledge (such as local history and culture) and practical skills (such as storytelling and cross-cultural communication).

DISCUSSION

The analysis's conclusions point (Table 3) to the following outcomes: The following materials can be utilised to create a creative tour guide curriculum in Borobudur.

Table 3. Current Conditions and Tour Guide Curriculum Development in Borobudur

Element	Existing condition	Tour guide curriculum development and innovation in Borobudur consist of bellow
Teaching Obyektif	<p>Identification of different sorts of tours is part of the curriculum for tour guides. Encouraging knowledge, comprehension, and consciousness.</p> <p>a. Tour guide curriculum can explain tour guiding concepts</p> <p>b. The curriculum for tour guides includes planning, creating, and assessing interpretative activities.</p>	<ul style="list-style-type: none"> ➤ The tour guide might use an interpretive strategy. Provide a description of the setting in which the guiding services are being given. ➤ The curriculum for tour guides can provide the necessary knowledge, comprehension, and awareness to enable them to be excellent tour guides. ➤ The curriculum for tour guides also outlines the principles of tour guiding, as follows: <ol style="list-style-type: none"> a. Safety of tourists b. Solving problems c. Promoting culture d. Beneficially e. Excellent at public speaking

Element	Existing condition	Tour guide curriculum development and innovation in Borobudur consist of bellow
		➤ The curriculum for tour guides includes practice handling tours (focused on organising, creating, and assessing interpretative activities)
Course Content Organization	a. Update, upgrade, and upskill materials of knowledge to support the exploration tour guide b. Competence in interpersonal skills and ability to communicate through digital marketing	➤ Creative implementation of guiding expertise
Mapping Skills and Knowledge	a. Workplace Community b. Service Communication c. Proficiency Tour Guide d. Quality Service e. Guidelines Innovative	a. Attractive and innovation b. Speak an international language c. Fluent local culture

Incorporate soft skills into the curriculum through role-playing and conflict simulation to empower tour guides in communication, problem solving, and conflict resolution. Tour guides will demonstrate increased preparedness to manage unforeseen events and concerns. Furthermore, inventive storytelling and emotive encounters are necessary. This should enhance the encounter by giving it greater impact and intrigue. This has to do with explaining historical tales, regional folklore, or firsthand accounts of travel destinations. The creation of a curriculum using a gamification approach to training is then necessary in order to make tours more dynamic and captivating, encouraging visitor participation and adding interest to the tour guide training process.

The tour guide at Borobudur's site has efficiently implemented this innovative curriculum. Both the interview results and the observations made throughout the data gathering procedure demonstrate this. This creative curriculum allows tour guides to work together happily. Good instruction and well-organized resources make it simple for tour guides to use the curriculum in their daily job (Table 4).

The hospitality knowledge material is articulated through an innovative curriculum and objective teaching. This information serves as training for tour guides who will be helping tourists at Borobudur. A sightseeing tour turns into an educational experience for the tour guide. This benefit relates to both visitor safety and distinctive tourism attractions. In addition, the tour guide must be skilled in problem-solving strategies because they will periodically encounter difficulties when supporting tourists. The tour guide should also be able to highlight Borobudur's cultural potential. By implementing this creative curriculum's materials, tour guides developed a positive and supportive public speaking attitude.

The course content organization (CCO), which is part of the innovative curriculum, allows tour guides to improve, develop, and upskill by updating the tour guide's relationship to information sources so that tourists get more from the content. Furthermore, it improves tour guides' skills, especially those linked to digital marketing, allowing them to provide innovative guiding services. Innovative curricula also contain a mapping skills and knowledge evaluation that assesses competence integrated into the curriculum.

The integration of CCO and mapping skills and knowledge approaches in tour guide operator training has significant scientific relevance. These involve increasing participant interest and engagement, improving learning effectiveness, developing effective skills, applying informed analysis and assessment, and adjusting and personalising the course of instruction. This method, which is based on reliable education concepts, may result in tour guides who become more competent as well as ready to handle challenges at their jobs.

Table 4. Development of Tour Guide Curriculum in Borobudur

Curriculum Objectives	Curriculum Content	Tourist Experiences
Recognizing the archaeological science from a perspective views	<ul style="list-style-type: none"> • Learn about Borobudur's discovery, excavation, and restoration procedures. • Archaeological research on Borobudur provides valuable insights into the temple's history and function. • Perform field studies on archaeological conservation issues. 	<ul style="list-style-type: none"> • The tour guide explains the archaeological process, major discoveries, and conservation techniques of Borobudur.

	Curriculum Objectives	Curriculum Content	Tourist Experiences
Learning the perspective of history	<ul style="list-style-type: none"> • Comprehend the history and development of Borobudur's history. • Exploring Borobudur's historical significance in Indonesia and globally. 	<ul style="list-style-type: none"> • Understanding the political and theological context of the Sailendra dynasty, who built Borobudur. • Borobudur's history, from construction to rediscovery in the 19th century. • Borobudur's significance in Southeast Asian maritime trade and Buddhism history. 	<ul style="list-style-type: none"> • The tour guide focused on Borobudur's significance in both local and worldwide history, as well as its reflection on past political, religious, and development.
Anthropological perspectives	<ul style="list-style-type: none"> • Learn the existence of Borobudur's architects and users. • Explore how Borobudur's architecture and art represent the interaction of local culture and other elements. 	<ul style="list-style-type: none"> • Explore daily life during the Sailendra dynasty, including social and economic structures. • An anthropological study of religious activities and rituals at Borobudur. • Other Indian and Asian cultures informed Borobudur's art and architecture. 	<ul style="list-style-type: none"> • The tour guide offers insight into Borobudur's role as a religious and cultural center during that historical period.
Sustainable tourism and cultural heritage	<ul style="list-style-type: none"> • Encouraging sustainable tourism and conserving local culture. • Encourage sustainable behaviors that benefit the economy, society, and environment. 	<ul style="list-style-type: none"> • Integrating sustainable tourism ideas to Borobudur. • Strategies for involving local communities in tourism and providing economic benefits. • How tourism may help sustain local traditions and customs. 	<ul style="list-style-type: none"> • Tour guides educate tourists on sustainable tourism practices for storing Borobudur and its culture. • Encouraging tourists to participate in local activities that benefit the economy and culture.

CONCLUSION

This innovative curriculum has been successfully implemented in Borobudur and can be applied in different regions. The suitability of the curriculum, instructors, and materials supplied is critical to the tour guide's success. The tour guide's ability to react to changing market situations. Future-focused tour guides' self-development activities are critical, particularly those related to their perceived lack of competency in the workplace network. As a result, this study advises that the government or a college provide training in strategic tour guide management, particularly in terms of developing a network with the tourism business.

Recommendation: A tour guide curriculum requiring flexibility concerning shifts in tourist behavior and preferences is required in order to compete in the relevant tourism business, particularly in the use of new technology. Besides that, support is required for their career opportunities and development, such as access to continued training, certification, and mentoring. And this research is still limited to the development and innovation of tour guide's curriculum, so it should open opportunities for developing further curriculum review, for example, the development of Heritage's Curriculum for tour guides.

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ETHICAL DECLARATION

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