

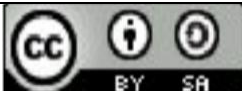
Towards a Strategic Internship Ecosystem: Collaboration-Based Internship Model for Bali's Tourism Education

**Victor Bangun Mulia^{*1}, Syamsul Alam Paturusi², I Wayan Suardana³,
I Nyoman Sukma Arida⁴**

^{1,2,3,4}Udayana University, Indonesia

E-mail: victorbm77@gmail.com¹, syamsul@unud.ac.id², suar.dana@yahoo.com³,
sukma.arida@unud.ac.id⁴

Article History	Abstract
Received: 25 November 2025 Accepted: 08 December 2025 Published: 10 December 2025	<p><i>The research aimed at developing new structured internship model for tourism vocational schools in Bali as the current internship was lacking organized internship journey due to the absence of structured training plan. This was qualitative research in which data were collected through interviews with 21 informants from hospitality industries in Badung Regency and three representative of tourism vocational schools in Bai. Data were analyzed qualitatively as well. The research developed a New Internship Model consisting of eight stages; partnership, students pre-assessment, pre-placement, initiation, working, monitoring, termination, and feedback & evaluation. The model is a refinement of Kisser (2011) model which is only focused on five stages. Through structured stages, from preparation to final evaluation, this model helps students gain practical experience tailored to the needs of the tourism industry.</i></p> <p>Keywords: <i>hospitality, tourism, internship model, tourism talents</i></p>

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INTRODUCTION

Bali is known as one of the world's leading tourist destinations. The number of tourist visits, both domestic and international, continues to increase annually. According to data from the Bali Provincial Statistics Agency, the number of international tourist visits to Bali continued to increase from 2017 to 2019. This high number of tourist visits has impacted business growth in the tourism and hospitality sectors in Bali, such as the growth in the number of lodgings, restaurants, travel agents, and so on. The growth of the tourism sector in Bali has driven the need for competent human resources to maintain and improve service quality.

According to the Minister of Tourism and Creative Economy of the Republic of Indonesia, of the targeted 15 million workers in the tourism sector by 2024, the majority do not yet possess competencies that meet national and international standards (Wicaksono, 2023).. This indicates that the lack of skills and knowledge in customer service and hotel management is a major challenge. Legally, this is stipulated in Law of the Republic of Indonesia No. 20 of 2003 concerning the National Education System, which stipulates that human development must be carried out holistically, encompassing mastery of intellectual abilities and mastery of science and technology.

Investment in training and human resource development in the tourism sector is crucial

to increasing the industry's competitiveness. Competent human resources in the tourism industry can positively impact economic growth and sustainable tourism development in Bali. Improved service quality can lead to increased tourist visits, which in turn will generate greater revenue for the tourism industry and local communities. Support from the government, the private sector, and educational institutions in developing tourism human resources is key to ensuring the industry remains sustainable and competitive.

Ganie S Dar (2020) stated that human resources play a crucial role in the tourism sector, such as in the formulation and implementation of tourism policies and in the promotion, growth, and sustainability of the tourism sector. Human resources play a crucial role and responsibility in developing and operating the tourism and hospitality sectors. Tourism regulations and policies are one example of the role of human resources in the tourism sector. Furthermore, the role of human resources in tourism is more visible and felt in the daily operational processes of the tourism sector, such as marketing or promotion, providing services to tourists, and other operational activities in the tourism sector. Widiastini (2012) also stated that human resources play a crucial role in developing tourism in Bali. The quality of human resources significantly determines the competitiveness of a tourist destination. Good human resources will provide a higher competitiveness for a tourist destination, enabling it to compete with other tourist destinations. Conversely, if the quality of human resources at a tourist destination is lacking, the destination will be unable to compete with other tourist destinations.

The development of tourism human resources in Bali specifically and in Indonesia in general depends on the tourism education process. Nandi (2008) stated that tourism education is key to the development of successful tourism, particularly tourism human resources, considering that the tourism sector is a service-based sector, so the quality of service provided must be continuously improved. Tourism education is still largely known through hotel management education, which specializes in room management, food S beverage, butler, housekeeping, and spa operations. These learning modules are often provided through the LPK (Learning Professional Development Institute) and also through tourism campuses, both polytechnics and universities.

In general, tourism education in Bali is dominated by vocational education, which focuses on developing student skills. Vocational tourism education also prepares students to become skilled tourism human resources. In its learning process, vocational tourism education, particularly universities, designs and develops curricula to accommodate the developments and needs of the tourism sector. One program implemented by vocational universities and other vocational educational institutions is internship programs. However, internship programs organized by universities in collaboration with the tourism industry have not yet found a good system. This is based on the results of initial observations conducted by researchers at several five-star hotels in the Nusa Dua area, which found difficulties in finding students willing to do internships in housekeeping. Furthermore, problems with internships in the tourism and hospitality sector in Bali were also complained about by tourism and hospitality students currently undergoing internship programs. Students complained that hotels lacked structured internship programs, resulting in students sometimes only doing the same work throughout the internship. This resulted in a suboptimal learning process. In

addition, internship problems also occur at the school or university level, namely the lack of mentoring provided by lecturers to students who will do internships or are doing internships (Putri, Narullia, Putri, Purnamasari, Puspaningtyas, 2020).

Observations revealed fundamental problems in the implementation of student internship programs in the tourism industry. First, some industries lack a structured training plan for student interns. This lack of a training plan results in a disorganized learning process during internships, preventing students from gaining optimal experience and competencies consistent with the expected learning outcomes. This is the primary problem in this study: the lack of a structured internship program model based on synergy between tourism education institutions and the tourism industry in Bali. This was discovered through the researcher's initial observations and previous studies. This study aims to develop a structured internship program model.

This research is based on the internship program model proposed by Kiser (2011). In his discussion of the internship model, Kiser provides an internship model divided into five stages: Pre-Placement, Initiation, Working Stage, Monitoring, and Termination Stage.

- A. The first stage in the internship implementation process is the pre-placement phase, which refers to the period before students are assigned to a hotel or company. This stage can be understood as a matching and selection process, during which institutions identify the most suitable company and position for each student. It also includes essential recruitment procedures, making it a critical step to ensure that students are placed in environments that align with their skills, academic background, and career goals.
- B. The second stage is the initiation phase, which marks the formal beginning of the internship program. At this stage, students receive all necessary information related to their roles, responsibilities, workplace expectations, and organizational culture. The aim is to equip students with adequate orientation and foundational understanding so that they can adapt smoothly to the professional environment they are entering.
- C. The third stage is referred to as the working phase, during which students actively engage in daily operational tasks and perform duties similar to regular employees. This phase provides students with hands-on experience, allowing them to apply theoretical knowledge in real work situations, develop practical competencies, and cultivate professional attitudes required in the hospitality and tourism industry.
- D. The final stage is the termination phase, where students receive a comprehensive evaluation of their performance. This stage typically includes performance appraisals, feedback sessions, and reflections on the internship experience. The purpose is to assess students' achievements, identify areas for improvement, and reinforce learning outcomes that contribute to their overall professional development.

Furthermore, this study also utilizes previous research as a reference to enrich the research findings. Setyawati S Karim conducted a study in 2020 entitled "The Hospitality Industry's Perception of the Job Readiness of Students of the Culinary Arts Study Program at Balikpapan State Polytechnic." The study employed an ex-post facto method with a quantitative approach. The instrument used to collect data was a questionnaire distributed to 25 employees at five hotels where students were interning. These 25 employees held positions such as HRD leadership, Executive Chef, Sous Chef, Chef de Partie, and Head Waiter. Data

analysis yielded five key findings regarding student readiness and skills. These findings relate to students' communication skills, collaboration, independent work, creativity, basic culinary knowledge, and appearance. The analysis revealed that hotel industry representatives perceived students as having a high level of job readiness. This can be seen from the percentage of high and very high scores for each component.

Another study was conducted by Christina et al., in 2015 with the title Analysis of Reservation Workforce Needs on Human Resource Development Planning at CV. Can Tour S Travel. The study was conducted qualitatively. The study was conducted at CV. CAN Tour and Travel. Data collection was carried out through observation, interviews, and literature studies. The informants used in the study were workers who worked concurrently. Data analysis was carried out quantitatively by analyzing workloads and analyzing workforce needs. The results also showed that in the aspect of workforce planning and development, training is needed that is in accordance with the needs of skills as a reservation on a regular basis, namely in increasing the sense of cooperation with other companies.

Another study with a similar focus was conducted by Achim et al. in 2019, entitled "Employee Career Decision Making: The Influence of Salary and Benefits, Work Environment, and Job Security," which examined the factors influencing government workers' workplace decisions in Malaysia. The study was conducted quantitatively, involving 103 people from three departments. This study examined salary and benefits, work environment, and job security. Statistical analysis showed that all of these factors influence career decisions. Specifically, respondents to the study stated that they tended to choose jobs that offered job security and relatively high salaries.

A study discussing human resources was conducted by Ribeiro et al. in 2018, entitled "Human Resource Conditions in Hotel Businesses in Dili City, Timor-Leste." This study aimed to determine the condition of human resources and the efforts needed by management to develop hotel employees. Data collection involved interviews, observations, and documentation using purposive sampling. The research findings indicated that employees require direction and coaching to improve their performance. Furthermore, ongoing collaboration with the education industry is needed to provide opportunities for hotel employees to receive education and training.

RESEARCH METHOD

This research employed a qualitative approach to explore data collected through interviews, observations, and documentation. The qualitative approach followed three primary stages: data collection, data analysis, and data interpretation. The study was conducted in Bali, one of Indonesia's most prominent tourism destinations. Specifically, the research involved three tourism and hospitality vocational universities: Bali International Polytechnic, Bali State Polytechnic, and Triatma Mulya University. In addition, industry stakeholders from tourism accommodation providers in the Canggu, Kuta, and Seminyak areas of Badung Regency were included.

The qualitative data were obtained through in-depth interviews with 22 informants representing both the hospitality and tourism industry in Badung Regency and the career development centers of the three partner universities. The selection of the 22 informants was

based on two specific criteria:

1. Industry type, ensuring representation from key sectors that commonly host student internships namely five-star hotels, boutique villas, and tour and travel operators; and
2. Organizational role, ensuring that the informants were key informants who hold authority or direct involvement in internship management and decision-making, such as Directors of Human Resources, Training Managers, General Managers, Executive Chefs, Housekeeping Supervisors, and Product Managers at travel agencies. These roles were chosen because they have institutional responsibility over internship policies, placement decisions, evaluation systems, and coordination with vocational colleges.

Of the total participants, 18 informants came from the five-star hospitality and tourism industry, including HR supervisors, training managers, general managers, chefs, housekeeping supervisors, and travel agency product managers. Meanwhile, the remaining four informants represented the university career development centers responsible for coordinating internship programs and maintaining industry-academia partnerships.

Data collection also included direct observation of internship implementation across selected hotel and tourism business units to understand how internship policies are practiced in real settings. The data analysis process involved transcribing interviews, conducting data reduction, thematic analysis, interpretation, and triangulation to enhance validity and reliability of findings.

RESULT AND DISCUSSION

Vocational tourism education in Bali is offered at three levels: vocational high school, university, and training. All levels of vocational tourism education in Bali offer internship programs as part of the learning process. Observations at universities revealed two internship models being implemented. The following is an explanation of the internship models implemented at vocational education institutions in Bali.

1. Educational institutions as facilitators (Internship Model A)

The first model implemented by vocational tourism education institutions in Bali involves the university acting as a facilitator. In this model, the university provides information on hotels offering internship opportunities for students. Furthermore, the university provides administrative support in the form of letters of recommendation or cover letters for students. After receiving these letters, students apply to the desired industry by attaching a resume or CV and a cover letter from the university. The university also provides training to improve student readiness for internships, such as work ethics, communication, and other training. The university is also responsible for administering the student internship location and is responsible for scheduling monitoring activities during the student's internship.

Internship model A has several advantages that should be considered in implementation. The following are the advantages of internship model A.

- A. Students are trained to be independent by being responsible for finding and applying for internships themselves. This improves their skills in resume writing, interviewing, and communicating with industry.
- B. The campus's limited role as an administrative facilitator saves time, effort, and costs,

allowing focus on curriculum development or additional training.

- C. Students have complete freedom in choosing an internship location according to their interests and needs.

However, Model A also has several weaknesses that educational institutions must consider. The weaknesses in implementing Model A can be explained as follows.

- A. Students often choose internships that are less relevant to their field of study, reducing the benefits of the internship experience.
- B. Without direct involvement in the selection process, campuses have little control over the quality of students' internship experiences.
- C. Students who communicate directly with industry are at risk of miscommunication, especially if they do not understand industry protocols.
- D. The training provided is often not in-depth enough, leaving students feeling unprepared to face the challenges of the working world.

2. Educational institutions as operators (Internship Model B)

The second internship model is where the university acts as the operator. This model is implemented by only one university. This model positions the university as the center of internship activities. In this model, the university plays a complex role. As in the first internship model, the university plays a role in disseminating internship information from industry to students. Furthermore, the university also plays a role in providing training to improve student internship readiness, such as resume writing, interview preparation, problem-solving, workplace communication, and so on. Another central role that the university plays in this model is the collective sending of student resumes accompanied by a cover letter from the university. Furthermore, the university also acts as a communication facilitator between students and industry in scheduling interviews. The university is also responsible for administering student internship locations and is responsible for scheduling monitoring activities during the student internship program.

Internship Model B also has advantages in its implementation. The following are the advantages of internship Model B.

- A. The campus manages all operational processes for the internship, including training, resume submission, and interview coordination. This ensures a uniform experience for all students.
- B. Campuses can ensure that students are placed in internships that are relevant to their field of study.
- C. Through its central role, the campus can build long-term relationships with industry, opening up wider collaboration opportunities.
- D. The campus acts as the main link between students and industry, thereby reducing the risk of miscommunication.

However, internship model B also has drawbacks that need to be addressed to maximize its benefits. The following are the drawbacks of internship model B.

- A. Students can become too dependent on campus, which can reduce their ability to be independent in the workplace.
- B. The role of an operator requires significant resources in terms of manpower, time and

costs.

- C. Managing the internship process for many students at once can be a logistical challenge, especially if campus resources are limited.
- D. Students can still apply to multiple internships without the campus' knowledge, creating ethical and coordination issues.

In implementing internship programs, tourism vocational education institutions in Bali encounter several obstacles. The following are the challenges faced by tourism vocational education institutions in Bali in managing and implementing internship programs.

1. Students' mental unpreparedness to face the world of work is one of the main obstacles in implementing internship programs, both in Model A and Model B. In Model A, students have a significant responsibility to search, apply, and navigate the selection process independently, while the training provided by the campus is often general and lacks specificity. This leaves students vulnerable to feeling unprepared for the challenges of the workplace. In Model B, even though the training provided is more structured, such as interview simulations and work communication training, this problem can still arise. Mental unpreparedness can occur if the training provided is not tailored to the student's individual needs or if the student is too dependent on the campus's role as an operator. Thus, this obstacle requires a more personalized and intensive approach to ensure student mental readiness in both models.
2. Mismatches between students' majors and internship placements are common in Model A, as the university acts solely as an administrative facilitator. Students have the freedom to choose their internship location without intensive supervision from the university. As a result, students are often placed in industries less relevant to their field of study. In contrast, in Model B, the university has greater control over the selection and placement process, minimizing this mismatch issue.
3. Lack of communication between the university, students, and internship sites is a significant obstacle in Model A. In this model, students are expected to communicate directly with industry, while the university only provides a cover letter. This often leads to information gaps and miscommunication, especially when problems arise at the internship site. Model B, which makes the university the primary communication operator, is more effective in preventing miscommunication through structured oversight mechanisms. However, this implementation requires significant campus resources to ensure smooth coordination.
4. The limited availability of quality internships, especially during peak seasons or post-pandemic, is a significant challenge in both models. In Model A, students must compete individually for quality internships, often resulting in delays or less-than-ideal placements. In Model B, this constraint can be minimized through long-standing relationships between universities and industry, allowing universities priority access to relevant internships. However, developing a broad industry network remains a pressing need.
5. Students apply to many internships, which creates problems when students are accepted to multiple places simultaneously, is an issue that can also occur in Model B. Although the campus plays a central role in sending student resumes collectively, students' lack of transparency regarding applications submitted outside of campus coordination can lead to

conflict. When students are accepted to more than one place, the decision to reject an internship offer can reflect negatively on the campus in the eyes of industry. Therefore, although Model B offers greater control, this challenge still requires strict oversight and regulatory mechanisms to ensure students only apply to places agreed upon with the campus.

The currently implemented internship model only involves information dissemination and monitoring. Industry can directly share internship opportunities with universities and students. Furthermore, universities only monitor internship programs to ensure students receive optimal experience during the internship process. The currently implemented model does not demonstrate any assessment by universities to ensure that students' qualifications and skills align with those required by industry, thus avoiding placement mismatches. Based on the results of data analysis and in-depth studies, the internship model proposed through this research is a development of the internship model proposed by Kisser, which consists of five stages: Pre-Placement Stage, Initiation Stage, Working Stage, Monitoring Stage, and Termination Stage, into eight stages with the addition of a Partnership stage, student pre-assessment stage, monitoring stage, and feedback and evaluation stage. This eight-stage internship model is called the New Internship Model. The following is a diagram of the New Structured Internship Model:

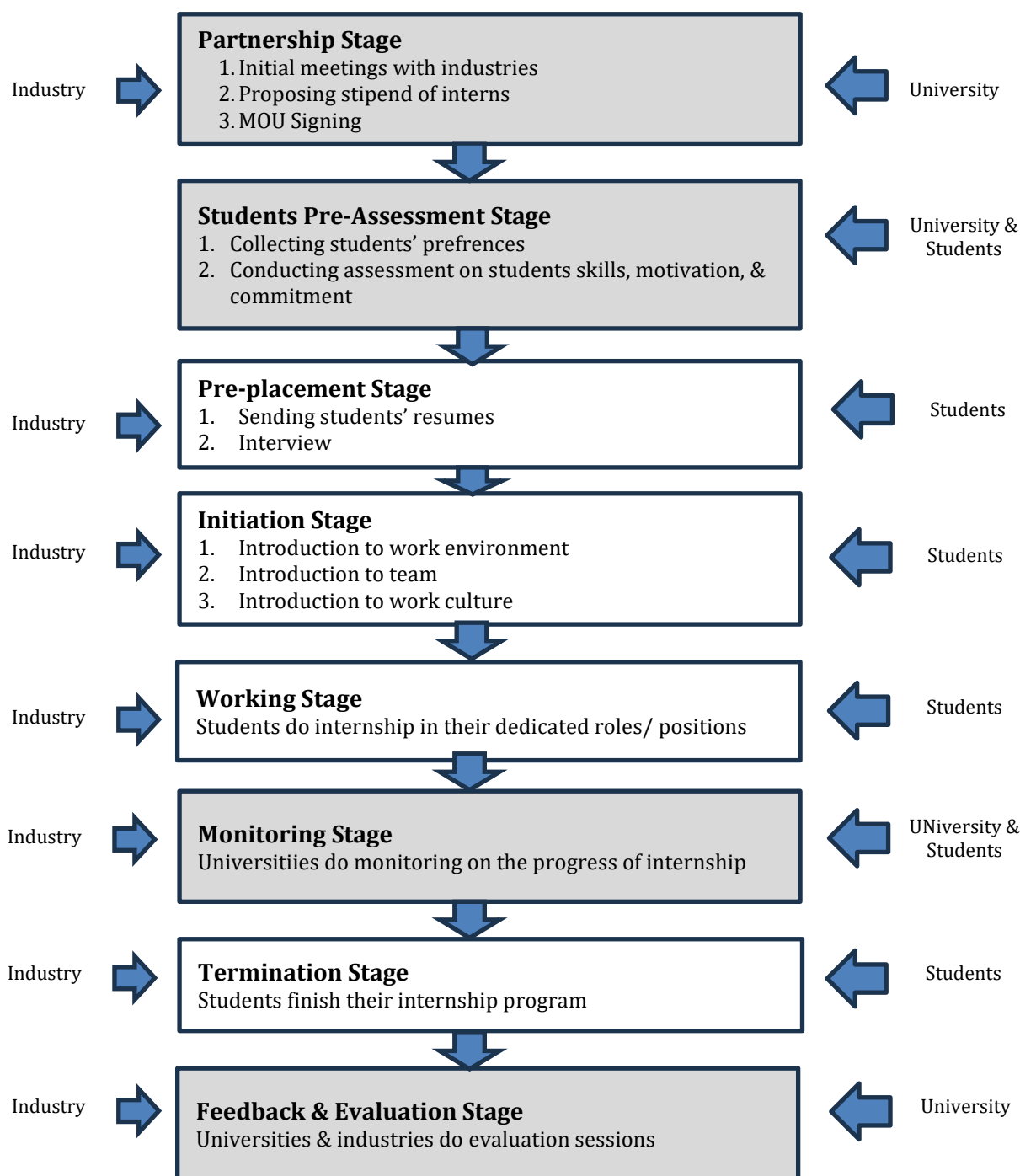


Figure 1. The New Internship Model

All stages in the New Structured Internship Model can be outlined and explained as follows.

1. The Partnership Stage is the initial step in developing an effective internship program. Universities collaborate with industry to establish a framework for collaboration, including program objectives, roles and responsibilities of each party, rules to be followed, and procedures for program management and evaluation. This step ensures that both parties have a clear understanding of the expectations and goals to be achieved through the internship program. During this stage, the university campus will also propose that the hotel hosting the internship provide a monthly stipend to the interns.

2. The Student Pre-Assessment Stage is conducted to assess students' suitability before participating in an internship program. This process involves assessing students' training, skills, knowledge, and abilities relevant to the internship field and position of interest. Before the pre-assessment stage is carried out, the head of the study program together with the internship coordinator will conduct short training for students who will undertake the internship program.
3. The pre-placement stage is the process of selecting and placing students with internship partner companies. Universities collaborate with industry to match students with internship positions that align with their interests and qualifications. This process includes collecting and analyzing student data, conducting interviews, and conducting other considerations to place students in the right work environment. In the pre-placement stage, universities play a crucial role in preparing students, particularly regarding the development of soft skills. Soft skills development can include training on resume writing, internship interviews, workplace communication, problem-solving, and more. The pre-placement process can be carried out using the following steps.
4. The Initiation Stage begins after students are accepted into an internship program. During this stage, students are introduced to the internship partner company, including its culture, policies, and procedures. Students are also provided with an understanding of the tasks they will perform, expectations during the internship, and how to communicate and interact with coworkers and superiors. At this stage, it is important for the industry to communicate about conflict resolution.
5. The Working Stage is the stage where students begin to engage in day-to-day work at the internship partner company. Students are given responsibilities and tasks appropriate to the field and internship position they choose. During this stage, students are expected to apply the knowledge and skills they learned in college in a real-world context and adapt to the new work environment.
6. The Monitoring Phase involves monitoring and overseeing students' progress and performance throughout the internship. Universities regularly communicate with students and industry to monitor student progress, provide support and guidance as needed, and ensure the internship program is running according to plan.
7. The Termination Stage occurs when the internship period reaches its end. At this stage, students complete their final assignments and submit evaluations from their supervisors and mentors at the company. Students also reflect on their internship experiences and prepare to return to academia. At this stage, the industry is required to assess the student's performance during the internship program. An assessment matrix is attached to this report.
8. The Feedback S Evaluation Stage is where universities and industry meet to discuss, evaluate, and provide feedback on the overall results of the internship program. This includes evaluating student progress, success in achieving program objectives, and providing suggestions and recommendations for future improvements. The results of this stage will be used to improve the quality and effectiveness of the internship program for future students. At this stage, industry and universities need to provide evaluations of the program.

The development of a structured internship model in this study aims to minimize

obstacles or gaps that arise in internship programs. This structured internship model addresses the challenge of students' unpreparedness for the workplace through the Student Pre-Assessment and Initiation Phases, which are specifically designed to prepare students before and during the internship program. In the Pre-Assessment Phase, students are thoroughly assessed on their skills and knowledge, allowing universities to determine their readiness before entering the workplace. Furthermore, the Initiation Phase provides an orientation regarding company culture, duties, and expectations, which helps students feel more confident in facing work challenges. With these two phases, students not only have a strong technical understanding but also the mental readiness to adapt to a professional environment. This provides a more in-depth solution than Models A and B, where provision is often only general and limited.

Through the Pre-Placement Phase, this new model allows universities and industry to collaborate in the selection and placement process for students based on their interests, abilities, and field of study. By matching student profiles with industry needs, the program ensures that internship placements are more relevant and support the development of skills aligned with their majors. This provides a concrete solution to the common pitfalls of Model A, where students choose their own internships without adequate guidance. With a more targeted placement mechanism, this model also prevents students from experiencing irrelevant work experience, a common problem in Model B.

New Internship Model prioritizes effective communication through the Partnership and Monitoring Phase. In the Partnership Phase, universities and industry establish clear agreements regarding roles, responsibilities, and communication mechanisms throughout the program. The Monitoring Phase ensures ongoing communication by conducting regular evaluations between all parties involved. This minimizes communication barriers common in Models A and B. The university not only monitors student progress but also bridges the gap between students and industry, ensuring the internship program runs as expected.

The Partnership phase of this new model is also designed to build stronger strategic relationships between universities and industry. With a clear framework for collaboration, universities can ensure access to sufficient, high-quality internships, even during peak seasons or post-pandemic periods. Unlike Models A and B, where university involvement in internship placement procurement is often limited, this model positions universities as strategic partners, proactively providing internship opportunities. This justification demonstrates that the new model not only addresses internship space limitations but also enhances the quality of the student experience through the choice of relevant and competent placements.

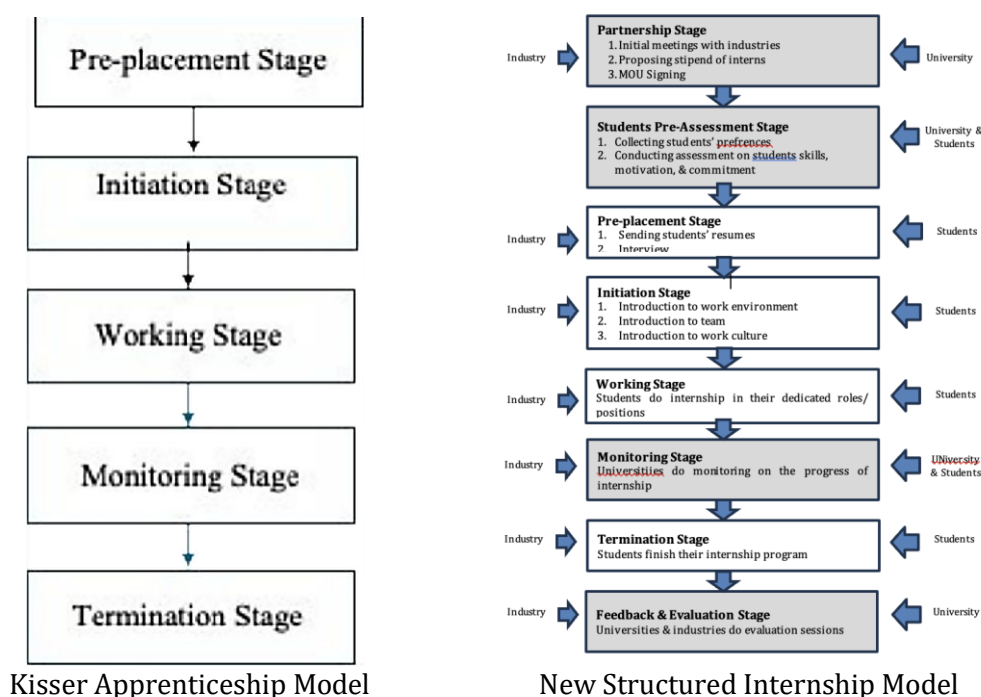
The pre-placement phase also creates a centralized selection and placement mechanism, eliminating the need for students to apply to multiple places individually. With this approach, universities act as intermediaries, ensuring each student only applies to relevant and suitable places. This contrasts with Model A, where students are free to apply independently without coordination, or Model B, where collective applications are often not balanced with strict oversight. This new model provides a solution by creating a transparent and controlled system, thereby maintaining student professionalism and good relationships with industry.

The Feedback S Evaluation phase provides a platform for universities, industry, and students to thoroughly evaluate the entire internship process. This evaluation not only

measures the program's success but also generates recommendations for future improvements. With this continuous improvement cycle, the new model ensures that each generation of students benefits from a continually improving internship experience. This is a fundamental difference from Models A and B, where evaluations are often limited and unstructured.

The internship process plays a crucial role in providing students with practical experience relevant to their field of study and helping them develop the skills and knowledge needed in the workplace. From the partnership phase to the feedback and evaluation phase, each step in the internship program plays a role in ensuring the program's success and effectiveness. The importance of collaboration between universities and industry in developing and implementing internship programs cannot be underestimated, as it benefits not only students but also the industry and society as a whole. By continuously improving the quality and relevance of internship programs, it is hoped that tourism human resources in Bali will become more competent and prepared to face future challenges.

The differences between the Kissar internship model and the New Structured Internship Model can be seen in the following comparison.



CONCLUSION

Based on the evaluation of the New Internship Model, it has a structured process. Through structured stages, from preparation to final evaluation, this model helps students gain practical experience tailored to the needs of the tourism industry. Through collaboration between the tourism industry and universities, this model enables students to develop skills and knowledge relevant to the world of work. However, efforts are still needed to improve several aspects, such as increasing coordination between universities and industry in determining internship positions that align with students' fields of study, as well as improving monitoring and

evaluation during the internship period. Thus, the New Internship Model has great potential for continued improvement, so that it can become a strong foundation in creating superior tourism human resources ready to compete in the global job market.

The New Structured Internship Model developed in this research is expected to be implemented in internship program management. It is hoped that the industry will be more open to implementing internship programs with different implementation structures. Future researchers are recommended to conduct a broader study of the synergy between the tourism industry in Bali and vocational tourism education institutions, involving all components of the tourism industry and all vocational tourism education providers in Bali.

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