The Challenge in Disruptive Times in Tourism Education: A redesigned Curriculum for New Normal from Conventional to Creative Tourism

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ABSTRACT: This reflective-analysis, an evidence-based exploration, is a case assessment of Tourism Education for relevance and responsiveness to emerging needs of the industry in fast-changing times. The results & outcomes become the basis for redesigning the curriculum from conventional to a creative tourism. Considering the tremendous challenges from external environment due to the pandemic impact of Covid19, it is expedient to review, shift and redesign the curriculum in terms of context, content and processes reflective of new perspectives and purpose of the program for future intakes. The methodology uses triangulation, a combination of qualitative and quantitative analysis of content, context, process., perspective around core purpose (2C2PCP). This comprehensive framework of defining, detailing, differentiating, and connecting the essence of each curriculum dimension around the core purpose, becomes the map to integrate the findings to make changes in the current curriculum. Survey data from secondary students of selected feeder schools in the area are used to complement and support the analysis. Observation and feedback from the ground support the need to redesign both curriculum and the program thrust as urgent factors to update the university tourism education, a program of choice for prospective entrants. Based on findings, a new design of tourism education is envisioned as the new program for the new normal. The implications of the study will provide new initiatives in program promotion, and implementation for effective instructional strategies and learning processes.

Keywords: *restructuring curriculum, creative tourism, tourism education*

1 INTRODUCTION

Tourism is one of the leisure business sectors. It is defined by UNWTO (United Nation of World Tourism Organization) as activities of person(s) traveling to and staying in places outside their usual environment for not more than one consecutive year for leisure, business and other purposes. There are three criteria used to characterize the trip as tourism: There should be a displacement outside the usual environment; besides, the individual must have a purpose of traveling and duration of the displacement. Once normal, people used to travel and visit some cultural tourism in each destination they go. Tourism is one of the leisure activities related to the two motivational forces of escaping from routine activities and seeking recreational opportunities in a form of traveling. However, the above definition is not appropriate anymore in a fast-changing pace in the world especially when the fast-changing environment becomes more volatile and uncertain and it reached the climax by early February 2020 when the world was awakened by the Covid 19 which has resulted the pandemic crisis up to now.

To prevent the rapid spread of the virus, human mobility has been curtailed and some places were locked down. People are forced to stay at home for months. Facing the tremendous challenges, all tourism businesses such as airlines, tour & travels, hotels, restaurants, cultural tourism, theme parks, attractions, transportation, shops, and other sectors are unable to operate. In tourism, tour and travel business is apparently 'dead'. The uncertainty of Covid 19 pandemic crises has made all sectors related to tourism industries become sluggish. Nevertheless, people still need to fulfil their leisure tourism needs especially those related to human's anatomy (five senses) of the leisure experience. A study from Trang & Lee (2018) has proven that the five basic human senses such as: sight, touch, sound, smell, and taste need to relax which can be accommodated during one's vacation. When one enjoy and experience the destination, consequently it will influence one's behavior. Hence, people are changing their behaviors in experiencing their leisure activities instead of traveling.

This tremendous challenge does not only affect the tourism businesses but also the tourism education. Tourism Education is the way tourist's destination prepare the human resources to be able to work professionally in developing the tourism sectors (Malihah & Setiyorini, 2014)

Consequently, when senior high school students perceive there is no future in majoring tourism field, they will not pursue their further studies on the program. As a result, it leads to the declining numbers of potential students. There is a need to make a rapid transformation in a new way of learning process and redesigning its curriculum to the new normal practice of tourism education.

This research is a reflective analysis as a case assessment of Tourism Education for relevance and responsiveness to emerging needs of the industry in fast changing times. It is an attempt to link and match the curriculum and modules to adjust to this current challenges.

The purpose of this research is to draw information from senior high school students' perception or interests in program areas and from the assessment of the internal and external factors that have changed in recent past. The outcome of the research is a redesigned tourism education curriculum from conventional tourism package to a creative tourism curriculum package since tourism education should maintain and sustain the program of tourism education in the university level.

2. METHODS

The approach chosen to conduct this research is a comparative, connective and reflective process by triangulating the key points of analysis in five areas in curriculum design. It is a process, that combines the qualitative and quantitative analysis of a] CONTEXT – the conditions of the external environment, the circumstances of the industry affected by emerging events, b] CONTENT – the subject matter or topics of interests that relate to needed competencies to provide services in the industry, c] PROCESS - the teaching-learning processes with the advent of digital technology that enhance or support learning and instruction, d] PERSPECTIVES - of global and local proportions considering both growth and fixed requirements, and e] CORE PURPOSE of the program as well as of the university as integral of its higher education development. (Tayko, 2017) This is a comprehensive framework of defining, detailing, differentiating, determining and connecting the essence of each dimensions of the curriculum around the core purpose of the program and integrating the findings as basis for the design of the new curriculum for a curriculum design for the new normal, and complemented by quantitative data support from the survey of prospective students from the secondary schools as feeders to the University entrants. Recommendations for the new normal curriculum are the result of the analysis using a quantitative support from the student's survey.

3. RESULTS AND DISCUSSION

A curriculum and instruction process of any program in the university by design needs to consider five key points namely: a] context or the industry where the program serves, b] the content of the curriculum that would prepare learners to serve the industry or context where they intend to work; c] the perspectives of requirements fulfilling quality standards, creative and innovative features of the program and d] the instructional i.e. teaching-learning processes to develop the competencies of learners in the program to achieve the desired results, e] the core purpose of the program around which the elements are designed to fulfill the purpose of the institution through this program. Each of the above key points are connected to each other by matching the requirements from a holistic criteria framework that fulfill effective, efficient, excellent, elegant and ethical considerations of services rendered. The following discourse is based on these points.
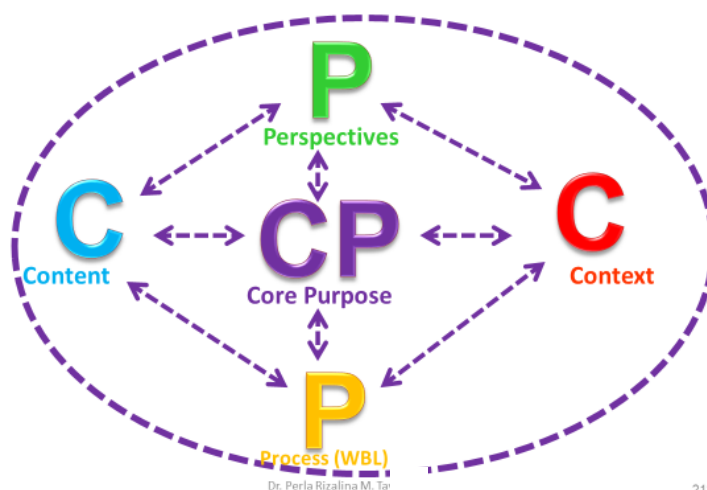
Figure 1. Program Design & Development Framework, (Tayko, 2015, 2017)

3.1 *Context*

Context analysis, is done by identifying the conditions in the industry with the external factors of the environment that create opportunities/challenges for the industry to flourish or decline. This includes in particular the effects of Covid19 pandemic in every sector and service in society as well as the internal factors in the university as being impacted by the global changes due to pandemic conditions. In once normal condition, tourism education was also challenged by the threats of a tight competition among institutions both local and overseas which offer the same program with different benefits to the students. An interview with one head of the leading Tourism Education in Surabaya, East Java, Indonesia (2020) revealed the shortage of the resources, networking for collaborations, link and match the curriculum which have been the challenges that exist internally to most of tourism education. Therefore, tourism education which has an effort of developing human resources to be better persons need to enhance the education. This means colleges and universities are expected to develop a successful education for stakeholders such as students, private sectors, public sectors, as well as community in whatever condition the world is changing. The pressure being felt in the tourism context is likewise brought about by technology and globalization.

3.2 *Content*

Content analysis is done by reviewing the scope and coverage of courses of the program that are relevant and related to best practices in the industry. Curriculum mapping is done on the conventional curriculum as well as on the emerging needs for competencies and topics of interests to be considered in the redesign of the conventional curriculum to the new creative curriculum in tourism. Tourism Education was at first taught in the form of a vocation school and it has evolved to be a study under management that means tourism education has been developed to balance the tourism development demand for fulfilling the broader perspective of managing tourism (Airey and Tribe, 2005). Therefore, lots of universities run the tourism education in bachelor degree and continue to post graduate as well as PhD program; unlike, the early tourism education which was delivered only in a diploma program and designed with an objective of emphasizing more on vocational training by teaching various practical skills and contemporary subjects related to tourism industry so that students would be ready to fulfil the human resources vacancy at the operational level of tourism businesses once they graduate.

The conventional curriculum of the bachelor degree program in tourism education is designed by emphasizing the concept of learning in an academic perspective. The combined curriculum between tourism and management subject which focused more on conceptual framework of management on how to solve the tourism management problems in the society. Students need to pursue their studies for four years instead of three years. Henceforth, the subjects have been expanded to respond more on the managerial and multi-discipline approaches rather than skills. Furthermore, the tourism industry needs more resources who are able to manage the work in the tourism business rather than those who are skilled graduates. To enrich and enhance the curriculum, related tourism practitioners and organizations are engaged, some collaborations with overseas universities and tourism industries are also developed in some activities; such as: student exchange, immersion program as well as Internship. An applied course is also available for students to gain enrichment in profes-

sional development programs designed by inviting some top management and outstanding speakers from various tourism industries to share their knowledge with the students. Those courses are in accordance to Bodger (1998), who defined edu-tourism as *any programs in which participants travel to 'location as a group with primary purpose of engaging in learning experience directly related to the location'. The activities considered as edu tourism covers ecotourism, heritage tourism, rural tourism, and student exchanges between educational institutions*. They are incorporated to the learning modality and curriculum.

3.3 *Process*

Process analysis includes identifying learning and instructional engagements for learners to develop the competencies of the program and the industry. The "once normal" modality of F2F or classroom setting for learning may now be reviewed with an alternative of a blended modality of learning making use of on-line mode of instruction and learning. The shifting of learning from school to home due to the Covid 19 has forced all schools, teachers, students, and parents to use the technology to be able to connect. Chou, Peng, & Chang, (2010) have defined active interaction in online learning activities including the types of interaction: the learner -self, learner- learner, learner - instructor, learner -content, and learner interface. The learning activities in the course area combination of forms of interaction between the subjects involved in the teaching and learning activities include: student-content, student-instructor, and student-student interaction (Gradel & Edson, 2010)

3.4 *Perspectives*

Both perspectives and process analysis are done to identify fixed and growth mindsets that fulfill a comprehensive curriculum as well as identify the modalities most responsive to the changes for the new normal. To change behavior from once normal to new normal requires at a deeper level, understanding mindsets as factors that influence perspectives, process and behavior. Carol Dweck (2006) did an extensive research on fixed and growth mindsets that matter in the way a person views the world and acts on it. It is an orientation that influences the approach and outcome of behavior. Fixed mindset relates to fixed expectations and set standards as basis for action. Growth mindset relates to the process of learning, growing and becoming which makes one open to unfolding outcomes. Taking a balanced combination of fixed and growth mindset requirements was opted for effective, efficient, ethical, elegant and excellent program offering. As explained on the content above, the tourism curriculum consists of more subjects on the knowledge and skills relate to the fixed mindset. Some of the samples of the subjects are classified as follows: Tourism Policy Management and Productivity which reflect the fixed mindset; whereas, Project Development, Creative engagement and connectivity with soft skills reflect the growth mindset.

In addition, educational tourism is also offered as an exposure since it is an educational mobility ranges within the duration of 24 hours to 12 months and have learning activities taken or completed within the period. Such activities are excursions and student exchange (Maga, Nicolau, 2018) Based on the informal discussion with Yo, Head Program (2020), most adopted subjects are more on the Tourism Policy Management and Productivity which shows the content of the subjects are taught more on using the precision thinking. Therefore, in the pandemic of Covid 19, there is a need to shift the curriculum from the fixed to the growth mindsets. Tourism education need to redesign their curriculum which will enable their graduates to work in the creative tourism industry. This means that the graduates are ready to work not only in a tour & travel business only but also in other fields related to the creative industry of tourism.

A survey of new tourism subjects was conducted in order to have some insights on what the candidate tourism students are keen on learning for subjects refer to the growth mindset. Based on some definitions of what so called *'creative tourism'*, the authors classify new clusters of the subjects. Creative tourism as mentioned recently by the Ministry of Tourism & Creative Economy in Indonesia, is tourism that offers visitors a creative experience and opportunity to develop their creative potential through active participation in courses and learning experiences. There are four areas in applying creativity in tourism such as, 1) involving creative person in creative activities, 2) using creative tourism products as attractions, 3) utilizing creative process in providing tourists with creative activities, and 4) using creative environment for visiting creative clusters. Hence, the new four classifications are named as follows: Digital Tourism, Edu Tourism, Leisure Activities, and Conference Events Management and Interpersonal Relations (IPR) soft skills. All the new clusters tend to reflect the growth mindset. In addition, Ernawati (2003) implied that in designing the tourism curriculum, educators should understand the industrial needs of expertise. The scholars need to understand and experience more to the situation. Therefore, edu-tourism activities should become a point to be considered too.

The survey was distributed to senior high school students through the google form within one week. There were 101 respondents who filled up the questionnaire. The respondents were asked to rank the first till the last three subjects which they prefer to learn in each of the new cluster.

Table 1. Future Creative Tourism Curriculum

Digital Tourism tourism)	Edu Tourism
Social media Tourism Content Creator Multimedia & Journalist Digital leadership	Introduction to F&B Business Tourist Destination Transport Management Travel innovation Medical tourism Sustainable Tourism Urban Tourism Eco tourism Agri cultural tourism
Leisure Activities	Soft Skill
Arts management Spa management Leisure studies Sports Special Interest of Tourism (Cookery, painting, photography, crafts and arts) Tourism Production	Cross Culture Studies Psychology of Business Business communication & collaboration

Here are the results of the survey: There were 41,6% students of year 10, 30,7% students of year 11, and 27,7% students of year 12. They were from 12 private schools and 2 government schools. For the first cluster of Digital Tourism, respondents have chosen subjects on Social Media as the first choice, Tourism Content Creator as the second choice and Multimedia & Journalists as the third option. The second cluster of Edu Tourism, Introduction to F&B ranks the most in demand, followed by Tourist Destination and Travel Innovation as the last preferred choice. The third cluster of Leisure Activities, respondents are keen on learning Special Interest of Tourism, second option is Arts Management, and the last is Leisure Studies. The fourth cluster of Soft Skill has indicated that respondents are mostly interested in learning Business Communication, followed by Collaboration & Conferencing and Psychology of Business as the last subject they would like to learn. An additional question of Education Tourism is also asked in order to find out whether students are still eager to have traveling activities when the situation and condition are back in normal. Most students are keen on having a Short Field Trip. This might be when they filled up the questionnaire, it was in time of Covid 19; therefore, most of them have chosen short field trip and the second chosen activity is Internship and last options chosen are Student Exchange as well as Outbound Tour since those two activities have the same score given by the respondents.

3.5 *Core Purpose*

Central to this curriculum review for a redesign, is a reflective revisit and review of the Core purpose of the program whether it still reflects the reasons for its existence and the relevance of it to the emerging needs of the stakeholders and determine whether it encompass the systemic purpose of the program, the profession and the industry contributing to the country 's development. In going through this research, the faculty involved in the program had to ask themselves the question on relevance and responsiveness of the program. This is one reason why this study is done. In this process, the purpose of the program and that of the university is affirmed at the core for a greater and wider relevant and responsive service to the tourism industry.

4. CONCLUSION

Having gone through the reflective, comparative and connective processes on the five key points, it is clear and expedient that the current conventional curriculum of the tourism program must, need, and should be transformed to respond to the "VUCA" (volatile, uncertain, changing/chaotic/agile/ambiguous) world and be relevant and responsive to the emerging needs of clients in disruptive times. The trend of changes is exponential that adaptation and even transformation of existing models and processes need to happen.   Therefore the current curriculum of the Tourism Management Program needs revision and restructuring in the light of the changes in context and the preferences of prospective entrants in the programs Specifically, the following specific recommendations include a] re-cluster the courses that reflect both perspectives of requirements of

fixed and growth mindset requiring a combination of precision and possibility thinking skills; b] a redesign of content topic that reflect the emerging changes in the context of creative tourism; c] a blended approach in the teaching/learning or instructional processes and tapping into the internet technology as a main modality of learning; d] development integration of a spectrum of tourism activities to considers the environment and the ecosystem as these are affected by pandemic issues on public health and economic viability; and e] affirmation of the core purpose of the program for relevance, responsiveness and excellence contributing to national development.

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