Strategic Alliances as the Key to Success in Creating Quality and Sustainable Tourism Human Resources

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This very strict and rapid changing of globalization era provides an extensive implication to all aspects of life, whether in the business or industry world, including university as the producer of globally competitive human resources. Because no university has all the required resources to manifest its vision and mission, therefore, to manifest them, the university must carry out and develop a strategic partnership (strategic alliance) with all the existing and excellent stakeholders. This research is aimed to recognize and study the empirical description of how a Tourism Institute of the Tourism Ministry responds to the development needs of human resources currently and in the future, and how this form of strategic alliance would be conducted to respond to the global competition. This research is using the naturalistic qualitative approach with a phenomenography and descriptive method, where the data collection technique is by conducting interviews, observations, and documentation study. The sampling technique used is purposive. Data analysis is carried through a data display process, data reduction, and data verification through a triangulation process. The research result shows that the Bandung Tourism Institute-Tourism Ministry performs a number of strategic steps towards the improvement, whether internally or externally. The strategic alliance with other institution is conducted by having an orientation to the improvement of education quality to the world class tourism higher education in accordance with the vision and mission of the institute, by prioritizing the education organization (joint program), the organization of field training of the students, recruitment of the graduates, support on the development of tourism institute, and optimization of Three Pillars (Tridharma) of University, both quantity and quality, as well as establishing a culture of research for the lecturers. This research is still not perfect and has some limitation, therefore, it is suggested to have further research to add sampling by involving students, the party that uses the service from the graduate/business player, and the local leader as the informant, also by involving the private Tourism Institute. This research gives an implication in performing its core business, that is the tourism education, by strengthening the academic culture, growing the research culture in each lecturer, and improving the research quality consistently and the quality of dedication to the society through a quality culture development gradually until it becomes institutionalized. This research also gives a recommendation so the Tourism Ministry can implement the strategic education management implementation model through the strategic alliance so it can improve the capacity of human resources of tourism, thus it will contribute the city/regional quality or tourism destination, both directly and indirectly. This research also provides a breakthrough that strategic alliance not only can be done in business world, but it can also be done in education sector.
CREATING QUALITY AND SUSTAINABLE TOURISM HUMAN RESOURCES

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Introduction

Tourism sector not only requires technical staff but also competence human resources on many levels, namely: (1) Academics/research/scientist, namely the human resource who has the competence to develop tourism knowledge and/or genuine concepts; (2) Technocrat, namely the human resource who has the competence to develop the tourism design, tourism policy, tourism diversification product, and tourism marketing strategy; (3) Professional, namely the human resource who has the competence in skills to develop and manage tourism business; and (4) Technical staff, namely the human resource who has the competence in skills to perform technical duties in tourism (Koster, 2005).

In reality, graduates of tourism institute do not have the capability to sit in the position that corresponds to the education background. The research conducted by Central Agency of Statistics from 2006 to 2010 on Work Force Condition in tourism sector shows that workers with university background only amount for 3% of 22,212,885 people aged 15 years and above, who work in the previous week in trade and tourism sector. Therefore, it is very reasonable if working at the service industry such as tourism, particularly hotel has been marked in academic literature as “low skills” (Baum, 2008, p. 74). This indicates that tourism sector is not only lacking of human resources in middle level (executor) with bachelor degree level, but also, it is still rare to have human resources with university background as the strategic development maker and policy maker.

On much wider scale, that is in the regional or international level, human resources in Indonesian tourism sector still compete to win over the craft level position with human resources from Philippines, India, China, and Thailand. Meanwhile, Singapore and Malaysia have started to introduce human resources in middle management level. In the top management level, human resources from United States of America, Australia, and Europe still sit in the first ranking. That condition is worsened by the reality that most practitioners, policy makers, and tourism actors do not have the tourism education. But instead, they come from different majors who then make efforts to improve their knowledge by the principle of learning by doing (Sadkar, 2009, p. 15). Moreover, human resources who have the authority as the tourism policy maker these days come from Master or Doctorate degree in non-tourism major. While supposedly, they have the capability to be a visionary in tourism sector, who not only think of the current situation and act of selfishness, but also think ahead and act in groupiness (Kusmayadi & Suhendroyono, 2008, p. 15).

In the context of competition, high education in the Tourism Ministry environment is faced by the global competition where other tourism institutes continuously do reform and quality improvement, start from the input, process, and output quality (graduates). This demands the change of paradigm in managing an education system so it is able to respond to the dynamics of tourism needs and use, as well as manage the existing opportunity to become a more competitive and professional tourism education institute (Suherlan, 2017).

The above background provides information in order to face the global competition that is increasingly complex, the education institution cannot work by themselves, but it should be done through a networking and partnership with other education institution, even with all stakeholders. Refering to that thought, the researcher can formulate the problem that the reason why the performance of the institution is not optimum in creating competitive and sustainable human resources is due to the fact that the partnership/alliance with related
stakeholders by tourism institute in Indonesia is not optimum yet.

With that formulation of problem, this research is aimed to recognize and study the empirical description of how a Tourism Institute of the Tourism Ministry responds to the development needs of human resources currently and in the future, and how this form of strategic alliance would be conducted to respond to the global competition.

**Literature Review**

**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.

The tourism industry is a labor-intensive service industry, depend on survival (and at best, a competitive advantage) on the availability of good-quality personnel to deliver, operate, and manage tourism products (Amoah & 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 & Sigala, 2003). It is encountered also in tourism education. The curriculum has been undergoing the process of tourism development for more than two decades. Tourism education begins at a technical school or vocational (Airey, 2004; Lo, 2005; Inui, Wheeler, & Lankford, 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). Existing tourism curricula produce graduates with a limited perspective of the tourism industry. Tourism curriculum is part of a larger system and discusses the need to create a well-rounded tourism graduate. These graduates must position themselves as a model employee and a citizen and should advance their understanding of the linkages between the phenomenon of tourism and tourism acquired knowledge (Wattanacharoensil, 2014).

Parochial nature of education for tourism and hospitality sector, despite the global status of the industry
itself, has been reduced to the effective development of new initiatives, e-driven technology on a significant scale. Tourism and hospitality, as all sectors of the global economy, is currently undergoing a period of major change (Baum & Sigala, 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 the 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 are highly skilled and competent managers (Baum & Sigala, 2003).

Baum and Sigala’s (2003) study results do suggest that the institutions that offer programs in the area of tourism and hospitality must be completed and aim to achieve:

- lifelong learning, requiring both a willingness to continue to learn on the part of citizens and a commitment to provide opportunities for this lifelong learning;
- a seamless web, in which all levels of education not only become interrelated, but blend together;
- asynchronous (anytime, anyplace) learning, breaking the constraints of time and place to make learning opportunities more compatible with learning lifestyles and needs;
- affordable learning, within the resources of all citizens, whether low cost or societal subsidy;
- interactive and collaborative learning appropriate for the digital, plug and play generation;
- information literate and knowledge management oriented to develop the knowledgeability qualities of students that would enable them to be adaptable, flexible, and effective workers, citizens, and lifelong learners in the knowledge era;
- diversity, sufficient to serve an increasingly diverse population with diverse needs and goals.

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

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 concerns 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.

**Management of Higher Education Quality Improvement**

Basically, the education quality is related to the achievement of education objectives and the competence of its graduates that have been determined by the education institution in its strategic plan or the compatibility of objectives and competency with the set standard. In general, the quality assurance is a process of determining and fulfilling the quality standard of education management consistently and sustainably, so all stakeholders gain satisfaction. In connection with that, Satori and Komariah (2009) say that education management moves in the process of organizing education interests by ensuring the provision of quality education with efficient management of the main benefits of education administration (axiology). Quality management is a managerial process lying on the achievement of process standard and the outcome that can meet the needs of stakeholders.

Total Quality Management is a philosophy of sustainable quality improvement that consists of a set of practical tool for every education institution that is based on the principle to meet and exceed various need, want, and expectation of the current and upcoming customer; team work and participation; and continuous improvement (Sallis, 2003, p. 34; Lakshman, 2006, p. 43; Paine, Turner, & Pryke, 2005, p. 8; J. Berk & S. Berk 2000, p. 15).

Continuous improvement is related to quality (continuous quality improvement) and process (continuous process improvement). Where, commitment to the quality is started with the statement of dedication to the shared mission and vision, and empowerment of all facilitators to manifest the vision of education and training institution. Continuous improvement depends on two elements, namely: learning the right process, tools, and skills; and implementing new skills in a number of activities in the education and training institution through measures: PLAN (plan for the improvement change); DO (do the planned improvement changes); CHECK (effect of changes test); and ACT (implement the tested changes).

The continuous improvement process can be performed based on PDCA cycle (Plan, Do, Check, Action).
This cycle is a never-ending improvement cycle and applies to all education activities. Therefore, in order to get an excellent quality, it requires a continuous effort. Therefore, the education institute must constantly or continuously develop various learning processes and its supporting system to provide satisfying service for their customers, especially those who become their primary customer, that is their student (Suherlan, 2017).

**Strategic Alliances in Education Sector**

Alliance is one of collaboration partnerships that according to Fosket in Arifin (2011, p. 42) can be understood simply as a working relationship between an individual or organization so it will produce mutual benefits. Furthermore, as Saunders and Machell said in Foskett (2005) a cooperation is a trend that grows in the education institution in giving experiences of the working world to their students. The important component is so that a collaboration partnership with the society success is a responsible team, a commitment from each stakeholder and shared objective that would be achieved (Wise, Retzleff, & Reilly, 2005).

Piana (2008, p. 15), explains the difference of various types of partnership in non-profit organizations in continuum degree, as seen in below Figure 1.

![Figure 1. Nonprofit partnership continuum. Source: Winer and Ray (1994, p. 22) and Piana (2000, p. 15).](image)

From the above figure, it can be seen that a cooperation is a form of partnership that has the lowest degree, while merger is the highest degree of partnership.

Strategic alliances are an agreement between two or more partners to share knowledge or resources based on preparedness, willingness, and capability, as well as the commitment to being involved in the process, so it will bring benefits for those who do it (Vyas, Shelburn, & Rogers, 1995, p. 40; Piana, 2008, p. 15; Dent, 2006, p. 5; Gomes-Casseres, 2006, p. 12; Dussauge & Garrette, 1998, pp. 105-106).

A strategic alliance refers to a certain agreement and organization or a contract; a strategic alliance is more extensive and deeper. Gomes-Casseres (2005, p. 9) explains that a strategic alliance has four elements, namely: (1) strategic business that forms the logics and design of an alliance; (2) dynamic views to guide the management of each alliance; (3) portfolio approach to manage the alliance constellation organization; and (4) the organization infrastructure to build and maintain the capability of alliance. Those four strategic alliances must be consistent with the wider strategy of the organization and organization culture, such as described in the Arc of Alliance Strategy in below Figure 2.

From the below figure, it can be seen that in performing the alliance with other organization, it cannot apart from the strategy operated by that organization, where the four main elements are interrelated between one element with other elements.

The alliance constellation includes design and alliance portfolio management that will be developed by an organization. Alliance design is a form of alliance that will be developed, and includes what would be the objective of alliance, how to select partners, and what would be the alliance structure. Alliance management includes the relationship management and alliance management. Meanwhile, alliance capability describes the internal organization preparedness in running the strategic alliance and knowledge management owned by the organization.
Methodology

Research Design

This research uses the qualitative research design with a phenomenography approach that tries to understand and interpret the meaning of an interaction event of human behavior in a certain situation. This method is taken with considerations: (1) it is easier to adjust the qualitative method when it deals with multiple realities; (2) this method presents the nature of relationship between the researcher and informant directly; and (3) this method is more sensitive and able to adjust itself more by having more sharpening of shared influence towards the pattern of values dealt.

In this research, the writer collects data, takes the lessons, and gains understanding on the effort to create and improve excellency of sustainable competition through strategic alliances at Tourism Institute—Tourism Ministry of Republic of Indonesia. This approach is selected with considerations, among others are: (1) To find the empirical data related to the implementation of education strategic management and strategic alliance that is conducted by Tourism Institute of the Tourism Ministry of Republic of Indonesia in order to improve the capability of sustainable competition that will be the base of model development; and (2) This approach is very suitable to describe the current condition, so the writer is able to obtain accurate information on the effort to create competitive human resources through the strategic alliance that is carried out by Tourism Institute and Tourism Ministry of Republic of Indonesia.

The first phase conducted by the researcher is doing the preliminary survey to collect data from data sources, without doing any intervention. The researcher, in this case, becomes the direct main instrument to the research objects to collect information through an observation and interview, both formal and informal, to the Tourism Ministry located in Jakarta, as the mentor and the policy makers of the development of Tourism Institute in Indonesia, then data/information exploration is continued to the Tourism Institute located in Bandung and Bali.
The next phase is doing the field research, and at once conducting do the data analysis inductively towards all information obtained, due to the qualitative naturalistic research, it learns a process or a problem without generalizing anything. The objective of a qualitative naturalistic research is not to test the hypothesis based on a certain theory, but instead, to find patterns that might be developed to be a theory.

As the final phase, the writer is looking for an understanding and taking the lesson of the ongoing phenomenon through an analytic descriptive presentation, and compares it with theories that are used as a platform in this research regarding the effort to create competitive human resources through this strategic alliance.

Research Participants

Essentially, a qualitative research is a research procedure that produces descriptive data in the form of written texts or verbally from the observing people and behavior (Bogdan and Taylor in Moleong, 2010, p. 4).

In this research, the observed human work as the main instrument namely as an informant and educational management policy actor in the Tourism Institute of the Tourism Ministry. Meanwhile, participants of this research are:

1. Deputy of Institutional of Tourism Ministry where in the organization structure supervises the Tourism Institute in Indonesia directly, both in the mentoring or development,
2. Executives of Tourism Institute of the Tourism Ministry, namely Chairman, Deputy Chairman, Division Head,
3. Educator and Educational staff, and,
4. Tourism industry as the graduate user.

By using the qualitative method, it is corresponding with the problems faced, that is regarding the quality and higher education competition continuously. Therefore, in the development of an activity, the information obtained is more comprehensive, deeper, and more meaningful, so the research objective will be achieved.

Determining participants as key informant as explained above is selected because they are all the party who knows best about matters related to the tourism education in the Tourism Institute of the Tourism Ministry, including the tourism industry sector as the graduate user. Therefore, the information obtained by those informants is very valid and accurate on research themes, in relation to the strategic alliances that are performed in creating continuous global competitive human resources of tourism.

Data Collection

Data collection in this research is performed by conducting interviews, observations, and documentation.

**Interview.** An in-depth interview is an interview conducted by inviting informants to talk freely and deeply. The mentioned informants, among others are: (1) Deputy Chief of Institutional of Tourism Ministry; (2) Executives of Tourism Institute of the Tourism Ministry, namely Chairman, Deputy Chairman, Division Head; (3) Educators (lecturer); and (4) Tourism industry as the graduate user and at once, used as the media to obtain data that are difficult to get during the free interview, or also, as the way to cross-check data accuracy obtained during the research. This in-depth interview result is further positioned as the primary data of the research.

**Observation.** Observation is conducted to see how the education activity in Tourism Institute of the Tourism Ministry, is in relation to the teaching activities, both theoretically and practically. Observation is also performed to see to which extent facilities, infrastructure and other supporting tools for education can support the education process organized by the Tourism Institute of the Tourism Ministry, which include the condition
of class for studying theories, condition of practice facilities, computer laboratory, library, student boarding house, canteen, and various other supporting facilities. The result of that observation is very useful to be as a confirmation of as triangulation data against in-depth interview that has been performed.

Documentation study. Documentation study is conducted by studying various relevant documents and needed in the research, among others including: (1) Regulation and Legislation; (2) Strategic Plan (Renstra) of the Tourism Ministry, Tourism Institute at Tourism Ministry; (3) Statutes of Tourism Institute of the Tourism Ministry; (4) Academics Guide Book of Tourism Institute of the Tourism Ministry; (5) Document of Agreement of Tourism Institute of the Tourism Ministry; and (6) other documents, both printed or electronic.

The result of study toward a number of mentioned documents is very useful to be as a confirmation as triangulation data against in-depth interview result and also the observation result that has been performed.

Data Analysis

For all collected data through interviews, documentation studies, and observations, the writer is performing further analysis. Data analysis performed is through coding stage, categorization, reduction, and data display.

Coding is performed towards the data source (informant) and data collection technique, research domain and important theme.

Validation Process of Findings

In this research, there are two things that can be done in the triangulation process, that is by triangulating the data source and triangulation method.

Triangulation in this research is conducted towards the source and method. Triangulation towards the data source is performed by comparing data obtained between respondents, while the triangulation method is performed by comparing data obtained from different techniques, i.e. observations, interviews, and documentation. Member check is the technique to check data validity where it is performed by making a summary on the conversation in outline that is done at the end of interview.

Besides the triangulation, a confirm audit to the mentor or other party that is related to the research focus is also conducted, so it would get data of research result that is truly corresponding with the real condition in the field.

Research Findings

Policy Strategy to Response the Development Needs of Human Resources in the Future

In responding to the future development needs of human resources, Tourism Institute of the Tourism Ministry has taken strategic measures by performing the policy strategy of institutional improvement, both internally and externally, curriculum improvement, and lecturer improvement.

The quality improvement strategy of learning process, that is stated in the Strategic Planning document, is included in the Development Master Plan (RIP) of the Institution. The policy strategy of internal institutional (quality improvement of learning process) at the Tourism Institute of the Tourism Ministry, such as:

1. Arrangement of the planning strategy in an effort to improve the quality of learning-and-teaching process (PBM) by providing the strengthening on the vocational side;
2. The strategy in improving PBM quality in responding to the development needs of human resources by implementing a cooperation with the industry, and graduates in order to deliver the course material;
3. The evaluation strategy in internal improvement (quality improvement of PBM) to respond to the development needs of human resources;
   4. Determine the number of meeting in one semester for 20 weeks;
   5. Supervision of absence rate of the lecturer to support the quality of course meeting;
   6. Management application program to improve students’ soft skills.

The learning process in vocational study, the comparison between theory and practice is 50:50, and the orientation is directed to a student learning center, so the output is that students will not only have good skill, but also soft skill, so graduates will be more prepared to enter the industry world.

Meanwhile, the policy strategy at the Tourism Institute of the Tourism Ministry in relation to the external improvement includes:

1. Holding an orientation program to the industry and seminar/workshop activities within the country and abroad.
2. Alliance with University overseas through a joint program in the form of student, lecturer, and program exchange.
3. Training for lecturer on the research methodology and counseling.
4. Cooperation with other university within the country in relation to Three Pillars of the university.
5. Cooperation with the industry in relation to the recruitment of graduates (hotel, tourism, and employment agency).

The research result in relation to the strategy policy regarding the external improvement conducted by the Tourism Institute of the Tourism Ministry is through the cooperation/partnership with the University within the country and abroad, with the aim to prepare qualified human resources that correspond with the market needs, in accordance with the institution’s vision as the center of excellence in tourism sector through a planning strategy and evaluation to improve the quality of lecturer and curriculum.

Some policy strategies at the Tourism Institute of the Tourism Ministry in relation to the curriculum improvement are conducted in ways as below:

1. Performing the educational curriculum improvement according to the international market needs by adjusting the competence-based curriculum implementation (KBK) to the market needs and implementing it according to the curriculum of Higher Education (DIKTI) and adopting what is implemented by CITC.
2. The evaluation of curriculum improvement for the short term is conducted each year by involving practitioners from the tourism industry and experts in education sector. For the long term, it is performed by doing the professional development of lecturers in all subjects according to the curriculum demands.

The policy strategy of quality fulfillment of international competitiveness lecturer in the Tourism Institute of the Tourism Ministry is conducted by improving the lecturer quality through a mapping of the projection of functional position of the lecturer up to 2019, which is divided to the annual program and inserted in the planning document of activities and an annual budget related to the competence improvement of lecturer in the context of knowledge, skills, and profession as a vocational lecturer. Also, it is conducted by doing an evaluation and review on the achievement of fulfillment program of lecturer in international standard’s quality. In order to have the lecturer capacity improvement funded by the State Budget (APBN), the development concept of lecturer capability must be approved and manifested.
Strategic Alliances to Response the Global Competition

Prior to establish the cooperation, STP should conduct the internal environment analysis (ALI) and external environment analysis (ALE) first to prepare the condition of STP before performing the cooperation with other party. The motivation and precondition in partnering/having an alliance with other party is basically focusing on the education quality improvement toward the world class tourism higher education according to its vision and mission, so it will bring benefits for Society of Academicians (*civitas academica*). Therefore, the institution must have cluster criteria on who would be the working partner of STP, develop the partnership with developed countries, formulating strategies and regulations in determining the partner for the cooperation.

Technically, the strategic alliance performed by the Tourism Institute of the Tourism Ministry is carried out in three phases:

1. the presence of alliance demands;
2. the existence of meeting and preliminary discussion with an extensive coverage;
3. partnership begins with MoU.

Ties in supporting the cooperation points cover formal and informal ties. The strategic alliance activities with partners are included in the strategic planning and the annual planning in the form of quantitative Key Performance Indicator (KPI) from each period/year. For the sustainability of alliance, it is conducted by developing the communication through a monitoring program and an annual event titled Partnership Gathering.

The activity and substance of alliance done by STP on the Tourism Ministry is inserted in the strategic planning and annual planning in the form of quantitative Key Performance Indicator (KPI) from each period/year. The key points or the alliance substances, among others include the education organization (joint program), organizing the Field Training (PKN) of STP’s students, recruiting the graduates, and the support of tourism education institute development.

The agreement points that becoming the reference in supporting the vision and mission of STP is covering the orientation of educational organization of STP, which is oriented to three excellences of STP’s graduates: (1) has the capability or capacity for self-development (personal excellence); (2) has social excellence; and (3) has the environmental excellence. The nature of the decision-making process on cooperation activities is collective. In order to see the succession rate of the cooperation with the external party, an evaluation of the partnership documentation is conducted.

Partnership activity and the alliance substances by the Tourism Institute of the Tourism Ministry refers to its vision and mission, which is in its effort to produce graduates with international competitive excellence, it must implement the joint program, organize the Field Training, recruit graduates, and support the tourism education institute development.

Basically, the cooperation/alliance activity with other party is expected to bring many benefits for all society of academicians (students, graduates, lecturers, employees), education institution’s partner and tourism industry.

The impact of the established alliance is that the Tourism Institute of the Tourism Ministry has the strong confidence to face the future in the global era. From the cooperation performed, it is expected that students gain the learning process, so they have high confidence, gain the professional development in skills, knowledge, and attitude.
Basically, the cooperation/alliance activity with other party is expected to bring impacts to the society of academicians, so it will give strong confidence to face the future in the global era, and other benefits for the entire society of academicians (students, graduates, lecturers, employees).

**Summary and Recommendation**

The Strategy Policy to respond to the development needs of human resources in the future is carried out by performing various policy strategies on improvement in internal, external, curriculum and lecturer with international standard.

The strategic alliance with other party is performed due to the presence of encouragement to be the prominent tourism institute; provide the guarantee for graduates to work across the globe in various levels of position; and due to the limitation of resources, including human resources. The strategic alliance is performed in three phases, which are: the presence of alliance demands; the existence of meeting and preliminary discussion with an extensive coverage; and preparing MoU. In order to maintain the sustainability of the alliance, the communication development through a monitoring program and an annual event is implemented. The strategic alliance brings benefits to each party, which is students, graduates, education institution’s partner, and tourism industry; society of academicians has the strong confident to face the future in the global era. The success of partnership depends on mutual willing and the sense of mutual needs.

This finding gives an implication to the tourism education organization at the Tourism Ministry to implement basic changes of the institutional management systematically, totally, and fundamentally with the main target which is the change of orientation, views, way of thinking, and real behavior or action, as the manifestation of the change of the orientation, views, and way of thinking. This finding also gives the implication for STP to improve the suitability and correspondence of the University with various needs and demands that are developing, whether from the education system or the existing business world and industry in the society, so its operational target is increasingly broader and wider.

Other finding in regards to the strategic alliance conducted by the Tourism Institute of the Tourism Ministry shows that the strategic alliance with an institution is urging and must be carried out to improve the capacity of human resources of tourism. This finding gives an implication on the importance of all elements to be involved in the education process, particularly the executive to continuously improve the quantity and quality of partnership globally, whether with various universities or international agencies or organizations that are categorized as government and non-government agencies. This strategy opens the opportunity for the exchange of information, experiences, researches, scientific works, popularity, students and also knowledge and technology refresher that are developing in universities.

Some things need to be considered by the tourism institute when they want to run the strategic alliance with the industry or other organization, among others are:

1. what would be the alliance constellation? (alliance portfolio design and management that will be developed by an organization);
2. what would be the alliance design? (the form of alliance that will be developed, includes what would be the objective of alliance, how to select partners, and what would be the alliance structure);
3. how to manage the alliance? (relationship management and alliance management); and
4. how about the alliance capacity that is owned by that organization? (internal organization preparedness in running the strategic alliance and knowledge management owned by the organization)
This study is not perfect yet, therefore it requires further research on the sampling member and its focus of study. This research only takes the sampling at the Tourism Institute of the Tourism Ministry. Therefore, further research must be performed by involving private universities that run tourism higher education, particularly the institution that has become the member of Tourism Higher Education Institution Association (HILDIKTIPARI). Regarding the focus of study, further research must be performed by studying more specificly, for instance, particularly studying the quality of lecturers, students, and other elements involved in the education sub-system. This research also has limitations, such as on the informant that does not involve student as one of education stakeholders. Therefore, subsequently the researcher needs to make student be as one of their informants.

References


