Common Asean Tourism Curriculum (CATC) – A Perspective from Academia and Industry

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Abstract

This study observed the implementation of the Common ASEAN Tourism Curriculum in Indonesia Higher Education. The approach used is a qualitative study by conductive content analysis and in-depth interviews with ten qualified resources. The in-depth interview focussed on the four areas; perception evaluation, development of curriculum in tourism higher education, critical determinants to develop Common ASEAN Tourism Curriculum and industry's demand on the graduates' skill and competency in connection with its implementation. It was disclosed that the perception of tourism higher education towards the Common ASEAN Tourism Curriculum is considered positive and has been used as a reference by many universities to increase the qualification of student and graduates' competency. However, there are some challenges found such as the different standards of Common ASEAN Tourism Curriculum in many countries that might be a barrier for many tourism higher educations to implement this into their curriculum. The implications are also discussed to have valuable input for both education and industries.

Keywords: Common ASEAN Tourism Curriculum, Tourism Higher Educations, Academia, Industries.

1. Introduction

The study on tourism curriculum development has been exploring substantially through varieties of perspectives in many countries(Dicen, Yodsuwan, Butcher, & Mingkwan, 2019; Fidgeon, 2012; Oktadiana & Chon, 2017).The growth of tourism and hospitality itself has shown a significant increase in other Asian countries such as China, Taiwan, and Korea(Kim, Guo, Wang, & Agrusa, 2007). In the ASEAN general economic cooperation, hospitality and tourism education was chosen as well as one of the specific areas of cooperation under the ASEAN Economic Community (AEC) Blueprint(Chheang, 2013). Mutual Recognition Agreement on Tourism Professional (MRA-TP) is a part of the AEC blueprint ASEAN to assist the movement of tourism professionals as well as improving the quality of tourism services in the region (Emerging Markets Consulting, 2014). In another hand, (Mbarushimana, Role, & Allida, 2017) stated that governments and all stakeholders require that tourism and hospitality education should pay attention to the implementation of competency-based curricula to improve the graduates' competitiveness.

Education providers such us tourism higher education have been facing a challenge in developing courses that enhance students' career opportunities, where knowledge of tourism might yet be a benefit to the travel and tourism industries (Wang & Ryan, 2007). Another challenge faced by the tourism industries that the standard quality of each tourism higher education was different and become a potential obstacle in the free flow of skilled labor (Warner, Rady, & Reynolds, 2012). To undertake this problem, there was an initiative proposed by ASEAN to develop the regional tourism human resource development framework known as Mutual Recognition Arrangement on Tourism Professionals (MRA-TP),(Warner et al., 2012). One of the key elements of this framework was recognized as the Common ASEAN Tourism Curriculum abbreviated as CATC. It was designed to provide a practical model for the delivery of vocational training covering thirty-two (32)skills across six occupational areas in the hotel and travel sectors. The six occupational areas comprise front office, housekeeping, food, and beverage service (F&B), food production, travel agency, and tour operation (Asean Secretariate, 2018).
A "Common ASEAN Tourism Curriculum (CATC)" was accomplished in June 2007 with technical assistance provided by the ASEAN Australia Development Cooperation Program (AADCP). CATC is focused on Competency-Based Training (CBT), which is recognized worldwide as the most effective means of delivering vocational training.

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CATC provides trainees including students the main competency component such as skills, knowledge, and attitudes. This competency approach is highly critical to be implemented in the hospitality and tourism industries. (Asean Secretariate, 2018).

The journey of implementation of CATC was diverse and found challenging in many ASEAN Member States (AMS). Some countries considered that the implementation of CATC is reflected as a curriculum changed. However, the implementation of CATC brings the benefit to certify the people of particular competency in the hotel and tourism sector. It will enable AMS's to achieve cross recognition of professional standards and enable a freer flow of labor mobility and trade in the region (Krisnawati & Sjarief, 2017). The benefit will be gained as well by the tourism education, through higher graduate employment rates of qualified, accredited and certified tourism professionals, in demand by industry. Learning from Thailand, there were other common issues in higher education institutions in the concept of internationalization by focusing on the development of program quality, students' learning opportunities, faculty development, and global understanding. Implementing such kind of CATC founded as a different aspect of the internationalization concept(Black, 2004).As new knowledge, skills, and training delivery are being introduced to local hospitality training schools, the implementation of CATC is considered as a curriculum change. (Say Bunly, 2018). While in Indonesia, the tourism curriculum is somewhat inadequate in meeting the industry's needs. There are often discrepancies between what hospitality and tourism educational institutions provide and what the industry demands. (Ernawati, 2003)

CATC is also similar to the quality. There are varies perspective of quality for higher education practices such as quality in terms of their classroom experience for the students; employability for graduates; for faculty, it may mean professional development programs provided by the institution; for employers, it is graduates capabilities when joining the workforce; and for the institutions, it is related to education, research, and community services quality and quantity (Atef, Al-Balushi, & Hamza, 2019).   Additionally, despite the significance of tourism to Indonesia, only a few studies have investigated the implementation of CATC within the context of tourism higher education. Therefore, it is highly essential to recognize the obstacles faced by implementing the CATC framework into tourism higher education in Indonesia. To contribute to a discussion in this area, this study examined the questions, which relevant to the implementation of CATC and the challenges faced upon implementation. It helped underpin the findings of data analysis on relevant documents and supplements more precise and complete information on the study matter.

2. Literature Review

2.1. Education System in ASEAN

The education objective settled in ASEAN countries is to endorse human resources development. The aims are to (i) achieve universal access to primary education; (ii) develop education networks at various levels within institutions, and (iii) establish research clusters to improve the quality of education throughout the region. (Emerging Markets Consulting, 2014). Another important issue in this sector is the English language. This becomes barriers within the ASEAN countries, particularly when the requirement from the work market is the English language fluency.

Besides that, another critical function found is education policies. This plays an important role in transforming the education landscape including constructing the learning outcomes of any state. It should have a clear vision and goal, from the planning stage, implementation until the evaluation stage. However, the education policy in ASEAN (Association of Southeast Asian Nations) countries do not share a clear and common education policy, with each country choosing to prioritize various aspects of their educational landscape to focus on and further develop. (The ASEAN Post Team, 2017).On the other hand, the ASEAN Qualifications Reference Framework, a common reference framework, has been disseminated as a device to enable comparisons of qualifications across AMS.
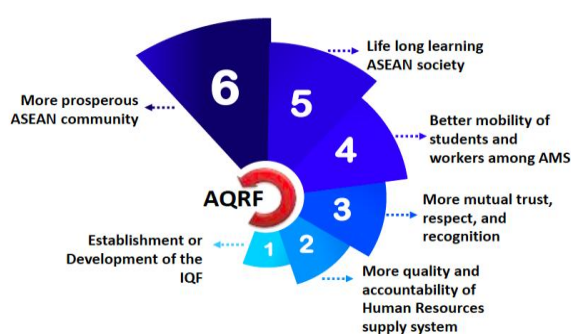

Figure 1. ASEAN Qualification Reference Framework
Source : (Asean Secretariate, 2015)

Based on figure 1 above, The AQRF addresses education and training of promoting lifelong learning. The purpose of the AQRF is to enable comparisons of qualifications across AMS that will ; (a) support recognition of qualifications, (b) encourage the development of qualifications frameworks that can facilitate lifelong learning, (c) encourage the development of national approaches to validate learning gained outside formal education, (d) promote and encourage education and learner mobility, (e) promote worker mobility, (f) lead to a better understanding of qualifications systems, (g) promote higher quality qualifications systems.

2.2. Common ASEAN Tourism Curriculum (CATC) in ASEAN

The CATC is the approved common curriculum for ASEAN Tourism Professionals (ATPs) as mutually agreed upon by ATM upon recommendation by ASEAN NTOs. The concept is founded upon several initiatives, including the Vientiane Action Plan (VAP), ASEAN Tourism Agreement (ATA), and Roadmap for Integration of Tourism Sector (RITS). The CATC is linked to the Regional Qualifications Framework and Skills Recognition System (RQFSRS) (Asean Secretariate, 2018).

The CATC journey is closely related to the process of how MRA is implemented in each AMS. The Process Development of the MRA - TP program from 2005 to 2015 is explaining below (Tourism, 2016);
1999: Establishment of the ATFTMD (ASEAN Task Force on Tourism Manpower
Development)
2005: Australia's Development Cooperation Program begins
2007: Developing ASEAN's main tourism curriculum &Developing ASEAN
Common Competency Standards for Tourism Professionals
2010: Development of ATPRS (ASEAN Tourism Professional Regression
System) & ATQEM (ASEAN Tourism Qualification Equivalency
Matrix); Establishment of the 2012 ATPMC (ASEAN Tourism Professional
Monitoring Committee): Developing a toolbox for the Housekeeping Division
2013: Trainer Program training continues
2014: Soft Launching on Implementation of MRA - TP
2015: Launch of MRA on Tourism Professionals

The curriculum under CATC was designed to be industry-based, well-structured, and flexible, to meet varying local requirements of the Member States. It is based on the agreed competencies adopted by all AMS, and using the agreed ACCSTP Units of Competence aims at making qualifications relevant and useful to both students and the tourism industry(Asean Secretariate, 2018). The CATC consists of five (5) qualification levels across all six (6) labor divisions. In all cases, Certificate II incorporates Certificate I on the advice of participating countries.

Divisions	Cert. II	Cert. III	Cert. IV	Diploma	Advanced Diploma	Sub-total
Housekeeping	1	1	1	1	1	5
Front Office	1	1	1	1	1	5
Food Production	2	3	3	1	1	10
Food & Beverage	2	2	3	1	1	9
Travel Agencies	3	3	3	1	1	11
Tour Operation	2	3	4	2	1	12
Total						52

Figure 2. The 52 Qualifications across the Six (6) Labor Divisions
Source :(Asean Secretariate, 2018)
Figure 2 above explains about fifty-two qualifications across six (6) labor divisions were packaged for the CATC and the RQFSRS.

2.3. Quality and Curriculum Design in Tourism Education

Tourism is a fast-growing industry that creates a multiplier effect in the economy and provides numerous job opportunities in almost every country. The tourism industry is continually developed and promising prospects including hospitality and tourism education. (Shen, Luo, & Lam, 2015). The supply of hospitality and tourism education is kept increasing; however, the pool of prospective students is shrinking due to the trend of low birth rate. (Chang & Hsu, 2010). The quality of education is highly critical to producing competitive graduates. The quality of higher education could be determined through their curriculum design. On the other hand, there are several approaches used to achieve a successful education and learning process, recognized as Total Quality Management (TQM). TQM is quite commonly used in business management to monitor and improve the working process by assessing outcomes and compared with the objectives.

Instead of TQM, there are other aspects such as knowledge, skills and competences become major components to shape the quality of higher education system that are adequate to modern industry-specific occupational standards and adjusted to their dynamics, goals and realistic prospects for economic and technical development (Romanova, Romanov, Popov, & Kushevsckaya, 2016).

The other part which is necessary for tourism education is the presence of the curriculum and the designing process. The study of the curriculum has become a distinctive field of study in education since the 1960s and 1970s (Hewwit, 2006). The curriculum is central to schooling because it outlines what is being taught. The curriculum has several roles and functions; as for knowledge, curriculum as work, and curriculum as professional practice. The same clarification was given by another study, (Glatthorn, Boschee, Whitehead, & Boschee, 2015) point out that curriculum as a field of study is concerned with making decisions about what is the most worthwhile knowledge for students to learn, and why and how they should learn it.

According to the Indonesia Law 12/2012, all activities related to scientific and academic must be applied in the higher educational operationalization. The university has its freedoms and autonomy to regulate its study programs as well as curriculum development. In another hand, the Higher Education National Standards (Standard Nasional Pendidikan Tinggi or SNPT) should be complied by all universities in operating the academic operation The general scheme of curriculum development in Indonesia according to the SNPT Regulation can be summarised as illustrated in figure 3 below.
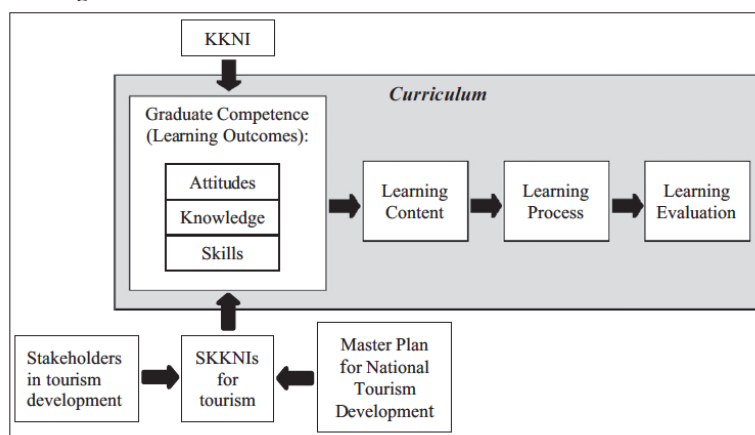

Figure 3. Curriculum Development Scheme in Indonesia
Source : (Yusuf, Samsura, & Yuwono, 2018)

In other hands, there are six areas should be concerned for education process and quality; curriculum and instruction; faculty; strategic planning; administrative management; student achievements; and resources as explained at figure 4.(Horng, Teng, & Baum, 2009)
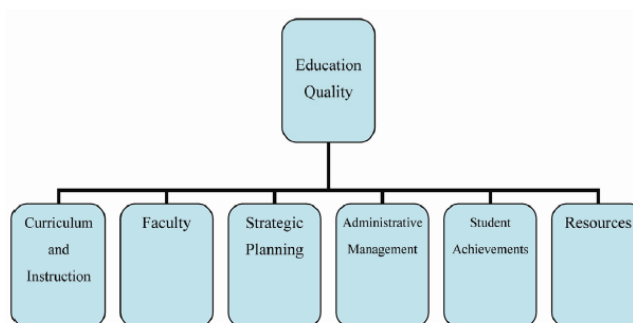

Figure 4. A quality framework for measuring the quality of hospitality and tourism programs
Source :(Horng et al., 2009).

There are many factors form the figure 3 above shaping the quality of education. When we focused on the curriculum, it will relate the design of curriculum and the courses whether they are in line with the program aims and objectives, current trends, program development features. While the instruction will refer to teaching and learning.

2.4. Tourism Higher Education Development in Indonesia

As stated by the Law 12/2012 on Higher Education, there are three kinds of higher education in Indonesia: Academic Education, Vocational Education, and Professional Education. The law stated that academic

education is focused on the attainment of knowledge in the area of humanities, social sciences, science, and technology to made learners implement that through analytical thinking. (Yusuf et al., 2018).

The journey of tourism education in Indonesia has been establishing in 1963, by the launching of Bandung Hospitality Academy (Akademi Perhotelan Bandung) as a vocational education program. This program belongs to the government. Which only offer diploma program called as D3.This establishment was then followed by other institutions both public and private sectors to deliver tourism and hospitality education. At the moment, there are about thirty-five higher institutions with tourism study at the bachelor level in Indonesia as shown in table 1 below.

Table 1. Tourism Higher Education Institution in Indonesia

No.	Name of the Program	Degree	Name of University
1	Tourism	S1	Prasetiya Mulya University
2	Hospitality and Tourism	S1	De La Salle Catholic University
3	Tourism	S1	Brawijaya University
4	Hindu Tourism Culture	S1	State Hindu Institute of Kuturan Singaraja Bali
5	Tourism Marketing Management	S1	Indonesia University of Education
6	Tourism	S1	Universitas Gadjah Mada
7	Tourism	S1	Batam Interntional University
8	Tourism Destination	S1	Bina Nusantara University
9	Tourism Destination	S1	Nusa Dua Bali Tourism Institute
10	Tourism and Hotel Management	S1	STIE Bali Internasional Institute of Tourism Management
11	Hospitality and Tourism	S1	STIAMI Institue of Social Sciences and Management
12	Tourism and Hotel Management	S1	Universitas Lintas Internasional Indonesia
13	Tourism Destination	S1	Pancasila University
14	Hospitality and Tourism	S1	Bunda Mulia University
15	Hospitality and Tourism	S1	Matana University
16	Tourism	S1	Tourism Economic Institute of Indonesia
17	Tourism	S1	Gunadarma University
18	Tourism Destination	S1	Udayana University
19	Tourism Destination	D4	Satya Wacana Christian University
20	Tourism Management	D4	Riau Institute of Tourism
21	Tourism Management	D4	Nusa Dua Bali Institute of Tourism
22	Tourism	D4	State Polytechnic of Ambon
23	Tourism	D4	State Polytechnic of Kupang
24	Tourism Business Management	D4	State Polytechnic of Banyuwangi
25	Tourism Business Management	D4	Bandung Institute of Tourism
26	Tourism Destination Management	D4	Bandung Institute of Tourism
27	Tourism Business	D4	Bali International Institute of Tourism
28	Tourism Management	D4	Tamalatea Makassar Institute of Tourism
29	Tourism Management	D4	Satya Widya Institute of Tourism
30	Tourism Services Business	D4	State Polytechnic of Medan
31	Tourism	D4	Sahid Surakarta Institute of Tourism
32	Tourism Business Management	D4	State Polytechnic of Sambas
33	Tourism Business Management	D4	State Polytechnic of Bali
34	Tourism	D4	Udayana University
35	Tourism Management	D4	Merdeka Malang University

Source : (Yusuf et al., 2018)

Even though the Law on Higher Education has made a distinction between academic and vocational education, there are many tourism (academic) bachelor's degree programs still develop their study programs and curricula based on the vocational tradition (Ernawati, 2003)

3. Methodology

This study applies qualitative analysis and uses both secondary data and primary data to reply to the research questions. The data analysis in qualitative research involves pattern-seeking and the extraction of meaning from the rich, complex sources of linguistic or visual data(Suter, 2011). (Suter, 2011) also explains that data collected from qualitative research methodology often produces a large number of textual documents, which requires critical examination, careful interpretation, and challenging synthesis. A good qualitative data analysis process discovers patterns, coherent themes, meaningful categories, and new ideas, and in general uncovers an in-depth understanding of a phenomenon or process(Creswell, 2009).

The qualitative study consists of two following steps; the first step, content analysis to analyze deeply about all information collected from the published academic journals, government website, and publications. The author used primary data from the process of in-depth interviews with academics and industrial management (hotel and travel association).The second step is conducting in-depth interviews. The interviews attempted to verify the literature analysis results. This study involved ten interviewers within academia, industrial management (senior position in hotel management and well-experienced and senior position in travel association). The outline of the interview was formed using open-ended questions. Due to the earlier completion of a significant amount of literature analysis, interviews focused on actual implementation on CATC including the challenges faced during the phase of implementation.

The qualitative research involving the interviews described above represented a significant phase in the evolution of the framework. It helped underpin the findings of data analysis on relevant documents and supplements more precise and complete information on the study matter. The following set of questions guided these open-ended interviews:

(i)   How is the perception of the Higher Education/Tourism Industry toward the CATC as a part of the Mutual Recognition Agreement (MRA)?
(ii) How have tourism higher education been developing the CATC based-curriculum to achieve the global competitiveness of their students and graduates?
(iii) What do you consider to be critical determinants to develop CATC based-curriculum?
(iv) What are the industry demands of graduate skills and competencies? Is there any connection with the CATC implemented in the university?

Table 2. Research Participants' Profile

Pseudonym	Function	Organization Code
KW	HR Manager	ITCH, Bali
AA	HR Manager	SKH, Bali
FT	HR Manager	HRH Kuta, Bali
SS	HR Manager	JWM, Bali
SP	Tourism Education Assessor	PM THE, Jakarta
AT	Tourism Professor	HU, Japan
NC	Secretary General	PIC, Jakarta
HA	Head of Certification	CC, Jakarta
JJ	Head of Tourism Educators	CTE, Philiphine
MS	Tourism & HE Senior Officer	Jakarta
MM	Tourism Senior Lecturer	Tangerang

Source: Author, 2020

The profile of participants explained in table 2 above are representing the qualified sources for further analysis of CATC implementation and the industry's feedback. The in depth-interviews was conducted from December 2019 until February 2020. The average times used were around 2-3 hours.

4. Result and Discussion

1. The perception of the CATC as a part of the Mutual Recognition Agreement (MRA).

Since the first launched in 2016, MRA has considered critical by the government. However, there are still a few higher educations shown effort to implement this framework. The ideal is that CATC implementation must begin with the development of training programs implemented by vocational schools at the vocational and tertiary levels.Many tourism higher education in Indonesia, particularly those as a member of the Indonesia Tourism Higher Education Institution have recognized the CACT quite well.

Most of them have considered that this issue has become something essential for the professional tourism workers in Indonesia to improve its human resources competitiveness. AT, understood that their many qualification frameworks have been developed so far. It contains different approaches and implementation. It is very challenging if we only used a particular standard in curriculum design. CATC might be good for the ASEAN country concerning the implementation of AEC. While SP and MM represented the academician stated that they have known about the MRA and its component, even though participated in some socialization program conducted by the government. They admitted that CATC is fundamental to support the curriculum in tourism particularly for hotel management study programs, where CATC has covered four labor division in a hotel. However, the mechanism of curriculum design was delivered by complying with The Higher Education National Standards (Standard Nasional Pendidikan Tinggi or SNPT) or in this case based on the Decree of Minister of Research, Technology, and Higher Education 44/2015. They believe in the mechanism of quality audit as well as the output by the standard which has been established by the government. Therefore, CATC is not the only source to be embedded in the curriculum.

From the industry perspective, they are more focused on the qualification standard of students and graduated in the further employment process. Those who worked in the hotel are lack information on the updated MRA as well as CATC. Nevertheless, they could explain the level of human resources competencies required by the hotel currently and even more in the five years ahead. KW, AA, FT, SS are having a similar answer on this CATC perception. For them, the qualification standard is highly important for recruiting the new staff in the hotel. Some of them found an experience that the candidates with high qualifications sometimes ignorance in terms of respect and attitude. They agreed that CATC with a detailed description of the standard competencies is very important, but sometimes they also have their standard operating procedure that might be obeyed and delivered. MS, a tourism senior officer said, there was a tendency that few higher education considered CATC as a

basic skill for vocational level not at tourism higher education. This might be a significant barrier to the lack of perception of CATC among tourism higher education.

Academic and industry have a positive perception of the CATC regarding increase qualification and standardcompetency of learners in the universities.

2. The CATC based-curriculum development by the university?

SP and MM explained that too mostly they put government regulation as a benchmark for curriculum design and development. However, they have used industrial standards as references for curriculum development such as front office, room, and food and beverage courses. Not all of those courses used CATC as a reference but was adapted to the current trend and condition in the industry. The utilization of digital tools like the Opera property management system is an example of the content focused on the curriculum design for the subject of the front office.

SP added, that the government has established the guideline on how to deliver a review curriculum by issuing Industry 4.0 Based Curriculum Guideline for Higher Education, edition of 2019. To achieve a good result of accreditation, the study program must fulfill the stage of curriculum development. This stage begins from the needs analysis (market signal) that produces the graduate profile, and studies conducted by the study program following the discipline of science (scientific vision) that produces the study material. Furthermore, the two outcomes are formulated Graduates' learning outcomes (CPL), courses along with the weight of their credits, and organization of courses in the form of matrices as explained in figure 4.
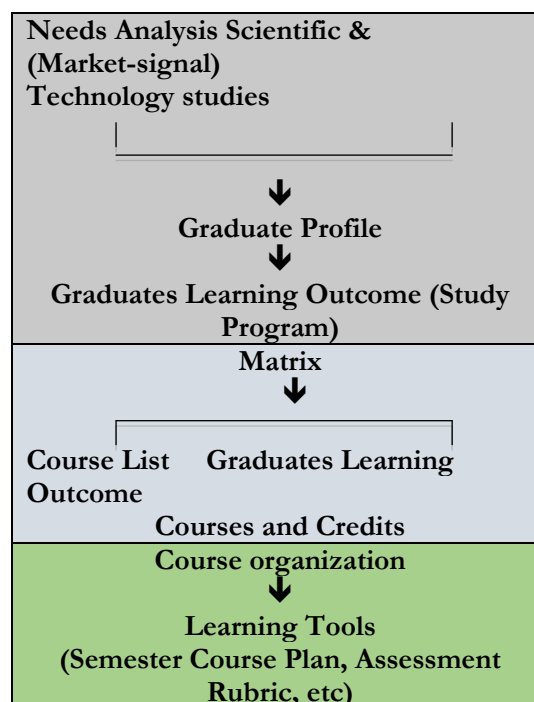

Figure 4. Stages of Compilation of Curriculum Documents
Source : (Nurwardani Paristiyanti (Belmawa), 2018)

SP also added that some modules in practical courses have been developed and adopted the CATC, such as front office and housekeeping. The way the university embedded in its curriculum is diverse based on its policy, regulation, and resources. AT stated that a hybrid between theoretical and practical learning is necessary for curriculum design and process. Students could understand the fundamental knowledge in the cognitive part and as well as develop their psychomotor skills in the working environment. MS and MM put concern on the technical obstacle in implemented CATC in the university. It was apparent that challenges in tourism economic cooperation were addressed and as a result, a regional framework was developed to unify tourism training across ASEAN countries. The need for standardization of tourism training systems was also a key reason for implementing CATC. The variation of tourism training standards and toolboxes was one of the challenges in tourism human development.Therefore, the study program should pay attention to the process of reviewing their curriculum-based on the mechanism above. The CATC itself does not specifically describe the steps on the curriculum development. This fact sometimes becomes a challenge on how to embed CATC in the new curriculum review process.

CATC has been used as a reference by many universities, however, it doesn't become the only sources in developing tourism higher education. Universities have to comply with the government regulation in developing curriculum and should be adapted to the current trend and condition in the industry.

3. What do you consider to be critical determinants to implement CATC in the Higher Education curriculum?

MM and AT have similar thoughts on the critical determinants in the CATC curriculum process and development. The first critical part is education policy and law. Almost in all countries, the education provider must strictly conform to the regulation. Besides that, it must be closely related to the university's vision and mission they will achieve in the future. The other aspects were course planning. AA added that the internship system is very important when we design curriculum in the hospitality and tourism study program. We have to allocate a specific period for the students to apply their skills and knowledge to the industry. Representatives from the industry; KW, AA,FT,SS do not have a specific opinion on this, yet they put concern on the link and match concept that all universities supposed to be engaged with to deliver relevant courses to the industry's requirement.The experts from the industry are necessary to be involved in the curriculum design process. Besides, the weight of practical activities must be adequate to enrich the student with the competencies before they join the industry.MS also said thatcurriculum contains common attributes including planned learning experience, offered within an educational institution, represented as a document and experiences resulting from implementing that document. Therefore, for this study, the curriculum is a planned education and training document, which outlines to teachers/educators and learners the employability skills in the tourism and hospitality sector.

The critical determinants to implement CATC in tourism higher education comprise some aspects; education policy and law, industrial support and resources (administration, lecturer, financial support), and university vision and mission.

4. What are the industry demands of graduate skills and competencies? Is there any connection with the CATC implemented in the university?

KW stated the necessity of critical thinking to contribute with ideas and creativity. The basic criteria for recruiting hotel staff are remaining the same such as attitude, discipline, teamwork, and also working experience. Educational background is important, but not primary. To cope with the issues of competency, those with particular certification are preferable. AA added that multitasking supposed to be embedded in every staff to achieve efficiency.

Hotel's trend has been shifting to the digital that made people has to do something else that can't be replaced by the robot or other digital platform. Similar to KW, FT has emphasized the requirement of critical thinking skills to the staff and also the competency to use particular software such as Opera Property Management in the front office. While SS stated that attitude and language are significant for those who have a passion to work in the hotel.

Therefore, he expects that the universities could put concern on this matter specifically on attitude since it can't be learned but more into practice in daily life. NC and SP believed that educational background is necessary for the career path of people, therefore industry put into concern on this matter. Education does not guarantee the career, but it can be considered as the basic standard of the competency and qualification of the candidates. In general, all the hotel representatives did not mention how the CATC influenced the character and attitude of the students and graduates. They didn't explain explicitly that the degree or educational background becomes fundamental for the success of the hotelier. However, they believe that the curriculum will determine the qualification of students and graduates.

The basic requirements for recruiting graduates from tourism education are attitude, language, and experiences. However, since the industry is shifting, regardless of whether or not the university implements CATC in its curriculum, there are specific competencies required such as critical thinking, teamwork, and able to operate particular software or digital tools.

5. Conclusion

The study examines the implementation of CATC in the tourism higher education in Indonesia by classifying into 4 (four) areas; perception evaluation, development process conducted by the university, critical determinants to implement CATC in higher education curriculum, the industry demands of graduate skills and competencies in connected with the CATC. To achieve better implementation and more benefit by implementing CATC in tourism higher education, some attempts should be delivered as follows:

1. Develop a monitoring and evaluation mechanism conducted by the independent body/institution on the CATC implementation in tourism higher education.

Currently, there is considered a lack of monitoring activity conducted by the assigned institution on the implementation of CATC. Tourism higher educations are very active in developing their curriculum by collaborating with the industries, however, they don't realize that CATC has produced by the experts and

practitioner from industries as well. The assigned institution must be independent in maintaining a relationship with the tourism higher education to identify how well they have been familiar with CATC and also the challenges they face so far. By developing mutual collaborations, will create positive engagement in both the learning process. The valuable inputs from tourism higher education must be well notified to improve the CATC implementation and to shows a strong commitment. The commitment has been realizing through implementing the Mutual Recognition Agreement (MRA) on Tourism Professional as well as CATC for all ASEAN State Members (Krisnawati & Sjarief, 2017).

2.   To increase a certified instructor in tourism higher education.

Considering that many lecturers don't have industry experiences and those with experiences are outdated, training and certification should be given to the instructors on periodical time. Tourism higher education should increase the frequency of inviting practitioners from the industry as a guest lecturer or even teach some practicum courses to solve the gap between the obsolete and current condition of knowledge and other related skills and application.Tourism higher education could gain support from the industry and form a win-win relationship with the tourism business(Shen et al., 2015)

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