

Training for Human Resource Development in Tourism: A Case Study at Kota Tua, Jakarta

Imam Syaputra^{1*}

¹*Politeknik Sahid, Indonesia*

*Email: simam0947@gmail.com

Abstract

Sustainable tourism sector development requires the support of human resources (HR) who are competent, professional, and adaptive to industry dynamics. In Indonesia, one of the main challenges in tourism development is the low quality of tourism education and training. This study aims to examine the main issues related to human resource development in the tourism sector, focusing on education and training in the Jakarta Old Town area (Kota Tua Jakarta) as a case study. Through a literature review approach, this study identifies several challenges, including the gap between the tourism education curriculum and the needs of the industry, limited access to continuous training, and a lack of competency certification. The study also evaluates the strategic efforts that have been made by local governments, educational institutions, and industry players in overcoming these challenges. The results of the study are expected to provide policy recommendations that can strengthen the capacity of Indonesia's tourism human resources in the future.

Keywords: human resources, tourism training, tourism education, Jakarta Old Town, human resource development

History Article: Submitted 24 August 2025| Accepted 30 August 2025

How to Cite: Syaputra, I. (2025). Training for human resource development in tourism: A case study at Kota Tua, Jakarta. *Current Issues in Hospitality and Tourism Education (CIHOSTE)*, Vol. 1(1), 42-53.

INTRODUCTION

The tourism sector is currently one of the main pillars of global economic growth, and Indonesia is a country that has great potential in the development of this sector. With its cultural, historical, and natural wealth diversity, Indonesia occupies a strategic position on the world tourism map (UNWTO, 2022). The Indonesian government has even designated tourism as a leading sector in national development, which is reflected in various strategic policies such as the development of priority destinations, the development of supporting infrastructure, and the promotion of digital tourism.

The success of the tourism sector's development does not solely depend on infrastructure development and promotional strategies. However, it is also greatly influenced by the quality of human resources (HR) involved in it. Workers in the tourism sector are required to provide services professionally, have good interpersonal skills, and have a deep understanding of the character and values of the destinations they represent. The main challenges arise in this aspect, especially related to the tourism education and training system in Indonesia, which is still not fully able to adapt to the needs of the growing industry.

The Jakarta Old Town area (Kota Tua Jakarta), known as a historical site with rich cultural and architectural colonial heritage, is currently undergoing a thorough revitalization. The Jakarta Provincial Government has designated this area as part of a tourism development program that focuses on the preservation of cultural heritage (heritage-based tourism). However, the success of this development is highly dependent on the availability of human resources who have special expertise, not only in the aspect of tourism services, but also in terms of understanding cul-

ture, local history, and professional management of heritage destinations (Yuliawati & Santosa, 2022).

The reality on the ground shows that there is a significant mismatch between the demands of the tourism industry and the readiness of local human resources. Many informal tourism actors, such as tour guides, traders, and museum staff, have not received sufficient training, both in terms of technical and conceptual understanding. This condition has an impact on the low quality of service, lack of appreciation for historical values, and suboptimal tourist satisfaction levels.

Therefore, a comprehensive study is needed related to human resource problems in the field of tourism education and training, especially by highlighting the Jakarta Old Town area as the primary focus. Such studies are relevant not only at the local level but also reflect broader challenges at the national level in human resource development efforts in the tourism sector.

This research aims at 1) uncovering various main problems related to human resource development in Indonesia's tourism sector, especially in cultural heritage-based areas; 2) examining the suitability between the tourism education curriculum and the current demands and dynamics of the tourism industry; 3) assessing the extent to which training and certification programs have an impact on the competence of tourism human resources in the Jakarta Old City area; 4) formulate strategic recommendations to strengthen the capacity of tourism human resources oriented towards the preservation and utilization of cultural values.

LITERATURE REVIEW

Tourism Education

Cooper et al. (2008) emphasized that tourism education should be cross-disciplinary, including managerial insights, cultural values, environmental issues, and technical skills. However, in Indonesia, the tourism education system is still dominated by theoretical approaches and has not fully integrated competency-based learning models (Arismunandar et al., 2021; Suwena & Utama, 2019). One of the main weaknesses faced is the lack of collaboration between educational institutions and the industrial world, which has an impact on the lack of job readiness of graduates, especially in facing challenges in tourist destinations that have specificities, such as the Kota Tua area.

Research conducted by Putra & Sadguna (2020) found that only 38% of tourism universities in Indonesia have formal partnerships with the industry, including internship programs, joint curriculum development, and mentoring. This fact reflects the still weak integration between the academic world and practical needs in the field.

Tribe (2002) also emphasizes the importance of the role of tourism education in bridging two important domains: theory (academy) and practice (industry). In this context, the application of experiential learning methods and problem-based learning approaches is very relevant, especially in areas such as Kota Tua, which provide a direct learning space through field experiences.

Training and Certification

Continuous professional development is an important aspect of the dynamic tourism industry. Baum (2007) emphasized the importance of lifelong learning for the tourism workforce to remain competitive and adaptive. Meanwhile, UNWTO (2021) stated that training programs must be tailored to the type of destination, characteristics of tourists, and local culture.

Competency certification, as regulated by BNSP and LSP Tourism, aims to ensure the standards of workforce skills. However, research by the Center for Human Resources Research and Development of the Ministry of Tourism and Creative Economy (2022) shows that the participa-

tion of informal tourism actors in certification programs is still low, mainly due to limited access, costs, and lack of information.

According to Kusumawati (2023), the effectiveness of training is highly dependent on the local context. In the Kota Tua area, for example, training must include aspects of local history, building conservation, and a strong cultural narrative, so that the workforce can provide an immersive and meaningful tourism experience.

Human Resources Challenges in Cultural Heritage Destinations

Cultural heritage-based tourist destinations have their own complexities. Human resources in this region are not only required to provide good service, but must also be able to convey the meaning of cultural heritage accurately and educationally. Without adequate debriefing and training, the workforce risks conveying false or overly superficial information, which can ultimately damage the image and value of the destination (Timothy & Boyd, 2003).

Yuliawati & Santosa (2022) emphasized that tour guides in heritage areas need to have strong historical knowledge and skills in conveying stories through an interesting narrative approach. This is crucial so that tourists do not just witness the object, but really feel and understand the cultural values contained in it, both emotionally and intellectually.

Collaborative Approach in Human Resources Development

The triple helix collaborative approach—which integrates the roles of government, the industrial sector, and educational institutions—is considered an ideal model in human resource development (Etzkowitz & Leydesdorff, 2000). According to Dredge et al. (2014), the synergy between these three actors can form an innovative learning ecosystem, relevant to the local context, and able to respond effectively to the dynamics of industrial needs.

However, the implementation of the triple helix model in Indonesia's tourism sector still faces various obstacles, especially in terms of coordination and lack of effective communication between institutions. To overcome these obstacles, policies are needed that encourage the creation of institutional linkage in a structured and measurable manner (Rizki & Handayani, 2021).

RESEARCH METHODOLOGY

This study applies an exploratory qualitative approach by utilizing literature review methods and contextual analysis based on case studies. This approach provides space for researchers to explore and understand in depth strategic issues in human resource development (HR) in the tourism sector, especially those related to aspects of education and training in cultural heritage areas such as the Jakarta Old Town Area.

The data in this study was collected from various sources, including, scientific publications from national and international journals indexed in databases such as SINTA, Scopus, and Google Scholar; official reports published by institutions such as UNESCO, UNWTO, the Ministry of Tourism and Creative Economy (Kemenparekraf), and the DKI Jakarta Provincial Tourism Office; literature in the form of textbooks and policy documents that have relevance to the issue of human resource development and education in the tourism sector.

The study used content Analysis of academic documents and literature to identify key issues related to tourism human resources. SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis to evaluate tourism human resource development strategies in the Kota Tua area. Thematic Analysis to categorize findings within the framework of key themes: curriculum, training, certification, and collaboration between stakeholders.

FINDINGS AND DISCUSSION

A Case Study of Jakarta Kota Tua Area: Area Potential

Jakarta Kota Tua is one of the most significant cultural heritage sites in Indonesia, which holds a long trace of Dutch colonialism and urban dynamics dating back to the 17th century. This area not only has high historical value, but also contains great potential as a cultural tourism destination that is able to compete at the international level. With the existence of historical buildings such as the Fatahillah Museum, the Wayang Museum, and Sunda Kelapa Port, the Old City has become an important representation of the city's collective memory and national identity (Raharja, 2020).

According to a UNESCO report (2021), the Old Town has a great chance of being recognized as a World Heritage Site, provided that its management is able to meet the basic principles of cultural heritage conservation and encourage the active participation of local communities. In this context, management does not only concern physical or infrastructure aspects, but also touches on social, economic, and educational aspects that are integrated in the destination ecosystem.

In response to these potentials and challenges, since 2022 the Jakarta Provincial Government has launched a revitalization project for the Old City area through cross-sector collaboration, involving various parties from the public, private, and cultural communities. The grand vision of this project is to develop "smart heritage tourism" based on the creative economy, technological innovation, and preservation of historical values. Some of the concrete steps that have been taken include:

- Renovation and conservation of colonial buildings, in order to maintain architectural authenticity while improving the function of public spaces;
- Strengthening destination brands, including visual arrangements, digital promotions, and organizing routine cultural events;
- The arrangement of pedestrian-friendly tourist zones, as a form of support for sustainable tourism and a more humane tourist experience.

However, physical revitalization alone is not enough to build quality and sustainable heritage destinations. The long-term success of this transformation is highly dependent on the readiness of human resources (HR) involved in the management, service, and interpretation of the region. Without human resources who have historical, cultural, and cross-cultural communication skills and the use of digital technology, the entire infrastructure built is at risk of becoming just a passive monument with no living meaning for visitors.

In this context, cultural heritage-based tourism education and training are crucial aspects. Educational institutions need to adjust their curriculum to be able to produce graduates who are relevant to the needs of heritage destinations. On the other hand, community-based training needs to be expanded to reach informal actors, who have played an important role in the tourism dynamics in the Old City.

By placing human resource development as a central element of revitalization, Kota Tua will not only become a visually beautiful area, but also culturally vibrant, socially inclusive, and economically competitive—an important step towards global recognition as a UNESCO World Heritage Site, as well as a model for the development of urban heritage destinations in Indonesia.

Human Resources Issues in the Field

The Old Town area of Jakarta is one of the most iconic cultural tourism destinations in Indonesia, with a rich colonial history, heritage architecture, and a unique diversity of cultural activities. However, this great potential has not been fully supported by adequate human resource (HR) capacity, especially among informal tourism actors who dominate local economic activities.

According to a report by the DKI Jakarta Provincial Tourism and Creative Economy Office (2023), around 70% of tourism actors in Kota Tua do not have a formal educational background in the tourism sector. The majority of the workforce involved—including unofficial tour guides, souvenir vendors, and non-professional staff in museums and galleries—work based on personal experience or hereditary skill inheritance. While this reflects a form of local cultural heritage, such an approach is often not accompanied by an adequate understanding of the professional service standards, work ethics, and cultural interpretation techniques required in modern tourism.

This competency gap has a significant impact on the quality of tourism services and the image of destinations, especially when dealing with foreign tourists who have high expectations for professionalism and authenticity of experiences. One of the main challenges identified is the low understanding of local history, which leads to the information conveyed by guides to be inaccurate or tend to be mythical. In addition, limitations in service ethics and cross-cultural communication skills further widen the gap between potential destinations and tourist satisfaction.

This finding is strengthened by research by Nugroho & Prasetyo (2023) which noted that only 15% of tourism actors in Kota Tua have attended certified training in the last three years. This data shows that there are significant barriers to access to training and certification, which can be caused by a number of factors: limited information, time, cost, and the absence of a decentralized and easily accessible training scheme for the micro-business community.

The impact of this low competence is not only felt by tourists, but also by the local community itself. When services are not able to meet minimum standards, destinations become less competitive and risk losing visitors to other regions that offer a more professional and consistent experience. On the other hand, informal actors find it difficult to increase their income sustainably due to limited skills that limit their opportunities to engage in the broader tourism economic value chain.

This situation demands systematic and sustained intervention in the form of:

- Community-based training and hands-on practice,
- Strengthening the professional certification system,
- Integration of local history guidance into the informal curriculum, and
- Incentives that motivate informal actors to increase their capacity.

With the right public policy support and cross-sectoral collaboration between governments, educational institutions, and communities, these challenges can not only be overcome, but also used as an opportunity to create a model of locality-based tourism human resource development and grassroots empowerment, which is relevant to be implemented not only in Kota Tua, but also in other cultural heritage destinations in Indonesia.

Human Resources Development Initiatives

In an effort to increase the capacity of human resources in the tourism sector, the Jakarta Provincial Government has taken strategic steps through cross-agency partnerships with the National Professional Certification Agency (BNSP), the Tourism Professional Certification Institute (LSP), as well as a number of higher education institutions such as Trisakti University and the Jakarta Tourism Polytechnic. The partnership was designed in response to the urgent need for a tourism workforce that is not only technically skilled, but also has cultural and digital competencies that are appropriate to contemporary industry challenges.

The training programs that have been organized in the partnership cover a wide range of important skill areas, including:

- Hospitality service training, which emphasizes excellent service standards and professional work ethics in the hospitality and service sector.
- Historical interpretation course for tour guides, to equip participants with narrative skills and a deep understanding of the historical context of the destination, especially those based on cultural heritage.
- Local cultural storytelling workshops, designed to strengthen the attraction of authentic narrative-based tourism from the community.
- Digital marketing training with a focus on tourism promotion through social media, digital content creation, and destination branding strategies.

Substantially, these programs reflect an adaptive and multidimensional training paradigm, in line with global trends that demand digital transformation and cultural preservation simultaneously in destination development.

However, the implementation of this program faces a number of structural and technical obstacles that hinder its sustainability and long-term impact. First, limited funding is the main obstacle, especially in financing training operations, trainer honorariums, and the procurement of learning aids. Second, low community participation, especially from informal tourism actors, is often caused by a lack of socialization, inflexible training schedules, and the absence of direct economic incentives for participants. Third, the absence of permanent training centers in strategic locations, such as the Jakarta Old Town area, has resulted in training activities having to move places, making it difficult to create a sustainable and integrated learning ecosystem.

The official report from the Jakarta Provincial Government (2023) emphasizes that the success of the training program is greatly influenced by the existence of adequate supporting infrastructure and training mechanisms based on the real needs of the community. Without the support of regular training facilities and the active involvement of local communities, even well-designed programs risk losing continuity and relevance at the grassroots level.

Therefore, the next steps recommended include: (1) the allocation of a special budget for the sustainable development of tourism human resources, (2) the provision of integrated training centers in strategic areas such as Kota Tua as a center for practice-based skills development, (3) and the improvement of public communication strategies to expand the reach of trainees from various levels of society.

Thus, tourism training is not only a short-term programmatic agenda, but an integral part of the development of a resilient, inclusive, and local needs-based tourism vocational education system.

Curriculum Gap and the Industrial World

Although the tourism sector continues to evolve and demands an adaptive, multidisciplinary, and contextual workforce, the tourism education curriculum in many institutions in Indonesia is still not fully adapted to the specific needs of cultural heritage-based destinations. Based on the findings of Ramdhani & Hasibuan (2022), there are still many tourism education institutions that have not compulsorily integrated important materials such as heritage tourism guidance, cultural mapping, interpretation of historical sites, and cultural heritage conservation management into their curriculum structure.

The absence of these courses not only indicates a gap between education and field needs, but also has the potential to weaken the ability of graduates to understand the complexity of heritage destination management. In fact, cultural heritage-based destinations require cross-disciplinary expertise, combining historical, cultural, social, and even ecological insights, in order to create an authentic and sustainable tourism experience. When graduates are only equipped with gen-

eral theory and technical skills, they will have a hard time adapting in a real-life work environment that demands a values-based approach and cultural sensitivity.

One solution approach to bridge this gap is to integrate hands-on field practice in heritage destinations as part of mandatory learning. Not only in the form of short educational visits, but through internship programs, intensive field observations, and collaborative projects with local communities. Areas like Jakarta's Old Town, with its historical complexity, cultural diversity, and social dynamics, are ideal living laboratories for contextual learning.

Goh and Kim (2020) show that students who undergo internship programs at cultural heritage sites show a higher competitive advantage in the global tourism industry, both in terms of understanding cultural contexts, cross-cultural communication skills, and problem-solving skills in the field. The hands-on experience at the heritage site allows students to develop cultural empathy, think critically about conservation issues and destination management, and understand the importance of community involvement in sustainable tourism development.

The implementation of this approach is also in line with the experiential learning paradigm in vocational education, which emphasizes the importance of hands-on experience as the primary source of learning. By adopting this method, tourism education institutions not only improve the quality of graduates in terms of technical skills, but also form a professional character that is sensitive to local values and social challenges that exist in the field.

Furthermore, cooperation between educational institutions and heritage site managers, such as the Old Town Area Management Unit, the Cultural Office, or the historical preservation community, is important to ensure that field practice programs truly make a reciprocal contribution—both for student development, and for strengthening the capacity of the destination management itself.

Limited Training Access

Although training and capacity building of local communities is one of the important foundations in inclusive and sustainable tourism development, community participation in tourism training programs still faces a number of structural and cultural barriers. **Astuti & Novianty (2021)** identified several main obstacles that limit community engagement, including: inflexibility of training schedules that do not adjust to people's daily work rhythms, lack of economic incentives or real job opportunities after training, and low understanding of the long-term benefits of improving these competencies.

This condition makes training tend to be perceived as a theoretical activity and does not provide direct added value for people's livelihoods, especially for informal tourism actors. As a result, although various training programs have been provided by governments and donor agencies, participation rates are often low and the impact is not optimal.

To answer these challenges, innovation is needed in training approaches that are more responsive to the needs, socio-economic conditions, and lifestyles of local communities. One of the solutions that is starting to be widely applied in various developing countries is the development of *Mobile Training Units (MTUs)* or community-based training that is *decentralized* and reaches directly to the areas where people live. This training model is flexible in schedule, contextual in the content of the material, and participatory in its implementation method, so that it is able to reach groups that have been marginalized in formal training schemes.

The Asian Development Bank (ADB, 2022) notes that this approach has been successfully implemented in several Southeast Asian countries, such as Thailand and the Philippines, especially in an effort to increase the capacity of local tour guides in minority areas or new tourism destinations that have not been touched by formal training. The success of this model lies in the ability of trainers to adapt the material to the local culture, use regional languages in the delivery of

the material, and facilitate direct links between trainees and post-training employment opportunities through cooperation with tour operators, local governments, and local cooperatives.

Furthermore, the success of this kind of program is also greatly influenced by the existence of local facilitators who understand the socio-cultural context of the target community. Therefore, training for *locally-based trainers* is also a crucial component so that the MTU program or community-based training is not only top-down, but really builds capacity from within the community itself (*community-driven capacity building*).

Considering the Indonesian context, especially in destinations such as Jakarta's Old Town which has a heterogeneous social character and high density of economic activities, this community-based approach through mobile training units or MTUs is very relevant. In addition to increasing community participation, this approach also has the potential to accelerate the process of human resource development in an equitable and inclusive manner, without having to rely on the existence of formal training institutions that are often centralized in urban areas.

Competency Certification

For most informal tourism actors, especially those who work in sectors such as local tour guides, homestay managers, souvenir traders, and small transportation operators, certification is still often seen as exclusive, complicated, or even irrelevant to their daily needs. This view is generally influenced by various factors, such as limited access to information, the perceived high cost of training and certification, and a lack of understanding of the long-term benefits of competency certification.

In fact, in the context of sustainable and competitive tourism development, the ownership of competency certificates is one of the important instruments in improving the quality and professionalism of human resources. A certificate of competence is not only a formal recognition of an individual's expertise, but also serves as a legitimacy of employability that can increase the trust of tourists, business partners, and other supporting institutions.

More than that, certification opens up wider access to various strategic opportunities that were previously difficult for informal tourism actors to reach. Some of these include:

1. Assistance and training programs are provided by the government, both through relevant ministries such as the Ministry of Tourism and Creative Economy and regional tourism offices. Certification is often the main requirement in applying for assistance or selecting trainees.
2. Strategic partnerships with travel agents or tour operators, generally prioritizing certified partners to ensure quality of service and compliance with industry standards.
3. Access to micro business financing in the tourism sector, including from formal financial institutions, cooperatives, and government financing schemes such as People's Business Credit (KUR). Many financial institutions now require proof of competence or training as one of the indicators of business feasibility.

Thus, it is important for informal tourism actors to change the perception of certification, from what was originally considered an administrative burden, to a long-term investment that can improve their competitiveness, business sustainability, and welfare in the midst of increasingly competitive tourism industry dynamics.

Hidayat and Kurniawati (2023) recommend providing training and certification vouchers as a form of incentive for local tourism actors in order to encourage sustainable individual capacity development.

Collaboration Between Stakeholders

To overcome the challenges of human resource development (HR) in the tourism sector, especially in the context of cultural heritage-based destinations such as the Jakarta Old Town area, a series of integrated, systematic, and long-term oriented strategies are needed. Partial and temporary approaches have proven to be ineffective enough in answering the complexity of the needs of the tourism industry which is increasingly competitive and sustainable.

First, it is necessary to adjust the tourism education curriculum, both at the vocational and higher education levels, by integrating more contextual material to the characteristics of heritage destinations. This includes strengthening competencies in local history, professional guidance techniques, cultural narrative (storytelling), and cultural heritage conservation. This kind of curriculum not only equips graduates with technical skills, but also with high cultural sensitivity and social responsibility, which are urgently needed in the management of tourism based on local values.

Second, the government and related institutions need to develop a training model that is flexible, participatory, and inclusive. Community-based training is a strategic approach that allows for the direct involvement of local communities in their own capacity-building processes. Thus, the community is not only the object of tourism development, but also the main actor in the preservation, interpretation, and service to tourists. This training model should take into account the time, language, and methods that suit the local social and cultural characteristics.

Third, in order for informal tourism actors to increase their competitiveness, financial support from the government is needed in the form of training subsidies, scholarships, or incentives to participate in competency certification programs. Economic burdens are often a major obstacle for small businesses to increase their capacity. Therefore, a fair and sustainable financing scheme will go a long way in expanding access to quality training and certification.

Fourth, the construction of integrated training centers in strategic areas such as Kota Tua can be a vital supporting infrastructure. This training center not only serves as a technical training place, but also as a space for interaction and incubation of local talents. This facility must be able to provide a variety of practicum programs, simulation-based training, and internship activities that allow participants to gain field experience that is directly relevant to the conditions of the destination.

Fifth, it is necessary to strengthen synergy between educational institutions and the tourism industry through strategic partnership programs. This program can be in the form of cooperation in the form of apprenticeships, direct recruitment, curriculum preparation based on industry needs, or the organization of joint workshops. This kind of collaboration will facilitate the transition process of education graduates to the world of work, as well as ensure that the competencies built during the study period are truly relevant to the demands of a dynamic and ever-evolving workforce.

Overall, these strategies require multi-stakeholder commitment and cross-sectoral coordination so that tourism human resource development focuses not only on quantitative aspects, but also on quality, relevance, and sustainability. Areas such as Jakarta's Old Town, which is rich in historical and cultural potential, need human resources who are not only technically competent, but also have a deep understanding of local values that are the main foundation in the development of cultural heritage-based tourism.

Collaborative strategies involving various stakeholders (multistakeholder collaboration) have proven to be the most effective approach in creating a resilient and sustainable human resource ecosystem in the tourism sector (Dredge et al., 2014). This kind of collaboration emphasizes the importance of synergy between the government, educational institutions, industry players, and local communities in the planning and implementation of human resource development pro-

grams. Each party has complementary contributions and needs to be coordinated within a clear and targeted policy framework.

In this context, the government plays a key role as a facilitator that can encourage private sector involvement by providing incentives for industries that are willing to train or absorb local workforce. These incentives can be in the form of tax breaks, access to business support programs, or regulatory ease. Meanwhile, educational institutions are expected to be able to increase the relevance of the curriculum to the industrial reality through the involvement of practitioners as guest lecturers, the development of field laboratories, and the integration of project-based learning methods.

No less important, local communities must be positioned not only as beneficiaries, but also as strategic partners in the competency development process. Community involvement from the training design stage allows for the preparation of modules that are more contextual and in accordance with local cultural values and traditional wisdom that become the identity of destinations, such as those found in the Jakarta Old City area.

CONCLUSION

Based on this collaborative principle, here are five main strategies that can be used as a reference in strengthening the tourism human resource ecosystem in the heritage area:

1. Curriculum revitalization is an important first step to bridge the gap between the world of education and the industrial world. Learning materials need to include elements of locality, such as local history, professional guiding techniques, cultural narrative (storytelling), and cultural heritage conservation management. This approach not only enriches students' insights but also forms a character that is adaptive to the dynamics of cultural heritage-based tourism.
2. Training programs need to be designed with a flexible, inclusive, and community-based approach in order to reach more informal tourism actors, especially in destination areas. Training methods adapted to the local context, both in terms of time, language, and social approach, will increase the effectiveness and participation of communities in developing their own capacity.
3. Access to competency certification is a challenge for micro business actors in the tourism sector. For this reason, there needs to be financial support from the government, for example, in the form of direct subsidies, training vouchers, or the elimination of certification exam fees. This scheme allows informal tourism actors to improve their legality and professionalism without being burdened by economic aspects.
4. As a heritage destination that has great potential, Jakarta Tua is ideally equipped with an integrated training center that provides practice-based learning facilities. This facility is not only a technical training space, but also a place for internships, tourism entrepreneurship incubation, and the development of culture-based innovations. The presence of this training center can be a strategic node between education, industry, and the local community.
5. The development of a strong transition path between education and the world of work can be done through strategic partnerships between educational institutions and the industrial sector. This scheme includes apprenticeship programs, direct recruitment, industry-based curriculum development, and regular communication forums between teachers and business actors. The goal is for education graduates to have optimal job readiness, in accordance with the needs of the dynamic tourism market.

With the implementation of these strategies in an integrated and sustainable manner, it is hoped that historical areas such as Jakarta Tua will not only become a leading destination but also a

center for the growth of tourism human resources that are professional, adaptive, and rooted in local values. This collaborative approach also supports the vision of sustainable tourism that not only prioritizes economic growth but also cultural preservation and community empowerment.

REFERENCES

- Arismunandar, A., Nurhayati, E., & Kurniawan, R. (2021). Evaluation of the quality of tourism education graduates. *Journal of Vocational Education*, 11(3), 345–358. <https://doi.org/10.21831/jpv.v11i3.39912>
- Asian Development Bank. (2022). *Community-based tourism skills development in Southeast Asia*. <https://www.adb.org/publications/community-based-tourism-skills-development-southeast-asia>
- Astuti, D., & Novianty, N. (2021). Barriers in tourism training access. *Journal of Tourism Policy Studies*, 5(3), 40–51.
- National Professional Certification Agency. (2022). *Tourism competency certification scheme*. Jakarta: BNSP.
- Baum, T. (2007). Human resources in tourism: Still waiting for change? *Tourism Management*, 28(6), 1383–1399. <https://doi.org/10.1016/j.tourman.2007.04.005>
- Cooper, C., Fletcher, J., Fyall, A., Gilbert, D., & Wanhill, S. (2008). *Tourism: Principles and practice* (4th ed.). Pearson Education.
- DKI Jakarta Tourism and Creative Economy Office. (2023). *Human resource development report in the Kota Tua area*. Jakarta: Jakarta Diversekraf.
- Dredge, D., Airey, D., & Gross, M. J. (Eds.). (2014). *The Routledge handbook of tourism and hospitality education*. Routledge. <https://doi.org/10.4324/9780203762726>
- Etzkowitz, H., & Leydesdorff, L. (2000). The dynamics of innovation: From national systems and “Mode 2” to a Triple Helix of university–industry–government relations. *Research Policy*, 29(2), 109–123. [https://doi.org/10.1016/S0048-7333\(99\)00055-4](https://doi.org/10.1016/S0048-7333(99)00055-4)
- Goh, E., & Kim, H. J. (2020). Outcomes of internship programs in heritage tourism. *Journal of Hospitality, Leisure, Sport & Tourism Education*, 27, 100273. <https://doi.org/10.1016/j.jhlste.2020.100273>
- Hidayat, M., & Kurniawati, S. (2023). Tourism certification subsidy policy. *Journal of Creative Economy*, 3(2), 66–74.
- Ministry of Tourism and Creative Economy of the Republic of Indonesia. (2023). *Data on national tourism human resource development*. Jakarta: Ministry of Tourism and Creative Economy.
- Kusumawati, T. (2023). The effectiveness of tourism HR training and certification. *Journal of Human Resources Development*, 7(1), 20–32.
- Nugroho, R., & Prasetyo, D. (2023). Profile of the tourism workforce in the Kota Tua area. *Journal of Social Humanities*, 6(2), 88–95. <https://doi.org/10.31219/osf.io/kotatua-sdm>
- Putra, G., & Sadguna, I. M. (2020). Link and match tourism education and the business world. *Journal of Hospitality and Tourism*, 9(2), 55–64.
- Raharja, S. (2020). Cultural narrative and the potential of the Old City as a world heritage. *Heritage Indonesia Review*, 4(1), 33–45.
- Ramdhani, R., & Hasibuan, A. (2022). The relevance of the tourism curriculum and the needs of the industry. *Tourism and Society Journal*, 2(1), 14–28.

- Rizki, A., & Handayani, L. (2021). Triple helix in tourism education. *Journal of Public Policy Innovation*, 8(1), 10–19.
- Suwena, I. K., & Utama, I. G. B. R. (2019). *The Basics of Tourism*. Denpasar: Udayana University Press.
- Timothy, D. J., & Boyd, S. W. (2003). *Heritage tourism*. Pearson Education.
- Tribe, J. (2002). The philosophic practitioner: Tourism education and research. *Annals of Tourism Research*, 29(2), 338–357. [https://doi.org/10.1016/S0160-7383\(01\)00064-0](https://doi.org/10.1016/S0160-7383(01)00064-0)
- UNESCO. (2021). *World heritage and sustainable tourism programme*. <https://whc.unesco.org/en/tourism>
- UNWTO. (2021). *Tourism education guidelines: 2021 edition*. Madrid: World Tourism Organization.
- World Bank. (2021). *Indonesia's human capital in tourism: Strengthening skills to boost productivity*. <https://documents.worldbank.org>
- Yuliawati, I., & Santosa, I. (2022). The challenge of human resource development in heritage destinations. *Journal of Cultural Tourism*, 4(1), 45–58.



a Creative Commons Attribution-ShareAlike 4.0 International License