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The Existence of Tourism Higher Education Under the Ministry of Tourism and Creative Economy (PTNP) Toward Indonesia's Golden Generation 2045

Syamsu Rijal

Makassar Tourism Polytechnic, Indonesia

Muhammad Arifin

Makassar Tourism Polytechnic, Indonesia

Margaretha W Rante

Makassar Tourism Polytechnic, Indonesia

Muhammad Musawantoro

Makassar Tourism Polytechnic, Indonesia

Muh Zainuddin Badollahi

Makassar Tourism Polytechnic, Indonesia

Abstract--The purpose of this study was to analyze and determine the strategy of Tourism Higher Education (PTNP) operated by the Ministry of Tourism and Creative Economy Republic of Indonesia towards vision Indonesia's Golden Generation 2045. This research is a policy research to solve social problems that aims to identify the implementation of adaptation, innovation, and collaboration strategy. The results of this study indicated that Tourism Higher Education (PTNP) in the face of two main trends, namely globalization and pandemic COVID-19. The winning strategy of Tourism Higher Education (PTNP) were, 1) Adaption strategy, by provided facilities and support the lecturer and faculty members to use hightech and also strictly discipline with CHSE standard to protect the spread of COVID-19 pandemic. 2) Innovation strategy, by using hightech in education and curriculum designed to facilitate long distance learning as well as the development of big data for personnel, finance, logistics and students so that it will facilitate access to information and strategic decision making. 3) Collaboration strategy, by sharing

utilization and industry expert on training and education as well as job recruitment and internship program.

Keywords---creative economy, existence, higher education, Indonesia golden generation 2045, tourism.

Introduction

In the new normal era, there are two main challenges faced by the people, namely globalization and the COVID-19 pandemic. The first challenge is the presence of the industrial revolution 4.0 which is currently taking place and will continue to develop in line with the human civilization. The impact of the industrial revolution 4.0 which is strongly changes in producing technological advances and has been impacted on changing the face of the world so quickly. These changes are very different from the third industrial revolution, when machines only worked independently and partially. In the current era of the industrial revolution 4.0, all machines are connected and rely on a cyber physical system which has radically changed the way people live, especially in working, communicating, and socio-economic relations. These technological developments make human life easier and more comfortable, but on the other hand, it also provides more complex challenges including higher education (Sung, 2015; Boccella & Salerno, 2016).

One of its impact is the shift in work that originally relied on human labor, is now shifted to machines and information technology so that slowly but continuously it will eliminate the need for labor and be replaced by types of work with the ability to adapt and operate machines and advanced technology. This of course also has an influence on the readiness of higher education which have been responsible for preparing professional and competent human resources by providing training and education to fulfill development needs to accelerate as quickly as possible with these changing needs (Van Dinther et al., 2011; Pucciarelli & Kaplan, 2016). Regionally, the flow of globalization has been felt since the enactment of the ASEAN Economic Community (AEC) which allows increased mobility and labor competition, the free flow of goods and services among Asean countries as the power of the new world economic community. Globalization has had an impact on the perspective and action in dealing with various socio-economic problems that must be integrated into the ASEAN regional context until 2030.

Asean member countries have moved towards production and export which in the process and technology require human resources with a high level of skill and productivity. It is estimated that by 2025, the demand for skilled workers in the Asean region will increase by around 41% or around 14 million people and half of this figure is Indonesia's needs. This of course needs to be anticipated by the vocational higher education in preparing skilled and competitive graduates so that Indonesia's huge demographic bonus will be an opportunity to win the opportunity to fill a very competitive job market. The second challenge is the impact of the COVID-19 pandemic which has had a huge impact on people's lives and economy. The COVID-19 pandemic has changed the way of human life by prioritizing life safety through the application of higher health protocols and the

use of more sophisticated information and communication technology to ensure that social and economic relations of the community continue in a safe and comfortable manner (Rokhman et al., 2014; Burak et al., 2004).

The world of education is faced with readiness to face new problems in adopting and implementing digital-based learning that allows students and lecturers as well as other institutions to be connected in a good learning process. This problem requires serious attention from all components of the nation considering that so far the learning process at Tourism Higher Education universities in Indonesia is carried out face-to-face and most of them have not been supported by adequate facilities and technology. In addition, the readiness of lecturers, faculty members and education managers to adapt the new technology and the new way in learning should be high priority. The change from conventional learning models to online learning, including blended learning has an impact on providing better facilities and information networks to support education process. The paradigm of thinking and acting of educators also change immediately in preparing digital-based teaching materials, designing virtual learning, and carrying out other related tasks with low-contact and small crowd as an identity of the new normal era.

These challenges should be turned into opportunities. One of the strategies that must be developed is through revitalizing Vocational Higher Education and integrating with the Vocational High School (SMK) path which is expected to develop 21st century skills in order to produce graduates who are innovative, inventive, self-motivated and self-directed, creative problem solvers to confront increasing complex global problems (Fadel & Trilling, 2010). Based on the vision of Indonesia 2045 and the Mid-term National Development Goals (RPJMN) 2020-2024, Indonesian government is set the goals are Indonesia superior, cultured, and mastery in science and technology. So, Indonesian economy is expected to grow forward and sustainably. development is more equitable and inclusive, more democratic, strong, and clean country. The vision of Indonesia 2045 is an important guideline regarding the direction of Indonesia's development towards an Indonesia's Golden Generation. This vision built upon four main pillars, are: 1) human development and the mastery of science and technology, 2) sustainable economic development, 3) equitable development, and 4) strengthening national resilience and governance. The four goals of these pillars in accordance to the preamble of the national constitution are: protect all Indonesian citizen and all its people, promotes general welfare, enlighten the national life, and implement world order based on liberty, eternal peace and social justice (Poria et al., 2003; Luthe & Wyss, 2014).

Based on BPS data as of February 2021, the Indonesian informal workforce such as the data above is still high and dominated by junior high school graduates and below. The number of new workers per year is about 2.24 million. Mismatch skills are still quite large, such as higher education but the job requires lower skills. In Indonesia, vertical mismatch figures of 53.33% and horizontal mismatch by 60.52%. Indonesia's current employment conditions consist of a working population of 131.06 million or 93.74%. Meanwhile, the number of open unemployment as much as 8.75 million with an open unemployment rate (TPT) of 6.26%. The population working in the formal sector is 40.38% and those in the

informal sector is 59.62%. Based on the Global Human Capital Index by the World Economic Forum (WEF) 2020, Indonesia's HR ranking is at position 96 out of 173 countries, lagging behind Singapore (ranked 1), Vietnam (ranked 38), Brunei (ranked 56), Malaysia (ranked 62), and Thailand (ranked 63). Indonesia has agreed on the Sustainable Development Goals (SDGs) document with one focus on the global goal of improving the quality of education. Implementation of the agreement has been issued Presidential Act. No. 59 of 2017 concerning the Implementation of the Achievement of Sustainable Development Goals, among others by setting the global goal of education, namely "Ensuring inclusive and equitable quality education and increasing lifelong learning opportunities for all" ([Kemendikbud, 2017](#)).

Education quality is the basis for improving people's lives and sustainable development. One of the problems that hinders the progress of education in global world is the lack of synchronization of long-term planning for strategic and visionary educational development following global developments. As a result, the development of national education runs without a more visionary spirit, guidance, and tends to be pragmatic and short-term oriented. The viability of higher education institutions today is strongly influenced by globalization, competition, innovation and technological developments. This influence can be observed through accentuation of the urgency of human resource management in order to create quality assets that can generate competitive advantage ([Barney & Wright, 1998](#); [Lawler & Mohrman, 2003](#); [Subramony, 2006](#); [Hasani & Sheikhesmaeili, 2016](#); [Allui & Sahni, 2016](#)). Higher Education are currently seen as a potential new business world. Even now the image of a higher education is very important and becomes the main capital for business developers in the field of education ([Harrison & Rutström, 2008](#); [Yu et al., 2013](#)).

The education factor determines the success of development. So, all of stakeholders should be work together to realize the golden generation of 2045. Problems can be solved together by collaborating, therefore quality education must be continuously pursued by all parties. Regulation and governance of vocational higher education is the main key to success in realizing high quality and competitive higher education outcomes. In terms of regulation, the government and the House of Representatives of the Republic of Indonesia have issued Law No. 12 of 2012 concerning Higher Education as a regulation specifically made in order to strengthen higher education governance which is felt to be insufficiently accommodated in Law No. 20 of 2003 concerning the Education System. National Education. The enactment of Law Number 12 of 2012 concerning Higher Education has further strengthened the governance of higher education independently and responsibly by separating the dichotomy between academic and vocational education, by no longer separating the management of higher education institutions from ministries and institutions other than the Ministry in charge of Education and Religion. So far, it has been identified as official education. A more professional education system is regulated through a Minister of Education Regulation concerning the establishment and dissolution of higher education institutions and the accreditation of higher education ([Nesterchuk et al., 2021](#); [Islahuddin et al., 2021](#)).

Quality education is an institution that produces its output in accordance with the needs and desires of stakeholders. These institutions package their education with quality, competence, excellence, competitiveness, and professionalism. The role and position of higher education becomes important and strategic in realizing national development goals, namely in the economic sector and human resources. Through increasing the role and development in the field of education, human resources are realized as subjects of national development who have broad insight and an adequate level of professional expertise. Professional and competent human resources are expected to be able to explore, utilize, develop, and preserve the potential of Indonesia's natural and human resources in global competition (Wendri et al., 2019; Kasni & Budiarta, 2021).

In the early days of national development, the gap in the fulfillment of quality human resources in several sectors could not be served properly by the Ministry of Education so that several Ministries which were technically in charge of certain sectors, established specific Education and Training Centers according to the needs and responsibilities of the ministries and institutions formed. by the government. In further developments, in addition to serving the specific needs of technical skills of ministries/agencies, several Education and Training Centers also develop human resources for the benefit of relevant industries and professions and change their status to tertiary institutions in the form of academies and high schools. Along with the change in the government system that is more modern, open and transparent in recruiting candidates for state civil servants, the education system is also affected by the increasing loss of exclusivity and closed recruitment which has long been one of the identities of official education except for some special professions such as meeting the needs of personnel. police, army, intelligence, and the like. Thus, one of the things that was later no longer regulated in Law Number 12 of 2012 concerning Higher Education.

According to Hill & Wie (2012) in their research states that in managing higher education the government must carry out several things including as a facilitator and regulator. The government must create clear rules and standards, a conducive environment, best practices for efficient service provision and avoid complex and unnecessary regulatory arrangements. Other challenges faced by Indonesia are related to the development of human resources, especially for vocational and business competition, among others, in the era of digitalization it has an impact on changing work patterns and has the potential to eliminate simple and repetitive work. On the other hand, the pattern of trade and the provision of online-based services and the use of non-cash payments make many conventional business models no longer relevant. This condition requires a comprehensive adaptation policy and pattern in the use of digital transformation for sustainability and equitable economic growth, as well as improving the quality of social and environmental life (Alsharif, 2020; Rinarta et al., 2018).

To overcome these challenges, it is necessary to improve the quality of human resources in the context of revitalizing vocational education. The Ministry of Education and Culture's policy in vocational education focuses on (1) vocational development in the field of machinery and construction; (2) creative economy; (3) Hospitality; (4) Nursing services and need support from various parties through

vocational cooperation with Ministries/Institutions, education and training institutions, the business world and the industrial world. The involvement of the business world and industry in the approach to vocational higher education at this time still looks supply-driven, vocational universities are established with a variety of study programs offered without a map of industrial needs and the absence of a vocational higher education roadmap. Vocational education providers, on the one hand, have a special mission to provide the needs of industry and the business world to welcome the Demography 2045 surplus which has been initiated by the Government since 2016 with the issuance of Presidential Instruction Number 9 of 2016 concerning the revitalization of vocational high schools in the context of improving the quality and competitiveness of human resources. Indonesian people. Next, the revitalization of vocational high schools must be continued with the revitalization of vocational higher education as the spearhead of the professionalism of vocational higher education and increasing management capacity. Management capacity is important not only to develop good partnerships but also to ensure their effective implementation. Industry cannot wait to overcome difficult bureaucracy or work rigidity in government-owned universities, therefore it is important to encourage universities to become credible organizations that can be invited to partner with industry (Partnership Program to develop capacity and analysis of Education/ACDP, 2013).

As one of the priority sectors in national development, Tourism Higher Education (PTNP) under the Ministry of Tourism and Creative Economy continue to be encouraged to accelerate improving the quality of higher education according to accreditation standards to be able to produce higher education outputs as the basic capital of national development. In particular, the Minister of Tourism and Creative Economy of the Republic of Indonesia sets out a competitive strategy, namely Adaptation, Innovation, and Collaboration. Through the implementation of this strategy, the institution are expected to be able to compete and improve their existence in a sustainable manner as output producers of competent and highly competitive workforce in global competition. The purpose of this study is to analyze the implementation of that strategies which are breakdown on the programs by 6 Tourism Higher Tourism Education under the Ministry of Tourism and Creative Economy (PTNP) to become a worldclass higher education towards vision of Indonesia's Golden Generation 2045.

Method

This research is a policy research and is one type of descriptive research that aims to solve social problems. This research was conducted in all of 6 Tourism Higher Education (PTNP) operated by the Ministry of Tourism and Creative Economy/Tourism and Creative Economy Agency of the Republic of Indonesia, who are in Bandung, Bali, Makassar, Medan, Lombok, and Palembang. Sources of data as informants in this study as many as 250 consisting of; (1) 2 leaders of the Ministry of Tourism and Creative Economy; (2) 6 leaders (chairman and director) of PTNP; (3) 18 deputy directors from all PTNPs; (4) 6 section heads from all PTNPs; (5) 18 sub-section heads from all PTNPs; (6) 48 heads of study programs and majors from all PTNPs; (7) 60 lecturers from all PTNP; (8) 92 people from the

Regency and City Tourism Offices in the provinces of South Sulawesi and West Sulawesi.

Results and Discussion

PTNP adaptation strategy towards golden Indonesia 2045

In realizing the main tasks and functions of the Tourism Higher Education (PTNP) as stipulated in the legislation as an integral part of the development of Indonesian human resources in the field of tourism and the creative economy towards the Indonesia's golden generation 2045, it is a challenge that must be realized with. The long history of gait and success of various achievements achieved by the Tourism Higher Education (PTNP) in developing tourism human resources so far must of course be maintained and improved. Strategies and successes in the past are not a guarantee in achieving the same success now and in the future because the situation and conditions of the internal and external environment are changing and developing very quickly.

Some of the main things that are the focus of this research are identified as indicators that are closely related to adaptation strategies as an effort for Tourism Higher Education (PTNP) to be able to survive and compete in the midst of the current wave of civilization as described in the previous section, namely the problem of globalization and the COVID-19 pandemic. The current of globalization that has taken place and continues to run has influenced several things, including technology, sociocultural, and the environment. On the other hand, the COVID-19 pandemic that has attacked all regions on the earth's surface since the beginning of 2020 and is still ongoing today has also had a great influence and changed the pattern of human life, especially in the fields of education and the economy.

Adaptation to globalization

In terms of technology, the flow of globalization has caused technological disruption and will have an impact on all sectors of human life, including (1) the application of automation, artificial intelligence, and the need for big data in all sectors; (2) 5G connectivity that allows other technologies to be interconnected such as autonomous vehicles, drones, and so on; (3) 3D printing (3D printing), smart wearables, augmented and virtual reality, and so on. In socio-cultural terms, globalization has given a major impetus to the world's economic order which has influenced changes in the demographic structure of the world's society and the socio-economic profile of the world's population. This has an impact on: (1) increasing life expectancy and length of work; (2) growth of migration, urbanization, cultural diversity, and middle class; (3) an increase in a mobile and flexible workforce; and 4) the emergence of consumer concern for ethics, privacy, and health.

In terms of the environment, the challenges of globalization are related to the depletion of fossil fuels, the water crisis, climate change, rising sea levels. This has a very significant impact on: (1) increasing demand for energy and water and decreasing natural resources; (2) increasing attention to alternative energy to fight

climate change; and (3) sustainable efforts on environmental issues such as plastics and nuclear waste. The results of in-depth interviews, analysis of documentation data, and observations made in connection with adaptation strategies to the effects of globalization on Tourism Higher Education (PTNP) are described as follows: As part of a global society that has made information technology part of the basic needs, the application of automation and artificial intelligence. As a vocational college that aims to produce skilled workforce graduates who will fill positions and jobs in the tourism sector, the State Tourism College has invested through the procurement of office equipment and laboratory equipment with the latest technology in encouraging the acceleration of resource management efficiency through technological adaptation.

In the last 3 years, investments in the provision of office machines and equipment, especially computers, televisions, attendance equipment and printers have been carried out in a planned and sustainable manner according to operational needs. This makes it easier for employees to carry out their main tasks and functions. For lecture equipment and supplies in general laboratory theory classrooms (computers and languages) have also been developed and equipped sufficiently so that most of the theoretical learning no longer uses LCD projectors and switches to using LED televisions (smart TVs) which are connected to the internet network so that lecturers and students are getting easier in the process of teaching and learning theory. This is also supported by the availability of various online learning platforms that are very easily accessible.

Most of the development and provision of special laboratory facilities in each department and study program has also been developed with the provision of the latest laboratory equipment. The specificity of the character in each study program as a vocational college causes the types of work that are available still tend to be dominant and cannot be replaced by machines and technology in artificial intelligence construction. The largest investment in laboratory equipment and practice is in the hospitality department, namely food production, food & beverage service, and housekeeping. while other study programs tend to only use general office equipment such as computers, printers and operational systems as practice facilities.

The main problem that is still being faced in terms of technological adaptation at the Tourism Higher Education (PTNP) is the structure of human resources. Currently at the PTNP, there are four different generational groups working in the same space and time. The differences in the characteristics of each generation create dynamics as well as challenges in adapting information technology. There are 8% of employees are baby boomers, namely the generation born in the period 1946 to 1960. The general character of this group is that in general they have high discipline, strong mentality and principles and adhere to great loyalty and dedication. This is much influenced by their childhood background and environment. These baby boomers have experienced a lot of experience and adaptation to unstable environmental conditions as well as many changes in the fields of education and politics. Most of the baby boomers in the lecturer group have a background of industry experience in the relevant tourism field and have experienced a phase of working with foreigners who are also very disciplined and hard-working. The disadvantage of this generation is that due to the condition of

an increasingly old age when technology develops, they are somewhat left behind in mastering new and latest technologies. In addition, their disciplined and regular lifestyle in living the day with simple routines and tends to make them very firm on a principle that has been understood and practiced for many years.

The second group is Generation X, namely employees who were born between 1965-1980, the number of which is currently very dominant at State Tourism Universities, which is around 53%. Most of this group are top leaders in universities, departments, study programs and other strategic positions at PTNP. The characteristics of this group are typically independent, disciplined, logical hard workers and also prioritize careers because they were educated in a very strict and disciplined environment and were directed by their environment which had experienced unstable conditions so that they had a creative, tough, and smart mindset. find a solution for every problem. This generational group has been acquainted with some of the early technologies that continue to develop and be developed today so that they are easier to adapt and understand the benefits of these technologies. This group is one of the main pillars in the successful implementation of technology adaptation, because it has two strengths, namely the top position as a decision maker in work units and lines, and most of this group who work as lecturers have adequate industrial experience both at home and abroad.

The third group is Generation Y who were born between 1981-1995. The proportion of this generation is 32% so that it is quite dominant and determines the success of the adaptation implementation. This group is known as millennials. The characteristics of this group are adept at using technology and social media, sophisticated, creative, free and willing to take risks. Millennials are also known to be expressive and open-minded, tend to be bolder in expressing their opinions, have high self-confidence and are out of the box. In this group, some have continued their formal education at the Strata 3 level, but in terms of work experience in the industry, they are very few and limited.

The fourth group is Generation Z, which ended around 1996 to 2010. The number of this group tends to be small, at 7%, but has a very strong influence on technology adaptation because in their era digital technology developed rapidly. The characteristics of this group tend to be smarter, achievers and healthy, proficient and active in interacting in cyberspace, proficient in using social media and browsing, open-minded, likes diversity, likes new things, thinks critically and wants to be different or bring change. can make decisions and make choices. In addition, several things that appear as a negative side of this group are that they tend to be more consumptive, extravagant and like to shop for imported brands, are a bit lazy because of the available facilities, and are less mentally tough.

For this reason, PTNP leaders in addition to planning adaptation strategies to technology in today's globalized world, must also think about strategies for synergizing human resources across generations who will be the main actors in utilizing the technology owned and invested in realizing the goals, main tasks and functions of PTNP. The structure of human resources at State Tourism Universities according to positions, duties and functions shows that 58% are educators (33% are lecturers and 25% are teaching staff), 4% are in special

functional positions (laboratory, archivist and librarian), 26% in general functional positions and 12% in structural positions. Especially for the group of lecturers and teaching staff, it shows that.

The next adaptation made by the State Tourism College is the development of big data. In the current millennium era, data has a very large and dominant role, so it must be supported by the availability of adequate systems and facilities. The types of data available at PTNP consist of personnel, student, financial and asset data. Some of these types of data are private and confidential data that must be protected properly. Currently, all data in each PTNP is based on electronic data and stored in the information system. The information system is divided into thematic subsystems according to the type of needs and characteristics of the data, for example, personnel data developed using the SIMPEG application, academic data management using the SIAKAD application, and so on.

The problem encountered in data management and administration at PTNP is the low integration of existing data so that sometimes it is still difficult to obtain data quickly and accurately. Based on the results of interviews conducted, information was obtained that big data development problems are caused by system mechanisms that have not worked well so that even though facilities are available, employees are not disciplined in inputting and updating existing data. In addition, the lack of synergy between each work unit at PTNP makes employees work based on the needs of their respective work units in not being synchronized as university data. On the other hand, in academic activities, the system used has not been developed independently but through periodic rental facilities so that sometimes at the end of the lease period the system has not been extended, then the application cannot be used in the learning process such as the Siakad and Edlink applications. For this reason, it is hoped that the leadership of PTNP can allocate a budget to develop their own big data system platform so that the credibility of the institution can also increase.

In addition to investing and developing technological devices to support administrative work and other academic tasks, the availability of network connectivity is also very important to prepare. Some types of sophisticated plates are very dependent on the capacity of the connectivity network that supports them. The rapid development of information technology also has an impact on the provision of connectivity, which was previously still in 3G and 4G, now connectivity has moved to 5G technology. Most of the PTNP campus locations have been supported by the availability of fiber optic cable networks. On the other hand, the government has worked hard in developing satellite technology so that it can provide telecommunications services and internet networks throughout Indonesia so that access to information can be well affordable. This will greatly assist PTNP and students in facilitating the teaching and learning process, especially in online learning. Until now, all PTNP campuses have been equipped with internal networks to support learning, but what still needs to be considered is the limited network capacity so that it is very disturbing when maximum use is made with thousands of people using the network simultaneously. In addition, server availability must be a priority for each PTNP in anticipating the development of bigger data in line with the growth in the number of students and

the types of services provided. Currently, all PTNPs are still using cloud server rental facilities.

Adaptation to the COVID-19 pandemic

The COVID-19 pandemic is one of the biggest pandemics that has occurred since the beginning of 2020 and has an impact on the pattern of human socio-economic life, especially in the fields of health, education, and work. These changes eventually brought back a new normal life order (new normal era) as part of an environmental adaptation strategy that changed very drastically and dramatically. The implications of the COVID-19 pandemic are very influential on the world economy, including Indonesia. Various policies limiting activity and community mobility, such as establishing and enforcing levels of The Community Activities Restrictions Enforcement (CARE/PPKM) throughout Indonesia, including the temporary suspension of the inflow of foreign nationals and restrictions on other activities in order to break the chain of the spread of COVID-19. This has an impact on the decline in the income of various sectors including the tourism sector.

In the tourism sector, which has been the prima donna of foreign exchange earners and absorbers of labor and the creators of large business and employment opportunities, it has fallen very badly. This impact caused many tourism businesses to temporarily close their businesses and a large number of employees were forced to be laid off. From the government's perspective, this has also forced the transfer of budget allocations (re-focusing) from the operational and development budgets to the budget for handling the COVID-19 pandemic, so that some strategic plans had to be postponed or experienced a budget reduction. In the field of education, the COVID-19 pandemic has changed conventional learning models and designs to online media-based learning due to conditions that impose physical distancing. This in addition to affecting the readiness of lecturers and education staff in changing learning models and designs, also forces the readiness of lecturers to use and adapt to various digital-based information system platforms and online media.

In terms of work, the COVID-19 pandemic which has an impact on the transfer of government budgets in handling COVID-19 has a major influence on the budget allocation that must be available in the preparation of hygiene, health, security and safety facilities for the academic community. On the other hand, many parents of students are affected by the economy and income so that it is difficult to finance their children who are currently studying, including the provision of online learning facilities. Based on the identification of these problems, the description of the research results related to the adaptation strategy to the COVID-19 pandemic, the PTNP focuses on preparing environmental hygiene, health and safety facilities known as the CHSE standard as a preventive measure to prevent the spread and transmission of the corona virus in the environment. campus, as well as realignment of learning systems and methods both online, face-to-face or a combination of the two (blended learning).

The form of adaptation carried out by each PTNP to the impact of COVID-19 is centralized and controlled nationally through the Ministry of Tourism and

Creative Economy/ Tourism and Creative Economy Agency. This is due to the handling and control of COVID-19 nationally to the coordinated areas of the Task Force that was formed specifically for that so that all actions taken at PTNP in relation to handling COVID-19 must follow the guidelines and guidelines set (Nuraini et al., 2020). In the early days of the COVID-19 pandemic, the steps taken by each PTNP were to stop face-to-face learning and replace it with online learning. In addition, to increase the immunity of the academic community, the PTNP leaders relocated the budget by providing vitamins, hand sanitizers and masks to employees as well as tracing through routine checks on employee conditions through rapid tests and antigen tests.

In terms of environmental sanitation, all PTNPs are also sprayed with sanitizer periodically, especially at locations where people gather and congregate. In addition, all PTNPs have implemented strict health protocols by checking and measuring the body temperatures of all employees, students and guests who will enter the campus area. All employees, students and guests are required to wear masks and maintain a safe distance when communicating. All areas of the room and facilities are equipped with hand washing facilities, soap and mandatory signs such as incoming and outgoing flows, seats that must be vacated and other signs reminding everyone to comply with the implementation of health protocols for mutual safety and security.

In the early days of the COVID-19 pandemic, all academics at each PTNP actively carried out social activities and community service in collecting donations from the community, including assistance programs from the Ministry of Tourism and Creative Economy, Provincial, Regency and City Governments and associations. professions and industries to be distributed and/or delivered to people affected by the COVID-19 pandemic. In addition, to ensure the continuity of the learning process in the midst of the ongoing pandemic, all employees and students at each PTNP (State Tourism Educational Institution) are given credit assistance so that they are expected to carry out their learning tasks well. The big challenge faced by each PTNP at the beginning of the pandemic was the process of implementing industrial internship program, especially for students who carried out internship abroad. Through the participation and good cooperation with various relevant parties, all of internship students successfully repatriated safely to their respective families and homes (Tierney & Lanford, 2016; Schleicher, 2020).

Another adaptation made by PTNP which was quite successful in overcoming the impact of the COVID-19 pandemic was the implementation of the internship program when most tourism businesses, especially hotel businesses and travel agencies closed their businesses. Through synergy with local governments such as the Regional Tourism Office, professional and industrial associations such as ASITA, PHRI, IHGMA, GIPI, and HPI, the implementation of internship program can be carried out and completed properly. One of the main benefit from this strategy is encourage the students entrepreneurship by selling online of their own product. In addition, there are also 3 major agendas from each PTNP that were carried out during the pandemic, namely student trial exams, new student admissions, and graduation.

Student trial exams are carried out by each PTNP through online media and a combination of online and face-to-face (offline) according to the level of conditions and status of the area where the PTNP is located. Through the availability of technological support provided by PTNP, all final semester students can take and complete the trial on time. In connection with the implementation of the selection of new students and a series of activities, namely the Basic Professional Development Program (PSDP), English matriculation, and ESQ are also carried out in combination through online and hybrid.

In terms of the graduation ceremony, it was also carried out in a hybrid manner centered at the Palembang Tourism Polytechnic on October 21, 2021, which was attended directly by the Minister of Tourism and Creative Economy / Head of the Tourism and Creative Economy Agency and was carried out well and successfully. After the hybrid graduation was held centrally at Poltekpar Palembang, each PTNP was followed by a hybrid graduation ceremony led by each PTNP leader. Data from research on adaptation to the impact of the COVID-19 pandemic on PTNP shows that each PTNP has also implemented the first stage of the COVID-19 vaccination program, and specifically the Makassar Tourism Polytechnic has carried out the second stage of vaccination for employees and families. Vaccination programs are also carried out by each PTNP for all students who will be prepared to attend face-to-face lectures (offline) as part of the trial implementation of lectures in the new normal era. The results of research interviews also revealed that during the pandemic, there were several employees and students at each PTNP who were affected by the COVID-19 pandemic but overall managed to recover and no one died. This shows that adaptation to the impact of COVID-19 on PTNP has been going well.

To anticipate the next impact, considering that the migration of new variants of the corona virus continues to grow and attack various regions in the world, adaptation to the impact of COVID-19 must continue to be carried out and improved, especially through the provision of facilities as stipulated in the Cleanliness, Hygiene, Safety Environment (CHSE) guidelines in a disciplined and consistent manner. In addition, the preparation of learning facilities also requires design and rearrangement so that the learning process and normalization of the post-pandemic learning environment can run well.

Conclusion

The adaptation strategy carried out by the Tourism Higher Education (PTNP) Operated by the Ministry of Tourism and Creative Economy/Tourism and Creative Economy Agency in realizing the 2045 golden generation is an adaptation strategy to globalization and an adaptation strategy to the impact of the COVID-19 pandemic. The things that have been done by PTNP in relation to the adaptation strategy are the development of equipment and equipment with the latest technology so that the shifting from face-to-face learning to online learning can be carried out properly; and the development of big data for personnel, finance, logistics and student data so that it will facilitate access to information and make strategic decisions. In addition, PTNP has also implemented an adaptation strategy to the impact of COVID-19 through the provision of health and safety infrastructure according to CHSE standards and established health protocols, as

well as implementing education on the application of health protocols and rearranging learning facilities according to applicable health protocol standards. Based on the adaptation strategy carried out, it shows that several PTNP priority programs such as the teaching and learning process, new student admissions, the formation of basic professional attitudes, and graduation can still be carried out properly and successfully in the midst of the COVID-19 pandemic.

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