



Analysis of the Role of Vocational Education for the Halal Tourism Development in Indonesia

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Abstract

Halal tourism, a concept rooted in Islamic economics, holds significant potential within the global economic cycle. In Indonesia, the largest Islamic country, the prospects for the development of halal tourism are particularly promising. Vocational education is identified as a pivotal element in the efforts to cultivate the halal industry in Indonesia, playing a crucial role in this development. The research methodology employed for this study was based on library research. The stages encompassed selecting research topics, determining focal points, collecting literature reviews, preparing data presentations, and compiling the final report. A total of 12 articles published between 2010 and 2022 were analyzed, sourced from Google Scholar and Harzing via Publish or Perish, using keywords such as "peran pendidikan vokasi," (the role of vocational education) "peran pendidikan vokasi dan pariwisata," (the role of vocational education and tourism) and "pengembangan pariwisata halal di Indonesia."(development of halal tourism in Indonesia). The study's findings emphasize the significant role played by vocational education in the development of halal tourism in Indonesia. Vocational education, with its focus on equipping graduates with both soft and hard skills, work experience, and entrepreneurial capabilities, emerges as a crucial factor in this context. In conclusion, this study underscores the vital contribution of vocational education to the growth of halal tourism in Indonesia. It not only fosters interest in halal tourism among graduates but also ensures their preparedness for roles in the field. Moreover, vocational education facilitates connections with halal tourism jobs, ultimately contributing to the expansion of the pool of skilled professionals in the halal tourism sector within Indonesia.

Keywords: Analysis, Education, Vocational, Halal Tourism Development, Indonesia

INTRODUCTION

Indonesia is one of the countries with the largest Muslim population in the world. In 2021, Indonesia has 231 million population of Muslims and 13% of them have contributed to the world's Muslim population (Achta Pratama, 2022). With this amount, halal tourism gets a place and attention so that it becomes a rapidly

growing industry in Indonesia (Population & Review, 2022). Moreover, in 2023 Indonesia gets first rank as the best halal tourist destination in the world, this assessment is based on four main categories: Access, Communication, Environment and Services (ACES), and Indonesia beats 140 other countries (Mastercard Crescent Rating, 2023). This achievement increased from the previous

year which was in 2nd position and Malaysia occupied the top position. This happens because halal tourism refers to tourism that is by Islamic principles. Halal tourism offers a variety of services and facilities that suit the beliefs and needs of Muslim tourists, such as halal food, places of worship, and activities that adhere to Islamic teaching. Halal tourism is the provision of tourism products and services that meet the needs of Muslim tourists to facilitate worship and other requirements in accordance with Islamic law (Al Mustaqim, 2023). To meet the needs of Muslim tourists, professional and skilled workers are needed, such as graduates from vocational education.

Vocational education is an educational model that focuses on and prepares students for individual skills, abilities, understanding, behavior, attitudes, work habits, and appreciation for the jobs needed by the business/industrial world (Putusudira, 2012). Vocational education is part of education that prints individuals so that they can work in certain groups (Rupert, 1978). Therefore, vocational education also has an important role in supporting the development of the halal tourism industry in Indonesia. This is in line with previous research, the research found that vocational education plays a role in bridging the need for skilled workers in the halal industry, in this case halal tourism (Muhammad Iqbal, 2022). Vocational education serves as a gateway for aspiring individuals in the halal tourism sector to acquire skills and knowledge essential for the industry's demands. This aligns with data from the Ministry of Tourism and Creative Economy/Indonesian Tourism and Creative Economy Agency, which aims to consistently increase the production of tourism vocational graduates each year. This initiative is integral to sustaining the tourism sector. Specifically, the Ministry of Tourism and Creative Economy aims to see the number of graduates from tourism vocational colleges it oversees reach 2,200 by the year 2024. It's noteworthy that this

target doesn't encompass graduates in disciplines other than tourism (2021, n.d.). This is also in line with previous research, in this research it was found that vocational education is very closely related to education and training, hard skills and soft skills which are really needed in the world of work (Verawardina & Jama, 2018).

Vocational education is not only related to understanding the practical aspects of industry, but also involves developing skills and knowledge in accordance with market needs. Considering the unique characteristics of halal tourism, vocational education is expected to make a real contribution in training competent and qualified human resources to support the growth of this sector. Because vocational education provides training to develop human resources so that they are independently able to actualize themselves in developing all their personal potential and Indonesia's natural potential (Ridha, 2021). However, until now, there is still a need to carry out in-depth analysis regarding the extent of the role of vocational education in producing graduates who are ready to work in the halal tourism sector who are ready to work in the halal tourism sector so that future vocational graduates are ready to face the challenges of the halal industry.

There is previous research that is relevant to this research, but this research still focuses on the role of vocations in the halal industry only. The results of this relevant research are that vocational education has an important role in increasing graduates' interest in working in the halal industrial sector, apart from that, vocational education is also tasked with preparing students with the skills needed for a career in the halal industry (Achta Pratama, 2022). Once students have a comprehensive range of hard skills and soft skills, vocational education plays a role in connecting them with halal industry companies, ensuring they can fill the positions needed. Thus, the role of vocational education can be identified as a

contributor to increasing the number of halal industry players in Indonesia. Overall, vocational education plays an integral role in the development of the halal industry in Indonesia (2021, n.d.). Meanwhile, in this research, researchers focus on the halal industry sub-sector. Therefore, this research aims to conduct a comprehensive analysis regarding the role of vocational education in supporting and developing halal tourism in Indonesia. It is hoped that the research results will provide in-depth views and recommendations for further improvement and development in the context of vocational education and halal tourism in Indonesia.

LITERATUR REVIEW

Vocational Education

Vocational education is an educational model that focuses on individual skills, understanding skills, behaviour, attitudes, work habits, and appreciation of the jobs needed by the business/industrial community in partnership with the business and industrial community in contracts with institutions professional as well as productive-based associations (Putusudira, 2012). Moreover, vocational education is designed with the primary goal of equipping students to compete effectively in the workforce through a competency-based educational approach. This form of education remains dynamic, continuously evolving its curriculum in response to the changing landscape of the job market and advancements in science and technology. This adaptability ensures that vocational education stays relevant and prepares students with the skills demanded by contemporary industries (Muchtaron & Septiati, 2023). This means that vocational education will always experience a paradigm shift. With the consideration that economic activity is largely determined by rapid technological changes in the future, the orientation or goals of vocational education are directed to work education or technology education. Furthermore,

according to Pavlova, work education is an educational program with three interrelated components, namely: learning for work, learning about work, and understanding the nature of work (Pavlova, 2009).

Meanwhile, in Indonesia, the purpose of vocational education is by the Minister of Education and Culture Decree No. 0490/U/1990 are as follows: 1) prepare students to continue to higher levels of education and/or expand basic education. 2) improve the ability of students as members of society in establishing reciprocal relations with the social, cultural and surrounding environment. 3) improve the ability of students to be able to develop themselves in line with the development of science, technology and art, and 4) prepare students to enter the workforce and develop a professional attitude (Basukiwibawa, 2017). From this description, it can be understood that vocational education is education that prepares students to be able to compete in the world of work based on increasing competence which is always dynamic in making changes to the education system that can answer the challenges of scientific and technological developments. Vocational education itself is at the upper secondary education level which is commonly referred to as Vocational High School and vocational education is also available at tertiary institutions (Achta Pratama, 2022).

2.2. Halal Tourism in Indonesia

The word "tourism" means a trip that is carried out repeatedly or around from one place to another, which in English is called the word "tour", as for the plural word, the word "tourism" is called the word tourism (A, Yoeti, 1996). While Tourism Law No. 9 in 1990 defines tourism as everything related to tourism, including the use of objects and attractions, as well as related businesses in that field. Tourism is a human activity that is carried out consciously for some time, alternating between people in rural areas and other areas (certain areas), looking for variety and satisfaction that is different from what they experience full-

time. (Wahab, 2003). Tourism is the activity of people travelling to and staying in places outside their environment for not more than one consecutive year for leisure, business and other purposes (Gee, 1997).

There are four components and services in tourism, namely: Transportation Services, Transportation is an important part of the tourism industry. It is directly related to destinations, accommodations, attractions and all other tourist travel spots. Transportation is also one of the factors that determine efficiency, comfort and safety in the travel experience. In fact, in many cases, transportation costs are the largest part of the total expenditure of tourists. Then secondly, namely Accommodation and Hospitality Services. Currently, the accommodation industry, which is also known as the lodging or hotel industry, includes various facilities and is a dynamic part of the global travel and tourism industry. Wherever tourists go, places to stay and places to eat are a major necessity. The accommodation industry represents a wide variety of lodging facilities ranging from luxury resorts to simple bed and breakfasts. These various facilities reflect the different needs and preferences of tourists and market dynamics. Worldwide, the number of available hotel rooms has increased rapidly to keep pace with the growth in international and domestic tourism. The food and beverage industry are also developing along with the development of tourism. Meal service is offered at a variety of facilities including transportation terminals, aeroplanes, trains and ships. Just like the accommodation industry, the food and beverage industry emerge in the global tourism economy through business chains around the world, providing new opportunities for growth and expansion of the hospitality industry.

The third component and service in tourism is Travel Distribution System. Theoretically, the distribution of tourism products is similar to other industries. This involves the participation of wholesalers, retailers and intermediaries. All of them are

responsible for bringing products from suppliers to consumers in the sales distribution system. But in practice, two factors make the distribution of tourism products unique. First, it is not like agricultural or manufactured products which can be transported to the point of consumption for tourism products. Second, unlike tangible products with a shelf life, tourism products are highly perishable. Unsold hotel rooms, meals, or tour bus seats have no market value the next day, collectively, these factors make selling tourism products a challenging task. Thus, to better understand the mechanics of the tourism market and its economic significance, it is important to gain a basic understanding of the sales distribution system and its role in influencing sales.

The fourth component and service in tourism is Specialty Services and Products, As the tourism industry matures and tourists become more knowledgeable and sophisticated, special types of tourism services and products have been developed to meet travel needs. These professional services and products are the result of changes and pressures that affect tourism components (such as destinations and attractions) and tourists. Of these four components, of course what Muslim tourists are looking for are tourist attractions that accommodate their travel while still prioritizing sharia principles which have become known as halal tourism.

Halal means "permitted" in Arabic. Traditionally, Halal has multiple meanings such as "pure" or "healthy" referring to meat (Rizqita, 2022). In today's global industry, Halal is not just about food. It also includes biotechnology, tourism and personal care products. This is in line with previous research on self-care products, namely cosmetics. This research recommends to consumers, especially manufacturers and regulators, to emphasize the guarantee of cleanliness, health and safety of halal cosmetic products in the world view of the halal lifestyle landscape

(Darmalaksana et al., 2018). The word halal comes from Arabic, namely halal, yahil, hiran, and wahararan. This implies being justified or permitted by Sharia law. It means permitted or allowed by Allah (Al-Qhardhawi, 1994). The term is an important resource that is not only related to food and necessities, but also penetrates every aspect of life, including banking, finance, cosmetics, employment and tourism.

Halal tourism is an activity in tourism that is permissible according to Islamic teachings for use by Muslims in the tourism industry (Battour & Ismail, 2016). Meanwhile, halal tourism is part of the tourism industry aimed at Muslim tourists by providing services that refer to Islamic religious rules (Harsana, 2017). In a narrow sense, halal tourism can be interpreted as religious tourism such as visiting places of worship. However, in a broad sense, halal tourism is a type of tourism that adheres to the values contained in the Islamic religion (Hassan, 2007). The context of halal tourism focuses more on developing and improving services to meet the needs of Muslim tourists by Islamic religious teachings that must be obeyed. The services provided usually include places of worship, Qibla directions, halal food and drinks, as well as environmental health and food hygiene. (Rizqita, 2022).

Indonesia has a lot of halal tourism potential in terms of beautiful natural scenery with 17,100 islands and 742 languages and many other tourist destinations. In addition, Indonesia, which has a population of 250 million people, is the largest archipelagic country with a length of 5,120 km from west to east and 1,760 km from north to south. (Life, 2009). Moreover, In 2021 Indonesia has 231 million a Muslim population and 13% have contributed to the world's Muslim population.

Research Methods

The method used by researchers in this research is library research. In this research, the researcher attempted to collect

data and sources regarding Analysis of the Role of Vocational Education in the Development of Halal Tourism in Indonesia without going directly into the field (Bakhrudin Al Habsy, 2017) (Zed Mestika, 2014). In this study, the literature study method was used to compile a description of the Analysis of the Role of Vocational Education in the Development of Halal Tourism in Indonesia. There are several procedures used in library research, namely as follows: (1) the researcher determined the Analysis of the Role of Vocations in the Development of Halal Tourism in Indonesia as the topic and focus point of the research, (2) then the researcher collected a literature review on the Analysis of the Role of Vocations in the Development of Halal Tourism in Indonesia, (3) after that the researcher presented the data on research that has been obtained, and (4) the researcher prepares a report.

The data analysis technique used in this literature study is content analysis. In analyzing it, researchers collected data/documents related to the Analysis of the Role of Vocations in the Development of Halal Tourism in Indonesia, then made conclusions (Kuhlthau et al., 2016). The analytical technique used to analyze these articles is using matrix synthesis. With a synthesis matrix, researchers can group different arguments from several articles regarding the Analysis of the Role of Vocational Education in the Development of Halal Tourism in Indonesia, later from this process a general conclusion can be drawn to the article (Pratama & Giatman, 2021). In this study, researchers searched for data through Google Scholar there were 8 articles and Harzing from Publish or Perish there were 4 articles, so the total articles obtained were 12 articles from the period 2010 to 2022. Based on the topic taken by the researcher regarding Analysis of the Role of Vocational Education in the Development of Halal Tourism in Indonesia, search for article journal data with the keywords “peran pendidikan vokasi”, “peran pendidikan vokasi dan

pariwisata”, and “pengembangan pariwisata halal di Indonesia”.

RESULTS AND DISCUSSION

From the research conducted, researchers obtained 12 journal articles. In order to make it easier to compile study results, the research articles that will be explained have been coded as follows:

Table 1. Analisis Material Code

National Journal Articles				
No	Title	Author	Year	Code
1	Four Strategic Steps to Build the Quality of Vocational and Vocational Education in Indonesia (Empat Langkah Strategis Membangun Kualitas Pendidikan Vokasi Dan Kejuruan Di Indonesia)	Agus Murnomo	2010	JN1
2	The Role of Vocational Higher Education in Facing the ASEAN Economic Community (AEC) (Peran Pendidikan Tinggi Vokasi Dalam Menghadapi Masyarakat Ekonomi Asean (MEA))	Setyoko	2015	JN2
3	Analysis of Start-Up Business Opportunities for MSME Consultants from Academics and Vocational	Arie Indra Gunawan, Rafiati Kania, Widi Senalasar	2021	JN3

	Education Institutions (Analisis Peluang Bisnis Start-Up Konsultan UMKM dari Akademisi dan Institusi Pendidikan Vokasi)			
4	The Role of Vocational Education in Economic Development (Peran Pendidikan Vokasi Dalam Pembangunan Ekonomi)	Slamet PH	2011	JN4
5	Challenges of Vocational Education in the Era of Industrial Revolution 4.0 in Preparing Superior Human Resources (Tantangan Pendidikan Vokasi di Era Revolusi Industri 4.0 dalam Menyiapkan Sumber Daya Manusia yang Unggul)	Cahaya Fajar Budi, Hartantoa, Rusdarta, Abdurrahman	2019	JN5
6	The Role of Vocational Education in the Development of Islamic Economics (Peran Pendidikan Vokasi Dalam Pengembangan Ekonomi Islam)	Muhammad Iqbal	2019	JN6
7	Role Analysis of Vocational Education in the Development of the Halal	Fahmi Achta Pratama, Mulyadi Muslim	2022	JN7

	Industry in Indonesia (Analisis Peran Pendidikan Vokasi Dalam Pengembangan Industri Halal di Indonesia)			
8	Development of Halal Tourism in Indonesia (Pengembangan Pariwisata Halal di Indonesia)	Riska Destiana, Retno Sunu Astuti	2019	JN8
9	Halal Tourism Development Strategy in Indonesia (Strategi Pengembangan Pariwisata Halal di Indonesia)	Nidya Waras Sayekti	2019	JN9
10	The Dilemma of Halal Tourism Regulations in Indonesia (Dilema Regulasi Pariwisata Halal di Indonesia)	Marina Ramadhani	2021	JN10
International Journal Articles				
11	The role of vocational education and training curricula in economic development	George S. Mouzakitisa	2010	J11
12	The importance of optimization of Halal tourism: A study of the development of Halal tourism in Indonesia	Majang Palupi, Rizqi W. Romadhon, and Nur Arifan	2020	J12

Based on the data in the table above, the results of the analysis that have been obtained include, first in the JN1 article,

researchers found that the essence of vocational education is education that prepares students to be able to work with certain applied skills. The concept of vocational and vocational education emphasizes education that leads students to have certain skills in order to get a certain type of job/which is in accordance with their scientific discipline. This vocational education produces Indonesian workers with life skills that are in line with the needs of the labor market. Referring to existing laws and regulations, vocational education carried out at the secondary education level is called the Sekolah Menengah Kejuruan (SMK) and implemented at the higher education level can take the form of Academy, Polytechnic, High School, University or Institute (Murnomo, 2010). Therefore, vocational education has a central role in skill development, career preparation, and contribution to the economic and social life of students, these implications can guide the development of vocational education policies and practices to better meet the needs of society and the labor market.

Then, in the JN2 article, researchers found that vocational tertiary institutions that have vocational education have a strong reputation for being colleges to become dream schools, because they are able to bring in cooperation/assistance from institutions, companies in and become targets for recruitment of labor users. Therefore, vocational education is required to be able to produce quality graduates who are equipped with professional skills, language skills and interpersonal skills budaya (Setyoko, 2015). Therefore, vocational education has a big responsibility in creating graduates who are not only recognized academically, but can also make a positive contribution to the world of work with comprehensive skills.

In the JN3 article, researchers found the strategic role that vocational education has, there are two important aspects contained in the meaning of vocational

education, namely increasing human resource capacity and as a supplier of labor for industry. It was also found that the principles of vocational education by Muller were (a) the vocational education curriculum is a derivative/derivative of the needs in the world of work, (b) the types of workers are the basis/basis for the development of the vocational education curriculum, (c) innovation is part of vocational education, and (d) through vocational education, students are prepared to enter the world of work early, in addition to vocational education there are also subjects/lectures on entrepreneurship. (Gunawan et al., 2021). So, of course this illustrates that vocational education has a strong impact on individual preparation to enter the world of work, as well as supporting industrial needs and fostering an entrepreneurial spirit.

As well as in the JN4 article, researchers found that vocational education has an important role in the development of the whole human being and the development of Indonesian society as a whole, from a development standpoint, vocational education can produce people who are able and able to play an active role in building Indonesian society as a whole. The purpose of vocational education includes four main dimensions, namely: (1) developing basic human qualities which include the quality of thinking, heart, and physical strength; (2) developing instrumental quality/functional quality, namely mastery of science, technology, art, and sports; (3) strengthening identity as an Indonesian nation; and (4) maintaining the survival and development of the world. It was also found that "there is a positive relationship between the ratio of vocational high school students (SMK) and gross regional domestic product (GDP). If a Province has a low ratio of SMK students, it tends to have a low GRDP value. Vice versa. In addition, "there is a positive relationship between the ratio of SMK students and the rate of economic growth. If a province has a low ratio of SMK students,

it tends to have a low economic growth rate. In addition, in vocational education educators teach entrepreneurship to their students through knowledge, awareness, and real/actual practices about entrepreneurship (Slamet, 2009). Therefore, vocational education has an important role in the development of Indonesian people and society and vocational education is not only about technical skills, but also shapes character and empowers students to play a role in economic and social development.

In the JN5 article, it was found that in vocational education there is more practical learning than theory. It was also found that the community's interest was very high in continuing their studies in vocational education, because the community really expected to be able to work immediately after graduation. related in order to be able to convey directly in front of students about how the actual workforce needs are, especially related to the required character (Fajar & Hartanto, 2019). Therefore, vocational education is characterized by learning that is more practical than theoretical. This indicates a greater focus on developing practical skills that can be directly applied in the world of work. The high level of public interest in continuing their studies in vocational education also illustrates that people value the practical aspects and speed in preparing themselves for work after graduation. In addition, vocational education efforts to develop students' character, such as involving personality experts and collaborating with industry, show awareness of the importance of character aspects in preparing students for success in the world of work, which is more than just technical skills.

Furthermore, in the JN6 article, researchers found that vocational education as an applied education that uses a link and match approach has a very strategic role in bridging the need for skilled workers in the sharia industry. With the existence of a vocational education institution, it will be able to accommodate sharia economic activities, be it sharia banking, halal food,

halal tourism, Islamic fashion, so the availability of skilled workers to fill jobs in the sharia industry will help the economic requirements. Islam (Muhammad Iqbal, 2022). Therefore, vocational education, with a link and match approach, has a strategic role in meeting the need for skilled workers in the sharia industrial sector. Thus, vocational education institutions have the potential to support the growth of the sharia economic sector, including sharia banking, halal food, halal tourism and Islamic fashion. The availability of skilled workers prepared through vocational education can make a positive contribution to the development of the Islamic economy by providing quality human resources that are in accordance with sharia values. Thus, the role of vocational education in providing skilled labor can help strengthen the sharia economy as a whole.

In the JN7 article, researchers found that vocational education plays a role in fostering the interest of its graduates to work in the halal industry, preparing them with various skills, bringing together vocational graduates with halal industry companies, and increasing the number of halal industry players in Indonesia (Achta Pratama, 2022). Therefore, vocational education has a positive impact in developing the halal industry in Indonesia. Research findings show that vocational education, such as stimulating graduates' interest in pursuing a career in the halal industry, enriching students with relevant skills, facilitating meetings between graduates and halal industry companies, contributes to increasing the number of halal industry players. So that Vocational Education plays a role in supporting the growth of the halal industrial sector holistically.

In the JN8 article it was found that from the job creation sector, tourism managed to create 1 out of 10 jobs both directly, indirectly and participatively. Tourism has the potential to be the easiest and cheapest contributor to foreign exchange, GDP, and labor in Indonesia.

Then, this halal tourism is a tourism segment by providing the basic necessities needed by a Muslim tourist in accordance with Islamic law, relating to prayer facilities, halal food and beverages and other supporting facilities adapted to sharia law provided at tourist destinations. The Ministry of Tourism started research with Crescentrating in 2018, and established standards in halal tourism, including access, consisting of air access, rail access, sea access and road infrastructure, then, communication, consisting of Muslim tourist guides, stakeholder outreach, outreach, language skills for tour guides, and digital marketing. Third, the environment, consisting of domestic tourist arrival gates, international tourist arrival gates, Wi-Fi coverage at airports, and halal tourism commitments. And the fourth service, consisting of halal restaurants, mosques, airports, hotels and attractions, then, one of the strategies for developing halal tourism is to continue to improve the quality of human resources who will be involved in tourism (Destiana & Astuti, 2019). Therefore, tourism has an important role in the Indonesian economy, especially in creating jobs. Tourism also has the potential to become a major contributor to the country's foreign exchange and GDP.

In the JN9 article it was found that there are 3 main strategies that the government must carry out to achieve the development of halal tourism, namely: 1) marketing development; 2) destination development; and 3) industrial and institutional development (Sayekti, 2019). So, the government has three key strategies that must be implemented to achieve halal tourism development. First, effective marketing development efforts are needed to increase the visibility and attractiveness of halal tourism. Second, it is necessary to develop destinations so that certain places become friendlier and in accordance with the principles of halal tourism. Finally, an important role is also given to industrial and institutional development, which includes the development of infrastructure, facilities

and frameworks that support the sustainable growth of the halal tourism sector. By implementing this strategy, it is hoped that the government can achieve optimal development in the halal tourism sector.

In the JN10 article it was found that a place or tourism destination can be said to be halal tourism, if it includes seven components, including Halal hotels, Halal transportation, Halal restaurants, Halal food, Halal logistics, Islamic financial systems, Islamic travel packages, and Halal SPA. (Ramadhani, 2021). So as a halal tourism destination, a place must fulfill these seven key components. With these elements, tourism destinations can meet halal standards and provide tourism experiences that comply with Islamic principles. In JI11 researchers found that vocational education plays an important role in social and economic development with a curriculum that is integrated with the needs of the labor market (Gary Hoachlander et al., 1992). This proves that vocational education has a significant impact in advancing the social and economic aspects of society, the involvement of vocational education in social and economic development occurs through the implementation of a curriculum that is well integrated with the demands and needs of the job market. Synchronization with labor market dynamics makes a real contribution in preparing students with relevant skills and knowledge, enabling them to more successfully engage and contribute to society and the economy.

Then, in J12, researchers found that as a Muslim-majority country, Indonesia has great potential to become a leader in the halal tourism industry. The development of the halal tourism industry in Indonesia is developing well, the development of the halal tourism industry in Indonesia must be supported by human resources, the government must build halal tourism training and development institutions for training the skills and knowledge of employees in the halal tourism industry. As previously explained, the potential for the

halal tourism industry in Indonesia is superior compared to other countries. Then, factors were also found that could influence the success of the halal tourism industry in Indonesia, namely the availability of halal accommodation, the availability of halal food and drinks, human resources and finally sustainable innovation. Halal accommodation is not only the availability of sharia-compliant hotels but also the availability of Muslim-friendly airports and airlines, spas and recreational facilities for men and women. Finally, researchers conceptualize strategies that can lead to sustainable competitive advantage and can be adopted by governments, tourism agencies and other stakeholders to become leaders in the halal tourism industry (Palupi et al., 2020).

Discussion

As explained in the research results, in the discussion, it will be explained what role vocational education plays in the development of halal tourism in Indonesia. Because vocational education is education that creates and prepares graduates to become workers in their fields according to their scientific discipline (Hidayati et al., 2021), and in this case is to become workers in the field of halal tourism. In the following, the researcher explains what roles vocational education has in developing halal tourism in Indonesia.

Increasing Interest in Vocational Graduates in the Halal Tourism Field

Articles with codes JN1, JN3, JN4, JN5, and JN7 have similarities in their findings about the role of vocational education in halal tourism in Indonesia, namely vocational education can increase the interest of its graduates to work in the halal tourism sector. This is because the purpose of vocational education is to prepare students to be ready to work after graduation by carrying out structured, systematic and sustainable teaching, training and coaching. Therefore, continuous learning in the vocational field

will foster their interest in working, in this case, halal tourism. Because interest does not grow from birth, interest can be grown according to the factors that influence it (Perwita, 2017).

The interest of graduates of vocational education in the field of halal tourism is also supported by courses/lessons, namely entrepreneurship, because vocational education is required not only to become a workforce but also to create jobs by becoming entrepreneurs, especially in this case entrepreneurship in the field of halal tourism. The interest in entrepreneurship in the field of halal tourism is in line with the concepts and objectives of vocational education which creates graduates who have a high interest in working, and especially working in the field of halal tourism. This is in line with previous research, in this research it was found that vocational education in Indonesia produces graduates who are competent and ready to work and are able to create jobs through entrepreneurship, which in this case is entrepreneurship in halal tourism (Yanto et al., 2023). The student have been equipped with various skills, so they are more confident after graduating to work in halal tourism. This is in line with relevant previous research. In his research, the researcher found that work readiness will be formed after a student goes through the educational process and gains experience (Wiharja MS et al., 2020). Moreover, the implementation of learning programs in SMK that prioritizes practice rather than theory has an important role, so that later SMK students are expected to have the ability, skills, and desire to be entrepreneurial (Utomo, 2017). Therefore, SMK graduates are expected to be ready to work with various competencies they have, are expected to be generations that are independent, ready to work and most importantly have special skills, especially in terms of entrepreneurship, therefore SMK graduates are not only focused on finding a job, but there is an emphasis on entrepreneurial desires (Pabisangan &

Rambulangi, 2020). By giving them the doctrine that their presence after graduation is important to fill posts in the world of industry and business, especially halal tourism, this will increase the number of vocational graduates interested in working and entrepreneurship in the field of halal tourism, so that this will make tourism halal in Indonesia to develop.

Preparing Skill for Vocational Graduates to Work in the Halal Tourism

Articles with codes JN1, JN2, JN3, JN5, JN7, JN8 JN9, JN10, and JI11 have similarities in their findings about the role of vocational education in halal tourism in Indonesia, namely preparing skilled vocational graduates in the field of halal tourism. In running a halal tourism, human resources are needed to run it. So, in order for halal tourism management and services to run well, human resources are needed who are capable and already have knowledge related to halal tourism, moreover, individuals must also have hard skills and soft skills. Then, the employee competencies needed in the world of business and industry, which in this case is halal tourism to support a successful career, are 80% soft skills and 20% hard skills [34]. Moreover, the halal tourism sector requires human resources who have knowledge of the procedures for providing services to tourists, for example services at recreation areas will be different for each destination, and also different when providing services at hotels; 2) knowledge of the equipment and tools needed when providing tourism services; 3) Lastly is the development of attitudes or behavior in serving tourism such as politeness, friendliness, and so on.

Then, knowledge of halal tourism for tourism actors and the community, as well as of course English language skills, Arabic language skills and adequate use of technology (Riadhussyah, 2020). So, regarding the needs of halal tourism itself,

of course workers must have four types of hard skill competencies, including: (1) have strong competencies in digital technology, (2) are proficient in using the latest technology, (3) have an entrepreneurial spirit, (4) can balance the soft skills and hard skills competencies possessed (Hidayati et al., 2021). Apart from that, the competency of prospective employees in the halal tourism sector up to career development must also have the following soft skills: (1) communication, (2) team work, (3) adaptation, (4) knowledge (Kentucky Department of Education (KDE), 2011). Quality human resources and having the competencies needed by halal tourism can be obtained from vocational graduates, because the need for halal tourism is in line with the goals of vocational education which produces graduates with eight main competencies, including (1) communication skills; (2) critical and creative thinking (3) inquiry and reasoning skills; (4) interpersonal skills; (5) multicultural/multilingual literacy; (6) solve problems; (7) digital information/literacy; and (8) technological skills (Sutrisno, 2017). Of the eight graduate competencies, points 1-6 are aspects of soft skills and 7-8 are aspects of hard skills. Meanwhile, the industrial world requires 11 main indicators that need to be considered in the recruitment process and one's career development, including: knowledge of work, planning and organization, quality of work, productivity, judgment, communication and relationships, cooperation, attendance, job management. So, the needs of halal tourism related to HR (Human Resources) can be fulfilled by the concepts and goals of vocational education, so that vocational graduates can fill the positions needed by the world of halal tourism. So this makes vocational education play a role in preparing skilled vocational graduates in

the development of the halal industry in Indonesia.

Bridging Vocational Graduates with Halal Tourism Jobs

Articles with codes JN1, JN3, JN5, JN6, JN7, JN8, JN10, and JN11 have similarities in their findings about the role of vocational education in halal tourism in Indonesia, namely bridging vocational graduates with halal tourism jobs. This is because vocational graduates after undergoing their education will need a job to support themselves and their families, while halal tourism requires vocational graduates so that the halal tourism that is being undertaken goes well. Especially now that the government is intensively encouraging SMKs and companies/agencies/institutions in the industrial world to cooperate with each other. This is with the aim of connecting job seekers with employment, this term is known as link and match. The creation of links and matches between related agencies and institutions in accordance with their respective duties and functions in an effort to raise quality SMK (Muh Turizal Husein, 2019). With the creation of this model between the world of education and the world of work, of course, SMK graduates will be made easier to enter the world of halal tourism. This is in line with previous research, in this research it was found that, with vocational education, it can increase graduates' interest in working in the halal industry, which in this case is Halal Tourism (Achta Pratama, 2022). With this program, SMKs are assisted because their graduates are working, students are assisted because their way to work is facilitated, and halal tourism is assisted because they have obtained competent human resources.

Adding Halal Tourism Actors in Indonesia

Articles with codes JN4, JN5, JN7, and JN11 have similarities in their findings regarding the role of vocational education in halal tourism in Indonesia, namely adding halal tourism actors in Indonesia. Because vocational education plays an important role in social and economic development with a curriculum that is integrated with the needs of the labour market in Indonesia. This can be seen from data during 2018-2021, the number of tourism workers tends to increase, with an average growth of 4.07 percent per year. In 2021, the tourism workforce share will reach 16.22 percent, meaning that out of 100 workers there are around 16 people working in the tourism sector (BPS, 2022). Then, based on the Strategic Plan (Renstra) for 2020 – 2024, the Ministry of Tourism and Creative Economy/Baparekraf targets that by 2023, the number of tourism workers is targeted at 22.4 million (*Siaran Pers: Menparekraf: Tahun 2022 Titik Tolak Kebangkitan Sektor Parekraf Nasional*, n.d.). Meanwhile, the number of workers coming from Vocational High Schools (SMK) in February 2023 was 17.36 million people (*Satudata Kemnaker | Portal Data Ketenagakerjaan RI*, n.d.). This increase is certainly a breath of fresh air for halal tourism so that many vocational graduates become actors in halal tourism in Indonesia. This is in line with the goals of vocational education, namely preparing students to be able to work after graduation (Fajar & Hartanto, 2019), in this case, especially in the field of halal tourism. So, SMK graduates are prepared to work in the industrial world, so that from year to year the workforce continues to grow, and of course, this answers the needs of Halal tourism Human Resources (HR). So this makes vocational education plays a role in increasing the number of halal industry users in Indonesia. So that through vocational education, halal tourism in Indonesia can continue growing.

CONCLUSION

In conclusion, this research underscores the multifaceted roles of vocational education in the context of halal tourism in Indonesia. Firstly, it stimulates heightened interest among graduates to pursue careers within the halal industry. Secondly, it systematically hones the skills of students, ensuring their readiness for roles in the dynamic halal tourism sector. Thirdly, vocational education serves as a vital conduit, connecting students with employment opportunities within the expanding halal tourism domain. Ultimately, these concerted efforts contribute significantly to the growth and enhancement of the cadre of halal tourism professionals in Indonesia.

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