

## **Curriculum Development in Public Administration to Support the Management of Sharia-Based Tourism Villages**

**Fitri Pebriani Wahyu<sup>1</sup>, Muhammad Andi Septiadi<sup>1\*</sup>**

<sup>1</sup>Department of Public Administration, FISIP UIN Sunan Gunung Djati Bandung, Indonesia

\*Corresponding Author Email: [septiadi.andi90@gmail.com](mailto:septiadi.andi90@gmail.com)

### **Abstract**

This study aims to analyze the needs and develop the curriculum of the Public Administration study program to better support the management and development of sharia-based tourism villages. The findings indicate that the current curriculum remains general and does not fully integrate sharia principles within public administration, making it less effective in preparing graduates with the necessary competencies in this field. The primary challenges identified include a lack of understanding of sharia concepts in public administration, limited expertise among educators, and insufficient reference materials and supporting content related to sharia-based tourism. As a solution, this study proposes a curriculum development model that incorporates sharia principles into public administration courses, practical training, and internship programs in sharia-based tourism villages, as well as continuous training and workshops for students and educators. The implementation of this model is expected to enhance the quality of graduates by equipping them with the skills required to manage and develop sharia-based tourism villages effectively. The successful application of this curriculum requires collaboration among educational institutions, government agencies, and local communities to ensure its effectiveness and sustainability. Thus, the Public Administration program can make a significant contribution to the sustainable and inclusive development of sharia-based tourism villages while supporting broader national development goals.

Keywords: Curriculum, Public Administration, Tourism Village, Sharia, Competency Development

### **Abstrak**

Penelitian ini bertujuan untuk menganalisis kebutuhan serta mengembangkan kurikulum program studi Administrasi Publik agar lebih mendukung pengelolaan dan pengembangan desa wisata berbasis syariah. Hasil penelitian menunjukkan bahwa kurikulum saat ini masih bersifat umum dan belum sepenuhnya mengintegrasikan prinsip-prinsip syariah dalam administrasi publik, sehingga kurang efektif dalam mempersiapkan lulusan dengan kompetensi yang dibutuhkan di bidang ini. Tantangan utama yang teridentifikasi meliputi kurangnya pemahaman konsep syariah dalam administrasi publik, keterbatasan tenaga pengajar yang memiliki keahlian spesifik, serta minimnya referensi dan materi pendukung terkait wisata berbasis syariah. Sebagai solusi, penelitian ini mengusulkan model pengembangan kurikulum yang mencakup integrasi prinsip-prinsip syariah dalam mata kuliah administrasi publik, pelatihan praktis, serta program magang di desa wisata berbasis syariah, serta pelatihan dan workshop berkelanjutan bagi mahasiswa dan tenaga pengajar. Implementasi model ini diharapkan dapat meningkatkan kualitas lulusan dengan membekali mereka keterampilan yang diperlukan untuk mengelola dan mengembangkan desa wisata berbasis syariah secara efektif. Keberhasilan penerapan kurikulum ini membutuhkan kolaborasi antara institusi pendidikan, pemerintah, dan komunitas lokal untuk memastikan efektivitas serta keberlanjutannya. Dengan demikian, program studi Administrasi Publik dapat berkontribusi secara signifikan dalam pembangunan desa wisata berbasis syariah yang berkelanjutan dan inklusif, serta mendukung pencapaian tujuan pembangunan nasional yang lebih luas.

Kata Kunci: Kurikulum, Administrasi Publik, Desa Wisata, Syariah, Pengembangan Kompetensi

## **BACKGROUND**

In the context of increasingly globalization, the role of public policy is crucial in responding to and managing the development of a region. Public policy is not only an administrative tool, but also an important instrument in designing the direction and strategy of sustainable development (Setiyono, 2023). The main focus currently is on sectors that have the potential to provide positive economic and social impacts. One sector that is increasingly receiving attention is the development of tourist villages, especially in the unique context of sharia-based tourist villages.

Tourist villages, as a form of synergy between the local economy and the maintenance of cultural values, have great potential in supporting regional development (Yacob et al., 2021). In the context of sharia-based tourist villages, the importance of implementing sharia values is not only as a cultural aspect, but also as a foundation for sustainable development. Although tourist villages offer great potential, there are still obstacles in achieving their full potential, especially related to public administration management that is not fully in accordance with sharia principles.

One of the keys to the success of developing sharia-based tourist villages is through increasing public administration study programs at the higher education level. This requires special attention to the curriculum that is able to cover aspects of public administration that are in accordance with sharia principles. In the current literature, there are still limited studies that specifically explore how public administration study programs can be optimized to support the development of sharia-based tourism villages (Dwimahendrawan & Saputri, 2022; Gurvantry et al., 2022; Kirana & Artisa, 2020). Therefore, there is an urgent need to fill this literature gap.

In order to develop a relevant curriculum, a comprehensive evaluation of the current public administration study program is needed. This study will identify the strengths and weaknesses of the existing curriculum, and propose modifications that can increase its relevance to the development of sharia-based tourism villages. The concrete steps proposed in this study are expected to make a significant contribution to our understanding of how to optimize the role of public administration in supporting the development of sharia-based tourism villages.

Thus, this study aims to map and develop a curriculum for a public administration study program, so that the graduates produced have the appropriate competencies to manage and develop sharia-based tourism villages. This approach is expected to bridge the needs between the academic world and field practice, creating a strong synergy in the development of sustainable tourism villages.

This study will apply a qualitative approach to provide a comprehensive understanding related to the evaluation of the public administration study program curriculum and its relevance in the development of sharia-based tourism villages (Creswell, 2015). This qualitative approach will be used to gain in-depth insights through interviews with key stakeholders, such as lecturers, students, and related parties at the tourism village level. Direct observation will allow researchers to record actual practices in the implementation of public administration curriculum that is in accordance with sharia principles. Data collection will be carried out through three main methods: interviews, observations, and documentation studies. In-depth interviews will be conducted with lecturers, students, and stakeholders in tourism villages to obtain their views on the current public administration curriculum and how the curriculum can be improved to support the development of sharia-based tourism villages. Observations will be conducted in academic environments as well as in sharia-based tourism villages to record how sharia principles are applied in public administration practices, providing a direct picture of the implementation of the curriculum in a real context. The documentation study will include an analysis of the curriculum documents of the public administration study program, evaluation reports, and relevant policies to

understand the development of the curriculum over time and the policies that have been implemented in order to support the development of sharia-based tourism villages. Data analysis in this study will use the Miles and Huberman model (Miles & Huberman, 1994), which includes three main stages. The first stage is data reduction, where data that has been collected through interviews, observations, and documentation studies will be simplified, selected, and focused. This process involves selecting data that is relevant to the research objectives, eliminating unimportant information, and organizing data systematically. The second stage is data presentation and The final stage is drawing conclusions and verification, where researchers will identify the main themes, patterns, and relationships that emerge from the data that has been presented. Initial conclusions will be verified through cross-checks with additional data or other information to ensure the accuracy and validity of the findings. With this approach, the study is expected to provide a holistic and in-depth understanding of how the curriculum of the public administration study program can be improved to support the development of sharia-based tourism villages.

### **Literature Review**

Literature analysis is a crucial initial step in understanding the theoretical basis and conceptual framework of the study. This study will investigate the literature related to public administration, focusing on aspects related to the implementation of sharia values. Through an in-depth analysis of this literature, it is expected to identify relevant frameworks and the best approaches to strengthen public administration study programs in supporting sharia-based tourism villages. Furthermore, this study will focus on literature related to scientific development, especially in the context of public administration. The important role of this scientific development is to provide a strong foundation for public administration study program students to be able to understand and implement sharia principles in the context of tourism villages. By detailing this theoretical basis, it is expected that the study can provide practical guidance for the development of relevant curricula and teaching methods. The next step is to involve a comparative study of public administration study programs in several sharia-based tourism villages. This study will help in evaluating the extent to which the implementation of sharia principles has been successful in public administration at the local level. Through comparisons between study programs, this study can identify best practices and weaknesses that need to be improved to support the development of sharia-based tourism villages more effectively.

Several previous studies on the development of study programs, namely research from Hajar & Kholik (2021), This study produces a Development Administration course model that is suitable for the Public Administration Study Program, aiming to produce graduate competencies as reliable administrators in development planning. Through a qualitative approach, the study found that this new model brings significant changes in the development of graduate competencies. The model also leads to curriculum development by referring to the Indonesian National Qualifications Framework (KKNI), in accordance with Government Regulation of the Republic of Indonesia Number 8 of 2012. The purpose of this model is to increase the competitiveness of graduates, especially in facing the era of the ASEAN Economic Community (AEC). Takdir et al (2021) This study focuses on the polemic of the implementation of the Merdeka Belajar Kampus Merdeka Internship Program in the Public Administration Study Program, Muhammadiyah University of Sinjai. Highlighting the lack of understanding of students and lecturers and the obstacles to converting grades. Kirana & Artisa (2020) This study analyzes the development of collaborative governance-based Tourism Villages in Batu City. The Batu City Government involves the private sector, academics, media, and the community in collaboration to optimize their roles in developing

tourism villages. Effective communication is key in implementing collaborative governance. My research, entitled "Improving Public Administration Study Program in Developing Sharia-based Tourism Village Science," introduces a new distinction by integrating sharia science in the context of tourism village development, providing a unique contribution to the literature on public policy and sharia administration.

### **Tourism Village**

Tourism village is a rapidly growing phenomenon in the modern tourism industry (Arjana, 2017). It is not just an ordinary tourist destination, but a community that seeks to preserve local culture, nature, and involve the local community in the development and management process. This article will discuss in depth the concept of tourism village, its evolution, impact, and development strategies involving sharia aspects. Tourism village is a village area that combines tourism elements with aspects of culture, nature, and local wisdom. It is not only a holiday destination, but also involves direct interaction between visitors and the local community. Tourism villages often have unique characteristics, such as customs, culinary specialties, local crafts, or natural attractions that attract tourists.

Along with the development of global tourism, tourism villages have undergone significant evolution. In the past, it may have been just a simple holiday destination, now tourism villages have become an integral part of efforts to preserve culture and develop the local economy (Herdiana, 2019). Local communities are involved in the decision-making process and have an active role in managing their destinations. Tourism villages have a complex impact on the environment and local communities. On the positive side, tourism villages can be a source of new economic income, promote cultural preservation, and improve local infrastructure. However, negative impacts may also arise, such as the possibility of environmental damage, changes in local people's lifestyles, or excessive commercialization.

### **Sharia Tourism**

Sharia Tourism, as a concept that integrates Islamic principles in all its aspects, presents a new dimension in the global tourism industry (Noviantoro & Zurohman, 2020). Sharia-based tourism villages do not just offer ordinary tourist destinations, but provide experiences that are in line with Islamic values. This concept strengthens the travel experience by ensuring family-friendly accommodation, halal consumption, and recreational activities that comply with sharia rules. Sharia tourism has grown rapidly and is no longer exclusive to Muslim tourists. On the contrary, non-Muslim communities are increasingly interested in this inclusive and humble tourism experience. This development reflects the increasing global awareness of sharia values and the desire for destinations that reflect Islamic principles.

The positive impact of Sharia Tourism is seen in the empowerment of the local economy. This industry can be a significant source of income for local communities through the accommodation, culinary, and local craft sectors. More than just bringing economic impact, Sharia Tourism also plays a role in preserving culture and tradition, helping local communities maintain their identity amidst the flow of globalization. Although it provides great opportunities, Sharia Tourism also faces challenges, including the need for clear regulations and standards, increasing education and awareness, and maintaining inclusivity (Satriana & Faridah, 2018). The development of sharia-based tourism destinations requires collaboration between stakeholders, industry players, and sharia financial institutions.

For tourist destinations that want to implement the concept of Sharia Tourism, steps such as developing special tour packages, training for industry players, and collaboration with sharia financial institutions can be effective strategies. Thus, Sharia Tourism is not only a trend, but also a new paradigm

in the tourism industry that has great potential to provide positive impacts economically, culturally, and socially at the local and global levels.

### **Public Administration Curriculum Structure**

The development of the Public Administration curriculum structure is an important need in facing the dynamics of global demands and the development of science. Alignment with the Indonesian National Qualification Framework (KKNI) and other regulations is the main foundation so that this study program can provide maximum contribution to the formation of quality and competitive human resources.

KKNI is the main basis in formulating the Public Administration curriculum structure (Ministry of Manpower of the Republic of Indonesia, 2020). Through KKNI, study programs can determine the level of ability and competence expected from their graduates. KKNI emphasizes the importance of adjusting the curriculum to the needs of the labor market, integrating academic competence and practical expertise relevant to the field of Public Administration. In designing the curriculum structure, the Public Administration study program needs to consider global demands. The sustainability of technological developments, globalization, and the complexity of social challenges require graduates who not only have administrative technical expertise, but are also able to adapt to global changes and face multi-dimensional challenges in public service.

The Public Administration curriculum structure must integrate academic and professional competence in a balanced way. KKNI requires graduates to have professional competence that can be directly applied in the world of work. Therefore, curriculum development must consider the standards of expertise and skills required by practitioners in the field of Public Administration. Government regulations related to higher education, especially Public Administration, provide important directions in renewing the curriculum structure. Adjustment to Government Regulation of the Republic of Indonesia Number 44 of 2015 concerning National Standards for Higher Education is a crucial step. The implementation of this standard includes the implementation of education, study load, assessment policies, and curriculum.

The importance of analytical skills in Public Administration is the focus of curriculum design. Graduates are expected to have the skills to analyze public policies, evaluate development programs, and manage organizational resources effectively. An emphasis on developing practical skills is also needed, so that graduates are ready to enter the workforce. The curriculum structure must strengthen student involvement in practical activities relevant to the field of Public Administration. Through field practice, internships, or research projects, students can apply the theories learned in real contexts. This involvement can also build networks and prepare students for the challenges of the world of work.

In facing the industrial revolution 4.0, improving the Public Administration curriculum needs to pay attention to technology integration (Darise, 2019). Technology-based learning can improve efficiency, accessibility of information, and students' ability to use digital tools relevant to the field of Public Administration. The curriculum structure must be designed to be evaluated periodically. This evaluation involves feedback from students, lecturers, and industry stakeholders. Curriculum updates need to be carried out periodically to accommodate scientific developments, changes in industry demands, and improvements in the quality of learning.

### **Current Condition of Public Administration Study Program Curriculum**

The results of the study show that the current curriculum of the public administration study program does not fully support the development of sharia-based tourism villages. In the context of increasingly globalization, the need to have a curriculum that is relevant to the development of industry

and society is becoming increasingly important. Public administration study programs at various universities are often still trapped in conventional approaches that do not fully take into account the specific dynamics that emerge in certain sectors, such as sharia-based tourism. Therefore, understanding the current condition of the curriculum is a crucial first step in identifying areas that need to be improved and further developed.

Based on the results of interviews with lecturers and students, it provides in-depth insight into their perceptions of the existing curriculum. The majority of lecturers admit that the material taught is still general and does not focus on the specific needs of sharia-based tourism villages. A lecturer said, "We do teach general public administration, but there is no specific material on managing sharia-based tourism villages. This is an area that we need to develop. (Interview, June 4, 2024)"

Students also expressed the same thing, stating that they felt unprepared to face specific challenges in the field, especially related to the application of sharia principles in public administration. One student said, "I feel that the material we learn is very theoretical and less relevant to what actually happens in the field, especially in the context of sharia-based tourism villages. (Interview, June 4, 2024)"

Direct observations in class confirmed the findings from the interviews. Learning focused more on conventional public administration theory without a specific emphasis on applications in the sharia context. For example, in a lecture session on Principles of Management, discussions revolved more around general concepts such as effectiveness and efficiency without exploring how these concepts can be applied within a sharia framework. In addition, the teaching methods used tended to be traditional with little interaction or discussion focused on real cases. This shows that the pedagogical approach used still needs to be adjusted to encourage deeper and more applicable understanding.

Analysis of the syllabus and learning modules provides a clearer picture of the structure and content of the curriculum. The results of the documentation study show that material on sharia-based tourism village management is still very limited or even non-existent. The current curriculum is more oriented towards public administration in general, with little or no specific modules discussing sharia principles or their application in the context of tourism villages.

The existing syllabus includes courses such as Introduction to Public Administration, Public Service Management, and Public Policy. Although these courses are important, the lack of focus on sharia aspects and their application in tourism indicates a gap that needs to be filled. The learning modules also do not reflect the need to develop competencies relevant to sharia-based tourism villages. For example, there is no material discussing how to integrate sharia values into public service management or tourism policy.

### **Obstacles and Barriers in Developing Sharia-Based Tourism Villages**

The development of sharia-based tourism villages faces various complex and diverse challenges. Based on interviews with stakeholders in sharia-based tourism villages, several major obstacles were found that hamper the optimal development of this sector. Interviews were conducted with various parties, including tourism village managers, academics, local governments and local communities. In addition, direct observations in the field provided additional insights into existing management practices and the implementation of sharia principles. The identified obstacles emphasize the importance of the role of public administration study programs in equipping students with relevant knowledge and skills to overcome these obstacles.

One of the major obstacles faced is the continued lack of understanding of the concept of sharia in the context of public administration. Many stakeholders, including tourism village managers and local governments, still do not fully understand how sharia principles can be applied in public management and

tourism development. A manager of a sharia-based tourist village said, "We understand the importance of sharia principles, but how to integrate them into public administration is still a big challenge for us. (Interview, June 12, 2024)"

This lack of understanding stems from the lack of specific education and training on sharia-based public administration. The curriculum in many public administration study programs does not include sufficient material on sharia principles and their application in the context of governance and management. As a result, graduates of these study programs do not have sufficient knowledge to effectively manage sharia-based tourist villages.

To overcome this obstacle, it is important for higher education institutions to develop a curriculum that includes material on sharia principles in public administration. In addition, training and workshops for stakeholders in tourist villages are also needed to improve their understanding of this concept. Thus, they can be better prepared in implementing sharia principles in tourist village management. The limited human resources who have specific competencies in managing sharia-based tourism villages is another significant obstacle. Based on interviews with local governments and tourism village managers, it was found that many of them find it difficult to find workers who understand both sharia principles and tourism management. A local government official stated, "We often have difficulty finding staff who not only have knowledge of tourism but also understand sharia principles. This is a combination of skills that is still rare. (Interview, June 12, 2024)"

This limitation is caused by the lack of education and training programs that integrate both aspects. Many tourism or public administration study programs currently do not place a special emphasis on sharia. Therefore, graduates from these programs do not have the skills needed to properly manage sharia-based tourism villages.

The lack of supporting materials and references that can be used as references in developing sharia-based tourism villages is also a major obstacle. Interviews with academics and tourism village managers showed that there are very few books, journals, or other teaching materials that discuss this topic in depth. A lecturer in the public administration study program said, "We have difficulty finding references that comprehensively discuss sharia-based public administration, especially in the context of tourism. This greatly limits our ability to teach relevant material to students. (Interview, June 13, 2024)"

This limitation means that both lecturers and students do not have sufficient resources to understand and develop best practices in sharia-based tourism village management. In addition, the lack of academic research in this area also hampers the development of knowledge and innovation that can be applied in the field.

Direct observations in the field show that the implementation of sharia principles in tourism village management is still sporadic and inconsistent. Some tourism villages may have adopted some aspects of sharia, such as the provision of halal food and the separation of tourist areas for men and women. However, other aspects such as sharia business ethics, sharia finance, and environmental management in accordance with sharia principles are often ignored or applied inconsistently.

This inconsistency is often caused by the lack of clear guidance and adequate training for tourism village managers. A manager of a sharia-based tourism village said, "We want to implement sharia principles comprehensively, but often we don't know how or don't have enough resources to do so. (Interview, June 12, 2024)"

### **Public Administration Study Program Curriculum Development Model**

Curriculum development that is relevant and responsive to the needs of industry and society is the key to producing competent graduates who are ready to enter the field (Anggraini et al., 2022). Based on research findings, a curriculum development model was designed that is more responsive to the needs of sharia-based tourist villages. This model includes several main components that are interrelated and are expected to improve the relevance and quality of the public administration study program curriculum. The main components are the integration of sharia material in public administration, practicums and internships in sharia-based tourist villages, and ongoing training and workshops.

### ***Integration of Sharia Material in Public Administration***

The integration of sharia material in the public administration curriculum is a very crucial first step. The curriculum must include courses that specifically discuss the application of sharia principles in public administration and tourism village management. This course not only teaches theory, but also provides case studies and best practices from tourist villages that have successfully implemented the sharia concept.

In the context of public administration, sharia principles cover various aspects such as justice, transparency, accountability, and community welfare. According to Al-Jayyousi (2011), the concept of sharia in public management aims to achieve social justice and public welfare through strong ethical principles. Therefore, new courses should be designed to teach students how to apply these principles in various public administration situations.

In addition, it is important to include case studies of successful sharia-based tourist villages. These case studies can provide students with a real picture of how sharia principles can be applied in tourist village management. For example, tourist villages that have successfully applied sharia concepts in providing services, managing natural resources, and preserving local culture can be used as examples to be analyzed and studied.

Furthermore, the integration of sharia material into the curriculum also requires adjustments in teaching methods. According to Fink (2003), meaningful learning must involve students in an active learning process. Therefore, lecturers must adopt more interactive and participatory teaching methods, such as group discussions, simulations, and field-based projects. Thus, students not only understand the theory but are also able to apply it in real contexts.

### ***Practicum and Internship in Sharia-Based Tourism Villages***

To provide much-needed practical experience, public administration study programs can hold practicums and internships in sharia-based tourism villages. These practicums and internships aim to provide students with the opportunity to apply the theories they have learned in real situations, while understanding relevant challenges and solutions.

Practical experience is essential in public administration education. As stated by Kolb (1984), experiential learning is a process in which knowledge is created through the transformation of experience. In this context, students will gain a deeper understanding of how sharia principles are applied in tourism village management. They will be directly involved in daily activities in tourism villages, observing and participating in decision-making processes, resource management, and service provision to tourists.

Practicums and internships also allow students to face real challenges that may not be found in an academic environment (Chairunissa et al., 2024). For example, they can learn how to overcome conflicts of interest between preserving local culture and commercial needs, or how to apply sharia principles in the context of sustainable environmental management. This experience will not only enrich their understanding but also prepare them to become professionals who are ready to enter the field. In addition,



practicums and internships in sharia-based tourist villages can also strengthen the relationship between universities and local communities. This collaboration can produce mutually beneficial benefits, where tourist villages get assistance and innovation from students, while students gain valuable practical experience. According to Billett (2001), workplace learning is an effective way to develop professional competence because it provides opportunities to learn from real experiences in a real work environment.

### ***Continuous Training and Workshops***

In addition to the formal curriculum, training and workshops need to be held involving practitioners and experts in the field of sharia-based tourism villages. This activity will help students and lecturers to always be updated with the latest developments and innovations in the management of sharia-based tourism villages. This training and workshop can also be a means to share knowledge and experience between academics and practitioners.

Continuous training and workshops are very important to ensure that the knowledge and skills taught at universities remain relevant to industry needs. According to Marsick and Watkins (2003), lifelong learning is the key to facing changes and challenges that continue to develop in the world of work. Therefore, universities must provide opportunities for students and lecturers to regularly attend relevant training and workshops.

These training and workshops can cover a variety of topics, such as sharia-based tourism management, marketing and promotion of tourism villages, management of natural resources and the environment, and innovation in providing tourism services. This activity can be held by inviting practitioners and experts from various fields to share their knowledge and experience. Thus, students and lecturers can learn directly from practitioners who are experienced in managing sharia-based tourism villages.

In addition, training and workshops can also be a platform for building networks and collaboration between academics, practitioners, and local governments (Akhmad et al., 2024). This network is very important to support the development of sustainable sharia-based tourism villages. Through close collaboration, various parties can support each other and work together to achieve common goals.

### ***Support from Various Parties***

The implementation of this curriculum development model will also require support from various parties, including educational institutions, government, and local communities, to ensure the success and sustainability of the program (Nuraeni et al., 2024). Support from educational institutions is very important to develop and implement a new curriculum. Universities must commit to providing the necessary resources, including competent lecturers, adequate facilities, and relevant learning materials. The government also has an important role in supporting the development of this curriculum. The government can provide policy and funding support for training and internship programs, as well as facilitate collaboration between universities and tourism villages. Government support can also include the provision of infrastructure needed for the development of sharia-based tourism villages, such as road access, health services, and other public facilities.

Local communities should also be actively involved in the curriculum development and implementation process. Active participation from local communities is essential to ensure that the program meets their needs and expectations. Through close collaboration with local communities, universities can develop programs that are more relevant and responsive to real needs on the ground.

## CONCLUSION

The current curriculum of the public administration study program does not fully support the development of sharia-based tourism villages. The main obstacles faced include a lack of understanding of the concept of sharia in public administration, limited human resources, and a lack of supporting materials and references. To overcome this, a curriculum development model is proposed that includes the integration of sharia materials, practicums and internships in sharia-based tourism villages, and ongoing training and workshops. This model is expected to improve the relevance and quality of the curriculum with support from educational institutions, government, and local communities. Thus, the public administration study program can contribute to sustainable and inclusive regional development, as well as support national development goals.

## REFERENCES

- Ahmad, J. (2018). Desain penelitian analisis isi (*Content analysis*). *Research Gate*, 5, 1–20.
- Akhmad, A., Badruddin, S., Januaripin, M., Salwa, S., & Gaspersz, V. (2024). *Inovasi dalam manajemen pendidikan tinggi: Membangun masa depan yang berkelanjutan*. PT. Sonpedia Publishing Indonesia.
- Al-Jayyousi, O. R. (2011). *Islam and sustainable development: New worldviews*. Gower Publishing, Ltd.
- Anggraini, H., Haryono, S. E., Muntomimah, S., Wijayanti, R., & Akbar, M. R. (2022). Strategi pengembangan kurikulum Merdeka Belajar Kampus Merdeka berbasis *individual differences*. *Jurnal Ilmiah Potensia*, 7(1), 64–74.
- Arjana, I. G. B. (2017). *Geografi pariwisata dan ekonomi kreatif*. PT. RajaGrafindo Persada-Rajawali Pers.
- Billett, S. (2001). *Learning in the workplace: Strategies for effective practice*. Allen & Unwin.
- Chairunissa, D., Anisah, A., & Rahmayanti, H. (2024). Membentuk kesiapan kerja mahasiswa melalui program magang. *Journal of Engineering Education and Pedagogy*, 2(1), 1–7.
- Creswell, J. W. (2015). *Penelitian kualitatif & desain riset: Memilih di antara lima pendekatan*. Pustaka Pelajar.
- Darise, G. N. (2019). Implementasi Kurikulum 2013 revisi sebagai solusi alternatif pendidikan di Indonesia dalam menghadapi Revolusi Industri 4.0. *Jurnal Ilmiah Iqra'*, 13(2), 41–53.
- Dwimahendrawan, A., & Saputri, N. A. (2022). Peran akademisi, bisnis, dan pemerintah dalam mengembangkan desa wisata batik berbasis inovasi produk di Kabupaten Banyuwangi. *Majalah Ilmiah Dian Ilmu*, 21(1), 25–39.
- Fink, L. D. (2003). *Creating significant learning experiences: An integrated approach to designing college courses*. Jossey-Bass.
- Gurvantry, D., Febriansah, A., & Tampubolon, J. (2022). Analisis *collaborative governance* dalam pembangunan kawasan desa wisata (Studi pada Desa Wisata Ekang di Kabupaten Bintan). *Publicness: Journal of Public Administration Studies*, 1(3), 174–178.
- Hajar, S., & Kholik, K. (2021). Model mata kuliah administrasi pembangunan dalam menghasilkan kompetensi lulusan sebagai administrator andal di bidang perencanaan pembangunan. *Warta Dharmawangsa*, 15(3), 429–442.
- Herdiana, D. (2019). Peran masyarakat dalam pengembangan desa wisata berbasis masyarakat. *Jurnal Master Pariwisata (JUMPA)*, 6(1), 63–86.
- Kementerian Ketenagakerjaan RI. (2020). *Tentang Kkni*. <https://Skkni.Kemnaker.Go.Id/>. <https://skkni.kemnaker.go.id/tentang-kkni/penyetaraan-jenjang>
- Kirana, C. A. D., & Artisa, R. A. (2020). Pengembangan desa wisata berbasis *collaborative governance* di Kota Batu. *Kolaborasi: Jurnal Administrasi Publik*, 6(1), 68–84.

- Kolb, D. A. (1984). *Experiential learning: Experience as the source of learning and development*. Prentice Hall.
- Marsick, V. J., & Watkins, K. E. (2003). Demonstrating the value of an organization's learning culture: The dimensions of the learning organization questionnaire. *Advances in Developing Human Resources*, 5(2), 132–151.
- Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis: An expanded sourcebook* (2nd ed.). Sage Publications.
- Nuraeni, L., Tamagola, R. H. A., Hafida, N., Wonggor, S., Khairunnisa, K., & Aziz, A. A. (2024). Pendidikan karakter berbasis kearifan lokal untuk menghadapi isu-isu strategis terkini di era digital. *Journal on Education*, 6(2), 14615–14620.
- Noviantoro, K. M., & Zurohman, A. (2020). Prospek pariwisata syariah (*halal tourism*): Sebuah tantangan di era Revolusi Industri 4.0. *Equilibrium: Jurnal Ekonomi Syariah*, 8(2), 275–296.
- Satriana, E. D., & Faridah, H. D. (2018). Wisata halal: Perkembangan, peluang, dan tantangan. *Journal of Halal Product and Research (JHPR)*, 1(2).
- Setiyono, B. (2023). *Birokrasi dalam perspektif politik dan administrasi*. Nuansa Cendekia.
- Takdir, M., Sani, K. R., Juniati, S. R., & Arifin, Z. (2021). Polemik implementasi program magang MBKM program studi administrasi publik Fakultas Ilmu Sosial dan Ilmu Politik Universitas Muhammadiyah Sinjai. *Al Qisthi*, 11(2), 22–35.
- Yacob, S., Qomariyah, N., Marzal, J., & Maulana, A. (2021). Strategi pemasaran desa wisata. *WIDA Publishing*.