

Enhancing English for Hospitality Competence through Training for Trainers: A National Competency Standards–Based Program for Tour Guides in Bandung

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Abstract:

This study analyzes the effectiveness of the Training for Trainers: English for Hospitality in Green Tourism program in improving the communicative competence of tour guides based on the Indonesian National Work Competency Standards (SKKNI) and in strengthening the institutional capacity of the Bandung Chapter of the Indonesian Tour Guides Association (HPI), West Java. This study is important because the professionalization of tour guides requires the integration of competency standards, training pedagogy, and sustainable tourism principles within a systematic capacity-building design. This study employs an evaluative mixed-method design. The study collects

data through pre-tests and post-tests administered to 45 participants, performance-based observations (role-play and microteaching), satisfaction questionnaires, and reflective interviews. The study analyzes quantitative data using comparative descriptive analysis, while it analyzes qualitative data through thematic analysis to identify changes in competence and institutional impact. The results show an average score increase of 25.4%, with 84% of participants experiencing moderate to significant improvement. The most notable improvement appears in productive skills, particularly hospitality communication and tour guiding storytelling. The Training for Trainers model also strengthens the organization's internal pedagogical capacity and integrates green tourism principles into tour guiding communication practices. The participant satisfaction level reaches 4.61 (on a 1–5 scale), which indicates very high program acceptance. This study provides implications for developing a standards-based and sustainability-oriented tour guide training model that professional organizations can replicate. The originality of this study lies in the simultaneous integration of SKKNI, the active learning approach, and the ideology of sustainable tourism within the Training for Trainers framework.

Keywords: Tour Guide Professionalization, Active Learning in Hospitality Training, Sustainable Tourism Ideology, Training Effectiveness Limitations.

Abstrak:

Penelitian ini bertujuan menganalisis efektivitas program Training for Trainers: English for Hospitality in Green Tourism dalam meningkatkan kompetensi komunikatif pramuwisata berbasis Standar Kompetensi Kerja Nasional Indonesia (SKKNI) serta memperkuat kapasitas kelembagaan HPI Kota Bandung, Jawa Barat. Penelitian ini penting karena profesionalisasi pramuwisata menuntut integrasi standar kompetensi, pedagogi pelatihan, dan prinsip pariwisata berkelanjutan dalam satu desain pembinaan yang sistematis. Penelitian ini menggunakan desain evaluative mixed-method. Data dikumpulkan melalui pre-test dan post-test terhadap 45 peserta, observasi performatif (role-play dan microteaching), kuesioner kepuasan, serta wawancara reflektif. Data kuantitatif dianalisis secara deskriptif komparatif, sedangkan data kualitatif dianalisis melalui analisis tematik untuk mengidentifikasi perubahan kompetensi dan dampak kelembagaan. Hasil penelitian menunjukkan peningkatan rata-rata skor sebesar 25,4%, dengan 84% peserta mengalami peningkatan moderat hingga signifikan. Peningkatan paling menonjol terjadi pada keterampilan produktif, khususnya komunikasi hospitality dan storytelling pemanduan. Model Training for Trainers juga meningkatkan kapasitas pedagogis internal organisasi serta mengintegrasikan prinsip green tourism dalam praktik komunikasi pemanduan. Tingkat kepuasan peserta mencapai 4,61 (skala 1–5) yang menunjukkan keberterimaan program yang sangat tinggi. Penelitian ini memberikan implikasi pada pengembangan model pembinaan pramuwisata berbasis standar dan keberlanjutan yang dapat direplikasi oleh organisasi profesi. Orisinalitas penelitian ini terletak pada integrasi simultan antara SKKNI, pendekatan active learning, dan ideologi pariwisata berkelanjutan dalam kerangka pelatihan Training for Trainers.

Kata Kunci: Profesionalisasi Pemandu Wisata, Pembelajaran Aktif dalam Pelatihan Perhotelan, Ideologi Pariwisata Berkelanjutan, Keterbatasan Efektivitas Pelatihan.

INTRODUCTION

The Indonesian Tour Guides Association Bandung Chapter oversees tour guides who work in Bandung and its surrounding areas. The Bandung Chapter of the Indonesian Tour Guides Association was established in 2021 and currently includes approximately 140 active members consisting of professional tour guides, young aspiring tour guides, and local tourism industry actors (HPI Kota Bandung, 2010). The organization performs professional functions through member development, strengthening the quality of guiding services, and expanding collaborative networks with government institutions, industry actors, and local communities. The Bandung Chapter of the Indonesian Tour Guides Association holds a strategic role because tour guides interact directly with tourists in service situations that require accurate information, ethical communication, and intercultural sensitivity.

The tourism sector supports economic activity because it stimulates visitor flows, service consumption, and employment generation. The city of Bandung maintains its tourism attractiveness because it offers a combination of nature tourism, cultural tourism, and culinary tourism that shapes the urban tourism experience. The Bandung City Statistics Agency reports that the number of domestic tourists in 2023 reached 7,713,937 visitors, while the number of international tourists reached 38,570 visitors (Badan Pusat Statistik Kota Bandung, 2024). This situation places tour guides in Bandung in a professional environment that requires high-quality service communication, particularly when guides serve international tourists who bring diverse cultural habits, service expectations, and variations in language proficiency.

The Bandung Chapter of the Indonesian Tour Guides Association faces challenges related to uneven English proficiency among its members. Many members use English that remains limited, situational, and non-standardized for hospitality needs. This condition increases the risk of miscommunication when tour guides explain destination information, respond to spontaneous questions, and handle tourist complaints accurately and politely. Pang et al. (2025) show that tourism personnel require training support based on needs analysis because service situations demand rapid oral responses, functional communication strategies, and accurate language management. Similar needs also appear among young local tour guides because their primary needs often focus on practical communication skills for tourism promotion and service delivery (Giri & Boonrattanakitbhummi, 2021).

The need to improve these competencies has an operational reference through the Indonesian National Work Competency Standards. The Decree of the Minister of Manpower No. 57 of 2024 establishes the Indonesian National Work Competency Standards for the tour guiding service sector as a reference for competency development based on competency units (Kementerian Ketenagakerjaan RI, 2024). This reference requires measurable training because professional organizations must assess participants' competency achievements through clear performance indicators, including guiding competencies in English.

The need for English competence among tour guides also intersects with the demands of sustainable tourism. Tour guides do not only provide information about tourist attractions but also shape tourist behavior through guidance, education, and the reinforcement of visitation norms. This role becomes increasingly important when tourism activities generate environmental impacts such as waste generation, pressure on public spaces, and tensions in the relationship between tourists and local communities. Hardani et al. (2025) show that tour guide performance relates to communication practices of sustainability within heritage tourism contexts. Wirawan et al. (2020) also position tour guides as key actors in communicating travel health and safety at tourism destinations, which means that tour guides' communication competence directly influences tourist protection.

Previous studies confirm that tour guide competence influences tourist satisfaction and behavioral intentions, which means that strengthening communication competence has direct implications for destination service quality. Syakier and Hanafiah (2022) demonstrate a relationship between tour guide performance, tourist satisfaction, and behavioral intention within urban tour contexts. Al Jahwari et al. (2016) measure tour guide communication competence using the importance–performance approach and emphasize that communication competence must be systematically mapped to improve service quality. Literature on English training for tour guides also highlights the effectiveness of active learning approaches. Hong et al. (2022) show that cooperative learning improves the oral proficiency of tour guide trainees compared with traditional instructional approaches. Other studies identify role-play and simulation exercises as strategies to train spontaneous responses, accurate service expressions, and cross-cultural interaction management. Pang et al. (2025) also recommend the development of English for Specific Purposes programs based on workplace needs through authentic communication tasks. Training development based on technology continues to expand because immersive technologies provide training environments that closely resemble real guiding situations. Chen et al. (2022) show that the integration of artificial intelligence and virtual reality can provide tour guiding interaction simulations that support speaking practice in tourism contexts.

The Bandung Chapter of the Indonesian Tour Guides Association also faces limitations in internal trainer capacity. Professional organizations require trainers who can design instructional materials, manage learning sessions, facilitate practice activities, and evaluate competencies systematically. The organization also faces time and access constraints because many members work as freelance guides with fluctuating schedules, which means that the organization requires an efficient, modular, and easily replicable training design. This need highlights the importance of the Training for Trainers (ToT) approach because ToT strengthens the organization's capacity to conduct continuous training without full dependence on external facilitators. This program positions the Bandung Chapter of the Indonesian Tour Guides Association as the main partner of Parahyangan Catholic University in implementing the Training for Trainers: English for Hospitality in Green Tourism program. Parahyangan Catholic University, through its Institute for Research and Community Service, serves as the academic facilitator responsible for module development, training implementation, and competency evaluation. The program integrates professional needs, references from the Indonesian National Work Competency Standards, and the green tourism agenda within a training design that focuses on strengthening service communication competence while reinforcing the role of tour guides as educators who promote environmentally responsible tourism practices.

This article examines the implementation of the Training for Trainers: English for Hospitality in Green Tourism program at the Bandung Chapter of the Indonesian Tour Guides Association as a strategy to strengthen tour guide

competencies based on the Indonesian National Work Competency Standards and oriented toward sustainable tourism principles. The study analyzes the training design, curriculum structure, learning methods, and competency evaluation mechanisms implemented in the program. The article also assesses the extent to which the Training for Trainers approach increases the capacity of internal trainers within the association to develop, replicate, and manage English training for hospitality independently and sustainably. In addition, the article evaluates the integration of green tourism principles in training materials and practices, particularly in the contexts of service communication, cultural interpretation, and tourist education regarding environmentally responsible tourism practices.

METHOD

This study positions the implementation of the Training for Trainers: English for Hospitality in Green Tourism program at the Bandung Chapter of the Indonesian Tour Guides Association as the unit of analysis. The study focuses on the training design, the implementation process, and the improvement of participants' competencies after they completed the program. The research subjects consist of 45 members of the Bandung Chapter of the Indonesian Tour Guides Association who participated in the training on June 17–18, 2025, at Parahyangan Catholic University. The study also includes the role of the academic team as facilitators and module developers based on the Indonesian National Work Competency Standards for the Tour Guiding Service Sector No. 57 of 2024.

This study employs a mixed-method design with a descriptive evaluative approach (Maxwell, 2009). The study applies a quantitative approach to measure participants' competency improvement through pre-test and post-test scores and participant satisfaction assessments (Rahim & Dilawati, 2022). The study applies a qualitative approach to analyze the training implementation process, microteaching practices, and participants' reflections on the effectiveness of the learning methods. The researchers selected the mixed-method design because the study not only evaluates numerical indicators of competency improvement but also explains the dynamics of the training process, implementation challenges, and participants' perceptions regarding the relevance of English for Hospitality and Green Tourism training materials.

This study uses two types of data sources, namely primary data and secondary data. Primary data originate from participants' pre-test and post-test results, observation sheets from microteaching practice, satisfaction evaluation questionnaires, and participants' written feedback. Secondary data originate from training module documents based on the Indonesian National Work Competency Standards, evaluation instruments, community service activity reports, and the regulation of the Indonesian National Work Competency Standards for the Tour Guiding Service Sector No. 57 of 2024. The researchers use secondary data to verify the alignment between training materials and national competency standards and to evaluate the consistency of the program design with the partner organization's needs.

The researchers collect data through several techniques. The researchers conduct participatory observation during the training sessions to record classroom interactions, role-play practices, and microteaching implementation. The researchers use pre-test and post-test instruments to measure participants' initial and final competencies in English for Hospitality. The researchers distribute a closed-ended questionnaire using a Likert scale ranging from 1 to 5 to measure participants' satisfaction with the training materials, facilitators, facilities, and overall training relevance. The researchers also collect open-ended feedback to identify technical challenges, follow-up training needs, and recommendations for program development.

The researchers analyze quantitative data using descriptive statistical techniques to calculate average scores, score improvements, and participant satisfaction levels (Miles & Huberman, 2013). The researchers compare pre-test and post-test scores to identify improvements in participants' communication competencies. The researchers analyze qualitative data using thematic analysis by grouping participant feedback into categories of material relevance, method effectiveness, implementation challenges, and follow-up training needs. The researchers then integrate the quantitative and qualitative analysis results to construct a comprehensive evaluation of the effectiveness of the Training for Trainers program as a competency development strategy based on the Indonesian National Work Competency Standards and sustainability principles within the context of tour guiding in Bandung.

RESULTS AND DISCUSSION

Participant Characteristics

This study involved 45 members of the Bandung Chapter of the Indonesian Tour Guides Association who participated in the Training for Trainers: English for Hospitality in Green Tourism program. All participants were active members of the organization who worked as tour guides or aspiring tour guides in Bandung and its

surrounding areas. The participants had diverse guiding experience backgrounds, ranging from novice tour guides to professionals who had already served both domestic and international tourists.

Based on gender composition, the majority of the training participants were women. This condition reflects the relatively high participation of female members in professional capacity development activities within the Bandung Chapter of the Indonesian Tour Guides Association. At the same time, male participants also actively participated in the training activities and guiding practice simulations.

In addition to gender differences, participants also showed variations in their professional experience as tour guides. Some participants had relatively limited guiding experience, while others had several years of professional experience and had already interacted directly with foreign tourists. This variation created a diverse learning context because participants could share practical field experiences during discussions and simulation sessions.

The following table presents the distribution of participant characteristics based on gender, guiding experience, and experience in serving international tourists.

Table 1. Participant Characteristics (n = 45)

Characteristic	Number of Participants	Percentage
Gender		
Female	29	64%
Male	16	36%
Guiding Experience		
< 2 years	14	31%
2–5 years	18	40%
> 5 years	13	29%
Experience Serving International Tourists		
Yes	28	62%
No	17	38%

The data in Table 1 show that the participants had relatively diverse professional experience backgrounds. The group with two to five years of guiding experience represented the largest group (40%), followed by novice guides with less than two years of experience (31%) and experienced guides with more than five years of experience (29%). This diversity created constructive learning dynamics during the training because participants could exchange field practices and communication strategies that they had used in real guiding situations.

In addition, the majority of participants (62%) had previous experience serving international tourists, while 38% had never interacted directly with foreign tourists. This condition indicates that the English for Hospitality training had high relevance for participants, both for experienced tour guides and for aspiring guides who were preparing to serve international visitors. This variation in experience also provides an important context for understanding the improvement in communication competence generated through the training program.

Improvement of English for Hospitality Competence Based on the Indonesian National Work Competency Standards

This study found that the training effectively improved participants' competencies in accordance with the competency units of the Indonesian National Work Competency Standards for the Tour Guiding Service Sector No. 57 of 2024. The analysis integrates quantitative data (pre-test and post-test), performance-based observations (role-play and microteaching), and participants' reflections on changes in their communicative competence.

All 45 participants completed a pre-test before the training and a post-test after all training sessions were completed. The researchers designed the instruments based on four language domains (listening, speaking, reading, writing) and communication professionalism indicators (clarity, courtesy, accuracy) that refer to the competency units of the Indonesian National Work Competency Standards.

Table 2. Comparison of Pre-Test and Post-Test Scores by Competency Domain (n = 45)

Competency	Pre-Test Mean	Post-Test Mean	Gain	Percentage Increase
Listening	65	81	+16	24.6%
Speaking	62	84	+22	35.5%
Reading	69	85	+16	23.2%
Writing	71	86	+15	21.1%
Overall Mean	67	84	+17	25.4%

The data show that the most significant improvement occurred in the speaking domain with an increase of 35.5%. This finding aligns with the training design that emphasized role-play, guided speaking, and microteaching as the primary instructional methods. Improvements in listening (24.6%), reading (23.2%), and writing (21.1%) indicate that the training did not only improve productive skills but also strengthened participants' receptive competencies. The dominance of improvement in speaking skills confirms that the active learning approach effectively enhances performative communication competence compared with theory-based instruction.

The distribution of participant score improvements shows the following pattern.

Table 3. Distribution of Participant Score Improvement

Improvement Category	Number of Participants	Percentage
Very significant improvement (>20 points)	18	40%
Moderate improvement (10–19 points)	20	44%
Minor improvement (<10 points)	5	11%
No change	2	5%

A total of 84% of participants experienced moderate to very significant improvement. Only 5% of participants showed no change, and no participant experienced a decline in scores. These findings indicate that the active learning-based training intervention produced a relatively even impact on competency improvement.

The post-test did not only consist of multiple-choice items but also included performance-based assessments through role-play, guided speaking tests, and microteaching. The instructors evaluated participants using a rubric based on the Indonesian National Work Competency Standards that assessed language structure, fluency, politeness, and interaction management.

Table 4. Average Scores of Practice Observation (Scale 1–5)

Assessed Aspect	Average Score
Greeting and Introduction	4.3
Handling Complaints	4.1
Cultural Storytelling	4.2
Pronunciation and Fluency	3.9

The observation results show that participants successfully used formal greeting structures, polite requests, and service expressions appropriately. The most significant improvements appeared in the areas of speaking for hospitality situations (increase of 30%) and guiding communication and storytelling (increase of 23%). Participants used expressions such as "May I assist you?", "Would you mind if...", and "Could you please..." more naturally and contextually. However, pronunciation and spontaneity still require further improvement. Some participants still demonstrated rigid intonation patterns and relatively long pauses when responding in improvisational situations.

The training referred to four main competency units within the Indonesian National Work Competency Standards for the Tour Guiding Service Sector No. 57 of 2024: the ability to conduct basic guiding activities in English, the ability to manage advanced English use in tourism guiding, the ability to communicate tourism information and interpretation, and the ability to deliver professional customer service. The competency achievement analysis shows that most participants fulfilled the indicators of the first and third competency units. Participants successfully delivered itineraries in a structured manner, explained tourist attractions using clear narrative structures, and used professional greetings and expressions appropriate to service contexts. Participants also demonstrated mastery of functional expressions for explaining schedules, directions, and visitation etiquette.

To ensure alignment between competency standards and training implementation, the training team designed a module structure based on the competency units of the Indonesian National Work Competency Standards and

translated them into five thematic training topics. Each module included not only linguistic learning outcomes but also integrated service competence and communication professionalism. This modular structure enabled a clear mapping between curricular objectives, trained competencies, and observable performance outcomes during simulation practice.

Table 5. Mapping of Training Modules to Competencies and Practical Outcomes

Module / Topic	Competencies Developed	Practical Outcomes
Collaborating with Colleagues and Tourists	Use of polite requests and offers, team coordination, complaint handling, cross-cultural communication	Participants simulated professional interactions with colleagues and tourists using polite and expressive language
Providing Pick-up and Drop-off Services	Professional greetings, guest detail confirmation, small talk, service closing	Participants introduced themselves, assisted guests, and concluded conversations systematically
Communicating via Telephone	Telephone etiquette, message-taking, phonetic alphabet usage, clarification and confirmation	Participants demonstrated improved pronunciation clarity and structured telephone communication
Guiding at Tourist Attractions	Storytelling, landmark description, group and time management, unexpected situation handling	Participants delivered cultural narratives using structured storytelling and descriptive vocabulary
Communicating Information	Self-introduction, explaining schedules, giving directions, explaining cultural etiquette, using maps and brochures	Participants explained routes and local etiquette clearly using polite and informative expressions

The data in Table 5 show that the training design successfully translated the competency units of the Indonesian National Work Competency Standards into an operational and measurable learning structure. Each module directly strengthened one or more competency units, including basic communication, tourism interpretation, and customer service. The modules Collaborating with Colleagues and Tourists and Communicating Information strengthened customer service and basic communication competencies, while the module Guiding at Tourist Attractions strengthened tourism interpretation and storytelling competencies. This mapping indicates that the improvement in pre-test and post-test scores resulted from a structured curricular intervention aligned with national competency standards rather than from general language learning.

In the second and fourth competency units, participants showed good progress, although several participants still require improvement in language improvisation, conflict management, and clarification through telephone communication. Some participants still hesitated when responding to complaints spontaneously and when using clarification expressions quickly and accurately. Nevertheless, participants demonstrated a clear understanding of polite and professional response structures consistent with tourism service standards.

Table 6. Evaluation of Competency Achievement and Areas for Improvement by Module

Module / Session	Main Topics	Competencies Achieved by Participants	Challenges and Areas for Improvement
Collaborating with Colleagues and Tourists (Drs. Iwan Parmal)	Polite requests and offers, teamwork, complaint handling, cross-cultural communication	Participants understood the importance of polite communication and responded to complaints professionally	Some participants still struggled with real-time responses to foreign guest complaints; improvisation practice and simulations with foreign speakers are needed
Providing Pick-up and Drop-off Services (Asnita Sirait & Antonius Edy)	Greeting and welcoming, confirming details, small talk, polite farewell	Participants greeted guests, confirmed details, and closed conversations using correct structure and professional tone	Intonation and rhythm remain rigid; pronunciation training and shadowing practice are recommended

Communicating via Telephone (Frisca Ayu & Seva)	Phone etiquette, taking and leaving messages, confirming schedules	Participants mastered professional call structures and wrote short messages with correct grammar	Difficulties remain in clarification expressions and phonetic spelling; additional listening drill sessions are recommended
Guiding at Tourist Attractions (Andrias)	Storytelling, descriptive language, group management	Participants understood narrative elements (hook, character, emotion, moral) and described landmarks effectively	Limited practice time resulted in memorized rather than expressive narratives; creative storytelling training and field simulation are needed
Communicating Information (Kristining Seva & Frisca Ayu)	Introducing oneself, explaining schedules, giving directions, describing cultural etiquette	Participants explained itineraries, directions, and cultural etiquette clearly using polite language	Some participants were unfamiliar with using visual aids such as maps and brochures in English; multimodal communication practice is recommended

The data in Table 6 indicate that although participants achieved basic competencies in all modules, each topic still includes specific areas that require further development. This pattern suggests that the training successfully established foundational competencies but did not yet fully optimize spontaneity, intonation flexibility, and communication improvisation. These findings emphasize that competency development is progressive and requires deeper follow-up interventions.

The training also integrated green tourism principles into communication and storytelling practices. Participants connected cultural narratives with sustainability messages by explaining destination cleanliness, environmental conservation, and respect for local communities. Participants communicated sustainability messages explicitly during guiding simulations. As a result, the developed communication competencies not only focused on service delivery but also incorporated ecological and social responsibility within tourism practice.

Instructor observations further show that 82% of participants demonstrated improved confidence and tone of voice, while 75% showed improvement in hospitality vocabulary mastery. In addition, 85% of participants successfully introduced themselves and explained itineraries systematically, and 78% used four to six politeness structures within a single interaction.

Participants' reflective feedback strengthens the quantitative findings and observational results. Most participants reported that the training helped them increase their confidence when speaking without relying on written scripts. Participants also stated that their use of polite expressions became more spontaneous and contextual after participating in role-play and microteaching sessions. One participant stated:

"I feel much more confident speaking without reading from a script. Previously, I always carried small notes or memorized certain sentences because I was afraid of making mistakes. I often translated directly from Indonesian into English, which made my sentences sound rigid. After participating in this training, I no longer rely heavily on scripts. I now use polite expressions such as May I assist you? or Would you mind if... more spontaneously depending on the situation. I also feel calmer when speaking because I have practiced through role-play and microteaching. Now I feel more prepared to face guests directly without excessive anxiety." (AS, Interview, June 18, 2025).

Another participant emphasized the impact of simulation practice on readiness to handle real workplace situations.

"Role-play prepared me to handle situations when guests complain. Before joining this training, I often felt hesitant and afraid of making mistakes when responding to foreign tourists' complaints. I usually needed a long time to think or even mixed Indonesian with English. After participating in simulation sessions, I learned how to choose polite and appropriate expressions, such as offering solutions, asking for clarification, and delivering apologies professionally. I also feel calmer because I have already practiced those scenarios in class. Now I know how to respond politely without panic and without reading from a script." (MR, Interview, June 18, 2025).

These statements show that simulation-based learning methods strengthened participants' ability to manage situational pressure, select appropriate expressions, and maintain professional attitudes. In addition, several participants expressed readiness to teach the material to other members of the Indonesian Tour Guides Association after participating in the microteaching sessions. This finding indicates that the training not only improved linguistic competence but also strengthened participants' pedagogical capacity as prospective internal trainers.

This study demonstrates that the training effectively improved communicative competence based on the Indonesian National Work Competency Standards. The active learning approach strengthened participants' mastery of functional expressions through direct practice and collaborative interaction rather than through structural language explanation alone. Role-play and microteaching improved communication spontaneity, accuracy in using polite language, and participants' confidence in real service situations. Therefore, the first major finding confirms that the Training for Trainers: English for Hospitality in Green Tourism program successfully shifted participants' competencies from predominantly receptive abilities toward productive competencies that are applicable, contextual, and professional.

Effectiveness of the Training for Trainers Model in Strengthening Internal Capacity and Integrating Green Tourism

The Training for Trainers (ToT) model effectively strengthened the institutional capacity of the Bandung Chapter of the Indonesian Tour Guides Association and integrated green tourism principles into tour guiding communication practices. This analysis addresses the institutional and sustainability dimensions of the program, not only at the individual participant level but also at the organizational level as an internal training institution. The ToT model positioned participants not only as learners but also as prospective internal trainers. The training integrated microteaching sessions that required participants to design mini-lessons, deliver instructional materials, facilitate interaction, and conduct simple evaluations using rubric-based assessment.

Instructor observations show that most participants organized their instructional delivery systematically, used professional instructional language, and managed small-group dynamics effectively. A total of 78% of participants successfully opened their sessions with contextual ice-breaking activities, presented learning objectives clearly, and concluded their sessions with brief reflections. These findings indicate that the ToT model successfully expanded participants' competencies from merely serving as field guides to becoming prospective training facilitators.

The following table presents the results of rubric-based microteaching evaluations using a scale of 1–5.

Table 7. Participant Microteaching Evaluation (n = 45)

Assessment Aspect	Average Score
Structure of instructional delivery	4.3
Use of English	4.2
Classroom interaction and facilitation	4.1
Time management	4.0
Integration of green tourism principles	4.2
Overall average	4.16

The data show that participants reached the “good” category across all assessment aspects. The relatively lower score appeared in time management, which indicates that several participants still need additional practice to balance theoretical explanation with simulation-based activities. The training explicitly integrated green tourism principles into communication and storytelling modules. This integration included the use of expressions that encourage environmentally responsible tourist behavior, explanations of visitation etiquette, and narratives that promote the preservation of local culture.

Practice observations show that most participants successfully internalized sustainability messages during guiding simulations.

Table 8. Achievement of Green Tourism Integration in Simulation

Indicator	Number of Participants	Percentage
Explaining eco-friendly tourism concepts	36	80%
Linking local culture with conservation messages	34	75%
Providing sustainability instructions to tourists	32	71%

The data show that 80% of participants explained eco-friendly tourism concepts explicitly, while 75% connected cultural narratives with conservation messages. A total of 71% of participants provided sustainability instructions to tourists, such as maintaining cleanliness and respecting local norms, using polite and persuasive English expressions. These findings indicate that the ToT model not only strengthened linguistic competence but also expanded the value dimension of tour guiding communication.

Institutional effectiveness also appears in the high level of participant satisfaction and program acceptance. The evaluation used a Likert scale ranging from 1 to 5 and showed a very high level of satisfaction.

Table 9. Participant Satisfaction Evaluation

Aspect	Average Score
Communicating Information material	4.68
Communicating via Telephone	4.64
Guiding at Tourist Attraction	4.32
Facilities and classroom environment	4.82
Overall average	4.61

The overall score of 4.61 indicates a very high level of satisfaction. The highest score appeared in the facilities and classroom environment (4.82), while the lowest score appeared in the Guiding at Tourist Attraction session (4.32). Participants stated that this session required a longer practice duration to allow more optimal exploration of storytelling techniques.

Although the training achieved strong outcomes, participants identified several substantive challenges that are relevant for future program development. First, participants considered the two-day training duration insufficient to explore all competency units of the Indonesian National Work Competency Standards comprehensively, particularly those that require intensive practice such as Guiding at Tourist Attractions and Handling Complaints. Several participants stated that they needed additional time to practice narrative improvisation, group management, and spontaneous responses to unexpected tourist questions. For example, during complaint-handling simulations, some participants still required relatively long thinking time before responding to situations such as lost belongings, sudden schedule changes, or special requests from elderly guests. The limited training duration restricted opportunities for participants to repeat these scenarios within varied contexts.

Second, participants reported minor technical issues related to the audio system, especially when role-play sessions occurred simultaneously with video playback or the use of portable microphones. In several sessions, participants sitting in the back of the room could not clearly hear the facilitator's voice, which made it difficult for them to capture details of pronunciation or intonation in the model dialogues. This issue affected the effectiveness of listening drills and pronunciation practice, particularly in the Communicating via Telephone module, which depends heavily on clarity of sound and articulation.

Third, participants emphasized the need for more structured follow-up training to deepen improvisation skills and field-based practice. Several participants suggested organizing live simulations at real tourism destinations such as Gedung Sate or the Braga area so that they could practice storytelling directly in front of real audiences. Participants also suggested involving foreign tourists or students from Indonesian Language for Foreign Speakers programs as simulation partners so that they could practice interacting with diverse accents, communication styles, and spontaneous responses in more authentic situations. In addition, participants proposed a Pronunciation Clinic that focuses on stress patterns, rhythm, and intonation contours because some participants still felt that their pronunciation sounded rigid and less natural in professional interactions.

Most participants also recommended organizing a follow-up program in the form of Training for Trainers Level 2 that emphasizes curriculum design, adult learning facilitation techniques, and portfolio-based evaluation. Participants proposed a tiered training model that begins with basic training, continues with thematic advanced training, and concludes with internal certification based on performance assessment. These recommendations indicate that participants view the training not as a one-time activity but as a foundation for building a sustainable

and structured internal training system within the Indonesian Tour Guides Association. Therefore, the identified challenges actually reflect participants' critical awareness of long-term professional development needs and their commitment to strengthening institutional capacity systematically.

The Training for Trainers model effectively strengthened the institutional capacity of the Bandung Chapter of the Indonesian Tour Guides Association. The model improved participants' pedagogical competencies, strengthened their microteaching skills, and integrated green tourism principles into tour guiding communication practices. The high level of participant satisfaction indicates strong program acceptance at the organizational level. These findings confirm that the ToT approach not only improves individual competencies but also establishes the foundation of an internal training system based on the Indonesian National Work Competency Standards and oriented toward sustainability. With further development through tiered training programs, the Bandung Chapter of the Indonesian Tour Guides Association has the potential to develop a professional, adaptive, and sustainability-oriented model for tour guide capacity development.

DISCUSSION

This study shows that the Training for Trainers: English for Hospitality in Green Tourism program effectively improves the communicative competence of tour guides based on the Indonesian National Work Competency Standards and strengthens the institutional capacity of the Bandung Chapter of the Indonesian Tour Guides Association. The results show a significant increase in pre-test and post-test scores, stronger performative skills through role-play and microteaching, and the integration of green tourism principles into tour guiding communication practices. The study also demonstrates that the ToT model not only improves individual linguistic competence but also builds the foundation of a more structured and sustainable internal training system.

The training improves competence because its design combines formal competency standards with active learning approaches. The program uses simulations, role-play, and microteaching that require participants to shift from receptive understanding toward direct language production. This approach accelerates the internalization of functional expressions and strengthens participants' confidence. The integration of the Indonesian National Work Competency Standards into the training modules provides a clear evaluation framework, allowing participants to understand measurable achievement indicators. The relationship between a standards-based curriculum structure and active learning methods explains why competency improvement occurs not only at the cognitive level but also at the performative level and in professional attitudes.

These findings align with previous studies that emphasize the influence of tour guide competence on tourist satisfaction and behavioral intention. Syakier and Hanafiah (2022) show that tour guide performance correlates with tourist satisfaction and behavioral intention in urban tour contexts. Al Jahwari et al. (2016) highlight the importance of systematically mapping communication competence through the importance–performance approach to improve service quality. The results of this study reinforce these arguments because training based on the Indonesian National Work Competency Standards provides a systematic and standardized evaluation framework.

This study also aligns with Hong et al. (2022), who demonstrate that cooperative learning improves the oral proficiency of tour guide trainees compared with traditional approaches. The findings show that role-play and microteaching enhance response spontaneity and the accuracy of service expressions. Pang et al. (2025) recommend designing English for Specific Purposes programs based on workplace needs through authentic communication tasks. The training program implements this recommendation by developing modules based on field needs and competency units from the Indonesian National Work Competency Standards. Chen et al. (2022) show that immersive technologies can provide guiding interaction simulations that resemble real conditions. Although this study does not fully integrate immersive technology, it implements contextual simulations based on direct interaction that serve similar pedagogical functions.

The novelty of this study lies in the simultaneous integration of three dimensions: national competency standards, the Training for Trainers model, and the green tourism agenda. Many previous studies focus separately on language competence improvement or tourist satisfaction. This study connects individual competency development with institutional capacity strengthening and the internalization of sustainability values within communication practices.

This study also demonstrates a paradigm shift in tour guide development from experience-based learning toward standards-based and structured curriculum approaches. Tour guiding practices in Indonesia previously relied heavily on informal experience and self-directed learning, whereas the integration of the Indonesian National

Work Competency Standards in this training demonstrates the institutionalization of professional competence within the national regulatory framework. This shift aligns with international literature on the professionalization of tour guides, which emphasizes the importance of structured training and certification systems as foundations of professional standards (Black & Ham, 2005). Carmody (2013) shows that intensive professional development schools can improve nature-based guiding practices through formal curricula and continuous evaluation. Ho and Fung (2025) argue that the professionalization of tour guides requires a transformation of their role from traditional actors to adaptive interpretation facilitators who respond to industrial and technological changes.

In the Indonesian context, Duari et al. (2024) emphasize the importance of sustainable heritage-based tour guide performance models supported by standardized curricula and assessment systems. Subadra (2024) shows that inequalities in rights and obligations among tour guides in Bali require clearer regulatory and standardization frameworks to ensure professional legitimacy. Nopiyan et al. (2022) also highlight the need to strengthen tour guide capacity through systematic travel health education models, demonstrating that professionalization includes additional competency dimensions beyond language skills. The integration of national standards such as the Indonesian National Work Competency Standards in this study demonstrates a process of competency standardization, certification strengthening, and professional legitimacy that aligns with both international practices and national needs. Therefore, this transformation marks a more systematic, measurable, and integrated phase of professionalization for Indonesian tour guides in relation to service quality and destination sustainability.

In addition, this study shows that tour guide communication competence functions as a mediator of interaction between tourists and local communities. This finding aligns with the concept of tour guides as cultural mediators, which positions tour guides as intercultural connectors who facilitate meaningful understanding and interaction between guests and host communities (Scherle & Nonnenmann, 2008; Weiler & Yu, 2007). Leclerc and Martin (2004) argue that cross-cultural communication competence determines the quality of tourist experiences and perceptions of destinations. The improvement of hospitality communication and storytelling skills observed in this study enables tour guides to deliver information accurately, ethically, and persuasively, thereby strengthening their function as cultural brokers (Bae et al., 2014). The integration of green tourism expands this social role by positioning tour guides as sustainability educators who shape tourist behavior through polite instruction and persuasive communication, as demonstrated in sustainable guiding practices within host-guest interaction contexts (Pu et al., 2023; Sengoz et al., 2025). Hansen and Mossberg (2017) show that interpretive performance by tour guides can increase tourist immersion and engagement, while Khater (2026) emphasizes the role of guides in heritage management through responsible interpretation. Therefore, the social function of tour guides in this study extends beyond informational roles to include normative and regulatory functions, as they shape tourist experiences, behavior, and awareness within sustainable destination governance.

This study also demonstrates the internalization of sustainability values within the professional communication practices of tour guides. The integration of green tourism into the training modules reflects a normative orientation toward tourism that is ecologically, socially, and economically responsible, as emphasized in the ideology of sustainable tourism, which seeks to balance economic growth, environmental protection, and social inclusion (Tulbure & Eduard, 2024; Weaver, 2014). The training not only transfers technical communication skills but also fosters ethical awareness regarding cultural preservation and responsible resource management. This orientation aligns with the argument that sustainable tourism requires a clear conceptual and value framework to avoid becoming merely rhetorical discourse (Zhang & Chan, 2020). Herawati et al. (2025) emphasize that sustainable tourism development in Indonesia requires the integration of innovation, regulation, and changes in the mindset of industry actors. Higgins-Desbiolles (2010) also criticizes the dominance of consumerist ideology in tourism and calls for a shift toward more ethical and responsible value systems. In this context, the training orientation that emphasizes ecological and social responsibility shows that tour guide professionalism is not value-neutral but instead reflects a sustainability agenda that shapes perspectives, communication practices, and the social role of tour guides in destination governance.

This study clearly contributes to strengthening both individual competence and institutional capacity. The training improves productive skills, strengthens confidence, and builds internal training mechanisms based on the Training for Trainers model. However, the study also identifies several dysfunctions that require attention within the perspective of training effectiveness limitations. The limited duration of the training restricts deeper exploration of advanced practice and limits the development of improvisation and conflict management skills. Training evaluation literature shows that limited training time often hinders the transfer of learning from training environments to real workplace practices (Subedi, 2006). In addition, many training programs face limitations in evaluation systems that are not yet comprehensive, which makes it difficult to measure long-term competency improvement holistically (Al-

Daihani et al., 2015). Bates (2004) also criticizes training evaluation models that focus excessively on short-term outcomes without considering formative processes and long-term impact sustainability. In the context of this study, the absence of immersive technology integration also limits the variety of simulations and the depth of learning experiences, even though innovative and experience-based training designs have proven to increase participants' perceptions of effectiveness and motivation (Namasivayam & Denizci, 2006). These limitations indicate that a two-day training program is insufficient to achieve advanced competence optimally and therefore requires a more comprehensive and sustainable evaluation framework and learning design.

Based on these findings, the study recommends several systematic action plans. First, the Indonesian Tour Guides Association should develop tiered programs that include ToT Level 2, advanced improvisation training, and a Pronunciation Clinic based on intensive drilling. Second, the organization should integrate direct field simulations at tourism destinations to enhance the authenticity of practice. Third, the organization may consider integrating digital technology and virtual simulations to expand communication practice scenarios. Fourth, the organization should develop a portfolio-based assessment system based on the Indonesian National Work Competency Standards to ensure continuous competency development. Through these steps, the training program can evolve beyond a short-term intervention into a professional development system that is adaptive, standardized, and oriented toward sustainability. This discussion demonstrates that training effectiveness lies not only in score improvement but also in the transformation of tour guide development paradigms toward professional models grounded in competency standards, active pedagogy, and sustainability values.

CONCLUSION

This study concludes that the Training for Trainers: English for Hospitality in Green Tourism program effectively improves the communicative competence of tour guides based on the Indonesian National Work Competency Standards while strengthening the institutional capacity of the Bandung Chapter of the Indonesian Tour Guides Association. The main findings show that training based on active learning improves participants' productive skills, particularly in the areas of speaking for hospitality situations and guiding communication and storytelling. The training also successfully integrates green tourism principles into professional communication practices. As a result, tour guides do not only function as providers of destination information but also act as cultural mediators and sustainability educators. The Training for Trainers model expands the outcomes of the program from individual-level competency development to the strengthening of a more structured and sustainable internal training system.

This study contributes to the academic literature in three main aspects. First, the study presents an integrative model that combines national competency standards, active pedagogical approaches, and the ideology of sustainable tourism within a single professional training framework. Second, the study expands the discourse on the professionalization of tour guides by demonstrating that improving linguistic competence must be accompanied by strengthening pedagogical capacity and internalizing sustainability values. Third, the study provides empirical evidence regarding the effectiveness of simulation-based training and microteaching methods within the context of tour guide professional development in Indonesia. Therefore, this study contributes not only quantitative and qualitative data but also offers a conceptual approach for developing standards-based and sustainability-oriented tour guide development models.

However, this study also has several limitations that require attention. The limited training duration restricts deeper exploration of improvisation practice, conflict management, and comprehensive field simulations. The study also does not integrate immersive technology or longitudinal evaluation to measure the long-term sustainability of training outcomes. In addition, the study focuses on a single professional organization in Bandung, which requires caution when generalizing the findings. Future research can develop tiered training designs with longer program durations, integrate digital simulation technologies, and conduct comparative studies across different regions to test the broader applicability of this model. With such developments, the tour guide development model based on the Indonesian National Work Competency Standards and green tourism has the potential to become a more systematic and adaptive national framework for responding to the dynamics of the global tourism industry.

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