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Promoting Sustainable Marine Tourism Through Hospitality Management Study Programs: Hospitality Students' Perspectives on Marine Environmental Sustainability in Bali

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Abstract

This qualitative research examines the impact of the hospitality management study program on the promotion of sustainable marine tourism, with a focus on hospitality management students' views on marine environmental sustainability. Conducted at Triatma Mulya University, the study involved comprehensive interviews and focus groups with a diverse group of students, including first-year, third-year, and fifth-year students from the hospitality management study program. The aim is to understand how students perceive the integration of sustainability concepts into their education and how these perceptions influence their attitudes towards marine conservation. Through semi-structured interviews and group discussions, this research explores students' experiences with sustainability-oriented courses, their attitudes toward marine environmental protection, and their plans to apply these principles in their future careers. The study identifies key issues such as challenges students face in implementing sustainable practices, shortcomings in current educational approaches, and varying levels of commitment to marine environmental management. Students reported both enthusiasm for sustainability and difficulties in translating their learning into actionable practices, highlighting a gap between theoretical knowledge and practical application. The findings reveal that while students recognize the importance of sustainability, they encounter obstacles such as limited resources, insufficient practical experience, and a lack of support in applying sustainability concepts. This research underscores the need for enhancements in educational strategies, such as incorporating more hands-on experiences, case studies, and better alignment between academic content and industry practices. Insights from this study provide valuable information for educators and policymakers aiming to refine hospitality management programs to better promote sustainable marine tourism. By contributing to the broader discussion on incorporating sustainability into educational frameworks, this research emphasizes the critical need to prepare students with the skills, knowledge, and practical experience necessary to become effective advocates for marine environmental sustainability within the hospitality industry. This approach will help bridge the gap between education and real-world applications, fostering a more environmentally responsible workforce.

Keywords: Sustainable marine tourism; environmental sustainability; marine conservation capital; students perceptions ; hospitality management education

1. INTRODUCTION

Marine tourism, a dynamic and fast-growing sector of the global tourism industry, has become a major contributor to the economic development of coastal regions. Activities such as diving, snorkeling, boating, and coastal sightseeing are drawing increasing numbers of tourists to coastal and marine destinations, generating significant revenue for local communities and businesses. However, this rapid growth also brings with it severe environmental challenges. The fragile ecosystems that underpin marine tourism, including coral reefs, mangroves, and beaches, are highly susceptible to

damage from pollution, habitat destruction, and climate change. These environmental impacts, exacerbated by the increase in tourism-related activities, pose serious threats to marine biodiversity and sustainability.

Against this backdrop, the need for sustainable marine tourism has gained prominence, highlighting the importance of balancing economic benefits with environmental conservation. Sustainable tourism, as defined by the World Tourism Organization (UNWTO), seeks to meet the needs of tourists and host regions while protecting and enhancing future opportunities for economic and environmental well-being. In marine environments, this involves strategies that minimize the ecological footprint of tourism, promote the conservation of marine resources, and engage local communities in environmentally responsible practices. The hospitality industry plays a pivotal role in shaping these outcomes, as it not only caters to tourists but also influences the broader operational standards and policies that govern tourism activities in marine regions.

Sustainability in tourism is not a new concept. Academic discussions have long emphasized the need to incorporate sustainability into tourism management, particularly in environmentally sensitive areas like coastal and marine regions. Scholars such as Hall (2019) and Buckley (2021) argue that the tourism industry, particularly in the context of marine tourism, must move beyond profit-oriented goals and take responsibility for mitigating environmental impacts. Despite this growing consensus, the implementation of sustainable practices remains inconsistent. Much of the challenge lies in bridging the gap between theoretical sustainability frameworks and practical application, particularly among future tourism and hospitality professionals who will be responsible for ensuring that sustainable practices are adhered to in their operations.

Educational institutions offering hospitality and tourism management programs have a critical role to play in equipping future professionals with the knowledge and skills to address sustainability challenges. As hospitality management programs increasingly integrate sustainability-related topics into their curricula, it is crucial to assess how effectively these concepts are being taught and absorbed by students. Studies by Jones, Hillier, and Comfort (2014) suggest that the inclusion of sustainability-focused courses can have a positive impact on students' attitudes toward environmental conservation and responsible tourism practices. However, other researchers such as Sheldon and Fesenmaier (2017) highlight that despite the rising prominence of sustainability in hospitality education, there remains a significant gap between students' theoretical understanding and their ability to implement sustainable practices in real-world situations.

This gap between theory and practice raises important questions about the effectiveness of current educational approaches in fostering genuine commitment to sustainability among hospitality students. While many hospitality management programs now include courses on environmental sustainability, the extent to which these courses translate into practical skills and attitudes is less clear. In the context of marine tourism, where environmental conservation is critical to the long-term viability of tourism operations, it is essential to assess whether hospitality students are being adequately prepared to address sustainability challenges. This concern is particularly relevant for destinations like Bali, where marine tourism is a cornerstone of the local economy but is also under threat from over-tourism, pollution, and habitat degradation.

Triatma Mulya University, a leading institution in Bali offering hospitality management programs, is among those seeking to promote sustainable tourism through education. With Bali's heavy reliance on marine tourism, students in the hospitality management program at Triatma Mulya University are exposed to sustainability-oriented courses aimed at promoting environmental awareness and responsible practices. However, it remains unclear how these educational initiatives are shaping students' views and their readiness to implement sustainable practices in their future careers. This research focuses on examining the perspectives of hospitality management students at Triatma Mulya University regarding the integration of sustainability concepts into their education, specifically in relation to marine environmental conservation.

A key challenge identified in the literature is the limited opportunities for students to engage in practical, hands-on experiences with sustainability practices. While classroom-based instruction is valuable for providing foundational knowledge, students often report difficulty translating theoretical

concepts into real-world actions. In the context of marine tourism, where practical experience in environmental management is essential, the lack of experiential learning opportunities can hinder students' ability to apply sustainability principles effectively. This issue is compounded by other challenges, such as limited resources, insufficient industry support, and gaps in the alignment between academic content and the realities of the tourism industry.

The central research problem addressed in this study is the extent to which the hospitality management study program at Triatma Mulya University promotes sustainable marine tourism. Specifically, the study seeks to explore how hospitality students perceive the integration of sustainability concepts into their education, how these perceptions influence their attitudes toward marine environmental conservation, and how well-prepared they feel to implement sustainability practices in their future careers. The research is particularly interested in understanding the barriers students face in applying sustainability principles and how educational institutions can better align their curricula with the practical demands of promoting sustainable marine tourism.

This research contributes to the growing body of literature on sustainability in hospitality education by providing insights into the experiences and perspectives of students. It identifies key issues such as the need for more hands-on learning opportunities, the importance of bridging the gap between theoretical knowledge and practical application, and the role of industry collaboration in enhancing students' readiness to engage with sustainability challenges. By examining students' attitudes toward sustainability and the challenges they encounter in implementing sustainable practices, this study offers valuable recommendations for educators and policymakers seeking to improve hospitality management programs.

The purpose of this article is to explore the impact of hospitality management education on the promotion of sustainable marine tourism from the perspective of students at Triatma Mulya University. By examining students' experiences, attitudes, and the obstacles they face in applying sustainability concepts, this research aims to provide actionable insights for enhancing hospitality curricula. Ultimately, the study seeks to contribute to the development of more effective educational strategies that prepare future hospitality professionals to become advocates for marine environmental sustainability within the tourism industry.

2. RESEARCH METHODOLOGY

This study employed a qualitative research design to explore the perceptions of hospitality management students at Triatma Mulya University regarding marine environmental sustainability and the role of sustainability education in shaping these perceptions. A qualitative approach was chosen to allow for an in-depth examination of students' experiences, thoughts, and feelings regarding sustainability. This method facilitates a comprehensive exploration of complex, subjective views, which quantitative methods may not fully capture. In particular, semi-structured interviews and focus group discussions (FGDs) were utilized to collect rich, descriptive data from students across different academic levels within the hospitality management program. This design aligns with the study's aim to understand how hospitality students perceive marine environmental sustainability and how they plan to integrate these principles into their future professional roles.

2.1 Research Context and Participants

The study was conducted at Triatma Mulya University, a higher education institution in Bali, Indonesia. Given Bali's heavy reliance on marine tourism, the university provides an ideal context for studying the intersection of hospitality management education and marine environmental sustainability. Bali is home to a wide array of marine tourism activities, such as diving, snorkeling, and coastal tourism, making the protection of marine environments a crucial issue for the local economy and the hospitality sector.

The target population for this study was students enrolled in the hospitality management study program. The sample comprised 30 students, who were purposively selected to ensure a range of perspectives. The participants were distributed evenly across three different academic levels, with 10 first-year students, 10 third-year students, and 10 fifth-year students. The diversity in academic seniority provided insights into how students' views on sustainability evolved as they progressed

through their studies. A purposive sampling strategy was used to identify students who had engaged with sustainability-related courses or initiatives, ensuring that participants had relevant experiences to share. This approach is consistent with qualitative research best practices, which prioritize depth of insight over breadth of generalizability.

2.2 Data Collection Methods

Data collection for this study was carried out using two primary methods: semi-structured interviews and focus group discussions (FGDs). Both methods were chosen for their flexibility, allowing the researcher to not only explore pre-determined key themes but also give participants the freedom to introduce and elaborate on topics they felt were particularly important or relevant. This flexible approach ensured that the data collected were rich and multidimensional, offering insights from multiple angles. The combination of semi-structured interviews and FGDs facilitated a process of triangulation, a strategy used to enhance the reliability and validity of the research findings. By collecting data through different methods and from varied contexts, the researcher was able to cross-check the consistency of responses, ensuring a comprehensive understanding of the students' perspectives on sustainability within the hospitality management program.

The semi-structured interviews were conducted with all 30 participants, with each interview lasting between 45 to 60 minutes. These interviews provided an opportunity for students to reflect on their understanding of sustainability, specifically in the context of marine environmental issues, and to share their experiences related to sustainability within their courses. The interviews also explored participants' perceptions of how well the hospitality management program was preparing them to engage with marine environmental sustainability in their future careers. The semi-structured nature of the interviews was particularly advantageous, as it allowed the researcher to delve deeper into specific topics based on participants' responses, ensuring that the data collected were detailed and nuanced. This flexibility also meant that the interviewer could adjust the line of questioning to follow up on unexpected insights, thereby capturing the complexity of students' experiences and thoughts on sustainability. Overall, the interview process generated a wealth of qualitative data that contributed significantly to the study's objectives.

In addition to the semi-structured interviews, four FGDs were conducted, with each group comprising 5-7 students. The FGDs were designed to encourage interaction among participants, fostering a collaborative discussion environment where students could exchange ideas, challenge each other's views, and build on each other's insights. This group dynamic often led to the emergence of collective or shared experiences, which provided a different layer of understanding compared to the one-on-one interviews. The FGDs lasted approximately 90 minutes each and covered broader questions related to the integration of sustainability into the hospitality management curriculum. Participants were encouraged to reflect on how effectively sustainability concepts were being taught and applied in their studies, as well as to propose ways in which sustainability could be better integrated into the program.

The FGDs proved particularly valuable in generating a wide range of perspectives, often leading to dynamic conversations that highlighted both areas of consensus and disagreement among students. For instance, some students expressed satisfaction with the way sustainability was being addressed in their coursework, while others felt that there were significant gaps in the practical application of sustainability concepts. These discussions revealed varying levels of confidence among students regarding their preparedness to address marine environmental sustainability in their future professional roles, with some students feeling well-equipped and others expressing concerns about the challenges they might face. The group setting of the FGDs allowed for these differences in opinion to surface, providing the researcher with a more comprehensive understanding of the students' overall preparedness and the perceived strengths and weaknesses of the hospitality management program in this area.

The combination of semi-structured interviews and FGDs not only enriched the data but also offered complementary insights. While the interviews provided an in-depth look at individual students' experiences and perceptions, the FGDs highlighted the broader, collective perspectives of students, revealing both shared concerns and individual differences. This dual-method approach was

instrumental in capturing the complexity of students' engagement with sustainability and their views on the integration of marine environmental issues into their education. By using both methods, the researcher was able to gain a holistic understanding of how sustainability was being addressed in the hospitality management program, as well as identify areas for potential improvement.

2.3 Data Analysis

The data collected from both interviews and focus group discussions (FGDs) were analyzed using thematic analysis, a qualitative method that is highly effective for identifying, analyzing, and reporting patterns or themes within data. The analysis was conducted following the six-phase framework proposed by Braun and Clarke (2006), ensuring a rigorous and systematic approach. The first phase, familiarization with the data, involved transcribing all interview and FGD recordings verbatim. Each transcript was read multiple times to gain an in-depth understanding of the content, and initial observations and impressions were documented during this stage. This process ensured that the researchers were thoroughly immersed in the data, laying a solid foundation for subsequent stages of analysis.

The second phase focused on generating initial codes. This step involved a detailed and systematic review of the transcripts, where relevant segments of text were identified and labeled with codes that directly related to the research questions. These codes, which captured essential aspects of the data, served as the building blocks for the identification of broader patterns or themes. Coding was done with careful attention to the nuances in participants' responses, allowing for a comprehensive understanding of the data's complexity.

In the third phase, the process of searching for themes began. The initial codes were carefully examined and organized into potential themes, which represented recurring patterns of meaning across the data set. During this stage, codes that were similar or connected were grouped together under larger, overarching themes. The aim was to identify broader trends and insights that could offer a deeper understanding of the research topic, while ensuring that no significant patterns were overlooked.

The fourth phase involved reviewing and refining the themes. At this point, the themes were carefully checked for internal coherence and consistency with the coded data, as well as their overall alignment with the entire data set. Themes that were too broad, vague, or unsupported by enough data were either discarded or merged with others, ensuring that the final set of themes was both robust and meaningful. This stage also provided an opportunity to refine the coding framework and to reassess any themes that required further clarification. In the fifth phase, each theme was defined and named to clearly capture the essence of the coded data. This process of defining and labeling themes was crucial in ensuring that they accurately reflected the students' experiences, perceptions, and insights as they emerged from the data. By refining the themes, the researchers were able to ensure that the thematic structure was coherent and that each theme contributed meaningfully to addressing the research questions.

The final phase of thematic analysis was the production of the report, where the themes were presented in a coherent narrative. This involved selecting compelling and illustrative examples from the data to demonstrate key findings and to provide a deeper understanding of the participants' perspectives. Throughout the reporting phase, care was taken to ensure that the themes were presented in a way that accurately reflected the richness and diversity of the qualitative data.

To manage and analyze the large volumes of qualitative data generated from both individual interviews and group discussions, NVivo 12 software was used. This software facilitated the coding process and allowed for the organization of data in a systematic and structured manner. By using NVivo, the researchers were able to manage the complexity of the data and ensure that the analysis remained rigorous, thorough, and transparent, ultimately contributing to a more reliable and nuanced interpretation of the findings.

To ensure the trustworthiness of the findings, several strategies were employed throughout the research process. First, triangulation was achieved by using both semi-structured interviews and focus group discussions (FGDs), allowing the researcher to compare data from different sources and cross-verify the consistency of insights, thus strengthening the credibility of the findings.

Additionally, member checking was conducted by inviting participants to review their interview transcripts after transcription, ensuring that their responses were accurately represented. This process provided participants the opportunity to correct any misinterpretations and confirm that the data reflected their intended meanings. Reflexivity was another key strategy; the researcher maintained a reflective journal throughout the study to document personal biases, preconceptions, and reflections on the research process. This reflexive practice helped to minimize the influence of the researcher's personal views on data analysis, promoting greater objectivity. Finally, thick descriptions were provided, offering detailed accounts of the research context, participants, and data collection methods. These rich descriptions enable other researchers to assess the transferability of the study's findings to similar contexts, further contributing to the reliability of the research.

2.4 Ethical Considerations

This research was conducted in accordance with the ethical guidelines of Triatma Mulya University, and approval for the study was obtained from the university's ethics committee. All participants were informed about the purpose of the study and provided with detailed information about the research process. Written informed consent was obtained from all participants prior to the interviews and FGDs, ensuring that they fully understood their rights, including the voluntary nature of participation and the option to withdraw from the study at any time.

Confidentiality was strictly maintained throughout the study. Participants' names and any identifying details were anonymized in all transcripts and reports, and pseudonyms were used in the presentation of findings. All data were securely stored in password-protected files to prevent unauthorized access.

2.5 Limitations

Despite the strengths of this study's methodology, several limitations must be acknowledged. First, the sample size, while appropriate for qualitative research, is relatively small and drawn from a single university, limiting the generalizability of the findings to other institutions or regions. Second, the reliance on self-reported data introduces the possibility of social desirability bias, where participants may have presented themselves as more committed to sustainability than they truly are. Finally, the study's focus on hospitality students' perceptions, rather than actual behaviors or outcomes, means that the findings provide insights into attitudes and intentions rather than real-world applications of sustainability principles.

3. FINDINGS AND DISCUSSION

Finding

One of the primary findings of this research is the varying levels of understanding and perception of marine environmental sustainability among hospitality management students at Triatma Mulya University. While most students demonstrated a basic awareness of environmental sustainability concepts, their understanding of its application within the context of marine tourism and hospitality management was often superficial.

3.1 Understanding of Sustainability Concepts

The majority of students associated sustainability with general environmental conservation practices, such as reducing waste, conserving water, and using renewable energy sources. However, fewer students were able to discuss the specific challenges related to marine environmental sustainability, such as protecting coral reefs, mitigating pollution from tourism activities, or supporting local marine ecosystems. Students in their first year of study tended to have a more rudimentary understanding of these issues, largely based on personal observations or media exposure, while third- and fifth-year students demonstrated a deeper understanding due to their exposure to sustainability-related courses. For instance, fifth-year students who had completed internships reported being more conscious of how their actions could impact the marine environment.

This discrepancy highlights the importance of educational progression in shaping students' perceptions of marine environmental sustainability. As students advanced in their studies, they became more aware of the interconnectedness of tourism and marine ecosystems, especially through exposure to case studies and field projects related to marine conservation.

Table 1. Student Understanding of Marine Environmental Sustainability Concepts Across Academic Levels

Academic Level	Basic Understanding of Sustainability	Specific Knowledge of Marine Environmental Issues	Application in Hospitality Context
1st Year	High	Low	Very Low
3rd Year	Moderate	Moderate	Low
5th Year	High	High	Moderate

This table illustrates the progression of students' understanding, with first-year students having a high level of basic sustainability knowledge but little application in the hospitality industry. Meanwhile, third- and fifth-year students showed more nuanced understanding, although challenges remain in applying this knowledge to practical settings.

3.2 Integration of Sustainability Concepts into the Curriculum

Another significant finding was the perceived gap between theoretical knowledge and practical application of sustainability principles. While students appreciated the inclusion of sustainability-related content in their courses, many expressed concerns that the theoretical focus of the curriculum did not provide enough practical training or real-world experience. For example, several third-year students mentioned that although they had learned about sustainability in class, they felt unprepared to implement sustainable practices during internships or part-time jobs in hotels or tourism companies.

3.3 Theoretical Knowledge vs. Practical Application

Students consistently expressed a desire for more practical, hands-on experiences, such as participating in marine conservation projects, internships with sustainability-focused organizations, or field trips to areas where marine environmental protection efforts are being implemented. Fifth-year students in particular emphasized the need for better alignment between academic content and industry practices, noting that sustainability is becoming a critical issue in the hospitality sector, but they often felt unsupported when attempting to translate their learning into actionable steps.

For example, one student stated, "We learn about the importance of protecting the ocean in class, but when we work in hotels, there's little emphasis on reducing plastic waste or energy conservation. It feels like there's a disconnect between what we learn and what we practice."

The lack of practical application opportunities suggests that while students understand the importance of marine environmental sustainability, they struggle to integrate these concepts into their professional practices. This gap could be addressed through stronger partnerships between the university and local businesses, particularly those involved in marine tourism, allowing students to apply their knowledge in real-world settings.

Table 2. Theoretical vs Practical Learning Experiences

Theme	Students' Perception (N = 30)
Theoretical Knowledge	Strong emphasis on sustainability in theory
Practical Application in Class	Insufficient practical exercises or case studies
Application in Internships	Limited opportunities to implement sustainability practices
Desire for More Hands-On Learning	Strong desire for field-based and real-world experience

3.4 Challenges in Implementing Sustainability Practices

The research revealed several challenges that students faced in applying sustainability concepts during their studies and in professional settings, which can be categorized into three primary areas: resource constraints, lack of support from management, and insufficient training. A significant number of students identified resource constraints as a major barrier to implementing sustainable practices, both in their university projects and internships. Many reported limited access to materials and facilities necessary for sustainability initiatives, such as eco-friendly products, water-saving devices, or waste reduction systems in hospitality establishments. This issue was particularly

prominent among fifth-year students during internships, where they encountered resistance from hotel managers due to cost concerns. For example, students noted that while they were encouraged to generate sustainable ideas, implementing them was difficult due to the unavailability of resources or lack of approval from supervisors, who often viewed sustainability efforts as too expensive. In addition to resource limitations, students also cited a lack of support from management, especially in hospitality settings. Supervisors in hotels and tourism companies were often more focused on immediate financial gains than on long-term sustainability efforts, discouraging students from proposing or implementing sustainable initiatives. This lack of support went beyond financial concerns, with some students observing that managers saw sustainability as an "extra" rather than an essential part of business operations. Furthermore, insufficient training emerged as another key challenge. Although students had learned about sustainability in theory, many felt they lacked the technical skills necessary to implement these practices effectively. They expressed unfamiliarity with critical sustainability measures, such as how to reduce carbon footprints or implement sustainable sourcing policies, highlighting a gap between theoretical knowledge and practical application in the hospitality industry.

Table 3. Challenges Faced by Students in Implementing Sustainability Practices

Challenge	Description	Example Quotes
Resource Constraints	Limited access to sustainable materials and facilities	"It's hard to find the necessary materials"
Lack of Support from Management	Management prioritizing short-term financial goals over sustainability	"Managers don't see sustainability as important"
Insufficient Training	Lack of technical skills to implement sustainability effectively	"We learn in theory, but not how to actually do it"

3.5 Commitment to Marine Environmental Management

Despite these challenges, students expressed strong personal commitment to marine environmental sustainability and a desire to incorporate these principles into their future careers. However, the study found varying levels of commitment depending on the students' academic progression. Fifth-year students, in particular, showed a higher level of determination to implement sustainable practices in their future careers, largely due to their experiences in internships where they witnessed firsthand the negative impacts of unsustainable tourism practices on marine environments.

Students across all academic levels recognized the importance of marine environmental protection, particularly in the context of Bali's reliance on marine tourism. They also agreed that hospitality professionals have a responsibility to protect marine environments. However, there was a clear consensus that more needs to be done at the educational and institutional level to better prepare students for the practical challenges of implementing sustainability in real-world settings.

Discussion

The findings from this study demonstrate that while students in the hospitality management program at Triatma Mulya University recognize the importance of marine environmental sustainability, significant gaps exist between theoretical knowledge and practical application. These findings align with previous studies in sustainability education, which suggest that while students may possess the knowledge and desire to engage in sustainable practices, they often lack the practical skills and institutional support needed to implement these initiatives effectively.

The gap between theory and practice identified in this research underscores the need for curriculum reforms that integrate more practical, field-based learning opportunities. Strengthening partnerships between universities and marine tourism operators, as well as increasing the availability of internships focused on sustainability, could provide students with the hands-on experience necessary to bridge this gap. Moreover, addressing resource constraints and enhancing managerial support in the hospitality industry are crucial steps toward fostering a more sustainable workforce.

These insights contribute to the broader discussion on sustainability education within hospitality management programs, highlighting the critical need to equip students not only with theoretical knowledge but also with the practical tools and experiences required to advocate for and implement marine environmental sustainability in their professional lives.

4. CONCLUSION

This research examined the role of the hospitality management study program at Triatma Mulya University in promoting marine environmental sustainability, focusing on students' perceptions and experiences with sustainability concepts. The findings reveal that while hospitality management students generally understand the importance of sustainability, they face significant challenges in applying these principles within the context of marine tourism. The study identified variations in students' understanding across different academic levels. First-year students demonstrated a basic awareness of sustainability, while third- and fifth-year students, having been exposed to more coursework and internships, showed a deeper comprehension of sustainability's importance in the hospitality and tourism industries.

However, a clear gap exists between the theoretical knowledge students acquire in the classroom and the practical skills required to implement sustainable practices in real-world settings. Many students expressed frustration over the lack of hands-on learning opportunities, such as internships or field-based projects related to marine conservation, which they felt would better prepare them for the challenges of sustainability in the professional world. The research also highlighted several obstacles that students encounter when trying to apply sustainability concepts during internships or professional experiences, including resource constraints, lack of managerial support, and insufficient practical training.

Despite these challenges, students expressed a strong personal commitment to marine environmental protection and a desire to incorporate sustainability principles into their future careers. However, they emphasized the need for more institutional support, practical training, and industry collaboration to help overcome the barriers they face in professional settings. These findings suggest that while students have the motivation to engage in sustainable practices, educational programs must enhance their curriculum by providing more practical, real-world experiences and strengthening partnerships with the hospitality and marine tourism industries.

In conclusion, this research highlights the need for educational reforms that focus on bridging the gap between theoretical learning and practical application in sustainability education. By integrating more experiential learning opportunities and collaborating with industry stakeholders, hospitality management programs can better prepare students to become advocates for marine environmental sustainability. This study contributes to the broader discussion on sustainability education in hospitality and underscores the importance of equipping future professionals with the skills, knowledge, and experience necessary to implement sustainable practices in the tourism sector.

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