LEARNING ACHEVEMENT IN HIGH EDUCATION OF TOURISM IN IMPLEMENTING INDONESIA'S NATIONAL QUALIFICATION FRAMEWORK (KKNI) (A CASE STUDY ON HIGH EDUCATION OF TOURISM IN DAERAH ISTIMEWA YOGYAKARTA)

Muhamad and Rean Mitasari

Master Program in Tourism Studies
Graduate School of Gadjah Mada University Yogyakarta

Email: drmuhammad@ugm.ac.id

Abstract

Today, tourism has become an independent science and is equal to other fields of study. Recently, many studies appear to underline the importance of tourism education and each country begins to develop tourism education. Many steps are taken, including ministry of tourism, to take parts in developing tourism study program. One of the steps taken is by establishing higher education of tourism. However, there is a problem in conducting higher education of tourism, which is the insufficiency of human resources in tourism field and it is less than 10 percent. In fact, there are 380 tourism agencies in Indonesia which need a lot of employees in tourism field including tourism industry. The major cause in the problem mentioned is the lack of equality in learning achievement process of scientific education which leads to its development has not yet been done optimally. This research aims to examine the learning achievement in higher education of tourism. Case study method is applied for exploring several institutions using in depth interview and observation as the data collection technique to see their learning achievement has meets the level of KKNI.

K E Y W O R D S : Learning Achievements, Higher Education, Tourism

The 9th International Graduate Students and Scholars' Conference in Indonesia (IGSSCI)
SUSTAINING THE PLANET: A CALL FOR INTERDISCIPLINARY APPROACHES AND ENGAGEMENT

841

I ntroduction

Background

According to the Regulation No.9 2009, tourism is defined a set of various activities supported by many facilities and services which are provided by local people, stakeholders, government, and local government. While for tourism activities are defined as the activities done by a person or a group of people to visit certain place with the aim to do personal development recreation or to learn the uniqueness of a tourist attraction in certain time.
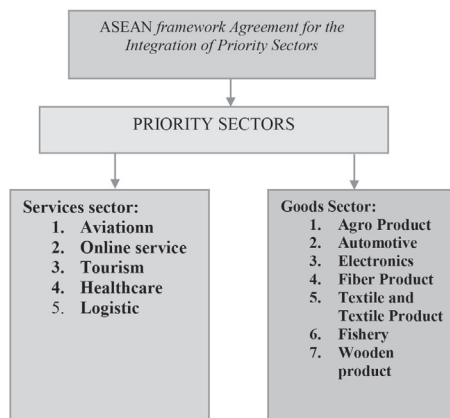
Nowadays, tourism is expected to be one of the biggest contributors for foreign exchange after oil and gas. Indonesia's foreign exchange is expected to increase, from 10 million dollars to 20 million dollars, by 2019 as the target. The numbers of foreign tourists are targeted to rise, from 9 million people to 20 million. The richness of Indonesia's nature and its diversity of the culture are the biggest assets to soar the foreign tourists. The profit from tourism sector is targeted to be the major of Indonesia's foreign exchange in 2019, outdo the profits from oil and gas sector. To pursue the target, a number of sufficient high qualified human resources are certainly needed. Human resources become the core to achieve three main points which should be strived, they are product management, customer management, and brand management. Today, Indonesia's branding, Wonderful Indonesia, has better position than Malaysia's and Thailand's.

The necessity of the human resources to face AEC (Asean Economic Community) is the responsibility of the elements and components of tourism in Indonesia. Seeing the roles expected by Indonesian government, it can be a certain challenge for employment fulfilment and professional employee provision in tourism sector, either in hospitality or travel agent. With the rapid flow of globalization, employee provision is indeed challenging for the labours in Indonesia. However, have those labours met the criteria of the competencies expected in order to fulfil the tourists' needs? To answer the question asked, Tourism Education Institution should be able to adapt, enhance its education quality, and generate prospective employees in mid or higher levels with the applied competence requirements; they are being persistent and mastering the fields taken.

Tourism has become an independent science program and is equal to other fields of study. Recently, many studies appear to underline the importance of tourism education and each country begins to develop tourism education. Many steps are taken by Ministry of Tourism to develop tourism. One of the steps taken is from education field.

The acknowledgement of tourism in Indonesia as the independent science and the recordkeeping of undergraduate academic program of tourism were conducted in 2008. It is marked by the issuance of the letter from

ASEAN *framework Agreement for the*
Integration of Priority Sectors

PRIORITY SECTORS

Services sector:
1. Aviationn
2. Online service
3. Tourism
4. Healthcare
5. Logistic

Goods Sector:
1. Agro Product
2. Automotive
3. Electronics
4. Fiber Product
5. Textile and
   Textile Product
6. Fishery
7. Wooden
   product

Director General of Higher Education and Ministry of National Education No 947/D/T/2008 and 948/D/T/2008 on 31st March, 2008. Therefore, in order to establish sustainable and responsible tourism, professional human resources of tourism are needed in all arrangements. The fulfilment of professional human resource of tourism is insufficient through employee certification and vocational education, but also through academic educational ways, in the levels of undergraduate, graduate, and postgraduate.

To be noted, in 2013 the competitiveness of Indonesia's tourism for overall result is a way better. Indonesia is placed in number 70 out of 140 countries based on World Economic Forum (WEF) in the report Travel and Tourism Competitiveness 2013. Nonetheless, the competitiveness of Indonesia's tourism human resources according to WEF is placed in number 61 with 4,9 index sector out of 140 countries. It means, we have to keep improving our human resources quality due to the holding of ASEAN Economic Community in 2015.

Various sources have been obtained to support the existence of tourism as a science, including their innovations. Tourism education study programs will be grouped, from 53 to one Tourism Study Program. The regrouping is done to make the tourism education studies become more academic. Therefore, tourism can be an independent science and is equal to other fields of studies. This study program is later going to have four sub concentrations; they are Travel Studies, Hospitality, Destinations and Events, and MICE. From those concentrations, there will be made to four sub-concentrations depending on the interest of tourism colleges.

The problem occurred in tourism is the insufficient of human resources who are less than 10 percent. In fact, there are 380 Tourism Agencies in Indonesia which need the employees from tourism field. It happened due to the unavailability of the scientific education of tourism, thus the employees

who work in that sector have no tourism background. It then affects to tourism development which has not yet been developed optimally. Through the changes made, tourism education will soon have several tracks. Aside from vocational programs or diploma I to IV programs, other programs such as undergraduate, graduate, and post graduate will also be established in the future. Therefore, tourism development in Indonesia will not be held randomly or even perfunctory since it has the scientific studies which has academic based in its learning program. Tourism education has an academic coaching based research in tourism development and academic scientific based research.

To fulfil those needs, Tourism Education Institutions in Indonesia should be able to adapt, enhance its education quality, and generate prospective employees in mid or higher levels with the applied competence requirements; they are being persistent and mastering the fields taken. The colleges for Diploma I program up to Diploma IV program, even undergraduate program in tourism institute and university in Indonesia are potential to become qualified tourism education institutions. It means that those institutions are able to generate the labours who own excellent knowledge to fulfil the demand from hospitality and tourism industries, and from other fields. However, are there any innovations which can be developed?:

a. Is the current curriculum sufficient enough to generate skilful labours in tourism and hospitality field?
b. Are current the supported facilities sufficient enough and available based on their competencies?
c. Are the current academic instructors having background or experiences in tourism sector which are in line with the departments they have to teach?
d. Is there any good standard for the academic instructors in transferring their knowledge?

Apart from things mentioned above, is there any sufficient fund to support the quality and the changes in knowledge development? Besides, tourism science development will possibly establish an independent accreditation institution which can help National Accreditation Board for Colleges and University in the form of Independent Accreditation Institution. Later, that new accreditation institution form is able to process the accreditation of tourism study programs to be equal with international standard. This institution plays role for accreditation enhancement and tourism science development.

Problems

There are bias and discrimination among the types of high education-vocational, professional, and undergraduate- also quality distinction of the graduates for the same level of education and inequality learning achievement for the same study program.

Special Purpose

This research aims to examine further the learning achievement based on what has been developed by higher education of tourism through the implementation of KKNI (National Qualification Framework) in order to attain the equality of learning achievement for the same study program.

Government's Role in Tourism Education

Indonesian Regulation Number 12, 2012 about Higher Education, and Indonesian Government Regulation Number 17, 2010 about Education Management and Implementation will provide a wide space for the administrators of education to generate the students becoming high qualified graduates in their own fields. Aside from that, started from 17th January 2012, Indonesian President has signed new regulation named Presidential Regulation Number 8, 2012 about Indonesia's National Qualification Framework (KKNI) which organizes the level, equalization, and qualification implementation of Indonesian human resources.

KKNI is the framework of competencies qualification and stratification which is able to pair, equalize, and integrate education and job training fields, also working experience in order to provide the acknowledgement for the working competencies based on the work structure in various sectors. KKNI reflect the learning achievement owned by a person through: 1) education, 2) training, 3) and working experience. Therefore, it will change how to see someone's competencies, no longer from the diploma obtained but from qualification framework which has been agreed nationally. It also becomes the principal of acknowledgement towards the result of someone's education in a wide range through formal education, non-formal education, and self learning. The equalizations of learning achievement which is obtained from education with qualification level in KKNI consist of:

a. Graduate of primary education is equal to level 1;
b. Graduate of secondary education is equal to level 2;
c. Graduate of Diploma 1 program is equal to level 3;
d. Graduate of Diploma 2 program is equal to level 4;
e. Graduate of Diploma 3 program is equal to level 5;
f. Graduate of Diploma 4 or Applied Sciences Graduate is equal to level 6;
g. Graduate of Master Applied Science and Master program is equal to level7;
h. Graduate of Doctoral Applied Science and Doctoral program is equal to level 8;
i. Graduate of professional education is equal to level 6 or 7;
j. Graduate of specialist program is equal to level 7 or 8.

While for the equalizations of learning achievement generated through job training, based on the qualification in KKNI it consists of: a. graduate of job training from operator level is equal to level 1, 2, and 3; b. graduate of job training from technician/analyst level is equal to level 4, 5, and 6; c. graduate of job training from expert level is equal to level 7 and 8. Generally, the explanation of level and equalization in KKNI mentioned above can be seen in picture 1.1 as follow

Picture 1. 1; Equalization level of education in Indonesia's National Qualification Framework (KKNI)
Source: various sources, modified, 2017
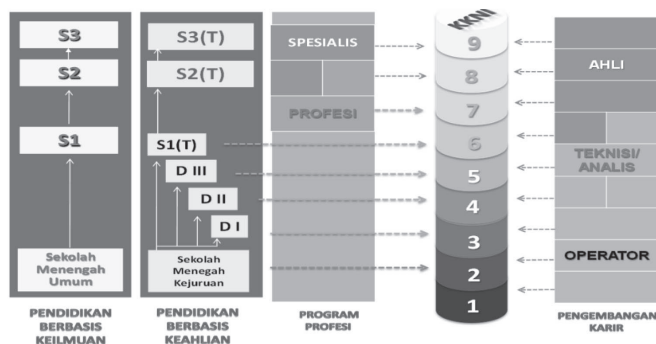
Equalization level of education in Indonesia's National Qualification Framework is a competence qualification framework which is able to pair, equalize, and integrate education and job training fields, also working experience in order to provide the acknowledgement for the working competencies based on the work structure in various sectors (Presidential Regulation No. 8, 2012).

It is the same as other colleges from other fields or universities in general whose education qualification is determined by the factors mentioned above. However, in tourism education, the practice is more preferred or having more portions (60-75%) than its theory. It is due to the core of the quality is on its graduates who are expected to have the skills that can be applied in tourism industries, for instance in hospitality industry. Similarly to other higher education institutions, to obtain better quality, a professional management should be applied and give priority for the learners' skill mastery.

Management's Role in Institution

The sustainability and the success of today's organization are depending on the ability to anticipate the changes of external circumstance. Therefore, for the management, education is the way to support and become the pioneer to make the changes of educational institution which is led. The attempts to improve the quality of an organization are certainly determined by the quality of the leader and its effective management. The base support will appear continuously if

the leader has supreme quality or is certainly excellent. A higher education will thrive if it is led by a visionary leader who has managerial skills and integrity to do the quality improvement.

Picture 1.2: The competitiveness of tourism industry
Source: Analysis from various sources, 2017
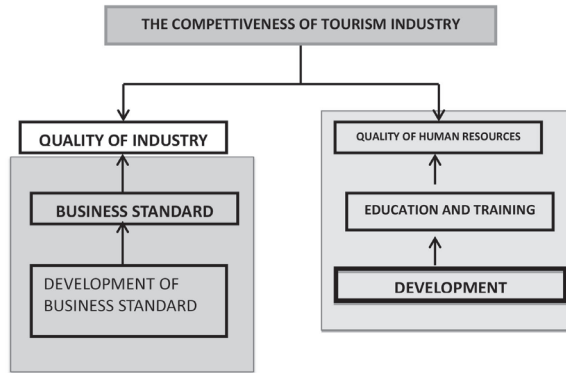
Educational leadership is a process to influence all members who support the implementation of teaching and learning activities in order to achieve the school's goal. To implement the quality management of education as schools, there are some components which need to be considered. Those components are leadership, education and training scene of organization, costumer's focus, and scientific methods including the tools, meaningful data, and problem solving team. All components mentioned will work well if they are made to be the main factors. Without leadership, the other component will mean nothing, even they are unable to be conducted. The circle of quality in organization is presented in picture 1 below.

The quality management of education according to Hoy et al (2000) is found in several components which are needed by a school, they are:

Tabel 1. Competencies needed by the leader of an education institution

No	Concept	Descriptions of a concept and the implementations
1	Ability to formulate and implement the concepts in a vision	(1) propose the objectives and targets that correspond to the school's needs, (2) administer the provisional needs in certain situation, (3) kpredict the needs that corresponds to the duty, (4) produce the authenticity, reveal the imagination to identify the duty, and (5) demonstrate consciousness to the dimension of value and readiness towards assumption challenge.
2	To think critically in running the program	(1) implement the concept and principal, and (2) distinguish the regular thinking from analytical thinking. • Leadership skill, are (1) lead people's actions to pursue the approved targets, (2) arrange the interaction to cope the objectives, (3) lead the distribution effectively to all resources, (4) eagerness to accept the responsibilities for mutual action and achieving the goals, and (5) act convincingly in every situation occurred.

3	Ability if interpersonal relation	(1) build and maintain the positive relation, (2) experience personal needs, attention, and situation from others, (3) identify and solve the conflict, (4) make use of the skills and listen effectively, (5) inform, interpret, and respond non-verbal behaviour, (6) use the order of verbal and written communication effectively, and (7) provide the appropriate feedback in sensitive situation).
4	Confidence	(1) be sure with personal strength an assessment, (2) demonstrate the assertive behaviour without evoking hostility, (3) plan and receive the feedback from a person and management style, (4) convey the challenge to others to maintain their confidence, and (5) convey the feedback to foster the confidence.
5	Development,	(1) find a way to broaden personal insight, (2) demonstrate an understanding regarding to self learning and others, (3) actively notice the opportunities to deal with the inside accretion and others, (4) enter the development of needs, (5) do the planning, enforcement, and evaluation of development program, (6) implement the conducive and positive scene for the growth and development of organization.

R ESEARCH METHOD

This research used descriptive method with mixed method approach. Mixed method is a research approach which combines the qualitative and quantitative research. This method covers the limits and weaknesses of each method, thus the strength of a research is bigger (Creswell, 2009). The strategy of mixed method used in this research was the procedure of concurrent mixed methodes. By applying this method, it was possible for the researcher to break down and explore the findings from one method with other methods. Furthermore, one data collection strategy also supported other data collection strategies. This research was conducted simultaneously by using qualitative and quantitative approaches. Qualitative descriptive approach was expected to be able to depict and summarize various innovations in developing higher education of tourism in Indonesia.

Research Setting

The research was conducted in several higher education institutions in Yogyakarta based on levelling as the sample. Sampling was an important thing in every type of research to see the accordance with the population. Koentjaraningrat (1977) stated that in all research, it is impossible for the researchers to observe all of their research subjects.

Informant is a person who owns the knowledge, understanding, and experience regarding to the management of higher education institutions of tourism. According to Bungin (2011), the numbers of key person involved as the informants are adjusted to the research needs while collecting the data. Key informants chosen were not only based on the structure, but also the role

in managing the higher education institutions of tourism. Data collection for depth interview was expected to provide the image and collect the systematic, accurate, credible, scientific, and supportive information towards in depth data excavation.

Data Collection Technique

The result of the research is really depending on the data collection technique applied. The data needed in this research were primary and secondary data, either in the form of qualitative or quantitative data. Data collection techniques used were interview, questionnaire, observation, documentary study, literature study, and online data searching. Primary data were obtained through in-depth interview, questionnaire, and observation. Secondary data were obtained from various sources, such as documentary study, literature study and online data searching.

a. Interview

Interview is an oral data collection towards the respondent by using a guideline to have question and answer session. The use of interview in this research was a complement method to collect the information which was not obtained from other methods (Hadi, 1989: 193). In-depth interview is conducted structurally using recorder and interview guideline proposed to the key informant. The administrator from Faculty of Tourism at Udayana University was chosen to be the informant in this research. The interview result was processed using the matrix index with recording, transcript, field note and note reading, numbering, and researcher's explanation towards the transcript's result. These methods eased the researcher to interpret the research results in the discussion.

b. Observation

Observation is a data collection technique to see, observe, and record the results which meet the researcher's needs. Based on the understanding on observation method, C.L. Selltiz (Bungin, 2011: 118) stated that an observation is included in the activity of data collection in a research if it has four criteria. First, observation is used in a research and planned seriously. Second, observation should be related to the goal that has been determined. Third, observation is recorded systematically and linked with general proposition. It is not presented as a matter to attract others. The last, observation is able to be printed and controlled regarding to its validity. In this research, observation is a supporting technique to other techniques in collecting the data. It is conducted on the activity and management system in higher education institution of tourism in Bali.

The 9th International Graduate Students and Scholars' Conference in Indonesia (IGSSCI)
SUSTAINING THE PLANET: A CALL FOR INTERDISCIPLINARY APPROACHES AND ENGAGEMENT

849

c. Documentary Study

Documentary is a method to collect the data about things related to the sources, such as transcriptions, books, newspapers, magazines, agendas, and others. In this research, documentary study was conducted to collect the documents needed. Documents collected were the sources about the institutions which managed higher education of tourism, either historically, demographically, geographically, other factually conditions. Documentary study is conducted through analysis of transcriptions, books, newspapers, magazines, and other documents which contained information regarding to research objectives.

d. Literature Study

Literature study is data collection tool to reveal various relevant theories. The sources of research result were taken from various relevant theories which met the research objectives. The literature used in this research helped the researcher to elaborate the objectives become the research variables. The literature collected became the theoretical framework in analysing problems formulated in the research.

e. Online Data Searching

As the internet developed rapidly, online data is frequently used to solve the people's needs, including in academic field. Students and teachers often use online media to find a lot of information. The availability of information in online media which related to research objectives initiated the researchers to make use of it based on the academic principle. Therefore, in using the data and information from online media, the researcher was holding to the validation on data resources. The most important procedure in using this method is the citation of data resources, accessing time, and web address (Bungin, 2011: 129).

ANALYSIS AND DISCUSSION

Tourism as a Job Provider

Tourism is a bid industry in the world and such condition will create and influence the needs in various fields, for instance the needs of accommodation, food and beverage service, and travel planner. Today, the activity of tourism sector brings out the business in hospitality, restaurant, travel agent, and tourist information centre. It also happens to the higher education of tourism in Yogyakarta as presented in the table below.

Table 2. Employee in hotel operators, restaurants, and food and beverage services field

No	Work field	Notes
	Graduates of hotel operators	1. Able to be placed as the supervisor in the Front Office Department 2. Able to be placed as the Floor Supervisor in the Housekeeping Department 3. Able to be placed as the Captain/Head Waiter in a restaurant/cafe 4. To be placed as Senior Cook / Cook helper 5. Able to start a business in restaurant, catering 6. Mastering reservation process and guest registration 7. Mastering the handling process of room cleaning 8. Mastering food processing in the hotel 9. Mastering various pastry processing in the hotel 10. Mastering MICE handling and planning 11. Mastering the destination planning 12. Mastering tour package arrangement planning

Source of analysis,

The departments are Housekeeping, Food and Beverage Service, Food and Beverege Product, Front Office, Human Resources, Marketing, Accounting, Purchasing, Warehouse, Engineenering, and Laundry. Below the Housekeeping, there is Floor Captain who is responsible for all rooms cleanliness and supervising the room boys and room maids. Both room boys and room maids are responsible for room cleanliness and comfort.

Table 3 Tourism as a Job Provider, Hotel and Restaurant's operator

Job	Notes
Departement of *Food and Beverage Service*	Supervise all restaurants and bars in the hotel. There are waiters supervised by a head waiter in each restaurant and bar. There are bartenders and bar waiters supervised by a bar manager in the bar. Department of food and beverage service is responsible for all types of food cooked in the hotel, for example hot meals, cold meals, steak, European food, Indonesian food, and or Chinese food. A hotel also has a department of pastry.

Source: Analysis, 2017

Department of Front Office supervises room booking, room payment, operator, guest relation officer, receptionist, and bell boy. Department of Human Resources supervises all employees who work in the hotel. Department of Human Resources provides the training for the employees, handles the employees' salary, handles the mutation or promotion of the employees. Each department needs Department of Human Resources. Department of Marketing is responsible for all hotel marketing and guest pickup.

Department of Cost Control is responsible for managing each good purchased by Department of Purchasing. This department should be able to make excellent flows of good circulation, for instance using the stored

goods as the first. Department of Engineering is responsible for all electricity installations, water conduit problems, waste disposal problems, water heater problems, laundry machine, and diesel generator set.

Departement of Laundry is responsible for solving linen problems for hotel operational, for example guests' bed sheet, pillow sheet, towel, tablecloth, curtain, employees' uniform, and washing also ironing service for guests' clothes. Department of Stewarding is responsible for the maintenance of spoons, glasses, plates, and other table wares. A hotel has a department which is responsible for table wares cleaning, either for guests or employees. Other fields appeared in the hotel are influenced by tourism activities.

Colleges and universities should be able to describe the learning achievement owned by the graduates from tourism study program in undergraduate degree and applied sciences degree. Those aspects are attitude, materials comprehensions, special skills which are wanted to be achieved as presented in table 4. The Association of Higher Education Institution of Tourism uses its objectives to build and develop the excellence system of tourism education and research, and to hold community service in order to obtain high qualified graduates with national also international insight for attaining the learning achievement. Presented in the table below learning achievement of the graduates from undergraduates of tourism and applied sciences. Learning achievement formulation is arranged in 4 elements, they are attitude and values, work ability, knowledge comprehension, and responsibility.

Table 4 Learning Achievement of Attitude

EVERY GRADAUTE OF TOURISM UNDERGRADUATE STUDY PROGRAM HAS LEARNING ACHIEVEMENT AS FOLLOW:	
1.ATTITUDE:	**Coverage of Attitude**
a) Devoted to the God Almighty and able to show religious attitude; b) Uphold the humanity values based on the religion, morals, and ethics; c) Contribute to quality improvements of society, nation, and state's life, and civilisations advancements based on Pancasila; d) Be the citizens who are proud and love the country, have nationalism and responsibility towards the country and nation; e) Respect the diversity of culture, perspective, belief, and other authentic opinions or findings; f) Have social sensitivity and concern to the society and environment; g) Have law-abiding and discipline in society and nation life; h) Internalize the value, norm, and academic ethics; i) Internalize the integrity values, responsive, trustworthy and professional values (*Global Code of Ethic of Tourism)*, and have Indonesian personality in carrying out their duties.	Attitude is a term which is frequently used in studying or discussing human's behaviour in daily life. A person's attitude will bring certain colour in responding something comes from outside, either accepting or refusing. Through knowledge of attitude, someone can predict an action taken towards something that is faced. Investigating an attitude will help someone to understand behaviour. According to Backman in Azwar (2005:5), attitude is a particular regularities in terms of affection, cognitive, and willingness owned by a person towards an aspect in his or her environment.

Table 5 Learning Achievement of Knowledge Comprehension

EVERY GRADAUTE OF TOURISM UNDERGRADUATE STUDY PROGRAM HAS LEARNING ACHIEVEMENT AS FOLLOW:	
2.Knowledge Comprehension	**Coverage of Knowledge Comprehension**

a) In depth knowledge of tourism theoretical concepts, consist of:
  • Tourism system and phenomena;
  • Sustainable Tourism development;
  • Resources, infrastructure, and tourist destination;
  • Typology and tourist behaviour; and
  • Tourism life-cycle;
b) Comprehend theoretical concepts of:
  • Cultural anthropology of tourist
  • Operational management (planning, implementation, orientation, monitoring, evaluation, and management) of tourism service organization and product;
  • Human resources, finance, logistics, tourism service organization and product's management; and
  • Service marketing and tourism product's management;
c) Concepts and global code of ethics for tourism;
d) Concepts and methods:
  • Analysis of policy gap;
  • Establishment of quality standard of tourism product and services; dan
  • Self-resilience towards working environment for internal tourism organization and client handling;
e) Comprehend the concept, principal, and technique:
  • Marketing of tourism service and product;
  • Pedagogy of culture and society;
  • Verbal and written communication in Indonesian, one international language, or other foreign languages;
  • Presentation, negotiation, and technique in delivering ideas, policy, alternative solution and recommendation;
  • Report analysis and return on investment, net present value, future value, and internal rate of return);
  • Excellent service; and
  • Security, healthcare, work and environment safety
  • Comprehend factual knowledge of tourism competitiveness index
	The examples of the coverage of knowledge comprehension are knowing the meaning of knowledge and its characteristics, including its relation to the righteousness and belief.
	
	Epistemology or Theory of Knowledge which is related to the nature of the science, assumptions, principals, and accountability from the statements regarding to the knowledge is owned by every human. That knowledge obtained through common and five senses with various methods, they are: inductive method, contemplative and dialectical methods in which the coverage is including: concept and theory of tourism, comprehension of theoretical concept, concept and global ethic code principal, concept and method, and concept comprehension.

Table 6. Learning Achievement of Special Skills for Undergraduate Program

EVERY GRADAUTE OF TOURISM UNDERGRADUATE STUDY PROGRAM HAS LEARNING ACHIEVEMENT AS FOLLOW:	
3.Special Skills	**Coverage of Skills**
a) Able to identify, analyse, evaluate, and recommend the improvement of interaction effectiveness among stakeholders (government, society, corporate world, and industry) in tourism aspect of one site-scale destination small and middle enterprise, using impact analysis, strength-weakness-opportunity-threat analysis, also hierarchy-based and performance analysis; b) Able to identify and analyse the factors that role in the effectiveness of ministry's policy implementation which has in charged for tourism sector; c) Able to improve the performance of enterprise organization in tourism sector for small and middle level, including: • The area of excellent service in hospitality sector; • Ability to build professional relation in and outside the tourism organization which brings out the performance improvement of organization; • Able to adapt and develop the standard quality of the transaction service and tourism product comprehensively by considering the aspects of security, socio-cultural diversity, special needs, and local wisdom; • Able to analyse, rectify, and develop part of tourists'/customers' satisfaction system from the aspects of time, price, transaction service which is sensitive towards socio-cultural diversity, including the ability to: -arrange the effective and efficient seeking strategy; -arrange the strategy to improve stakeholders' roles in responding the survey; -arrange the program to collect the data and information regarding to the tourists' satisfaction; and -test the system; d) Able to arrange the concept, strategy, and handling program of costumer's/tourists' complains which can reduce the impact of tourism organization's image failure; -in the professional development of tourism service providers • Able to implement and rectify pressure management system of working circumstance for internal tourism organization and comprehensive client handling which emphasize clients' socio-cultural diversity, special needs, and local wisdom; • Able to implement and rectify human resources management positively which consist of leadership, team work with team-dynamic based, and the ability to handle the conflict while working with basic knowledge of cross tourism sector; • Able to analyse job description in tourism organization up to managerial level which fulfils types of	Special skills and Intelligence including their aspects are able to be measured through psychology test, including general intellectual skill and intelligence level. Inside of it, there are the abilities to identify, analyse, evaluate and recommend the improvement of interaction effectiveness, also able to analyse the factors rolled in the implementation effectiveness. These intellectual aspects are consisted of abstract cognitive, verbal skill, social understanding, numerical skill, basic technique skill, and memory. These special skills are the innate factors and influenced by the environment. If a person was born with special skill, and he or she was trained and educated, and he or she became tourism students, later on that early aptitude is able to be developed and optimally utilized. Conversely, if it was guided, the aptitude will be useless.

requirements, depth coverage and immense information, valid and reliable sources;

- Able to implement human resources system in tourism organization which consists of recruitment system, placement system, promotion system, mutation system, and employees' dismissal in tourism organization

e) Able to implement assessment system of tourism organization's human resources up to managerial level which consists of determining performance's scope and target, strategy, cycle, program, activity of performance assessment, also feedback's mechanism to improve the whole employees' performance in tourism organization;

f) Able to implement human resources' training system of tourism organization up to managerial level which consists of determining training's scope and target, strategy, cycle, program, activity, and training result evaluation of short and middle term; and

g) Able to educate internal members and tourists/customers to make use of the tourism service and product safely, healthily, and responsibly in accordance with the rules and procedures applied

In the promotion and marketing area:

- Able to build new marketing strategy for tourism product and service in a simulation; and
- Able to analyse, evaluate, and propose alternative solution from the marketing problems faced, especially from the effectiveness aspect and marketing practices applied by the tourism organization in the financial management

In the financial management area:

- Able to implement budget planning system of tourism organization; and
- Able to implement internal control system in special area of logistics procurement and inventory of tourism organization;

In the security, healthcare, work and environmental safety area (K3L)

- Able to implement and rectify the K3L system while clients are making use of the tourism service and product including in emergency condition by giving basic life support in accordance with the procedure applied; and
- Able to implement and rectify the K3L system in organization of tourism service and product providers, including in emergency condition.

Source: Hildiktipari, analysed and developed, 2017

Table 7. Learning Achievement of General Skill for Undergraduate Program

EVERY GRADAUTE OF TOURISM UNDERGRADUATE STUDY PROGRAM HAS LEARNING ACHIEVEMENT AS FOLLOW:	
General Skill	**Coverage of skill**
a) Able to implement logical, critical, systematic, and innovative thinking in the context of science and technology development or implementation which pays attention to and applies humanity values in accordance with the areas of expertise and shows independent, high qualified, and measurable performance; b) Able to study the implication of development or science and technology implication which pays attention to and apply humanity values in accordance with the principle, manner and scientific ethics to generate the solution, ideas, design, or art critics; c) Able to arrange the scientific description of the study's result in the form of undergraduate thesis or final report, and upload it in college's page. d) Able to make precise decision in the context of problem solving in the areas of expertise based on the result of information analysis and data; e) Able to maintain and develop the networking with supervisor and colleague, either inside or outside the institution; f) Able to be responsible for the team work achievement, supervise, and evaluate the work finishing towards the employee who is under his or her responsibility; g) Able to implement self-evaluation towards the team and manage the self-learning; h) Able to document, keep, safe, and reinvent the data to ensure the validity and avoid plagiarism.	Special skills and Intelligence including their aspects are able to be measured through psychology test, including general intellectual skill and intelligence level. Inside of it, there are the abilities to identify, analyse, evaluate and recommend the improvement of interaction effectiveness, also able to analyse the factors rolled in the implementation effectiveness. These intellectual aspects are consisted of abstract cognitive, verbal skill, social understanding, numerical skill, basic technique skill, and memory.

Source: Hildiktipari, analysed and developed, 2017

Tabel 8 Semua lulusan pendidikan akademik wajib memiliki sikap

Semua lulusan pendidikan akademik, vokasi, dan profesi wajib memiliki sikap	
Attitude of the graduates	a) Devoted to the God Almighty and able to show religious attitude; b) Uphold the humanity values based on the religion, morals, and ethics; c) Contribute to quality improvements of society, nation, and state's life, and civilisations advancements based on Pancasila; d) Be the citizens who are proud and love the country, have nationalism and responsibility towards the country and nation; e) Respect the diversity of culture, perspective, belief, and other authentic opinions or findings; f) Have social sensitivity and concern to the society and environment; g) Have law-abiding and discipline in society and nation life; h) Internalise academic values, norms, and ethics; shows the responsibility to the job with the areas of expertise independently; i) Internalise the spirit of independency, struggle, and entrepreneurship

Source: A decree of the minister of national education No. 49, 2014

Conclusion

1. Institution of Tourism Education in Indonesia should be able to adjust itself, attempt to enhance quality of education, generate future employee in middle and higher levels with competencies' requirements applied which is mastering the expertise fields.
2. The practice in education of tourism should be emphasized or given more chances (60-75%) than the theories due to the demands on the graduates to have the skills which can be used for tourism industries in accordance with their expertise areas, such as hospitality (front office, food and beverage, house keeping, and others).
3. Learning Achievement Formulation is made by 4 elements: attitude, values, work performance, and responsibility.
4. Attitude and values are the characters or identity of Indonesia as a nation and country. They are internalised during the learning process, either structured or unstructured. .
5. Work Performance: a final form from the potency transformation existed in each person to be the applicable and beneficial competency or ability.
6. Knowledge Comprehension: the processed and organized information to obtain the accumulated understanding, knowledge, and experience to get certain ability.
7. Responsibility: a consequence for a learner who has gifted supported ability and knowledge to take parts correctly and ethically in the society.

Bibliography

Ander son A.H and D. Baker. 1996. Effective Enterprise and Change Management. USA: Blackwell Publishers, Ltd.

Chapman, J (Ed.). 1990. School-Based Decision Making and Management. London: The Falmer Press.

Chiu, Johny Sik Leung at.al. 1984. Gugus Kendali Mutu. Terjemahan Anassidik (Quality Circle). Jakarta:

Bumi Aksara. Fileds, Joseph. C. 1994. Total Quality for Scholls. Wiscosin: ASQC Quality Press. Hoy,

Charles at.al 2000. Improving Quality in Education. London: Falmer Press.

Lewis, Philips V. 1987. Organizational Communication: The Essence of Management. New York: John Willey and Sons. Lewis, Ralph G, dan Douglas H.

Smith. 1994. Total Quality Higher Education. Florida: St. Lucia Press. Oliver, Paul (Ed.). 1996. The Management of Educatonal Change. USA: Ashgate Publishing Company.

Rich, John Martin. 1988. Innovation in Education: Reformersand Their Critic. Boston:

Allyn and Bacon. Salisbury, D.F. 1996. Five Technologies Educational Change. New JerJersey: Educational Technology Publication Englewood Cliffs. Salis,

Edward. 1993, Total Quality management in Education. London: Kogan Page Educational Management Series. Sudibyo, Djoko. 2007. Konsep manajemen Pendidikan Akademi dan sekolah tinggi pariwisata di Indonesia _____ 2001, STP Trisakti: Menata Kualitas Berkelanjutan Dalam Menghadapi Persaingan pada Millenium Baru. Seminar.

Snyder at.al. 1994, Vision, Values, and Courage:Leadership for Quality Management. New York: The Free PressReferensi Pendukung Lainnya:

Undang-Undang Republik Indonesia Nomor 12 Tahun 2012 Tentang Pendidikan Tinggi, Peraturan Pemerintah Republik Indonesia Nomor 17 Tahun 2010 Tentang Pengelolaan Dan Penyelenggaraan Pendidikan, Peraturan Presiden No. 8 tahun 2012 tentang Kerangka Kualifikasi Nasional Indonesia (KKNI)

..............................UU No. 10 Tahun 2009 tentang pariwisata, jakarta

..............................Dirjen Dikti Depdiknas No 947/D/T/2008 dan 948/D/T/2008

................................Peraturan baru yaitu Peraturan Presiden No. 8 tahun 2012 tentang KerangkaKualifikasi Nasional Indonesia (KKNI).