

# Hospitality Character Education

## A Study of Character Education in the Study Program of Pastry Management of the Bandung Tourism College

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**Abstract**—This study aims to examine the Hospitality Character Education the Bandung Institute of Tourism (STPB – Sekolah Tinggi Pariwisata Bandung). This qualitative research employed naturalistic case study. The data collection covered techniques of interview, observation, and documentation study. The subject of this study covered all relevant stakeholders in the STPB. The research instrument was the researchers. The results of the study are described as follows. The process of the implementation of education in the Pastry Management program, in relation to the Hospitality Character Education for the students, can be observed from Higher Education Curriculum, Learning Implementation Plan, Character Education programs, school culture, and the implementation of general education, which become the basis of education in the study program.

**Keywords**— *education; character; hospitality*

### I. INTRODUCTION

We all recognize that education, according to the beliefs of experts who speak in the Academic Symposium of Harvard University collected in the book *Culture Matters* (2000) or in the UN's program, both the Millennium Development Goals (MDGs) and the Sustainable Development Goals (SDGs), focuses on character building. In SDGs, Goal 4 calls for inclusive and equal quality education and promotes lifelong learning opportunities for all [1].

In the Indonesian National Education System Law Number 20 of 2003, Chapter 1, Article 1, Verse 1, it is said that:

*Pendidikan adalah usaha sadar dan terencana untuk mewujudkan suasana belajar dalam proses pembelajaran agar peserta didik secara aktif mengembangkan potensi dirinya untuk memiliki kekuatan spiritual keagamaan, pengendalian diri, kepribadian, kecerdasan, akhlak mulia, serta keterampilan yang diperlukan dirinya, masyarakat, bangsa, dan negara*

[Education is a conscious and planned effort to create an atmosphere of learning in the learning process so that learners actively develop their potential to have powers of spiritual, self-control, personality, intelligence, noble character, and skills that are needed by her/him-selves, society, nation, and country.] [2]

Sekolah Tinggi Pariwisata Bandung (the Bandung Institute of Tourism, hereinafter abbreviated as STPB) is under the auspices of the Ministry of Tourism and Creative Economy, to be precise the Directorate General of Resources Development Agency. Therefore, STPB is responsible to educate and produce qualified and professional human resources with a good character of hospitality that will become a stakeholder in the success of government development programs. In addition, quality human resources will also be needed by the international market.

The development of tourism, as one of the fields that become the source of income for the country, is encouraged by the government through a plan known as the MP3EI program (the Masterplan of Indonesia Economic Development Acceleration and Expansion). MP3EI divides Indonesia into six development corridors: Sumatra, Java, Kalimantan, Bali-Nusa Tenggara, Sulawesi, and Maluku-Papua Corridors. MP3EI has three main pillars: (1) the development of the potential of each region, (2) national integration and connectivity, and (3) human resources development and technology [3].

Human resource development must be in line with the new paradigm of tourism development, "the people centered development" or the sustainable development paradigm. In this new paradigm, the strategy or the model of development is oriented towards the development of human quality. The basic assumption is that the purpose of development is an effort to benefit human beings, both in their efforts and in enjoying the outcome of the effort. In addition, this development paradigm is also able to give the community an opportunity to develop a creative intelligence for their own future and the future of society in general [4].

STPB, as an institution engaged in education, especially in the field of tourism and hospitality, should also participate in the implementation of character education through general education, because,

*Tujuan pendidikan umum yang bersumber kepada barat tersebut di atas dapat disimpulkan, bahwa tujuan pendidikan umum (general education) secara singkat adalah untuk membina anak didik menjadi pribadi, anggota keluarga, warga masyarakat, dan warga negara yang baik, terdidik, demokratis, dan bertanggung jawab [5].*

The purpose of general education sourced to the Western idea mentioned above can be concluded that the purpose of general education is to foster students to be personal, family members, society members, and citizens who are good, educated, democratic, and responsible [5].

The goal hopefully will be able to produce professional human resources who have good character, especially hospitality in particular.

Qualified human resources are required to have good character. Character is formed through the journey of one's life. It is built based on knowledge, experience, and judgment of that experience [6]. Indonesian National Education System Law Number 20 of 2003, Chapter II Article 3, mentions that national education functions to develop ability and form character and civilization of dignified nation in order to educate nation, aiming for the development of potential learners in order to become a man who have a faith and pious to the God Almighty, noble, healthy, knowledgeable, capable, creative, independent, and a democratic and responsible citizen. Therefore, they are the efforts in forming good character [2].

Qualified human resources are needed in Hospitality industry. Hospitality is an industry that has various dimensions. In a literature on hospitality, it is written that "From the foregoing discussion the reader will have perceived that the hospitality product is all of the above: tangible and intangible, a service and a good, and everything in between" [7]. Both of these experts restrict discussion of hospitality in his book only to visible and invisible products, services and goods, and everything else in the domain of the study.

In the review, hospitality can be viewed from several points of view. Three of functional points of view states that "Hospitality, as a generic service term, can be seen as being comprised of three main functional areas - accommodations, food & beverage, and entertainment" [8]. Kandampully points out that hospitality in the general sense of service can be viewed in three major functional areas: accommodation, food and beverage, and entertainment industries. In general, the three functional areas can be explained as follows. Accommodation is any form of provision of residential home replacement facility to rest and/or sleep, as long as a person doing travelling activities with certain purposes. Food and beverage industry cover all forms of business of providing food and/or beverages in various types, such as restaurants, cafes, taverns, and food stalls, as well as other food businesses. The last one, the entertainment industry, includes all kinds of businesses that provide entertainment services that entertain consumers.

As an industry engaged in services, good character is highly preferred and demanded from human resources of hospitality industry players. In the absence of good hospitality character, the consumers of this industry will feel disadvantaged which will ultimately adversely affect the sustainability of the hospitality industry.

## II. METHOD

This study employed qualitative approach with a case study. A qualitative study is a naturalistic study because the

"field research situation is natural, as it is, and not manipulated" [9].

A qualitative research is commonly used to examine social-humanities problems holistically and naturally.

Qualitative research is an inquiry process of understanding based on distinct methodological traditions of inquiry that explore a social or human problem. The researcher builds a complex, holistic picture, analyzes words, reports detailed views of informants, and conducts the study in a natural setting [10].

A qualitative research is a process of study to understand problems based on different methodological traditions to explore humanities or social issues. Researchers build complexly, about the full picture, word analysis, detailed reports of informant views, and linking studies in a natural setting.

A qualitative study is a study with a relatively long period due to several points as follows.

- Commit to extensive time in the field.
- Engage in the complex, time-consuming process of data analysis the ambitious task of sorting through large amounts of data and reducing them to a few themes or categories.
- Write long passages, because the evidence must substantiate claims and the writer needs to show multiple perspectives.
- Participate in a form of social and human science research that does not have firm guidelines or specific procedures and is evolving and changing constantly [10].

From the above information, a qualitative study is for researchers who are willing to (1) commit in a long time in the field; (2) deals with complex situations in time-consuming and ambitious data analysis in sorting large amounts of data and reducing it; (3) write long paragraphs, because the research evidence is a substantial statement and the researcher needs to show multiple perspectives; and (4) participates in the form of research on social and humanities sciences that does not have a fixed standard or specific procedure.

This research seeks to reveal how the implementation of character education in the development of professionalism in the field of hospitality at the Bandung Institute of Tourism.

Epistemologically, a qualitative study can be described as a study that looks at a phenomenon holistically, has a natural setting, is in accordance with the existing reality, avoids assumptions and priori conclusions, and observes a phenomenon flexibly and not steady.

Extensive descriptions can be written, and in fact are written, about the underlying epistemology of qualitative research. For the purposes of this discussion, the major points can be summarized as follows:

- Phenomena should be viewed holistically, and complex phenomena cannot be reduced to a few factors or partitioned into independent parts.
- The researcher operates in a natural setting and to the extent possible should maintain an openness about what will be observed, collected, etc., in order to avoid missing something important.
- It is the perceptions of those being studied that are important, and to the extent possible these perceptions are to be captured in order to obtain an accurate “measure” of reality.
- A priori assumptions, and certainly a priori conclusions, are to be avoided in favor of post hoc conclusions.
- That the “world”, actually phenomena in the world, is perceived as described by Popper (1972) a cloudlike. This implies a somewhat loosely constructed model, one in which there is flexibility in prediction, for example, and one which is not run in a mechanistic manner according to a set of laws [11].

Thus, epistemologically, in qualitative research, a long description can be written down, and factually written, about the epistemology of qualitative research. For the purpose of discussing the epistemology of qualitative research, it can be concluded that (1) the phenomenon must be holistically reviewed and a complex phenomenon cannot be reduced to several factors or segmented into individual parts; (2) the researcher operates in a natural situation and, for some possibilities, the researcher must maintain openness about what to observe, collect, etc. in order to avoid missing out on the important things; (3) the perception of the object of study is important and for some possibility this perception should be captured for the sake of the accuracy of the size of reality; (4) priori assumptions, or rather a priori conclusion, should be avoided to aid post hoc conclusion; and (5) the actual phenomenon, perceived as portrayed by Popper (1972) as a form of cloud. This implies a kind of nonconstructive model, or something that gives flexibility in prediction, and something that does not work mechanically based on a set of values.

### III. RESEARCH RESULT AND DISCUSSION

#### A. Results

The results of the study are described as follows. The process of the implementation of education in the Pastry Management program, in relation to the Hospitality Character Education for the students, can be observed from Higher Education Curriculum, Learning Implementation Plan, Character Education programs, school culture, and the implementation of general education, which become the basis of education in the study program.

There are findings of values in the organization of hospitality character education in Bandung Institute of Tourism. The first value is the value that has been a hereditary tradition in this institution, called GRADES. It is an abbreviation of Greeting, Respect, Attitudes, Empathy, and Smile.

The second value is the organizational culture value in the Ministry of Tourism that is taught to the learners is the value of *sapta pesona*. It consists of seven sub-values: (1) Safe, (2) Orderly, (3) Clean, (4) Cool, (5) Beautiful, (6) Friendly, and (7) Memories. The recommendations of this study are aimed at all relevant education stakeholders to optimize character education in the field of hospitality for the students.

#### B. Discussion

Based on the results of data analysis obtained from the research locus, the following parts put forward some implementation process of educational program in the Pastry Management in relation to the hospitality character education for students of Bandung Institute of Tourism.

##### 1) Curriculum

The curriculum of higher education is a set of plans and arrangements concerning the content and study materials and lessons; and how the delivery and assessment are used as guidelines for the implementation of teaching and learning activities in higher education level. The curriculum of higher education on which the study program is based consists of (a) the core curriculum and (b) the institutional curriculum (the Decree of the Minister of National Education of the Republic of Indonesia number 232/u/2000, in Chapter IV Article 7 Point 1). The core curriculum of the diploma program consists of (a) MPK group, (b) MKK group, (c) MKB group, (d) MPB group, and (e) MBB group. The core curriculum of the diploma program is at least 40% of the total credits of the diploma program curriculum (the Decree of the Minister of National Education of the Republic of Indonesia number 232/u/2000, Chapter IV, Article 8, points 1 and 3). The core curriculum consists of a group of personality development courses, a group of subjects that characterize the educational objectives in the form of science and skills scanners, work skills, attitudes behave in the work, and the way of community life, as the minimum requirements that must be achieved in the completion of a learner studies. The institutional curriculum is a number of study materials and lessons that are parts of the higher education curriculum, comprising the addition of science groups in the core curriculum that are structured with due regard to the circumstances and environmental needs and characteristics of the respective universities or colleges.

##### 2) Lesson Plans

The Implementation Plan of Learning in the MPI study program shows that character education planning is integrated into each subject taught and set forth in the form of the preparation of the rps, while the preparation of the semester learning plan is prepared based on official guidelines published by the relevant ministries.

Sumantri (in Mulyasa) states that good planning really helps the implementation of learning because both teachers and learners know with certainty the goals to be achieved and how to achieve them. Thus, teacher can maintain situation so that learners can focus their attention on the programmed learning [12].

##### 3) Programs of Hospitality Character Education

Programs of the hospitality character in MPI study program consist of (1) disciplinary and professional development; (2)

ethics, aesthetics, and moral development; (3) the use of student ID cards; (4) uniform use; (5) permission to leave the lecture; (6) rotation of classroom management; (7) rotation of class leader; (8) counting of absence; (9) student senate; (10) student association; (11) guidance and counseling; (12) professional competency development; (13) basic leadership training. All character-building programs are a system of hospitality character education in MPI study program. The pillars of character education building mentioned earlier in the micro can be used as a means for character education development because “micro-development of values/characters can be divided into four pillars: teaching and learning activities in the classroom, daily activities in the form of education unit, co-curricular and/or extracurricular activities, and daily activities at home and in society [13].

#### 4) Culture in School Environment

The culture in the school environment is strongly influenced by the culture of the Ministry of Tourism which is the institution that overshadow the Bandung Institute of Tourism. According to Lickona in Wamaungo, “... if the school wants to develop character, schools must provide a moral environment that determines good values and keeps it in the face of everyone’s conscience. It takes a long time for a value to be a virtue –to evolve from a purely intellectual consciousness into a personal habit of thinking, feeling, and acting that make it a functioning priority. The whole school environment, school culture, must support that growth.”

The organizational culture value in the Ministry of Tourism is the value of *sapta pesona*. It consists of seven sub-values: (1) Safe, (2) Orderly, (3) Clean, (4) Cool, (5) Beautiful, (6) Friendly, and (7) Memories. This culture has long been the culture of various institutions and departments that move in the field of tourism. The culture of an education unit is one of the four pillars of value/character development, the other three are classroom teaching activities, co-curricular activities, and/or extracurricular activities, as well as daily activities at home and in society [13].

Based on the findings in the field, there are other values that also characterize the education of the hospitality character of in Bandung Institute of Tourism. These values are known by with acronym GRADES which stands for greeting, respect, attitudes, and empathy. As an educational institution that aims to generate resources in the field of hospitality, the values of grades are emphasized especially to the students so that they will get used to and get carried into character in their career and life.

#### 5) Implementation of General/Values Education

The implementation of general/values education in order to develop the character of the learner, especially the character of hospitality, which become the reference of the MPI study is done by determining the various structure of the course that is adjusted to the criteria given by the Ministry of National Education.

The position of general education according to the Law of National Education System number 20 of 2003 is very important. Public education is expressed as

*Pendidikan yang mengutamakan perluasan pengetahuan dan peningkatan keterampilan peserta didik dengan pengkhususan yang diwujudkan pada tingkat-tingkat akhir masa pendidikan. Hal ini menyebabkan kedudukan pendidikan umum bagi sekolah, baik sekolah umum maupun kejuruan sangat penting. Pendidikan umum pendidikan umum merupakan pendidikan yang mendasari pendidikan keterampilan (pada pendidikan kejuruan) serta pendidikan akademik pada sekolah umum.*

Education that prioritizes the expansion of knowledge and skills enhancement of learners with specialization embodied at the later stages of education. This causes the general education position for schools, both public and vocational schools, are very important. General education is an education that underpins skills education (in vocational education) as well as academic education in public schools [14].

Today, general education has a vital role in the world of education, because, general education is aimed at producing people who can uphold the values of morality, honesty, and have noble character [15]. It is expected that by implementing general education that emphasizes on honing good values, especially positive values in the field of hospitality, it will help shape and honor the character of hospitality that will influence their career success as tourism and hospitality practitioners.

## IV. CONCLUSION

Based on research activities that have been conducted with a comprehensive qualitative research approach in accordance with the rules and methods that have been determined, then, with respect to the education of hospitality character in the study program of Pastry Management of Bandung Institute of Tourism, it can be concluded that the implementation has been run systematically. It can be reviewed from various programs and processes of hospitality character education that has been implemented so far. However, the provision of hospitality character education is not without the shortcomings and constraints that become problems in its optimization. From various problems in the implementation of character education, it is necessary to find a solution so that the implementation of hospitality character education can take place continuously and have never ending improvement.

In this qualitative research, there are findings of value in the organization of hospitality character education in Bandung Institute of Tourism. The first value is the value that has been a hereditary tradition in this institution called GRADES, which is an abbreviation of Greeting, Respect, Attitudes, Empathy, and Smile. The second value is the organizational value in the Ministry of Tourism that is taught to the learners in Bandung Institute of Tourism, the value of *sapta pesona* that consists of (1) Safe, (2) Orderly, (3) Clean, (4) Cool, (5) Beautiful, (6) Friendly, and (7) Memories.

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