

Curriculum Evaluation on Hotel Administration Study Program at Bandung Tourism Higher Education

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Abstract—This research is aimed to evaluate the curriculum of Hotel Administration Study Program at Bandung Tourism Higher Education viewed from two dimensions, starting from curriculum as a document and curriculum as implementation, these issues divided into two research questions, namely 1) how is the performance of curriculum as a document? and 2) how is the consistency between curriculum as a document and curriculum implementation? The Curriculum should refer to Mutual Recognition Arrangements (MRAs), ASEAN Common Curriculum Standards for Tourism Professional (ACCSTP), and Common ASEAN Tourism Curriculum (CATC) Permen1. Methodology uses qualitative approach, a case study using modified responsive evaluation model Stake. Researcher used eight of events, such as: Discover purposes, conceptualize issues or problem, identify data need, observed designated antecedent, transaction and outcomes, thematize, validate and assemble formal report. The data analysis results yield findings and show that, 1) Curriculum document is made not according to the MRAs, ACCSTP and CATC 2) There is consistency between the curriculum document and the curriculum implementation.

Keywords—*curriculum as a document; curriculum as implementation; consistence*

I. INTRODUCTION

Hospitality Administration study program is one of the four years Diploma Education Program at Bandung Tourism Higher Education which is an educational institution referred as a unit implementer from the Ministry of Tourism. This study program has born since 1992 with a purpose, which is to produce the managerial personnel especially in the hospitality sector. The graduate profile of this program as stated in Permen are Front office manager (ASEAN MRA Job Index Number: HFO.01), Executive Housekeeper, Food and Beverage Outlet manager (ASEAN Job Index Number HFBS.02), Chef de party (ASEAN MRA Job Index Number: HFP.04), Laundry manager, Human Resources Manager, Accounting manager, sales and marketing manager, Assistant Revenue manager, instructor in laboratory [1]. Most of them need high qualification and experiences [2]. The underway curriculum is referred to Mutual Recognition Arrangement, ASEAN Common Competency Standards for Tourism Professional whch are plan as sets of competencies that needed by

qualified workers and professionals who are looking to work in the various divisions of labor that are common across various sectors of tourism in ASEAN Member Countries. To reach that competency standard, the curriculum should be matched with Common ASEAN Tourism Curriculum. The curriculum of this program is determined on: SK No. 363 / SK / Ket / STPB / 07/2017. The curriculum was compiled through details, deep and systematic analysis, but the researcher assumed it still contains many weaknesses. Therefore, the evaluation is focused through two issues of the curriculum dimensions, the first one is the curriculum as the document, and the second is the curriculum as the implementation. Those issues are formulated into two research problems, which are: A. How are the curriculum's performances as the document? How is the consistency between the curriculum documents with the curriculum implementation?

The curriculum is an educational plan which has both formal and informal education types. It contains guidelines or rules for implementing education. It is a process of several actions or activities which create results, the results which have been planned in advance. The curriculum can be classified by using various approaches. According to Hasan curriculum divided into four dimensions, which are: a). Curriculum as an idea, b). Curriculum as a document, c). Curriculum as a process and d). Curriculum as a result [3]. Then, the researcher will discuss about the dimensions of the curriculum based on the documents and the processes. The curriculum documents are an embodiment of the curriculum as an idea; it also called curriculum design, which is a sequence of plans which contain some elements or components of the curriculum, which are goals, contents, and the lesson materials, as well as the methods used for the implementation guide of learning activities to achieve the certain educational goals.

The implementation curriculum embodies the curriculum plan to be actions in the classroom Beuchamp said: "*The curriculum implementation means putting the curriculum to work*" [4]. The curriculum implementation is ideas application, concepts, and policies curriculum in learning activity, so the students will master a certain competencies as a result of the interaction with the environments. The consistency between the documents curriculum and the processes is really

important. There are several aspects, which can influence the implementation of the curriculum; one of the aspects is the lecturer's educational background especially on his/her teaching experiences, the material mastery, and the teaching model mastery. The environment and the workplace atmosphere are the very dominant aspects in providing the motivation and the morale of the lecturers, which are: the work facilities, the communication between lecturers and the teaching staff with the peers, the chairman's leadership, the provision of rewards and punishment. According to Hasan [3]. The Curriculum documents evaluation is a process of giving the consideration and the analysis regarding the value and meanings of a curriculum documents from the study program by using the document development criteria. Because of the object of curriculum evaluation is something written, it can be reviewed repeatedly without being affected by the time limits of the document developer or the implementer of the decisions in the document. The evaluation of the learning process is very important to be done, so we can see and get a reflection of the quality of the learning process [3]. On the Education Minister Regulation No. 41 years 2007 concerning the process standards, there is a statement that the evaluation of the learning process was carried out to determine the quality of learning as a whole, including the planning stage of learning process, the implementation of the learning process, and the assessment of learning results. The consistency of the curriculum components such as the goals, the content, the delivery process, and the assessment should be match with the curriculum as a document.

II. RESEARCH METHODS

The researcher consider the case study method is really appropriate for analyzing the critical cases faced by Hospitality Administration study programs at the moment, which is giving consideration and value to the curriculum documents and the consistency in the implementation which affect the matters which are strategically important. Thus, the researcher will emphasize the depth of analysis and be more specific to the curriculum evaluation of the Hospitality Administration study program. The evaluation model chosen is the Responsive model from Stake and modified by myself, which has naturalistic qualitative characteristics and relies on the natural communication such as observation [5]. Responsive evaluation pays attention to various parties which are involved both evaluators and stakeholders participate and doing interactions, then they are joining to give the value the rough meaning of a program or an event. Modified responsive evaluation model consists of 8 events, as shown in figure 1. This evaluation is a cycle of several events following the other events, and then repeated. There are several events which took place simultaneously, sometimes the evaluator has to return to the previous event, and so on until the evaluation is completely done.

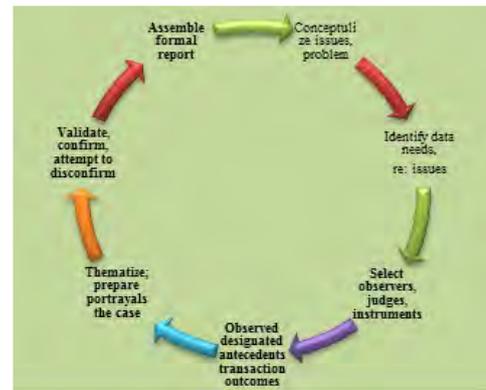


Fig. 1. Process in a responsive evaluation modified by Lien.

The first research study is entitled "A Responsive Evaluation of Graduate Distance Education 6164 Foundations of Evaluation Programs" this is a study by Kerr using the Responsive Evaluation Model in his research [6]. The evaluation procedure used by Kerr is a Responsive Evaluation model that has been modified by Liptapallop [7].

The second research study is entitled: Using the Responsive Evaluation to Change Thai Tourist Police Volunteer Programs, this is a dissertation compiled by Liptapallop with purpose to meet the requirements for obtaining a Doctor of Education degree, School of Education, Faculty of Arts, Education and Human Development, Victoria University, Melbourne, Australia, 2008 [7]. Besides using 12 events in the document analysis, the researcher adds the focus group interviews, semi-structure interviews, informal discussions, casual conversation and personal reflection. In the summary, a responsive evaluation model is adopted with the purpose to see the effectiveness of all of the three training programs.

III. RESULTS AND DISCUSSION

The findings on curriculum performance as a document can be explained as follows: The curriculum that used nowadays is based on Tourism Minister Regulation [8]. Curriculum structure consist of 155 credit semesters. Profile of graduated student is so high, over qualified for under experiences students turning into manager except in a small hotel [2].

The problem led on lecture materials and Lesson plan, which are not that relevance and have not yet harmonized with Common ASEAN Curriculum for Tourism. The document curriculum available in a Toolbox. Their lesson plan actually focused on developing strong vocational skills and abilities, but these capabilities are not fully appropriate with things stated in the Asean Common Competency Standards for Tourism Professionals.

TABLE I. JOB TITLES CATC AND CERTIFICATION SCHEME

Job Tittles	MRA job Index	Units Core and Generic competencies	Units Functional Competencies	Total Unit Competencies	Job Requirement
Food and beverages outlet manager		21 units	29 units	50	Hold certificate level IV or has work experiences for 3 years, as Wait person
Front Office Manager	HFO.01	16	20	36	Hold Certificate level VI or minimum 2 years has work experience as FO Supervisor
Chef de Party				43	Hold certificate level IV or has work as assistant pastry chef for 2 years

National Occupational Certification schemes referencing ACCSTP and CATC 201

TABLE II. CURRICULUM STRUCTURE DOCUMENT HOTEL ADMINISTRATION STUDY PROGRAM

SUBJECT	CREDIT SMTR	CREDIT SMT	PROFILE
General Mandatory	1. Religion 2. Pancasila 3. kewarganegaraan 4. Indonesian Language	8	1. Front Office manager 2. Executive Housekeeping 3. Food and Beverage Outlet Manager 4. Chef de Party
Mandatory Core Subject	5. EtikaBisnis 6. DasarManajemen 7. Kewirausahaan 8. P LintasBudaya 9. Pengantar Par Hos 10. ApkKomputer 11. M sumberdayamanusia 12. AkutansiHospita 14. Dasarpermasaran 15. Sistem info Hotel 16. Man Stratejik 17/18 English I and 19. H Indus Pancasila 20. Perpajakan 21. Hygiene, Sanitasi 22. RisetMetodologi 23. RisetDesain 24/25. OJT I dan II 26. Final Project	68	5. Sales and Marketing manager 6. Accounting Manager 7. Revenue Manager (assistant) 8. Laundry manager 9. Human Resources Development Manager 10. Laboratory instructor
Functional Subject	27. Operational Boga 28. Operational Pastry 29. OperasionalResto 30. Op. Bar 31. Op. PenTamu 32. Op. Kamar 33. Op TT Graha 34. Op Linen/Binatu 35. Peng. Mice 36. InggrisProfesi 37. Bhs asingPilihan 38. KomunikasiHosp 39. Mgm TT Boga 40. Mgm Rest &Bar 41. Mgm Front Office 42. Mgm Laundry 43. Hosp marketing 44. Mgm Finance Hos 45. Revenue Mgm 46. Leadership 47. Property Mgm 48. Analisis Hotel Op 49. Perenc.JasaAkom 50. PengendalBiaya 51. Statistik Hotel 52. ApkManajemen 53. Sis MnjLingkung 54. ManajemenMutu	79	
Total	54	155	

Kepmen par Number 6 year 2017

Learning aids are considering very good, as well as course schedules that are well arranged. Some learning materials are developed using the tool box and modified by the lecturers in the class. The learning process has produced main competencies as Sales and Marketing supervisors, Human Resources Development supervisors, Accounting supervisors, Duty Managers, and Operation Managers. The additional programs to enrich the material are packaged in other forms, such as guest lectures, industrial visits, sport, extra curricular workshops and seminars.

In carrying out its learning mission, the management of ADH and ADAK study programs have prepared the lecture units prepared by the lecturers, lecture materials, tools and learning media, time, study period, academic calendar and class schedules, and also classroom management. The lecture units, course notes and hands out are available, however, based on the results of observations and in-depth interviews with several lecturers and teaching staffs, the researcher still see weaknesses, one of the weaknesses is that not all of the lecture teaching the units are not appropriate with ACCSTP or CATC. The material and content does not support the competencies achievement which is expected to be mastered by the graduates, so they can play a role in carrying out their duties as stated on their profile. The assessment process of the learning results in the Hospitality Administration study program is done by following the evaluation format of learning outcomes which has been prepared by the ADAK, it is consisting of: a) daily scores, b) assignment scores, c) midterms, d) final semester examinations, d) final project trial examinations, and e) reexaminations I and II if those are needed. The final score as the result of the study concerned is the accumulation of all of the components of the assessment. Actually, the students should be follow assessment to get the certificate of competence, but due to some difficulties they haven't done it yet but starting next year they have to do it. It a must

The assessment of the carrying capacity of facilities is obtained based on the observations by the researcher, the theoretical classrooms are equipped with modern equipment, such as the use of multi-media I-Mac and in focus, automatic screens, white boards, some classes are facilitated with air-condition and joint practice laboratories which are appropriate with the fields and subjects, language laboratories, libraries, housekeeping laboratory, restaurants, bars, lounges, kitchens, hotspots / wifi and three-star practice hotels, cottages, so are the complete teaching and learning process aids. The assessment of the Hotel Administration study program has been done through the BAN-PT with "A" credit score and to improve the education quality, this study program has adopted the ISO 9000: 2015 quality management approach and through the development of a Tourism Education Quality System (TedQual) from the WTO.

The consistency of curriculum documents with their implementation stated that 70% of learning took the form of practice and 30% in form of theory. It can be seen in the document theory and practice pattern on the administration field, front office and Housekeeping where the students are trained from the elementary to managerial level with sufficient credit load. But, it is inadequate for the subject financial and accounting, sales and marketing, and human resources development.

IV. CONCLUSIONS

The results of data analysis have produced findings and concluded that. The curriculum documents are not following Mutual Recognition Arrangements for Tourism Professional, and the document curriculum were not all able to trace the ASEAN Common Competency Standard for Tourism Professional and Common ASEAN Tourism Curriculum. The impact of this problems is that students will face difficulties to do assessment to get certificate of competence from Professional Tourism Certification Body First-Party. Whereas this assessment is a must. That is why the chairman of study program and the chairman of ADAK, also lecturer have to seat together and construct a firm document curriculum accordingly.

The curriculum is implemented according to the plan, that is means there is a consistency between curriculum documents and curriculum implementation, but because the document is not able to trace to Common ASEAN Curriculum, resulting in inconsistent output.

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