

Arrangement of Tourism Sector Human Resources at Teaching Factory (TEFA) Edutourism Politeknik Negeri Jember

by Degita Danur Suharsono

Submission date: 25-Jun-2024 11:44AM (UTC+0700)

Submission ID: 2408280904

File name: Danur_Suharsono_-_Degita_Danur_Suharsono,_S.Pd,_M.Pd_POLIJE.pdf (287.71K)

Word count: 3498

Character count: 19961

The Arrangement of Tourism Sector Human Resources at Teaching Factory (TEFA) Edutourism Politeknik Negeri Jember

Degita Danur Suharsono^{1*}, Mushthofa Kamal², Rizqi Febrian Pramudita³

{danur@polije.ac.id¹, mushthofa_kamal@polije.ac.id², rizqi.febrian@polije.ac.id³}

Politeknik Negeri Jember, Jl. Mastrip POBOX 164, Jember – East Java, Indonesia^{1,2,3}

Abstract. Since 2018, Politeknik Negeri Jember has worked on developing a teaching factory (Tefa) as a place for teaching activity that is compatible with the workplace and industrial environments. One of them is Tefa Edutourism, which is used as a link and match effort between tourism as a subject and its application through educational tourism activities on campus. However, there was a problematic issue emerging about the arrangement of human resources in Tefa. This study was accomplished to identify human resource needs as well as analyze roles, workloads, and qualifications at Tefa Edutourism. Human resource mapping was carried out by qualitative descriptive method. Research subjects were taken by purposive sampling technique. The data was collected by interviews and focus group discussions with fellow stakeholders that have capabilities to support this Tefa. After interviews and focus group discussions, several recommendations were produced regarding the types of human resources needed in Tefa Edutourism.

Keywords: *educational tourism, edutourism, teaching factory*

1 Introduction

The Covid-19 pandemic caused problems of global supply chains, domestic, and financial markets, and consumer demand and created negative impacts in key sectors, especially the tourism sector. The impact of the Covid-19 pandemic has had a huge influence on the entire value chain of tourism, especially in the medium and small creative economy [1]. The year of 2023 was a revival point for the tourism sector. Many regions in Indonesia were trying to develop their existing potential as a tourist attraction. Not only regions, but campuses in Indonesia also demonstrated their contribution to develop their potential as tourist attractions, one of them through the Teaching Factory (Tefa).

Since 2018, Politeknik Negeri Jember (Polije) has worked on developing Teaching Factory as a learning activity unit that corresponds to the workplace and industrial environment. Teaching

Factory becomes a real learning concept to bridge the competency gap between the knowledge provided by the campus and the needs of the industry [2]. On its development, there have been nine Tefas that have potential as educational tourist attractions in Polije, namely: Smart Green House, Seed Center, Cut Flowers and Nursery, Coffee Processing, Animal Feed, Feedlot & Dairy Cattle, Fish Canning, Coffee and Bakery, Rotogravure [3]. Through the establishment of Tefa, it is very conceivable for the development of educational tourism in Polije. Educational tourism is one of the branches in tourism that combines recreation and learning. Some campuses in the world have managed educational tourism activities that take place on campus and other public places to increase the income of an institution as well as become recreational sites [4]. Furthermore, it can be declared that educational tours are essential activities carried out by those who stay overnight and those who travel because education and learning are the main or secondary parts of their trip [5]. The activities include general education tours, international and domestic university/school student trips, including language schools, school visits, and lesson exchange programs. The provision of the tourism sector in Polije can be further complemented through the involvement of Tefa Edutourism.

Tefa Edutourism is a teaching factory that is planned as a link and match effort between tourism science and its application. Currently, this teaching factory is still in the form of a pilot Tefa since there are still many requirements that must be met to be fully established as a teaching factory in general. Based on interviews with Tefa Edutourism manager, the obstacle that happened in that unit was about human resources. Human resources can be mentioned as the most important aspect of running an organization to achieve a goal, in accordance with the opinion of Evans [6] that the existence of human resources (HR) plays an important role in tourism development. The essence of HR is the role of humans in most organizations, especially in service-based organizations. HR is a key factor in achieving successful performance. Consequently, this factor caused the educational tourism potential of Polije not yet become a tourist attraction that can provide direct practical learning for students and/or lecturers in the Tourism Destination Study Program, as well as being an additional income for the institution. With the description, it was necessary to map human resource needs in Tefa Edutourism based on tasks, scope of work, and expertise in the tourism sector.

In general, the need for human resource (HR) planning can identify the need for and supply of human resources in the future by creating a program to eliminate anything that is not appropriate for all interests of both individuals and the organization. Planning, according to Robbins [7] can be identified as follows: "*As managers engage in planning, they set goals, establish strategies for achieving those goals, and develop plans to integrate and coordinate activities*". It can be interpreted that planning is a management function that includes the process of defining goals, establishing strategies to achieve those goals, and developing plans to integrate and coordinate a number of activities. HR planning is planning the workforce so that it suits the company's needs and is effective and efficient in helping to realize goals. HR planning is a systematic process that analyzes the condition of human resources in ensuring the availability of quantity and quality with the right skills to meet needs. HR planning includes the process of analyzing employee needs in an organization by making a list of jobs to achieve mutually agreed goals. Thus, HR planning is very necessary considering that the organization will have a clear picture of the state of HR in the future and can anticipate various possibilities that will occur. Based on this, HR planning starts by analyzing employee needs in an organization by making a list of jobs to achieve organizational goals by involving various related parties, especially leaders, so that

the needs of employees according to the needs of each work unit can be met [8]. Saad [9] confirms that human resource planning in the tourism sector includes five main components: (1) identification of competencies needed to achieve organizational goals; (2) development of strategies to attract, retain, and develop appropriate human resources; (3) development of an appropriate organizational structure to support organizational goals; (4) development of an effective HR management system; and (5) development of an HR performance measurement system.

Teaching factory, referring to "The Teaching Factory Concept" is a concept that promotes efficient learning when a broad-based curriculum is implemented in the first two years, followed by specialized studies in the final year" [10] which means a concept that facilitates effective learning to implement a broad-based curriculum (industry) in the first two years and specialist studies in the final year. The principles of teaching factory are as follows: 1. Learning tools are designed to be product/service based in accordance with the needs of society in general. 2. Students are fully involved directly in the production-based learning process so that competence is built through personal experience in making, working on, and/or completing products/services based on standards, rules, and work norms in the industry. 3. According to the level, learning tools are designed with an orientation towards creating products/services according to the psychological factors of students (CBT - PBT) so that they are able to increase competence, increase work readiness, and develop work character and students according to the world of work and industry needs. 4. Student competency certification can or may be issued at each level of competency in accordance with the products/services that have been completed. 5. The function and existence of all campus resources from facilities, teaching staff, staff, materials, and governance are conditioned/functionalized to build the environment and atmosphere of DUDI or a real workplace/business. 6. Implementation of production activities or services is non-profit because it is part of the Tefa learning process carried out by students. 7. Utilization of Tefa-based learning products/services is carried out in accordance with applicable provisions and regulations [11]

In his research, [12] explains educational tourism as a diversification of today's tourism products, which includes tourism activities as well as gaining knowledge insight. Educational tourism certainly opens up new business opportunities that can encourage economic growth and reduce unemployment. In another perspective, educational tourism can be seen as a program where tourists visit a tourist location with the main aim of gaining a direct learning experience at the tourist attraction [13]. Apart from attracting tourists, educational tourism objects can also be used as an alternative to becoming a learning facility for the community and students. Regarding the implementation of learning that utilizes natural, social, and cultural conditions as well as regional wealth for educational success with optimal content of all study materials. This is also in line with environment-based learning.

Considering the struggle faced by Tefa Edutourism Polije, it was important to examine human resources planning in the field of tourism which was expected to support optimizing the role and contribution of the social humanities scientific field, especially tourism science as an effort of research contribution that was in accordance with the research master plan of Polije for year 2021-2025 with the research theme *Strengthening Social Capital* on the topic of social engineering. Apart from that, it also referred to the strategic plan of Polije for the year 2020-2024, which was related to research that can provide solutions to problems, one of which was faced by the Teaching Factory. Furthermore, this research was also in line with the national

research master plan for the year 2017-2045 with a focus on economic and human resources studies. This research aims to produce a tourism sector human resource arrangement at Tefa Edutourism.

2 Method

This study was conducted at Tefa Edutourism. In determining the location, it was based on the suitability of criteria related to research objectives. The mapping of human resources in Tefa Edutourism was carried out using a qualitative descriptive method. This was implemented through an in-depth interview with Tefa Edutourism manager and a Focus Group Discussion (FGD) with stakeholders regarding the establishment of the factory. The research subjects were determined by a purposive sampling technique, which means the selection was based on certain criteria. The data collection was through primary and secondary data. Primary data was data obtained directly in the field through observation, interviews, and documentation sourced from Tefa. Meanwhile, secondary data was data obtained through supporting documents such as data from the strategic plan (Renstra) of Polije, Renstra of the department, annual report, and others. The whole stages of research that were carried out were as follows: 1) identifying the problem, 2) collecting data related to the research object, 3) preparing literature study, 4) developing a research design, 4) identifying and compiling observation and measurement tools, 5) creating research instruments, 6) carrying out observations in the field, 7) identifying and analyzing data, and 8) writing a report. The wrap-up of the data processing technique can be seen in Figure 1.

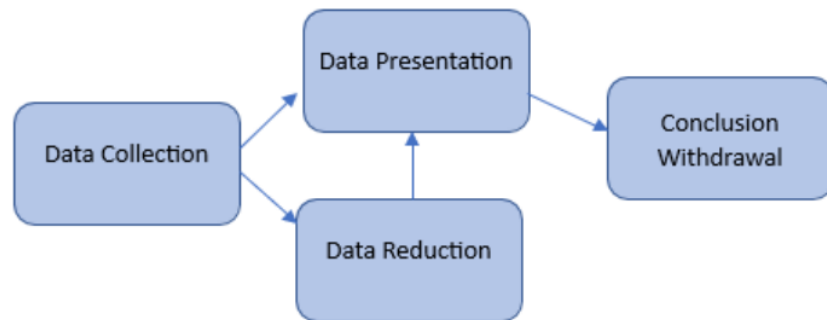


Figure 1. Data processing technique

Practically, there are several stages or flows in conducting research. The first is related to preparations for starting research. For the research to proceed formally and according to procedures, permission was required from the relevant parties. Once this was obtained, then a

location survey was carried out. Next, at the data collection stage, there were two significant data in this research, namely primary data (field survey results related to the potential for educational tourism in Polije) and secondary data (documents related to Tefa development). Problem-solving efforts were the next focus. There were some points of concern, namely identifying human resources, as well as analyzing roles, workload, and qualifications. All these flows will be accumulated in the formulation of human resource mapping at Tefa Edutourism. The diagram of the research flow can be seen in the following figure.

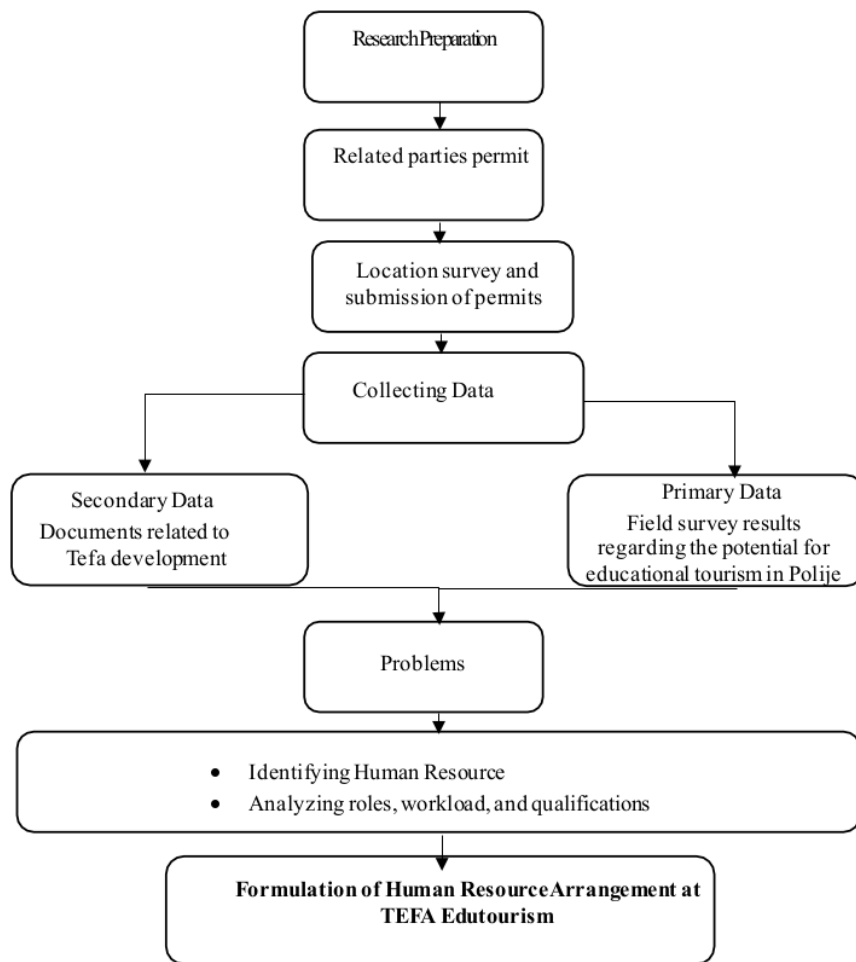


Figure 2. Research Flow Diagram

3 Results and Discussion

3.1 Edutourism

Educational tourism or edutourism is a program where tourists visit a tourist location with the main purpose of having a direct learning experience at the tourist attraction. Edutourism also known as *anjangkarya* is a recreational or holiday travel activity banded together with various educational activities. The aim of organizing edutourism is to increase the intelligence and creativity of the participants. Edutourism destinations are usually museums, plantations, research centers, schools/campuses, and also zoos.

They are certain units in Polije with high potential for edutourism visits, such as Food Product Processing and Packaging, and also Integrated Agriculture unit. However, there was no precise arrangement yet to make it run well. The role of Tefa Edutourism is needed to ensure that need, but still the case of human resources should be first overcome.

3.2 Interviews and FGD

Interviews and Focus Group Discussions (FGD) were conducted by the research team to plan human resources in managing Tefa Edutourism. Based on the results of discussions held with the head of the language, communication, and tourism department, public relations of Polije, the head of the center for research and community service, and three managers of Academic Support Units: Food Product Processing and Packaging, Integrated Agriculture, and Edutourism, there was a mutual understanding that tourism activities in Polije should be managed by Tefa Edutourism to accommodate tourist visits requests. Polije which has various Tefas as tourist attractions needs to be organized through tour packages. Drs. Syaiful Bachri, the head of public relations, emphasized that Polije has educational tourism visits every month, which are carried out by school children at kindergarten, elementary, middle, and high school levels visiting this institution. That would be an unexploited opportunity if it is not managed optimally.

Human resources is one of the important factors in the tourism sector. The level of quality of the tourism experience offered depends on the quality of service provided by the working staff. Employees or workers must be able to provide educational services to the tourists, encourage them to enjoy destinations in Polije, and organize the expected experiences that are tailored to the level of tourists' needs. Dedicated, friendly, innovative, professional, and experienced employees in the tourism sector can be an added value in creating a positive impression for tourists. High-quality employees will improve service and create a memorable experience for them. Therefore, stakeholders must pay attention to aspects of human resources, so that it is able to support operational activities in tourism services in a sustainable manner.

Through discussion, there were some insights filled for the human resource needs at Tefa Edutourism, which gradually will be upgraded to this unit, including analysis of quantity, quality, and training needs in order to ensure tourism activities run well and successfully. Thus, the arrangement of human resource needs is focused as follows, namely:

1. Tefa Edutourism Manager

In managing tourism activities at various Tefas, a Tefa Manager needs to be responsible for the tourism activities from start to finish, including:

- Determine goals and strategies to increase the number of visitors;
- Create a marketing plan to promote more attractive tourism activities;
- Ensure that tourist attractions at various Tefas have satisfactory facilities and services for visitors;
- Prepare and manage budgets to ensure that the Tefa tourist attraction can operate efficiently;
- Build relationships with stakeholders for coordination and collaboration;
- Ensure that Tefa tourist attractions comply with all applicable rules and regulations;
- Monitor staff performance and provide necessary training to improve service quality;
- Ensure that the tourist attraction in Tefa has satisfactory security;
- Develop learning programs.

2. Administrative Staff

Administrative staff is needed to handle administrative tasks and documentation related to orders and payments.

3. Operational Staff

Operational staff is needed to handle operational activities whose aim is to assist the tasks of the Tefa Edutourism manager, such as helping supervise tourism activities, creating tour packages, assisting with coordination between units, assisting with marketing, and other tasks.

4. Tour guide

Tour guides are tasked with providing guiding information and accompanying tourists during tourist activities. Usually, in a group, there are 10 people accompanied by 1 tour guide. Tour guide activities can become a direct practice for students of the Language, Communication, and Tourism Department as an application of knowledge in the tourism sector.

5. TEFA Tourist Attraction Manager

To be able to manage Tefa as a tourist attraction, a manager/person in charge (PIC) is needed who is responsible for organizing tourist activities in Tefa and ensuring that all tasks run smoothly by paying attention to service quality, ensuring that the tourist attraction has satisfactory security, and can develop programs to educational activities

6. Public Relations

The important role of Public Relations (PR) is as the front line of the face of higher education. Apart from being related to Polije branding, Public Relations is also an important bridge for the sustainability of Tefa Edutourism in developing educational tourism activities

at various Tefas in Polije. Public relations can help open the way for tourists who want to take educational tourism activities in Polije.

In addition, all of the human resources stated above have to complete themselves with the specific certification, at least as tourism planner. Apart from being related to human resources, the FGD also reminded the importance of fulfilling the 5A aspects in the analysis of potential tourist destinations in teaching factories which included attraction, activity, accessibility, accommodation, and amenities. It is in line with the previous research [3] that mentioned all TeFas at Polije have already fulfilled the five aspects in developing a tourist destination. These important points are the additional concerns for Tefa Edutourism to make a significant effort to be on par with other Tefas.

4 Conclusion

In general, referring to how tourism activities work at several teaching factories, appropriate planning of human resource requirements is exceptionally needed to support tourism services in Polije through Tefa Edutourism. Therefore, by interview and FGD, the arrangement of tourism sector human resources has been discovered as a reference for the Tefa Edutourism manager in fulfilling the needs. Certainly, there are still many things that need to be discovered in developing human resources in the tourism sector at Tefa Edutourism. However, it is hoped that the data and images obtained through this research can become excellent sources and references for developing Tefa Edutourism more optimally on an ongoing basis.

Acknowledgments

We would like to express deep gratitude to Politeknik Negeri Jember, especially to Pusat Penelitian dan Pengabdian Kepada Masyarakat (Polije Research and Community Service Center) for the generous support so that the researchers were able to conduct the study. This study was funded by DIPA Politeknik Negeri Jember for the Beginner Lecturer Research (PDP) scheme.

References

- [1] Sugihamretha, I. D. G.: Respon Kebijakan: Mitigasi Dampak Wabah Covid-19 Pada Sektor Pariwisata. *The Indonesian Journal of Development Planning*, IV(2), 191–206 (2020)
- [2] Astuti, Sri & Sidiq, M. A.: Analisis Strategi Pengembangan Teaching Farm / Teaching Factory (TEFA). 2(2), 295–299 (2021)
- [3] Suharsono, D., Kamal, M., & Wicaksono, J.: BIPA-Based Educational Tourism Model Development. (2023). <https://doi.org/10.4108/eai-5-11-2022-2326522>
- [4] Rahmani, Natasha Indah; Rahayu, K. S.: Analisis Bisnis Model Kanvas Terhadap Kampus Sebagai Potensi Daya Tarik Wisata Edukasi. *Jurnal Sains Terapan : Wahana Informasi Dan Alih Teknologi Pertanian*, 12(2), 86–97 (2022)
- [5] Lam, J. M. S., Ariffin, A. A. M., & Ahmad, H. J. A. (2011). Edutourism: Exploring the push-pull factors in selecting a university. *International Journal of Business and Society*, 12(1), 63–78.

- [6] Evans, Nigel; Stonehouse, George; Campbell, D.: *Strategic Management for Travel & Tourism*. Elsevier (2003)
- [7] Robbins, Stephen P; Coulter, M.: *Management (Eleventh)*. Pearson Education Limited (2012).
- [8] Suartini, I., Maarif, S., & Amanah, S.: *Perencanaan Sumber Daya Manusia Tenaga Kependidikan Di Universitas Pendidikan Indonesia Kampus Daerah. Belantika Pendidikan*, 5(1), 18–30 (2022). <https://kayonmedia.com/jurnal/index.php/bp/article/view/122>
- [9] Saad, S. K.: *Contemporary Challenges of Human Resource Planning in Tourism and Hospitality Organizations: A Conceptual Model*. *Journal of Human Resources in Hospitality and Tourism*, 12(4), 333–354 (2013). <https://doi.org/10.1080/15332845.2013.790246>
- [10] Harianton, I., & Saefuddin, S.: *Pengembangan Model Teaching Factory dalam Kampus di Politeknik Manufaktur Negeri Bandung Berbasis Konsep Lean and Green Kaizen Model*. 23–27 (2016)
- [11] Direktorat Pembinaan SMK.: *PANDUAN PELAKSANAAN TEACHING FACTORY* (2018)
- [12] Hariyanto, O. I. B., Andriani, R., & Kristiutami, Y. P.: *Pengembangan Kampung Tulip Sebagai Wisata Edukasi di Bandung*. *Jurnal Pengabdian Kepada Masyarakat*, 1(1), 15 (2018). <http://ejournal.bsi.ac.id/ejurnal/index.php/abdimas>
- [13] Devi, I. A. S., Damiati, D., & Adnyawati, N. D. M. S.: *Potensi Objek Wisata Edukasi Di Kabupaten Gianyar*. *Jurnal BOSAPARIS: Pendidikan Kesejahteraan Keluarga*, 9(2), 130 (2019). <https://doi.org/10.23887/jipkk.v9i2.22136> Kementerian Pendidikan dan Kebudayaan Republik Indonesia.

Arrangement of Tourism Sector Human Resources at Teaching Factory (TEFA) Edutourism Politeknik Negeri Jember

ORIGINALITY REPORT

10%

SIMILARITY INDEX

10%

INTERNET SOURCES

0%

PUBLICATIONS

0%

STUDENT PAPERS

MATCHED SOURCE



eudl.eu

Internet Source

9%

11%

eudl.eu

Internet Source

6%

★ /doi/10.4108/eai.18-11-2023.2342553

3%

/pdf/10.4108/eai.19-11-2022.2332186

2%

/pdf/10.4108/eai.5-11-2022.2326523

1%

/pdf/10.4108/eai.18-11-2023.2342557

Exclude quotes Off

Exclude matches < 2%

Exclude bibliography Off