

Integrated Quality Management Model of Learning Practices in Tourism Vocational Higher Education

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ABSTRACT

This study aims to analyze tourism education activities, especially regarding the management of practical learning at vocational tertiary institutions in the field of tourism. The research method uses a qualitative approach with a case study type approach, mixed methods sequential exploratory design. Resource persons or research informants consist of. Directors, Heads of Study Programs, Lecturers, Practical Instructors, Heads of Internal Quality Assurance, and students at the two institutions that are the locus of research. The results of the study show that practical learning activities at vocational tourism colleges have not been managed optimally. Furthermore, this study offers a competency-based practical learning quality management hypothetical model that is integrated with industry as an alternative solution in managing practical learning activities to improve the quality of learning outcomes and produce graduates who have skills and competencies that meet industry standards and needs. This model carries university collaboration. Tourism with the hospitality industry in organizing practical learning activities. This form of collaboration is realized by involving industrial practitioners in a number of learning activities, including 1) Curriculum development and alignment; 2) Formation of a Steering Committee; 3) Teaching practitioner program; 4) Implementation of fieldwork practice programs; 5) Sending students to work part-time (daily workers); and 6) Guest lectures from industry practitioners. Recommendations and implications of this research are the need to build good collaboration between universities and industry in managing practical learning activities that link & and match.

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1. INTRODUCTION

The role of the tourism sector in driving Indonesia's national development is no longer in doubt. As one of the biggest contributors to the country's foreign exchange earnings, the tourism sector occupies an important and strategic position in increasing national economic growth. From a macroeconomic point of view, tourism activities can create demand for goods and services, both for consumption and investment, which in turn will increase productivity and create various jobs to reduce unemployment in

various regions while increasing the welfare of the people nationally. According to data from the Ministry of Tourism and Creative Economy of the Republic of Indonesia, the contribution of the tourism sector to the Gross Domestic Product (GDP) in 2019 was 4.7%, the tourism sector's foreign exchange contribution reached US\$16.9 billion, and tourism employment absorbed 14.96 million people.

Given the strategic importance of the tourism industry in promoting sustainable national economic development, the government, through the Ministry of Tourism and the creative economy, continues to strive to develop the country's tourism industry through various policies and strategies (Seyfried & Pohlenz, 2018). In the Strategic Plan Document of the Ministry of Tourism and Creative Economy/Tourism and Creative Economy Agency for 2020 - 2024, the tourism and creative economy sector is targeted to provide a strategic contribution and role through the transformation of national economic development in the next five years. The transformation of the economic development is focused on increasing the value of tourism foreign exchange and the added value of the national creative economy. To realize this, the government determines the development of 5 strategic tourism and creative economy pillars, namely 1) Tourism Destinations Pillar and Creative Economy Products, 2) Tourism Marketing and Creative Economy Pillar, 3) Tourism Industry and Creative Economy Pillar, 4) HR and Creative Economy Pillar Tourism and Creative Economy Institutions, and 5) Creativity Pillars. Furthermore, the five pillars are translated into 7 strategic national tourism policy directions, one of which is about improving the quality of human resources, namely the management of human resources and tourism institutions and the creative economy in creating superior and competitive human resources, with 3 strategies: (a) Institutional optimization as well as tourism and creative economy vocational education and training curricula, (b) Improving tourism and creative economy Human Resources, competency certification, and (c) Strengthening tourism and creative economy communities and institutions.

Based on the five tourism strategic pillars and the 7 national tourism strategic policy directions, it is known that the tourism Human Resources, factor and tourism education institutions are one of the factors that receive serious attention to improve their quality (Riad et al., 2019). The inclusion of Human Resources, factors and tourism education institutions in the strategic pillars and directions of national tourism development shows the importance of these two factors in the development of a quality and internationally competitive national tourism industry. The government realizes that Indonesia's natural advantages as a tourist destination will not be optimal if it is not managed by reliable human resources in their fields. The existence of reliable, professional, creative, innovative, and competency-certified tourism human resources is one of the keys to the success of the tourism industry in the current era of globalization. As for by definition, tourism Human Resources, is mentioned in Government Regulation of the Republic of Indonesia Number 50 of 2011 concerning the National Tourism Development Master Plan for 2010 – 2025, Chapter I Article 1 paragraph 18, namely "Tourism Human Resources, hereinafter abbreviated as Tourism Human Resources, are workers whose jobs related directly and indirectly to tourism activities".

The potential advantages of tourist destinations, in the form of natural beauty and cultural uniqueness that are currently owned by Indonesia, have allegedly not been managed optimally as a tourist attraction that can bring in local and foreign tourists. This has resulted in Indonesia's tourism competitiveness being considered low compared to other countries in the world, even to neighbouring countries in the Southeast Asian region. Based on The Travel & Tourism Competitiveness Report released by the WEF (World Economic Forum) in 2019 regarding the ranking of the tourism competitiveness index, Indonesia is ranked 40 out of 140 countries in the world. In the Southeast Asia (ASEAN) region, Indonesia's tourism competitiveness index is ranked 4th, still below Singapore, Malaysia and Thailand. Meanwhile, for the Tourism Human Resources, competitiveness index, The Travel & Tourism Competitiveness Report 2019, places Indonesia at number 44 among 140 countries in the world, and number 5 among ASEAN countries (Lucander & Christersson, 2020). Details of the data can be seen in the following table

Table 1 . Tourism Excellence Competitiveness Index and World Tourism HR for Countries in the ASEAN Region in 2019

No.	Country name	Tourism Excellence Competitiveness	Tourism HR Competitiveness
1.	Singapore	17	5
2.	Malaysia	29	15
3.	Thailand	31	27
4.	Indonesia	40	44
5.	Cambodia	54	95
6.	Viet Nam	63	47
7.	Brunei Darussalam	72	69
8.	Philippines	75	37

The low condition of Indonesia's tourism human resources can also be seen from the number of workers in the tourism sector who have been professionally certified by the BNSP. This was conveyed in the Performance Report of the Ministry of Tourism of the Republic of Indonesia for 2019. It was stated that during 2019, the number of registered national Tourism Human Resources was 3,900,000 people while the number of Certified Tourism Human Resources was only 107,591. The comparison ratio is about 2.8%. It is a very small number compared to the needs that should be met. The complete data can be seen in the following table below:

Table 2. Number of Tourism HR certified in FY 2019

No.	Field of Certification	Amount
A	Industry Certification	70,000
1.	Hotel and Restaurant sector	53,490
2.	Tourism Guidance Division	6,558
3.	Spa Field	6,059
4.	Field Tour Travel Bureau (BPW)	3,393
5.	Mice field	500
B	Education Certification	2,136
C	LSP P1/P3 Independent Certification	35,455
	Total number of certified tourism human resources	107,591

Responding to the fact that the competitiveness or quality of Indonesia's tourism human resources is still low at this time must be the concern and responsibility of all parties, both the government and the community. Conditions like this cannot continue. It is necessary to look for causes and solutions. Theoretically, this can occur due to many factors, one of which is the quality of education. Many experts state that education is an important factor in increasing an individual's ability to perform his or her job duties so that they can be more productive and able to compete with others. Thus it can be said that the high or low ability of a nation to compete with other nations can be seen from the quality factor of the delivery of education (Frawley et al., 2019).

The existence of tourism higher education institutions has a strategic position in increasing tourism competitiveness. From this, tourism human resources will be born which will become the driving force for the tourism industry. Problems arise when there are demands from the business world and the industrial world for the quality of graduates who are ready to work and not just ready for training. It should be remembered that in tourism education as a form of vocational education, it is necessary to strengthen work skills which are more than just understanding theory or science. Vocational education actually builds 8 graduate competencies, namely: Communication Skills, Critical and Creative Thinking, Information/Digital Literacy, Inquiry/Reasoning Skills, Interpersonal Skills, Multicultural/Multilingual Literacy, Problem Solving, and Technological Skills (Anttila & Jussila, 2018).

Green's research results (in Beerkens, 2018) reinforce the statement above. He stated, "Twelve of the management competencies were perceived to be used frequently by hospitality and tourism graduates". That there are 12 managerial competencies that will often be needed by graduates of hospitality and tourism

education. He further stated that of the 12 required competencies, interpersonal skills rank highest (rank 4) as a managerial skill that tourism education graduates must possess compared to other technical skills. He stated: *Management competency is associated more closely with technical skills, interpersonal skills, or both types of skills. In an a priori comparison, technical skills were assigned a rating of 2, those competencies deemed to be both were assigned a rating of 3, and those deemed more closely associated with interpersonal skills were rated a 4.*

In line with Green's statement, the results of Whitelaw's research in Harrison et al. (2022) show that in addition to general management skills, technical managerial skills, and competencies are important for graduates of hospitality education to have, as a reflection of the needs of the tourism industry. As he stated: To reflect the need of the industry, it is important to define the skills and competencies expected from any hospitality graduate. There is indeed a clear shift in hospitality education where general management skills are introduced to complement the practical components.

Given this, it is the obligation of all parties to help encourage existing tourism higher education institutions to be able to improve their quality in order to be able to produce graduates that are in accordance with the expectations and demands of the current tourism industry, namely graduates who do understand not only conceptual theoretical skills but also have technical-practical managerial skills in the field of tourism according to established quality standards (Cudney et al., 2020).

In Indonesia, there are a number of tourism vocational higher education institutions in various institutional forms. Among them are high schools, academies, polytechnics, and study programs at a university. Of the many tourism higher education institutions, 6 government-owned Tourism Colleges are managed as technical implementing units under the Ministry of Tourism and Creative Economy of the Republic of Indonesia (Zhang et al., 2020). The six state tourism colleges are Bandung Tourism College, Bali Tourism Polytechnic, Medan Tourism Polytechnic, Makassar Tourism Polytechnic, Lombok Tourism Polytechnic, and Palembang Tourism Polytechnic. As government-owned educational institutions, these six PTNPs are references for higher education in tourism in Indonesia, so they always become "PT Pembina" for private tourism education institutions in various regions, so most of them carry out coaching collaborations in managing education in various forms of activity (Alzafari & Ursin, 2019).

In addition to the government-owned tourism colleges managed by the Ministry of tourism as mentioned above, there are other tourism colleges managed by the private sector with a much larger number. Spread in various regencies and cities throughout Indonesia and their numbers tend to increase every year, except during the Covid-19 pandemic for the last 2 years (Duxbury et al., 2021). Based on data from the 2020 National Accreditation Board for Higher Education (BAN-PT 2020), there are 45 accredited tourism higher education institutions, in the form of Tourism Colleges, Tourism Polytechnics, and Tourism Academy. Of the number of accredited tourism tertiary institutions, only 1 tourism tertiary institution has excellent accreditation (A), 18 are very good (B) and the remaining 26 are good accredited universities (C). Details can be seen in the following table:

Table 3. Accreditation of Tourism Higher Education Institutions

No.	Institution Form	Accreditation / Amount		
		Superior	Very well	Good
1.	High School	1	6	8
2.	Polytechnic		8	3
3.	Academy		4	15
	Total number	1	18	26

As for international standards, quality standard certification for educational institutions engaged in the field of Hospitality and Tourism is issued by the United Nations World Tourism Organization (UNWTO) through Themis Foundation which develops Tourism Education Quality (TedQual). The quality standards in every aspect required by UNWTO are a requirement for obtaining a TedQual certificate. Quoted from the official website (unwto.org, 2021). currently there are a total of 93 tourism higher education institutions in the world that have received this international certification. For the Asia

Pacific region, there are 33 similar institutions that have received certification from Tourism Education Quality. Meanwhile in Indonesia until 2021 there are only 6 tourism education institutions that have received it. Still, very little because it is not easy to obtain. Various obstacles, both technical, system, budget, and human resources have become obstacles to achieving the quality standards set by TedQual.

The current condition of the low quality of tourism higher education institutions is of course many factors to blame. As is well known that education is a system that requires the support of various other sub-systems. So that in determining the quality of an educational institution and the delivery of education it manages, it is first necessary to see whether the sub-system components contained in the education system are also of good quality. This is understandable considering that the educational process is a transformation that involves various educational sub-systems, including institutional leadership, curriculum suitability, completeness of school facilities in the form of infrastructure, availability of learning resources and materials, as well as the availability of educators and educational staff as expected and needed by students and other stakeholders.

Practical learning is an educational process that aims to train and guide students to master a skill by using various methods and equipment according to the type of skills to be given. Theoretically, practical learning is defined by Hegarty-Hazel (in Bilsland et al., 2020) as a form of practical work that takes place in an environment adapted to learning objectives so that students are involved in learning experiences and interact with equipment to observe and understand a phenomenon. While Hamzah (in Anderson & Sanga, 2019), generally states practical learning is a learning process that involves motor skills or movement at work or field with the aim of training the ability of students to apply the knowledge they have acquired to do in real life or work, or tasks that actually occur in society.

The phenomenon of practical learning activities at Vocational Higher Education, especially in the field of tourism, as described above, has attracted the attention of the authors to research further and contribute in scientific form. In accordance with the author's disciplinary background, namely Educational Administration, the research focus refers to the four main pillars of Educational Administration, namely *Management, Leadership, Planning, and Policy*. This research will discuss the management of practical learning activities at vocational higher education institutions in the field of tourism, so this topic is included in the *management pillar* (Filimonau & De Coteau, 2020). For this purpose, the authors conducted preliminary research by observing a number of Tourism Colleges, both public and private, in West Java. This province has the highest number of tourism colleges compared to other provinces. A number of Tourism Colleges, especially those in the form of Academy, are spread across a number of districts and cities in West Java. Among a number of tourism academies, researchers chose the tourism academy and the Nusantara Jaya tourism academy in Depok as the location for conducting this case study research. The two Tourism Academies were chosen with the consideration that these two educational institutions include those with good BAN PT Accreditation, namely B, but on the other hand these two AKPARs have different condition characteristics has a large number of students, more than 300 people, and has its own campus land and buildings, as well as a fairly large practice study room although they are still rented. Whereas AKPAR Nusantara Jaya Depok has less than 100 students, campus land and buildings are still rented, and do not have adequate practical study rooms. The condition of these two AKPARs is a reflection of the condition of AKPAR as a whole that exists and is spread across various cities in Indonesia at this time so that these two AKPARs can represent the conditions and problems faced by AKPAR so far.

Some of the findings from preliminary studies conducted through observation visits and interviews with a number of parties related to the implementation of practical learning at and AKPAR Nusantara Jaya Depok found a number of problems that could be categorized as gaps or "gaps" between what happened and what should have *been* done in practical learning activities, including the following:

1. Problems of competence and professionalism of practical lecturers/instructors; Among them, there are still lecturers who do not have a hospitality vocational education background or have a vocational education background but have never worked in the industry.

2. Limited facilities for practical learning; The ratio of the area of the place and the number of practical equipment that is not in accordance with the ratio of the number of students who use it;
3. Condition, type, and technology of practice equipment that is no longer in accordance with what is used in the industry (out of date);
4. The number of hours (time) of practical learning is relatively small, so there is minimal repetition of the learning process.
5. The responsibility for implementing and supervising the quality of practical learning is still centered on the head of the study program and the head of PPM. Because of the lack of human resources who understand quality management and are committed to implementing practical learning quality management
6. Implementation of quality management is still limited to administrative activities
7. Incomplete quality documents (SOP, quality manual, quality organizational structure, etc.) as a guide in carrying out practical learning activities.
8. The quality standards for practical learning have not been consistent, both in terms of the amount of study time, the number of lecturers, and the equipment and learning methods.
9. Practical learning activities still depend on individual patterns and materials from lecturers/instructors who teach
10. There is no involvement of the industry in practical learning activities, both in the preparation of the curriculum and in the implementation of practical learning.

Based on the explanation of the problems faced by AKPAR and the findings of several developing research results, this study refers to the issue of the importance of managing practical learning activities so that they are able to achieve quality learning outcomes according to the required graduate competency standards. Success in realizing quality learning outcomes is a target in producing quality graduates, and the ability to produce quality graduates is an indicator of the success of implementing education in Tourism Colleges. For this reason, serious attention is needed in managing clear and measurable practical learning activities with a consistent escort by all parties involved in higher education quality management. Quality practical learning can be carried out if universities have the right quality management concepts or strategies and are able to implement these quality management concepts consistently and sustainably. Thus, efforts to find quality management concepts or strategies in the management of practical learning activities must continue to be carried out as one of the efforts of tourism tertiary institutions in improving the quality of education as well as the quality of its graduates as expected by many parties so far.

The application of the right practice learning quality management concept will facilitate the increase in the quality of learning outcomes, and with quality learning outcomes it is believed that it will also produce quality graduates, namely graduates who have the competencies needed by industry and the world of work (IDUKA). Furthermore, this will contribute to the birth of quality tourism human resources who have competitiveness in the world tourism industry. Based on this, the focus of the research problem in this study narrows down to the issue of the importance of managing the quality of practical learning at vocational tertiary institutions in the field of tourism. It begins by describing the practical learning activities that have been implemented so far at AKPAR NHI Bandung and AKPAR Nusantara Jaya Depok based on an analysis of the education production function, namely *Context, Input, Process, Output, and Outcomes*. Then analyze the implementation of practical learning quality management that has been carried out so far using the concept of continuous quality improvement (*Deming's Wheel*), namely *Plan, Do, Check, Act*, (PDCA) which was initiated by William Edwards Deming (1982). Furthermore, based on the research findings with the two approaches above, a hypothetical model of quality management of competency-based practical learning integrated with industry is formulated in vocational tertiary institutions in the field of tourism. This model refers to the competency-based learning (CBT) model from Anane and the concept of integrated learning from Fogarty (in Kılıçlar et al., 2018).

Competency-based can be interpreted as learning that is carried out with the orientation of achieving the competence of students, so that the end result of the learning that has been carried out is an increase

in the competence of students which can be measured in the form of knowledge, attitudes, and skills that are in accordance with the standards and needs of the world of work industry. Theoretically, this is stated by Anane (in Foris et al., 2020), that: *Competency Based Training (CBT) is an industry and demand-driven (outcomes-based) education and training program based on well-defined industry-generated standards (occupational standards). These industry standards are the basis upon which the program (curriculum), assessment, and learning materials are designed and developed.*

Researchers believe that the hypothetical model proposed in this study has never been carried out by previous researchers, so this is a new finding or novelty in the world of Educational Administration, especially with regard to the quality management of practical learning at vocational tertiary institutions in the field of tourism. Researchers assume that if this hypothetical model is implemented and developed in tourism colleges to improve the quality of the practical learning process, quality learning outcomes that meet quality standards and competency qualifications in the IQF as expected and required will be achieved.

2. METHODS

2.1. Research Methods and Design

In accordance with the focus and formulation of the research problem that has been described in the first chapter, the research method to be used in this study was initially a qualitative method with a case study type. In the course of the data collection process, it turns out that researchers need more comprehensive, valid, reliable, and objective data that cannot be obtained through qualitative data. In this regard, additional data collection was carried out using quantitative methods, so that in the end this study used mixed research methods or *Mix Methods*. Mixed research methods is a research approach that combines two research approaches, namely qualitative research and quantitative research. In general, mixed methods can be defined as a methodology that involves philosophical assumptions in analyzing data by mixing qualitative and quantitative approaches at each stage of the research process (Luu, 2020). The main premise is that the use of a combination of quantitative and qualitative approaches can provide a better understanding of the research problem than either approach alone. The use of mixed methods in this study is considered appropriate because researchers want to obtain more comprehensive facts and data in researching research problems, namely regarding the quality management of practical learning at Vocational Colleges in the field of tourism. Through the use of mixed methods, it is hoped that an overview of the phenomenon of practical learning at Vocational Colleges in the field of tourism over the past three years can be identified in a complete and comprehensive manner (Marasco et al., 2018).

2.2. Research Participants

For the purposes of collecting research data, data sources or research subjects are needed. In qualitative research, the data source or research subject is called the participant, the terms respondent, population, and sample are not used. Participants or informants as sources of research data in this study are those who know and are involved in implementing practical learning activities at, namely the Director of the Academy, Head of Study Program, Head of the internal quality assurance unit, lecturers, and students.

2.3. Research Place

The research location was chosen based on various considerations in accordance with the objectives and research needs. For the purposes of this study, two tourism colleges were selected in the form of academies located in West Java, namely the NHI Bandung Tourism Academy and the Nusantara Jaya Tourism Academy Depok.

2.4. Data collection

Sequential Exploratory Design where data collection is divided into two parts, namely qualitative and quantitative data collection. In this study, the data needed is information related to the implementation

of practical learning activities and the implementation of quality management of practical learning carried out for the last three years. The data is needed to answer research questions as well as a basis or reference in compiling a hypothetical model of practical learning quality management for students at tourism colleges.

Interviews were conducted with informants who were considered to know the information needed regarding academic services, namely academy leaders, lecturers, and several students at the two tourism academies where the research was conducted. In this study, the types of documents examined related to research questions included official documents regarding leadership policies, standard operating procedures, quality standard manuals, and so on related to practical learning quality management. In this study, FGDs were conducted by researchers to obtain input in making a hypothetical model of practical learning quality management for students at tourism tertiary institutions. Through the FGD it is expected that a number of information and critical views will emerge from the discussion participants to formulate an ideal model in accordance with the research objectives.

After completing the data collection and processing stage 1 using the qualitative method, then proceed with the data collection and processing stage 2 using the quantitative method. Phase 2 research is intended to test the hypotheses generated in Phase 1 research. This is done to complete the information as well as a test or measure qualitative research findings in a quantitative way, using statistical methods

2.5 Population and Research Sample

The population in this study was made up of structural leaders at the AKPR NHI Bandung and AKPAR Nusantara Jaya Depok who were involved in managing practical learning at the two institutions, plus lecturers and students. In this study, the total sampling technique was used, because the number of populations that became the source of data in AKPAR NHI Bandung and AKPAR Nusantara Jaya Depok, was relatively small.

There are several models of qualitative data analysis. In this study, researchers used the Miles and Huberman model. As quoted by Miles and Huberman argue that activities in qualitative data analysis are carried out interactively and continuously until complete, so the data is saturated. The activities in data analysis consist of 4 steps, namely *data collection*, *data reduction*, *data display*, and *conclusion drawing/verification*.

3. FINDINGS AND DISCUSSION

3.1. Research result

In the practical learning context aspect (Con.Bel.Wa), the researcher collected qualitative data through interviews with several informants, namely the Director, Head of PPM, Head of Study Program, Lecturer, and practical instructor. The results of the data processing can be seen in the Figure below:

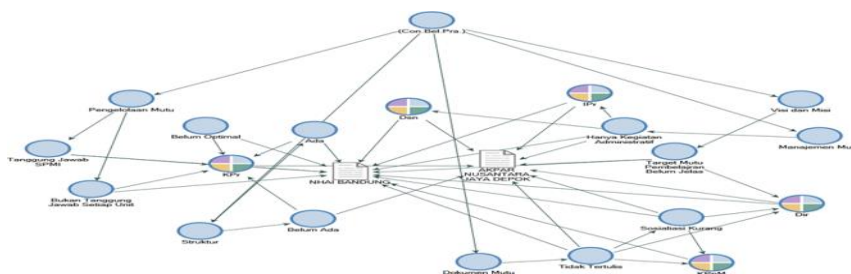


Figure 1. Distribution of Con.Bel.Pra Answers (Context of Practical Learning)

Furthermore, for the input aspects of practical learning (Inp.Bel.Pra), the results of the NVivo 12 data analysis are obtained as shown in Figure 4. below:

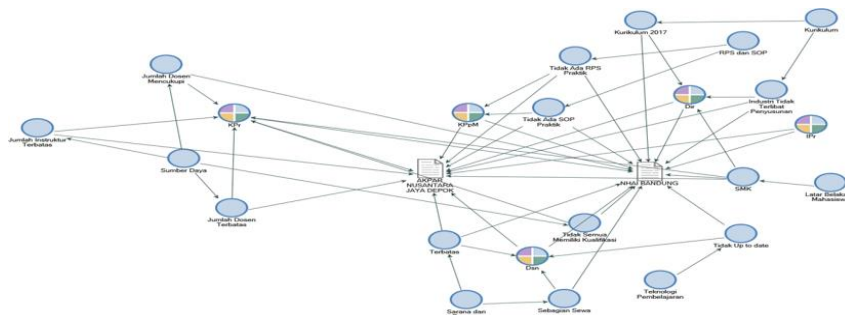


Figure 2. Distribution of Answers Inp.Bel.Pra (Practice Learning Input)

Furthermore, regarding aspects of the practical learning process (Pro.Bel.Pra) which are important aspects in a circle that need to be carried out in an activity, the results of data processing carried out using NVivo 12 on the practical learning process at NHI Bandung Akpar and Nusantara Jaya Depok Akpar can be interpreted as in the following picture:

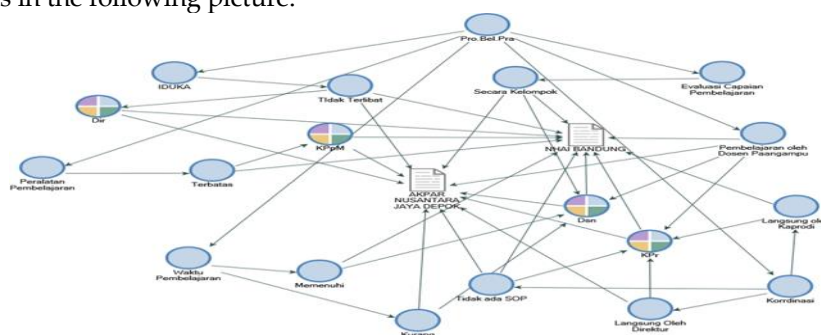


Figure 3. Distribution of Answers Pro.Bel.Pra (Practical Learning Process)

To Furthermore, talking about if there is input then there is *output* in practical learning, where based on interviews with informants Dir, KPpM, KPr, Dsn/IPr emphasized, in the output of practical learning the scope is learning outcomes, changes in attitudes and improvement of competency and performance. The interpretation that is processed using NVivo 12 produces a scatter image as shown below.

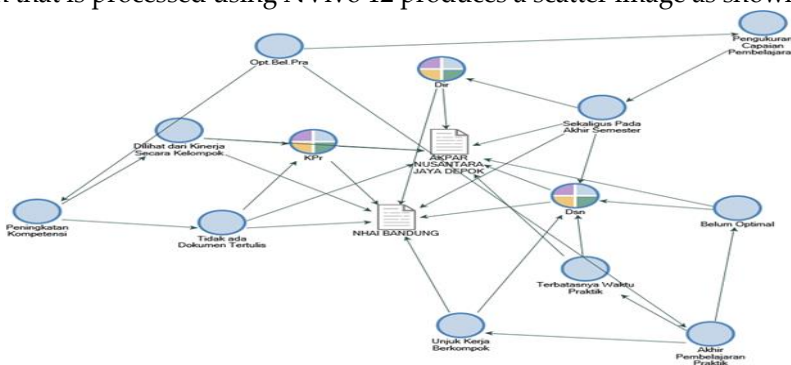


Figure 4. Distribution of Otp.Bel.Pra Answers (Practical Learning Output)

The last benchmark aspect in practical learning is outcomes. where the campus certainly have similarities and differences in practical learning outcomes. The distribution of answers regarding the description of practical learning outcomes using NVivo 12 data processing is as follows:

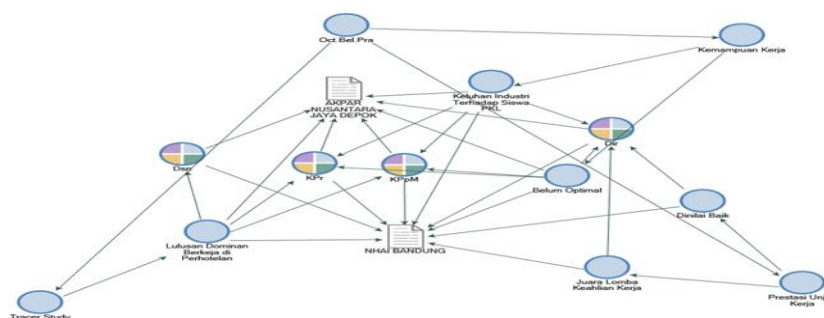


Figure 5. Distribution of Otc.Bel.Pra Answers (Outcomes of Practical Learning)

In addition to testing through further processing of qualitative data in corroborating the results of the interviews, the distribution of instruments was carried out to respondents, namely final year students and lecturers who targeted 50 respondents, but the data collected by respondents who filled out the questionnaire was as many as 48 people.

Table 4. Description of All Dimensions of Practical Learning Variables

No.	Dimensions	Scale					Total Score	Ideal Score	Percentage
		1	2	3	4	5			
1	Lecturer Competence in Teaching Practice	0	0	13	11	24	203	240	84.58%
2	Practical Learning Time and Facilities Used On Campus	0	0	5	26	17	204	240	85.00%
3	Campus Collaboration Program with Industry	0	1	10	22	15	195	240	81.25%
4	Achievement of Practical Learning	0	3	5	19	21	202	240	84.17%
	Total	0	4	33	78	77	804	960	83.75%

Based on the results of quantitative calculations in the table above for all dimensions of learning practices, the total score data obtained is 83.75%. Ideally, the total score expected from respondents' answers for the Practical Learning variable is 960. Based on the percentage calculation above, it is found that the total score for the Practical Learning variable is 804, achieving 83.75% of the ideal total score.

3.1.1. Implementation of Practical Learning Quality Management

The implementation of quality management is described in four activities, namely Plan, Do, Check, and Action. The researchers collected using qualitative data through interviews with research informants who can provide an overview of the implementation of quality management at. Data measurement was also carried out by researchers using quantitative data by collecting questionnaire data on 48 respondents consisting of students, lecturers, and quality implementers and practical learning at the Bandung NHI Academy and the Nusantara Jaya Depok Academy. The results of the collection are processed to produce an overview as in the following table:

Table 5. Overview of all dimensions of quality management variables

No.	Dimensions	Scale					Total Score	Ideal Score	Percentage
		1	2	3	4	5			
1	plan	0	0	11	14	23	204	240	85.00%
2	Do	0	4	6	18	20	198	240	82.50%
3	Check	0	1	11	21	15	194	240	80.83%
4	action	0	4	7	15	22	199	240	82.92%
Total		0	9	35	68	80	795	960	82.81%

Based on the results of quantitative calculations in the table above for all dimensions of quality management, a total score of 82.81% is obtained. Ideally, the total score expected from the respondents' answers for the Practical Learning variable is 960. Based on the percentage calculation above, it is found that the total score for the Practical Learning variable is 795, achieving 82.81% of the ideal total score.

3.1.2. Quality Management Model of Practical Learning at Vocational Higher Education in Tourism

The steps for making the Quality Management Model for Practical Learning at Vocational Colleges in the Tourism Sector are carried out in four stages, namely: First, identifying and analyzing problems; Second, Design Solutions (Model Design); Third, testing and finalizing the model design; Fourth, reflecting on the principles of design and implementation. Based on the steps taken, the researcher believes that the resulting model is capable of providing benefits and contributions both to the progress and development of education in Indonesia.

3.1.3. Designing a Quality Management Model for Practical Learning at Vocational Colleges in the Tourism Sector

Based on the results of the identification and analysis of problems related to practical learning quality management. Overall, the process of quality management for practical learning at still found many findings that the implementation of each process starting from *plan-do-check-action* is not maximized. Limited places and tools make the implementation of practical learning not optimal; students do not study according to real conditions. only in the form of a simulation with makeshift equipment.

Quantitative data analysis is also used as a basic foundation in model design by researchers where based on data analysis it is stated that the lowest score of the four dimensions is the Campus Collaboration Program with Industry with a score of 81.25%. This is in line with the results of the interpretation of qualitative data which state that the problems that occur lead to a lack of IDUKA (Industry and the World of Work) involvement in the practical learning process activities.

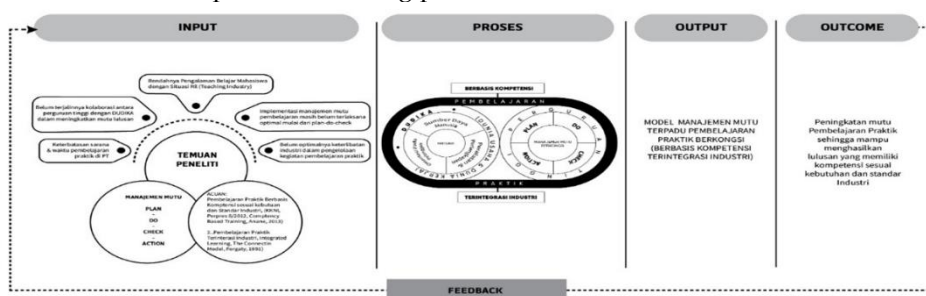


Figure 6. Preliminary Design of Industry-Integrated Competency-Based Practical Learning Quality Management Model in Vocational Higher Education

The design of industry-integrated competency-based practical learning quality management models in vocational tertiary institutions refers to Permendikbud No. 3 of 2020 concerning National Higher Education Standards, especially those relating to the Learning Process and MBKM, and

Presidential Regulation no. 8 of 2012 concerning IQF, as well as competency-based and Industry-Integrated learning theory developed by Ananne, (2013) and Fogarty (1991) Meanwhile, the practical learning quality management process is implemented based on the PDCA circle (Plan-Do-Check-Action) from Deming (1992). This model begins with the needs of industry and the world of work for quality graduates who are qualified and have competencies that are in accordance with IDUKA's needs.

3.1.4. Testing the Quality Management Model Design for Practical Learning at Vocational Colleges in the Tourism Sector

Testing the design of this model is carried out by way of discussion and dissemination of the designs that have been made through the adoption of theories and field findings. The stages of testing are carried out to produce a model with a high level of accuracy by gathering input, opinions, and suggestions on the designed model so that it can be developed according to the needs of the world of education.

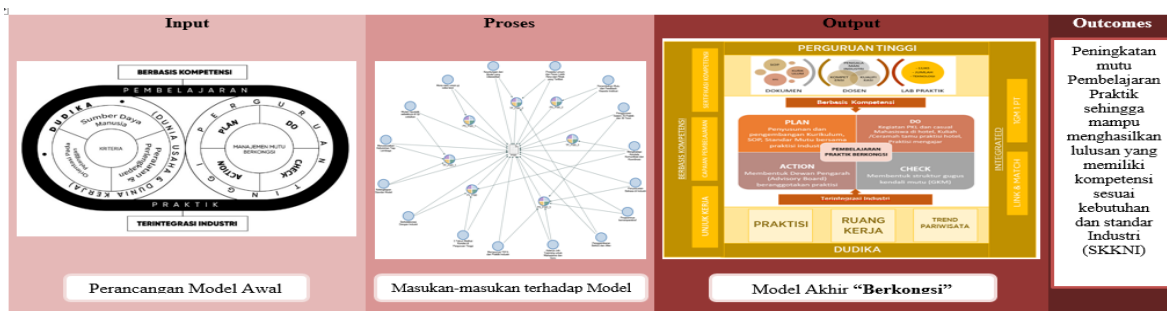


Figure 7. Final Hypothetical Model Development Procedure

Based on the results of the evaluation of the design of the "Share" model as a model of Industry Integrated Competency-Based Practice Learning Quality Management in Vocational Higher Education through Focus Group Discussion, the resulting development by researchers in detail is as shown below:



Figure 8. Details of the “BERKONGSI

3.2. Discussion

3.2.1. Practical Learning Activities

The description of practical learning activities that are measured based on aspects of context, input, process output and outcome, is an evaluation effort to provide descriptive information regarding the implementation of practical learning to ascertain whether the program being implemented has been running optimally or not, useful or not (Djajasinga et al., 2021). So, in simple terms, practical learning at the NHI Bandung Tourism Academy and the Parahyangan Nusantara Jaya Academy needs to be evaluated by examining the suitability of the implementation with the planning.

Evaluation of practical learning is a series of activities regularly and systematically to determine the level of application of the results of practical learning by students. Evaluation starts with the development of tools, data collection, analysis, and interpretation of results in order to get feedback and know the effectiveness of practical learning (Luu, 2018). Thus, the benefits of evaluating practical learning

programs can provide input for future planning. This is important in order to improve the quality of practical learning activities, input modifications to practical learning programs, obtain information about supporting factors and obstacles in the implementation of practical learning outcomes. (Ratna, 2016).

Implementation of practical learning at AKPAR NHI Bandung obtained results in context evaluation, meeting the needs and objectives of practical learning in tertiary institutions. Evaluation of the implementation of practical learning at the tourism tertiary institution is measured based on the context. Where this context contains the basic policies, the needs for practical learning aspects in tertiary institutions, as well as the objectives of practical learning programs. Context Evaluation assesses needs, problems, assets, and opportunities to help decision-makers set goals and priorities as well as outcomes.

Evaluation of practical learning inputs, including students, lecturers, universities, practical learning materials, funding, facilities, and infrastructure components, is in line with expectations. Process evaluation, including student learning activities, coaching activities, learning strategies, and student participation, all went smoothly during the practical learning process in tertiary institutions. The achievement of outputs in this practical learning includes the achievement of objectives, learning outcomes, and the impact expected by students and universities as executors of practical learning activities (Khurniawan et al., 2021a).

3.2.2. Implementation of Practical Learning Quality Management

Implementation of Practical Learning Quality Management begins with planning practical learning activities that are implemented in the quality management process, the first results to be disclosed are based on qualitative data. The results show that the two Akpar are still an annual routine that has been passed down from generation to generation, not supported by the results of the evaluation and analysis of the previous year's activities. Suchman in Khurniawan et al., (2021b) argues that evaluation in learning activities is a process of determining the results of learning activities that have been achieved with various activities that have been planned beforehand in order to support the achievement of the goals of the learning process.

While the people involved in preparing the planning for the quality of practical learning were made by the Head of the Study Program at the NHI Bandung Akpar while at the Nusantara Jaya Depon Akpar, the quality planning for practical learning was made by the Director and in the two Akpar the quality planning for practical learning was not formulated together with the supporting lecturers and input from external parties, namely industry, and graduates. Efforts to improve the quality of school learning can use what was suggested by Sudarwan Danim namely by involving five dominant factors: (1). Principal leadership; Principals must have and understand a clear work vision, be able and willing to work hard, have high work motivation, be diligent and steadfast at work, provide optimal service, and have strong work discipline. (2). Student; the approach that must be taken is "the child as the center" so that the competencies and abilities of students can be explored so that schools can take inventory of the strengths that exist in students. (3). Teacher; maximum involvement of teachers, by increasing the competency and work profession of teachers in seminars, MGMPs, workshops, and training so that the results of these activities are applied in schools. (4). Curriculum; the existence of a curriculum that is fixed but dynamic, can enable and facilitate the expected quality standards so that goals (objectives) can be achieved optimally; (5). Cooperation Network; the network of cooperation is not only limited to the school and community environment (parents and the community) but with other organizations, such as companies/agencies so that the output of the school can be absorbed in the world of work. Implementation of practical learning involves students actively and independently in applying the theory learned in real situations or simulated situations. Some descriptions of the implementation of practical learning include:

- 1) Students work individually or in groups in carrying out practical activities determined by the learner or instructor.
- 2) Instructors facilitate and guide students in implementing practical learning, as well as providing feedback and input for the improvement and development of skills and knowledge.

- 3) Practical learning is carried out in a suitable environment and meets safety and quality standards.
- 4) Implementation of practical learning is carried out by paying attention to aspects related to ethics, professionalism, and order.
- 5) Evaluation is carried out periodically to ensure that the results of practical learning meet the set quality standards. The implementation of practical learning ensures that students gain direct experience and have the opportunity to apply and improve the skills and knowledge acquired during the theoretical learning process.

After the definition of implementing practical learning from various experts, there is a purpose for implementing practical learning that needs to be understood, the purpose of implementing practical learning is to facilitate participants to gain experience and new knowledge through direct practice. In line with that Mursid (2013) The purpose of implementing practical learning is to ensure that students can apply and acquire the skills and knowledge acquired during the theoretical learning process, through a practical learning process that is carried out actively and independently.

Quality management of practical learning Supervision and evaluation of this at the found that the organizational structure for implementing quality control of learning has not yet been formed, such as the Quality Control Group. More specifically said that the role and function of Internal Quality Assurance System had not been optimal as the executor of monitoring the quality of learning. This adds to the very low level of monitoring and evaluation due to the implementers. Then the next stage is related to monitoring and evaluating the quality management of practical learning. Several theories will be presented related to monitoring and evaluation, namely, according to (DNA Sari et al., 2018) supervision is a process that aims to monitor and control activities and processes to ensure that they comply with plans and established quality standards. (Mukti et al., 2021) also revealed that supervision involves collecting data and information, recording, and documentation for use in the evaluation process. Monitoring processes must be carried out continuously and continuously to ensure that activities and processes meet quality standards and satisfy needs and expectations. Meanwhile, according to Hidayat (2021), evaluation is a process for evaluating and assessing a program, activity, product, or process carried out by comparing the results obtained with established standards. Evaluation includes identifying problems, determining root causes, and establishing corrective actions to address problems. The evaluation aims to ensure that a program or activity meets its objectives and delivers the expected results. The evaluation process is carried out regularly and continuously to ensure that programs or activities continue to meet quality standards and satisfy needs and expectations. Therefore it can be concluded that monitoring and evaluation is a systematic process that must be followed in quality management activities. According to (Setiawan, 2021) Supervision aims to ensure that activities and processes that are planned and implemented are in accordance with established plans and quality standards. The evaluation aims to determine the effectiveness and efficiency of the activities and processes implemented.

This overview of supervision and evaluation of the quality management of practical learning also found that supervision activities are still casuistic in nature, not yet been committed to all elements related to practical learning. It was emphasized again that the implementation of supervision of practical learning activities often only relied on senior students, lacking lecturer assistance. In other words, the lecturer does not directly supervise practical learning activities. Hariyati & Anisah (2018) explain that implementing quality control is an individual or team responsible for carrying out the monitoring and evaluation process in quality management. Quality control executors have the duty to monitor and ensure that activities and processes comply with established quality standards. They also have a duty to report monitoring and evaluation results to management and staff, and to ensure that necessary corrective actions are taken to ensure that quality management is functioning effectively.

These findings occur because the internal quality standard reference has not been formulated to measure the achievement of practical learning. So this refers back to the findings of quality planning which greatly influenced the failure to measure practical learning at the NHI Bandung Academy and the Nusantara Jaya Depok Academy. Specifically, the lecturer and the head of the study program highlighted that follow-up which was very crucial but could not be implemented properly was the unavailability of

an evaluator team. So who will follow up on the results of the practical learning evaluation if the evaluator team is not there. So the follow-up that must be done first is to provide an evaluator team so that the constraints and findings from the evaluation of the implementation of practical learning can be followed up by the evaluators (Yusuf, 2021).

3.2.3. Quality Management Model of Practical Learning at Vocational Higher Education in the Tourism Sector

model at vocational tertiary institutions in the field of tourism is structured based on assumptions about the importance of collaboration and organizing forms of collaboration between vocational tertiary institutions and industry, and the world of work (IDUKA) in managing practical learning activities. Higher Education as an educational institution has a big role in preparing superior human beings who are able to face the demands of sophisticated technological developments in this digital era. Higher Education also has a major contribution to preparing human resources that can compete in this digital era. Strategic steps are needed to be able to realize superior educated human resources in this digital era through quality practical learning. Of course, synergy is needed with parties related to the needs of this era (Komalasari et al., 2020). This means that improving the quality of graduates as output from vocational tertiary institutions needs to be carried out by strengthening ties or collaboration between vocational tertiary institutions and industry and the world of work (IDUKA). In its realization, the collaboration program requires a commitment to work together.

Collaboration carried out by vocational tertiary institutions with the industrial world, the business world, and the world of work is an important strategy in the world of education to respond to the demands of an ever-evolving era. Vocational tertiary institutions as educational institutions have those who provide certain/special skills to their students who are responsible for producing quality human resources that are ready to be absorbed by IDUKA. Of course, this is not an easy job because basically, education is a conscious and planned effort that requires cooperation with various parties. Education is a big project to produce superior human beings who can compete in this globalization era (Wati & Sukestiyarno, 2022). Collaboration between universities and IDUKA aims to develop learning and teaching contexts in order to improve competencies that meet the requirements needed in a competitive industrial world

Second, the process component in this model is KONGSI learning, namely learning that is carried out based on competency and integrated with the world of business, industry, and the world of work. The implementation of BERKONGSI learning is carried out by implementing a *plan-do-check-action quality assurance system* that is carried out continuously and continuously through a number of activity programs related to practical learning on campus and at DUDIKA, especially those that are integrated with being practitioners, in the workspace and in the field of trends. tourist. PDCA stands for *Plan, Do, Check, and Act*, which is a continuous cycle of process improvement, like a circle that has no end.

Practical learning facilities on campus and workplaces in the industry are adequate and according to standards. In terms of facilities and infrastructure or practicum facilities, the business world and the industrial world can actually take a sizable portion. As graduate users, they have standards or criteria that must be met, one of which is being able to operate existing tools in the work environment (Hartanto, CFB, Rusdarti, R., & Abdurrahman, A. (in Murtiningsih et al., 2019). The need for practical infrastructure is very high. in vocational education. Sebeba, in Permenristekdikti No.44 of 2015 infrastructure is one of the standards that must be met by higher education providers.

Third, is *the output component*. The output component as a result of the practical learning quality management process consists of improving the quality of practical learning which is able to produce graduates who have competencies in accordance with industry needs and standards. Competence focuses on the individual's ability to master the task or job as well as possible. A person's ability includes knowledge, skills, and attitudes that are reflected in the habit of thinking and acting consistently and continuously to do a certain job in a professional manner. A person is said to have competence in a certain field when he has all the knowledge, skills, and attitudes to complete the task/job properly according to

the demands of professionalism (Shin & Hur, 2020). Through quality practical learning that has been integrated with IDUKA, coupled with the implementation of competency tests or certification for graduates, it is expected to produce competent graduates who are in accordance with the qualification standards, and competency standards required by IDUKA.

Fourth, the *outcome* components as the final component of this model are the increasing number of graduates who are accepted to work in the industry without long waiting periods and the increasing appreciation from the industrial world for the quality of graduates. If graduates are competent and meet IDUKA standards, the absorption capacity of graduates will certainly be higher.

Based on the explanation of the Practical Learning Quality Management model at Vocational Higher Education in the Tourism Sector above, it can be emphasized that the main thing in implementing this model is collaboration. This is because the integration of practical learning into the world of business, industry and the world of work can only be realized optimally if preceded by optimal collaboration and organization. Besides that, it still needs to be supported by the quality of the other components as described.

4. CONCLUSION

The implementation of practical learning at vocational tertiary institutions is measured through four dimensions namely context, input, process, output, and outcomes. Based on the results of the research, it is known that the context of implementing practical learning shows that the Institution's Vision and Mission have not clearly stated the quality targets of practical learning, while higher education policies in planning quality are not made in the form of written documents that can be disseminated to the academic community. Quality management needs to be managed by all units but in reality, there are still many tertiary institutions that delegate their responsibilities only to SPMI. The structure of implementing quality activities needs to be highlighted in the context of quality so that it needs to be implemented optimally. Besides that, quality management is not only limited to administrative matters because quality management is essentially what is written in the quality plan that needs to be implemented, on the contrary, in implementing quality, it needs to be based on what is written/planned. Input indicators also support the achievement of the implementation of practical learning; the more quality the input from the implementation of practical learning is, the better the implementation of practical learning will be.

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