Quality Management inTourism Higher Education

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ABSTRACT

Increasing the competition in global tourism is less addressed by higher education institutions of tourism. The demands on the quality of the tourism institution graduates increased along with the growth of the tourism industry. Carrying capacity of tourism development does not expect cheap prices. Human resources (HR) quality generated by tourism higher education grade is required to boost the competitiveness of the tourism industry. Policies, standards, and quality management should be integrated into the governance of tourism higher education to produce graduates who are qualified by the needs of tourism. The research aims to gain an overview and analyze the policies, standards, quality management, and develop a high-quality management model of tourism higher education. The researcher used a qualitative approach with a case study on the STP (tourism higher education) Trisakti. Stages analysis using an interactive model. Research shows quality policy to continue the former policy (incremental), there has been no breakthrough of new quality policy. The quality standards of education are based on government policy, there have been no new quality standards improved results after a new policy (still in process). Quality planning refers to the quality of government policies and the results of the identification problem. Focusing on the issue of quality of teaching and learning, there is no support in the planning of human resources, improve internal quality system concepts. Organizing quality is the responsibility of the chairman of Internal Quality Assurances at the operational level, especially socialization. Quality system documentation is still lacking and the structure is no unit or group on the quality of each study program or department. The major activities and support activities do not have a quality manual as guidance in implementation quality. Control and quality assurance are limited to teaching and learning activities (focus on the student). Recommendations in the study of the need to optimize the function of the quality culture and transformative leaders to optimize the performance of policies, the establishment of quality standards as the norms and establish a quality management system that produces quality graduates.

Keywords: *quality policy, quality standards, quality management, quality culture, transformational leadership.*

BACKGROUND

Improving competitiveness starts with the concept and practice of quality education to produce qualified human resources to meet the needs of the workforce. Data shows that the percentage of graduates in tourism is still low compared with the need to develop tourism in Indonesia.

The existence of institutions of higher education to the quality of tourism has a very strategic position to enhance the competitiveness of tourism. Higher education in tourism will generate knowledgeable, educated, and qualified people. The institution has also resulted in applied research and produced valued leaders.

Having the quality of higher tourism education is not an easy matter. Attempts to obtain recognition of the quality in tourism education quality requires planning and resource support. Human resources are a critical success factor in building a competitive advantage.

The results of the observation of tourism educations that are considered to have the quality of tourism show that the quality management system that is used is still limited to administrative.

In the concept of quality assurance systems to be effective with their quality policy as a manifestation of the commitment of top management, planning specific, measurable, achievable, oriented on achieving results on time. At the stage of organizing human resources, support can be seen from the proportional division of labor.

STP Trisakti Jakarta has received ISO 9001: 2008. The improvement and development of quality in primary activities and support activities in higher education is still hampered, especially in the quality policy that has not been innovative, comprehensive, and internationally recognized.

The quality policy initiated has not shown any overall change in the orientation of each activity. The quality policy is rolled out is still the former policy. It did not provide support for the availability of human resources, especially to ensure the implementation of a quality management system meets quality learning and support activities.

Successful implementation of the quality management system is influenced by the quality policy as a commitment. Policies of the learning process need to be directed and managed and of curriculum needs to be developed.
In the policy, there is a process that is visualized as a series of interdependent stages arranged in chronological order. Policies such as educational institutions can be seen as a process to delegate some authority to act on the owner's internal parties who have the skills or expertise to solve the problems faced by the institution.

LITERATURE REVIEW

The policy works as a troubleshooter of strategic issues. Policy in the management of higher education is a formal legal intended to solve the problem so that the fundamental functions of higher education can be realized. The basic function according to Suryadi (2014) is an educational service for the acquisition, development, and utilization of science and technology. The policy works to ensure that the basic function of education can be optimally implemented. (Cristiana, 2012).

Policies compiled by the institution attempts to reach goals. It realized programs that will be implemented to achieve the vision, mission, and objectives of the institution. The measurement taken is the representation of the results of internal and external analysis of the institution. It contains certain information that is relevant to the problems of knowledge that want to be resolved through policy.

The quality management system has an important role. The planning function is based on the analysis of the internal conditions of institutions and external conditions related to the presence of the institution.

Planning theory can be regarded as a system that must be responsive to changes (Frear, 2007). Maè Ntysalo (2002) explains that the plan aims to address the problem ". Tisnawati and Kurniawan (2012) describe the activities and functions of planning, setting goals and targets, formulate strategies, determine resources, establish standards/indicators of success in achieving the objectives and targets of the business.

Planning, in the management of quality education, is a management function that determines success in providing quality graduates in the field of tourism. The planning analysis describes the condition of internal and external agencies. The second function of quality management is organizing consisting of activities to organize resources in managerial processes and responsibilities. Coordination is a process of interaction that allows the use of resources. Stieglitz and Heine (2007) explain that the allocation of resources is done by observing the behavior of individuals within the organization.

The sharing and implementation of the work carried out by the authority, responsibility, and workload should be solved. Tisnawati and Kurniawan (2012) describe the functions of the organization as a process involving strategies and tactics to ensure all parties within the organization to work effectively and efficiently. The next function is the implementation of a planning process of the embodiment containing practical guidance or leadership functions.

Success in carrying out the functions management among others influenced by the quality of leadership that managed to direct, coordinate, motivate and exercise control based on the values that are transformed to all members of the organization. The second factor that affects how the successful implementation

of the system is the existence of quality culture is formed through a process of daily activities are focused and consistent approach to quality.

The fourth function is the supervision since the early start of the input process planning, process organization, and implementation process planning. Supervision is a form of control to ensure the effectiveness with which both process and output by the specified quality criteria. Reichman (1997) describes two important aspects of supervision that are the target of surveillance and tasks. Gazperz (2005) at this stage, there are surveillance activities to evaluate the whole process and output. Ott (2005) explains that the surveillance activities are essential to interpret data regarding the sequence and interaction in the process. Sitkin et al (2010) explains that the biggest challenge in the organization is to ensure that the organization's members act to achieve organizational goals.

Quality concepts developed along with the existing realities as well as how to position customers for an organization, including in education. The practical implementation of the quality system in education is an effort of the stakeholders of education to produce graduates with the output quality. Quality is an integrated approach to all activities of education.

Regarding the quality, Deming (1986) explains that the quality is quite complex, the point is how a product can give satisfaction to customers. Sallis (2005) confirms the quality is defined as the level of satisfaction by the needs and desires of customers. Engkoswara and Komariah (2010) are the appropriate circumstances and exceed customer expectations to obtain customer satisfaction. Nair et al (2010) describe the quality as a complex multidimensional problem and has a difficult articulation.

A product or service is said to be qualified if the dimensions of quality inherent in the products and services produced. The dimensions were attached to the input (raw, environment, instrumental), process (Learning Process, Management), and output (graduates). Garvin (Tjiptono and Diana, 2009) describes seven dimensions of quality that can be used as a framework for strategic planning and analysis, particularly for an output.

The dimensions are as follows; 1) Performance the operating characteristics of the product, 2) characteristics or privileges additional (features) that are characteristic of complementary, 3) Reliability is less likely to experience failure, 4) Compliance with the specification that several characteristics of the design and operation to meet the standards that have been set, 4) Service abilities concerning competence, 5) Aesthetics or the appeal of a product, 6) perceived quality, the image and reputation as well as the responsibilities of the institution output.

Educational institutions as different service providers from service companies in the industrial world. Products that are issued are not goods but students with talent and uniqueness as human beings. Sallis (2005) suggests indicators of quality education institutions are open access, service to customers, enabling environment, effective teaching and learning, student satisfaction and progress

of, the existence of staff who have behavior and high motivation, their extensive relationships, organizations have strategic planning and cultural and parallel communication, standards, self-assessment, and goal setting. Statements concerning the mission and vision of the school may reflect how the school views quality and how the quality system guides the behaviour of teachers, students, and school management quality (Griffith, 2007).

Quality in education according to Balogadoo (2012) is a management approach that is both top-down and monitoring performance standards. Quality in education can be seen from the graduate output to suit the purpose of quality existence itself. Regarding the quality of the education Schereens (2011, hlm.4) stated that the quality of education differs from one another both among policymakers, government, and teachers themselves, but the quality of education can be seen from the outcome. The importance of standards in quality otherwise Griffith (2007). describes the quality interpreted from diverse needs and interests in education (Law 2010). Quality in education is a process by the procedures for educational purposes (Alobiedat, 2010).

Related to quality in tourism education institutions Ritchie (2003) explains that the growth of the tourism industry to encourage the development of education in the field of tourism, including quality demands. The quality of higher education is a blend of quality tourism education curriculum as a package of tourism in understanding the phenomenon of tourism (Airey and Tribe, 2005, hlm.49). Olsen and Zhao (2008) describe the environmental changes and competition with the tourism industry to encourage the increasing demands of higher education quality tourism.

RESEARCH METHODS

The qualitative research approach was chosen by objective research to describe the events of policies, standards, and quality management approach in the management of higher education.

Techniques to get informants using purposive sampling and snowball technique. The data collection technique can be done through interviews, observation, and documentation.

Interpretation of the reality of the research object is the construction of the ability to think. Qualitative data analysis using narrative constructionist analysis and Phenomenological analyzes to capture the essence of phenomena, to understand the meaning behind the phenomena (noumenon) related to the research question.

RESULTS AND DISCUSSION

The main problem is the lack of a quality policy is the support the process of identifying quality issues, especially human resources support. The definition of the problem raised is a mismatch between the expectations of the quality of teaching practices that exist in lectures and lab work, problems in the learning process, and research results.

Specification of the problem is limited to a) the process of education, training, and practicum as lack of documentation regarding changes in teaching and training lead to developmental changes, b) the process of research and development community, c) the process of scientific services, d) process cooperation including industry and educational institutions, f) process and empowerment of alumni services, g) professional certification process for internal customers.

Introduction of the problem is done through morning coffee events to facilitate goal setting in quality, defining quality, design a quality management system from planning to controlling, and formulate policies in stature.
Identification of policy options remains to be done as an effort to find a formula appropriate policies.

STP Trisakti leaders continue the leadership of the past and improve on the implementation aspect. The selected alternative policy serves as the organizing system for the achievement of a goal. It has put the solution to the quality problem by forwarding Quality and Care.

STP Trisakti does benchmarking of best quality practices to create added value attached to each primary and supporting activities.
Planning is expressed in the form of tables, flow charts, matrix target quality, a statement of purpose and the formulation of the division of labor can be accessed in each program of study.

Leaders in each unit, part of the study program, the Department has not formed a quality assurance unit at each work unit. The process of division of the HR Department is overlapped so that coordination, especially in the preparation of internal audit carried out only by the chairman of internal assurance with the chairman of each unit.

Control of the quality assurance system documentation, preparation of the self-evaluation report, improved part quality, and conduct internal audits conducted before the implementation of internal audit at the level of the institution. Supervision is more focused on the competence of the students, graduate marketing, as well as the lecture and lab.
Quality policy in general focus on the content of the policy to solve the problem by working in line with what was delivered Mitu (2012) quality policy as a series of structured and systematic containing processes are visualized as a series of steps are interdependent arranged chronologically.

In practice the process to realize the right policy is not easy, the weakness of human resources is often missed by the monitoring. The amount of the workload and responsibilities of internal quality assurance with the existing personnel are not balanced. Successful implementation of the policy will be realized in the presence of 1) a standard of quality policy and objectives that are specific, measurable, achievable realistic and clear time limits, 2) the resources and incentives provided for implementers and auditors as well as the quality of the faculty; 3) the quality of the relationship between units within the organization such as between internal quality assurance with the lecturers as functional or with each unit of work, 4) the formal and informal relationship between policy decision-maker, implementing policies and institutions upholding the quality policy, 5) climate and atmosphere as well as the quality culture campus that need to be socialized, internalized through the system and support the organizational structure, 6) positive response from the executive, good understanding, comprehension of the quality policy, or acceptance, neutrality, rejection and the intensity of the response to the quality policy.

Standard setting in any process or activity is a form of expression of the importance of quality. Standard will direct their behavior in the implementation of activities. Standards do not assume as restrictions of applicable norms. Standard is a manifestation of the commitment to provide satisfaction to its customers. Standard becomes the minimum limit in the needs of the students or to define an achievement.

The main issue is the lack of involvement in the planning of industries as well as the presence of resource planning is less than optimal and less supported by the results of analyzes related to internal and external conditions.

In line with the research Tenhiala (2011) that planning is very important in a society together and associated with resources. Gazperz (2006) suggests that the planning of the quality management system must meet requirements such as the allocation of specific resources, responsibilities, and authority necessary. Planning practice does not fully correspond to the quality management system is mainly on the support of human resources as a general requirement that must be met.

The planning function is carried out by internal and external analysis that illustrates how internal resources (budget, infrastructure, facilities, staff, student characteristics such input,), the external environment, and how environmental conditions in education.

The planning function is as a leader so that the process becomes more coordinated. Plans were made to reduce the uncertainty in achieving goals. This is due to the dynamics or changes in the environment and the internal dynamics of institutions. The plan will direct the use of resources to be more efficient in realizing the quality of graduates with a quality process. Besides the planning function is the standard in every aspect as a form of supervision. Conceptually planning is a function of quality management. Planning is done not fully by what

was presented. Hoch (2011) explained that three things are fundamental in planning the facts on the ground, as well as disciplinary action. Factors that influence is limited by human resources. That condition is a challenge for the management of the school.

There is clarity over how the work plan the organization in achieving quality implemented, coordinated, and communicated. In line with Tisnawati and Kurniawan (2012) that management has to ensure all parties within the organization to work effectively and efficiently to achieve organizational goals. The process of organizing in high school is not optimal in practice run considering the limited human resources. Practices as set out in the quality management system as conveyed by Gazperz (2006) that one of the general requirements in the quality management system is the guarantee of the availability of resources to support the operation and monitoring of process quality.

In the process of implementation of the quality system, the practice is hampered, due to the quality of their human resources and the number is limited. To optimize working groups in the implementation of the quality of several suggestions put forward by Capozzoli (2006) can be used as a reference, among others, 1) Having a vision and spread throughout the organization. 2) The existence of a cultural change to support the vision of creating quality continuing education. 3) Have the resources.

Existing control is not optimal to do and not by the concept of control proposed by Gazperz (2005) that at this stage there are surveillance activities to evaluate the whole process and output. This is due to the development of quality systems is being carried out and the public, as well as documentation requirements, have not been met to optimally carry out supervision.

Control of the quality management system has not fully corresponded to that delivered by Ott et al (2005) which states that the control of the action to interpret the data. Interpretation can use a statistical process control approach. Data is validated with several observations to find out how the patterns of sequence data and the interaction of the quality management process. The school has not yet fully capable to conduct surveillance due to a lack of human resources and budgetary support.

The policy is a process that begins with an understanding of problem identification. Schools must formulate policy based on the quality of the stages starting from problem identification up to a decision regarding the future of the policy as a reflective cycle and considering the internal dynamics and external especially needs business industries on the quality of graduates. Standards should be set based on the condition of the school primarily refers to a predetermined standard or a reference to higher education tourism. The quality management system itself can be developed and improved with optimal functions of the planning up to control and oversight.

The success of building a quality management system lies in the orientation of the culture of quality and leadership. Quality culture developed, disseminated, to new members and those not yet aware of the quality culture requires the support of the readiness of the leadership both as a motivator, directing and integrating the activities of the civilizing quality in the STP as well as an innovator in finding resources to meet the needs member power.

Leaders in expanding its relationship with the outside environment to obtain resources. Quality culture serves as a norm that directs each individual's behavior to achieve quality, build commitment to building quality, become a social stabilizer system for quality assurance system as well as the identity that can distinguish between organizational members STP Trisakti with other organizations. A strong quality culture will produce leaders who are influenced by the culture of quality systems.

Development of quality culture to establish a quality assurance system to support transformative leadership at each level in both the high school level, unit, department, or study program is indispensable. Quality culture will direct any quality problems with the completion of standard quality. The basic assumption about the quality that is shared throughout the organization will facilitate the process of solving the problems of quality in education. The existence of beliefs, ideas together in problem-solving gives more stability in the social system to run a quality system. Leaders in each unit not only serve as a motivator, the leader's role is to act as a guarantor on each level but also as the unit identifier, planner, implementer, and evaluator of quality systems in each unit. It required joint work between all members of the organization to realize a quality assurance system based on culture.

CONCLUSIONS AND SUGGESTIONS

Education Policy in STP Trisakti focuses on efforts to achieve the best tourism schools and empowering intellectual strength, spiritual, and emotional and spirited friends with advanced Quality and Care. The values of quality and care such as knowledge and skill, care are soft skills. The policy is considered as relevant leaders with the vision and mission of the institution. Lack of human resources as well as the assessment of previous policies still relevant policies to make schools more continue existing policies (incremental).

The lack of HR, the formulation and dissemination of quality standards including standards activities in the implementation of the functions and authority of each individual still become the obstacles.
Quality planning has not run optimally. Every internal quality officer can not optimize the ranks of the unit, the unit of the quality of any partner, or become sub coordination. Quality assurance units in each study program, department, unit supporting academic activities have not been established. Organizing the quality is still limited to organizing activities for the audit documentation.

In the implementation of the quality system, one aspect that is overlooked is leadership and yet the proper functioning of the quality culture as a value or

norms that give a sense of depth. There has been no leadership at every level, unit, or program of study that formally act as responsible for the implementation of quality systems in each section. Coordination and preparation quality evaluation has not been done by coordinating the responsibilities of each of the leaders and members at each level of leadership.

Implementation of the quality management system is more be compared with the Management Representative task responsibility of all organization. The leader does not function effectively to encourage engagement, inspire and foster an enthusiastic member of the organization in realizing the quality. The supervision and quality control remains a burden and responsibility of the quality assurance unit. Particularly document control process has not been fully able to run optimally. Quality Control is not on programs and systems and does not involve the entire organization.

According to the conclusion, these are the recommended items:

1. STP Trisakti needs to develop a quality culture to support the transformative leadership at each level,
2. The policymakers need to optimize the function of the quality policy to build the engagement of the management system in tourism by improving the effectiveness of the leadership role and function of culture in tourism.
3. It does need more research on the hypothetical model developed. It needs to focus on research on the quality of leadership and culture to produce the concept and indicators of leadership that is relevant to the empirical conditions. It is in the practical purpose of building a system of quality assurance in higher education in tourism.

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