



Development Model of PTV Curriculum and Learning of DIII Hospitality Study Program with The Professional Advisory Council (PAC) to Produce Professional Graduates

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Abstract. This research aims to develop a PTV curriculum development model and its implementation in the learning process with the Professional Advisory Council (PAC). The hospitality program in Vocational Schools emphasizes the mastery of applied skills in tourism, competence, and character. Preparing the compulsory curriculum begins with a consideration analysis to determine the graduate profile, General Learning Outcomes (CPL), and learning materials. DIII Hospitality Study Program as Vocational Higher Education (PTV) which involves industry in achieving graduates according to industry needs where the mastery of content and learning models are developed together by the industry players. Through the PAC platform, the tourism department places the industrial world not only as a place for internships, but also optimizes its role as a party that is actively involved in the educational process from planning to evaluation, such as developing teaching materials including curriculum development, lecturer development, student internships, teaching practitioners, and educational partnership. The object of this research is industry, especially those members of PAC which are 4 and 5-star hotels. These hotels are located in Badung, Denpasar, and Gianyar. Data collection was carried out by using questionnaires to industry graduate users, lecturers, and graduates. The collected data is tabulated, classical assumptions tested, and FGD with graduate users. The results of the consideration analysis will produce graduate profiles, study materials, and courses which will then become a curriculum draft to be discussed with similar study programs to be determined as a curriculum.

Keywords: Considerations Analysis, CPL, PAC

1 Introduction

The government is currently trying to create an Indonesia that is superior, cultured, and has mastered science and technology. This effort is made to create quality Human Resources (HR) so that the economy can grow advanced and sustainably. However, in the world of education, there are several challenges in realizing an Indonesia that is superior, cultured, and has mastered science and technology. These challenges are 1) the rapid development of technology and innovation in the era of Industry 4.0 and Society 5.0 where mastery of technology is mandatory for Indonesian people in building

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and preparing human resource strength to be more productive, skilled, professional, and intelligent in managing resources. The nature to meet the needs of the Indonesian people; 2) Low literacy of the younger generation, where this literacy is the ability to process and understand information when carrying out reading and writing activities because it is related to the ability to think critically in solving problems (Ayuningtyas & Sukriyah, 2020). Literacy is the ability to process and understand information through reading and writing activities because it is closely related to critical thinking. Literacy and critical thinking are very important for students, especially in the era of disruption that is experiencing the development of science and technology (Rohman, 2022). There is a shift from old literacy (reading, writing, and mathematics) to new literacy/data literacy in the digital world, technological literacy (understanding how machines work, and technology applications, and human literacy (humanities, communication, and design) (Li & Liu, 2019).

From these challenges, it is necessary to find a strategy in the field of Education, especially Vocational Education, to be able to ensure that Vocational College (PTV) graduates will have the capacity to be capable problem solvers and have resilience, competitiveness, adaptability, competitiveness, filtering power, and soft skills that are relevant to the needs of the job market in industry, the business world, now and in the future. Vocational College has a strategic role in preparing students to have superior knowledge, skills, and attitudes that make them ready for the workforce in real-life situations or industries (Putera & Shofiah, 2021). To produce graduates as mandated by the Minister of Education and Culture, Ristekdikti No. 53 of 2023, and the Academic Directorate of Vocational Higher Education in collaboration with DUDIKA. So far, almost all vocational universities have collaborated with DUDIKA, but this has not been done in a structured way but has been done separately. According to the Director General of Vocational Education, one of the minimum requirements for the link and match between vocational education and DUDI to occur is creating a joint curriculum where the curriculum must be synchronized every year with the DUDI (Hasan et al., 2023). To optimize the role of industry in education, the concept of PAC or Professional Advisory Council is offered. This Professional Advisor emerged as a conglomerate entity that brings expertise from higher education institutions, industry, and vocational sectors into a productive interaction canvas that functions as a dynamic platform for visionary professionals, academics, and industry players from various competencies and experiences. This in-depth assessment allows for very careful adjustments of the curriculum and higher education, shifting the education paradigm towards an agile and synergistic response to complex and fast-paced labor market fluctuations.

The curriculum is a set of plans and arrangements regarding objectives, content, and learning materials as well as methods used as guidelines for implementing learning activities to achieve higher education goals as stated in Article 35 of Law Number 12 of 2012 concerning Higher Education. The Vocational Higher Education curriculum is implemented to ensure that vocational study program graduates absorb and develop various knowledge, skills, attitudes, and values during the education program, which ultimately contributes to encouraging industrial and economic growth (Hattarina et al., 2022). In preparing the curriculum, it begins with determining a graduate profile which is translated into a formulation of General Learning Outcomes (CPL). Curriculum implementation is the application or implementation of a curriculum program

developed in the previous stage, then tested with implementation and management while always making adjustments to the field situation and characteristics of students, including their intellectual, emotional, and physical development (Hamalik, 2016). This implementation is also field research to validate the curriculum system itself. Curriculum implementation includes three main activities, namely program development, learning implementation, and evaluation. The first step is program development where a consideration analysis of industry needs in the world of work is carried out. This consideration analysis is used to provide an overview of the curriculum models and designs that will be used in the vocational college curriculum.

The stages of curriculum preparation in academic, vocational, and professional education are in principle no different. The specificity of the curriculum of the three types of higher education lies in the substance or content of each stage. In line with this, in preparing the curriculum, it is necessary to involve DUDIKA as a user who will later use these human resources (Rojaki et al., 2021). Several studies show that there are complaints from the industry regarding competencies produced by vocational colleges that are not to industry needs. Therefore, partnerships and alignment between the vocational education curriculum and the needs or situation of the industry are needed (Tobing & Manurung, 2021). This collaboration program will be an effort to implement links and matches between the world of education and industry. The importance of establishing partnerships by adapting the curriculum to industry needs with the aim of overcoming the gap between education and the skills needed by the industrial world (Sobari et al., 2023). If this gap can be overcome, it is hoped that the absorption of graduates will be higher. To realize this partnership, the Professional Advisory Council (PAC) is a forum for connecting the world of vocational education with the world of industry. This PAC collects and distributes industry views regarding its needs and conveys them to Vocational Schools which can later be considered in preparing the curriculum at Vocational Schools.

2 Methodology

The method used in this research is the Delphi Method, which is a systematic method of collecting data/opinions from a group of experts through a series of questionnaires, where there is a feedback mechanism through rounds or rounds of questions held while maintaining the anonymity of the respondents' (experts') responses. This method is a modification of brainwriting and survey techniques. The Delphi method is carried out by collecting subjective opinions from various sources of information. Data collection was carried out by HRM, Training Manager, GM, 4-5 star hotels in Bali, both PAC members and non-members by sending a list of questions (questionnaire). The results of filling out the questionnaire were tabulated, analyzed, and concluded by a formulation team. The conclusions made by the research team are sent to PAC members who are a team of experts to consider whether these conclusions are following actual conditions in the industry. To get a complete and accurate concept, this is done through FGD (Focus Group Discussion). The respondents selected are from competent parties and know the current conditions of the industry. Details of respondents can be seen in the Table 1.

Table 1. The number of samples as members of FGD

No.	Origin	Information	Total
1	The members of the PAC	Chosen based on the understanding of the relationship between Education and hotel	7 people
2	Association of PHRI	Chief/Vice-Chief	1 person
3	Academician	Originator of PAC	1 person
4	Research team	Chief	1 person
5	Academician	Tourism Lecturer	1 person
		Total	11 people

This research uses primary data, namely data directly obtained from the source carried out by the researchers themselves, obtained directly from surveys/ field observations regarding the potential in hotels and questionnaires. Judging from its type, this research uses qualitative data, namely in the form of narratives, which are collected related to HR phenomena in the tourism sector or social phenomena. There are three analytical techniques used, namely: SWOT Analysis, Synthesis Analysis Technique, and Descriptive Analysis Technique.

3 Result and Discussion

3.1 Result

The Professional Advisory Council (PAC) is a form of cooperation between the Tourism Department and the local tourism industry in Bali, nationally and internationally. This form of mutual necessary cooperation occurs because each other's targets can complement each other. On the one hand, Vocational Universities (PT) such as the Politeknik Negeri Bali (PNB) need the industrial world to develop, implement, and evaluate curricula to create competent graduates, to have character and are in line with industry needs. PNB experiences limited laboratory equipment for student practice which can be equipped by the industrial world by donating room, kitchen, and other equipment whose economic life has expired, but is still suitable for use to the campus to complete the campus laboratory. Meanwhile, the limited abilities of teaching lecturers can be complemented by the industrial world through industrial training and internships. Industry involvement in education and learning is necessary for instilling both soft skills and hard skills in students.

On the other hand, the industrial world requires human resources (HR) who are skilled and ready to work. The advantage for the industry is that if the initial human resources recruited are already skilled, training costs are no longer required and service quality can be maintained even though the human resources are still new. Another advantage is that hotels can take advantage of students when they have lots of events during the busy season by using skilled interns to cover the staff shortage. The areas of collaboration carried out by the Politeknik Negeri Bali (PNB) with industries that are members of the PAC include various educational and teaching activities as presented in Figure 1 below.

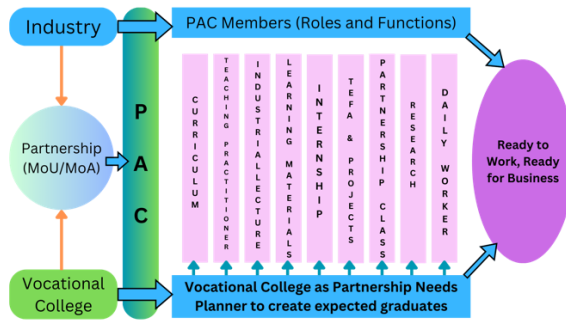


Figure 1. Partnership between PNB and PAC

From the results of PAC input, it was found that information technology courses must be added to be implemented in the operational and marketing fields. Communication skills in various international languages are also very necessary as a result of developments in communication technology and transportation technology. Regarding work that might be lost, it can be anticipated by eliminating study material in previous courses.

Industry involvement in the curriculum is to create graduates who are ready to work, ready for business, have faith, are devout, have a noble character, have a character following Pancasila values, and internalize attitudes, norms, and behavior following professional ethics. Collaboration between vocational universities and industry in designing curricula focused on industry needs and demands. This ensures that graduates have skills that are relevant and can be directly applied in the world of work.

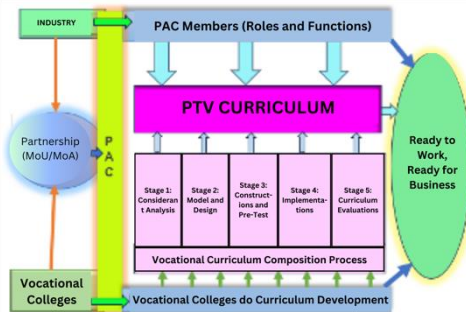


Figure 2. PTV curriculum preparation

PTV’s model of cooperation with industry is structured and massive based on the principles of togetherness, mutual need, mutual benefit, and idealism to participate in creating competent and characterful tourism human resources in a forum called PAC. Through the active involvement of industry in preparing the PTV curriculum, vocational colleges can ensure that their graduates have the skills and knowledge that match the demands of the job market. This will increase the competitiveness of graduates and also the contribution of vocational colleges in developing quality human

resources. PAC’s involvement in preparing the PTV curriculum for the D3 Hospitality Study Program, Tourism Department Politeknik Negeri Bali, is presented in Figure 2.

Graduate Learning Outcomes (CPL) consist of attitudes, special skills, knowledge, and general skills. The results of input from PAC obtained by CPL D3 Hospitality, Tourism Department are presented in Figure 3.

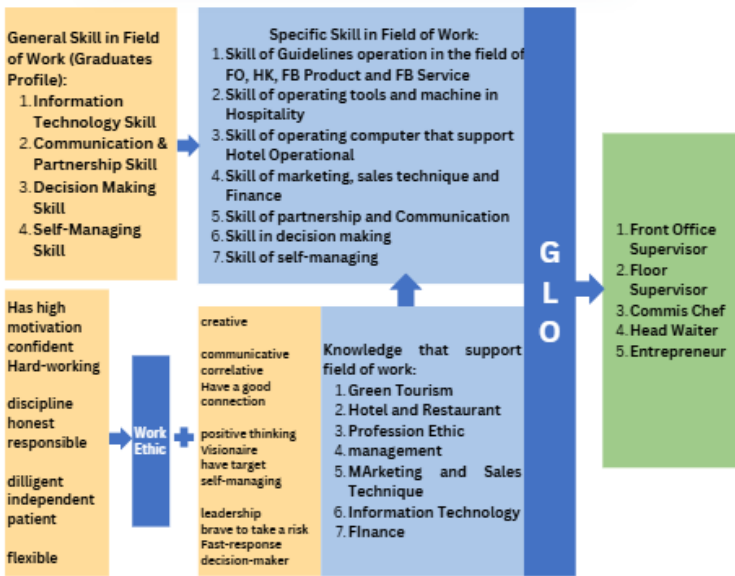


Figure 3. CPL hospitality study program that supports graduates’ profile

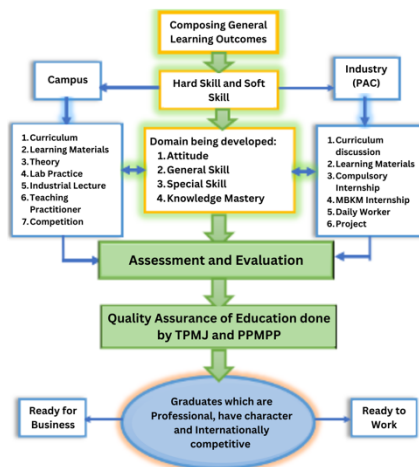


Figure 4. The role of PAC in PTV curriculum preparation

Through the active involvement of industry in preparing the PTV curriculum, vocational colleges can ensure that their graduates have the skills and knowledge that match the demands of the job market. This collaboration will increase the competitiveness of graduates and also contribute to the industry's development of quality human resources. The role of the Professional Advisory Council (PAC) in preparing the D3 Hospitality Study Program curriculum can be presented in Figure 4.

3.2 Discussion

As a form of collaborative activity that builds strategic partnerships to produce human resources who have competence and character, collaborative activities within the PAC forum include activities: 1) Institutional, 2) Curriculum, 3) Learning, 4) Teaching strategies, 5) Teachers, 6) Workplace, 7) Internship for lecturers and students, and 8) Collaboration Class. The curriculum, as an important tool in the implementation of education, is expected to integrate industry competency standards with learning materials in vocational education institutions. This shows the close relationship between the implementation of education at PTV and the world of industry and work. The curriculum must have measurable targets outlined in Graduate Learning Outcomes and its achievements must be able to be evaluated both internally and externally to see whether they meet the Graduate Competency Standards stated by the National Education Standards. Considering that the curriculum is being prepared now but the results will be graduates in 3-4 years, the important things that need to be considered are 1) What jobs will be lost in the next 3-4 years according to the level of competency of the study program; 2) What study materials and courses need to be provided so that graduates have resilience, competitiveness, adaptability, competitiveness, filterability, and soft skills that are relevant to the needs of the job market in the future; and 3) What kind of information technology needs to be had so that graduates can face the challenges of adopting technology and innovation in the era of Industry 4.0 and Society 5.0 (Intelligent Society 5.0) which are the driving force by industrial developments.

The considerations mentioned above aimed to anticipate changes that occur to produce graduates who are ready to go directly into the world of work and meet industry needs. From the results of PAC input, it was found that information technology courses must be added to be implemented in the operational and marketing fields. Communication skills in various international languages are also very necessary in the developments in communication technology and transportation technology. Regarding work that might be lost, it can be anticipated by eliminating study material in previous courses. The benefits of PAC input in developing the PTV curriculum are 1) Connectedness to the World of Work: graduates will be better prepared to enter the world of work because the curriculum is designed according to industry needs; 2) Relevant Skills: graduates will be able to develop skills and knowledge that are relevant to the field of work they are interested in; 3) Job Opportunities: Graduates will have a better chance of getting a job because they have skills that suit industry needs.

Permendikbudristek No. 53 of 2023 mandates that the flow of developing study program curricula at Vocational Higher Education (PTV) must be prepared by the study program curriculum development team, involving all study program lecturers and

stakeholders. In the Vocational Higher Education Curriculum Preparation Guide 3), the curriculum preparation process consists of five stages, namely: (1) Precautionary Analysis, (2) Determination of Curriculum Model and Design, (3) Curriculum Construction and Pre-Test, (4) Curriculum Implementation, and (5) Curriculum Evaluation. The three initial stages produce a Curriculum Tool Document which contains a series of concepts and operational designs related to the curriculum of a study program. Next, in the fourth stage, a Curriculum Implementation Document is produced which contains technical matters related to the real curriculum implementation. In the final stage, a Curriculum Evaluation Document is produced as a guide for conducting a comprehensive evaluation of curriculum implementation. These three combined documents forms the complete Curriculum Document, which acts as an official and comprehensive reference for vocational study program administrators. Curriculum documents are important to guide the process of planning, implementing, and evaluating the curriculum to produce graduates who are adaptive, contextual, and relevant to advances in science and technology and industrial needs in the Industrial Revolution 4.0 era. By producing the Curriculum Device Document, Curriculum Implementation Document, and Curriculum Evaluation Document, the study program organizers at the Bali State Polytechnic have completed the preparation of a complete curriculum document.

PAC involvement in curriculum preparation can be carried out in three stages, namely: Precaution Analysis, Implementation, and Evaluation. The writing stage is in the precaution analysis which includes: a) Industry Needs Survey: Vocational universities can conduct systematic surveys to determine industry needs of skills, knowledge, and competencies desired from graduates. The results of this survey can then be used as a basis for preparing the curriculum; b) Provide input on study materials needed to work with graduate learning outcomes (CPL); c) Provide input on developments in information technology needed by the industry; d) Get involved to provide CPL input on specific skills and mastery of study program knowledge; e) Focus Group Discussion (FGD): get involved in group discussions with PAC representatives to get input about the competency requirements needed in the world of work. This discussion can cover topics such as technical skills, industry knowledge, and soft skills needed by graduates; f) Curriculum validation is a manifestation that the industries that are members of the PAC have been involved in the process of preparing the PTV Study Program curriculum.

In the Implementation stage that includes a) Industry Placements: Sending lecturers or staff to the industry to undertake placements or internships can help vocational colleges understand firsthand the demands and developments of the industry. Information obtained from this experience can be used in curriculum development. The activity include such as Lecturer Internship, Compulsory student internship, and Daily Workers; b) Field Visits: Conducting field visits to companies or workplaces can provide a deeper understanding of production processes, current technology, and job market demands. Vocational colleges can arrange visits of this kind for lecturers and students. The activities such as Hotel Introduction and Professional Career Development and Table Manner; c) Industry Workshops and Seminars: Organizing workshops and seminars involving industry representatives can help to get direct input

on the latest developments in the industry. This workshop can also be a forum for discussions between vocational universities and industry regarding curriculum improvements. Industry can provide training and workshops to students and lecturers so that they can follow the latest developments in the industry. Activities like this can maintain the suitability of the curriculum with industrial developments; d) CSR industry PAC member. PAC members make miniature hotel rooms on campus which can later be used for housekeeping practices or can equip the kitchen in the Tourism Department of the CSR hotel. It can also be in the form of sharing costs when students practice in the Room Division who are packaged as guests and at the same time study and stay overnight while practicing. The price is not affordable for educational institutions and students. So through PAC, it is carried out by sharing 60% paid by the Educational Institution which comes from student funds and 40% from the hotel's CSR; e) Problem-Based Learning. Collaboration is carried out to provide students with learning experiences in industry. Learning in educational institutions is mostly done in classrooms and almost all is done in laboratories. Collaboration with PAC members provides learning experiences outside campus (industry). This difference in place of study will also influence the learning situation, student enthusiasm, and learning outcomes. In this way, the learning process in both places can be carried out optimally; f) MBKM; g) Teaching Practitioner; h) Industrial Class; i) Partnership Class; j) Student research in the form of a thesis, final assignment, PBL, and joint product development. Vocational universities and industry can carry out joint research and development in certain fields that are relevant to the industry. This may include developing new technology, improving production processes, or solutions to specific problems in the industry; k) Use of Industrial Facilities and Facilities: The Industry can provide access for vocational colleges to use their facilities and facilities, as laboratories in the form of production equipment. This helps students gain deeper practical experience; l) Certification and Skills Certification Programs: The industry can collaborate with vocational universities to organize certification or skills training programs that are recognized by the industry. This helps students increase their competitiveness and work readiness.

The third stage is Evaluation which includes a) Learning Evaluation – In carrying out this collaboration, it is important to pay attention to the needs and expectations of both parties and ensure that there are mutual benefits. Strong collaboration between vocational universities and industry can have a positive impact on human resource development and overall economic growth; b) Assessment in the selection of prospective RPL students – Through the active involvement of industry in preparing the PTV curriculum, vocational colleges can ensure that their graduates have the skills and knowledge that match the demands of the job market. This collaboration will increase the competitiveness of graduates and also contribute to the industry in developing quality human resources.

4 Conclusion

Professional Advisory Council (PAC) is a collaboration between Higher Education Institutions (PTV) and the industry that is formed based on the principle of mutual need

and complementarity. The PTV and PAC collaboration model is carried out in a structured, massive manner based on the principle of togetherness, mutual need, mutual benefit, and idealism to participate in creating competent and characterful tourism human resources. PAC involvement in curriculum development can be done in three stages, namely: 1) The development stage, namely in the consideration analysis which includes a survey of industrial needs, providing input on study materials for industrial development in the world of work, and curriculum validation as a form of PAC's involvement in the curriculum development process; 2) The Implementation Stage where PAC is directly involved in the education and learning process as well as workforce absorption; 3) The Learning Evaluation Stage by participating in providing an assessment of the achievement of CPL and Curriculum Evaluation to develop the next curriculum.

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