

STRATEGY OF VOCATIONAL EDUCATION INSTITUTIONS IN PREPARING THE LABOUR OF TOURISM

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ABSTRACT

Opportunities to work in the tourism industry are broad enough, but not all can be filled by workers who come from vocational education institutions. Some important positions are still being held by foreign workers, this is because things, such as ability and work experience is still low, and the limitations of language makes them difficult to compete. Condition of vocational education as a form of education, require attention to improve the capabilities and competitiveness. It is caused by various problems perceived by vocational education institutions are still not develop optimally. Vocational education has not been able to fill the job opportunities available both in the business world as well as the ability to be independent. Some thought needs to be speeding the development of vocational education in the country. This paper is the result of several articles, and data relevant to the issues raised.

Keywords: labor, tourism

1. INTRODUCTION

The success in executing the task can not be separated from the skills possessed. The extent of their capabilities, will support the achievement and employment opportunities. Capabilities can not be separated from the three cases, the skill, knowledge and attitut. Thirdly this ability can not stand alone, but is a union of mutual support in a person's success in performing tasks, including in the tourism sector.

Rapid development of tourism and opens wide enough for the labor. But on the other hand the readiness of the labor in terms of quantity and quality do not meet the market available. Job opportunities in the world of tourism is very comprehensive. Indonesia as one of the tourist destinations in Asia is an opportunity that should be exploited.

Every year, an estimated more than 2,000 people have graduated from the college of tourism. Based on the sample at five leading universities in Jakarta and West Java, the average waiting period of graduates in obtaining employment less than three months after graduation, 80 percent. In addition, it is estimated more than 30,000 graduates are scattered in various fields of work in the tourism industry, both at home and abroad. Scope of work that occupied the graduates are usually in the field of hospitality, restaurant business, catering, tourist attractions, management of accommodation, cruises, tour and travel agents, industry meetings or events and

others. Productivity college graduates per year is estimated at about 18,700, people assuming 100 people each per batch to go abroad.

As a global industry, the tourism sector requires a professional labor. For example an international hotel, which opened in various countries require workers who have cross-cultural. The type and level of work that requires a relatively diverse labor as well.

The accelerating of the technology development make changes to requirements will be the ability to work so quickly. Ability to work demanded more complex with the development of technology today. World tourism need workers who have competence in several areas so as to support the smooth working. Prior to the globalization that is so challenging, a force sufficient Front Office has the ability to perform administrative duties only. But this time they are also required to be able to communicate well orally and in writing. This shows that with the development of world tourism, the demand for work ability complex also high.

Ability does not work regardless of the level of education possessed by the labor force. When viewed at a global level of education in our country is still very alarming. The number of professionals with diploma and degree level of education is very low percentage when compared with unskilled labor. Of the 103.2 million Indonesian workers only 4.8% who pocketed a diploma and college, 20.1% and 21.9% graduate junior high school graduates. While the rest that is as much as 53.2% at the level of elementary education (BNSP, 2009). From the data above shows that the quality of Indonesian workers in terms of education is still relatively low. The low quality of education the competitiveness of Indonesian workers is relatively low compared to neighboring countries such as Malaysia, Philippines and Singapore. As an illustration of the Indonesian labor competition with the three countries in the region are as follows:

Table 1. Structure of Labor Per 1000 People For 4 countries of South East Asia Region

	Indonesia	Malaysia	Philippines	Singapore
Experts	4	64	22	203
Skill	39	262	61	144
Un Skill	957	774	917	648

Note: Source: (BNSP, 2009).

Given this reality would afford our workers to compete with foreign workers who clearly has the ability and the quality of education better. In the era of globalization will be more open competition and the opportunity to enter the world of work will be increasingly narrower for those who do not have the ability to match the demands of working in the industry. Ready we see a lot of foreign workers who work in industries that exist in our own country. Because in free competition, labor recruitment is based on the ability and competence of work that is owned by someone. The more complex the capability of being owned, then the opportunity to gain work will be more wide open. Similarly, for those who are creative in reading business opportunities. Those who are creative are better able to create their own jobs by not fixated only as labor in an industry.

Vocational institution especially tourism as the provision of man power is required to prepare professionals who can compete with foreign worker in the tourism industry. For the interests of the country are expected to fill the employment field of hospitality, restaurant and catering, business trips, and tourist attractions, in addition to creating jobs, starting businesses in services of food and beverages,

entertainment, travel agents, event management and so on. In addition, graduates of higher education is expected to become researchers, creators, and thinkers and tourism developers.

College of tourism in Indonesia is growing rapidly after the recognition of tourism as an independent science. In 2008, the Higher Education noted the 187 courses that opened the field of hospitality and travel (100 Hospitality, Tourism 87). But after tourism was recognized as an independent science, study program growth reached 12% or some 213 programs of study. The population of college students on holidays end of 2009 recorded 19 936 people on a wide range of courses and levels. Gross enrollment (GER) tourism education at 0.617% (National 17.26%). The amount contributed Figures

It must be addressed, especially for vocational education institute one College of Tourism as an institution that spawned skilled labor, reliable and able to compensate for technological progress. Universities are expected to act as the spearhead in preparing professionals in various fields of science relevant to the demands of the working world. In this case the university that organizes vocational education is expected to produce a ready labor.

2. GRADUATE UNIVERSITY ISSUES OF TOURISM

Some of the factors that lead to graduate unpreparedness to face the world of work and their competitiveness is low, due to several factors, among others:

- a. Communication skills and mastery of foreign languages is still low.
- b. The level of confidence is still low, due skill, knowledge and attitut not maximized.
- c. Gaps quality college graduates Indonesian tourism is still quite large, due to the availability of facilities and infrastructure of learning.
- d. Not optimal competency certification system that exists today
- e. Not uneven quality of learning, because of the low qualifications of educators in tourism.
- f. Not to the implementation of minimum standards of infrastructure of tourism education.

3. STRATEGIC STEPS

a. Curriculum Development.

Vocational education is inseparable from the education system as a whole, however, vocational education has certain characteristics that distinguish it from other educations. This difference is not only in the definition and purpose of education, but is also reflected in the various aspects are closely related to curriculum planning.

Some tracer study results showed that, working ability of graduates of vocational education was not yet ready to enter the world of business. Even capabilities tend to lag behind the willingness of technological development in the industry today. Such capabilities include cognitive, affective and psychomotor. For the development of a curriculum that is always adapted to the progress and development of the business world. This of course can not be done unilaterally by the college. Continuous cooperation between universities and business is required. Therefore, universities need the information to the needs of the specific competencies for the business world.

Related to this is the preparation of a curriculum that accommodates the ability of affective, cognitive and psychomotor with reference to the development of the business world is indispensable. Curriculum must refer to job competence

standards expected by the industry. For that we must have a standard measure of the success scored skilled workers, based on competence. According to Kurniawan (2008) about the measure of success of graduates of vocational education are: "Criteria for determining the success of a vocational educational institution basically apply double the size of that in school and out of school succes succes. The first criteria include aspects of success in meeting the curricular requirements already oriented to the requirements of the working world, the second being the criteria indicated by the success or performance of graduates after being in the real world of work ".

b. Practice Facility

The curriculum was good without being supported by means of adequate practice will not tells us anything. The ability of students the oretically be supported by their ability actualize in practice activities. In terms of learning tools, then to realize a situation or a learning experience that can reflect the world situation realistically and educative work required a lot of equipment, facilities and other logistical supplies.

Practice fascility as the form of a workshop and laboratory practice is common completeness that accompanies the existence of a vocational institution. The fact is faced today is still the lack of practice facilities that support the achievement of the curriculum targets and targets capabilities desired by the competence of graduates. For that educational institutions must be equipped with all the media or tools adequate practice. Starting from mesiin-machine, workshop and laboratory in accordance with industry standards.

Not to mention that the equipment must always be upgraded to keep up with technological developments which are used industri. Support government in this supplemented practice facilities is not yet able to over come the problems of availability of practice facilities. Lack of government aid perceived some time for educational institutions. For that every educational institution must be more creative in an effort to complete the practice facilities independently.

c. More Intensive Socialization To The Community

For the majority of Indonesian society still earned a degree is some thing that is very influential in determining a person's social strata. Someone with a degree frills both in front and behind his name indirectly memeiliki higher social classes in society. It also led to a growing type of education provision is to give a degree to its graduates. If you do not have a degree, are considered less prestigious and desirable. so far the public is less interested in higher education such as vocational polytechnics.

One reason is because they do not have a degree that is believed to elevate one's social status. But in reality many cases are encountered where the graduates who have been bearing a degree not accompanied by competence or expertise as appropriate. Though the world of work not only requires human resources which has the theoretical capability but also skilled in practicing their knowledge (competence) and ready to work.

d. Support The Industrial World

Besides competence neglected in our educational system, cooperation between the industrialized world as the labor with educational institutions that generate employment is still far from expectations. When in fact the industry is

ideally educated to apply the latest technology available. Relations vocational education with vocational education institutions should be established well in order to achieve common goals. Educational institutions ought to produce graduates whose qualifications required by the industry. While the industry it self must be willing and provide an opportunity for the institution as the aching educational facility. In Indonesia, not all industries are willing to be the aching facility of the institution. If there is no support from the industry, vocational education institutions will not be able to walk, run kalupun quality can not be guaranteed to have the competence, especially in the application of knowledge to the industrial world (Kris, 2007).

e. Government Support

Polytechnic education institutions in Indonesia is indeed less developed. In addition to the orientation of national education is still limited degree, also concern of the government against such a polytechnic vocational education has not been adequate. Some vocational institutions such as polytechnics in Indonesia attending non-government spear headed other parties.

Given this reality it should open the eyes of the government in directing our national education. But in reality it was a long time coming. Competency-based education and the concept of Link and Match in the field of new education floated in recent years.

f. Competence Enhancement Lecturer Relevant Human

Human Resources provides knowledge and skills in accordance with the expected competencies must be considered. Teachers also need to upgrade their competence so that they can carry out teaching duties optimally. The curriculum has been prepared properly, practice facilities were adequate, but not supported by the capabilities of the teaching force in terms of the application of technology, will not produce a positive impact for graduates. There for, in addition to independent efforts to do the teaching force able to up grade its ability, the support of government institutions and of course highly desirable.

Opportunity to develop competencies related to the improvement of teaching staff should be givenas much as possible, but with referenceto the implementation of the basic tasks as teachers.

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