The Implementation of Local Wisdom-Based Vocational Hospitality Curriculum Development Model

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ABSTRACT

Vocational higher education has a strategic role and is at the forefront in handling the age of the workforce and educating them into skilled, professional, and highly competitive persons who will enhance the nation's competitiveness. This study aims to formulate a design model for the development of a vocational hospitality curriculum based on local wisdom for students of the Tourism Department. The vocational curriculum development model will be highly useful for determining measures or policies to improve the quality of human resources hospitality industry fields. The research method used is research and development, which includes a descriptive method, action research, and experimentation. This curriculum development model emphasizes the development of broader methods of not only how to teach but also how to build students' character.

Keywords: Curriculum, Education, Local Wisdom, Vocation

INTRODUCTION

Curricula are the overall plans and arrangements of graduate learning outcomes, materials, processes, and assessments used as guidelines for the implementation of learning programs in the education system especially higher education. Curriculum development is an autonomy right of tertiary institutions allowing them to develop curricula tailored to industry needs.

Generally, an education unit has a system to produce quality graduates. The higher education system in Indonesia has four main stages, namely (1) input, (2) process, (3) output, and (4) outcomes. The inputs of Higher Education (PT) are senior high schools, *Madrasah Aliyah* (Islamic senior high schools), and vocational high school graduates. Good input has several indicators, such as good passing scores, but more important – favorable attitudes and strong learning motivations. The quality of inputs is highly dependent on the learning experience and outcomes of prospective students.

Vocational education is one of the tertiary education programs as listed in the Fourth Section of Higher Education in Law No. 20 of 2003 concerning the National Scoping System. President Joko Widodo during his working visit to Europe in mid-April 2016 stated "Indonesia seriously imitates this German vocational education to advance Indonesian industry". This shows the government's will to develop vocational education and to design an education system that answers the market's needs.

The most important stage in building a higher education institution is curriculum design. Law No. 20 of 2003 concerning the National Education System defines the curriculum as a set of plans and arrangements regarding the objectives, content, and learning materials as well as the methods to guide the implementation of learning activities to achieve certain educational goals.

Based on the description above, it is necessary to formulate a design model for the development of a vocational curriculum of hospitality based on local wisdom. The curriculum development model to develop will be implemented in college. The curriculum is highly useful for determining corrective measures or policies for hotel vocational education curriculum development based on local wisdom and improving the quality of human resource hospitality.

This research paper aims to produce a local wisdom-based vocational hospitality curriculum. Also, the specific purposes are (1) to determine the model of vocational curriculum development based on local wisdom, (2) to produce a set of content plans, lesson materials, and guidelines for organizing learning activities, and (3) to develop students attitudes in line with applicable values/rules and preserve and develop the noble values of local culture to support regional development and national development.

Vocational education has a learning content consisting of 70% practices and 30% theory-oriented to the work readiness of its graduates. The vocational education curriculum emphasizes more on the development of expertise following the demands of the business world. It aims to produce graduates with certain applied skills and expertise in science, technology, and art and produce beneficial applied research and activities for society (Abidin, 2013: 10).

According to the old view, a curriculum is a collection of subjects that must be delivered by educators or learners. It is one contributing element to develop the quality of potential students (Pusung, Ratu, & Rotty, 2020). Opinions that have emerged subsequently have shifted from stressing to content to more emphasis on the learning experience. According to Caswel and Campbell (1935), a curriculum is composed of all the experiences of children under the guidance of teachers. The shift to the learning experience was further emphasized by Doll (1992) stating that "The commonly accepted definition of a curriculum has changed from the content of courses of study and list of subjects and courses to all experiences which are offered to learners under the auspices or direction of the school."

Doll's definition shows not only a change in emphasis from content to process but also shows a change in scope, from a very narrow concept to a wider one. While Mauritz Johnson (1967: 130) argued that experience will only arise if it occurs between students and their environment. This interaction is not called curriculum but a form of teaching. The curriculum only describes or anticipates the results of teaching. The curriculum is also often distinguished between the curriculum as a plan (curriculum plan) with a functional curriculum (functioning curriculum). According to Beauchamp (1968: 6), *"A curriculum is a written document which may contain many ingredients, but basically, it is a plan for the education of pupils during their enrollment in given schools"*. Beauchamp emphasized that the curriculum is an educational or teaching plan.

The other name of local wisdom local knowledge, or local genius. As it is also alive, local wisdom is exposed to clear light, a good mind, and positive values. Local wisdom can be translated as the work of intellect, deep feelings, character, and encouragement for human glory. Mastery of local wisdom will carry their souls even more virtuous

According to Rahyono (2009), local wisdom is the human intelligence of certain ethnic groups obtained through community experience. It is the result of certain communities' experiences. These values will be very strongly attached to a particular society as long as the existence of the society.

Below is local wisdom in North Sulawesi, which consists of:
1). Manado: *Baku Beking Pandei* (bathing each other).
2). Minahasa: *Torang Samua Basudara* (we are all brothers), *Mapalus* (mutual cooperation), *Tulude-Maengket* (community service to get along), standards of *bae*, standards of love, standards of *tongka*, standards of *kase inga* (being kind, loving each other, guiding, and remembering to remind), *Sitou Timou, Tumou Tou* (support each other and live to give life, humans live for other humans).
3). Bolaang Mangondow: *Momosat* (mutual cooperation), the motto of *tabian*, the motto of *tampiaan*, the motto of *tanoban* (to love one another, to improve, and to miss one another).

The hotel becomes a driver as well as a supporting factor for the economic and cultural life of the surrounding community. The hotel is an integral part of the tourism business, by providing room service, food and beverage, laundry service, recreational places, sports/fitness facilities, business center, and conference/seminar room.

RESEARCH METHOD

Based on the purpose of this research in the first year, which is to find a design model for curriculum development in the field of hospitality based on local Minahasa wisdom, this study combined the research and development method with the action research method.

RESULTS AND DISCUSSION

This class action research involved the students of the Food Service I (first semester), Food Product I (second semester) students, and Housekeeping Management and Laundry I (fourth semester).

Cycle I
Before conducting research, the researchers made initial observations on the class, students, and lecturers during the learning process. When the researchers held a sub-district examination, it was seen that some students did not arrive on time, some students did not bring their practice materials, some students were busy with their cellphones, and when the lecturers were explaining the materials, they were also busy talking. The attitude of the students in responding to the running activities was not good, as they were not focused on the learning process.

Figure 1 illustrated the results of student practice learning the Local Wisdom Dimension for the first cycle.
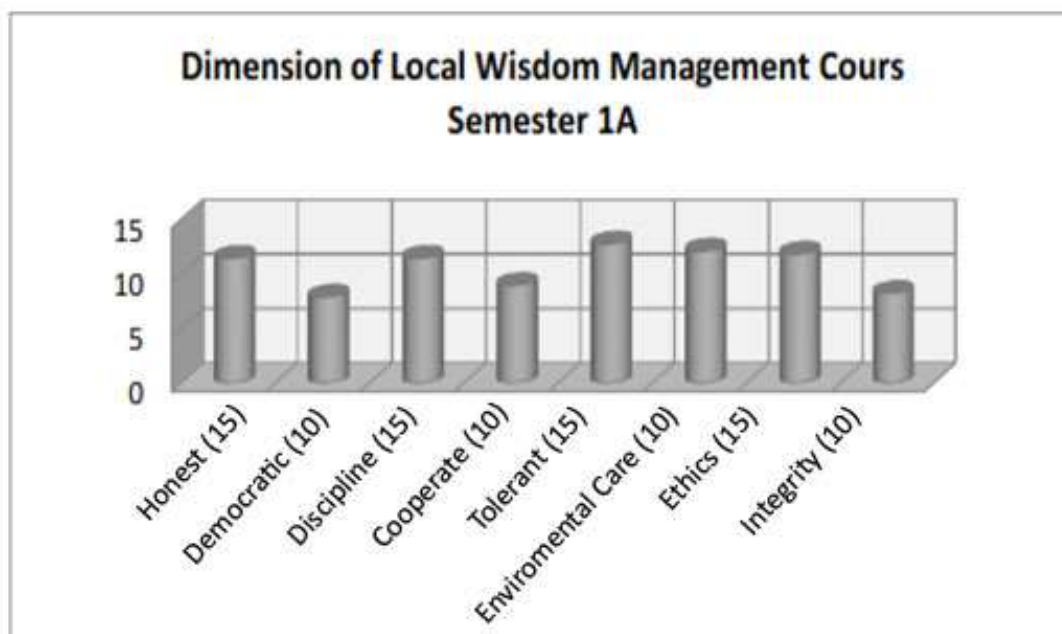

Figure 1. Practical Value of Dish Management I Course - Dimensions of Local Wisdom

The local wisdom was summarized into eight dimensions and included in the practice of the learning process. The eight dimensions are honest, democratic, discipline, like to work together (cooperative), tolerant, environmental care, ethics, integrity. These dimensions were given a weighting derived from the input of *stakeholders.* In the practice of Management I Course, for the honest dimension, the average student gets a score of 12 out of 15. Not all students were honest when they arrived late for the practice.

For the democratic dimension, the average students got a score of 8 out of 10. From the results of direct observation during the practice, not all students showed a democratic attitude. This can be seen when the practice process is running, some students wanted to be heard. For the dimension of discipline, on average, the students got a score of 12 out of 15. The value shows good criteria, however, there were students who have not shown a disciplined attitude, especially not on time to be in the laboratory room.

For the dimension of working together (cooperative), the average students got a score of 9 out of 10, a score of a very good criterion although there were still students who have not shown a cooperative attitude. The average students for the tolerant dimension got a score of 13 out of 15. This shows a very good criterion. For the dimension of caring for the environment, on average, the students got a score of 8, 7 out of a total score of 10. This shows a good criterion, but there were still students who got low scores since they have not been able to show an attitude that protects the environment as some of them brought plastic bottles, and could not keep the room clean during practice.

For the dimensions of ethics, the average students got a score of 13 of the total score of 15. Not all the students show very good ethics, as some of them had conversations in front of food that was being processed. For the integrity dimension, the average students got a score of 8 out of 10.

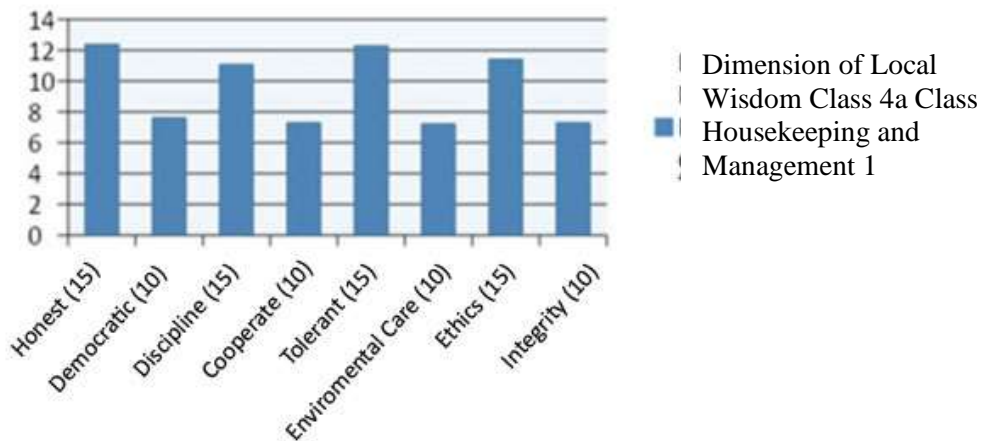**Dimension of Local Wisdom in Food Processing course 1 Semester 1 Class 2B**
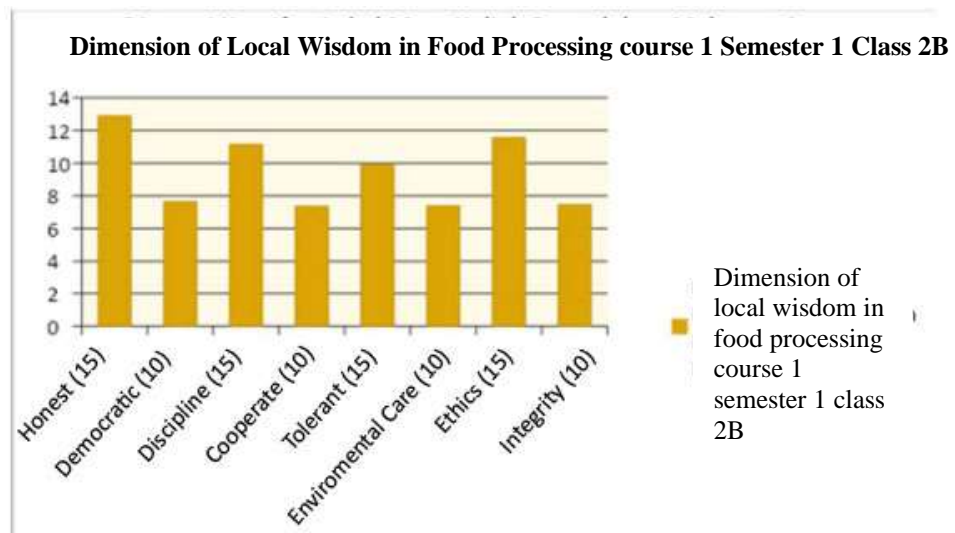
Figure 2. Value of Food Processing Practices I Course for the dimensions of Local Wisdom Cycle I

Figure 2 above shows that during attending the food processing practice class, the honest dimension got a score of 13 out of a total of 15 scores. In the dimensions of democracy, the average students got a value of 8,5 of the total value of 10. As for the discipline dimension, the average students got a score of 12 out of 15. For the dimension of cooperate, the average students got a value of 8 out of 10. This showed a good grade, but there were still students who have not shown a cooperative attitude. For the dimensions of being tolerant, the average student got a score of 11 from the total score of 15. In the dimension of environmental care, the students got a score of 8 out of 10. This shows that there were still students who did not understand good ethics. As for the dimensions of integrity, on average the students got a score of 8 out of 10. These fell into the good category however there were still students who showed poor integrity.

**Dimension of Local Wisdom Class 4A class Housekeeping and Management 1**

Figure 3. Value of Food Processing Practices I Course of Local Wisdom Dimension Cycle

Figure 3 above shows the average score of 13 out of 15 for the honest dimension achieved by students during the practice process of the graduation and laundry management course. The average score obtained by students for the discipline dimension is 11 out of 15. On average students got a score of 8 out of 10 on the cooperate dimension. In addition, the average grade for the tolerant dimension is 14 out of 15. The average score for the environment care dimension is 13 out of 15. The average score for the ethics dimension is 12 out of 15. The average students got a score of 8 on the integrity dimension from a total of 10 scores. The criteria achieved by students in the eight dimensions are good however there were still some students who have not done well in the eight dimensions.

Cycle II
In this second cycle, the researchers conducted doctrine learning with the same method as in the first cycle in addition to a refurbishment based on the reflection cycle I. Planning in the first cycle contained in the job sheet. The material discussed in the first cycle is a matter of practice in the field of hospitality based on local wisdom consisting of eight dimensions, namely honest, democracy, discipline, collaborative, tolerant, environmental care, ethics, and integration.

The implementation of the action in cycle II was carried out once. The subjects in this second cycle are the eight dimensions included in the prepared job sheets. The principle of implementing learning in the second cycle is almost the same as the first cycle, however, the researchers put more emphasis on motivating so that the activities of students increased more than Cycle I. At the end of Cycle II, there was also a final test to measure students' learning outcomes.

Dimension of Local Course 1 Semester 1A

Dimensions of local course 1 semester 1A Cycle 2
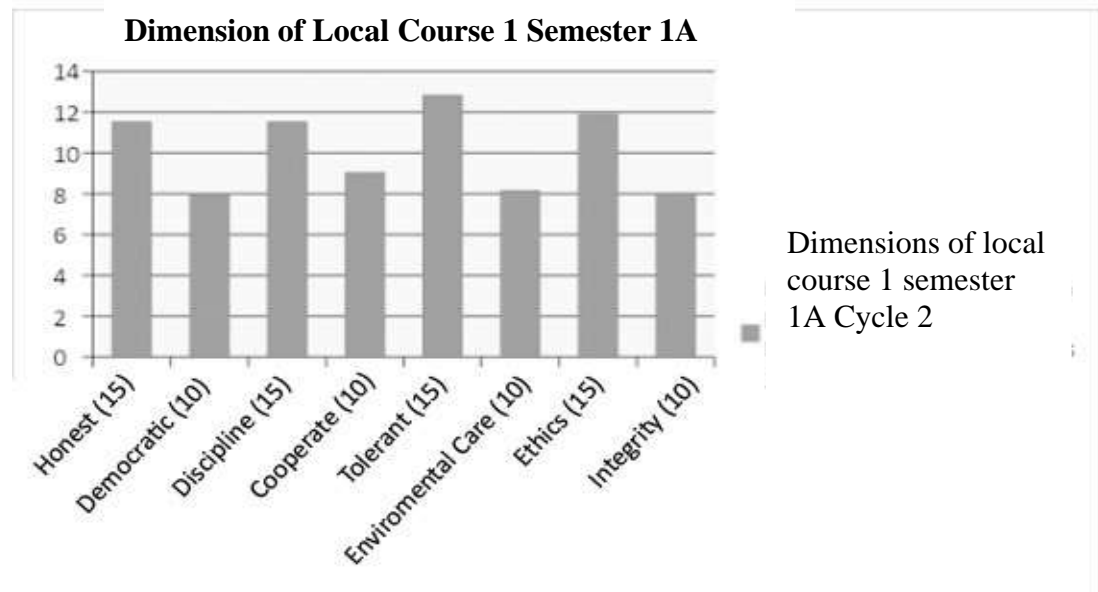
Figure 4. Value of Dimensions of Local Wisdom in Cycle II of Dish Management Course Second Semester IA

Figure 4 shows the results of the assessment of the Cycle II process where the average value on honest dimensions is 13.5 of the total score of 15. The average score for the democratic dimension is 9 out of 10. The average score obtained from the discipline dimension of 13 out of 15. In the cooperate dimension the average student got 10 of 10. The average score obtained by students in the practice assessment process for tolerant dimension is 14 of 15. The average score obtained by students in the practice process for the environmental care dimension is 9 of 10. From the total score of 15, for practice in the ethic dimension, the average students got 13. The average score of students for the practice of integrity dimension is 8 out of 10. From the dimensions above there is an increase in the dimensions of student assessment results since students have been directed (motivated) to practice the eight dimensions of local wisdom in addition to the competencies.
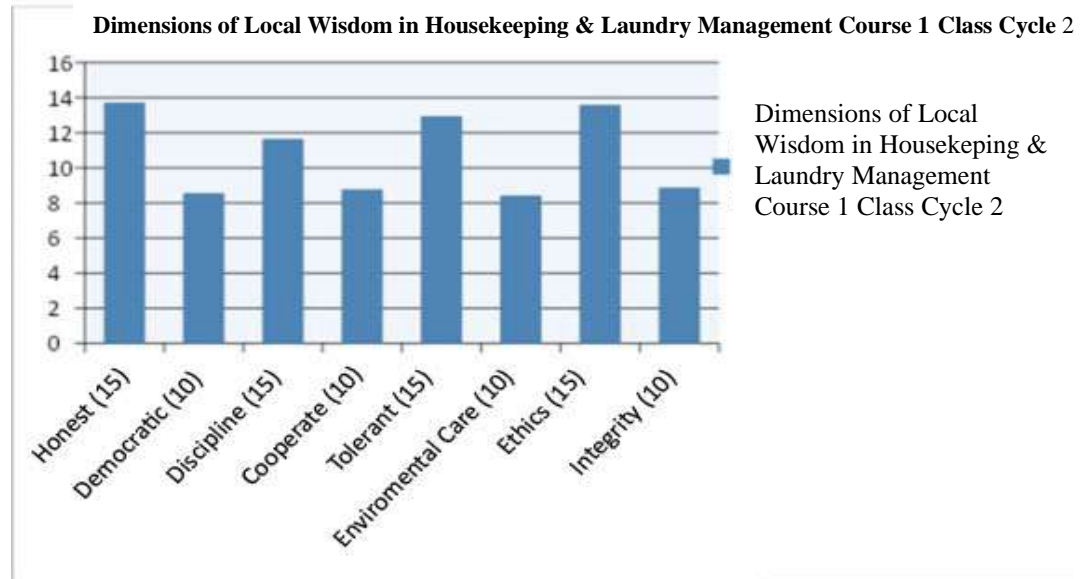
Dimensions of Local Wisdom in FOOD Processing Course 1 Semester II Class 2B Cycle 2

Dimensions of local wisdom in food processing course 1 semester II class 2B Cycle 2
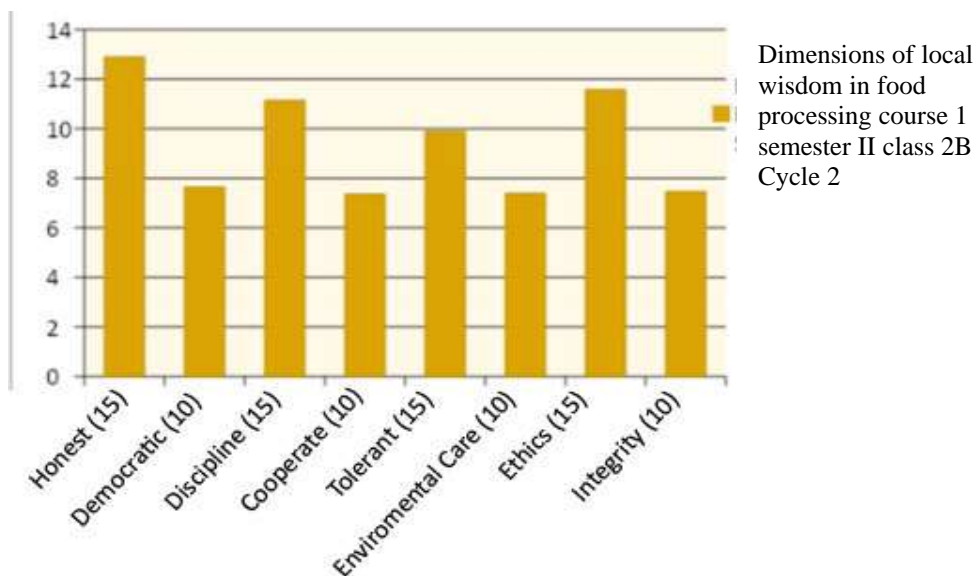
Figure 5. Dimensions of Local Wisdom Management of Laundry & Laundry I Course Class 4A Cycle 2
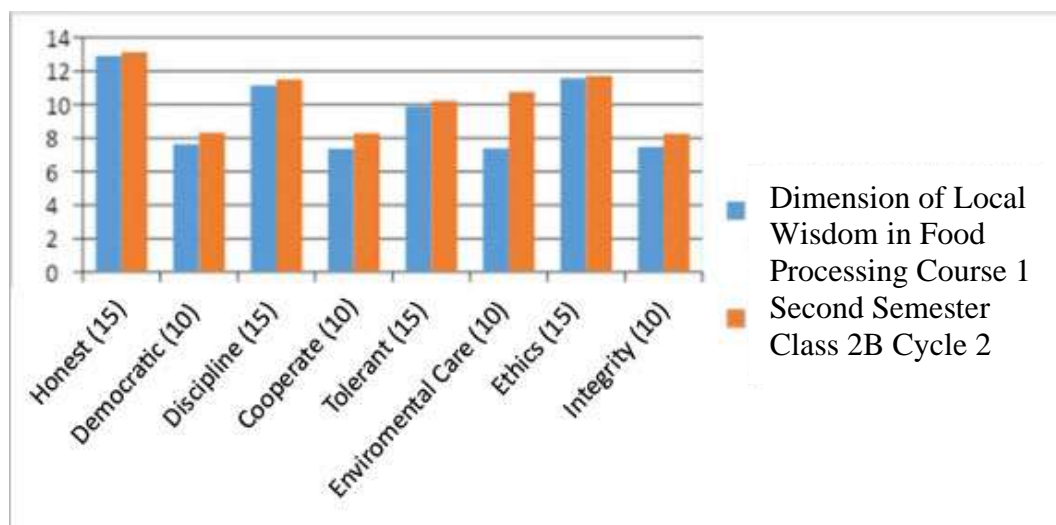
Figure 5 above shows the scores achieved by students in the Grammar and Laundry I practice indicating that the average value for the honesty dimension is 14.5 of 15. The total score obtained by students in the democracy dimension is 9 of 10. The average value obtained of the discipline dimension is 12.5 of 15. The average value of the Cooperate dimension is 9.5 of 10. The average score of tolerant dimensions is 13.5 of 15. The average score of the environmental care dimension is 9 of 10. The average score of the ethics dimension is 13.5 of 15. The average score for the Integrity dimension is 9.5 of 10. This increase occurred after the students were motivated by lecturers and laboratory staff.

Dimensions of Local Wisdom in Housekeeping & Laundry Management Course 1 Class Cycle 2

Dimensions of Local Wisdom in Housekeping & Laundry Management Course 1 Class Cycle 2

Figure 6. Dimensions of Local Wisdom in Management Course I First Semester Cycle 1 and Cycle 2

Figure 6 above shows a score comparison obtained after several observations and trials for practical subjects. From the average score of the honesty dimension in Cycle 1 (13) and Cycle 2 (13.5), there was a change in the student attitude during the practice in the Dish Management Course I.

Dimension of Local Wisdom in Food Processing Course 1 Second Semester Class 2B Cycle 2

Figure 7. Dimensions of Local Wisdom in Food Processing Course I Semester II Cycle 1 and Cycle 2

Figure 7 above shows the score for the first and second cycles. There is an increased starting score of the honesty dimension obtained by students in the practice of Food Processing I Course in Cycle 1 (13) and Cycle 2 (13.5). The average score of the

democratic dimension in cycle 1 is 7. 8 and in cycle 2 is 8. The average score of the discipline dimension for Cycle 1 is 11 and in Cycle 2 is 11.5. The average score for the cooperate dimension for Cycle 1 is 7.8 and in Cycle 2 is 8. The average score of tolerant dimension of Cycle 1 is 9 and of Cycle 2 is 10. The average score of the environmental care dimension in Cycle 1 is 7.5 and in Cycle 2 is 8. The average score for the ethics dimension in Cycle 1 is 11.8 and 12 in Cycle 2. The average score of the integrity dimension for Cycle 1 is 7.8 and in Cycle 2 is 8. Overall, the practice for all dimensions falls into a good category since in certain dimensions there is a change in student's attitudes. The students have increasingly understood the attitudes during the practice, and were given motivation by the accompanying lecturers and laboratory staff.

Dimension of Local Wisdom in the Course of Class 4A Housekeeping & Laundry Management
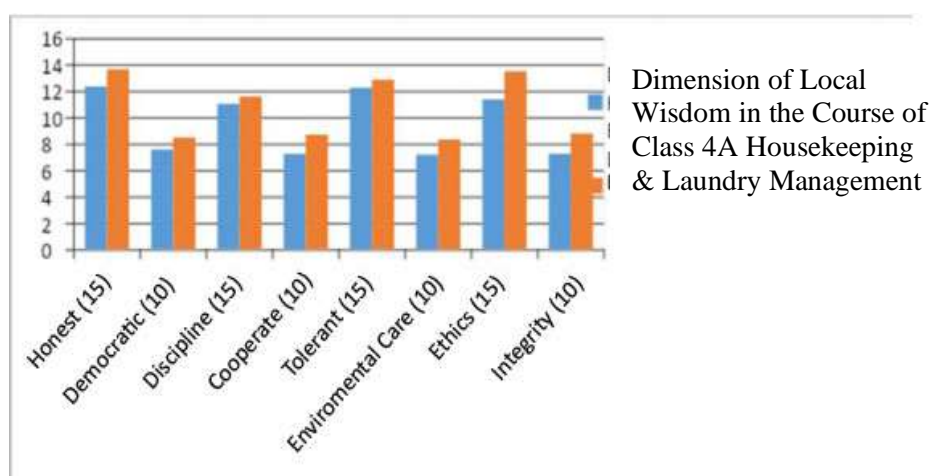
Figure 8.   Dimensions   of   Local   Wisdom   and Housekeeping Management Subjects 1

Figure 8 illustrates the average score achieved by students on the honesty dimension for Grammar and Laundry I subjects in Cycle 1 (13) and in Cycle 2 (14). The average score of Cycle 1 for the democratic dimension is 8 and for Cycle 2 is 9. The average score of the discipline dimension in Cycle 1 is 11 and in cycle 2 the average score is 12. The average score of cooperate dimension in Cycle 1 is 8 and in Cycle 2 is 9. The average score in Cycle 1 for tolerant dimensions is 12 and in Cycle 2 is 13. The average score in Cycle 1 for the environmental care dimension is 7 and in Cycle 2 the score is 8. The average score in Cycle 1 of ethics dimension is 12, and in Cycle 2 is 13. The score in cycle 1 for the integrity dimension is 8 and in cycle 2 is 9. The achievements show an increase in the process of student attitudes when participating in the practice of housekeeping & laundry courses which is one indicator of the practice process.

The findings in the form of data, observations, and interviews from several informants the researchers obtained and show that the basic process of making curriculum in the Polytechnic Tourism Department refers to the Indonesian National Work Competency Standards (SKKNI) and National Higher Education Standards (SN-DIKTI), which are based on a philosophical, sociological, psychological, theoretical and juridical foundation.

Below are the results of an interview with the Head of the Bali Polytechnic Tourism Department, I Ketut Suarte SE., M.Si.

> "Basically, vocational tertiary institutions in developing, designing, and implementing the curricula take into account the policies and regulations that apply in Indonesia so that they are always relevant to the Indonesian National context with a global perspective. Law Number 12 of 2012 Article 35 paragraph 2 concerning the curriculum states that the Higher Education Curriculum is developed by each Tertiary Education Institution under the National Higher Education Standards for each Study Program which includes the development of intellectual intelligence, noble character, and skills."

At the same time the secretary of the Bali Polytechnic Tourism Department Dr. I Ketut Budarma, M.Par., MMTHRI said that:

> "In compiling the curriculum in our department, we still refer to the rules set by the government, even though those rules say that the curriculum of a tertiary institution is developed by each tertiary institution yet referring to the National Standards of Higher Education."

The Regulation of the Minister of Research, Technology and Higher Education Number 44 of 2015 concerning the National Higher Education Standards (SN-DIKTI) Article 1 states that the curriculum is a set of plans and arrangements regarding graduate learning outcomes, learning materials, processes, and assessments used as guidelines for the learning program implementation. Higher education as a producer of educated human resources needs to measure its graduates, ensuring their similar ability with Learning Outcomes at the IQF qualification level.

The purpose of higher education institutions to make a curriculum is as a plan and arrangement regarding the achievement of graduate learning, learning materials, processes, and assessments carried out. The Head of Manado State Polytechnic Undergraduate Study Program Benny Towoliu SE., M.Par mentioned that:

> "In compiling the curriculum, the first thing that must be done is to do a tracer study and the need for DUDI to see how our graduates are absorbed in the industrial world and how to input the ability of graduates whether it is equivalent to Learning Outcomes at the IQF qualification level".

The Head of the Manado State Polytechnic Hospitality D3 Study Program Dr. Diane Tangian M.Si added:

> "The process of making curriculum in the study program is adjusted to the applicable rules or that have been set by the government in the National Standards of Higher Education following institutional regulations".

Vocational education institutions such as the Polytechnic need collaboration and cooperation with industry. They provide graduates with competencies ready to be applied in the industrial world. This reciprocal relationship requires commitment from both parties, how the industry can be on campus, and vice versa. This

collaboration will perfectly run if the institution has included activities in the curriculum, such as internships or fieldwork practices (PKL). The purpose of this activity is basically to provide learning for students how the real world is at work. Besides, students are not limited to the world of work, but also understand the life of the surrounding environment. Thus, it is also necessary to include elements of local wisdom in the curriculum so that students are able to adapt to the surrounding environment.

From the observations, Bali State Polytechnic has incorporated local wisdom into learning on campus through its slogan. The results of these observations took the form of the slogan *"Green Message",* consisting:
1. Spiritual Intelligence: Devotion to God Almighty, tolerant to respect each other, able to live and work in diversity, honest and with integrity, strong personality, and able to work under pressure.
2. Social Intelligence: Able to communicate professionally, build interpersonal skills, live and work in cultural diversity, good manners, ethical and dignified, and productive in teams.
3. Ecological Intelligence: Caring for the environment and its preservation, reducing waste production, reducing the use of energy and clean water, disposing of trash in its place, clean and tidy.

From the interview with the Head of Bali State Polytechnic Tourism Department, it was clear that:

> "Learning for local wisdom actually already exists in the Department of Tourism and has been carried out. However, it has not been outlined in the curriculum in each study program but only in the slogan that has been displayed on a board that is on the wall of the department's office."

Furthermore, the Secretariat of the Bali Tourism Department strengthened the statement of the Chairperson of the Department, that "All this time to include local wisdom material in the curriculum is still implied, but learning local wisdom has been carried out as a habituation."

Local wisdom is part of the culture of a society inseparable from the language of the community. Local wisdom is usually passed down from generation to generation through words of mouth. The approach to developing local wisdom below can be used as a strategy to develop the performance of teaching staff, educators, and students.

Tou ente is a culture that stresses hard work to vigorously and earnestly overcome various problems. It teaches us not to despair when encountering obstacles, yet keep the spirit of completing the task as well as possible. It encourages us to act creatively, and generate new ideas that are different from those of other people about the phenomenon that is being faced. *Tou Nga'asan* is a culture that must be developed in terms of intelligence and skill. *Tou sama* encourages us to have a good character.

A person's success is not only determined by the knowledge and level of education he/she has. Attitudes and behaviors in carrying out duties are highly important. This is the basis of a unified Minahasa *tou,* which come from the values of the original Minahasa cultural traditions described below.

1. *Maesa-esaan* (united with each other, together),
2. *Maleo-leosan* (love and cherish - harmony),
3. *Puddle* (remember each other),
4. *Malinga-lingaan* (hearing each other),
5. *Masawang-sawangan* (helping each other) and
6. *Matombo-buttonoan* (mutually supporting).

The life philosophy of Minahasa people is *Si tou timou tumou tou*, meaning human life to find humanity (*tou*: human; *timou*: life; *tumou*: developing, caring for, and teaching. The *tou timou tou* means leaders must apply loving patterns of affection, kindness, and mutually remembering fellow humans.

The local wisdom mentioned above needs to be included in the university curriculum which has not yet included local wisdom as part of the curriculum. Adding local wisdom to the curriculum will further strengthen students in following the lecturing process which will ultimately have an impact on character building.

Model of Vocational Curriculum Development in Hospitality Based on Local Wisdom
From the results of the curriculum study above and the study of several theories, we found that this curriculum development model emphasizes more on developing broader methods of not only how to teach subjects (teaching methods), yet how to build values so that various elements in the process are involved in media, administrative systems, delivery systems of personnel who provide teaching materials. The evaluation system, the existence of students, guidance, counseling process, and local wisdom are very important in compiling the curriculum since seeing the development of the world now, that students are not too concerned with the life around them and their care for the surrounding environment has been replaced with gadgets. The involvement of these various elements always arises from the process and results of evaluations conducted on the objectives of the curriculum, materials, and the learning process. Figure 9 provide the details.
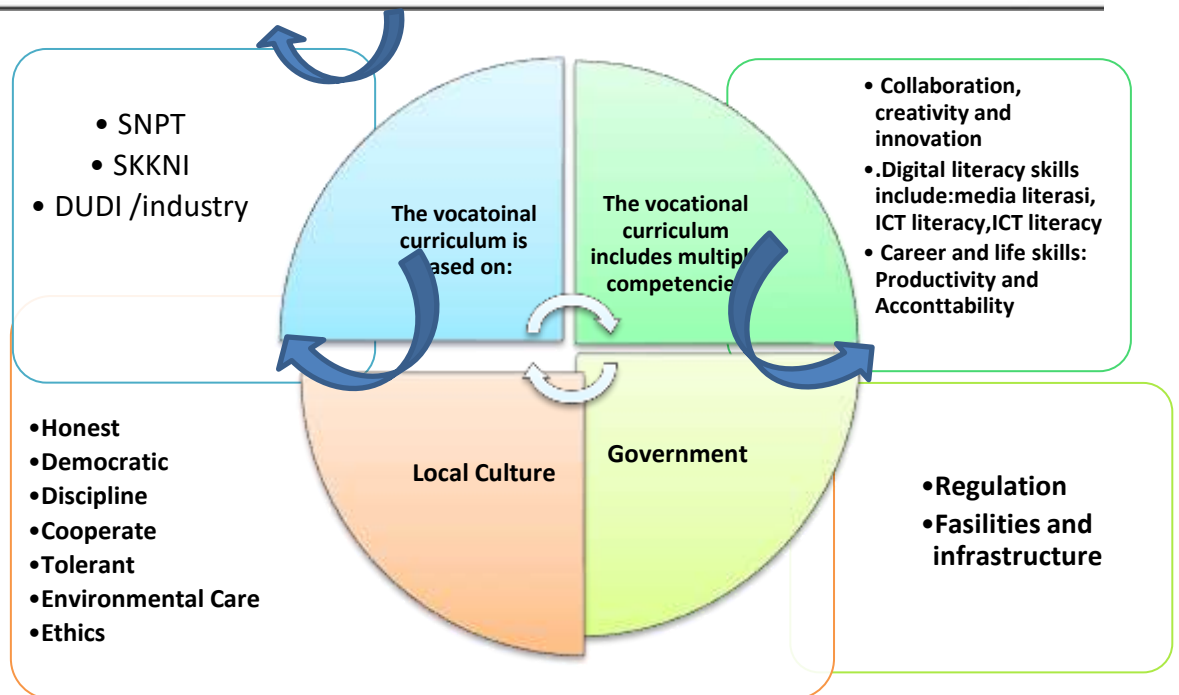
Figure 9. Vocational Curriculum Model Based on Local Wisdom

Figure 9 illustrates how the process of making vocational curriculum. The steps begin with determining educational goals that produce a framework of objectives and curriculum material that contains local wisdom material that must be stated in the teaching and learning process to achieve the educational goals by taking into account the needs of the business world. The curriculum should also include multi competencies so that graduates are ready to enter the digital era of 4.0. so that graduates are able to collaborate with creativity and innovation. Career and life skills (productivity and accountability, digital literacy skills (media literacy and ICT literacy), honest leadership and responsibility, democratic, discipline, cooperative, tolerant, environmental care, ethics, integrity, and local wisdom are also of importance for building students' character to enter the real world of work.

CONCLUSIONS

The curriculum development model is not only a way to deliver subjects (teaching methods). It needs the involvement of the government to prepare facilities and infrastructures to support the practical lecturing process in the laboratory. The vocational curriculum must contain multiple competencies as a method how to build value in students including critical thinking, problem-solving, online collaboration, creativity, innovation, ICT literacy skills, leadership, accountability, responsibility, and local wisdom dimensions (honesty, democracy, discipline, love, cooperation, tolerance, environmental care, ethics, and integrity).

The local wisdom mentioned above should be included in the university curriculum to further strengthen the students in following the learning process, which in turn will have an impact on character building to prepare students to enter the workforce.

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