

## **The Impact of Certified Competency Tourism Human Resources in Facing the AEC Era: Case Study in Bali**

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### **Abstract**

The tourism business in Bali is growing rapidly, and Bali has been known as one of the most popular tourist destinations, especially among foreign tourists. The combination of beauty and a balanced lifestyle strongly attracts foreign tourists to Bali. In anticipating the growth of tourists to Bali, human resources must be by the needs of the tourism industry. This article aims to determine Bali tourism human resources competency standards in the Masyarakat Ekonomi ASEAN. The data collection and analysis in this paper use literature studies, interviews, and observations of stakeholder activities related to implementing the competency certification process. The role of the government in preparing various regulations for improving human tourism resources through the Indonesian National Work Competency Standards, the Indonesian National Qualifications Framework, and Competency-Based Training, which are the main instruments in the competency certification process, are indispensable. In addition, it is also important to work with Professional Certification Institutions that have been certified nationally and internationally to strengthen the human resources of Bali tourism.

**Keywords:** Certificate of Competence, Asean Economic Community, ASEAN Economic Community

## A. Introduction

The tourism business in Bali is proliferating. Bali is well known as one of the most popular tourist destinations for local and foreign tourists. The combination of nature and culture with its traditions attracts foreigners to Bali. The statistical data shows that foreign visitors have increased significantly in the last five years. In 2013 the number of visitors was 3.278.598, and in 2016 the number of visitors increased to 4.927.937 (Statistic Center Institute of Bali, 2016). The highest number of foreign tourists in 2016 came from Australia (1.143.157), India (187.351), Malaysia (179.781), the USA (170.457), and the rest came from other countries. In order to cope with the challenge, qualified human resources are urgently needed (Statistic Center Institute of Bali, 2016).

The government of Indonesia increases the competence of human resources in the tourism sector through the tourism ministry. One of many ways that had been done was by certifying the workers in the tourism sector. In 2016, around 17.500 human resources of tourism were certified. During that year, 35.000 tourism workers from 32 units of jobs had been certified. The tourism minister of the Republic of Indonesia allocated around 42 billion rupiahs for the certification program (ekonomi.bisnis.com, 2016). This program is not only for tourism industry workers but also for bachelors in tourism. Through those efforts, the competence of human resources in the tourism field can be increased to the fifth rank below Singapore, Thailand, Malaysia, and the Philippines. It is also expected that in 2017, the competence of human resources in tourism can go up to the third rank. The number of certified human resources in tourism is still below the ideal number needed (ekonomi.bisnis.com, 2016).

Furthermore, there were only 125.000 workers that had been certified from 375.000. On the other hand, the number of certified workers in other countries was much bigger than ours. The government of Indonesia plans to certify about 500.000 workers. The commitment to developing human resources is one of the leading programs of the tourism ministry. The program will be held continuously with two main parts: developing destinations and promoting tourism to reach the target of 15 million visitors in 2017 so that the tourism sector is ready to face the Asian Economic Era. The accountant, technique workers, survey workers, architects, nurses, medical resources, and dental resources are still adapting to the standard competence procedure. Of those eight professions, only one profession had been recognized, which was the tourism sector. The tourism ministry and human resources of the Republic of Indonesia are still proposing that the other ministries and institutes adapt to mutual recognition and agreement. According to the human resources ministry, the tourism sector has 23 national working competency standards, including 34 professional certification institutes. The number of workers in the tourism sector is 1.073.485 (Kementrian PUPR, 2019).

The education institutes should change the model and standard of education curriculum and learning to alter the condition of the place and life. The alteration should become the commitment of the national ministry of education to see the recent facts.

## **B. Literature Review**

The working field demands several competence standards that need to be filled. These competence standards are closely related to actual working competence. In this case, the director of learning and the director of a college in 2010/2011 identified the implication of the national outline of qualifications in Indonesia. It becomes the guideline for developing the competence of education institutes. On the other hand, the training institutes and vocational schools should decrease the standard competency to cope with the standard competency of national standard competency of Indonesia. Based on those phenomena, the writer will show several definitions related to the competence dimension, certification competence, Indonesian National Qualification Framework, and Indonesian Working Competency Standard Competence is the ability (to do the task) based on the knowledge, skills, and attitude to accomplish particular work. The competency standard is the competence needed in a specific job (Kementrian Pendidikan dan Kebudayaan, 2019).

Certification is a process to get the legal recognition of the product, process, explanation, and ownership of stuff or people. The certification for people is given as the people have the competence of the specific assignment/job or position. The certification process is also known as competence certification. If the people related to this process get recognition for their competence, they will get competence certification. All activities are done by the professional certification institute, including request, evaluation, certification decision, surveillance, recertification, and certification usage. Certification is a process of giving the certificate, done systematically and objectively by assessing Indonesia's national working competence or internationally. An educational institute or training center must have the tools of regulation certifications. They are the Standard of working competence, assessor competence, institute of competence certification or the committee of competence test technical, and the place for conducting the competency test (Branka, 2016).

The general director of the college has determined the framework of the Indonesian Qualification framework. In this framework, it explained that the implementation of the educational system in Indonesia and the system of training is done in Indonesia at each level of qualification, including the process of developing affection as follows: (1) obedient to God (2) having moral, attitude and good personality in completing the assignment. (3) Taking the role of a citizen

who loves and is proud of their nation. (4) can work cooperatively and have social sensitivity, care for society and the environment, (5) respect various cultures, points of view, beliefs, religions, and others' findings and opinions. (6) Respect the law and always puts the nation and social issues as the priority. The qualifications of each Indonesia qualification framework can be seen as follows (Setyawarno & Prasetyo, 2016):

The first qualification includes the following competence: (1) ability to do a simple task, which is limited, routinely, using the tools, rules, and processes which have been agreed upon before, and it is also below the guidance, surveillance, and the responsibility from the one who has a higher position. (2) have factual knowledge, and (3) be responsible for his /her work and do not take responsibility for others' work.

The second qualification includes the following competency: (1) able to do one specific assignment by using the tools and information and the regular procedure that are usually used, and showing performance with measured quality below the surveillance of the supervisor. (2) having the basic operational knowledge and factual knowledge in a specific field to find the problem solving which can be used in order to solve the problems which usually appear, and (3) having a responsibility to his / her work and can be given other responsibility to lead others.

The third level of qualification includes the following competencies: (1) able to do a series of specific assignments by translating the information and using the tools based on several working procedure options and being able to show performance with measurable quality and quantity; in this case, it comes from his/her result with indirect supervision (2) having excellent and complete operational knowledge, the principles and also the general concept related to the facts in a specific skill, in order to solve various problems with the practical problem-solving. (3) able to work and communicate in the working environment, and (4) taking responsibility for his/her work and can be given any responsibility for others' work.

The fourth level of the qualification includes: (1) the ability to complete the significant scope assignment and specific case by analyzing the information limitedly, choosing the suitable method from some standard, and also being able to show the performance with measurable quality and quantity, (2) mastering some fundamental principle of particular skill and ability to balancing the real problems in his/her field. (3) able to work cooperatively and communicate, arrange the written report in a limited scope, and have initiative., and (4) responsible for his/her work and can be given responsibility for others' quality and quantity.

The fifth level of qualification is as follows: (1) able to complete the extensive scope work, choosing the suitable method suitable from several options from the

Standard and non-Standard through the data analysis, able to show the performance with the measurable quality and quantity. (2) mastering the theoretical concept of particular knowledge generally and being able to formulate procedural problem solving, (3) being able to manage teamwork and arrange written reports comprehensively, and (4) responsible for owning work and being able to be given the responsibility of group work results.

The sixth qualification includes: (1) being familiar with technology and science in his/her field and able to adapt to the situation he/she faces in solving the problem. (2) Mastering the particular theoretical concept in that field profoundly and formulating procedural problem solving, (3) making decision strategies based on information analysis and data, and giving clues in choosing various alternative solutions. Able to persuade society to be better developed. Moreover, (4) responsible for his/her work and being given responsibility for workgroup results.

The seventh qualification includes (1) being able to plan and manage the sources below his/her responsibility and evaluating the result of work comprehensively by using technology and information to produce the steps in developing organizational strategies, (2) able to solve the science, technology, and art in his/her field through the monodisciplinary and (3) able to do the research and make decision strategies with accountability and full responsibility for all aspects below his/her field.

The eight qualifications include (1) being able to develop knowledge, technology, and new art in a knowledge field or professional practice through research, to produce creative work which has been tested, (2) being able to solve scientific problems, technology, and art in his/her field through inter and multidisciplinary and (3) able to manage the researches which are beneficial for the society and knowledge, and also able to get a national or International confession.

The ninth qualification includes (1) being able to develop the knowledge, technology, and contemporary art in his/her field or his/her professional practice through research in order to produce creative, original, and tested work, (2) being able to solve the scientific, technology and recent art problems, by using the inter approach, multi-approach, and multidisciplinary or transdisciplinary, and (3) able to manage, lead, and develop the research and development which is beneficial for science field and the society, and also able to get international or national recognition (general directorate of college, 2010/2011).

Based on the meaning, Standard means "measurement," which has been agreed upon. In contrast, Work Competency" means the competence of the person, including the knowledge, skill, and attitude in completing the assignment or obligation based on the requirements that have been agreed upon. The word

national means the things that occur in the entire of Indonesia. The word "Indonesia" means the name of the united nation of Indonesia as the owner of those standards (Keputusan Menteri Tenaga Kerja dan Transmigrasi RI, 2008). The Indonesian Working Competency Standard is a formulation of working competency that includes science, skill, expertise, and the minimum attitude that needs to be mastered. The Regional Model Competency Standard arranges the Standard. In other words, the Indonesian Working Competency Standard is the representation that is nationally accepted related to the minimum standard skill, knowledge and attitude, and performance besides the standard operating procedure and the international Standard (Sayuti, 2015).

ASEAN Economic Community is the integration form of ASEAN. In other words, Indonesia and the other nine countries agreed on free marketing. In the 12th ASEAN Summit Conference, which was held in January 2007, the leaders strengthened their commitment in order to expedite the formulation of the ASEAN Community in 2015, which was suggested in ASEAN vision 2020 and ASEAN Concord II and to sign the Cebu declaration about the expedition of the formation ASEAN Community in 2015. Specifically, the leaders agreed to speed up the formation of the ASEAN Economic Community in 2015. They changed ASEAN into a free marketing area of staff, services, investment, talented human resources, and modal (Das et al., 2013).

### **C. Research Methods**

The research was conducted in a qualitative descriptive manner. The method used is a survey method, namely surveying the implementation of competency certification tests in the Province of Bali. In addition, a survey was conducted in the field of several hotel and tourism businesses in the province of Bali. As mentioned above, primary and secondary data were collected for research purposes. Primary data collection is carried out by conducting observations, interviews, and documentation through the Indonesian National Work Competency Standards, the Indonesian National Qualifications Framework, and Competency-Based Training. The data was obtained from the Bali Tourism Office and tourism businesses in Bali, as well as interviews conducted with several tourism workers, HRD Managers, and related service staff.

### **D. Result and Discussion**

Indonesia would be filled with foreign human resources if it did not prepare for its human resources, which need good competency by forming the regulation and bureaucracy management and excellent education for human resources (Irwan et al., 2020). Even though the preparation is late, at least there will be a strategy and government regulation toward human resources in the

globalization era (Ekowati et al., 2020). In Thailand, Bahasa Indonesia has become one foreign language taught in the training center. It means that the human resources in Thailand had already prepared to work in Indonesia (Artaewee, 2018).

Improving human resources in the tourism sector through education and training is important. It can be achieved through formal education like a vocational school, courses, and training institutions (Dolan & Capell, 2015). In this part, the writer answers the persons who belong to the category of human tourism resources. It includes 13 types of exertions they are tour enticement, tourism area, tour accommodation service, travel tour service, food, and beverage service, accommodation provision, meeting organizer, accommodation provision, entertainment and recreation organizer, incentive journey, tourism information services, tourism consultant service, and tour guide service and spa.

### **Indonesian Working Competency Standard**

Competency is one's ability to do his/her assignment based on knowledge, skill, and attitude. The competency standard is the minimum requirement in a particular field of work. (Yolanda et al, 2021) In order to know the person who has the opportunity to decide the competency standard, we can use the Government Regulation on Manpower number 8, 2012, related to the system of determining the working competency standard. In section 3, it is stated that the institution of standard competency developer consists of the human resources rules, technique institution, standard competency committee, Indonesia working competency standard former team, and verification of Indonesia working competency standard team.

There is a distinction in the unit arrangement structure of the competency unit of Indonesian working competency standards between Indonesia working competency standards before and after 2012. The Indonesian working competency standard, released before 2012, consists of general, technical, and unit competency of a specific position. The Indonesian working competency standard released after 2012 consists of core and optional competencies. Those things are different since law number 8, 2012, referred to the Indonesian qualification framework, which existed in the president's rule number 8, 2012. Several experts suggested that the Indonesian working competency standard is the factor that decides the qualification/level of the Indonesian qualification framework. The concept of the Indonesian qualification framework is to integrate formal education, vocational education, training, and working experience.

The tourism sector can consider the Indonesian Work Competency Standards because the certificate proves that the certificate holder has the skills measured in the certificate. These things are mostly one of the requirements in recruitment or consideration for HRD Managers in recruiting tourism workers.

This was conveyed by the HRD Manager in the tourism business in Bali in an interview with 55 HRD Managers. Employee recruitment will consider the existence of a competency certificate from job applicants. In the assessment of the tourism business classification audit, the number of workers who have competency certificates is one of the indicators for determining star ratings in the tourism industry in Bali.

Meanwhile, the tourism staff is an added value for those concerned by having a certificate of competence. Of the 75 representatives of tourism workers, they said that a certificate recognized their skills. In addition, as capital in developing a career, some feel more confident applying for work abroad. Certificates of competence from the National Professional Certification Agency can also be used to apply for work abroad, especially in the ASEAN region. The National Professional Certification Agency scheme refers to the ASEAN Competency standard.

### **Indonesian National Qualification Framework**

Indonesia's national qualification framework is a bridge between learning achievements from formal, informal, and non-formal education with operational competencies achieved through training, work experience, and career paths in the workplace (Sucita, 2018).

Curriculum preparation refers to the Indonesian National Qualifications Framework, which is prepared according to the principles that apply to the principles of aligning the Indonesian National Qualifications Framework. The adjustment is an effort to adjust education as a supplier of human resources to the world of work that has dynamic needs and is dynamic (ACDP, 2016). The concept of alignment provides for the need for good coordination between providers of graduate education. An analysis of the needs of the world of work which includes quality/competence and quantity at different locations and times is the initial information that needs to be provided in the alignment process (Nambiar et al., 2019). Accurate information on the needs of the world of work and national development plans in various sectors are needed in re-engineering the education system at every level and field (OECD, 2015).

The researcher interviewed 150 workers who work in an industry that the existence of Indonesia's national qualification framework when they study can change the way society views students. No longer looking at the diplomas obtained because the curriculum at the university is based on the Indonesian national qualification framework; there are fields of education, job training, and work experience to provide recognition of competence. Work according to the job structure in various sectors.



### **Training Based on Competency**

The training center made a program that refers to identifying the training needs. Suppose the identification need of the training has already provided the standard competency, Indonesia's national standard competency framework, the international standard, or a specific standard so that the training program is arranged based on those competency standards (Farecha et al., 2019). However, suppose the training program has not been arranged based on the competency standard. In that case, the training program needs to be arranged based on identifying the training needs (Rodriquez & Waktors, 2017).

The data relating to the distribution of the training center in tourism has not been reported. The writer found obstacles in giving the proper interpretation related to the training based on the competency of those training centers.

In 2013, through formal education, around 1.437 people consisted of 598 people who graduated from the tourism college Bandung, 490 people from Bali Tourism College, 256 people from the tourism academy in Medan, and the rest 93 people from the tourism academy in Makassar. The fourth alumnus of that college has been accepted into the working field. The ministry of tourism had a program named zero unemployment, which means that all the alums of Tourism College will be accepted into the international and national working fields. The college used a curriculum based on the Indonesia National qualification framework based on the legal need of the industry and the international standard in each study program. Besides the certificates, those alumni also are given the achieved learning during the learning process. Reflecting on those factors, people with only a junior high certificate have a similar opportunity to get a working chance.

### **E. Conclusion**

Formal education based on the competency that develops the aspect of knowledge, skill, and attitude becomes the obligation for each education or training institution. Indonesia's national qualification framework becomes the guideline for developing competence, including the learners/trainees. The person in charge of competency development should support the development, raise, and ensure the competency of the students or the trainee for entering the global working field. In this part, the recognition of competency for our human resources; therefore, our human resources are recognized in the industry. The maintenance and cultivation of the students or the trainee competency in each institute by the certification institute and its organization sets are urgently needed.

Based on those conclusions, the writer gives several suggestions as follows: (1) The education institute/vocational institute needs to develop the learning model and the curriculum based on the market need; (2) Academic education should develop the competency element based on the Indonesian National

Qualification Framework to avoid overlapping the competence development of the students of academic and vocational stages; (3) The educational institute/vocational should have the benchmark of the competence standard, which is used by the user in the market working; (4) The academic educational institute / vocational institute needs to have the set of maintenance and the guarantee of the competence of the human resources during the process of academic/vocational education to be accepted in the working field by establishing the professional certification institute, including the user; (5) The equality of perception and holistic action between the educational institute and the stakeholders in accelerating the infrastructure competency of human resources in facing the global market is urgently needed.

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