

## Developing learning practice model for tourism vocational high school students

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### Abstract

This study has been done to get a purpose in finding the integrated teaching practice in the hotel accommodation and the traveling tourism program in the vocational high school. The teaching practice developed includes: (1) communication through telephone; (2) the hotel industry and tourism; (3) reservation and transfer (check-in/out); (4) processing room reservations and travel tickets; (5) processing the transactions and financial statements; and (6) perform clerical and administrative office procedures. This study uses research and development, the stages of research and data collection were conducted at SMK Negeri 4 and SMK Negeri 6 Yogyakarta. The development of stage was tried out in Edotel Kenai Yogyakarta. The research and development of integrated model of practicing learning in the skills competency of the hotel accommodation and the traveling tourism program in vocational tourism school produce graduates who are competent in their field and are able to be a highly skilled workforce, independent and ready to use. The students are able to demonstrate the quality and performance in terms of personal attitude: (1) think logically, fast and precise in determining any motion and actions to be undertaken; (2) behave wisely by not leaving ethics and manners at every decision taken; (3) act to determine the steps to be done that can be accounted for. The result of this research to find out the integrated learning practice process proved to be very suitable and effective in improving students' competence in obtaining buzzing standard work practices in the world of business and industry. The applying this model is expected tourism vocational graduates can fill the share of employment in the industrial world and fill labor needs in the community.

**Keywords:** Integrated leaning, Students learning result, Teaching practice.

### Abstrak

Penelitian ini telah dilakukan untuk mendapatkan tujuan dalam menemukan praktik mengajar terpadu di akomodasi hotel dan program wisata perjalanan di sekolah kejuruan. Praktek mengajar yang dikembangkan meliputi: (1) komunikasi melalui telepon; (2) industri perhotelan dan pariwisata; (3) reservasi dan transfer (check-in/out); (4) pemesanan kamar pemrosesan dan tiket perjalanan; (5) memproses transaksi dan laporan keuangan; dan (6) melakukan prosedur administrasi. Penelitian ini menggunakan penelitian dan pengembangan, tahapan penelitian dan pengumpulan data dilakukan di SMK Negeri 4 dan SMK Negeri 6 Yogyakarta. Uji coba dilaksanakan di Edotel Kenai Yogyakarta. Penelitian pengembangan model pembelajaran praktik terintegrasi dalam kompetensi keterampilan akomodasi hotel dan program wisata perjalanan di sekolah pariwisata kejuruan menghasilkan lulusan yang kompeten di bidangnya dan mampu menjadi tenaga kerja yang sangat terampil, mandiri dan siap pakai. Peserta didik mampu menunjukkan kualitas dan kinerja dalam hal sikap pribadi: (1) berpikir secara logis, cepat dan tepat dalam menentukan gerakan dan tindakan apa pun yang akan dilakukan; (2) berperilaku bijak dengan tidak meninggalkan etika dan perilaku pada setiap keputusan yang diambil; (3) bertindak untuk menentukan langkah-langkah yang harus dilakukan yang dapat dipertanggungjawabkan. Hasil penelitian ini untuk mengetahui proses praktik pembelajaran terpadu terbukti sangat cocok dan efektif dalam meningkatkan kompetensi siswa dalam memperoleh praktik kerja standar yang ramai di dunia bisnis dan industri. Dengan menerapkan model ini diharapkan lulusan vokasi pariwisata dapat mengisi pangsa pekerjaan di dunia industri dan mengisi kebutuhan tenaga kerja di masyarakat.

**Kata Kunci:** Hasil belajar siswa. Pembelajaran terintegrasi, Praktik mengajar.

## INTRODUCTION

The development of an advancement of people's lives in the 21st century of the era globalization requires human resources that are reliable, independent, qualified and professional, as well as the expertise required to have competence in various fields of life. According to the educational purpose that set out in the Indonesian Law number 20 of 2003 that education is a conscious and deliberate effort to create an atmosphere of the learning process so the learners can actively develop their potential (Sukmadinata, 1998). Thus, quality education is expected to prepare and develop the human resources in order to meet the demands and needs of the community.

Improving the quality of education can be implemented through instructional approaches. According to Soenarto (2011), the learning approach described in the article of education that learning approaches described as a large framework of the professional duties of teachers are in it including the models of learning, the learning strategies, the teaching methods, and the teaching skills.

According to the regulation of Indonesian Ministry of Education and Culture number 24 of 2016, in preparing the curriculum, we need to pay attention to the following principles: (1) an increase of faith, piety, and noble character who serves for the formation of personality intact learners; (2) future competency requirements for the ability to communicate, to think critically and creatively; (3) increasing the potential, intelligence, and interest in accordance with the level of development of the learners' ability; (4) the demands of the world of work, in the sense of learning activities must be able to support the growth of the learners entrepreneurial and have a life skills; and (5) the development of science, the technology, and the art, in the sense that education needs to anticipate the global impact of bringing science and technology-based society (MOEC, 2016a).

Development of the model is a conceptual process design in order to develop an integrated model of practice learning through the addition of a component that is considered to improve the quality of learning objectives. means that competence is a task, skills, attitudes, values, and appreciation which considering the success of living or earning life (Finch & Crunkilto, 1999).

The integrated practice learning process is carried out in synergy in the teachers, and trainer of business and industry who have the knowledge and experience of a diverse, integrated into a single integrated learning program practices. This means that collaborative learning contributes to the development of group cohesiveness residents to learn, because in the group will be more convenient interaction in the learners, to be used as a means to develop the knowledge, attitudes and skills, so that the learners have a sense of responsibility towards the goal and learning outcomes.

The integrated practice learning process made possible by the involvement and interaction in the teachers and the students, with the planning, the implementation and the evaluation. All participants in the process of integrated learning practice has the responsibility for achieving objectives and learning outcomes.

This learning process can begin when all participants have the goal of understanding, a sense of responsibility, mutual respect, and has a learning program, so that the integrated practice learning process is established in accordance with a predetermined plan.

The success of the learning process is characterized by the achievement of performance indicators that meet the standards process, as set out in the regulation of the Ministry of Education and Culture number 22, 2016 said that the standard learning process include: (1) planning of the learning process; (2) the implementation of the learning process; (3) assessment of learning outcomes; and (4) monitoring the learning process (MOEC, 2016b).

Based on the background of the research that the identification of problems in the implementation of integrated practice learning in the hotel accommodation and the traveling tourism program still need to be improved, because the students' competence have not been fully recognized by the world of work.

Perceived flaws in learning practice process are: (1) the students' competence cannot adequately with working standards in the world of business and industry; (2) the students' competence has not been recognized by the Professional Certification Institute (LSP); (3) the understanding and mastery of the knowledge of the hospitality and tourism has not fully mastered by students; (4) the learning practice process still relies on the textbooks or modules available; (5) the students have low motivation in English communication; (6) the students' acquisition of information technology is still low; (7) time for industry practice and apprenticeship are still lacking; and (8) the facilities for learning are not relevant with the progress of the hospitality and tourism (Abrahart & Tzannatos, 2000).

Another gap is felt in the teaching practice are: (1) the preparation and implementation the curriculum (KTSP) is not appropriate and not affected with the standards competence in the world of business and industry; (2) the shortage of professional educators and instructors from the world of business and industry; (3) the teachers' competence and the employment (technicians and laborants) for the learning practice are still inadequate; (4) the cost of learning practice in vocational tourism school and work practice in the world business and industry is still lack; (5) the need of balancing for changes the methods and instructional media in the world of work; and (6) the cooperation in vocational education and the world business and industry (the industry practices and apprenticeship).

The supporting of comprehensive learning practices is necessary to attempt to integrate both the learning practice and skill competencies. This is related to the preparation of a competent workforce that has the two elements, namely: the hospitality and tourism skills competency for the students. The Students will have two skills competency, both major skills (according to the selected of skills competency) and minor competence from the integrated practice learning.

This is consistent with the preparation of its workforce competitive and comparative advantage in entering the world of work. The integration of these learning practice process carried out the students to improve the skills competency in order to be accepted and recognized by the world of work. The integrated learning practice process should be prepared by; (1) education policy; (2) education's management; (3) the curriculum development of; (4) the of tools and equipment development of; (5) the apprenticeship system; and (6) the competence certification in the integrated learning practice can be classified in three ways, namely: (a) increasing the learning practice and learning opportunities; (b) improving the skill quality to the demands and community needs; and (c) the efficiency and effectiveness to the education (vocational) as a human investment. The relevance problems is lack of conformity the education programs with the needs of society, especially the provision of a ready workforce. There is not harmony in the education programs and the requirements of the skills required. Another problem is the perceived equity of the education access, opportunities learning and equitable distribution of the teachers.

The most prominent educational outcomes are: (1) the construction and rehabilitation of school buildings; (2) providing a complete tool and learning practice facilities; (3) the availability of teachers' practice; (4) the availability of textbooks; and (5) the availability of the curriculum. However, the increasing relating to the students' competence are not sufficient for the needs of the employment supply and demands of the working world. The quality of learning practice is still many shortcomings in increasing the

students' competence. The most shortcomings in learning practice are; (1) the recognition of the students' competence in the workforce is low; and (2) the world of business and industry are prefer using the high school graduate (SMA) than the vocational tourism graduates (SMK).

We know that, the vocational schools are educational institutions which prepare the students to become professional workforce and ready to use. The vocational school (SMK) graduates are expected to be able to answer the challenge of the competition in the market share of the world of work and be able to act as a seed for the world of employment. Another problem in vocational school are not only the education substance or the curriculum, but the fundamental of the value system, mindset, attitude, character also the manager of vocational school itself.

Based on the data and information, then need for restrictions on the problem. This study is limited by issues related to the development of integrated learning practice model of the vocational tourism school. Especially on the Hotel Accommodation and the Traveling Tourism Program. Research development of integrated learning practice model implemented in vocational tourism school (SMK 4 and SMK 6 Yogyakarta) who have the competence and expertise the Hotel Accommodation and the Traveling Tourism Program, and has Education Hotel (Edotel) as the students' training center.

The formulation problems is focused on discovery the development of integrated learning practicing model for vocational tourism's students, in detail formulated the problem are: (1) how is the implementation of learning practice in vocational tourism school?; (2) how to develop the integrated learning practice model for the students' vocational tourism in preparing the students competence are able to be a highly skilled workforce, independent and ready to use; (3) how about the development of integrated learning practice model can improve the students' competence for entering the world of work ?; (4) how about the development of integrated learning practice model can be applied in learning practice process for the vocational tourism school as development of integrated learning practice model?

This purpose of the research are: (1) to know and be able to analyze the integrated learning practice model in vocational tourism school; (2) to develop an integrated learning practice model in the competency of the Hotel Accommodation and the Traveling Tourism Program in vocational tourism school; (3) increasing the students' competence to be a highly skilled workforce, independent and ready to use; and (4) obtain/getting recognition of Professional Certification Institute for the students' competence.

The results of this research can provide a significant contribution to the development of of learning practice process in vocational tourism school, especially in the competency of Hotel Accommodation and the Traveling Tourism Program, and makes it easy for the teachers to prepare a workforce that can compete in the world of work.

The benefits theoretically of development of integrated learning practice model is beneficial for the vocational education, especially the vocational tourism school. The results of this research also can be used as a scientific reference or a consideration to examine and to explore the practice in vocational learning practice model. The benefits practically will be significantly affect the change for increasing: (1) the curriculum (KTSP); (2) the teachers and instructors; (3) the educational personnel; (4) the facilities of learning practice; (5) the cost of learning practice; (6) the methods and instructional media; and (7) the cooperation in the school and the world of business and industry. So The results of this research can be used to determine the standard of the learning practices model in the learning process for the Hotel Accommodation and the Traveling Tourism Program for the vocational tourism's students. The important to know that the integrated learning practice model has not been studied completely and thoroughly yet, so that the data and information of this research will

be useful in the vocational education, especially in the learning practice process of the Hotel Accommodation and the Traveling Tourism Program competencies.

The empirical research conducted by the theme of the development of integrated learning practice model is an important input to develop a theoretical framework. Based on the National Regulation of Education System Number 2003, the purpose of the vocational education is preparing the students to be able to work according to their competence. According to [Djojonegoro \(1998\)](#), education in Indonesia needs to apply four educational approaches, namely (1) education-oriented life skills ; (2) curriculum and competency-based learning; (3) production-based learning; and (4) broad-based education. All education forms should have the vocational elements. Education is one of the best teaching practice for the students' creativity and development of through the discipline of learning.

Based on the observations in the field, the students need to be completed by the knowledge of vocational guidance and career guidance. Those can be described by the learning practice process which is given to the students how to develop their skills, then their skill can be accepted and recognized by the world of work. In carrying out the vocational guidance and career guidance is required understanding, meaning, function and some issues that related to the human and the world of work. [Calhoun & Finch \(1982\)](#) defines vocational guidance is the process of helping a person to develop and accept an integrated and adequate picture of himself and of his role in The world of work, to test this concept of reality, and to convert it into a reality, with satisfaction to him and to society. His opinion means that the vocational school is the process of assistance to someone how to develop and be able to receive an overview of integration and adequacy of him in entering the world of work, in order to test the concept of reality, into tangible reality that can satisfy himself and society.

According to [Hattari \(1983\)](#), vocational guidance is a service that centered in giving information to the students with emphasis on the dissemination information of employment and job title. [Soenarto \(2011\)](#) said that vocational guidance is a learning approach that provides space for children to active in learning process, especially in the learning practice process. Based on some sense of vocational guidance are giving an aid knowledge, skills, or a new attitude for the individual to interact with information and environment. The development of of vocational guidance is the relationship and good cooperation with the industry and the world of work.

The relationships in Vocational school and industry depends on the relationship mutually beneficial "win win solution". The vocational guidance system must be responsive to the needs of applied skills training in the industry, so the vocational schools can respond to the development of of expertise in the real world of work, it is strongly associated with increasing the students' skills which can be described by: (1) The cooperation in improving the expertise and skills; (2) the period of time used; (3) methods and training media; (4) training materials; and (5) the criteria and standards measurement of expertise (certification).

The career guidance is the special guidance and a service, because the career guidance is needed the teachers' flair and sensitivity in regarding the students to get the interaction with their environment. The career guidance focuses on the life planning of their self and the environment in order to obtain a broader view relating its role in the society. According [Soenarto \(2011\)](#), the students are required to determine the choice of alternative solutions which adaptively, persuasive, and wise before a decision is taken. But the reality the students need of assistance in making decisions. The problems solving of career guidance program is expected to help the students to understand himself, his environment, and the world of work. In order to determine the choice of appropriate education and training to develop potential optimally for themselves. Not all of the students can participate in career

guidance, but only some of the students are considered capable and doing well in school. London (1973) said that the career guidance is a service that will help individuals and their environment. London distinguish the career guidance into three categories namely: (1) private personal guidance which provide guidance related with the personal problems, family problem, juvenile delinquency, individuals problem, and so on; (2) the educational guidance aims to provide assistance to clients on issues academic such as the selection of majors, a good way of learning, the choice of school, remedial programs, decreasing the value of learning achievement; and (3) vocational guidance related with the preparation and career development of, the determination of the type of work, increase employability, employment information, how to find work, and job placement. The career guidance is also as regarded the special guidance, because in this guidance is needed the teachers' flair and sensitivity in regarding the students. According to Nuh (2009), career guidance is an attempt to create the entrepreneurship, by providing learning and training so as providing the initial capital for the students to realize the effort to be an entrepreneur.

Development of learning and training can also be obtained and implemented in the framework of Competence Student Competition (LKS). This program is an effort in preparing the students' competence and skills in a variety of ways, another increasing are: (1) improving the students skills; (2) the achievement the students' competence standards; (3) workshops; and (4) education and training.

The career guidance is an extra-curricular, but clearly support the school program to improve career the students' skills. Based on the career guidance for the students are expected to develop creativity themselves independently. It obtained learners in attending various activities in order to improve skills, namely: (1) increasing the students' confidence in dealing with problems and challenges; (2) improving the students' skills, and compete in skill quality; (3) adding the students' motivation to continue learning in exploring their ability; (4) it can be used as a measure of their ability; and (5) it can be used as a platform to test the students ability.

## RESEARCH METHOD

### Methods

This research intends to develop the learning practice model in the vocational tourism school. The learning practice model is a model of integrated learning practice in the Hotel Accommodation and the Traveling Tourism Program.

The development of an integrated learning practice model will be held at vocational tourism school (SMK Negeri 6 Yogyakarta). The research's methods is used the method of research and development of. Consideration using this method are: (1) having the specifications in the development of skills that many produce the certain products; (2) it can test the effectiveness of the products; (3) This method is not focused on testing the theory; and (4) the orientation of product development of. In developing this method, according to Borg & Gall (1989), we have ten steps that must be implemented.

Research and information collecting are the results from the two Education Hotel (Edotel) in vocational tourism school, namely: Edotel Umbulharjo SMK Negeri 4 Yogyakarta and Edotel Kenari SMK Negeri 6 Yogyakarta. The data and information obtained to design the integrated learning practice model for the Hotel Accommodation and the Traveling Tourism Program. The research use the descriptive qualitative approach. The step of collecting data and information are: (a) formulate research goals; (b) the usefulness and benefits of the research; (c) explain the research function, and development of the education improvement.

Planning, the most important stages are to collect and formulate a variety of data and information that obtained from the first stage to be as the basis, those are for: (a) formulate products; (b) specify the target product; and (c) a description of the product and the usability of the product.

Develop preliminary product, this step is useful to support the integrated learning practice model, those are necessary preparations for: (a) the documentation tool; (b) the instrument and interview guides; and (3) trail test. Preliminary field testing, preliminary test conducted at SMK Negeri 6 Yogyakarta. It is used to establish an integrated learning practice model through the opinion collection: (a) individual interviews to friends and teachers; (b) interviews with experts of hospitality and tourism; and (c) Focus Group Discussion (FGD).

Main product revision, It will be done when the data has been analyzed and concluded, then the conclusion will be used to determine whether needs to be revised or not. Main field testing, used to consider the quality and outcomes in integrated learning practice. The trials field test implemented in the classroom or directly on practical lesson in the Edotel Kenari SMK Negeri 6 Yogyakarta.

Operational product revision, the revision of the product was carried out which based on the learning practice model, namely: (a) identification of shortcomings and weaknesses of learning practice; (2) conducting an integrated learning practice model which examining the practice of each input and output; and (3) the reorganization to prepare the activities and strategies in the integrated learning practice process.

Operational field testing, this trial is the second field trial, it should be implemented: (a) determining the location of the field operational test; (b) involving 64 students 16 teachers and 4 laboratory staffs; (c) testing the products that have been revised; (d) perform the data collection by observation, interviews and documents; (e) analyzing the data both quantitatively and qualitatively.

Final product revision, this stage is the final step. This revision is implemented that based on the data analysis, the results of the first revision operational and the real data of the trail test. The last form of the integrated learning practice models need to be assessed objectively and comprehensively by considering the weaknesses and shortcomings.

Dissemination and implementation, the final product that has been tested, It is implemented to the stakeholders and other education policy or users who interested in this model, especially the Hotel Accommodation and the Traveling Tourism Program.

### **Research Target**

The target of this research is to find an integrated learning practice model for the students of vocational tourism school. The developing model based on professional performance patterns that can be applied in an integrated learning practice process with improving the goal of the students' competence to be a highly skilled workforce, independent and ready to use.

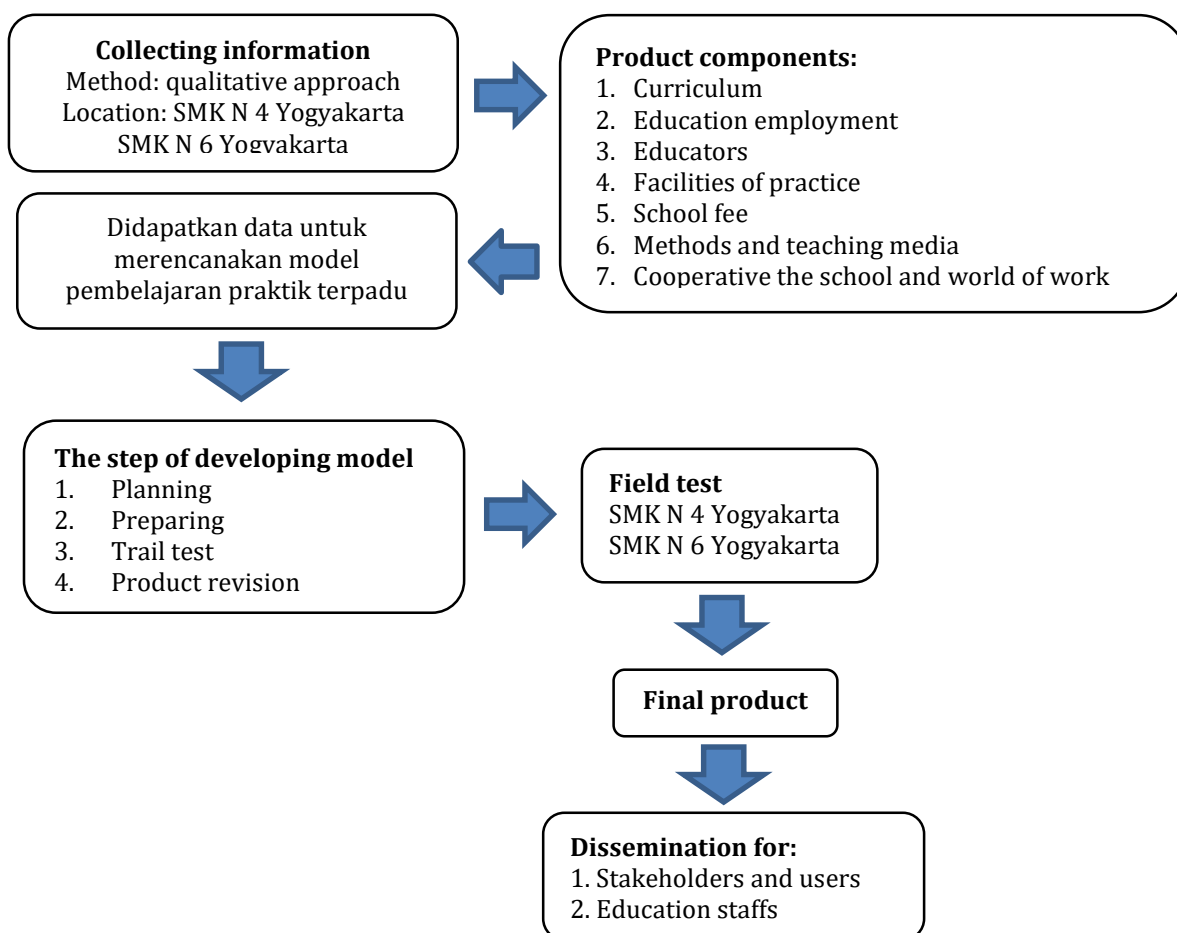
The important aspect in combining the learning practice process are: (a) engaged in promoting and developing tourism; (b) engaged in providing excellent service to the customer; (c) engaged in providing customer satisfaction; (d) engaged in preparing the needs for the hospitality and tourism business; and (e) the learning practice process held on Edotel Kenari Yogyakarta. A key aspect the difference in integrated learning practice are: (1) integrated learning practices will be held on second semester in class X and third semester in class IX; (2) the curriculum of learning practice, Competency Standards (SK) and the Basic Competency (KD); (3) analysis of the context and structure of the curriculum; (4) preparation of syllabi and lesson plans; and (5) the expected output for the students to be a highly skilled workforce, independent and ready to use.

The results of this research is the data that shows th be integrated learning practice can follows: The Hotel Accommodation competence are: (a) communication via telephone; (b) reservation (check in / out); (c) knowledge of the tourism industry; (d) processing the reservation; (e) processing the financial transactions; and (f) the perform clerical procedures. The Traveling Tourism Program competence are: (a) communication via telephone; (b) knowledge of the tourism industry; (c) flight ticket reservation; (d) transfer in/out (check in/out); (e) processing the financial transactions; and (f) administrative office.

### Procedures

This research will be conducted in two steps. The first step is conducting research in order to collect the data and information about the analysis of context, the Competency Standards and the Basic Competency, Syllabus and Implementation Learning. The second step is a field testing of integrated learning practice learning model.

The procedures that used in this research were developed to follow the stages of [Borg & Gall \(1989\)](#). For more details, described groove stages of research conducted to find the integrated learning practice model in the Hotel Accommodation and the Traveling Tourism Program, as shown in Figure 1.



**Figure 1.** The step of research



## Data Analysis

The development of learning practice model in vocational tourism school is the integrated learning practice in the Hotel Accommodation and the Traveling Tourism Program. With consideration of various suggestions and learning process that has been done, then the development of this model is named "integrated learning practice for the vocational tourism students". The combination the learning practice process based on the various aspects associated with increasing students' competence and skills, and preparing the needs of the business and industrial world.

The benefit aspects of the development of model are: The effectiveness and efficiency of the model. It is called an effective means that the objectives learning which is expected of integrated learning practice can be implemented properly. It's called efficiently if it can be interpreted in limited time and limited resources learning the integrated learning practice can produce a good performance and correct.

The advantages of the development of model are: (a) the learning practice systems; (b) improving the students' competence; (c) integrated the learning practice process; (d) using the tool and practice facilities; and (e) the maintenance system.

The basic Requirements Development of Model are: (a) readiness of Edotel in the hotel operations as the business and the training hotel; (b) the available tools and practice facilities; (c) the practices is conducted by a real state in providing services to the guests/ tourists who stay in Edotel; (d) the facilities and tools are prepared according to the standard five-star hotel services; (e) The students' uniform refers to the standard of hospitality; (f) The students use English communication with guests; and (g) the service provided is a real service.

In order to develop a model that is expected, and to support the development of integrated learning practice has made observations on it: 32 students of the Hotel Accommodation, 32 students of the Traveling Tourism Program, 14 teachers of the Hotel Accommodation and Traveling Tourism Program, 2 laboratory staffs, and 4 instructors of the world of business and industry.

Observation and monitoring mean: filling the questionnaires, interviews, and implementation of the integrated learning practice process. This questionnaire aims to obtain the qualitative data. the implementation of filling the questionnaire are: (1) a standards of content; (2) a process standard, (3) graduate competency standards; (4) assessment standards; (5) the determination of learning practice procedures; (6) planning; (7) an evaluation of achievement learning practice; (8) organizing; (9) controlling (10) achievement of the National Education Standard (SNP); (11) benchmarking; and (12) the achievement of the development of model. The interview aims to obtain the descriptive data that is used to integrate the data, that Interviews involved: the teachers, the instructors, the laboratorians and the students. The sampling Data analysis was carried out at SMK 6 and SMK 4 Yogyakarta.

## RESULTS AND DISCUSSION

The data analysis of this integrated learning practice process can be concluded that the results obtained in the integrated practice learning is true and very good. The results of this analysis can be used as a reference that the development of an integrated learning practice model can be accepted and implemented by the students properly. The students have no trouble and they can perform task and responsibilities in working practices.

**Table 1.** The Data Analysis for Integrated Learning Practice

The Commentary Data	The Content Standards	The Standard process	The Graduate Competency Standards	The Standard Assessment	The Determination Procedures Practical Lessons	The monitoring	The Evaluation of Learning Achievement Practice	The Planning	The Organization	The Accessibility the National Education Standard	Benchmarking	The Achievement Development of Model
N	64	64	64	64	64	64	64	64	64	64	64	64
Mean	24.11	13.22	12.36	13.44	12.14	17.30	23.12	17.33	17.64	13.89	33.94	210.48
Mean Weight	3.730	3.555	3.590	3.359	3.535	3.459	3.589	3.466	3.440	3.473	3.394	3.508
Std. Deviation	2.840	1.464	1.820	1.562	1.670	2.052	3.317	2.197	2.651	1.928	4.338	22.096
Minimum	19	9	9	9	9	13	19	12	14	9	23	150
Maximum	28	16	16	16	16	20	28	20	24	16	40	240

The next analysis is sampling the data in the integrated management of the implementation of learning practices (See Table 2). The results of the sampling analysis of integrated learning practice management can be seen that: (1) the early learning practice activities are very good; (2) the learning practice implementation management is good results; (3) the completeness learning practice is good results; (4) monitoring learning practice is successfully with very good results; and (5) the achievement of the development of model is achieving very good.

**Table 2.** The Analysis Data Integrated Learning Practice Management

No	The Aspect Measured	Commentary	Mean	Max	Min	Criteria
1	The Early Learning Practice Activities	Planning	7.33	0	2	Very Good
2	The Learning Practice Implementation Management	Organization	7.64	4	4	Good
3	The Completeness Learning Practice	Evaluating	3.12	8	9	Good
4	The Monitoring Learning Practice	Controlling	7.30	0	3	Very Good
5	The Achievement Development of Model	Target/Goal	10.48	40	50	Very Good

The data analysis data which obtained would involve three main elements, namely: the students, the laboratory staffs and then practical guidance counselor. It basically, the results of the analysis the learning practices management are very good and it is not constrained by in terms of implementation but there are some things that should be considered related to the operation Edotel as a training hotel and business-oriented, they are: (1) the service to guests; (2) the facility practice tool; (3) the students' attitudes; (4) the English language as communication media.

In the next step of the analysis carried out as a teacher and instructor in the process of implementing an integrated learning practice. This analysis is important to determine the readiness and competence of teachers in implementing coaching and supervision of the practical work for the students. This sampling analysis involving 14 teachers, 2 laboratories and 4 instructors from the world of the business and industry (See Table 3).

**Table 3.** Data Analysis Integrated Learning Practice for The Teachers and Instructors

The commentary data	The Standards of Content	The Standard process	The Graduate Competency Standards	The Standard Assessment	The Determination Procedures Practical Lessons	The Controlling	The Evaluation of Learning Achievement Practice	The Planning	The Organization	The Accessibility National Education Standard	Benchmarking	The Achievement Development of Model
N	20	20	20	20	20	20	20	20	20	20	20	20
Mean	25.90	13.60	14.70	14.05	14.25	17.65	25.85	18.00	20.75	14.05	35.30	215.1
Mean Weight	3.700	3.650	3.675	3.513	3.563	3.530	3.693	3.600	3.458	3.513	3.530	3.584
Std. Deviation	3.932	2.162	2.430	2.328	2.124	2.925	4.120	3.129	4.011	2.502	6.367	34.19
Minimum	16	9	9	9	9	11	16	11	12	9	21	134
Maximum	28	16	16	16	16	20	28	20	24	16	40	240

The results of the analysis that has been carried out in an integrated learning practice and based on the field observations on the interaction of teachers and students, it can be concluded that the results achieved in an integrated learning process is a good practice. The results of this analysis can be used as a reference that the development of an integrated learning practice model can be implemented by the teachers and instructors well. Teachers and instructors can perform its duties and responsibilities in teaching, guiding, supervising the students.

The next step is to analyze the implementation of the National Education Standards, particularly on: the content standards, the process standards, the graduation competency standards, and assessment standards. (See Table 4).

**Table 4.** Analysis of the Implementation of the National Education Standard in The Integrated Learning Practice

No	Aspect Measured	SNP	Mean	Max	Min	Criteria
1	KTSP	The Standard of Content	25.90	28	16	Very good
2	The Learning Teaching Process	The Process Standard	13,22	16	9	Good
3	The Minimal Completeness Criteria	The Graduate Competency Standards	14.70	16	9	Very good
4	The Evaluation	Assessment Standard	13,44	16	9	Good
5	The Work Practice	The Learning Practice Procedure	14,25	16	9	Very good

The analysis result the achievement of the SNP cannot be separated from the data analysis of the integrated learning practice management process. The results of studies of learning practices management are very good. It can be seen from the planning, preparation, execution and conclusions and reflections on the learning process of the integrated learning practice (See Table 5).

**Table 5.** The Data Analysis Integrated Learning Practice Management to Teachers and Instructors

No.	The Aspect Measured	Commentary	Mean	Max	Min	Criteria
1	The Early Learning Practice Activities	Planning	18.00	20	11	Very good
2	The Learning Practice Implementation Management	Organization	20.75	24	12	Very good
3	The Completeness Learning Practice	Evaluation	25.85	28	16	Very good
4	The Monitoring Learning Practice	Controlling	17.65	20	11	Very good
5	The Achievement Development of Model	Target/Goal	215.10	240	134	Very good

After learning the data analysis of the integrated learning practices process and based on the results of data analysis has been carried out, it can be concluded that the results achieved in an integrated learning process is very good practice. The results of this analysis can be used as a reference that the development of an integrated learning practice model that can be implemented by teachers and instructors.

The test of the model analysis was conducted in three phases which involve the students, the laboratories and the teacher that are: (1) implemented the model analysis use the cumulative data analysis procedures. The learning practice process use the Edotel lobby area, which was attended by the teachers, the instructor and laboratory staffs in the school environment; (2) The teachers and the instructors' advice can provide insight in accordance with the theme that is integrated learning practice; and (3) summarize the results of the data analysis obtained to be used as guidance in integrated learning practice.

The test model of the learning practice based on revisions, and the results of the field test. The model analysis and the practitioners and colleagues, that proved: (1) the requirements of place and learning tools are met with good practice; (2) the qualified of the teachers and instructors are the minimum standard of competence; (3) increasing the students' competence, skills, and performance; (4) integrated learning practice process can run smoothly and well.

The results of the research of the development of model can be studied with the effectiveness. It can be implemented in the learning process to the students. The success of the development of integrated learning practice model can be measured from the components of models, that are:

1. Accurately, the development of is called accurate models when completion of the model can be increasing, suitable and appropriate for the implementation of learning.
2. Realistic, the assumptions used do not deviate from the governance and regulations and it can be developed the model.
3. The right, if the results of the assessment sheet of the development of an integrated learning practice model can be measured well precisely.
4. The general, it is said the general that the development of learning practice model can be used in other learning process.

5. Useful, if the result of the development of integrated learning practice model can be used widely in the Accommodation Hospitality and the Traveling Tourism program.

The effectiveness of the development of model is characterized by the achievement of the students' mastery learning in integrated learning practice on the competencies achieved. The efficiency of the development of model can be seen from the achievement in the integrated learning practice process that has been determined by the limitations of equipment, facilities and charge.

For more details, here are given a detailed explanation of the development of integrated learning practice models in vocational tourism are: (1) The facilities of the worked practices used in the integrated learning practices process meet the National competency Indonesian standards (SKKNI); (2) The practice facilities accordance with the standard practice of working from Indonesian Hotel and Restaurant Association (PHRI), such as: job sheet, application form, and administration form, excellent service, professional performance, and the performance of work and work behavior; (3) the integrated learning practice process is the system of package in accordance with competency standard and the basic of competency are contained in the syllabus of vocational tourism school; (4) vocational guidance and career guidance contributes to the achievement of a given standard of competence and learning efektifitas practice; the maintenance application tools based the students; (6) the teachers and instructors in the integrated learning practices are committed to the task and responsibility in guiding the practices; (7) the students obey to follow the learning practice's rules and follow the procedures in using the instructional the facility practice tool. The students must hold the working attitude for implementing instructional practices, and they can create the professional step of working.

The development of integrated learning practices model in vocational tourism school apply the method of research and development of. The steps research and data collection conducted at SMK 4 and SMK 6 Yogyakarta was successful. The Integrated learning practice was successful to integrate the learning materials, namely: (1) communication via telephone; (2) knowledge of the hospitality and tourism industry; (3) the reservation and transfer (check in/out); and (4) the rooms reservation process and travel tickets.

## CONCLUSION

Based on the test results of the model and the discussion said that the purpose of this research improve the students' competence in making competition of the labor market that can be concluded: (1) the development of of an integrated learning practice model was success in integrating the subject matter of that are: (a) communication via telephone; (b) knowledge of the hospitality and tourism industry; (c) the reservation and transfer (check in / out); (d) processing the bookings and travel tickets; (e) processing the transactions and financial statements; and (f) the clerical and administrative office procedures; (2) the integrated learning practice was developed to prepare professional vocational graduates to meet the demands and needs of the working world. The student will acquire multiple competence skills both in the Hotel Accommodation and traveling tourism program; (3) the development of of an integrated learning practice model is the right step in improving the students' competence. The resulting output is to produce the students who are competent in their field and able to be a skilled workforce, self-contained and ready to work; (4) integrated learning practice to prepare the teacher, the instructors and the laboratory staffs according to the competence level of expertise, trained and professional. They have a high commitment to the tasks to be done, especially mentoring, supervision and guidance to the students; (5) the integrated learning practice model can be applied to the learning practice process in vocational tourism school as development of learning practices model; (6) the students are able to demonstrate the quality of performance and personal attitudes that are:

(a) to think logically, fast and precise in determining the action; (b) behave wisely by not leaving ethics and manners; (c) act to determine the steps of their doing that can be accounted for.

Based on the results of the research of the data analysis, discussion and conclusions, and advice should be given to related parties that are: (1) to implement an integrated learning practice that school can prepare a place, facility practice tool; (2) the teachers and the instructors are trained to be a professional person who need to do an internship in the world of business and industry; (3) the laboratory staffs prepared to have work experience in their field; (4) to establish the communication with the managers of hospitality and tourism program in the integrating learning practice process that need to be improved; (5) the training of assessors from the Institute of Professional Certification (LSP) for the teachers; (6) vocational tourism school serves as a practical job training in hotel and tourism industry, to educate the professional person that independent and ready to work; (7) the stakeholders, heads of agencies, BKD, the Parliament, the school committee, board of education, BAPEDA should always keep abreast of the demands of society needs to be facilitated by the vocational tourism school. This meant that at the beginning of the preparation of the school program to get support from the government, especially the provision of facilities and instruments used in practice; (8) the stakeholders or the education authorities should seek to be programmed to improve the teachers' competence to provide welfare both material and non material. This compensation can be packaged in the form of reward and punishment in an objective and transparent. This is done because it is based on research results prove that the compensation significantly influence quality improvement; (9) for further research always be in constantly improve the knowledge of the qualitative approach or research and development, so it can be expressed more in terms of the matters relating to learning practice in vocational backgrounds and professional independence.

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