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The Socialization Of ISO 9001 And SOP Implementation : Learning Process By Using Kirkpatrick's Model For Students' Tourism

ABSTRACT: The purpose of this research is to know the evaluation of reaction, learning and behavior of socialization participants toward the application of ISO and SOP of tourism tourism education by looking at the basis that the condition of tourism education in Indonesia has been done many renewals. The purpose of the renewal is to keep tourism tourism education products relevant to the needs of the world of work, the requirements for further tourism tourism education at the next level of tourism tourism education and able to face the globalization of international competition. Described as the method chosen in this study is considered suitable to be able to describe the phenomenon that occurs from the data collected. Sampling technique is done by population, in accordance with the number of participants who follow the socialization in January 2017.

At level 1, evaluation of the reactions, they are satisfied with the explanation of ISO and SOP. For level 2, the learning evaluation, states had learned attitudes toward what they received from the explanation of ISO and SOP, while at level 3, behavioral evaluation that participants had learned behavior. Between level 1,2 and 3 have seen consists of the participants both in answer and in attitude and behavior during receive explanation in the socialization. This consistency is possible because some participants of the socialization are members of the organization who have been socialized several times and understand the application in the learning process and Its benefits for the fluency of their learning.

Keywords: ISO 9001 and IWA 2, Kirkpatrick Evaluation Model, Standard Operational Procedure (SOP), Students' Tourism, Tourism education

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I. INTRODUCTION

The key to business success is simple, that is, to meet the needs of our stakeholders. Who are they?. Stakeholders refer to everyone who is involved in the business, and they play a significant role in the success of the business. If they are not satisfied, it will definitely have an impact on the next business.

Tourism education in Indonesia has undergone many significant changes. The main purposes of these changes are to maintain the relevance of tourism education products with the needs in the employment sector, to provide requirements for the subsequent tourism educational levels, and to face global competition in international scope. One prominent key to succeed in the global market is the ability to guarantee the levels of quality; therefore, it needs one well-established standard. It is expected that what is regarded as a qualified product in one country will also be regarded as qualified in another country.

The quality of tourism education in Indonesia until now has not been able to prepare students to compete or to be superior in facing global competition in tourism education. One of the fundamental findings of our tourism education shows that the quality of tourism education is less able to compete with the international standard. One of the main causes leading to the failure of tourism education in developing human resources in Indonesia is the management of tourism education in Indonesia which has not been performed professionally. The professional tourism education management is the intelligent management. It refers to a management capable of performing the functions of management (Planning, Doing, Checking, Reviewing /Action) seriously, consistently and sustainably in managing resources covering 7M (Man, Money, Material, Methods, Machine, Market and Minute). Therefore, the tourism educational goals can be achieved effectively and efficiently.

In a global world, there are various standards used for determining the feasibility of a product either goods or service. One standard now currently used for a benchmark of a product's feasibility is international standard ISO 9001.

To achieve the vision of universities in the tourism education world, the implementation of ISO 9001-based standards is not adequate. Therefore, it needs the implementation of IWA 2: 2007. IWA stands for the International Workshop Agreement. This guide is published by ISO (International Organization for Standardization) and formulated through a workshop mechanism, not the committee process. The International Workshop Agreement is approved by consensus among the participants. This guide is reviewed every three years to ensure its compliance with the existing standards in quality management system.

IWA-2 is a guide to the implementation of Quality Management System (QMS) ISO 9001 for tourism educational institutions. IWA-2 was formulated by the workshop participants consisting of 47 experts in tourism education and quality assurance. They included teachers, principals, professors, auditors, quality consultants, professors, practitioners, tourism education analysts and consultants. Thus, IWA-2 can be grounded guidance for tourism education practitioners in implementing the quality management system ISO 9001. However, IWA 2 is not a standard just like ISO 9001. Instead, IWA-2 serves as a guide. Consequently, IWA 2 can not be used as the substitute for ISO 9001 nor as a reference in the review of suitability and certification purposes. IWA 2 facilitates tourism educational institutions from primary tourism education level, middle, high, college to distance tourism education and e-learning in implementing ISO 9001 effectively.

By implementing IWA-2, it is expected that tourism educational institutions acquire good effectiveness in order to meet customer requirements, to clarify the implementation of ISO 9001, and to achieve sustainable development and success.

The guidelines in the IWA-2 implementation in tourism educational institutions have clauses similar to the clauses in ISO 9001. However, some of the clauses contained in the ISO 9001 are adapted to the current conditions in tourism educational institutions. In addition to having eight principles the same principles with ISO 9001, IWA 2 has additional principles:

1. *Creating Learner Value*
The first additional principle is to create value for learners. This principle aims at encouraging students (learner) to achieve satisfaction with the value and the benefits they receive.
2. *Focusing on Social Value*
The second additional principle is to focus on social values. This principle is related to how learners and other stakeholders feel about ethics, safety, and protection.
3. *Agility*
The third principle is agility. It is essential to maintain growth in the tourism educational environment which can change drastically. Changing the dynamic conditions becomes an opportunity for sustainable success in tourism educational institutions.
4. *Autonomy*
The final principle is autonomy. The principle of autonomy is based on the environmental analysis and self-analysis. Each tourism educational organization should decide about the values and undertake appropriate measures which must be free from external influences in order to avoid bias.

The ISO 9001 quality management system provides at least 5 parameters used to measure the performance of companies. Two of the five parameters become one of the discussions in this study, and they will be explored as follows:

1. Customer Satisfaction Survey
Ignoring customer satisfaction can be regarded as leading the company to the brink of collapse. Many competitors are emerging; thus, the company is strongly required to be able to provide products or services which have distinctive values compared to the competitors. Therefore, ISO 9001 requires companies to conduct customer satisfaction surveys on a regular basis in order to know the quality of the product or service from the perspective of customers. By conducting the survey, companies can dig out their strengths and weakness points in order to improve their quality. By comparing the results of the survey each year, the company will obviously be able to measure their performance from year to year.

2. Customer Complaints
The second parameter which can be used to measure the performance of the company is customer complainant. ISO 9001 requires companies to record, follow up and monitor customer complaints. Therefore, companies can easily evaluate the company's performance and conduct satisfactory improvement for customers. Ignoring the customers' complaints means that a company lets the loyal customers leave.

The application of ISO and SOP for the benefit of the learning process, must be socialized so that stakeholders understand, understand and can apply it in their learning activities. Socialization is important as what is said by [1] ; [2], that the socialization of new employees has important consequences for individuals and

organizations. Various researchers contend that the quality of socialization affects employee satisfaction, attitudes, stress, performance, commitment, and turnover. The results of socialization should be evaluated. This study discusses the evaluation of the socialization given to the students of tourism on the applicability of ISO and SOP applicable on campus, using the method of KirkPatrick, referring to the statement by [3], that The Evaluation of any training programme has certain aims to fulfil. These are concerned with the determination of change in the staff behaviour and the change needed in the organizational structure. Hence evaluation of any training program must inform us whether the training programme has been able to deliver the goals and objectives in terms of cost incurred and benefits achieve.

Focused specifically on the content of socialization, [4] found support for six content dimensions of socialization comprised of performance proficiency, politics, language, people, organizational goals and values, and history. [4] suggest these dimensions are relevant for understanding the effects of socialization and better predictors of more distal outcomes, such as organizational commitment, job satisfaction, and retention.

II. LITERATURE REVIEW/RELATED WORKS

Although many theories and definitions of learning exist, most include the concepts of acquiring knowledge and skills leading to change, increased experience, and greater capacity [5]. Also, one of the perspectives emerging in learning theory is the integration of more narrowly focused theories into more holistic views of learning. This more inclusive of learning incorporates cognitive, emotional, and social factors into a more integrated system of internal factors and social context [6]; [7].

Theoretical work on socialization tends to take three perspectives: that of the individual's experience, the organization's effort, and an interactive perspective stressing the mutual influence of the individual and the organization. The interactive perspective takes a more collaborative approach to developing a productive relationship between the individual and the organization beginning at the time of entry [8]; [9].

1.1 ISO 9001

International Standards Organization (ISO) is a global association which consists of national standardization bodies. Approximately 140 countries become the members of this organization. ISO is Non-Government Organization/ NGO which was established in 1947. The mission of ISO is to support the development of standardization and other related activities in hopes to assist international trade. Another mission is to help the development of a global partnership in science, technology and economic activity. The main activity of ISO is to establish international agreements which will be subsequently published as an international standard. The purpose of the application of the principle in ISO quality management in tourism educational institutions is:
a) To increase customer satisfaction in tourism educational service.
b) To build awareness on the need for excellent service as the response of violations.
c) To educate managers of tourism educational institutions to obey the agreement.
d) To set up a quality document.

ISO 9001 - Quality Management Systems - Requirements: It is designed to be applicable in any organization which designs, develops, manufactures, installs and/ or serve any product or provides any form of services. This organization includes tourism educational institution. This standard provides a list of requirements which an organization must fulfil in order to obtain customer satisfaction. This satisfaction is achieved when the organization provides goods and services which consistently meet the customer demand. The implementation of this standard is the only way to which the third party gives certification. ISO 9001 is the best choice to realize the effort to maintain and enhance the learning process in universities with a global vision.

In the application of ISO 9001-2008 management principle to acquire customer satisfaction, there are 8 principles of quality management:
a)   Customer Focus
b)   Leadership
c)   Involvement of people
d)   Process approach
e)   System approach to management
f)   Continual improvement
g)   Factual approach to decision making
h)   Mutually beneficial supplier relationships

Eight principles of quality management are the basis of the implementation of quality management system in the ISO. The reason for the application system is to enable organizations to increase customer satisfaction with the services of the organization's products. Customers require products whose the

characteristics meet their needs and expectations. Needs and expectations which are embedded integrally in product specifications are called customer requirements [10].

Approach to the quality management system (QMS) encourages organizations to analyse customer requirements and define the processes which contribute to products. Eventually, the products that can be accepted by the customers. Another function is that the organisation will be consistent in maintaining the quality of products and control the processes.

1.2 Higher Tourism education

Tourism education in Indonesia is a major supplement in a changing world filled with technological developments. According to Nelson Mandela, " education is the most lethal weapons in the world because we can change the world with it".

In Indonesia, high tourism education is stipulated in [11] on Higher Tourism education. This law regulates that higher tourism education consists of Diploma, Bachelor Degree (S1), Masters (S2), doctorate (S3), and profession tourism education. Higher tourism education institutions as the providers of tourism education are divided into two, those are, government-managed universities (public universities) and private sector-managed universities (private colleges), called PTS. Higher tourism education consists of several forms, namely: universities, institutes, colleges, polytechnics, academy, and community academy.

Higher Tourism education has several functions, and as it is stated in [11] Article 4, higher tourism education has three (3) function as follows:

1. Develop ability and character development and as well as dignified civilization in the context of the intellectual life of the nation.
2. Develop innovative, responsive, creative, skilled, competitive, and cooperative academic community through the implementation of three responsibilities,
3. Develop Science and Technology by considering and applying the value of the humanities.

In addition, of having function, higher tourism education also has several goals. Similar in definition and function of higher tourism education, the purpose of higher tourism education is also stipulated in Law [11] Article 5. [11] Article 5 mentions four (4) higher tourism education purposes as follows:

1. To develop students' potential to become a human being who is devoted to God Almighty, noble, healthy, knowledgeable, skilled, creative, independent, qualified, competent, and cultured for the pursuit of national development.
2. To produce graduates who master Science and/ or Technology to meet the national interests and increase the nation's competitiveness.
3. To create science and technology through the research by considering and applying the value of the humanities for the benefit of the nation's progress, the progress of civilization and welfare of mankind.
4. To create a Community Service based on reasoning and research beneficial in promoting the general welfare and educating the nation.

1.3 Requirements of ISO Certification in education of tourism

[12] states that there are several requirements of an organization/ tourism educational institution in order to obtain ISO certification, which will be explained as follows:

1. Commitment to quality management
2. The quality system
3. Contracts with internal & external customers (rights of students and rights of external customers, such as the students' parents)
4. Control documents
5. Selection Policy & Entrance exam
6. Student support services which includes welfare, counselling and tutorial
7. Records of the students' progress.
8. Development, design and delivering the curriculum, as well as teaching and learning strategies
9. Assessment Tests
10. Consistency of research methods
11. The procedures and assessment records which include record of achievement
12. The method and diagnostic procedures for identifying failures and error
13. Corrective action to overcome students' failure and a system for dealing with complaints and demands
14. Facilities and physical environments. Other offers such as sports facilities, groups and extra-curricular clubs, student unions, learning facilities, etc.
15. Quality records
16. Procedures for attestation and   audit

17. Training and development of staff, including procedures for assessing training needs and evaluating the effectiveness of training.
18. The methods for review, monitoring and evaluation.

1.4 SOP

Standard Operational Procedure (SOP) is a document related to procedures performed in chronological. SOP is necessary to complete a task which aims at achieving the most effective performance of the workers at the lowest possible cost. In general, SOP consists of benefits, formulation and revision dates, the method of writing procedures, and a flowchart at the end [13] SOP is a guide used to ensure that the operational activities of the organization or company run smoothly [14].

According to [15], SOP is a guideline or reference to perform job based on the functions. Further, SOP serves as an evaluation tool for the performance of government institutions based on the technical, administrative and procedural indicators appropriate to work procedures and systems at the particular work.

The purpose of formulating SOP is to describe the detailed or a permanent standard concerning repeated working activities in an organization. A good SOP is the one which provides a better working flow, a guideline for new employees, cost savings, better supervision, and a better coordination among other departments in a company.

The main purposes of the SOP are as follows [16]:
1. To maintain consistency of working performance or certain conditions, the mobility of the officers, and the role of working environment in executing particular duties or tasks.
2. To function as a reference to the implementation of certain activities for employees and supervisors.
3. To avoid failures or errors (thus, it will be useful to avoid and reduce conflict), doubts, duplication and excessive time in the process of implementing the activities.
4. To serve as parameter to assess the quality of services.
5. To provide better assurance on the use of energy and resources efficiently and effectively.
6. To explain the flow of duties, authorities and responsibilities of the employees.
7. To be a document which will describe and assess the implementation of working processes if the unexpected mistakes, a malfunction occurs. and other administrative errors. Thus, SOP is useful to protect hospitals and employees.
8. To serve as documents used for training.
9. To serve as historical documents if a revision for a new SOP has been established.

The functions of the SOP are as follows [16]:
1. To assist employees or unit team to perform their duties
2. To function as legal basis when a violation occurs
3. To find out and to trace the obstacles
4. To guide employees to discipline in working
5. To be guideline to carry out the routine activities

1.5 Evalution's Stages of Kirkpatrick Method

One commonly-used evaluation model is the 4-level Training Evaluation Model. This model was developed by [17], and it is sometimes referred to Evaluating Training Programs: The Four .levels or Kirkpatrick's evaluation model. In this model, an evaluation of the training program is divided into four levels namely: reaction, learning, behavior and results. Each level of evaluation has its own tools and also have different levels of difficulty in the implementation. The Kirkpatrick evaluation model is used as a research instrument in the socialization of ISO 9001: 2008. SOP in those four levels can be elaborated as follows:

Level 1: Reaction Evaluation

Evaluation Level 1 is relatively easy to be implemented. One common tool to evaluate in this level is a questionnaire containing questions about the participants' opinions on the training aspects mentioned above. Evaluation of the reaction of participants is intended to measure the satisfaction of participants with the implementation of training. Training is considered qualified if it can satisfy and meet the expectations of the participants. Thus, they are motivated and feel comfortable to learn. Instruments used are as follows:
a.   Explanation on ISO is useful to comprehend Learning Process Activities.
b.   The content of SOP is related with Learning Process Activities.
c.   SOP is useful for students.
d.   Explanation on ISO and SOP can be easily understood

Level 2: Learning Evaluation

According to Kirkpatrick, the concept of learning can be defined as an increase in knowledge, skills improvement and attitude change by the participants after joining the training program. Trainees are said to have learned if they have undergone an attitude alleviation, and improvement of knowledge and skills.

Evaluating the results of learning is more difficult and time-consuming if compared with evaluating the reaction. One way commonly applied is by comparing the results of pre-test to post-test, which can be either a written test or practical test (performance test). Hence, the outcome is measurable [18] in [19].

If the ability of participants after joining training increases significantly, it means that the program leads to differences in ability. Further, it can be assumed that learning process has achieved the learning objectives. Therefore, to measure learning outcomes, it needs to apply an instrument to answer one or more questions [17].

Instruments used are as follows:
a. An explanation of how ISO can increase knowledge
b. An explanation of how SOP change my attitude to be more concerned with the rights of students
c. Explanation that ISO and SOP enlighten the need for supervision of students

Level 3: Behaviour Evaluation

Subject and objective of this behaviour evaluation is different from the evaluation of Level 2. behaviour evaluation has more emphasis on the changing attitudes that occurs after participants return to the workplace. This level also assesses how participants can implement knowledge, attitudes and skills which they have acquired during the training in the workplace.

Because the changing behaviour after returning to work is assessed, the evaluation of Level 3 can be referred to as an evaluation of the outcomes of training programs. Evaluating outcomes is more complex and difficult than the evaluation in Level 1 and 2. Behaviour evaluation can be done by comparing the behaviour of the control group's with the trainees.

It can also be done by comparing the behaviour before and after the training and by conducting surveys or interviews with superiors and subordinate trainees after returning to work. If the behaviour of the trainee in the workplace does not improve, the main fault lies on training needs assessment, training program, or non-conducive working environment. Another possibility is that the training content has already been adequate, but the training lacks of emphasis on the transfer of training in their job [20] in [19]. An instrument used is as follows:
a.   I will implement the explanation of SOP

Level 4: Result Evaluation

Evaluation of the results of the Level 4 focuses on the final result that occurs because the participants have joined a cause. An evaluation is performed on the institutional changes, for example, by comparing the quality and quantity of work and working process duration before and after training. The fourth model is not used in this study because socialization does not allow monitoring of changes in the performance of the work unit considering that some participants do not know and understand the application of ISO and SOP on campus.

1.6 Customers

From the definition of quality, it can be assumed that to achieve a good quality, the tourism education providers have to recognize their customers. By identifying the customer, they are able to specify the quality which will be achieved in order to meet customers' satisfaction. In the process of tourism education, we can classify customers into two types:

a. Internal customers

They refer to human resources involving in the process of tourism education, such as learners/students, academic staffs, administrative staffs, technicians, laboratory staffs, etc. Each organization which is involved in tourism education systems must provide input and output to ensure quality achievement.

b. External customers

They refer to the community who uses the product of the tourism education providers such as the public, industry, institutions/ agencies [21]. Stakeholders in universities and research refer to internal stakeholders (students).

III. MATERIAL AND METHODOLOGY

Descriptive method is considered as the most suitable method for this study because this method can be used to explicate phenomena. From the data collected, it is obvious that the descriptive method used in this study does not generalize these results. The sampling technique is conducted by the population, based on the number of participants who joined the socialization in January 2017. The participants were members of student organizations in the Trisakti School of Tourism Jakarta - Indonesia.

The goal of this study is to explore the evaluation on reaction, learning and behaviour of the participants in the socialization on the application of ISO and SOP in the field of tourism education that has lasted less than six years by applying the Kirkpatrick evaluation method.

However, it is not easy to implement Kirkpatrick model from the first level to the fourth level. Since it has been to be a continual step, the evaluation becomes more difficult and time-consuming [22]; [23]. [24];[23], state that the organization has substantial obstacle, and it limits the opportunity to collect data results. The obstacle also emphasizes that the training may have unrealistic expectations with the regard of results. Thus, it is difficult to achieve four-level Kirkpatrick evaluation models.

[24] in [23], state that : The reaction level evaluation is carried through questionnaires, since it is the most common way of collecting information (as mentioned above). The questionnaires contain pre-questionnaire (before training) and post-questionnaire (after training). The learning level evaluates the resulting increase in aircraft carrier marshalling skills after training. According to the learning cubic model, two groups would be trained with paper-based training and PC-based training separately, but tested in the same CAVE-based immersive test environment, but [25] in [3], stated that : Training is only one of many possible ways to improve individual and organizational performance. Based on the explanations on the research about Kirkpatrick Model, this research uses socialization on academic ISO and SOP to students as the objects in Kirkpatrick Model.

IV. RESULT AND DISCUSSION

4.1 Result
4.1.1 Data Results of Respondent's Biography

Table 4.1. Sex

		Frequency	Percent
Valid	Male	36	34.0
	Female	70	66.0
	Total	106	100.0

Most participants who actively participate in student organization are female. It shows that students who actively learn in both formal and informal tourism education and from primary to higher tourism education especially in Jakarta are female students. The most prominent student who is able to achieve high rank is female.

Table 4.2. Study Program

		Frequency	Percent
	1th Diploma Hotel	1	.9
	3th Diploma Hotel	4	3.8
Valid	4th Diploma Hotel	82	77.4
	4th Diploma Travel	15	14.2
	Bachelor	4	3.8
	Total	106	100.0

From 106 students, most of them are 77.4 % D4 Hotelier who are active in organizing. This is in line with a number of students in the study program of D4 Hotelier (1460 students are active in odd semester 2016-2017).

Table 4.3. Joined Student Organizations

		Frequency	Percent
	Congress	16	15.1
Valid	Student Presidency	15	14.2
	Student Group Unit	75	70.8
	Total	106	100.0

Organizations followed by the most students are Student Group Unit. There are 19 Student Group units provided by the Trisakti School of Tourism: (1) News Press, (2) Islam Religion/ Forkasi, (3) Buddha Religion/ Dharmasena, (4) Catholic Religion/ Casts, (5) Christian Religion/ Poultri, (6) Diving, (7) Socktri, (8) Mapaptri, (9) Basketball, (10) Kulintang Music Instrument, (11) Modern Dance, (12) Trisakti Choir, (13) Bartenting Club, (14) Home Band, (15) Traditional Dance, (16) Magic, (17) Aikido, (18) Theatre, (19) Taekwondo.

Congress activities are (1) work meeting preparation, (2) recruitment, (3) Student Community Leadership Practice (LKMM), (4) Congress President Election, (5) Student Presidency Inauguration, (6) Monitor and Evaluation of Student Presidency Work Program, (7) Proposal Responsibility Meeting, (8) Sudden Inspection of Student Disciplinary, (9) Research and Student Working Research, (10) Work Activity Report and Proposal.

Meanwhile, Student Presidency activities are (1) inducting the President of Student Group Unit, (2) attending meeting of coordination with Student Group Unit members, (3) assisting sector unit III to realize the program of new student orientation, (4) meeting for correspondence, (5) Union Tri, (6) Internal Understanding, (7) conducting Internal-External National and International Seminar, (8) conducting national and international competition, (9) making proposal and work report.

Table 4.4. Position in Organization

		Frequency	Percent
Valid	Not filling	7	6.6
	Congress Chief	1	.9
	Congress Vice Chief	1	.9
	President	1	.9
	Vice President	2	1.9
	Member	2	1.9
	Minister	9	8.5
	Secretary	24	22.6
	Treasurer	20	18.9
	Public Relation	5	4.7
	Public Department	3	2.8
	Development	3	2.8
	General Chief	1	.9
	Student Group Vice Chief	14	13.2
	Student Group Chief	12	11.3
	Presidency	1	.9
	Total	106	100.0

4.1.2   Respondents' Response
4.1.2.1   Reaction Level

Table 4.5.: ISO Explanation intended to comprehend Learning and Teaching Process

		Frequency	Percent
Valid	Disagree	1	.9
	Not quite Agree	5	4.7
	Agree	79	74.5
	Strongly Agree	21	19.8
	Total	106	100.0

The socialization is held for one hour (60 minutes) on Student Community Leadership Practice, which is routinely held once a year in January after the organization structure is established. Socialization begins by explaining the vision and mission of the Trisakti School of Tourism, namely becoming a global-certified Tourism High College and Centre of Excellence for tourism study development with applied milestones; in 2010-2014 with the target of nationality standard towards regional quality, in 2015-2019 with the target of nationality standard, and in 2020 with the target of centre of excellence in tourism and hospitality.

To acquire its vision and mission, Trisakti School of Tourism has one strategy by applying standard quality defined by ISO. Furthermore, in 2010 it began to initiate Insurance Unit of Internal Quality (Called SPMI), and in 2011, it conducted a commitment via ISO 9001:2008 and via IWA 2:2007 by routinely conducting internal and external audit as one of attempts to evaluate learning and teaching process in college. In order to make academicians understand and comprehend about ISO, that unit routinely conducts socialization

for students and lecturers about ISO at least once a year. In order to ease and accelerate the ISO application, Operational Procedure System is arranged in every work unit in universities.

ISO, which relates to the learning process, becomes useful for students to comprehend Teaching-Learning Process. Only six of 106 students mention that the ISO explanation is not useful to comprehend Teaching-Learning Process. It is probably caused by the students' less attention.

Table 4.6.: Content of SOP related to the Learning and Teaching Process

		Frequency	Percent
Valid	Not quite Agree	5	4.7
	Agree	65	61.3
	Strongly Agree	36	34.0
	Total	106	100.0

After explaining about ISO 9001:2008 used by the Trisakti School of Tourism, SOP related to student rights was explained one by one. After all, 179 SOP which includes 144 SOP of tourism education and 35 SOP of support, and 7 SOP that directly relates to students: SOP of administration, lecturing, lecture monitoring, practical and theoretical course, Midterm and Final Exam implementation, Study Report issuance, final exam score validation, and student service. 95.3% students agree that the explanation of SOP relates to Teaching-Learning Process.

Table 4.7.: SOP benefits to students

		Frequency	Percent
Valid	Disagree	2	1.9
	Not quite Agree	10	9.4
	Agree	66	62.3
	Strongly Agree	27	25.5
	0	1	.9
	Total	106	100.0

About SOP benefits, there are 87.8% participants mentioning that SOP explained is beneficial for them. SOP relates to their rights:
1. Lecturers must explain about the course syllabus on the first meeting. The syllabus is about material given in each meeting; therefore, the class leader or the vice leader signs the contract of the syllabus as a proof that the syllabus has been socialized in the class. It is, as a commitment between the lecturer and students of the arranged materials corresponding to the Semester Lesson Plan; therefore, if there is any difference in the material given by the lecturer during semester, students can issue the lecturer. It is presented in the first principle of ISO 9 (Customer Focus) and the sixth principle of ISO (Continual Improvement).
2. The lecturers must announce the score and report the students' midterm exam paper. It is intended for (1) students can evaluate the exam results and the mistakes they made in the examination; therefore, they can have a discussion with the lecturer, (2) the lecturers offer and allow students to have remedial test, (3) for the university or college, they can minimize the lowness of passing grade and GPA and increase the passing grade accuracy. However, the percentage of midterm exam is only 30%, it gives impact to students to work hard in achieving good scores in the final exam. It is included to the first principle of ISO (Customer Focus), the third principle of ISO (Involvement of People), the fourth principle of ISO (Process Approach), the sixth principle of ISO (Continual Improvement), the seventh principle of ISO (Factual Approach to Decision Making).
3. Each work unit in the university has provided log book to facilitate students in expressing their critics towards learning process that can be both about unclear explanation, unsatisfied final exam score, lecturers' attitude (their disciplinary, their ways to give assignment that do not relate to syllabus, or anything about the Learning-Teaching Process. It is included in the first ISO principle, (Customer Focus, 3rd ISO principle (Involvement of People, 4th ISO principle (Process Approach), and 6th ISO principle (Continual Improvement).
4. Both Lecturers and Students must attend Hotelier and Travel and Tourism Business practical class in 100%, and attend theoretical class in 75% (minimum good score). In the practical class, if students have obstacles to come, they have to attend the make up class in the same week; since, students can have same materials. Therefore, they could get daily score. It is included in the first ISO principle (Customer Focus).

5. The Head of Department must examine and sign the news event of each course as the control of lecturer's performance in delivering materials to students in every meeting. The materials given are same as in the syllabus as committed to the students. In every meeting, the class leader has to sign the course report, as an agreement that the materials given on that day are appropriate. It is included in the 1st ISO principle (Customer Focus), 3rd ISO principle (Involvement of People), 4th ISO principle (Process Approach).

6. Students must give comments for the lecturers at the last meeting through a system that can be accessed by students in order to access their score. The data are about critics submitted via log book; therefore, the Head of Department will evaluate the lecturer's performance. If the students consider that the lecturer does not commit to the syllabus, they will value the lecture in low grade. The interval score provided are 1 to 5; it starts from very bad to very good. A condition will be subjective in case the students value in good score, which is opposite to the reality. This condition may drive the Head of Department confused to decide and it is questionable. This condition cannot be evaluated and revised. Since the score is good, the Head of Department is not allowed to call the indicating lecturer to be responsible for what they did during the Learning and Teaching Process.

Table 4.8: Explanation of ISO and SOP can be comprehended in short time

		Frequency	Percent
	Strongly Disagree	1	.9
	Disagree	9	8.5
Valid	Not quite Agree	37	34.9
	Agree	55	51.9
	Strongly Agree	4	3.8
	Total	106	100.0

55.7 % participants agree that the explanation about ISO and SOP can be understood in short time (an hour socialization). This describes their seriousness in listening to the materials, and it has been predicted that all the important materials that have to be understood by students can be delivered in short time.

At the first level, The model of reaction evaluation shows mean value of 4.1 which can be interpreted through the interval level in "satisfied level" toward ISO and SOP applied in Trisakti School of Tourism socialization. According to Kirkpatrick, if the mean value shows satisfaction from the participants, the socialization considers as qualified and the participants are being motivated and comfortable to learn the materials given in the socialization.

4.1.3 Learning Level

Table 4.9.: Explanation of ISO can develop knowledge

		Frequency	Percent
	Not quite Agree	6	5.7
Valid	Agree	69	65.1
	Strongly Agree	31	29.2
	Total	106	100.0

94.3% Participants agree that the explanation of ISO can develop their knowledge in comprehending the learning process, the materials given during lecturing, the process of lecturing, how to conduct the course, and who will teach them. It is in accordance with the [26]. He mentioned that SOP is a number of steps (work implementations). The works are related to what the activities are, how they are conducted, where they can be implemented, in which they are conducted and who will conduct.

Table 4.10.: Explanation of SOP can change an attitude (I am more cared to the students' rights)

		Frequency	Percent
	Disagree	2	1.9
	Not quite Agree	6	5.7
Valid	Agree	66	62.3
	Strongly Agree	32	30.2
	Total	106	100.0

95.2% Participants understand that SOP applied in their campus relates to their rights as a student in implementing the Learning and Teaching Process. Of their aware condition, they are more aware with rights as a student. Therefore, through the socialization, they state that they agree with it.

It relates to [16], in that she mentions that SOP refers to the certain implementation for workers and supervisors. It also can avoid the failure or mistakes (in order to avoid conflicts), uncertainty, duplication, and extravagance in the process of activity implementation.

Table 4.11: Explanation of ISO and SOP disenchant to the importance of monitoring by students

		Frequency	Percent
	Disagree	1	.9
	Not quite Agree	4	3.8
Valid	Agree	55	51.9
	Strongly Agree	46	43.4
	Total	106	100.0

By the Law Number [27] about National Tourism education Unit Article 52: which can be accounted to the public (public accountability), and when monitoring is not government benefit but stakeholder benefit. In this case, the public has a chance to monitor Higher Tourism education namely Horizontal Monitoring. In tourism education, community defines as internal stakeholders, namely students. The lecturer's performance inside or outside the class can be effectively monitored by students as the service users. The awareness of students as an examiner of ISO and SOP implementation in Teaching and Learning Process is very beneficial as the material of evaluation for prominent stakeholders from the school. 95.3% Participants agree that their role of the examine is important.

In level 2, learning evaluation model from the socialization can be measured from the development of knowledge and creativity; however, it only measures the change of attitude of participants toward ISO and SOP explanation. The mean value of learning evaluation model is 4.2, which can be interpreted that the participants have studied for their ability improved, their awareness, improved; therefore, it makes them realize that they have to be the examiner of Learning and Teaching Process.

4.1.4   Behavior Level

Table 4.12. : Explanation of SOP can be implemented

		Frequency	Percent
	Not quite Agree	6	5.7
Valid	Agree	83	78.3
	Strongly Agree	17	16.0
	Total	106	100.0

From this research, in level 3 of attitude evaluation model does not include the monitoring of attitude change made after the students return to the course; however, this instrument is proposed to show their intention after finishing the explanation whether they will practice or not. 94.3 % Participants present information that after achieving explanation of SOP, they will implement things that they consider it will be beneficial. The result of mean value for level 3 of attitude evaluation model is 4.1, which can be interpreted that the students have eager to study.

1.13. Data Finding of Mean Value Variable

		Statistics		
		Reaction	Learning	Attitude
N	Valid	106	106	106
	Missing	0	0	0
Mean		4.1038	4.2736	4.1038

4.2   Discussion

An explanation of the ISO is useful to understand the Teaching and Learning Process, get a 5.5 % response disagree, this is possible because students do not understand the application in the learning process, whereas one of the standards in ISO there is handling customer complaints, students as customers from Trisakti School can use handling facilities Customer complaints that have been provided in order to help their smooth learning. Explanation about the ISO useful to understand the Teaching and Learning Process, a get 5.5% response does not agree, this is likely because students do not understand the application in the learning process,

whereas one of the standards of ISO handling customer complaints, Students as customers of Trisakti School can use the customer complaint handling facilities that have been provided in order to help smooth their learning, for example, if there is dissatisfaction with the test scores, they can write the report in the provided log book, de The procedures provided will be clarified with the lecturers and students, so that complaints can be resolved.

4.7% of the responses disagreed on the statement that the SOP Content described was related to the Teaching and Learning Process, although few could describe the existence of students who during college were less concerned with their rights as students. The existence of such problems, [28] ; [29]; [30], in [31], recommend to identify solutions that can be used.

7,6% of the responses disagreed on the statement that Explanation of SOP can change an attitude (I am more cared to the students' rights), Can be caused the student is a new student / newcomers. Participants of socialization followed by students from the class of 2016 until the force of 2013. [1]; [32], said that a common view of socialization is that it is a learning process. Some organizations realize that allowing newcomers to learn their way into the organization by trial-and-error is neither efficient nor effective and have developed programs for socializing new members into the organization (often called orientation or onboarding). However, studies have shown that much of this formal information is of little value to newcomers.

V. CONCLUSION

According to data in table 4.13, it can conclude that in level 1, evaluation of reaction of participants in the socialization shows mean values of 4.1, and it presents that they are satisfied with ISO and SOP explanation. For level 2, learning evaluation in the mean value of 4.27, they are expected to achieve learning attitude towards what they receive in the ISO and SOP explanation. Meanwhile, level 3 shows the mean value of 4.1 presented that they have achieved learning attitude. Between level 1, 2, and 3, they present consisted of the participants both in answering questions and in receiving an explanation from socialization.

In addition, three findings above are beneficial for Trisakti School of Tourism; since, if all the participants comprehend and understand the benefit of their learning process, it will be assumed that the participants will share ISO and SOP socialization with the other friends. On the other hand, if the participants consider their positions as the monitor in ISO implementation, it will clearly easy school management to evaluate and monitor the process of learning and teaching which includes curriculum, course study, learning technique, lecturer disciplinary, lecturer ability, assignment, exam materials, and etc. In case, there is any incompatibility seen from the beginning; therefore, they directly scold the lecturer. In addition, there will be no disadvantaged feeling for students, and the school management can easily avoid the incompatibility. For students, it may broaden their mind on the importance of SOP implication in their future job. It will direct them to be more critical and innovated in considering their future boss (in case the boss has no SOP) since they have comprehended the importance of SOP in the work place.

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