



IMPLEMENTATION OF THE TEACHING FACTORY LEARNING IN TOURISM PRACTICAL COURSES AT MANDARIN DIPLOMA PROGRAM TO ENHANCE STUDENT'S COMPETENCE

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Abstract. The focus of diploma programs is primarily on practical training. Mandarin language diploma students possess competencies in language, particularly in mastering language terms related to business and industry, including the tourism sector. This study aims to examine the competencies of students, especially in Mandarin language proficiency within the field of tourism. The Teaching Factory learning model will be implemented in tourism courses during practical sessions. Prior to graduation, students will participate in internships at institutions operating in the tourism sector. In addition to distributing questionnaires to students, this study also includes focus group discussions (FGD) with the institutions where students intern. Observations during practical sessions and interviews with internship institutions were also conducted. The findings of this study indicate that the implementation of the Teaching Factory learning model can enhance students' job readiness in the workforce. This is consistent with the feedback provided by the institutions where students interned, which offered positive responses to the students' job performance.

Keywords: learning model, teaching factory, student competency, tourism, Mandarin

A. Introduction

In the era of rapid globalization, the demand for competent human resources in various fields, including tourism, is increasing. The tourism industry, as one of the significant economic sectors, requires a workforce that not only possesses strong theoretical knowledge but also has practical skills relevant to the demands of the job market. One effort to address this challenge is by implementing the Teaching Factory learning model in vocational higher education. Teaching Factory (TeFa) is a learning model that involves partners from the Business and Industry World (DUDI) and brings real-world work experiences directly into the campus environment (Amiruddin, 2023; Dewi & Riana, 2019).

The implementation of the TeFa learning model is crucial as it can bridge the gap between theory and practice, ensuring that graduates are ready to work with skills relevant to the industry. Sutrisno et al. (2020) stated that this learning model creates a learning environment that mimics real-world work conditions, while Nurhadi & Utomo (2020) emphasized TeFa's role in helping students understand business and industry standards. Dewi & Riana (2019) also highlighted that TeFa can not only improve technical skills but also relate to students' soft skills such as leadership and problem-solving, making graduates more adaptive and competitive.

TeFa learning is a learning approach that integrates learning activities with the real world of work. This model allows students to learn and practice directly in a simulated environment that resembles a real industry (Firadus, 2021; Dewi & Riana, 2019; Sutrisno, 2020). In TeFa,



learning is business and production-oriented, where the concept emphasizes how to develop vocational education to develop potential by utilizing existing resources in the school (Rahmadan, 2022).

Mandarin Diploma Study Program, Jenderal Soedirman University, faces the challenge of preparing graduates who are not only linguistically competent but also have practical abilities in managing tourists and foreign tourists, especially from China. Mandarin-based tourism is a sector that requires communication, translation, cultural, and professional service skills that are not fully achieved through conventional learning methods. TeFa, as a project-based and industry-based learning model, is an effective alternative to improve students' readiness to face the dynamic needs of the workforce. This research explores the implementation of TeFa in several tourism-based courses in the Mandarin Diploma Study Program and examines its impact on students' competencies.

Previous research has shown that TEFA learning has a positive impact on improving students' competencies in the area of good performance, excellent service (Saputra, 2021), and better problem-solving skills (Suryati, 2023). Meanwhile, Irsutami (2022) in the implementation of Teaching Factory Manufacturing of Electronic (TFME) at Batam State Polytechnic showed that it is necessary to establish appropriate procedures, especially in internal control, to support the ideal implementation of Teaching Factory and achieve maximum results in student learning. Most of the research on Teaching Factory focuses on technical vocational programs such as engineering and manufacturing, but not much research has specifically explored the collaboration between language skills (in this case, Mandarin) and the tourism sector.

Based on the background described above, this study will examine the implementation of teaching factory learning in Mandarin language tourism practical courses to improve students' competencies. Analyze the effectiveness and develop a TEFA learning model in improving students' Mandarin communication skills in tourism practical courses. In addition, through TeFa learning, it is expected that students can improve their ability to adapt to a dynamic work environment.

B. Methods

This research employed a qualitative descriptive method. This approach was chosen to provide a comprehensive and in-depth understanding of the research problem. The aim is to explore, explain, and thoroughly understand the phenomenon that is the focus of the study. The unit of analysis in this study is the 2022 cohort of students from the Mandarin Diploma Study Program, Faculty of Languages and Arts, Unsoed, with a total of 48 students (consisting of 7 male students and 42 female students).

Data was collected through questionnaires, focus group discussions (FGDs), interviews, and field observations. The questionnaires were distributed to determine students' needs related to writing tourism books based on TeFa. FGDs were conducted with the program's DUDI partners, namely CV Sahabat Wisata, the Indonesian Tour Guide Association (HPI), Insan Pariwisata Indonesia (IPI), lecturers of supporting courses for the graduate profile, and representatives from the institutions where students were doing internships. In addition, observations were conducted during practical lectures and interviews were conducted with representatives from the institutions where students were doing internships (Luminor Hotel, Elshotel, Lokawisata Baturaden, Small Word Tourist Attraction, and Villa Umah Impen Purwokerto).

C. Results And Discussion

1. Preparation



Gradually, the program has integrated TeFa into the curriculum, starting from the 3rd and 4th semesters, focusing on courses relevant to tourism industry practices. In the third semester, TeFa learning was implemented in two courses: Accommodation and Hospitality and Tourism Management. In the sixth semester, TeFa learning was conducted for two courses, namely Tourism Guiding Techniques and Prime Tourism and Translation Services. Furthermore, in the fifth semester, students will undertake internships in the business and industry world. TeFa learning during lectures was conducted by involving expert practitioners. The involvement of expert practitioners in lesson planning has provided a strong practical dimension to the learning process. Collaboration between lecturers and practitioners was carried out in the learning process. The identity of courses implementing TeFa can be seen in Table 1 below.

Table 1. Tefa learning course in Mandarin Diploma Study Program, Unsoed

No	Course	Course Identity			Product of Production Based Learning (PBL)	
		Semester	Code	Credit	T	P
1	Accommodation and Hospitality	III	DMK223001	-	2	Hotel Tour Video
2	Travel Management	III	DMK223003	-	2	Purwokerto-Yogyakarta One Day Tour Package
3	Tourist Guiding Technique	IV	DMK224001	1	2	Tour guiding practice video
4	Excellent Tourism and Translation Services	IV	DMK224003	-	1	Tour itinerary, tour guide and translator service.

Table 2. Business and industry partners of Mandarin Diploma Study Program Unsoed

No	Category	Partner
1.	Office/Industry	1. Kantor Imigrasi Cilacap
		2. Pemda Cilacap
		3. Pemkab Banyumas
		4. PLTU Cilacap
		5. Vivo
2.	Education	1. SMK Taman Siswa
		2. Hikari
3.	Hotel	1. Hotel Java Heritage
		2. Meotel Hotel
		3. Luminor Hotel
4.	Tour and Travel	1. Yutaka Tour and Travel
		2. Sahabat Wisata
		3. Sukses Karena Wisata
		4. PT. Multitara
5.	Tourist Attraction	1. Small World
		2. Palawi
		3. Lokawisata Baturaden
		4. Villa Umah Impen Purwokerto

Table 2 presents data on DUDI partners of the D3 Mandarin Language Study Program, divided into four categories: offices, education (schools), hotels, travel agencies, and tourist attractions. Since TeFa learning focuses on Production-Based Learning (PBL), students engage in direct practice during lectures to support the achievement of course learning outcomes (PBL outputs for each course can be seen in Table 1).



Figure 1. Implementation of Tour Guide Competency Certification Test

By involving students in direct practice, learning becomes more outcome-oriented and relevant to the demands of the workplace. Additionally, the program received a Competitive Fund 2024 grant, enabling it to facilitate students with a Teaching Factory laboratory, namely the Sasdaya Foreign Language Communication Division Laboratory. Students can experience firsthand the provision of Mandarin language communication services in the tourism sector. Before their internships, students undergo training and certification for BNSP Tourism Guides. The program collaborates with LSP Gunadarma and Insan Pariwisata Indonesia (IPI) Central Java in conducting training and certification. With the training and certification, students are better prepared to enter the workforce.

2. Implementation of Teaching Factory

a. Accommodation and Hospitality Course

This course is offered to third-semester students, with the course code (DMK223001) and description as stated in the FIB Unsoed Academic Guide (2024:245) as follows:

The Accommodation and Hospitality course studies matters related to lodging or accommodation, such as hotels, villas, and other types of accommodation located around tourist attractions. It also applies the concept of hospitality service in the accommodation industry.



Figure 2. Practicum for Accommodation and Hospitality Courses

The implementation of TeFa in this course focuses on practice-based learning that is directly integrated with the hospitality industry. The study program has partnered with two hotels in Purwokerto, Elshotel and Luminor Hotel, as industry partners. These industry partners help design curricula relevant to field needs and facilitate students in utilizing the available practical facilities at both hotels. This supports the implementation of learning, from providing

facilities for practice to providing internships so that accommodation and hospitality program practices are on target in the hospitality industry. The following is an explanation of its implementation:

Students run daily operations of a simulated hotel or work in partnered accommodation units. For example, they are assigned to the front desk, concierge, housekeeping, and food and beverage departments. Each task is performed as in the real world, with industry-standard levels. Examples of activities include checking guests in and out, preparing rooms, managing reservations, and resolving customer complaints. Since hospitality involves serving customers from various backgrounds, students are also trained to deal with guests from different countries or cultures. This can be done through international service simulations or involving foreign students as part of the customer base.

At the end of the semester, students are required to manage a real project, such as organizing an event at a hotel (e.g., a conference or wedding). They are fully responsible for all service aspects, from preparation to post-event evaluation. Assessment includes technical skills and management abilities. Evaluation is conducted continuously based on performance in serving guests, communication skills, initiative in solving problems, and customer satisfaction levels.

b. Travel Management Course

This course is offered to third-semester students with the course code DMK 223003, and its description as stated in the FIB Unsoed Academic Guide (2024: 244) is as follows:

The Tourism Management course covers strategies, general knowledge about tourism management, package tour development strategies, organizations or associations of travel companies, both domestic and international, and the role of travel agents in the future. In this course, students conduct practical activities outside the classroom by directly engaging with industry partners.

The implementation of Teaching Factory in the Tourism Management course focuses on developing students' skills in designing, managing, and operating tourism services professionally and in accordance with the needs of the tourism industry. Learning is conducted through collaboration with CV. Sahabat Wisata. This collaboration allows students to gain firsthand knowledge from the industry. The following is an explanation of its implementation:

STUDY TOUR JOGJA 2024

19 Oktober 2024

F01

Rp 350.000,00 per pax

ITINERARY STUDY TOUR JOGJA 2024

*04.00-04.30 Kumpul di FIB, persiapan bus, KTM, seragam, banner, bus minum, amplop dan makanan/rokok di bus

*04.30-06.30 OTW dari FIB (Jodan Mandu), bawa sarung, transit bus makan Candisari Karanganyar

*06.30-07.00 Toilet, transit di bus Candisari, sopir makan pagi

*07.00-08.30 OTW ke YIA

*08.30-09.00 Airport Tour, TIC TOUR

*11.00-12.00 OTW ke Resto Ambar Kertawang

*12.00-13.00 (Sedim) di KIN AMBAR KERTAWANG

*13.00-14.30 OTW ke Sangkring Art

*14.30-15.00 OTW ke Maliboro

*15.00-15.45 Wisata Maliboro 10 km/Kraton/Pasar Bungkari/Wedendri

*15.45-16.00 OTW ke PWT (FIB)

GRATIS
Jadwal sewaktu-waktu bisa berubah disesuaikan dengan situasi lalu lintas jalan dan kondisi cuaca, namun kami selalu berikan program selama study tour di atas. Terimakasih support restoran, souvenir umum dan banner. AMBI YIA.

Deadline Pembayaran via bank/cash 11 Oktober 2024

Contact Person

Figure 3. One day tour package Purwokerto-Yogyakarta flyer

Students learn to manage a travel agency as they would in the real world. They act as tour guides, tour operators, or travel managers who handle planning, scheduling, and trip execution. Examples of activities in this course include creating tour packages, arranging transportation and accommodation, managing permits, and designing travel budgets. The result of the collaboration with the travel agency is the design of a One Day Tour package from Purwokerto to Yogyakarta. Practical activities include creating itineraries, calculating package prices, renting tourist buses, and selling tour packages targeting fellow students and lecturers of the Mandarin Diploma Study Program.

Students practice selling tour packages to "customers" who can be fellow students or the general public. They must manage reservations, offer travel options, and handle issues that arise, such as schedule changes or cancellations. As part of the learning process, students manage real projects, such as designing and running a tour for a group of real guests. This project involves all aspects of travel management, from negotiating with industry partners (hotels, restaurants, transportation) to managing logistics and evaluating customer travel experiences.

c. Tourist Guiding Technique Course

This course is offered to fourth-semester students with the course code DMK 224001, and its description as stated in the FIB Unsoed Academic Guide (2024: 244) is as follows:

This course discusses selected topics in tour guiding (definition; general provisions; duties and scope; requirements to become a tour guide; procedures for applying for a tour guide license; rights, obligations, and prohibitions for tour guides), tour packages, tourism organizations, professional practices or skills: guiding techniques, first aid and search and rescue, tourist security systems, writing techniques, and presentation techniques. In this course, students conduct practical activities outside the classroom by directly engaging with industry partners.

The implementation of Teaching Factory in the Tour Guiding course focuses on developing students' skills in guiding tourists through simulations and direct field practice. To implement TeFa in this course, the study program collaborates with CV. Sahabat Wisata. The following is an explanation of its implementation:

Students practice the role of a tour guide by conducting guided tour simulations in a simulation laboratory or real-world tourist destinations. They learn how to lead tours, provide information to tourists, and handle various situations that may arise in the field. Activities conducted include practicing tour guiding techniques using tour flags, portable megaphones, and cameras. In the course, students conduct field trips directly to tourist attractions, one of which is Small World in Baturraden.

In one guiding project, students can be divided into several groups, where each group is responsible for a specific aspect of the tour, such as the main guide, assistant guide, or logistics coordinator. This helps students learn to work in teams and coordinate.



Figure 4. Practicum for tour guiding techniques course

Students can be involved in real tour guiding by collaborating with travel agencies or local tour operators. In this situation, students practice their skills in front of real tourists, under the supervision of lecturers or professional tour guides in this case CV Sahabat Wisata. The project involves students organizing and guiding local or international tours, such as cultural tours and nature tours.

As part of the tour guiding evaluation, students are required to lead a tour or a self-designed guiding project. This project involves local, historical, or cultural tours. They are responsible for all aspects of guiding, from planning and narration to field execution. Assessment is based on students' practical skills in guiding tourists, their ability to interact with tour participants, the quality of the narration provided, and their ability to manage time and handle problems. Assessment indicators include communication skills, mastery of tourism material, professional attitude, and adaptability to field conditions.

d. Excellent Tourism and Translation Services

This course is offered to fourth-semester students with the course code DMK 224004, and its description as stated in the FIB Unsoed Academic Guide (2024: 244) is as follows:

This course aims to provide understanding and knowledge about excellent service, which includes studies on: the definition, objectives, benefits, scope, and excellent service through students' activities outside the campus in accordance with the graduate competencies.

The implementation of Teaching Factory in the Prime Tourism and Translation Services course aims to train students in providing excellent tourism services while enhancing their Mandarin translation skills related to tourism. The partner collaborating in this course is the Sasdaya Foreign Language Communication Division Laboratory, FIB Unsoed. The following is an explanation of its implementation:

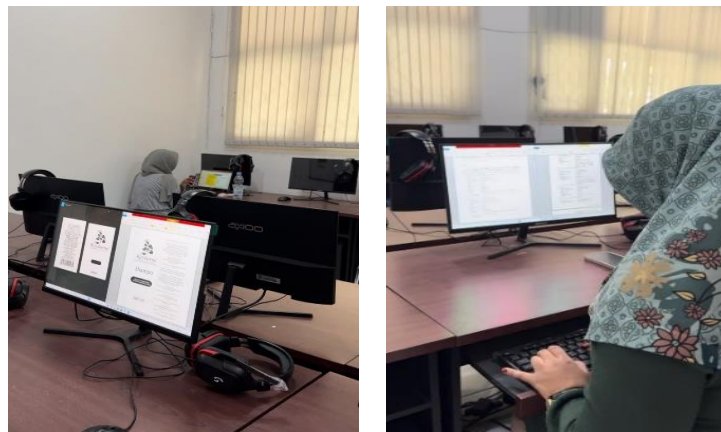


Figure 5. Practical course in the Sasdaya Laboratory Room

At the beginning of the semester, students were divided into several working groups. After each mid-semester exam, the groups would conduct practical sessions in the Sasdaya Foreign Language Communication Division Laboratory. Each group would simulate providing services to "customers" and be evaluated by industry practitioners and the course lecturer. The scenarios involved selling airline tickets, offering tour packages, and making hotel reservations in Mandarin. The evaluation process assessed students' communication skills in Mandarin, their understanding of ticketing procedures, tour packages, and hotel reservations. Group cooperation and creativity in designing scenarios were also evaluated. The assessment indicators can be seen in the table below.



Table 3. Project based learning assessment indicators

Assessment Indicators	Description	%	Assessment Criteria
Communication skill	Use of appropriate vocabulary and grammar	30%	Correct use of vocabulary Correct grammar according at least level 3 of HSK Readability of translated text and fluency of communication in at least basic level
Process	Ability to follow correct and effective procedures	30%	Following the procedure steps Minimizing errors Efficiency in work processes
Student Collaboration	Individual contribution to a group and coordination	20%	Active participation in groups Communication between members Fair division of tasks
Presentation	Conveying information clearly and interestingly	20%	Clarity of delivery Visual appeal of presentation Ability to answer questions well

Teaching Factory laboratory has helped students gain an integrated experience in providing excellent service in the tourism and translation sectors.

3. Feedback and Evaluation

In an education, increasingly emphasizing competency-based and outcomes-oriented approaches, assessment has become a crucial aspect that focuses not only on numerical scores but also on students' understanding and skills. This study implemented a competency-based assessment, measured through both quantitative indicators and survey results, to provide a comprehensive evaluation.

Table 4. Indicators for assessing the results of Indonesian to Mandarin translation

Criteria	Rating Scale		
	2	1	0
Grammar	Students are able to understand and use the structure, sentence patterns and grammar that they have learned well and correctly without any errors.	Students are able to understand and use the structure, sentence patterns and grammar that they have learned well, but there are a few minor errors when using them in sentences (e.g. errors in sentence pattern conjunctions).	Students are unable to understand and use the structure, sentence patterns and grammar that they have learned well, resulting in unstructured sentences.
Appropriateness of meaning transfer in translation results	Students are able to transfer the appropriate meaning from the source language (Mandarin) into the target language (Indonesian) correctly.	Students are able to transfer the appropriate meaning from the source language (Mandarin) into the target language (Indonesian) but there is a slight discrepancy with the original intended meaning, resulting in misperception or the intended message not being conveyed.	Students are unable to transfer the appropriate meaning from the source language (Mandarin) into the target language (Indonesian).
Equivalent words in the target language	Students are able to find and use equivalent words that are appropriate to the context of the sentence without any errors in spelling or usage in the sentence.	Students are able to find and use equivalent words that are appropriate to the context of the sentence without any errors in writing or using them in the sentence, but there are minor errors when writing or using the word.	Students are unable to find and use equivalent words that are appropriate to the context of the sentence without any errors in spelling or usage in the sentence, so the translation results are not accurate.

The assessment indicators presented in the table above reflect three primary criteria used to evaluate students' ability to comprehend and apply the language, specifically in the context of Mandarin-to-Indonesian translation. This assessment approach aimed to provide a holistic view of students' language proficiency and effective communication skills.

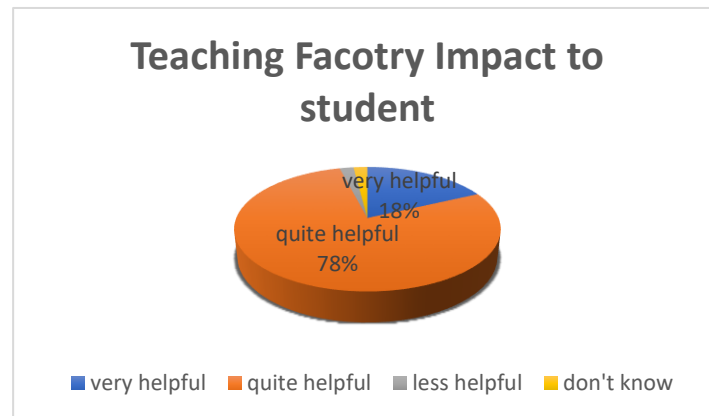


Figure 6. Survey results on TeFa implementation

In addition to the assessment indicators, a survey was conducted to evaluate the implementation of the Teaching Factory (TeFa) program. One of the survey results, as shown in Figure 6, indicated that the TeFa program has generally helped students understand the material in the tourism practicum course.

Ujian Tengah Semester	62.00	Praktikum	59.00
Ujian Akhir Semester	55.00	Project	85.00
Praktikum	69.00	Ujian Tengah Semester	64.50
Project	85.00	Ujian Akhir Semester	85.00
Ujian Tengah Semester	62.00	Praktikum	75.00
Ujian Akhir Semester	80.00	Project	90.00
Praktikum	60.33	Ujian Tengah Semester	75.00
Project	85.00	Ujian Akhir Semester	58.00
Ujian Tengah Semester	55.00	Praktikum	59.67
Ujian Akhir Semester	50.00	Project	85.00

Figure 7. Student final grades

The survey statement is also supported by the assessment of the results of the integration of several aspects which show how TeFa greatly supports student practicums and projects as shown in Figure 6. This has shown that the assessment indicators have been achieved and tend to be exceeded during the implementation of TeFa. The significant improvement in students' grades in Accommodation & Hospitality, Travel Management, Tourist Guiding Techniques, Excellent Tourism Service, and Translation courses demonstrates the significant contribution of the Teaching Factory (TeFa) model to practical learning and project-based education. TeFa provides a more realistic and practice-oriented learning environment, enabling students to directly apply classroom theories to real-world industry situations. Through TeFa, students have opportunities to develop technical and soft skills relevant to the tourism industry, fostering a deeper understanding of aspects related to excellent service, travel management, and communication skills in tour guiding. The improvement in students' grades indicates that this

learning approach successfully integrates theory and practice, resulting in a more effective and applicable learning experience.

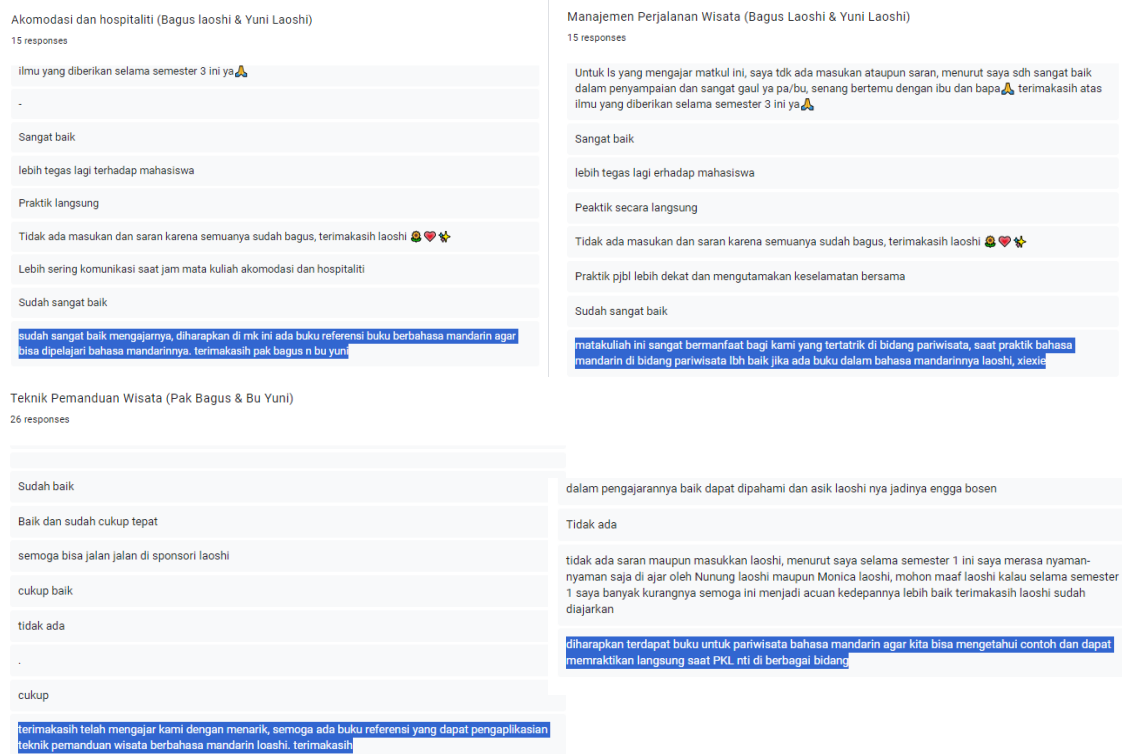


Figure 8. Student feedback through survey on 4 practical courses

**LEMBAR PENILAIAN AKHIR
PRAKTIK KERJA
(diisi oleh Pembimbing Institusi)**

Lokasi PKL :
Nama Mahasiswa :
NIM :
Program Studi :

Petunjuk Penilaian
Isilah skor dengan rentang angka 0 – 10

NO	ASPEK YANG DINILAI	SKOR
I	ASPEK NORMATIF	
	1. Kejujuran	
	2. Kedisiplinan	
	3. Tanggung Jawab	
	4. Inisiatif/Kemandirian	
	5. Kerja sama	
	6. Ketekunan	
	7. Komunikasi	
II	ASPEK PENGETAHUAN DAN CARA KERJA	
	1. Sikap Cara Kerja	
	2. Efisiensi Penggunaan Waktu Kerja	
	3. Hasil Kerja (Kesesuaian instruksi dengan hasil kerja)	
III	JENIS PEKERJAAN PADA TEMPAT PRAKTIK	

.....(tempat)..... (tanggal).....

Mengetahui,
Kepala..... Pembimbing Institusi

Nama
Nip (jika ada)

Nama
Nip (jika ada)

*) Diketahui pimpinan institusi dan dicap/stempel

Figure 9. Feedback form from internship institutions/industry

Based on the results of a survey conducted by the Quality Assurance Unit (QAU) in Mandarin Diploma Study Program on four courses, namely Accommodation & Hospitality, Travel Management, Tourist Guiding Techniques, and Excellent Tourism Service & Translation, students expressed a need for supporting tourism textbooks in Mandarin. This



demand reflects the growing need for students to master the Mandarin language, especially in the context of a tourism industry with an increasing number of Chinese or Mandarin-speaking tourists. Mandarin textbooks are considered essential to help students better understand the terminology, culture, and communication relevant to tourism services. These textbooks are expected to cover topics related to excellent service, tour guiding, accommodation, and travel management in Mandarin, thus better preparing students for the communication and cultural challenges in the global industry. With this reference resource, students can further develop their language skills and cultural understanding related to international tourism, especially involving Mandarin-speaking tourists.

Furthermore, during internships or practical work, in addition to being supervised by a lecturer from the study program, students are also supervised by a field supervisor from the institution or industry where the internship is taking place. Throughout the activity, students receive guidance and direction from the internship site and are given objective evaluations and assessments. The industry provides feedback on student performance and skill development through three assessment aspects: 1) Normative Aspect, 2) Knowledge and Work Method Aspect, and 3) Assessment According to Job Type at the Internship Site. In the normative aspect, assessment is given to student attitudes, in the second part, assessment is given to general knowledge and performance, and in the third aspect, assessment is given to specific job performance carried out during the practical activities.

D. Conclusion

Based on the analysis and discussion, it was found that the implementation of the Teaching Factory learning model has significantly improved students' readiness for the workforce. This finding aligns with the positive feedback received from the institutions where students completed their internships. The implementation of the Teaching Factory program for students, lecturers, and industry has been generally satisfactory, however, there is still room for improvement in the implementation of the Teaching Factory to achieve optimal results.

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