

Asean Toolboxes Standard Application in Receptionist Scheme for Hospitality Management's Students in Dian Nuswantoro University

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KEYWORDS	ABSTRACT
Competency, Standard, Asean Toolboxes, Receptionist	The front office is one of the most important departments in hotel management. One of the sub-divisions in the Front Office department is the receptionist. As the front-line department that is directly in contact with guests, it is really important to have qualified members to give the best service to the guest. There are some required skills in order to be a good receptionist such as communication, quick decision-making, and managerial skills. At Dian Nuswantoro University, specifically, the students of the hospitality management major, have been taught receptionist skills. The problems occur when many students are not able to perform their receptionist ability in English. They can achieve further skill development with a competency standard for the purpose of honing either of their skills using the Asean Toolboxes standard that requires the student to fully speak in English. The authors are collecting evidence on the receptionist scheme of this ASEAN Toolboxes standard using qualitative descriptive methods through observation directly to the students involved. As a result, we found that the students that are considered competent are able to demonstrate receptionist competency in English and qualified for ASEAN Toolboxes Standard which is recognized in 11 ASEAN countries.

INTRODUCTION

Hotels have a strong correlation to the tourism industry since nowadays tourist attractions always include a hotel in it. In a Hotel, there are 4 major departments. Those departments are Front Office, Housekeeping, Food and Beverage Products, and Food and Beverage Service. Front Office is one of the most important departments in hotel management. One of the sub-divisions in the Front Office department is the receptionist. According to Nawawi in Sari (2020), the receptionist is one of the sections where the reception process takes place, determining/giving rooms either for guests who book in advance (reservation) or for guests who haven't booked (walk-in Guest). As the front-line department that is directly in contact with guests, it is really important to have qualified members to give the best service to the guest. The reason for that is to deliver the proper services to the guest, make the guest feel at home, and fulfill their needs. In order to understand the wishes of guests well, it is necessary to have good communication. Communication is the process of delivering messages from one person to another to inform, and change attitudes, opinions, or behavior either directly orally, or indirectly through the media (Ondy, 2017). The ability to communicate is something that a receptionist must have. Therefore, a receptionist must be able to provide good quality service to guests and meet receptionist qualifications according to the ASEAN Toolbox standards so that they can be competitive in the world of work.

Entering the world of ASEAN-scale job competition is a challenge for each ASEAN country, especially Indonesia. This challenge is a new thing that still requires adjustment in the tourism sector. Job competition

requires an active role from stakeholders in it, one of which is the world of education. The world of education itself is now starting to enter the phase toward international standards. One of the goals is to be able to compete on an ASEAN or global scale. All of that, of course, affects the element of human resources. One of the efforts to improve human resources is the ability to speak other languages, especially English (Resmayani, 2022). There are required skills in order to be a good receptionist. One of them is the ability to speak English. In English Class, there are four communication skills that are taught. These four different language skills are also often referred to as productive and receptive skills. The four communication skills taught in English classes are speaking, writing, reading, and listening. In order to support these changes, a reference for learning was formed that refers to ASEAN standards called ASEAN Toolboxes. ASEAN Toolbox is a new standard of learning achievement in Tourism. ASEAN Toolboxes are the implementation of the ASEAN Common Competency Standard that supports the Mutual Recognition Agreement (MRA) for Tourism Professionals (Kurniarini, 2018). In its application to learning, UDINUS is also required to use the CATC (Common ASEAN Tourism Curriculum) standard.

As curricular documents, CATC is derived from the ASEAN Common Competency Standard (ACCS) covering these fields of services: engineering, nursing, and tourism (Hickman and Irwin, 2013). The ACCS is then developed into curricula for education and training in each field and job-related English competencies are parts of the main menu (Yusra, 2020). Through this application, it is hoped that in the future UDINUS students will have more opportunities to compete in the world of work on an ASEAN and international scale, especially in the Front office (receptionist) hotel section.

METHOD

This research method uses descriptive qualitative research methods assisted by data collection through observation and literature study. According to Sukmadinata in Thabrani (2021) states that descriptive qualitative research is a method used to describe a natural or artificial phenomenon by focusing on its characteristics, qualities, and relationships. The implementation of this activity was carried out in the framework of the receptionist scheme competency test certification to 20 UDINUS Semarang students.

RESULTS AND DISCUSSION

ASEAN Toolbox has become a competency assessment standard in Indonesia, this is because the ASEAN Toolbox is a standard that is superior to the previous competency assessment. The hallmark of this ASEAN toolbox is its application in English. The Asean toolbox has begun to be used by various universities as a learning standard, one of which is UDINUS. This is proven by the receptionist competency test that uses the ASEAN Toolbox as a testing standard. Currently, the institution that tests and can issue competent certificates is BNSP (Badan Nasional Sertifikasi Profesi). BNSP aims to provide evidence of a person's expertise and competence so that they have more competitiveness in the world of work (Ahmad, 2020). BNSP held a Receptionist competency assessment on September 17, 2022. In preparation for the competency assessment, there are several series of activities as follows:

1. Competency Assessment Training

Receptionist competency test preparation training which was attended by students of the hospitality management study program at Dian Nuswantoro University, Semarang. During the training, the students were very enthusiastic and eager to learn. During the training, students dig deeper into their strengths and weaknesses and students are also trained to improve their weaknesses so that students can perform optimally during the receptionist competency test. The training provided consists of several receptionist duties, including; handling check-in & check-out, and handling reservations.



Figure 1. Receptionist Competency Assessment
Source: Authors, 2022

2. Competency Assessment

The receptionist competency test starts at 8 am. begins with the opening, then participants are immediately given a book containing questions that can be filled in by participants. then proceed one by one for oral questions and receptionist scenario demonstrations. Participants are asked to demonstrate directly at the reception desk. The examiner immediately came and acted as a guest. Here the participants' communication, problem-solving, and English skills are tested to be able to do their job. The indicators that serve as a reference in assessing participants are as follows:

Table 1. Functional, Core, and Generic Competencies

No	Functional Competencies
1.	Provide accommodation services
2.	Receive and process reservations
3.	Process a financial transaction for services rendered
4.	Maintain a paper-based filing and retrieval system
5.	Process transactions for the purchase of goods or services
6.	Maintain guests' financial records
7.	Prepare routine financial statements

No	Functional Competencies
1.	Work effectively with colleagues and customers
2.	Work in a socially diverse environment
3.	Implement occupational health and safety procedures
4.	Comply with workplace hygiene procedures
5.	Maintain hospitality industry knowledge

No	Functional Competencies
1.	Communicate effectively on the telephone
2.	Promote hospitality products and services
3.	Perform basic clerical procedures
4.	Use common business tools and technology
5.	Access and retrieve computer-based data
6.	Develop and update local knowledge
7.	Manage and resolve conflict situations
8.	Speak English at a basic operational level
9.	Perform basic First Aid procedures

Source: ASEAN Secretariat Jakarta, 2018

Based on these indicators, assessors test participants' competence in each of the points. From the results of the competency assessment, the following data are obtained:

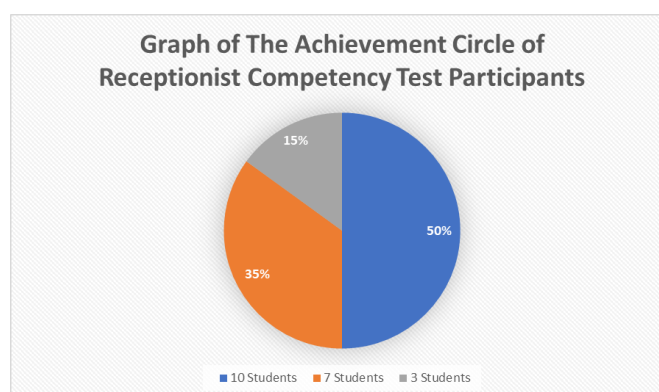


Figure 2: Graph of The Achievement Circle
Source: Authors, 2022

Based on the graph above, the results obtained with 10 students declared competent in all indicators, 7 students who scored above 15 points, and 3 students who scored above 10 points. From 19 points of competent indicator, it was found that the majority of students could do the receptionist job well. Moeheriono (2012) said that competence provides benefits to employees and organizations in several aspects such as Behavior, Skills, Knowledge, Personal, and Attributes. From some participants who did not get maximum results after being traced from their daily activities, it turns out that they rarely do social activities that involve other people or even foreigners, and they also rarely do English activities which makes them less accustomed to activities that use English. England. This is also one of the reasons why the receptionist must have communication skills (Kurniawan, 2020). At Dian Nuswantoro University, especially students majoring in hospitality management, have been taught receptionist skills. Even though they have been taught receptionist skills, problems occur when many students cannot speak English. They can achieve further development of communication skills with a competency assessment program in order to hone one of their skills using the standard Asean Toolboxes which require students to fully speak English.

CONCLUSION

Dian Nuswantoro University has held the ASEAN Toolboxes Competency Test with curriculum standards CATC (Common ASEAN Tourism Curriculum). ASEAN Toolboxes Standard has proven to be effective in upgrading

individual skills. People that are competent tend to be swifter, quick, and more responsive to guests. However, there are still some students who can be said to be still not competent in some of the indicators tested. Therefore, UDINUS must familiarize students, especially in the hospitality management study program, with communication using English. Being a great receptionist is not just blindly serving the guest but also being able to give the best service and make the guest feel at home. Knowledge also plays a big part in communication activity which shows your credibility that led to gaining the guests' trust. In addition, they are also able to communicate in English which enlarges their service range from local to international level.

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