The Development Strategy for the Food and Beverage Service Study Program as One of the Superior Study Programs at the Politeknik Pariwisata Makassar

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ABSTRACT

The interest of students to continue studying at the Politeknik Pariwisata Makassar is very large and increases from year to year.. This study aims to formulate a development strategy for the Food and Beverage Service Management study program as one of the superior study programs at Makassar Tourism Polytechnic. This research uses descriptive quantitative method. Respondents in this study totaled 241 consisting of 140 male respondents and 101 female respondents who were a combination of students, lecturers/staff of the Food and Beverage Service study program at Makassar Tourism Polytechnic, hotel/restaurant employees, entrepreneurs, employees of other companies, and that hasn't worked. The data collection techniques used in this study were: questionnaires, interviews, Focus Group Discussion (FGD), and literature study. The data analysis technique was carried out in three stages, namely the input stage, the matching stage and the decision stage. The conclusion of this research is that the analysis results from the IFAS matrix show that the strength factor of the study program is much greater than the weakness factor so that the study program has strengths or advantages that can be developed. Meanwhile, the results of the analysis from the EFAS matrix show that the opportunities the study program has are greater than the threat factors so that the study program has a greater chance of being developed. As for the results of the QSPM matrix analysis, the TAS value that has been listed is that the W-O strategy gets the highest value of 6,354, the W-T strategy is 6,027 then the S-O strategy is 5,976 and finally the S-T strategy is 5,869. That is, the development strategy of the MTH study program is compiled in 14 priority strategies from 20 formulated strategies consisting of the W - O Strategy (5 strategies), the W - T Strategy (4 strategies), the S - O Strategy (3 strategies), and the S - T (2 strategies).

Keywords: Development Strategy, IFE Matrix, EFE Matrix, QSPM

INTRODUCTION

The interest of students to continue studying at the Makassar Tourism Polytechnic (Poltekpar Makassar) is very large and increases from year to year. Students who are interested in studying at the Makassar Poltekpar in 2018 are 4,705 people (1,778 people on the SBMPTNP pathway and 2927 people on the SMM pathway) and have increased in 2019 to 7,958 (1533 on the SBMPTNP route and 6425 on the SMM route) or an increase 59%. However, the increase in the number of enthusiasts and participants was not evenly distributed for each study program including the Food and Beverage Service study program.

Based on data on new student admissions, the number of students admitted to the MTH study program, in previous years, always corresponds to the specified capacity. However, at the 2019 new student admission, the target number of students accepted for the MTH study

program is 80 students, but only 72 people are accepted. This shows that the number of students accepted does not match the predetermined target. Therefore, the importance of a study program development strategy in order to increase the number of enthusiasts who choose Poltekpar, especially the course of Food and Beverage Service.

According to (Sofjan, 2013) the function of the strategy is basically to streamline the implementation in helping achieve organizational goals. There are six strategic functions that must be carried out simultaneously, namely: (1) communicating a purpose (vision) to be achieved to others, (2) connecting or linking the strengths or advantages of the organization with opportunities from its environment, (3) exploiting or exploiting success and the success that is obtained now is simultaneously investigating the existence of new opportunities, (4) generating and generating more resources than currently used, (5) coordinating and directing future activities or organizational activities, and (6) responding and react to new situations all the time.

The strategy is a fundamental pattern of current and planned goals, mobilization of resources, and interactions of the organization with markets, competitors, and other environmental factors (Boyd & Harper, 2000). The strategy is a long-term plan, followed by actions aimed at achieving a specific goal, which is generally victory. The term strategy is formulated as a goal to be achieved and the steps to achieve that goal (Astuti, Silalahi, & Wijaya, 2015; Botituhe, Akib, & Gani, 2017.; Kurniawati, Triyanti, & Daraba, 2019; Sedarmayanti, 2018)

According to (Setyosari, 2012) that development activities include three stages, namely planning, implementing, and evaluating followed by improvement activities so that a form deemed adequate is obtained. Development is a process or effort to make a change either slowly or gradually by deepening and expanding existing knowledge through the planning, implementation, and evaluation process. (Ibrahim, Boerhannoeddin, & Kazeem Kayode, 2017; Prasodjo, 2020; Rasyid, 2020)

The formulation of the development strategy for the Food and Beverage Service study program, the writer will use the matrix analysis External Factor Evaluation (EFAS), Internal Factor Evaluation (IFAS), SWOT, and Quantitative Strategic Planning Matrix (QSPM). Matrix External Factor Evaluation (EFAS) is part of an organization's external audit. The EFE matrix is used to evaluate the external factors of the organization. Its purpose is to develop a finite list of opportunities that can benefit an organization and threats to avoid. In addition, the external evaluation identifies important variables that offer responses in the form of actions. In this case, an organization must be able to respond in the form of action (Klein, 2009). Meanwhile, the IFE matrix is used to determine internal organizational factors related to strengths and weaknesses that are considered important. The internal aspects of the organization can be extracted from several organizational functions, such as finance, human resources, management, competence, marketing, production, and so on (Evelyn, 2018).

METHOD

This research uses a quantitative approach, with a descriptive method because this research will look for facts in the field using proper interpretations of relationships, activities, attitudes, views, and ongoing processes related to management study program development

strategies. food preparation as one of the superior study programs at the Politeknik Pariwisata Makassar (Herdiansyah, 2010; Sugiyono, 2017). The operational definitions in this research are: (1) strategy is defined as a goal to be achieved and steps to achieve that goal, (2) development is defined as a process or effort to make a change either slowly or gradually by deepening and expand existing knowledge through planning, implementation and evaluation processes.

This research was conducted in several places, namely the Politeknik Pariwisata Makassar and several starred hotels/restaurants in Makassar, as well as several districts and cities that are considered representative in South Sulawesi province, namely Makassar City, Parepare City, Bone Regency, and Bulukumba Regency. Respondents/informants in this study totaled 241 consisting of 140 male respondents and 101 female respondents who were a combination of students, lecturers/staff of the Politeknik Pariwisata Makassar Food and Beverage Service study program, hotel/restaurant employees, entrepreneurs, employees of other companies, and that hasn't worked. The data collection techniques used in this study were: questionnaires, interviews, Focus Group Discussion (FGD), and literature study. As part of the data analysis technique, developing a development strategy is carried out by going through three stages of analysis, namely the input stage, namely by entering the results of EFAS (External Factor Analysis) and IFAS (Internal Factor Analysis) into the matrix, the merger stage (Matching Stage) by combining the results from the EFAS and IFAS matrices into the SWOT analysis and the decision stage. The final stage of this data analysis is to formulate the decisions that will be taken in the QSPM (Quantitative Strategic Planning Matrix) process.

RESULT AND DISCUSSION

Internal Factors Analysis Summary (IFAS)

IFAS describes the magnitude of the influence between internal factors on the strategy-making of an organization or business (Rangkuti, 2016).

Tabel 1.

Internal Factors Analysis Summary (IFAS)

No	Strength Factors	Code	Quality	Rating	Score
1	Has status as a country under the auspices of the Ministry of Tourism and Creative Economy	S1	0.063	4	0.252
2	Received Accreditation A from BAN-PT	S2	0.063	4	0.252
3	The alumni get a competency certificate from BNSP in addition to a diploma	S3	0.063	4	0.252
4	Cheap tuition fees because it gets subsidies from the government	S4	0.063	4	0.252
5	Consists of several outlets (Restaurant, Bar, Room Service, Banquet)	S5	0.063	4	0.252
6	There is budget support from the ministry for the development of the MTH study program	S6	0.063	4	0.252

		Code	Quality	Rating	Score
7	Have cooperation with industry	S7	0.048	3	0.144
8	Have lecturers who are competent in the field of FBS	S8	0.048	3	0.144
9	Has international standard facilities and infrastructure	S9	0.063	4	0.252
10	The curriculum applied is a competency-based curriculum	S10	0.063	4	0.252
	Total				**2.304**
	Weakness Factor	**Code**	**Quality**	**Rating**	**Score**
1	New students who were accepted have average abilities	W1	0.032	2	0.064
2	Most of the new students who are accepted do not have a background in hospitality, especially about FBS.	W2	0.048	3	0.144
3	The role of the alumni association is not active in providing input on the development of the MTH study program	W3	0.032	2	0.064
4	Students' English competency is still lacking	W4	0.048	3	0.144
5	Promotion for the MTH Study Program is less explored online, through social media and institutional websites and the MTH study program web	W5	0.048	3	0.144
6	The courses taught are not entirely technology-based	W6	0.032	2	0.064
7	Most students who are admitted are not the first choice at the time of registration	W7	0.048	3	0.144
8	Lack of learning activities that can improve student competence in having data, technology, and human literacy	W8	0.032	2	0.064
9	In cooperation with the industry it is still limited to placing PKN	W9	0.032	2	0.064
10	Lack of financial support to include students in competitions in the field of FB	W10	0.048	3	0.144
	Total				**1.040**
	Total IFAs Score		**1.0**		**3.344**

Based on the results of the IFAS matrix with a weight of 1.0, the weight score is 3,344 with a weighted score for the strength factor of 2,304, while the weakness factor is 1,040. This shows that the strength factor of the study program is much greater than the weakness factor so that the study program has strengths or advantages that can be developed.

External Factors Analysis Summary (EFAS)

EFAS describes the magnitude of the influence between external factors on the strategy-making of a company or business (Rangkuti, 2016).

Table 2.
External Factors Analysis Summary (EFAS)

No	Opportunity Factor	Code	Quality	Rating	Score
1	The increasing number of high school graduates in the city of Makassar and in the Province of South Sulawesi	O1	0.056	3	0.168
2	Many SMK and SMA graduates prefer to study at vocational colleges	O2	0.037	2	0.074
3	The development of the hospitality industry is growing	O3	0.056	3	0.168
4	The number of alumni who have occupied strategic positions in the hotel industry, especially in the FB section	O4	0.056	3	0.168
5	There are scholarships for underprivileged and outstanding students	O5	0.074	4	0.296
6	There are opportunities for promotion both in South Sulawesi Province and outside South Sulawesi	O6	0.056	3	0.168
7	The availability of supporting activities for the development of skills or skills	O7	0.056	3	0.168
8	Many job vacancies require a graduate from MTH	O8	0.056	3	0.168
9	The competencies taught are relevant to industry needs	O9	0.056	3	0.168
10	There are opportunities for students to take part in competitions in the field of FB, whether local, national, or international.	O10	0.056	3	0.168
	Total				**1.714**

No	Threat Factors	Code	Quality	Rating	Score
1	The number of higher education institutions who have switched to the Polytechnic	T1	0.037	2	0.074
2	The emergence of universities that open tourism study programs	T2	0.037	2	0.074
3	Many universities have opened new admissions earlier and have announced	T3	0.037	2	0.074

	the results				
4	There is a Joint Entry Selection (SBM) at 6 PTNP	T4	0.055	3	0.165
5	The opening of the Diploma IV program at the Politeknik Pariwisata Makassar in hospitality	T5	0.055	3	0.165
6	The development of online food ordering	T6	0.055	3	0.165
7	The entrance selection examination system is still manual	T7	0.037	2	0.074
8	Hospitality SMK graduates have almost the same competencies as D III MTH graduates	T8	0.037	2	0.074
9	The community wants their children to study up to a bachelor's degree (S1 or DIV)	T9	0.055	3	0.165
10	The public image about tourism, especially for working on the FBS department is still negative	T10	0.037	2	0.074
	Total				**1.104**
	Total EFAs Score		**1.0**		**2.818**

Based on the results of the EFAS matrix analysis above, it can be seen that with Bobo 1.0 a weighted score of 2.818 is obtained, with details for the opportunity factor score of 1.714 while the threat factor is obtained 1.104. This shows that the opportunities that the study program has are greater than the threat factor so that the study program has a greater chance of being developed..

Matching Stages and Strategy Formulation

After the data were analyzed with the IFAS and EFAS matrices, a combined stage was carried out in the SWOT analysis to identify the strengths, weaknesses, opportunities, and threats that were installed in the framework of strategy formulation. Strategy formulation is one step in combining or matching each factor in order to produce an alternative strategy. The analysis used in combining or matching each factor is the SWOT analysis. With the SWOT analysis, four forms will be generated as a combination of two factors, namely (1) SO strategy (as a combination of strength and opportunity factors), (2) ST strategy (as a combination of strength and threat factors), (3) WO strategy (as a merger weakness and opportunity factors), and (4) WT strategy (as a combination of weakness and threat factors).

The results of combining or matching each factor in producing the following strategy formulations:

1. S-O Strategy (Strength - opportunities)
   a. Promotion activities are further enhanced by involving study programs to highlight all products, outlets, job opportunities, and graduate profiles (S1, S5, O6, O8)
   b. Cooperating with alumni in promoting study programs and providing information on job opportunities in the industry/company where the alumni work. (S7, O4, O6, O8)
   c. Involving students actively in every competition or event that can introduce study programs to the community (S6, O6, O10)
   d. Maximizing the use of facilities and infrastructure, especially technology-based equipment in increasing the competence of lecturers and students (S8, S9, O9)
   e. Curriculum reviews are carried out periodically based on industrial needs (S3, S10, O9)

2. S-T Strategy (Strength - Threats)
   a. The study program must create a logo that accentuates products from the restaurant and not on services (S3, S5, T8, T10)
   b. The study program creates profiles that further highlight products and capabilities in restaurant management, including displaying top-level positions in the restaurant, not service profiles that carry trays (S3, S5, T8, T10)
   c. Collaboration with industry in developing lecturer competence must always be carried out regularly to improve the quality/competence of graduates (S7, S8, T8)
   d. The study program must often carry out community service activities together with students to improve its image (S6, T10)
   e. Upgrading the status from D-III program to D-IV program with the name of "Restaurant Management" study program (S1, S8, T5, T9)

3. W-O Strategy (Weaknesses - Opportunities)
   a. Maximizing the implementation of extra-curricular activities in improving student competence (W1, O7, O9)
   b. Regularly involve alumni as Guest Lecturers to increase knowledge, insight, skills, and motivation to students so that they are proud of the study program (W1, W2, W7, O4)
   c. Provide activities for students to use English optimally, for example when entering a restaurant, or when serving guests and on extra-curricular activities (W4, O7, O9)
   d. Coordination between study programs is further improved so that the implementation of practice can run optimally (W6, W8, O9)
   e. Cooperation with industry in implementing PKN is further enhanced including providing facilities to students (W9, O8, O9)

4. W - T (Weaknesses - Threats) Strategy
   a. Maximizing the lecture process both theory and practice in improving student competence (W1, W4, T8)
   b. Providing orientation or hotel visits to new students (W2, T8)
   c. Provide training more often to the community and include students in various competitions and events to give a good image (W5, W7, T10)
   d. Creating a "magic word" that can increase the enthusiasm and pride of students in their study program (W7, T10)
   e. Prepare the study program to switch to the D-IV program using the name of the study program "Restaurant Management" or Restaurant Management (W2, T9)

Decision Stage

After the data has been analyzed with IFAS, EFAS and SWOT, then QSPM matrix analysis will be carried out as a stage in decision making. The results of the analysis of the QSPM calculation can be seen in the following table.

Table 3.
QSPM Matrix

Strategic Factors	Quality	Alternative Strategies							
		SO strategy		ST strategy		WO strategy		WT strategy	
		AS	TAS	AS	TAS	AS	TAS	AS	TAS
Strengths									
- Status	0.063	3	0.189	3	0.189	4	0.252	4	0.252
- Accreditation	0.063	4	0.252	4	0.252	3	0.189	3	0.189
- Competency Certificate	0.063	4	0.252	4	0.252	3	0.189	3	0.189
- Tuition fee	0.063	3	0.189	3	0.189	4	0.252	4	0.252
- Several outlets	0.063	3	0.189	2	0.126	3	0.189	3	0.189
- Budget support	0.063	4	0.252	3	0.189	3	0.189	3	0.189
- Cooperation	0.048	4	0.252	3	0.144	4	0.192	3	0.144
- Lecturer Competence	0.048	3	0.144	3	0.144	4	0.192	3	0.144
- Facilities and infrastructure	0.063	4	0.252	4	0.252	3	0.189	4	0.252
- Curriculum	0.063	3	0.189	4	0.252	3	0.189	3	0.189
Weaknesses									
- Student Abilities	0.032	3	0.096	3	0.096	4	0.128	3	0.096
- Student Background	0.048	2	0.096	3	0.096	3	0.144	2	0.096
- Role of Alumni	0.032	2	0.064	3	0.096	3	0.096	3	0.096
- Foreign Language Competence	0.048	3	0.144	4	0.192	3	0.144	3	0.144
- Prodi promotion	0.048	3	0.144	4	0.192	3	0.144	3	0.144
- Content of Courses	0.032	3	0.096	3	0.096	2	0.064	2	0.064
- Student's Choice of Study Programs	0.048	2	0.096	3	0.144	2	0.096	2	0.096
- Supporting activities	0.032	3	0.096	3	0.096	3	0.096	3	0.096
- Cooperation in PKN	0.032	3	0.096	3	0.096	4	0.128	3	0.096
- Participation in competitions	0.048	3	0.144	3	0.144	4	0.192	3	0.144

Opportunities / Opportunities									
- Increasing high school graduates	0.056	4	0.224	3	0.168	4	0.224	4	0.224
- Studying at Vocational PT	0.037	3	0.111	2	0.074	3	0.111	3	0.111
- Development of the Hospitality Industry	0.056	2	0.112	2	0.112	3	0.168	3	0.168
- Alumni Spread	0.056	2	0.112	2	0.112	3	0.168	3	0.168
- There is a scholarship	0.074	2	0.148	3	0.222	4	0.296	4	0.296
- Wide promotion	0.056	3	0.168	3	0.168	4	0.224	3	0.168
- Extracurricular activities	0.056	3	0.168	3	0.168	4	0.224	3	0.168
- Job Opportunities	0.056	4	0.224	3	0.168	4	0.224	3	0.168
- relevant competencies	0.056	3	0.168	3	0.168	4	0.224	3	0.168
- Opportunity to enter the race	0.056	3	0.168	2	0.112	4	0.224	2	0.112
Threats									
- PT which switched to Polytechnic	0.037	2	0.074	3	0.111	3	0.111	3	0.111
- Opening of the Hospitality Study Program	0.037	2	0.074	3	0.111	2	0.074	2	0.074
- Announcement of students at Univ. that was earlier	0.037	1	0.037	2	0.074	2	0.074	2	0.074
- The existence of the SBMPTNP	0.055	2	0.110	3	0.165	1	0.055	2	0.110
- Hospitality DIV Program	0.055	4	0.22	3	0.165	3	0.165	4	0.22
- Food ordering online	0.055	2	0.110	2	0.110	1	0.055	2	0.110
- The entrance exam is still manual	0.037	2	0.074	1	0.037	1	0.037	2	0.074
- Competence of graduates	0.037	3	0.111	3	0.111	4	0.148	3	0.111
- Needs to be an undergraduate / S1	0.055	4	0.22	3	0.165	4	0.22	4	0.22
- Community image	0.037	3	0.111	3	0.111	2	0.074	3	0.111

Total	5.976	5.869	6.354	6.027

Based on the results of the strategy formulation and the predetermined priority scale, the development strategy of the Food and Beverage Service study program is compiled in 14 priority strategies out of the 20 formulated strategies, namely:

1. Maximizing the implementation of extra-curricular activities in improving student competence (W1, O7, O9)
2. Involving alumni regularly as Guest Lecturers to increase knowledge, insight, skills, and motivation to students so that they are proud of their study program (W1, W2, W7, O4)
3. Provide activities for students to use English optimally, for example when entering a restaurant, or when serving guests and in extra-curricular activities (W4, O7, O9)
4. Coordination between study programs is further improved so that the implementation of practice can run optimally (W6, W8, O9)
5. Cooperation with industry in implementing PKN is further enhanced including providing facilities to students (W9, O8, O9)
6. Providing orientation or hotel visits to new students (W2, T8)
7. More often provide training to the community or other service activities by involving students to improve the image or image (W5, W7, T10)
8. Prepare the study program to switch to the D-IV program by using the name of the study program "Restaurant Management" or Restaurant Management (W2, T9)
9. Promotional activities are further enhanced both offline and online by involving study programs to highlight all products, outlets, job opportunities, and graduate profiles (S1, S5, O6, O8)
10. Cooperate with alumni in promoting study programs and providing information on job opportunities in the industries/companies where the alumni work. (S7, O4, O6, O8)
11. Involving students actively in every competition or event that can introduce study programs to the community (S6, O6, O10)
12. Curriculum reviews are carried out periodically based on industry needs (S3, S10, O9)
13. The study program must create a logo that accentuates products from the restaurant and not on services (S3, S5, T8, T10)
14. The study program creates profiles that further highlight products and competencies in restaurant management, including displaying top-level positions in restaurants, not service profiles that carry trays (S3, S5, T8, T10)

CONCLUSION

Based on the results of the IFAS matrix with a weight of 1.0, the weight score is 3,344 with a weight score for the strength factor of 2.304 while the factor for weakness is 1.040. This shows that the strength factor of the study program is much greater than the weakness factor so that the study program has strengths or advantages that can be developed. The results of the EFAS matrix analysis show that with a weight of 1.0, a weight score of 2.818 is obtained, with

details for the opportunity factor score of 1.714 while the threat factor is obtained 1.104. This shows that the opportunities that the study program has are greater than the threat factor so that the study program has a greater chance of being developed. Meanwhile, the QSPM matrix results obtained the TAS value which has been listed, namely the W - O Strategy getting the highest value, namely 6.354, the W - T Strategy which is 6,027 then the S - O Strategy which is 5,976 and finally the S-T Strategy which is 5,869. So that the development strategy of the MTH study program is compiled in 14 priority strategies from 20 strategies that have been formulated consisting of the W - O Strategy (5 strategies), the W - T Strategy (4 strategies), the S - O Strategy (3 strategies), and the S Strategy. - T (2 strategies).

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