In the era of tight and rapidly changing globalization, Universities are required to implement and develop strategic alliances with all stakeholders to maintain the sustainable quality of human resources. Research studies on strategic alliance in the field of higher education, especially in the field of tourism are still very limited. This study provides a breakthrough that strategic alliances can not only be done in the business world, but also in the education sector. This research still needs improvement since there are some limitations in generating its conclusion. Further research needs to be done on a wider scale and done through joint research.

Herlan Suherlan, is a permanent lecturer of Tourism Destination of Bandung Tourism Institute (STP-NHI Bandung). Graduate of doctoral program at Postgraduate Program of Universitas Pendidikan Indonesia.

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Herlan Suherlan

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Strategic Alliances and Competitiveness of Human Resources in Tourism:
A Case Study in Indonesia

Herlan Suherlan
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1. Introduction

Competitiveness, excellences and quality are strategic issues and major agendas of universities around the world including the Institute of Tourism at the Ministry of Tourism of the Republic of Indonesia in creating the quality of graduates with sustainable competitiveness.

In realizing the vision and mission of the institution, universities including Institute of Tourism at the Ministry of Tourism of the Republic of Indonesia in addition to having the power, also has a number of constraints/limitations, especially concerning resources (educators and education, physical facilities, finance).

In the era of tight and rapidly changing globalization, the effort to conduct and develop strategic alliances and other forms of strategic partnerships with all stakeholders is a must. Because otherwise, institute will die.

This paper attempts to examine how the role of Institute of Tourism in the Ministry of Tourism of the Republic of Indonesia in creating human resources that have the ability to compete continuously through strategic alliances, which specifically: (1) Review the strategic problems faced in tourism education at the Institute of Tourism at the Ministry of Tourism; (2) Review strategies to respond to future human resource development needs at the Institute of Tourism at the Ministry of Tourism; and (3) Review strategic alliances (partnership) to respond to global competition at the Institute of Tourism at the Ministry of Tourism.

Based on the above description of the background, this paper is expected to provide benefits both academically and practically both for the Institute of Tourism in Indonesia as well as for all stakeholders associated with tourism and tourism education. This paper is also expected to provide input for decision-making practices at the university level, especially higher education in preparing graduates of quality and global competitive in a sustainable manner.

2. Tourism higher education: trend and issues

Tourism is one of the world's giants industry that drives the fastest growth of the economic sector. As an engine of economic growth, tourism has proven resilient and has a positive impact on generating foreign exchange, creating jobs and income, and stimulating domestic consumption. (Croes & Vanegas, 2008). Tourism also has a snowball effect in contributing to economic growth, as the development of new tourism destinations is often accompanied by the emergence of new non-governmental organizations. (Honey & Gilpin, 2009; Western, 2008). Even in countries that rely on tourism as a locomotive for its development, tourism has enormous economic, social, cultural and environmental impacts. This means that the realm of tourism directly produces services, products, foreign currencies, job opportunities, business opportunities and investments.

For the Indonesian context, economically, the tourism sector has made a significant contribution to Indonesia. In 2006 the tourism sector ranked 6th in foreign exchange earning, then in 2008 it increased to 4th rank after oil and gas, palm oil and processed rubber. Economic activity has also impacted the creation of 6.98 million direct employment opportunities or 6.81% of national employment in 2008. Indonesia
is among the top 10 absorbed tourism workers after China, India, the United States and Japan (NESPARNAS, 2009).

In the National Medium-Term Development Plan of 2010-2025 the Tourism Sector affirmed that Indonesian tourism has the opportunity to attract foreign tourists as well as make Indonesia as a world-leading destination. But on the other hand Indonesian tourism will face increasingly fierce competition to seize the world tourism market share. The World Tourism Organization (2001) predicts international arrivals worldwide will increase from 565 million in 1995 to nearly 1.6 billion by 2020 and receipts from international tourism (excluding transport) are estimated at US $ 2 trillion. (BPSD Kemenparekraf, 2010).

With regard to the performance of the tourism sector, then Indonesia which has a number of abundant labor, has a great opportunity in filling the workforce in the field of tourism. On the other hand, however, Indonesia has not made maximum efforts to exploit these opportunities, which can be seen from (1) the lack of systematic and strategic efforts to provide skilled workers with adequate qualifications and competencies, (2) the absence of strategies (3) there is no national distribution and information system that brings together demand and supply of tourism workforce (demand and supply side), (4) there is no national distribution and information system to meet the standards of work competency, the absence of a system of monitoring the use of labor in the field of tourism, making it difficult to obtain information about the utilization of labor resources in the field of tourism. (Kusmayadi, 2010: 2).

The human resource factor is considered to be just another expenditure, not an input or even an asset/capital capable of adding value to the tourist experience. Hence, human resource expertise is not a relevant issue and tourism education is merely a skill training and limited to the eyes of a particular skill. (Gee, 2002). But now, with the ever-increasing complexity of demand segmentation, market globalization and flexibility resulting from new technology and synergic search as a source of profit through diagonal integration have led to a dramatic shift in the paradigm of tourism business, or so-called Fayos (2011: 10) as a new age of tourism. In fact, the future of tourism enterprises is highly dependent on the ability to have competitiveness, which means having the ability to achieve and sustain profits above other business sectors to which this business is concerned, even in the process of adaptation to ever-changing changes (Tribe, 2010: 27).

Thus, the development of educational systems and the implementation of specific educational programs in the field of higher education is needed to improve the professionalism of human resources in industry and tourism competitiveness as a whole, as stated by Moira et al (2008, p.234), that: "... to enhancing the employees' professionalism in the industry and the competitiveness of the hotel units, through the development of the education system and the implementation of specialized educational programs in higher education ... ". This means that the purpose of providing specific educational programs in the field of higher education is to maintain the long-term prosperity of the tourism industry through sustainable development that takes particular account of the education of human resources (tourism) especially to
skills which in turn will enhance the professionalism of service delivery (Evans, et al., 2003).

Development of tourism requires an active role of human resources, both apparatus, business and labor, and society. Nevertheless, there are many obstacles encountered in particular with regard to the tourism human resources of Indonesia. Human Resource Issues as described in the Strategic Plan of the Agency for the Development of Cultural and Tourism Resources Year 2010-2014, that based on the report of World Economic Forum (WEF) study results, especially in the field of Travel & Tourism, Competitiveness over all Indonesian tourism in 2009 is ranked 81 133 respondent countries. Likewise with the aspect of its human resources, quality and quantity and the professionalism of human resources (HR) tourism is still relatively low, ranked 42. Tourism development requires an active role of 3 pillars of human resources, i.e. apparatus, business and labor. Limitations of the ability of the government apparatus in tourism are caused by the lack of knowledge of tourism and the frequent displacement of the apparatus. While the professionalism of human resources researchers, planners, managerial up to the front liners (workforce directly related to tourists) is largely determined by the quality of education, which in general:

1. does not yet have adequate facilities and infrastructure to produce competent human resources;
2. unavailability of curriculum based on global competency; and
3. the lack of teachers who have experience in tourism business and the lack of teacher development programs that always follow the developments that occur in the tourism industry.

Public understanding and perception of tourism with all its implications is also very limited. The condition of the problems contributes to the weak competitiveness of tourism human resources nationwide. On the other hand, in the era of globalization, human resources competition is getting tighter, demanding the quality and quantity and professionalism of competent and international standard human resources based tourism. As a consequence of the demands of the global market, tourism educational institutions are required not only to produce academic skills traditionally generated from courses on courses and degrees achieved, but must be based on capabilities and more explicitly seek to develop what is termed 'key' core transferable 'and/or' generic 'skills required by various fields and levels of work (Godwin, C, 2006). To be an institution based on capabilities, educational institutions should be able to explore the value chain, which can be done by: (1) oriented to stakeholders, so that the institution will know the skills, knowledge and technology that will give advantages to certain points of the value chain and 2) educational institutions must learn how to present a series of educational processes into a feedback loop initiated and terminated by the needs of customers and other stakeholders (Godwin, C, 2006: 97).

Worldwide tourist movements are expected to cross national borders, directly affecting the supply of labor in tourism. According to Sadkar (2009: 20), from the supply side there are also fundamental changes. Foreign managers who prior to the 1997/98 crisis took strategic positions in the tourism business, one by one leaving the country. This has made many tourism businesses, such as hotels and restaurants,
begin to look at domestic workers to fill the manager's position. Unfortunately, the
tourism human resources of Indonesia are not ready thoroughly. Goeldner, J.R and
Ritchie (2009: 38), also suggested that the predicted number of tourists that will
increase in the next decade should be balanced with the quality of good tourism
products. The quality of this product will define a set of perceived tourist outputs as
performance, and also because the tourism product has all the features of a service
product, including customer participation, intangibility, heterogeneity, perishability,
and simultaneity (Fitzsimmons, 2004: 58) in service products that handling moment
of truth becomes crucial. This moment of truth is the unit of time when consumers
interest with service providers. Thus, it can be said that the moment that most
determines the quality of service products is when delivering (delivery-process)
products to customers (Lovelock & Gummesson, 2004: 21). At that point, the
personnel of the service provider meet directly with the customer (the traveler). This
situation certainly ignites the tourism industry and its follow-up, including hotels,
travel businesses, catering businesses, tour guides, and so on, to get qualified
personnel.

Listening to a report from the World Economic Forum (2009) on Travel &
Tourism Competitiveness stated that of the 14 pillars that are used as parameters,
especially for human resources pillars, Indonesia is ranked 42 (below Singapore and
Malaysia). This rating shows that Indonesia's tourism human resources are still unable
to demonstrate its quality to compete at the global level. This condition shows that
there is still a lot of homework to be completed by the Ministry of Tourism, especially
the Resource and Technology Development Agency which directly oversees the high
institutions of Indonesian tourism, one of which is responsible in preparing the quality
of tourism human resources.

In addition, more and more private tourism education institutions are standing.
Unfortunately, the proliferation of educational institutions is not matched by the
accelerated development of quality and research (Muhammad Rudy Khairudin Mohd
Nor, 2009: 47). This pro-active government attitude was not enough to meet the needs
of national tourism human resources, mainly because of the variation in output. The
tourism sector requires not only technical personnel but also competent human
resources at various levels: (1) Academics/researchers/scientists, who are competent
to develop knowledge about tourism and/or genuine concepts; (2) Technocrats, which
are competent human resources to develop tourism design, tourism policy, tourism
product diversification, and tourism marketing strategy; (3) Professionals, that is,
human resources who have competence in the form of expertise to develop and
manage tourism business; and (4) Technical personnel, which are competent human
resources in the form of skills to perform technical tasks in tourism business. (Koster,
2005)

In fact, graduates from high tourism institutions from both the Institute of
Tourism and the Tourism Academy at the Ministry of Tourism have not been able to
occupy positions in accordance with the level of education. Research conducted by
the Central Bureau of Statistics from 2006 till 2010, on Labor Force Conditions of
tourism sector, illustrated the problematic in the field of national human resources,
indicating that the largest proportion of the labor force only completes primary school. It is reasonable to work in services such as tourism, particularly hospitality, has been marked in academic literature as 'low skills' (Baum, 2008: 74). This shows that the tourism sector is not only lack of human resources at the middle level (executor) with S1 level, but also still lack of human resources with university education as strategic development maker and policy maker.

On a wider scale at regional and international levels, Indonesia's tourism human resources are still competing to compete for position in craft level with human resources from Philippines, India, China and Thailand. While Singapore and Malaysia have started raising human resources in middle management level. At the top level of management, human resources from the United States, Australia and Europe still occupy the first rank. The condition is exacerbated by the fact that most of the practitioners, policy makers, and tourism actors are not armed with tourism education. But it is precisely from various disciplines that then seek to increase their knowledge by learning by doing (Sadkar, 2009: 15). Moreover at this time, those who have authority as a tourism policy makers are also many who come from S2 or S3 is non-tourism. Whereas they should have the ability as a visionary in the field of tourism, which not only thinks the present and the ego, but also think of the fore and acting of the "kekitaan" (Kusmayadi, 2008: 5).

Some of the descriptions above show that the quality of human resources becomes very important in the development of a country's tourism sector. The quality is reflected in the process of organizing higher education in tourism. Some issues concerning tourism human resources according to The United Nations Economic and Social Commission for Asia and the Pacific (UNESCAP) in Sadkar (2009: 27) are (1) limited qualified human resources to fill positions in industry, (2) the gap between tourism instruction infrastructure and qualified instructors or teachers, (3) lack of attention to working conditions in tourism and (4) a continuous need for a long-term national strategy that includes the development of tourism human resources.

With the signing of the ASEAN Mutual Recognition Arrangement (MRA) by the Minister of Tourism and the Creative Economy of the Republic of Indonesia together with tourism ministers from other ASEAN countries in January 2009 will also raise the easiness implications of ASEAN countries for tourism workers. The implementation of this MRA will automatically enforce the Asean Common Competency Standard for Tourism Professional (ACCINSTITUTE OF TOURISM) which is the standard of competence for every worker in the field of tourism. This condition requires the Indonesian government to immediately improve the quality of its tourism human resources. In line with this, the existing higher education of tourism is also expected to make a real contribution to the quality of its graduates. Therefore, the implementation of quality management in Institute of Tourism becomes the absolute thing applied. In the Strategic Plan of the Ministry of Tourism Year 2010-2014 stated that the challenge of development of tourism sector in Long Term Development Plan of Year 2005-2025 that will be faced is: to increase the economic growth is high enough and quality in a sustainable manner to realize the tourism sector able to improve the welfare while reducing the lags of the nation -the more
advanced nations. The challenge is faced with the situation of competition in tourism development between countries that increasingly sharp due to the more rapid and widespread globalization process.

Based on the general conditions and challenges of long-term tourism development mentioned above, then for the period of 2010-2014 there are some challenges that are quite heavy. Some of them are increasing tourism contribution in GDP receipts and employment absorption, and equitable development and increasing foreign exchange earnings. Externally, the challenge is faced with the increasing intense competition between countries in creating tourism destinations that can bring tourists and investors, as well as the rapid progress of information and communication technology. Internally, the challenges of tourism development are faced with the un-optimal situation of the readiness of national destinations to compete in the global market, not yet optimum utilization of information and communication technology (ICT) as a means of marketing and promotion of tourism, still low quality and quantity and professionalism human resources (HR) of tourism in competing in the global market, still the low number and value of investment in tourism, and not optimal partnership and cooperation between government and private sector including public and private partnership.

To answer the increasingly demanding opportunities and challenges, Higher Education has a strategic role in preparing graduates who have capabilities. According to Law No. 20 Year 2003 on National Education System, universities can organize academic programs, professions, and/or vocations. Vocational education is a higher education that prepares students to have a job with a particular applied expertise to a maximum equivalent to a degree program. Guided by the above government policy, then the reputation of an educational institution depends on the quality and scope of the academic work. Since vocational education teaches applied skills, further, the success of an educational institution is not only determined by the level of professionalism that its graduates have but also the opportunity that is open to their graduates in order to obtain an appropriate workplace in the labor market. To achieve the objectives and utilization of tourism education in Indonesia, appropriate steps are needed in the implementation of Indonesia's tourism human resource development policy as stipulated in the Department of Tourism and Creative Economy RPJM.

Focusing on the idea that graduates (outputs) have a determinant role of the reputation of higher education institutions, then the development and development of students should be in accordance with the needs, wishes and expectations of the workplace later. This effort is an important thing to do for the implementation of a harmonious mechanism in the interaction of education components (Baum, 2006). The description shows the importance of improving the quality of education process in vocational higher education which emphasizes more on skill ability than knowledge to learners. Thus, quality improvement is becoming increasingly important as competition increases in this era of liberalization. A growing autonomy must be offset by increased responsibility. Higher education institutions should be able to demonstrate that the institution is capable of providing quality education to its
students. This is in line with the new paradigm of structuring the higher education system, which began to be applied to the Programming and Speaking Planning System (SP4) since 1997. The universities should organize education that refers to sustainable quality. For that required management pattern that based on autonomy, but accompanied by adequate accountability. (Fox and Loope, 2007: 111).

In fact, universities have not maximized the quality of education. The industry's criticism of higher education in Indonesia has always been the inability of universities to provide ready-made workers. Institute reasoned that their job was to print scholars instead of "artisans". This debate goes on and on without any clarity of the solution. (Setyawan, 2010) in http://defathya.multiply.com/. Universities and industries have a warm relationship in developed countries. Research in college is financed by the company because the result will be utilized by the company. Every time there is a new product launch the company must have been based on college research. So in the developed world, institute curriculum is never left behind with the development of industry. In Indonesia, industry confidence in universities in producing quality research has not existed so that there is always a "communication gap" between universities and industries. By paying attention to both as complementary things will result in operational decision making that forms a great synergy. Creating value on certain points by using core competencies and creating value along the value chain by combining it with an effective process will benefit both parties. Conditions like these show the need for management efforts that are initiated by making a comprehensive, forward-looking program of future planning, better known as strategic management.

Strategic management is an activity consisting of analysis, decisions, and actions taken by the organization to create and maintain competitive advantage, so as to: (1) direct the organization in achieving its goals and objectives; (2) involving all stakeholders in decision making; (3) requires the incorporation of short- and long-term perspectives; and realize the trade-off between efficiency and effectiveness (Kuncoro, 2007: 12). Thus, strategic management of education that has key success factors based on core capabilities and core behaviors and realized in the strategic process will produce sustainable competitive ability.

Competitive advantage and sustainable competitiveness are the determining factor for higher education institutions, especially the Higher Education Institution under the Ministry of Tourism in order to be able to survive, play and compete in the midst of global competition. Globalization at the regional level of the ASEAN Economic Community (MEA) in 2015 between Indonesia, Malaysia, Thailand, and the Philippines, and continuing through the blocs of the world economy (MEE, AFTA, NAFTA), the impact of globalization spurred Higher Education institutions including Higher Education Tourism to improve its qualifications. One of the changes around the world of tourism and tourism education is the demands of quality human resources professionalism and competence such as having knowledge, skills and attitudes; including values such as honesty, caring, commitment, collectivity and harmony. The development of management concepts and approaches and the use of technology in the business world of tourism, also need to be anticipated in the education system at the Ministry of Tourism, the Bandung Tourism High School, the
Bali Tourism College, the Medan Tourism Academy, and the Makassar Tourism Academy.

In the context of education, then with the presence confronted with Law no. 20 of 2003 on the National Education System, institute of Tourism in Indonesia is required to reposition the institutional status, which is directly under the bureaucracy Ministry of Tourism. While in the technical implementation of Tri Dharma Higher Education is in coordination with the Ministry of National Education. In the context of competition, higher education service in the Ministry of Tourism environment is faced with global competition with other Institute of Tourism institutions continuously improving and improving the quality, both on the input, process, and quality of output (graduates). This has demanded a paradigm shift in managing an education system to be able to respond to the dynamics of the needs of the world of tourism and to utilize and manage the opportunities that exist to become a more competitive and professional tourism education institution.

As an educational institution in the field of tourism, Institute of Tourism has a function and a very strategic role in the development of professional and competent human resources in the tourism sector. Institute of Tourism should be at the forefront of the development of national tourism and become a leading educational institution in the field of tourism human resources development. In order to remain existing and competitive, institute of Tourism in implementing its education system must be able to make fundamental paradigm shifts followed by strategic repositioning actions with high acceleration through smart and timely measures in the short, medium and long terms. Institute of Tourism in the face of internal and external development that exist, is required to develop organizations and strategies that enable the creation of a climate for the growth of creativity and innovation. Institute of Tourism is required to be able to develop new ideas, work in different ways and think of alternative approaches. Institute of Tourism is also required to carry out well-planned development so that it can serve as a guide in carrying out its duties and functions in the midst of education and tourism community in general.

Institute of Tourism at the Ministry of Tourism Republic of Indonesia, quantitatively has produced many graduates who have been acting on various fields and has been widely spread both at and outside the country. However, from qualitative eyewear, what has been achieved by graduates from the Institute of Tourism at the Ministry of Tourism of the Republic of Indonesia in general has not been in accordance with institutional goals. When examined more deeply that the resulting tourism human resources are still competing or fighting on the position of craft levels both inside and outside the country, and yet can not compete in the top level management positions. Data obtained from Alumni and Cooperation Sub Section 2010 shows that most Institute of Tourism alumni are at staff level (77%) and only 2% are at supervisor level. This fact is not in accordance with the purpose of learning that should be a Diploma III graduate at least at the level of supervisor at work. This indicates the need for a balanced work experience with job training pattern to enlarge the students’ opportunity to gain experience in the industry while still in college. Though career opportunities in the field of tourism abroad is very wide open
for both the position of supervisor and manager, as shown in table 1 about Some Types and Levels of Employment Abroad.

<table>
<thead>
<tr>
<th>Restaurant &amp; FB Services</th>
<th>Hotel &amp; Lodging</th>
<th>Travel and Tourism</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Manager</td>
<td>Front Office Manager</td>
<td>Executive Director</td>
</tr>
<tr>
<td>Food &amp; Beverage Manager</td>
<td>Executive Housekeeper</td>
<td>Assistant Director</td>
</tr>
<tr>
<td>Kitchen Manager</td>
<td>Director of Sales &amp; Marketing</td>
<td>Director of Tourism Development</td>
</tr>
<tr>
<td>Catering &amp; Banquets Manager</td>
<td>Chief Engineer</td>
<td>Director of Membership</td>
</tr>
<tr>
<td>Service Manager</td>
<td>Director of Human Resources</td>
<td>Director of Development</td>
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<tr>
<td>Maitre’d</td>
<td>Room Division Manager</td>
<td>Director of Communication</td>
</tr>
<tr>
<td>Restaurant Owner</td>
<td>Director of Operation</td>
<td>Director of Visitor Services</td>
</tr>
<tr>
<td>Baker</td>
<td>General Manager</td>
<td>Director of Sales</td>
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<tr>
<td>Brewer</td>
<td>Regional Manager</td>
<td>Director of Marketing And Advertising</td>
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<tr>
<td>Caterer</td>
<td>Quality Assurance Manager</td>
<td>Director of Volunteer Services</td>
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<td></td>
<td>Corporate Management</td>
<td>Director of Convention &amp; Visitors Bureau</td>
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<td>Market Development Manager</td>
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<td>Executive Chef</td>
<td>Lodging Management</td>
<td>Group Sales Managers</td>
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<tr>
<td>Cook</td>
<td>Owner/Franchisee</td>
<td>Events Manager</td>
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<tr>
<td>Pastry &amp; Specialty Chef</td>
<td>Administrative Support</td>
<td>Sales Manager</td>
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<tr>
<td>Bartender</td>
<td>Uniformed Services Support</td>
<td>Destination Managers</td>
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<tr>
<td>Restaurant Server</td>
<td>Communications Supervisor</td>
<td>Convention Services Manager</td>
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<tr>
<td>Banquet Server</td>
<td>Front Desk Supervisor</td>
<td>Heritage Tourism Development</td>
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<tr>
<td>Cocktail Server</td>
<td>Reservation Supervisor</td>
<td>Travel Agent (Commercial &amp; Vacation)</td>
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<tr>
<td>Banquet Setup Employee</td>
<td>Laundry Supervisor</td>
<td>Event Planner</td>
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<td>Bus Person</td>
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<td>Meeting Planner</td>
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<tr>
<td>Room Service Attendant</td>
<td>Room Supervisor</td>
<td>Special Events Producer</td>
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<tr>
<td>Kitchen Steward</td>
<td>Bell Captain</td>
<td>Nature Tourism Coordinator</td>
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<tr>
<td>Counter Service</td>
<td>Shift Supervisor</td>
<td>Tourism Marketing Specialist</td>
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<tr>
<td>Wine Steward</td>
<td>Sales Professional</td>
<td>Transportation Specialist</td>
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<td>Host</td>
<td>Night Auditor</td>
<td>Welcome Center Supervisor</td>
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<td>Front Desk Employee</td>
<td>Visitor Center Counselor</td>
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<td>Valet Attendant</td>
<td>Tourism Assistant</td>
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<td></td>
<td>Bell Attendant</td>
<td>Executive Assistant</td>
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<td></td>
<td>Door Attendant</td>
<td>Tour Guide</td>
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<td></td>
<td>Concierge</td>
<td>Tour Operator</td>
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<td>PBX Operator</td>
<td>Motor Coach Operator</td>
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<td>Reservationists</td>
<td>Tour And Ticket Reservation</td>
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<td>Guestroom Attendant</td>
<td>Interpreter</td>
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<td></td>
<td>Public Space Cleaner</td>
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<td></td>
<td>Laundry Attendant</td>
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<td></td>
<td>House Person</td>
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<td>Maintenance Worker</td>
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<td>Van Driver</td>
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Sources: Hospitality and Tourism Career Cluster, 2006

The challenge of tourism sector development in RPJPN 2005 - 2025, stated that Institute of Tourism serves as the organizer of Tourism Education under the Ministry of Tourism should continue to continuously improve the quality of education in order to achieve its objectives by producing qualified graduates and international competitiveness. Such efforts can be achieved if the Provider of Tourism Education under the Ministry of Tourism has a grand strategy that is oriented far ahead by
utilizing every opportunity (opportunities) and optimize the strength (strengths) owned.

The strategic role of the Higher Education of Tourism in the development of national tourism, in line with the improvement of the quality of tourism education in Indonesia which is then followed by various series of partnership programs between the Bandung Institute of Tourism with institutions, organizations, industries and associations in the field of tourism. Future opportunities and challenges must be anticipated by the institution, by improving networking and partnership with all relevant stakeholders. One form of partnership that can be done is through strategic alliances (strategic alliance). Strategic alliances are phenomena that are so mushroomed in almost every business sector. Competitive and mutually deadly strategies are increasingly being abandoned. The argument of alliances is so simple, that instead of competing with each other, why not join hands and work together to complement and benefit each other? This logic seems easy to understand because keywords in the era of globalization is competition and efficiency, where an organization/institution cannot do all things individually. Clearly cooperation in the form of alliances will bring many benefits to the organization. There are at least some of the benefits that actors can make if they are alliances with some partners who have high integrity in running a sustainable business, including: (1) improving the quality of marketing; (2) opening up the broader market; (3) more productive; (4) easier to find solutions; and (5) exchange of information and testimony. (http://sellyoktaviany.wordpress.com/2010/11/26/).

Strategic alliances have been largely done in automotive, telecommunications, and other services for a particular purpose and provide many benefits to those who do so. By cooperating in the form of strategic alliances, companies/institutions get access quickly into areas where they lack the expertise or ability to create other products. Such fierce competition in the global era as it is today allows companies/institutions cannot wait to develop these resources alone, because otherwise they will not survive. In the field of education, strategic alliances (partnership) can be done both with educational institutions as well as with industry or other stakeholders, to jointly seek solutions in the face of increasingly fierce challenges. For Institute of Tourism as tourism education providers, an alliance should be undertaken to resolve matters pertaining to tourism human resources with (1) limited facilities and infrastructure inadequate to produce highly competent human resources; (2) unavailability of curriculum based on global competency; and (3) the lack of teachers who have experience in tourism business and the lack of teacher development programs that always follow the developments that occur in the tourism industry. Therefore, the Institute of Tourism to conduct alliances with similar educational institutions, in an effort to be able to take action and be able to seize the market, at least stay in the competition.

Realizing the severity of competition in the future, now Institute of Tourism has and continues to cooperate with various tourism industries (hotels, public travel agencies, airlines, recreational parks, etc.), professional organizations (PHRI, ASITA, PUTRI, WTO, IATA, etc.), tourism agencies both central and regional as well as
local government both district and province in Indonesia through various implementation programs that have been done Institute of Tourism by opening unit of PRODEC (Professional Development Center). This unit has the duties and functions of facilitating the graduates of Institute of Tourism in terms of finding employment both at and outside the country, thereby in line with one of the policies of the Ministry of Tourism in terms of graduate students are "Pro-poor, pro-job, pro-growth, pro (1) Establish cooperation with various hotels and tourism businesses at home and abroad in recruitment (looking for new opportunities, especially for sending alumni overseas and recommending the alumni who will work); (2) Verify and facilitate recruitment agency; (3) initiating MoUs with employers to work in industry; (4) In cooperation with BNP2TKI; (5) In cooperation with the Manpower Office of Bandung; and (6) In cooperation with the American Embassy in Jakarta.

Institute of Tourism at the Ministry of Tourism of the Republic of Indonesia has realized the importance of networking and partnership with all stakeholders both at home and abroad. Quantitatively, what has been done by institute of Tourism is quite effective in establishing networking with the industry in the field of tourism, especially recruitment activities conducted for overseas so as to facilitate graduates in determining the choice of work that became interest and facilitate the distribution or distribution of graduates Institute of Tourism many of which are absorbed abroad 38.94% of the total graduation graduates in 2007 as many as 446 graduates. However, qualitatively, the form of cooperation that has been done to date has not been in accordance with the vision and mission and institutional goals. The pattern of partnerships that have been done tend to be partial, unplanned, not integrated with institutional goals.

As an institution that has been recognized by the world tourism industry, the form of cooperation between educational institutions and stakeholders around the world, technically must be done by the head of the institution (Chairman and Vice Chairman of Cooperation), and is a matter and strategic decision. Under these conditions, strategic management is required. In other words, management aspects that include planning, organizing, development, implementation and supervision have not been used as a foothold for leaders to implement strategic alliances. Starting from the planning side alone, the phenomenon that occurs indicates that cooperation tends to be sporadic, and does not have a blueprint in accordance with the vision, mission of educational institutions. Because it does not have a clear blueprint, of course the organization and implementation and supervision are also unclear.

Based on the background and identification of the phenomena occurring as described earlier, it provides information that strategic management is indispensable as a solution to how HR is developed in tourism education in the face of increasingly complex global competition. Where, to implement such strategic management, educational institutions cannot move themselves (one man show), but must be done through networking and partnerships with other educational institutions even with all stakeholders. Referring to the thinking, the researcher can formulate the problem that not yet optimal of institutional performance and competitiveness, caused by not optimal implementation of strategic management especially related with partnership
strategy/alliance with related stakeholder by management of Institute of Tourism at Ministry of Tourism Republic of Indonesia.

As developed in the industrial world, the world of education also needs to improve itself to seek development strategies that can provide services to customers to the maximum and have competitive advantage. The Higher Education Long Term Strategy in Indonesia in 2003-2010 is in the form of three general policies: (1) universities must have a real contribution in improving nation's competitiveness, (2) universities should be developed into autonomous institutions, and (3) universities should be managed as healthy organizations (organizational health).

3. Management of Higher Education Quality Improvement

According to Law no. 20 In 2003, education is a conscious and planned effort to create an atmosphere of learning and learning process so that learners actively develop their potential to have spiritual power of religion, self-control, personality, intelligence, noble character, and skills needed him, society, nation and country. A nation that is able to conduct education appropriately in anticipation of the future, that is the nation that will triumph in the future. Therefore, all the power and efforts of the nation must be shed to think and organize proper education, prima, optima, ultima in picking up the 21st century, so that the Indonesian nation will become bigger, higher, and better. The role of education becomes very important and strategic to improve national competitiveness and build the independence of the nation, which becomes the absolute prerequisite in entering the competition among nations in the global era.

Once important and strategic education in improving human welfare, develop thinking of economic development based on knowledge. Knowledge-based economy was initially located and developed near universities and leading research centers in most of the developed world. Through networking, knowledge is decrypted and adapted and applied to industries that produce innovative products with great added value. This application process obtained feedback that generate new knowledge that creates even greater value. This cycle takes place continuously so that accumulation of knowledge capability as a source of sustainable competitive advantage (Sampurno, 2010).

In realizing knowledge-based economy, quality becomes the strategic problem and the challenge of education today. Discussion of the quality of education becomes an endless thought in accordance with the development of human thought. Because the quality of human life and society in general always developed both quantitatively and qualitatively.

Quality has a varied understanding. In general, quality is a description and overall characteristics of goods or services that demonstrate ability to satisfy the specified or implied needs (Depdiknas, 2001: 4). Another opinion states quality is service or product that matches or exceeds the needs or expectations of its customers. The national education system policy set forth in Law no. 20 in 2003 is an answer to the challenges faced by educational providers, as the current challenges with educational challenges over the past few years have been very different, where the current changes are so rapid with the support of communications technology that causes the
world without borders. Every change that occurs today is fundamental to both the principles and the value of life that must be taken into account by the current education providers.

Future education development is related to the quality and relevance of education which is expected to affect the improvement of life quality and nation competitiveness. Improving the relevance and quality of education is measured based on the high achievement of academic and non-academic ability as well as the increasing of skill competency or skill and skill of graduates with job market requirement at regional level both domestic and abroad.

Educational institutions play a very strategic role as an institution that serves to prepare qualified human resources to face the challenges of changing the world association, especially the progress of community life triggered by the development of science, technology and art. Therefore, the development of quality educational institutions so as to be able to answer the global challenge becomes an absolute demand. Educational institutions that are managed with an old paradigm that still emphasizes quantity need to be changed and directed to the vision and mission to participate actively and proactively prepare quality education products or services. Education can be viewed as a service industry, where the services provided to customers must meet their needs (Tampubolon, 2001: 69-73).

Therefore the quality of education services must be in accordance with or exceed the need. However, it is important to understand that to meet customer education satisfaction is not easy because of several factors such as: (a) learners have different needs, (b) the needs of learners can also change along with their maturity travel, experience and beliefs of perception, (c) the abilities, experience, and attitudes of educators also vary, or (d) the family environment and their learning motivations are not the same. To overcome the various quality problems, it is necessary education management that care about the quality of educational services.

Juridically, the demand for quality assurance in accordance with Article 51 of Law no. 20 of 2003 on the National Education System which states that the management of the national education system is implemented based on the principles of autonomy, accountability, quality assurance and transparent evaluation. In article 91 paragraph 1 PP. 19/2005 on the National Education Standards of Education also affirmed that every educational unit on formal and non-formal channels is obliged to ensure the quality of education.

Basically the quality of education is related to the achievement of educational goals and graduate competencies established by educational institutions in its strategic plan or the conformity of objectives and competencies with established standards. In general, quality assurance is the process of determining and fulfilling the quality standard of education management consistently and continuously (continuous quality improvement) so that all stakeholders get satisfaction (stakeholder satisfaction). In relation to that, Satori (2011) argues that education management is engaged in the process of organizing an education of interest by ensuring the provision of quality education with efficient management of the principal benefits of education administration (axiology). Quality management is a managerial process based on the
achievement of process standards and outcomes that can meet the needs of stakeholders.

To achieve the purpose of quality assurance above the educational institutions can design and implement quality assurance strategy that refers to the quality assurance guidelines established by the Ministry of Education and Culture through relevant directorates and or other relevant guidelines such as ISO 9001-2008. The quality of Education graduates is closely related to the process of learning implementation that is influenced by many factors, such as curriculum, educator, learning process, facilities and infrastructure, tools and materials, school management, school environment and student training field. Although the curriculum is only the direction, purpose and foundation of the philosophy of education, the curriculum must always be developed in accordance with the dynamics of the development of science and technology, the demands of the labor market, and the dynamics of social change of society. Besides that is no less important is the change of management and management culture.

The above description shows that as a higher education institution, a college is obliged to guide the development and changes that occur in the community through innovative, quality and responsive Education, Research and Community Service to local developments and challenges and global. The quality of universities is a demand, both from the general public, students and parents, as well as by the government as the responsible of higher education nationally. The quality of education aims to protect the community so that they get the educational results as promised by the higher education providers. For that, tridharma of higher education must be done by every university.

a. Quality Management Concepts

Initially the concept of quality management was developed to maintain the balance and stability of the organization in the business world, as a result of the increasingly sharp competition in their line of business. But then, this concept is also applied in the field of service industry and education. Many quality definition formulations have been developed by experts. Salis (2003) defines, "Quality is thus a function of people expressing themselves in the fullest way possible." While Juran, et al (2010) argues that, "Quality is the integral value that accrues in the product or service as each employee contributes to it. "Clearly, product quality is the result of business combination of all components and serve as one of the tools to measure the success of the manufacturer, by looking at the level of customer satisfaction, both internal and external.

However, Salis (2003) suggests that: "This more modest orientation towards goodness does not rest on absolute or discrete qualities of excellence and perfection, but on the views of institutions that anticipate change, conflict, and imperfection". To be able to get the desired quality, Rene (2003) suggests that two steps must be executed by everyone: "(1) Doing it right and better." In the first step, demands a high discipline with a guarantee that the objectives that are formulated are perfect and sure can be achieved. On the other hand, the philosophy that states that "man is a place of
wrongdoing, and therefore there is always tomorrow to fix the error" must be eliminated. Keep in mind, that most customers do not like to accept the error (in the sense of poor quality). To realize that expectation, Rene put forward the concept of _KAIZEN_ (from Japanese). "Kai means change, and zen means good." So the overall meaning is improvement. Rene (2003) defines, "Kaizen is the process of nonstop improvement of everything we do." With this kaizen concept people will always awake, dynamic, and fired-up during perform his duties. Kaizen is not concerned with the destination but the direction, i.e. forward and uphill. Kaizen encourages companies to continue to develop product quality to be newer and better in accordance with its motto: "If a product sells, it's time to change it for a better one.

From the above opinion, it can be concluded that in general usage, the term of Quality Management (TQM) turns out to have double meaning, that is philosophy that underlies thinking activity, and as method to increase operational activity and also run change management.

b. Total Quality Management (TQM) In Higher Education

According to Sallis (2003: 13), TQM is a philosophy and methodology to help organizations manage change, and an agenda for addressing external pressures; besides TQM is also a program of long-term cultural change, especially quality culture. This thinking is more or less the same as Paine et.al (2005: 8) states that "TQM is both a management method and a management philosophy." TQM has developed techniques, attitudes and practices, which are identified with TQM. So TQM is the method and philosophy of management, it is not just a discourse or slogan but more than that concerning various techniques, attitudes and practices.

Efforts to cultivate commitment and quality culture need to be done continuously so that the services provided can meet the needs and if possible can exceed the expectations of education customers. Of course the effort is not easy, as Sallis (2003: 42) says, "TQM is hard work." It takes time to develop a quality culture, or as Glasser (2010: 4) has said ... "the higher the quality of our education, moving 'managing for quality' into practice in our schools will not be easy ". For that reason Berk and Berk (2000: 12) reminded that it is necessary to realize the implementation of TQM culture takes years, and the results of TQM investment is not instantaneous instant. Therefore it takes commitment and patience to run and reap the rewards.

However quality, or excellence is the desire of every organization, as Glasser (2010: 1) says that "the purpose of any organization, public or private, is to build a quality product or perform a quality service". In line with that idea Rene (2003: 13) states that "The only guarantee of continuous and profitable existence is a corporate culture anchored by quality and excellent customer service". So these qualities and examples play a very important role in organizational life, and quality is a source of significant competitiveness.

Quality and excellence must also be the desire of educational organizations. The quality or superiority of these qualifications is an attraction for input (learners) and obtains the resources (human, material, financial and non-material / non-financial) needed to provide quality learning services. In the end, the quality or superiority
becomes the determinant factor for the sustainability of the growth and development of the educational institution concerned. Therefore, the application of TQM to educational institutions has become a demand, whatever and however obstacles and arrears, because the obstacles and challenges that also become part of the task of TQM. The above description confirms that educational institutions have the functions, duties, obligations and moral responsibilities to commit to the needs of clients and meet those needs by empowering all knowledge and skills possessed in order to obtain the best results.

From the above description, the essence of TQM is actually very simple, ie doing ordinary tasks or routine extraordinarily well (Sallis, 2003: 136). In the sense of professionalism means the institution is supposed to perform tasks and obligations with satisfactory results client, and accountable to stakeholders both scientifically and morally and ethically. Based on the philosophy and work practices of the accountable independent profession then the implementation of TQM in educational institutions actually do not have to be based or follow the standards that have been determined by external parties.

Quality standards from external agencies are important as marketing or publicity tools, but they require substantial capital to get the quality logo, not all educational institutions can pay for it. In addition, the logo or quality mark itself does not guarantee quality, as Sallis stated (2003: 77) that "It is important to remember that the gaining of a quality mark or standard does not guarantee quality". With the formality of logos that cannot guarantee the quality, and the quality of an organization cannot be imitated by other organizations, the internal quality movement is much more important, because then every educational institution (large or small) can basically set its own quality standards and strive to achieve predefined standards. With the independence-based quality assurance system it would be better suited to the conditions of the resources and environment in which the institution is organized; and in relation therewith the organization of organizational quality improvement program can be guaranteed its relevance and continuity.

If the quality standard has been agreed by all parties concerned with the educational institution, then subsequently can be designed a quality assurance system of education and management system implementation of the quality assurance. Sallis (2003: 132-135) proposed 16 (sixteen) elements that need to be developed in designing a quality assurance system, namely: (1) institutional development or strategic plan, (2) quality policy, (3) responsibility management, (4) quality organizations, (5) marketing and publicity, (7) requirements and enrollment of learners, (8) induction (introduction of institutions), (9) provision of curriculum, (10) guidance and counseling prior to exit, learning management, (12) recruitment, training and employee development, (13) equality of opportunity, (14) monitoring and evaluation, (15) administrative procedures, and (16) institutional review. If the determination of the quality assurance system with the various components and considerations above has been done, then the next step can be implemented, namely the implementation of quality assurance systems and procedures. Finally, during the implementation, monitoring and evaluation is needed so that the implementation of
quality assurance system and procedures can be effective in achieving agreed quality standards.

From the above explanation, it can be said that the quality of quality in a higher education can be achieved if all the stakeholders involved in the higher education process are fully involved and consistently perform their duty to achieve the desired quality.

c. Continuous quality improvement that focuses on the learner

TQM is a sustainable quality improvement philosophy, which can provide a set of practical tools for every educational institution to meet and exceed the needs, wants and expectations of today's and future customers (Sallis, 2003: 34). Agreeing this, Berk and Berk (2000: 15) state that continuous improvement is an integral part of and as a foundation of TQM. With the concept of continuous improvement, the quality is not a static concept, but is dynamic in accordance with the development needs, desires, and expectations of customers. In other words something qualified at the moment, may no longer be qualified in the future. With regard to it "good quality does not necessarily mean high quality", so the most important in the conception of quality is that the product or service provided "meets the needs of customers" (Paine et.al, 2005: 8), or according to Sallis (2003: 23-25), the products and services are "fitness for purpose or use" so as to satisfy the customer.

With the dynamics of needs, desires, and expectations, the education institution must constantly or continuously develop various learning processes and support systems to be able to provide satisfactory services for its customers, especially those who become primary customers i.e learners. This focus on primary customers does not mean ignoring the interests of both secondary and tertiary customers. Both customers are also worth noting as they are the providers of resources and personnel directly involved in the learning process; or in other words they also as a customer as well as a source of quality providers of education services.

Thus in the process of providing quality learning there is a relationship between customers and service providers are interlocked as chains, or each can change positions (Paine et al., 2005: 34). For that once again focuses on the primary customers, should not reduce attention to the secondary and tertiary customers; because both customers are also resource suppliers that enable the implementation of various efforts to improve the quality of education in a sustainable manner.

Continuous improvement is related to quality (continuous quality improvement) and process (continuous process improvement). Commitment to quality begins with a dedication statement on shared mission and vision, and empowering all facilitators to realize the vision of educational and training institutions. Continuous improvement depends on two elements: learning the right processes, tools, and skills; and apply new skills in various activities in educational and training institutions through the steps: PLAN (Plan changes for improvement); DO (Make changes for planned improvements); CHECK (Test effect change); and ACT (Implement the tested changes), as shown in the following figure:
Continuous improvement process can be done based on PDCA cycle (Plan, Do, Check, Action). This cycle is a never-ending improvement cycle and applies to all educational activities.

The above exposure confirms that to obtain a superior quality, a continuous effort is required, therefore, the education institution must constantly or continuously develop various learning processes and support systems to be able to provide satisfactory service to its customers, especially those who become primary customers i.e. learners.

d. **Teamwork as a key element in TQM**

Sallis (2003: 87) states that without leadership at all levels of the organization, the process of quality improvement cannot be sustained. For the successful implementation of TQM in education requires strong leadership and visionary (aim). In the study of this understanding, it appears that leadership refers to senior managers. Lakshman, C (2006: 42) argues that the growing literature on total quality management emphasizes the importance of TQM to organizational performance and has repeatedly emphasized the lack of leadership support for the many failures of the TQM initiative, as it states, "The growing literature on total quality management stresses the importance of TQM to organizational performance and has repeatedly stressed the lack of leadership support for the failure of many TQM initiatives ".

Furthermore, Lakshman, C. (2006: 43) proposes three core principles of total quality management, namely, customer focus, teamwork and participation, and continuous improvement, as he says that "The three core principles of total quality management, customer focus, teamwork and participation, and continuous improvement ". From this sense it can be said that quality leadership is basically not a monopoly of senior managers; teachers and other support personnel can also be champions or quality facilitators. In this case teachers and support personnel are quality leaders for their duties and obligations. In this regard, the successful implementation of TQM requires the commitment of all internal stakeholders in the educational organization to always strive for sustained quality movement.

According to Paine, et.al, (2005: 40), leadership in TQM requires: (a) a scientific approach, and (b) working as a team. In this context, TQM leadership should be able to empower all education personnel to work effectively in small groups or solid
teams, so that quality improvement efforts can be managed more efficiently and effectively. Attention to this team is well founded because "Teams are the most powerful tool for problem solving and meeting continuous improvement objectives" (Berk and Berk, 2000: 96).

Thus an effective team is needed in the application of TQM in educational institutions. This is understandable because it achieves continuous quality improvement over time, TQM must be free from dependence on the individual. So TQM should belong to the organization as a whole and become the operational strategy of every part or group within the organization. By working through independent teams, and by emphasizing the development of teams within the organization, the momentum for TQM can be ensured along with the achievement of organizational sustainability.

The quality management proposed by Juran (2010: 15-16) is carried out using the same three managerial processes of planning, controlling and upgrading. Now the terms have been changed to: (a) quality planning; (b) quality control; and (c) quality improvement. These three processes as a conceptual trilogy of Juran are identical to the processes used to manage financial institutions and are similar to educational institutions. However, the procedures and devices used are different, similar but not the same.

Quality planning, is a graduate quality development activities and processes needed to meet the needs of stakeholders. This activity is a series of universal steps that can be briefly summarized as follows: (a) formulating quality objectives; (b) identifying stakeholders or those affected by achievement of objectives; (c) determine customer needs; (d) develop product features that respond to customer needs; (e) develop a process that can produce the product's specialty; (f) creating process control and converting the results plan into operating forces.

Quality control, the quality control process consists of the following steps: (a) evaluating actual quality performance; (b) comparing the actual performance with the purpose of quality; (c) take action against irregularities. Quality improvement. this quality improvement process is a means to improve quality performance to the desired level. The methodology consists of a series of universal steps: (a) building the infrastructure necessary to ensure quality improvement; (b) identifying specific needs for improvement, improvement projects; (c) for each project, forming a project team with clear responsibilities for project success; (d) provide resources, motivation, and training required by the team to: (1) diagnose cases; (2) to stimulate the formulation of corrective actions; (3) implement controls to maintain results.

Juran (2010: 16) says there are three universal step sequences each of the three processes has been generalized into a sequence of universal steps in quality management. This step sequence has been reviewed and reviewed by managers. As the following table shows the order in a concise form, as follows:

Table 2. Three Universal Process of Quality Management
Quality Planning | Quality Control | Quality improvement
---|---|---
1. Setting quality objectives
2. Identify the customer (the student sender)
3. Determining the needs of customers (the sender student)
4. Developing the privileges of graduates who respond to the needs of the senders
5. Develop a process capable of producing the graduates or alumni
6. Establish process control; translate the plan into operations

1. Evaluate the actual performance
2. Compare actual performance
3. Act to handle differences

1. Testing needs
2. Establish infra structure
3. Identify quality improvement
4. Establish quality team through Learning organization
5. Provide a team with resources, training and motivation to diagnose the causes and efforts to overcome them
6. Setting the control to stay on track

Sources: Juran (2010:17)

Quality management is required in managing human resources. So there are five trends so that quality management is required as follows: (a) the success of global competitors has become a challenge to human resource activities; (b) the advanced organizations place a high priority to actively and systematically understand and assume the needs of the present and future consumer; (c) advanced organizations place a high priority to actively and systematically understand and assume internal and future consumer needs in the future; (d) differences and labor movement create new employee needs and expectations about future work culture; (e) the development of information technology has reorganized the core skills required in economics; (f) organizational and human resource leaders are challenged to be key partners in the establishment of an international working culture.

From the above explanation it can be concluded that quality management is a comprehensive approach system (not separate or as a program only) and is an integral part of its main strategy. Quality management runs horizontally between functional and departmental, which involves all employees from subordinates to the top, and is expanded to cover all networks and users. Quality can be achieved if the institution has strong and visionary leadership and all teams are totally involved.
4. Strategic Alliances in the Field of Education

Management education will not be separated from the administration and management, so it must be understood in advance about the basic concept of Education Administration or Management Education. Differences in terms of management education when compared with the administration of education, can lead to three different views. The first view sees wider administrative understanding than management (management is the core of administration), the second view assumes that management is broader than the administration, whereas in the third sense the terms contained in both terms are in fact identical, interchangeable. In the next description will be described further on both terms.

Ordway Tead in Bafadal (2004: 3) defines the administration of education in the broad sense, that "Administration is conceived as the necessary activities of these individuals (executives) in an organization who charged with ordering, forwarding, and facilitating the associate effort of group of individuals brought together to realize certain defined purpose ". If simplified administration is the whole process of cooperation of two or more people in order to achieve the goal effectively and efficiently. Administration may also be interpreted as an entire process that utilizes and incorporates all available and appropriate sources of potential, both personal and material, in an effort to achieve shared objectives effectively and efficiently.

Educational administration is also defined as a series of activities or the whole process of business control of the cooperation of a number of people to achieve the purpose of planning and systematic education held in certain environments, especially in the form of formal educational institutions (Nawawi, 2005: 11). He also noted that in general the administration also applies in the Education Administration. The scope is basically divided into two fields of activity, namely:

a) Administrative Management, oriented to the effort to direct all those involved in the organization or group to work together to do the right things in accordance with the goals to be achieved. Activities that include Administrative Management include: (1) Planning; (2) Organization; (3) Guidance/Direction; (4) Coordination; (5) Monitoring; and (6) Communication.

b) Operative Management, aimed at directing and fostering the work that becomes the burden of each task can be executed correctly and correctly. These activities include: (1) Administration; (2) Supplies; (3) Personnel; (4) Finance; and (5) Public Relations.

Between the two areas of management activities above there is a close relationship in the form of control and regulation of every operative activity by following the steps of administrative activities that start from planning, organizing, guidance, coordination, control and communication.

Administration also implies: (1) objectives that must be realized for the benefit of institutions, individuals or groups, (2) personal, material and financial involvement in their mutually supportive and mutually supportive and complementary positions (3) a continuous and continuous process that starts from the smallest and the simplest to the big and complex, (4) control and control for orderliness, balance, and harmony, (5) effective and effective in order to avoid scattering time, energy, cost and facilities for
achieving sufficient success and productivity, (6) human relationships that place people as the main and honorable elements and have an interest in them. Educational Administration is a media or organizational behavior that is expected to achieve educational objectives productively for both personal and institutional purposes. This means that the success criteria of an education arrangement is the productivity of education, characterized by: (1) cooperation among groups of people in formal ties; (2) common goals and common interests to be achieved; (3) regular division of labor, duties and responsibilities; (4) formal relations and good rules of conduct; (5) a group of people and work to be done; and (6) human organization.

From some of the opinions of the experts above it can be concluded that the administration of education is an overall process, joint activities in the field of education which includes; planning, organizing, directing, reporting, monitoring, supervising, financing by using or utilizing the facilities available to personnel, material, and spiritual to achieve educational objectives effectively and efficiently. This means that the administration of education as a system associated with an educational institution in which there is a series of activities or processes and cooperation a number of people coordinate activities that are interdependent to achieve goals optimally. In a broad sense the education administration includes all activities undertaken in order to achieve predetermined objectives such as policy determination, drafting rules, dividing tasks, supervising and guiding implementation, arranging placement and use of personnel, organizing, organizing materials and finances and etc.

The term management is often referred to as management so as to facilitate people to know the meaning. Understanding management has many meanings depending on the point of view, belief, or understanding of a person. Some define as the power that controls the business, thus determining the success or failure of the business, other opinions state how to get something through others, some mention planning and implementation and so forth. Stoner, et al (2009) says that management is the process of planning, organizing, leading and controlling the work of members of the organization and using all available resources to achieve organizational goals, as stated that "management is the process of planning, organizing, leading and controlling the work of the organization of members and of the resources to reach stated organizational goals ". So management is a typical process, which consists of actions: Planning, organizing, moving, and supervision, which is done to determine and achieve the goals that have been established through the utilization of human resources and other sources.

Management Education is an arrangement or management of educational fields conducted through planning activities, organizing, staffing, coaching, coordination, communications, motivation, budgeting, controlling, supervision, assessment and reporting systematically to achieve quality education objectives. In educational institutions, institutions of higher education is an institutional framework in which the administration of education can play a role in managing the organization to achieve the goals set. Viewed from the levels of an organization in this case college, Education Administration can be seen in three levels, namely: (1) Institutional level,
relating to the relationship between educational with the external environment; (2) Managerial level, related to leadership, and organization of institution (college); and (3) Technical level, related to the learning process (Murphy, et al, 2006).

Thus Education Management in the context of educational institutions has a wide scope, in addition to the areas to handle is also quite a lot and complex from the start of physical, financial, and human resources involved in educational process activities in universities. Murphy, et al (2006) argued that educational institutions have five forms of capital that need to be managed for the success of education are:

- a) Integrative capital (integrative capital), ie capital related to the integration of four other capital to be utilized for the achievement of educational program /goals.
- b) Human capital (human capital), ie human resources with the ability to use knowledge for the educational / learning process.
- c) Financial capital (financial capital), which is the funds needed to run and improve the educational process.
- d) Social capital (social capital), which is the bond of belief and habit that describes the school (institution of higher education) as a community.
- e) Political capital (political capital), namely the basis of legal authority to have the process of education / learning.

All educational plots will have a significant effect on achieving effective and efficient educational goals, if implementing strategic management in management.

Based on the opinions above, then the management of education is defined as a process of cooperation of a group of people (who pay attention to education), by utilizing facilities, funds and materials that exist, and supported by the best way to achieve the goal education effectively and efficiently. Educational activities undertaken Higher Education (HE) is basically a process of continuous student learning, which leads to the goal to produce quality output. So that the learning process can be run in accordance with the demands/needs of the field, then the scope of the material being studied must be directed and have relevance (link and match) high. Thus, graduates from universities will be able to adapt to the environment of alumni working in the Industry. In this regard, the role of education management in every level of education is undoubtedly its existence.

Professional management will lead the institution/unit of education providers to realize their ideal goals. Growth and development of educational institutions in achieving their ideals can not be separated from the role and ability of leaders in managing their resources to achieve the goals of universities, where the role of the leader becomes very crucial as a result of changing demands and expectations from customers, stakeholders and users as graduate users. It relates to the very close relationship between college graduates and the world of work. In general, leadership has an understanding as the ability and readiness possessed by a person to be able to use the resources possessed optimally so that it can influence, encourage, invite, guide, move, direct and if necessary to force people or groups to accept the influence and then do something which can help achieve a certain predetermined goal.
The indicators of success of university leaders are closely related to how their ability to manage the resources possessed optimally to design college products consisting of academic services, the quality of graduates and knowledge that must meet the demands of: changing times, customers, stakeholders and users as graduate users directly, so that all parties associated with the product feel satisfaction. Customer satisfaction theoretically creates loyalty that becomes driving force to growth and development of university or college.

Globalization is the trigger of the speed of change of demands, where with the concept of borderless world makes no time limit, place or territorial between countries, which exist only the world community. The impact of these circumstances is the high level of competition in various sectors that will determine the high standardization of an educational product, therefore university leaders are required to be able to capture what competencies their graduates must have so that they conform to the established global standards. Leadership that has vision (visionary Leadership) is a leadership whose main work is focused on superior engineering future and become a superior and professional agent of change.

Along with the development of an increasingly competitive society, the educational organization is required to provide or produce quality products. The products in the main educational organization are in the form of services. In this context, service as a service product in an educational organization that meets quality or quality can be seen from several aspects, including: communication, i.e. communication between the recipient and the service provider; credibility, ie trust of the recipient to the service provider; security, namely the security of services offered; knowledge of the customer (knowing the customer), ie the understanding of the service provider to the recipient of service or understanding of the service provider to the needs and expectations of service users; standard (tangibles), namely that in providing service to the customer must be measurable or standardized; reliability, namely the consistency of the service provider and the ability of the service providers in fulfilling the promises of the recipients; responsiveness, ie the response of the service provider to the needs and expectations of the recipient; competence, that is, the capability or skill of the service providers required by everyone in the organization to provide services to the recipient; access, ie the convenience of the service provider to be contacted by the recipient; courtesy, courtesy, respect, attention, and commonality in personnel relationships. Meanwhile, the quality of services also has several traits or characteristics, among others: subjective, generally affective, attention, consisting of non-material (can be reputation, attitude, manners), and can not be quantified, but can only be believed, trusted and so on.

According to Sallis, products of service have differences with goods. Service products have several requirements, among others:

1) Direct contact between the giver and the recipient. Services are usually provided directly from person to person. Quality of service is also determined by the person sending and receiving the service.

2) Time is an element of service quality. Services must be on time. Since services are always used when the services are provided, quality control by
supervision is always judged too late. In this context, personal interaction is what allows the opportunity to provide immediate feedback and evaluation. This is the main tool to assess whether the consumer is satisfied or not.

3) In the event of "defect" can not be repaired, because the service is received directly by the customer.

4) Invisible (intangible), both shape and quality. In service fulfillment, the process is considered more important than the product. Usually direct services are provided by junior (novice) workers to customers. Therefore, the quality of service is determined by the quality of the youth's power. This is where the urgency of development and training as an important factor to maintain quality.

5) Difficult to measure with success (output and productivity).

6) Satisfaction that can be an indicator. Therefore, services provided by educational institutions are tuition, assessment or assessment and guidance given to learners, parents, communities, sponsors and others.

From the various explanations above, it can be that quality improvement must be held and carried out by all elements of the institution early in an integrated manner so that continuous education as a service in the form of cultural processes in accordance with and even exceed the needs of customers both present and future. All educational plots will have a significant effect on achieving effective and efficient educational goals, if implementing strategic management in management.

a. Partnership Cooperation Theory

Partnership, according to Webster's Dictionary, is a relationship built by one party to another that has special characteristics required by the other and usually involves close cooperation between and shared responsibility. The important idea in this definition is that of sharing and shared responsibility. The two sides with different backgrounds share the interests that enable them to work together for mutual benefit. Each planned step should be aligned with each other's moves and be synchronized, so that each is aware of the other steps. The basic assumption of the collaborative mechanism between the community and the educational institution is the partnership relationship that is built in order to have the benefit of increasing the active participation of the community, especially the industrial world and the success of the education program. Meanwhile, the partnership (collaboration partnership) according to Foskett in Arifin (2011: 42) can be understood simply as a bond of cooperation between personal or organization to produce mutual benefits. Furthermore, Saunders & Machell said in Foskett (2005b) that cooperation is a growing trend in educational institutions in providing learners experience to the world of work. An important component of a collaboration partnership with the community to succeed well is the responsible team, the commitment of each stakeholder and the shared objectives to be achieved (Wise, et al, 2005).

According to Sherry and Girling in Arifin (2011: 44) there are 3 (three) models of organizational partnership relationships are: (1) professional (client model) in this model as a mover of cooperation is the need for knowledge and experience for the
organization; (2) an advocacy model based on the need to engage in any organizational interest; and (3) partnership models based on the need to improve conditions with initiatives and shared responsibilities. In an effort to improve relevance to meet the needs of the working world, the partnership relationship that needs to be built is a partnership model, which is to build a mutually beneficial cooperation between educational institutions and industry and share the responsibilities and resources owned by each party. Concrete results of the partnership cooperation is expected to provide benefits, especially in supporting the implementation of academic and professional education programs. (Amey, M.J., 2007).

Along with the demands of developing some form of partnership between schools and the business world has emerged in the form and nature based on agreement and needs on each side. According to Smith (2006a) partnership cooperation is basically an implementation of activities carried out by two or more parties who have a position or level of equal and mutually beneficial. This partnership partnership is implemented in the framework of achieving mutually agreed objectives. One of the foundations that provide a very strong support for the importance of cooperation programs between educational institutions and industry and related stakeholders is the theory of social interdependence theory developed by Kurt Kafka (Jacobson et al, 2009: 23) which suggests that a group is a dynamic unity, where interdependence among its members varies, and the dependence among the group is created through a common goal that causes the group to become a dynamic entity.

A change that occurs in a member's circumstances may alter the condition of the other group members. Tension conditions among members will motivate the movement toward achieving the desired goals together. Positive interdependence will result in promotive interaction as each individual mutually supports and facilitates each other's efforts in a partnership. However, if negative interdependence develops as a competition, it will produce an interaction that is oppositional in each individual, so that will mutually drop and break each other's efforts. The assumption of the theory of social interdependence is that cooperative activities are based on intrinsic motivation generated by interpersonal factors associated with joint work and shared aspirations to achieve an important goal, in addition collaboration becomes a very important source of cognitive development (Agranoff, Robert and Michael McGuire in in Arifin, 2011: 47). According to Jacobson et al (2009: 49), the higher the level of positive interdependence within a group, the greater the likelihood of intellectual disagreement and conflict among group members as they share information, perceptions, opinions, reasoning processes and any other support that they have each. If such controversy arises, it can be constructive or destructive, depending on how it is managed and how the interpersonal skills of its members. If managed constructively, then controversy will encourage the emergence of the lack of confidence in the information that will lead to efforts to seek more information actively. Individuals who work alone in competitive situations will not feel the challenge so that the quality of reasoning and the quality of achievement do not develop.
According to Johnson, et al (2006: 288) there are two types of social interdependence namely positive social interdependence and negative social interdependence. Positive interdependence occurs when there is a positive correlation between individuals in achieving goals, each individual feels that they can achieve their goals if, there is cooperation with anyone in achieving their goals, while negative interdependence occurs when there is a negative correlation between individual achievement goals, individuals feel that they can gain by way of competition with other individuals. Therefore there will be no interdependence between individuals when there is no relationship between individuals, and the achievement of common goals.

Johnson, et al (2006) emphasized that positive interdependence would produce an essential component of promotive interaction, which would facilitate the success of one individual to another within the framework of cooperation. In individuals the promotive interaction will have a major effect on efforts to achieve a caring and commitment relationship and adjustment and social competence. Promotional interactions can give some things to the individual:

1. Providing effective and efficient assistance and encouraging each other
2. Exchange of required resources
3. Information processing efficiently and effectively
4. Provide feedback to improve their next performance
5. Challenging conclusions with each other to encourage better decision-making with a better quality and a better understanding of the problems faced
6. Support each other to achieve common goals
7. Act in trustworthy and reliable ways
8. Trying to provide mutual benefits
9. Provides moderate levels of excitement with low levels of stress and anxiety.

The theory of social interdependence in education has long been applied especially in developing cooperative learning model (Johnson and Johnson, 2009). In almost the same context, this theory can be implemented as a thought to a community in supporting every educational institution development program in achieving educational objectives. The basic premise of social dependency theory according to Morton Deutsch in Johnshon, et al (2005: 292) is that the structure of the goals of the people in cooperation determines how each individual interacts and the patterns of interaction determine the outcome of that cooperation. The goal structure determines the type of interdependence between individuals in achieving their goals. There are three important implications of the basic premise: cooperation or competition will happen to everyone in achieving the goal. Furthermore, the precise action of each individual depends on the goal's perception, which is the cognitive representation of the situational context. Finally, cooperation tends to encourage individuals to help each other and exchange the resources needed, based on the magnitude of individual influences and beliefs. But need to be realized in addition to cooperation, competition is necessary to create a high level of productivity and achievement (Arifin, 2011: 50).
In Bahasa Indonesia, the terms cooperation and collaboration are still used interchangeably, and there has been no attempt to show the differences and the depth of meaning of the term (Pramusinto and Purwanto, 2009: 112). So it is generally more commonly known terms of cooperation than in collaboration. Intergoverntmental cooperation is defined as an arrangement between two or more agencies in achieving common goals by undertaking joint service or problem solving (Patterson et al, 2008). From Patterson's implication is implied a common interest that encourages two or more agencies to provide services and solve problems together.

In the Indonesian treasury, the nature of cooperation is often interpreted as voluntary, but not necessarily arbitrary, because cooperation has goals and targets to be achieved by the parties that work together. So that the aspects of cooperation are set forth in the official program, so that benefits can be enjoyed together, and the risks are shared. Cooperation is a series of activities undertaken by two or more persons with the aim of achieving the purpose that has been planned together. The results of the cooperation will have a greater impact if only done independently or from the number of results made each, so many activities that will not work if done independently. Thus, in essence cooperation indicates the existence of two parties or more that interact dynamically to achieve a common goal. In that sense, there are three basic elements inherent in a framework of cooperation, namely elements of two or more parties, elements of interaction and elements of common goals. If one element is not contained in one object examined, it can be assumed that there is no cooperation in the object. The element of the two parties, always describes a set that mutually influence each other so that interaction to realize the common goal is important. If the relationship or interaction is not aimed at the fulfillment of the interests of each party, then the relationship is not a cooperation. An interaction though dynamic, does not necessarily mean cooperation. An interaction aimed at meeting the interests of others involved in the interaction process, nor is it a partnership. Cooperation always puts the parties who interact in a balanced position, harmonious and harmonious so that the cooperation made the organization run effectively.

Effective cooperation requires the very high activity of each member and the sustainability of efforts to prevent competition. Therefore, in addition to higher achievements and greater barriers faced, cooperation also produces several things including (a) willingness to perform tasks, although there are difficulties in working towards achieving common goals, (b) higher levels of reasoning, critical thinking and think metacognitively, (c) transfer learning from one situation to another (Deutsch, M. in Johnshon, et al, 2005). The main outcomes of interaction patterns in cooperation are (a) the availability of assistance from one party to the other effectively and efficiently; (b) the exchange of required resources such as information and materials and information processing more efficiently and effectively; (c) provide feedback to improve the performance and responsibilities of subsequent tasks, (d) develop conclusions and other reasoning to promote better decision-making and broader insights; (e) advocate all members to achieve common goals; (f) influence each (i) have a passion characterized by anxiety and low stress, (j) take another perspective
that is more accurate than individualistic to engage in a competitive or own effort (Arifin, 2011: 51).

Organization as a system consists of components that are interrelated or interdependent with each other and in the process of cooperation to achieve certain goals. The interdependent sub-systems are objectives and values, technical, managerial, psychosocial, and structural subsystems. In order for the organization to perform effectively, the interdependent individuals and groups must create mutually supportive working relationships toward the achievement of organizational goals called cooperation. Coordination is a "arrangement" of various elements into an integrated and harmonious operation. The main motivation of coordination is usually to avoid gaps and overlap associated with the task or work of the parties. The parties usually coordinate in the hope of obtaining the results efficiently. Coordination is generally done by harmonizing tasks, roles, and schedules in simple environments and systems.

Cooperation refers to the practice between two or more parties to achieve a common goal (may also include ways/methods), the opposite of working independently and competing. The main motivation of cooperation is usually to obtain mutual benefit through the division of tasks. As with coordination, in addition to getting results as efficiently as possible, the parties usually work together in the hope of saving costs and time. Cooperation is generally done to solve problems in complex environments and systems. The primary motivation of collaboration is usually to obtain collective results that are impossible to achieve if each party works independently. As well as in collaboration, the parties collaborate usually in the hope of getting innovative, breakthrough, and/or special/outstanding results, as well as satisfactory collective achievements. Collaboration is usually done to enable the emergence of mutual understanding and the realization of shared vision in complex environments and systems.

According to Thomson and Perry (2006), Cooperation has different degrees, ranging from coordination and cooperation to a higher degree of collaboration. "The experts basically agree that the difference lies in the depth of interaction, integration, commitment and complexity where cooperation lies at the lowest level. While collaboration at the highest level". Furthermore Thomson and Perry (2006) explain that, theoretically, the term cooperation has long been known and conceived as a source of efficiency and quality of service. Cooperation has been known as a great way to benefit from economies of scale. Shared or joint purchases, for example, have proven those advantages, whereby purchases on a large scale or over threshold points, will be more profitable than on a small scale. With such cooperation, overhead costs will be resolved even on a small scale. Sharing in investment for example, will provide satisfactory results in the provision of facilities facilities and infrastructure.

Meanwhile, Karoly, et al (2005) explained that in the implementation of cooperation should be achieved mutual benefits. Implementation of cooperation can only be achieved if the benefits obtained together for all parties involved therein. If one party is harmed in the process of cooperation, then cooperation is no longer fulfilled. In order to achieve mutual benefits or benefits of cooperation, good
communication between all parties and a common understanding of common goals is required. In order to successfully carry out the cooperation, a general principle as described by Keban (2007: 35) is required in the principles of good governance, among others: (1) transparency; (2) accountability; (3) participative; (4) fiensi; (5) effectiveness; (6) consensus; and (7) mutual benefit and advancement.

According to Thomson & Perry (2006) that there is a concept similar to cooperation but has a deeper meaning that is collaboration (collaboration). Cooperation, coordination, and collaboration have different depths of interaction, integration, commitment and complexity. According to Pramusinto and Purwanto (2009) a cooperation that combines the two properties of mutual give or exchange resources and the nature of mutual benefit will lead to a collaboration process. In this sense it shows the existence of collective action at a higher level in collaboration than cooperation and coordination. Collaboration is a collective process in the formation of a unity based on mutual relations and mutual goals of autonomous organizations or individuals.

In collaboration all interact through both formal and informal negotiations in a mutually agreed and mutually trusting rule. Although the outcome or purpose of a collaboration may be personal, it still has other group benefits or benefits. Basically coordination and cooperation or cooperation is the beginning of a collaborative process, where collaboration is a manifestation of a long-term process of integration among individuals through groups that see different aspects of a problem. Collaboration explores the differences among them constructively, to find possible solutions and implement them together. So collaboration is the interaction of all autonomous parties through negotiations both informally and formally, to collectively structure and manage relationships between them. Furthermore, they formulate a plan together in sharing on mutually beneficial norms and benefits (Thomson & Perry, 2006) so that conceptually collaboration is much more effective than cooperation that should be directed and utilized for greater common interest.

Meanwhile, Piana, D.L. (2008: 15), explains the different types of partnerships in the field of non-profit organizations, namely:

Cooperation: shorter informal short-term relationships exist without clear goals, structures, or planning efforts, but a willingness to work together is emphasized.

Coordination : Long-term, more formal relationships that rely on mission understanding and usually focus on a particular effort or program.

Collaboration : A more durable and pervasive relationship in which participants bring a separate organization to a new structure with full commitment to a shared mission or vision. This type of partnership may involve sharing of funding and/or written agreements.

Strategic Alliances : Contractual agreements between or among nonprofits detailing their respective commitments to provide administrative or
programmed services to their respective partners.

Merger: A formal partnership in which two or more non-profit organizations decide to become new entities.

Differences from different types of partnerships in the field of non-profit organizations as described above are depicted in terms of degrees of continuum, as shown in Figure 2 below.

<table>
<thead>
<tr>
<th>Less</th>
<th>Degree of Partnership</th>
<th>More</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cooperation</td>
<td>Coordination</td>
<td>Collaboration</td>
</tr>
</tbody>
</table>


Figure 2. Nonprofit Partnership Continuum

From figure 2 above shows that cooperation is a form of partnership that has the lowest degree, while the form of partnership that has the highest degree is a merger. Furthermore, Dent (2006: 5), put forward the stages of partnership development, namely: (1) Assess, (2) Explore, (3) Start, and (4) Commit. The four stages of partnership development are closely related to the stage of developing institutional relationships with partners, as shown in Figure 3 below.

Figure 3. The Partnership Continuum Model

According to Dent (2006: 5), before an organization can engage in a successful partnership, it must, either consciously or unconsciously, check its readiness, willingness, and ability to engage in the process. Questions an organization should answer during the assessment process include:

1. What does the agency want from a partnership?
2. Does the agency know what to expect from partners?
3. Does it understand the limitations of the institution itself?
4. Will the strategic alliance's framework work in time?
5. Can the agency make the decision to change the institutional behavior if necessary?
6. What are the strengths and weaknesses of the organization?
7. What do institutions need to have?
In cooperation between educational institutions as an institution with other institutions namely institutional relations and institutional management which both prioritize the character of networking. Institutional relation is an organizational pattern that only allows coordination in general aspects of all aspects of cooperation, while institutional management is an organizational pattern that enables the management of fully controlled management with a clear sector of cooperation.

Networking is a networking institutional format consisting of several organizational units that connect with a relatively flexible pattern. In the networking format, there are several types of institutional networks in the order of their network degrees: (1) information networks, ie the lightest cooperation network of degrees, where some institutions create a forum that serves as an exchange of policies and programs, technologies and solutions to problems together; (2) developmental networks, ie linkages between the institutions involved are stronger, because in addition to exchanges of information are also accompanied by education and services that can directly improve the capacity of institutions to overcome the problem; (3) outreach network, the preparation of programs and strategies for each institution adopted and implemented by other institutions; (4) action networks, which are the most solid form of intergovernmental network, in which the member institutions jointly develop action programs according to their respective proportions and capabilities.

b. Cooperation in Education

Bray (2007: 3) says that education contributes to the growth of national income and income of individuals, because higher education is the main source of knowledge-production, dissemination and absorption by every community and is the primary source to provide the necessary human resources for knowledge production. He said that:

"...Education contributes to the growth of national income and individual earnings. While land was the main source of wealth and income in agricultural societies, capital and machinery became important in industrial societies. In today's information societies, knowledge drives economic growth and development. Higher education is the main source of that knowledge – its production, dissemination and its absorption by any society. Economic growth currently depends on the capacity to produce knowledge-based goods. However, the future of knowledge economies depends more on their capacity to produce knowledge through research and development rather than on knowledge-based goods. Hence, knowledge economies place greater value and accord higher priority to the production and distribution of knowledge. Higher education institutions are a major source for providing the human capital required for knowledge production...".

In fact to realize its strategic role, universities have a number of limitations. Under these conditions, institutional efforts to partner with stakeholders are crucial. Bray (2007: 6) says that partnerships between universities with companies and various industries have become important items on the national policy agenda. The expansion of partnerships is not only for rapidly changing educational environment, but also for the emergence of knowledge economy and the increasing importance of
knowledge as a factor of production. As he said that “...'their expansion is due not only to the rapidly changing environment of higher education, but also to the emergence of knowledge economies and, with them, the growing importance of knowledge as a production factor”.

Draxler's (2008) study suggests that multi-stakeholder education partnerships have proved successful in addressing some classical issues related to the public sector and an approach to delivering educational development goals. Among the strengths and advantages attributed to the partnership are their ability to fail corrupt or inefficient government bay-pass, but only on their ability to innovate, provide alternative experiences and models, expand participation in decision making and complement public sector resources. The temporary partnership makes the institution potentially more flexible and responsive than other more conventional arrangements, and makes partnerships challenging from the standpoint of governance and management. In the absence of legal sanctions to detain those involved in multi-stakeholder partnerships for their agreed roles and responsibilities, monitoring and evaluation offer an effective way to outline the roles, responsibilities and expectations of partner partners.

Parties supporting multi-stakeholder partnerships argue that this type of arrangement is better able to innovate, broaden participation in decision making and complement public sector resources. According to Draxler (2008) the advantages of multi-stakeholder partnerships on the forms of partnerships undertaken, including:

1) Innovative approach to the challenge of sustainable development and hopes of ending poverty.

2) A variety of mechanisms that allow each sector to share their own specific competencies and capacity to achieve common goals of both parties and complement each other more effectively, legitimately and sustainably.

3) Access to more resources in the form of technical, human, knowledge, physical and financial resources in all sectors.

4) Dynamic new network so as to offer better individual sector channels with broad community involvement and greater capacity to influence the policy agenda.

5) Better understanding of the values and attributes of each sector so as to build a more stable and more integrated society.

However, according to Draxler working across sector boundaries can be risky, especially in situations where there is no common legal sanction for other types of cooperation, as each sector brings with it a very different tradition, motivation and workings. The combined management of the advantages and disadvantages of each sector has been a goal that leads to efforts to provide successful partnerships and partnership outcomes.

As mentioned above, the willingness of partner organizations to work together is both a force and a potential weakness. Cultural differences between couples can also be a potential obstacle to effective partnerships. However, it is not just the dynamics of the relationship between partners that need to be managed. Broader social, political and economic arrangements can affect whether partnerships are the best way forward.
in a particular context. Table 2 review several types of barriers to effective partnerships on all stakeholders in education.

Table 2. Types of obstacle to effective multi-stakeholder partnership of education

<table>
<thead>
<tr>
<th>Source of obstacle</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>General public</td>
<td>• Prevailing attitude of scepticism</td>
</tr>
<tr>
<td></td>
<td>• Rigid/preconceived attitudes about specific sectors/partners</td>
</tr>
<tr>
<td></td>
<td>• Inated expectations of what is possible</td>
</tr>
<tr>
<td>Negative sectoral characteristics (actual or perceived)</td>
<td>• Public sector: bureaucratic and intransigent</td>
</tr>
<tr>
<td></td>
<td>• Business sector: single-minded and competitive</td>
</tr>
<tr>
<td></td>
<td>• Civil society: combative and territorial</td>
</tr>
<tr>
<td>Personal limitations (of individuals leading the partnership)</td>
<td>• Inadequate partnering skills</td>
</tr>
<tr>
<td></td>
<td>• Restricted internal/external authority</td>
</tr>
<tr>
<td></td>
<td>• Too narrowly focused role/job</td>
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<tr>
<td></td>
<td>• Lack of belief in the effectiveness of partnering</td>
</tr>
<tr>
<td>Organizational limitations (of partner organizations)</td>
<td>• Conlicting priorities</td>
</tr>
<tr>
<td></td>
<td>• Competitiveness within sectors</td>
</tr>
<tr>
<td></td>
<td>• Intolerance (of other sectors)</td>
</tr>
<tr>
<td></td>
<td>• Lack of trust, project not understood by the employees, lack of top leadership</td>
</tr>
<tr>
<td>Wider external constraints</td>
<td>• Local social/political/economic climate</td>
</tr>
<tr>
<td></td>
<td>• Scale of challenge(s)/speed of change</td>
</tr>
<tr>
<td></td>
<td>• Inability to access external resources</td>
</tr>
</tbody>
</table>


Based on Draxler's (2008) research supported by UNESCO and the World Economic Partnership Forum for educational initiatives, Marriott (2009: 30-31) provides seven organizing criteria that are considered key to being an example of a partnership of educational institutions.

1. Principles and ethical standards. Partnership practices should be in line with accepted ethical codes and behavioral benchmarks.

2. Transparency and accountability. The contractual and management relationships should ensure that the partnership undertaken has responsibility to the individual partner and the wider community.

3. Ownership and inclusiveness. Partnerships should inspire the trust of all stakeholders, including partners, and encourage their participation in design, implementation and governance.

4. Relevance of partnership initiatives with needs. The aims and design of the partnership and its work program must be consistent with current global / regional challenges and address the needs and priorities of both countries and beneficiary groups.
(5) Planning and clarity of objectives. This partnership must be realistic, recognizing the local specificity of the many problems and limits of what can be achieved within a certain timeframe.

(6) Quality of education and focus on impact. Looking for ways to ensure partnerships become powerful and practical change engines.

(7) Sustainability. Ensure that partners, both individually and collectively, benefit from their participation in partnerships and have a moving-on strategy to address long-term resource issues.

The main reason for maintaining strong monitoring and evaluation approaches throughout the partnership is to track the extent to which these principles are adhered to, and to indicate possible deviations. (Marriott, 2009: 31). In line with Marriott, College Summit-City Fondation posed factors for successful cooperation between educational institutions and the industrial world, namely:

(1) Focus and Commitment. Partnerships between business and universities will be effective if both parties are directed towards the goal and are results-oriented. All partners should contribute to the relationship by building synergies and producing measurable results, understanding each other's issues, priorities, constraints, and needs faced with each other in connection with the collaboration undertaken, and continuing to develop better relationships. Strong, trusting and transparent commitment to long-term partnership success. All partners are involved and ensure that stakeholders should understand the equality among them

(2) Foster mutual understanding and respect. Partnerships will provide many benefits when partners are open to understanding their respective cultures that are guided by trust and mutual respect.

(3) Develop a strategic action plan. A successful partnership is a partnership that has a decent strategic plan of action that reflects the goals and what the partnership wants to achieve.

(4) Determine common goals and interests. Generally, every collaborative effort is always more productive when processes and strategies are framed by the goals to be achieved and aligned with the goals of existing partners; when the roles and responsibilities are clearly illustrated; and when the evaluation process has been identified and supported by each partner.

(5) Integrating partnerships within operational structures. When a partnership is integrated into the operational structure of the cooperation partner, it can in turn enhance the effectiveness and sustainability of the interwoven cooperation. Partnership integration means establishing the conditions needed to enhance a partnership profile within educational institutions and the business world, delivering greater value and legitimacy.

(6) Flexible and open to learning. The benefits of partnerships will be meaningful when partners rely on active communication and feedback as a basis for continuous improvement and when they are willing to adapt the intervention strategies and models necessary to optimize success.
c. Strategic Alliance In The Field Of Education

The Alliance is not a new concept in the global business world that is full of fierce competition as well as full of challenges and opportunities. In today's world, through strategic alliances organizations can gain competitive advantage through access to resources, markets, technology, capital and resources from partners. Strategic alliances are created when two or more businesses join for a certain period of time. Generally, businesses both do not compete directly, but have almost identical goods or services intended for the same target market. Child et al (2005: 7) provides an illustration of the alliance as one form of partnership between companies/institutions/organizations, which has become a common agenda in cooperation strategy. Alliances have a 'strategic' role in the sense that alliances have been formed as a direct response to key strategic challenges or opportunities facing cooperating partner companies/agencies/organizations. Alliances are also a tool to achieve goals, especially when partners have invested substantially in them. After the alliance runs, partners can experience unexpected benefits, such as learning from each other and leading to positive evaluation efforts, as it is stated that:

“... Alliances, which are partnerships between firms, are the normal agent for cooperative strategy. They are often ‘strategic’ in the sense that they have been formed as a direct response to major strategic challenges or opportunities which the partner firms face. Alliances are a means to an end, and consequently they are not necessarily formed with a long-term cooperative relationship in mind. But they may be established with this intention, the more so when the partners invest substantially in them. Once alliances are up and running, partners may also perceive unanticipated benefits from cooperation, such as mutual learning, which lead them to reevaluate it positively.

The alliance comes from the English "ally" which means allied or joined. In order to avoid differences of perception, it is necessary to agree that the alliance in this study is not a merger of two or more business entities, but rather directed to the notion of unification of mutually supportive, interdependent, vertical or horizontal activities between two or more business. The existing theoretical references agree that the alliance can be one of the concepts of thinking in solving emerging problems and at the same time can bridge the gap between strong and weak business institutions (Lestari, 2006: 67).

Strategically derived from the French "stratos" and "logos", sratos means military and logos are the way. Further strategic can be interpreted as a military way to win a war. Later this term was adopted by business practitioners in winning the competition with loaded operational steps without causing perception and interpretation among the components involved in a single system or work environment. Higher Education Funding Council for England-HEFCE (2012: 4) provides a definition of an alliance as an Alliance: a more systemic form of collaboration between two or more partners, covering a wider range (but not all) of their operations, where the partners retain their separate identities.
In the simplest form a strategic alliance can be a collaboration between two organizations/institutions that are various technologies or marketing resources. Broadly, strategic alliances can become more complex and involve multiple organizations/institutions located in different countries. Strategic alliances are used to strengthen the position of organizations/institutions in the face of increasingly fierce business competition. Meanwhile, Edi Suharto (2004) stated that the alliance is a cross-networking network that has different skills and resources but has the same commitment and agenda. While Dussauge and Garrette (1998: 105-106) define an alliance as a collaborative project undertaken by organizations/institutions engaged in the same industry.

Sjamsuri (2009), in http://ahmadsjamsuri.blogspot.com argues that strategic alliances are alliances between two or more organizations that decide to pursue their common goals better by combining their resources, such as finance, managerial, technological as well as the existence of their own competitive advantage. Alliances - often called strategic partnerships - are the transition mechanisms that drive their partner's strategy in an environmental upheaval faster than any organization/institution can alone.

Meanwhile, Gomes, et al (2006: 12) provides more specific restrictions on the alliance, that “... Alliances can be used to fulfill a broad range of corporate goals, including gaining scale, reducing costs, accessing new skills, products, or markets, and sharing risk...”. Alliances can be used to meet various organizational goals, including income scale, reduce costs, access new skills, products, or markets, and share risks. In other words, an alliance always shares both risks and benefits by taking on shared decision-making for a particular field. Therefore, strategic alliances are not the same as mergers, given that mergers have a melting sense of the identity of the merged perpetrator.

With regard to the alliance's understanding, Gomes, et al (2006: 14) emphasizes that any goal of organizational strategy can at least be achieved with the alliance. The real question is whether the goal is best achieved by means of an alliance or other organizational approach. Cooperation of alliances among organizations has received attention in the strategic management literature as one of the strategies in the face of increasingly competitive competition. Organizations that work with others can gain additional resources and capabilities, so that in the future it can grow and expand more quickly and efficiently. In general, fast-growing organizations rely heavily on alliances to expand their technical and operational resources. With the process, they can save time and productivity because they do not have to develop themselves from scratch. While they can concentrate on the innovation and the main business. Therefore, strategic alliances are sometimes simply referred to as "partnerships" that offer businesses the opportunity to join for a chance of mutually beneficial and sustainable competitive advantage (Wei, L et al., 2007).

Meanwhile, Parkinson. (2006: 3) suggests that collaboration is a form of relationship between organizations to achieve common goals, as he said:
"…Collaboration is a mutually beneficial and well-defined relationship entered into by two or more organizations to achieve common goals. The relationship includes a commitment to mutual relationships and goals; a jointly developed structure and shared responsibility; mutual authority and accountability for success; and sharing of resources and rewards…"

From some of the above explanation can be said that the alliance is an activity of integrated cooperation/partnership between organizations/ institutions that have resources, capabilities, and different core competencies but have a commitment and an agenda in line to perform certain functions and tasks in the same field to produce, develop, and distribute goods and services. Thus, the alliance of education can be interpreted as an integrated collaborative activity among educational institutions that have different skills and resources, but have a commitment and a corresponding agenda to carry out certain functions and tasks in the same field in the field of education to produce, develop and channeling graduates.

By making strategic alliances, some of the benefits the organization gains, for example: (1) enabling partners to concentrate on the best activities that match their capabilities, (2) learning from partners and developing competencies that are likely to expand market access; (3) power and competence to enable the organization to live. Strategic alliances are commonly used by organizations to benefit, as explained by Lee et al. (2006), that a cooperation alliance enables companies to explore new technologies, improve a company's basic knowledge, lower development costs and the time required to market the market relatively easily, and reduce the capital and risk requirements involved in developing new products and services. Pits and Lei (1996: 216-217) mentions four benefits to the organization when the organization builds an alliance that is (1) the alliance may hinder the entry of newcomers, (2) the alliance can reduce the impact of changes in the industrial revolution, (3) learning about the use of new technology, and (4) the alliance can strengthen the product line.

From the description above confirms that strategic alliances provide many benefits to the organization, as stated by Kartikasari (2006: 13) that strategic alliances is a long-term relationship where the parties involved or participants cooperate and are willing to do or modify business practices to improve performance together. Alliance activities are strategic because they involve a considerable amount of funding and a considerable time horizon and require commitment. Strategic alliances are often used in bridging various forms of exchange relationships such as exchange of the essential resources, expertise, and competencies of each party. (Handoko, 2008: 11).

The above description reaffirms that advances in global technology and the increasing interdependence of the world economy have contributed to the rapid globalization of higher education. Globalization and international business revolution, has morphed the educational management environment. Management and business education is no longer limited within national borders. The business world today attracts professional workers from every corner of the globe. And this is how the need
to expand the scope of strategic alliances in the business arena and management education.

Strategic alliances with international education institutions are the best way to gain a competitive edge in a global business environment. It also helps in developing sustainable competitive advantage manifest from quality issues, objectives and responsibilities at new frontiers in the field of education. By developing international strategic alliances, educational institutions seek to increase their strategic resources that they know, will not be otherwise. Therefore, the basic premise of forming an international alliance to create new collaborative and innovative value in a particular course of study can not be achieved independently. Alliances in the field of education are highly relevant because the values that can bring increased student success and create many opportunities, and can provide assurance that graduates have the readiness to enter the 21st century (Green, 2010).

In today's global era, collaboration is a natural and logical thing done by universities, because to achieve the success of its educational goals faced with various limitations, both resources and budget, as stated by Johnston, et al (2004: 15) that "Collaboration makes good sense today for the most: Most institutions are facing tremendous budget strains; intensifying demographic pressures are confronting all of higher education; and the public is seeking assurance of fiscally responsible institutional operations and claims of academic success ". With more collaboration and collaboration undertaken by Higher Education, the heavy burden borne by Higher Education will become lighter, and more confident in looking into the future. (Johnston, et al 2004: 16): "... multi campus collaborations warrant a closer look, not only for what they currently do but for what they offer for the future". Higher education will be able to meet the needs and improve people's lives intellectually, economically, socially, and culturally, if Higher Education takes advantage of all opportunities appropriately. Colleges and universities can be a catalyst in shaping alliances in enhancing local, national, and international communities and solving the increasingly complex challenges facing our world today. The strategic partnership between higher education institutions and other sectors of society offers ways to meet immediate needs, take advantage of emerging opportunities with minimal resource investment, deliver cost-effective programs, academic innovations, and administration and public services. (Johnston, et al 2004: 19).

1) Strategic Alliance Components.

A strategic alliance refers to specific agreements and organizations or contracts; strategic alliances are much wider and deeper. Gomes, et al (2005: 9) suggests that strategic alliances have four elements, namely: (1) business strategies that shape logic and design alliances; (2) a dynamic view to guide the management of each of the alliances; (3) portfolio approach to managing the organization's alliance constellation; and (4) the organizational infrastructure to build and maintain the capabilities of the alliance. The four components of the strategic alliance must be consistent with the broader strategy of the organization and with the organizational culture, as illustrated in the Arc of the Strategic Alliance in Figure 4 below.
From Figure 4 it can be seen that an organization in doing alliance with other organization cannot be separated from the strategy run by the organization. There are at least 4 (four) main points to consider when going to strategic alliances with industry or other organizations, including: (1) how is the constellation of the alliance?; (2) how to design alliances?; (3) how is the management of the alliance?; and (4) what is the capability of the alliance owned by the organization? The four main points are related to each other.

The Alliance's constellation includes the design and management of an alliance portfolio that will be developed by an organization. The Alliance design is an alliance that will be developed, including what the alliance objectives are, how the selection of partners, and how the structure of the alliance. Alliance management includes relationship management and alliance management. While the Alliance Capability describes the internal readiness of the organization in running alliance strategy and knowledge management owned by the organization.

Gomes et al (2005: 5-8) emphasizes that the design of the alliance is closely related to the business logic developed by the organization. In principle, alliances need to be supported with business strategy. Ideally, a strategy can determine why each partner and structure is better than any other option, what the organization expects, how the risk will be managed and how the new alliance will be coordinated with the other party. Even knowing this, organizations make alliances without a clear strategy. The reason lies in some of the trends that regard the alliance as the best deal and see the alliance itself as the goal. Often, opportunities for alliances appear
suddenly” are required by a study, a competitor's movements, or a lead conversation with a partner. Before they know it, organizations tend to 'deal' rather than decide what kind of deal is best. Time to think can be difficult, but precisely because of the tendency to focus on transactions that are critical to testing how an alliance fits into a business strategy.

Alliances have many goals, depending on strategy. Being clear about how an alliance fits into a business strategy is important when evaluating its performance. The true value of any alliance is usually not seen from the narrow cost and revenue of the collaboration itself, even when the alliance is a stand-alone joint venture. Since alliances are part of a wider strategy, the effect must be measured in terms of its contribution to the strategy. Thus, we must also take into account the opportunity costs of the options taken over and the qualitative benefits of the alliance to the organization.

With regard to the design of the Mark de Rond alliance (2003: 49) argues that the alliance is an ever-evolving structure, where each basic alliance can be described as a configuration consisting of four features, as described in the figure below:

From the picture above shows that the alliance is a structured activity that is dynamic, where starting from the beginning before the alliance, during the alliance, from time to time should always consider and refer to the four basic questions, namely: what, why, who, and how. The first question, referring to the question, forms what alliance will be developed by the organization. The second question, why do the form of the alliance. The third question refers to who the alliance partners are, and the last question refers to how the alliance will be run by the organization.

As a form of cooperation involving partners, the alliance must be managed in earnest. With regard to the management of alliance partners, Gomes et al (2005: 8) suggests that “…Just as the broader strategy is more important than the individual deal, so too the evolution of the relationship over time is more important than the initial deal….”. He asserted that an alliance is a broader and more important strategy than an individual agreement, as well as the evolution of relationships over time is more important than the original agreement. Alliance partner management requires short-term planning, continuous adjustment, and deep relationships between partner organizations and leaders.
Gomes et al (2005: 49-50) explains how the strategy of managing an institutional alliance constellation. According to him, when it will manage the constellation of alliances, the institution must answer several important normative questions that need to be addressed in this field such as:

1. Where is the business value chain and in the corporate market space where the alliance should be formed, how many alliances should exist, and what kind?
2. What should be the relationship between various alliances and partners in the constellation? How are interactions between alliances of different divisions identified and managed?
3. How should some company relationships be established?
4. How will the constellation of companies compete with the constellation of competitors and to whom added value will ultimately flow?

Alliance is one form of cooperation that is open and likely will continue to change in accordance with the times. In this connection, further Gomes et al (2005: 9) asserts that a true alliance is an organizational structure that allows control over future decisions to be discussed and governed how negotiations are perpetuated, since it is true that the parties are involved to realize that the initial agreement is incomplete and needs to be updated on demand. That is why success in alliances depends largely on government structures and inter-organizational relationships, including personal relationships between leaders.

Meanwhile, Refik Culpan (2002: 67) explains that there are 5 (five) major components that build inter-organizational collaboration, ie partner selection, alliance types, forms of cooperation, value-linked activities, and outcomes, as seen in Figure 6 below.

From Figure 6 it is seen that strategic alliances are conducted by first selecting partners, whether he is a competitor or not a competitor, which ultimately aims to gain a competitive advantage. There are several reasons why organizations
/institutions are struggling to realize strategic alliances, which can be explained by the internal and external conditions of organizations/institutions. Todeva and Knoke (2005: 3) view the election of an alliance partner not only to gain the best control but also to make the activities more flexible to the user's wishes, as well as that:

"...Partners choose a specific alliance form not only to achieve greater control, but also for more operational flexibility and realization of market potential. Their expectation is that flexibility will result from reaching out for new skills, knowledge, and markets through shared investment risks. The strategic motives for organizations to engage in alliance formation vary according to firm-specific characteristics and the multiple environmental factors...".

Furthermore, Todeva, et al. (2005: 4) suggests some motives of an organization forging strategic alliances, including: (1) Market seeking; (2) Acquiring means of distribution; (3) Gaining access to new technology, and converging technology; (4) Learning & internalization of tacit, collective and embedded skills; (5) Obtaining economies of scale; (6) Achieving vertical integration, recreating and extending supply links in order to adjust to environmental changes; (7) Diversifying into new businesses; (8) Restructuring, improving performance; (9) Cost sharing, pooling of resources; (10) Developing products, technologies, resources; (11) Risk reduction & risk diversification; (12) Developing technical standards; (13) Achieving competitive advantage; (14) Cooperation of potential rivals, or pre-emptying competitors; (15) Complementarity of goods and services to markets; (16) Co-specialization; (17) Overcoming legal/regulatory barriers; dan (18) Legitimation, bandwagon effect, following industry trends.

Of the 18 points mentioned above, the motive of an alliance institution is grouped into four categories, namely as a learning organization to build competence; economic considerations; as a form of competitive strategy; and political impulse, as Todeva, et al. (2005: 6) that "...the motives to engage in strategic alliances, can be grouped in 4 categories:(1) organizational-learning/competence building (2) economic–market-cost & risk related-market seeking; (3) strategic-competition shaping/pre-emption/product & technology related and (4)political-market development...”.

2) Strategic Alliance Management

A.B. Soesanto (2006) on www.jakartaconsulting.com/art-14-01.htm), stresses that alliance management has many challenges because it brings together two different structures, strategies and cultures. The ambiguity caused by the uncertainty of each party's expectations, the imbalance of priorities between the dimensions of cooperation and competition, as well as the lack of sensitivity in reading cultural diversity can be a serious obstacle. Clogged communication channels, disharmony and increased complexity of relationship management, as well as the difficulty of aligning internal and external networks are another symptom to watch out for. Therefore, in order for cooperation/collaboration to be and is being done with the cooperation partners, the Higher Education (HE), especially when willing to cooperate with partners abroad, should consider some things that become the
principle of implementation of strategic alliance as proposed by Santoso (2012) that the holding of a joint activity activity between HE Indonesia and HE or an overseas institution must comply with the applicable national and international laws and regulations. In addition, the cooperation must also meet the following principles:

1) the cooperation should support national development and contribute to the development of the nation's competitiveness,

2) the parties involved in cooperation activities shall uphold equality and mutual respect,

3) the implementation of cooperation must be done by creative, innovative and mutual synergy to complement each other so as to have added value to improve the quality of education,

4) each of the actors should have equal benefits so that the activities can be implemented sustainably, and

5) cooperation must also take into account diversity, whether cross-regional, national or state.

While the special requirements that must be considered when going to cooperate with foreign universities are:

1) the country where the foreign university is domiciled; in choosing partners of cooperation, universities in Indonesia are expected to cooperate with universities/other institutions domiciled in countries with diplomatic relations.

2) types of partner institutions abroad; there are several types of institutions that can be used as cooperation partners, namely:

   a) universities; overseas college partners must meet the following requirements: (1) institute is domiciled in the country, not institute branch or franchise from other state universities, (2) the institution and the accredited programs are accredited both in their country and in Indonesia;

   b) research institutions

   c) other institutions interested in higher education development programs.

With regard to the management of strategic alliances, Culpan (2008) poses five (5) important points in strategic alliance management, as seen in figure 7, namely: the need of each party to make alliances; selection of alliance partners; selection of strategic alliance structures; evaluation and control; and strategic alliance arrangements.
Sources: Refik Culpan (2008)

Figure 7. Circular Model for Alliance Management

From the picture above shows that the management of strategic alliances is a dynamic cycle activity and has a clear stage, which between the stages have a relationship with each other, and does not stop at a certain stage but will continue to evolve.

Doz, et al (2000) emphasizes that the study of strategic alliances has focused on the initial conditions and ignores the dynamic and interactive learning dimensions of strategic alliances. Yves Doz has explored five areas for learning as strategic alliances evolve in phases: (1) environment, (2) tasks, (3) processes, (4) skills, and (5) goals. The center for each phase is the systems, mechanisms, processes, and behaviors that build and improve practice in a sustainable manner by consciously and continuously designing and developing the means to attract learning and translate them in the development of mutual action. The success of strategic alliances greatly evolves and grows in the interactive cycles of learning, reevaluation, and re-adjustment. Those involved in strategic alliances do so at different levels, for example, individuals, groups, and organizations. Cooperation in strategic alliances is an organizational attribute of learning. The Simple Process of Evolution Alliance as an ever-learning organization. (Doz, 2000).

In a highly competitive environment, the alliance displays a faster and less risky route to globalization. It is very complex to create such relationships, but anyway, especially where the many relationships between systems are involved, forming a complex network. Many alliances fail or end in takeovers where one partner leaves aside the other. Cross-border alliances have difficulty working effectively together, especially in competitive areas of competition; this creates suspicion and secrecy, which in turn undermines the purpose of the alliance. The difficulties encountered are two properties of strategic alliances - the benefits of cooperation against the dangers
of introducing new competition through the sharing of knowledge and technological skills about a shared product or manufacturing process. The attractive advantages of cross-border alliances are often covered by many difficulty, such as conflicting strategic goals and objectives, cultural disagreements, and disputes over management and control systems, so this is a homework for alliance-related parties compile implementation details.

5. Tourism and Higher Education on Tourism

Understanding Tourism according to the Law of the Republic of Indonesia No. 10 of 2009 on Tourism is an entire activity related to tourism and is multidimensional and multidisciplinary that emerges as a manifestation of the needs of every person and country as well as interaction between tourists and local communities, fellow travelers, government, local government, and entrepreneurs.

With that understanding, it can be described the elements contained in tourism activities is a group of people who do tourism activities, and use the easiness that can support the tourism activities. The tourism activities that can be done by a group of people is the activity of enjoyment, fun, beauty of the universe and the environment other than the daily activities experienced by a group of people.

To support tourism activities required facilities such as facilities, accessibility and tourist attractions. Tourism as a business is a process that can create added value to goods and services that have been processed as a product, both real and unreal. Viewed from the other side of tourism is the activity and human interaction with the environment through appreciation and appreciation of the environment in their own way. In Law no. 10 Year 2009 on Tourism, explained that:

"Tourism is an entire activity related to tourism and is multidimensional and multidisciplinary that emerges as a manifestation of the needs of every person and country as well as the interaction between tourists and the local community, fellow travelers, the Government, Local Government, and entrepreneurs".

Human appreciation of nature, environment and society embodied in travel activities can be interpreted as the basis of tourism. Periodically humans need a new activity outside of their routine to be able to regenerate their freshness and passion. This form of activity is called recreation. Recreational activities conducted starting from the simplest form of activities carried out in his residence to travel activities, both in the form of day tripper to travel activities to other places outside the administrative area where he lived within a certain period. Another thing that greatly affects the tourism activities is the development of technology and information that is very message at the end of the 20th century, thus forming the image that travel is a human need.

In connection with this, Mathieson and Wall (2006) emphasized 3 (three) key elements of tourism phenomenon, namely elements of dynamics, elements of tourism, and elements of consequence, where the three key elements show a complex structure of tourist phenomena and the complexity of inter-relationship segment, as he said, that:
“… point out three key elements of the tourist phenomenon: (1) **dynamic element**, which involves making decisions on tourist circulation and selection of a desired destination, as well as a series of social, economic and institutional factors of relevance to making such a decision; (2) **element of tourist destination**, which includes the sojourn of a tourist in the target area as well as the interaction with economic, social and natural subsystems of the given area; and (3) **consequential element**, which derives from the previous two and is manifest in economic, socio-cultural and natural-ecological effects that directly or indirectly affect the quality of a tourist’s experience in a given destination. The conceptual framework outlined above is not meant to serve as a means for predicting demands or for creating the strategies for distribution of supply in the market. It appears that the purpose of this approach is to point to a complex structure of the tourist phenomenon and the complexity of the relations among its segments…”

From the above phenomena cause consequences that the travel of tourists who have motives and diverse interests in need of activities and attractions that are supported by various facilities.

Concerning the above conception, tourism is a multi-dimensional activity, intersecting with other aspects of a wide spectrum. This has obviously led to very complex organizing and organizing conditions. Such a complex tourism condition requires comprehensive and integrated handling. Tourism stakeholders consisting of public sector actors and private sector actors and the public need to equate perceptions in developing tourism both at the central and regional levels. Associated with regional characters with different tourism and non-tourism resources, the packaging of tourism products is a key factor in creating a highly competitive tourism product.

The role of universities in tourism development plays a very strategic role. Based on Law no. 20 of 2003 on the National Education System, stipulated that Higher Education is a continuation of secondary education. Furthermore, Government Regulation no. 60 Year 1999 on Higher Education, said that the purpose of Higher Education is:

1) Preparing learners to be members of the community who have academic and/or professional skills who can apply, develop, and/or enrich the treasures of science, technology, and/or art; and

2) Develop and disseminate science, technology and/or art and strive for its use to improve the standard of living and enrich the national culture.

The educational unit that holds Higher Education is called Higher Education which may be Academy, Polytechnic, High School, Institut, or University (article 20 paragraph 1 of Law No. 20 Year 2003). These universities have the following specifications (explanation of article 20 paragraph 1 of Law No. 20 Year 2003):

1) The Academy conducts vocational education in one branch or part of a particular branch of science, technology, and/or art.

2) The Polytechnic administers vocational education in a number of specialized knowledge areas.
3) High School conducts academic and/or vocational education within the scope of one particular discipline and if eligible can provide professional education.

4) The Institute conducts an academic and/or vocational education in a group of disciplines of science, technology, and/or art and if eligible may hold professional education.

5) The University conducts an academic and/or vocational education program in a number of science, technology, and/or art and if eligible to conduct professional education.

Higher Education has three programs, namely academic, profession and vocational (article 20 paragraph 3 of Law No. 20 Year 2003). However, the Law has not yet explained the meaning of the type of program and will be described in the Government Regulation (Law No. 20 of 2003 article 20, paragraph 4). Before there was a new Government Regulation on Higher Education, Government regulations Number 60 Year 1999 explains that: (1) Academic Education is Higher Education directed primarily on the mastery of science. Academic education can only be organized by universities in the form of High School, Institut, and University; (2) Professional Education is Higher Education directed especially at the readiness of application of certain skill. Professional Education can be organized by all forms of Higher Education.

Higher Education has several educational programs, each of which is a "terminal", meaning that graduates of each program are undergraduate, master, specialist, and doctoral (Article 19 paragraph 1 of Law No. 20 of 2003). Understanding of each program has not been described in this Act, and for the time being can be used Ministerial Decree No. Diknas. 232/U/2000 on Guidelines for Compilation of Education Curriculum and Results of Assessment of Student Learning Outcomes.

Starting from the goal of holding higher education in Indonesia, the role of Higher Education becomes very dominant. Higher education should be expected to actually function as a vehicle for the preparation of qualified human resources. All components of the education system should be structured to meet the normative requirements demanded, among others: (1) learners must be selective (meet the specified quality standards); (2) the quality of the lecturer should be good; and (3) educational facilities (such as laboratories, libraries and other facilities that support the educational process) should also be good.

In relation to the meaning of Higher Education, Indrajit and Djokopranoto (2006) assert that there are at least four or five dimensions of meaning attached to universities, namely (1) scientific dimension (science and technology), (2) education dimension, (3) the social dimension (community life), and (4) the corporate dimension (educational unit or organizer).

Globally the policies that can be taken by universities in the effort to improve the quality of human resources have three main dimensions (Gaffar in Maryadi, 2010:
33), namely: (1) policy at the institutional level, (2) policy at the national level that concerns the whole university, and (3) global global policies that are international.

First, institutional policy is focused on improving institutional management capability so that the efficiency and effectiveness and quality of universities are able to achieve universal standards for each university. A high degree of instrumental ability can put each university to provide a sharp and strong response to various demands of national development, especially in the context of human resource development and science and technology.

Secondly, macro policies at the national level focus on the realization of national missions, especially in relation to the mission of the universities to answer the demands of national development from different perspectives (dimensions).

Third, global policy is emphasized on the realization of Higher Education as an institution that leads and holds the leader in the development of Iprek and human resource development. This global policy is based on a national policy linking the function of Higher Education as a strategic factor in the development of various aspects of life. Interaction between various aspects with Higher Education should be a natural process and is the dynamics of Higher Education in performing their duties and functions.

More economically, the policy of universities in facing the globalization era should at least focus on the four main priorities (Gaffar in Maryadi, 2010: 34), namely: firstly, improving the efficiency and effectiveness of total institutional management in improving the quality of university management as a whole. Second, to develop quality culture culture among academic community. Third, increasing the linkage with various sectors of national development in the sense of developing the role and function of Higher Education in the context of Indonesian human resource development. Fourth, developing global functions in the sense of improving the implementation of the universality's university functions that develop science and technology and human resources.

Gaffar in Maryadi and Widodo (2010: 35) says that in order to concretize or implement these policies, it is necessary to develop operational strategies that require sophisticated Organization and Management tools (O & M) that have a totally different orientation and approach to traditional O & M as practiced so far. The logical consequence of that, is the need for a new, systematic, holistic and fundamental change of views, orientations, approaches, ways of thinking and behavior. Therefore, it is necessary to implement various strategies: (1) implementing systematic, total and fundamental fundamental changes of systematic management with the main objective of changing orientation, views, ways of thinking, and real behavior patterns or actions as manifestations of changes in orientation and views and how to promote it; (2) the quality of research, and the quality of community service. In this strategy, it is expected to develop a quality culture that can gradually become a habit in the learning process; (3) to improve compatibility and compatibility of higher education institutions with various needs and demands from both the education system and the business and industry in the community, so that the operational targets are wider and wider; and (4) enhancing the international (global) role of various
higher education institutions in other countries as well as with international agencies or organizations including government and non-government agencies. This strategy opens opportunities for information, experience, research, scientific work, ketenaan, college students as well as scientific and technological refreshment in universities.

Institute of Tourism has a very important role in efforts to improve the competitiveness of tourism. As revealed by Kim and Wicks (2010: 5) that tourism education institution is an important factor in creating tourism competitiveness in order to realize the social and economic prosperity of a country, as shown in Figure 8 about the Tourism Cluster Development Model for Global Competitiveness. The figure shows the position of the tourism cluster that emerged due to the support of various stakeholders consisting of government, universities, tourism business entities, Trans-National Companies, and Destination Management Organization (DMO). In this case, Higher Education has the role of preparing human resources with competencies in accordance with that required by all stakeholders in creating a competitive tourism cluster.

![Tourism Cluster Development Model for Global Competitiveness](image)

Sources: Kim and Wicks (2010:5)

**Figure 8. Tourism Cluster Development Model for Global Competitiveness**

Figure 8. above shows that factors support the tourism cluster as an organic system which is a symbiotic relationship and linkage. It also shows that cluster actors should work together to maximize support and positive effects on tourism clusters in the regions and countries. In addition, significant levels of collaborative activity occur through destination management organizations (DMOs) such as travel and tourism associations comprised of companies, governments, universities, and non-governmental organizations.
The above exposures indicate the increasing importance of higher education institutions in tourism in developing tourism human resources optimally, so as to meet user demand, both in quantity and quality. According to the National Agencies for the Evaluation and Accreditation of Calidad-Madrid (ANECA: 2004), Institute of Tourism should prepare human resources with generic skills, referring to the education of students in a generic sense, whereas the specific is defined as a set of scientific and specific knowledge and resources, refers to the technical and cultural skills directly related to the position where the student is being formed. The kind of skills that tourism education should take is rooted in three important types of knowledge (Aneca, 2004), including:

1. Learning knowledge: knowledge based on facts, rules, concepts, theories. Information needed to know how reality and to deal with it;
2. Learning to do: knowledge referred to a series of steps, rules and actions to achieve results: "Knowledge in doing something"; and
3. Learn to develop attitudes: knowledge of attitudes and reflected in the "cross-sectoral skills" matrix.

Many tourism education experts who have conducted a comprehensive review of global expansion in tourism education have identified three key responsibilities that drive this phenomenon, namely a set of structural changes in higher education in general (Ayres, 2006), perceived need to improve human resources qualified for the tourism industry (Littlejohn & Watson, 2004) and the common perception of tourism as a major source of jobs and careers (Deery & Jago, 2009). But growth and prosperity in developing countries along with the implementation of education policy will be a powerful factor affecting the future distribution of higher education in the world (Maggi & Padurean, 2009).

Maggi and Padurean (2009: 4) suggests that the tourism industry needs an experienced human resources as a whole. But there is little paradox because the industry is also looking for qualified young staff, so having both relevant work experience and higher education at a young age is a challenge. However this should be a signal for college students and colleges to try to combine academic study with relevant internships and other work experience. The second most sought after industry is people with good communication skills because in reality tourism is a sector that has diversity and interaction between people. Industrial values require leadership skills that demand technological knowledge, respect for customers and organizations, good analytical and negotiation skills. Most jobs require a lot of experience and a high level of education. People with initiative, creativity, are capable of multiple tasks and with knowledge of the local environment and other languages. Bring out new programs in the field of tourism as well as to create qualified graduates in entering a highly competitive market. Furthermore, Maggi and Padurean (2009: 4) describe the "ideal" profile of a future human resources pilot:

1. HR with higher education;
2. young but experienced and able to manage the team creatively;
3. perfect in communicating with international and local customers; and
4. leads in innovative ways in a competitive organization.
Meanwhile, Sheldon et al. (2007) reflects the views of 16 tourism experts and has identified the values, knowledge, and skills required for graduates to move positively, responsibly and effectively within the timeframe of 2010-30. Responses from 16 experts emerged four categories:

1. destination management skills
2. political and ethical skills
3. Increased human resource skills
4. dynamic business skills

However, Inui, et al (2006: 33) suggests that tourism is a relatively new field of study emerging from vocational education, and contributes to tourism pedagogy driven by business and economic considerations. Tourism education tends to focus on a balance between vocational and academic focus. Where, discussions often revolve around the efficient diversion and effectiveness of school curricula for day-to-day operations, facing the value of learning and the impact of intangible tourism, as he says that:

“…Tourism is a relatively new field of study that emerged from vocational education. The nature of tourism education seems to contribute toward tourism pedagogies, driven by business and economic considerations. At the same time, this makes tourism education susceptible to social manipulation by these same forces. However, most discussions by educators and developers of tourism curricula tend to centre on a balance between a vocational and an academic focus. The discussion is often merely about efficient and effective transferability of school curricula to daily operations, overlooking the value of learning and the intangible impacts of tourism…”.

The description shows that tourism education plays an important role in creating and improving economic competitiveness, as Ayikoru et al. (2009, p.209): that ”... the overall goal here is to make sure that the competitiveness of the economy ... implying an overt attempt at policy level to espouse neo-liberalism as a dominant ideology in higher education ... ".

According to Airey in Munar (2007: 72) the tremendous growth in tourism education is due to a number of structural changes in higher education, such as the context of general development of vocational education; improvement of education in order to maintain competitive advantage; a change of mentality in students who become more aware of the potential of employment in choosing the level of study; a series of policies that have promoted competition among higher education institutions; recognition by colleges and universities that tourism studies are an easy way to increase the number of students when compared to other disciplines; and, ultimately, all these features combined with the strong growth of tourism in the world.

Currently, the higher education of vocational tourism needs to rediscover humanistic values in order to meet the managerial goals that create successful candidates for leadership. Therefore, higher education tourism is responsible for preparing and training students for their future careers. (Morgan, 2004: 98).

Furthermore, Martin and Mc Evoy (2003), said that the active and passive strategies
implemented by governments in the context of tourism development have implications for the greater role of government in tourism education systems. In particular, Churchward and Riley (2003) mention that "national or regional education programs, such as those at universities, which receive government assistance, may support tourism development". Several recent studies have confirmed the growing importance of developing a tourism curriculum to meet the needs of industry as well as graduate work that the curriculum will produce. (Livanos, 2010; Major, 2004; Major & Evans, 2008).

a. Higher Education Competitiveness of Tourism

The term competitiveness, though at least has been "initiated" by the concept of comparative advantage. Competitiveness, one of a very popular jargon, but still not simple to understand. As revealed by Garelli (2006), this multidimensional concept greatly enables diverse definitions and measurements. It is not surprising that the development of views and discussions on competitiveness has escaped the criticism and debate that have continued to this day.

In various literatures, the term "competitiveness" (competitiveness) has various interpretations/interpretations. With regard to this, Porter (2004) argues that competitiveness is a relative term and no theory can explain it with certainty, as he said the following “…there is no accepted definition of competitiveness. Whichever definition of competitiveness is adopted, an even more serious problem has been there is no generally accepted theory to explain it...”. Furthermore, Porter in Sumihardjo (2008: 8) mentions the term competitiveness equals competitiveness or competitive. While freely, Sumihardjo (2008: 8), provides an explanation of the term competitiveness, namely: "...The word power in the sentence of competitiveness means strength, and the word competitiveness means achieving more than another, or different from others in terms of quality, or having certain advantages. It means that competitiveness can mean the power to try to excel in certain things that a person, group or institution does."

Nearly two decades later, discussions about this are even widespread and the perspective of what challenges and how to improve competitiveness enrich the growing debate. In the literature, the concepts of competitiveness can be reviewed at the organizational, industrial or group level, and the country or region (as an economic entity). The meaning of competitiveness in the context is generally "different." However, competitiveness at each level is closely related. The competitiveness of an organization is a constituent of competitiveness at the industry, regional or country level. While on the other hand, the various conditions and factors that exist within an industry and in an area or country form a context for the development of organizational competitiveness in the industry and in the region concerned. This issue is also one of the topics that continues to be debated in the discussion of competitiveness.

By listening to the above description, then in the context of college, the power of college competitiveness is determined by how big the university is able to move the potential of resources owned to win the competition. Leaders as a management center
are obliged to direct the factors that can be a strength of the competitiveness of these universities in order to be able to perform well. Colleges will have global competitiveness, if the educational process it runs is oriented to internationally recognized standards. In other words, it can be said that if universities want to compete in the international arena, the university must make internationalization efforts in various fields. Internationalization in various fields is a strategy used by Indonesian universities to produce a world-class higher education or commonly known as world class university. World class university indicators issued by several international institutions have diverse criteria. One of them is the assessment criteria conducted by Themes Higher Education Supplement (THES), which emphasizes on four main pillars assessed at world-class universities: research quality, teaching quality, graduate employability and international outlook. (Suyanti, 2011: 221).

The concept of internationalization is of concern to Higher Education in Indonesia as a step towards world class university. The Government has encouraged universities in Indonesia to conduct the process of internationalization, one of which is with the required international dimensions on some components specified in the accreditation forms issued by the National Accreditation Board (BAN) in various fields including international research and publications. The point of view of the diverse dimensions of internationalization needs to be measured through analysis of institutionalized strategies. (Suyanti, 2011: 222).

Assessment of the performance of universities in Indonesia conducted by the National Accreditation Board of Higher Education (BAN-PT). BAN-PT is a single container that provides a standard assessment for universities throughout Indonesia both public and private universities. BAN-PT is formed by the Government with the function of:

1. Formulate policies and establish college accreditation;
2. Formulate criteria and accreditation tools of higher education institution to be proposed to the Minister;
3. Implementing the socialization of university accreditation policies, criteria and instruments;
4. Implement and evaluate the implementation of university accreditation;
5. Announcing the results of university accreditation nationally;
6. Reporting the results of accreditation of higher education to Minister; and
7. Implementing the administration of BAN PT.

In 2000 BAN-PT began to develop a system of university institution accreditation by forming a Team assigned to prepare academic manuscripts of institutional accreditation system and instrument of accreditation instrument of higher education institution. In 2002 has been compiled academic manuscript book Institutional Accreditation System, followed by the preparation of instruments of accreditation and has been socialized and tested. However, the implementation of accreditation is only implemented from the end of 2007 to the public or private universities selected by BAN-PT.
The accreditation standards of higher education institutions include the commitment of universities to institutional capacity and educational effectiveness consisting of 15 standards, namely: (1) Leadership; (2) Student Affairs; (3) Human resources; (4) Curriculum; (5) Infrastructure and Facilities; (6) Funding; (7) governance; (8) Management system; (9) Learning system; (10) Academic atmosphere; (11) Information systems; (12) Quality assurance system; (13) Graduates; (14) Research and community service; and (15) study program.

Other university competitiveness factors that can be expressed include: (1) strategic alliances; (2) quality; (3) quality of service; and (4) the marketing mix. Meanwhile, The Council for the Advancement of Standards in Higher Education (CAS) identified 16 learning and development domains that universities must undertake to have competitiveness of their graduates, including: (1) intellectual growth, (2) effective communication, (3) enhanced self-esteem, (4) realistic self-appraisal, (5) clarified values, (6) career choices, (7) leadership development, (8) healthy behavior, (9) meaningful interpersonal relationships, (10) independence, (11) collaboration, (12) social responsibility, (13) satisfying and productive lifestyles, (14) appreciating diversity, (15) spiritual awareness, and (16) personal and educational goals.

b. Core Capabilities to Build a Competitive Advantage

Along with strategic thinking, competencies relate to the skills, knowledge and technology know-how that give specific advantages to certain points of the value chain that, when combined with the strategic process, combine the chain to form core capabilities. Strategic process is a process of educational transformation used to convey know-how in the form of products, services and other products that have high value to customers and stakeholders. Thus core capabilities are the resources or resources of a particular and critical educational institution, and the most difficult to imitate when effectively coupled with strategic targets in the value chain that start and end in the component stakeholders.

In the context of education, the success of educational institutions depends on the selection of key successful success factors, where it can be established when there is a core competencies and core behaviour. Core competencies themselves in addition to the above mentioned 3 aspects are coupled with partnerships and technologies, while core behaviour deals with customers driven, professionals, global perspective and people driven. Arifin (2011) says that in general, to become an educational institution based on capabilities, educational institutions should explore the value chain that can be done by: (1) Finding certain points from the value chain where margins are the largest among the values of stakeholders placed including what needs to be added and how much it costs to add. Through these searches, the agency can know the skills, knowledge and technology that will provide an advantage on certain points of the value chain; (2) The educational institution must learn how to present the transformation process of education into a feed loop and terminated by the needs of the customer and other stakeholders.
Paying attention to these two things as complementary will result in operational decision making that forms a great synergy. Creating value on certain points by using core competencies and creating value along the value chain by combining it with an effective process will result in a tremendous total value.

6. Several Studies on the Quality and Competitiveness of Education

The various theoretical foundations relating to this research have been presented. To further deepen the foundation of the theory, as well as to further develop and update existing studies, so in this study conducted a review of some previous research, namely:

(1) Edi Satriadi, (2010). Effectiveness of Strategic Management Implementation in Improving Education Quality. (Case Study At Bung Hatta University Padang Year 2004 till 2009). This research is based on the consideration of the gap in the effectiveness of the implementation of strategic management of quality improvement of education at Bung Hatta University of Padang. If seen the number of students of Bung Hatta University Padang, the number is quite large. But it has not been able to develop itself, especially in reminding the quality of lecturers, students, research, community service, administrative services, facilities and infrastructure. This research is related to effectiveness aspect of strategic management implementation of quality improvement of education at Bung Hatta University of Padang. These aspects are still relevant at this point. How far has the implementation of strategic management been implemented by leaders in improving the quality of education and then how the results? This study aims to determine the effectiveness of strategic management implementation carried out by the leadership so as to achieve the improvement of high quality education and its impact on the performance of Bung Hatta University Padang. Specific objectives describe and analyze (1) the profile of the strategic environment for improving the quality of education; (2) strategic formulation of vision, mission, objectives, and quality improvement program and how its understanding (3) implementation of quality improvement program of education (4) to formulate conceptual model of strategic management implementation of quality improvement of education at Bung Hatta University Padang. This study uses a qualitative approach by collecting data as it is, analyzing it inductively, and validating the data with triangulation to find patterns, models, and themes. The results of the effectiveness of the implementation of strategic management of quality improvement of education conducted by the leaders at Bung Hatta University Padang found the quality in general is very good as the dominant factor of (1) the profile of the strategic environment of improving the quality of education, very good. Visible because it highlighted the figure of Bung Hatta-an, so that the public has a look at the University of Bung Hatta Padang, (2) vision formulation, mission, objectives, and improvement programs very well, seen from the aspect of understanding by the leadership, namely: vision, objectives, and
quality improvement programs, illustrate the sequence in a hierarchical, logical, rational, relational, and measurable manner; (3) the implementation of the quality improvement of the educational program results vary, seen (a) organizational structure, excellent (b) (e) learning and teaching, very good, (f) curriculum and syllabus, very good (g) research, poor (h) community service, unfavorable (i) laboratory, poor (m) libraries, excellent and (n) improved quality of cooperation, unfavorable.

(2) Upiek Haeryah Sadkar, (2009) "Study of Quality Management of Tourism Education Based" TedQual System "(Case Study at Institute of Tourism Bandung)". (Upiek Haeryah Sadkar, 2009). This research is motivated by high hopes and demands on tourism education institutions to be able to answer the needs of tourism human resources in the future. On the other hand, the condition of tourism education institutions is currently in a capacity still weak in the delivery of an education system that is able to meet the competencies required by users, especially in the international sphere. This gap resulted in limited availability of human resources capable of facing various challenges of global tourism development. On that basis, it is necessary to be innovated in the quality management of tourism education that is capable of producing qualified and internationally competitive graduates. This study aims to evaluate the implementation of tourism quality education management based on "TedQual System" in an effort to produce qualified and internationally competitive graduates and have competencies that meet the expectations of internal and external customers. After comparison with various quality management approaches, the results show that TedQual System is an appropriate quality management approach to apply to tourism education. Although there are generally similarities between the various approaches, the TedQual System has an advantage because it is developed specifically for the needs of tourism education quality management. UNWTO as an organization that gives birth to the development of TedQual System is one of the organizations under the UN that handles the development of world tourism, placing the distinctiveness of the nature of tourism services as a foundation in the development of TedQual System. Furthermore, to be able to apply the TedQual System approach effectively at the Bandung Tourism High School, it is necessary to reform efforts to the 6 (six) educational resources owned by INSTITUTE OF TOURISM Bandung in order to produce the expected output and outcomes.

(3) Engkos Achmad Kuncoro, (2010), Competitiveness of Private Colleges (Analysis of Factors Affecting the Competitiveness of Private Universities in DKI Jakarta). The purpose of this study is to conduct an in-depth study of what factors affect the competitiveness of universities in Indonesia by proposing problem formulation, how the influence of variable elements: Leadership (X1), Competitiveness Strengths (Y1) and Competition Areas (Y2) against Competition Result (Y3) at Private Higher Education (PTS) in DKI Jakarta. This is done in an effort to obtain the description of PTS Model
that has Competitiveness (Competitiveness). The research method used in this research is survey method with quantitative approach. Research population is university, because the number of study population is big enough, then the research sample determined through multistage sampling or sampling method is determined through the steps based on criteria that can meet the required data needs, namely: 9 PTS in DKI Jakarta. Data collection techniques used in this study, conducted through: questionnaires, interviews observations and documentation studies. The collected data is processed through path analysis technique with the help of multiple linear regression method. Based on the results of the research, the effect of variables: Leadership (XI) is 32.4%, Competitiveness Strengths (Y1) of 65.4% and Competition Areas (Y2) of 75.2% against Competition Result (Y3). In detail can be explained: 1) Variable Personality Integrity (X1.1), Proactive (X1.2) and Managerial Tools (X1.4) significantly influence the Competitiveness Strengths (Y1) variable. While the Resourceful (X1.3) variable does not significantly affect the Competitiveness Strengths (Y1) variable; 2) Personality Integrity (X1.1) and Managerial Strategies (X1.4) variables significantly influence the Competition Areas (Y2) variable. While the Proactive (X1.2) and Resourceful X1.3 variables did not significantly affect the Competition Areas variable (Y2); and 3) Competitiveness Strengths (Y1) and Competition Areas (Y2) variables significantly influence Competitiveness Result (Y3) with moderate effect category for Competitiveness Strengths (Y1) and 'strong' for Competition Areas (Y2).

(4) Dejager, Neuwenhuis (2005: 252) Linkages Between Total Quality Management and the Outcomes Based Approach in an Education Environment. The results of the Journal of Quality in Higher Education as confirmed by De Jager and Nieuwenhuis (2005-252) mention that quality is related to the customer (customer). In relation to this quality, Harvey in De Jager and Nieuwenhuis (2005: 252) defines quality as 'fitness for purpose' based on the ability of higher education institutions to fulfill their mission or educational programs.

(5) Hanif (2008) in his dissertation research argued that the critical point of quality assurance and accreditation problems in Indonesian universities is the frequent changes and changes, both at the level of strategic quality planning, policy level and level of implementation. The findings of research conducted by Hanif, related to the ineffectiveness of quality assurance in universities are categorized into three parts, namely: (1) at the level of strategic quality planning, (2) at the level of quality assurance policy and (3) at the level of policy implementation and implementation in the field.

(6) Junus (2007) concludes in his research on quality improvement strategies in Polytechnic in Riau that the application of quality assurance chosen as one of the systems to improve the quality of education in polytechnic should involve at least seven main components, namely (1) total involvement of all civitas academica, (2) develop a quality organizational climate, (3) the
existence of an independent quality assurance center, (4) the existence of performance indicators relating to the quality of learning, research and community service that is consciously established and a commitment together, (5) availability of various instruments and performance measures to detect improved input quality, (6) repetition of repair process and (7) a commitment to continuously improve quality.

(7) Gueorguiev (2006) in his research on quality management in higher education in Bulgaria, suggests that there has been increased cooperation between industry and higher education institutions. Currently in Bulgaria, the curriculum and post-graduate employment have become preference for prospective students in choosing a college. Both indicators above are the process of efforts to improve the quality of higher education.

(8) Magablih (2007) in his research on the implementation of TedQual in Jordan suggests that implementing TedQual System requires consistent coordination between educational institutions and industry to ensure the quality of the graduates produced (knowledge & skills) is in line with what is expected by both. Periodic reviews may include defining performance indicators including internal feedback from students and staff as well as external reports such as input from industry practitioners.

(9) Mayaka and King (2002) in his research on the implementation of TedQual in Kenya revealed that there has been a common perception among key stakeholders about the importance of tourism education and training in Kenya. The results also show that there is still inefficiency in the organization of education and training of tourism that exists today. Because of the need for periodic meetings between stakeholders to formulate a national strategy in developing tourism human resources in Kenya based on the TedQual System initiated by UN-WTO.

(10) Center for Policy Research and Research and Development of the Ministry of Education and Culture, (2011). Study of Higher Education Graduate Competitiveness. This research is based on a thought that education is one of the most important investment to prepare human resources (HR), especially in the competition in the current era of globalization. From various studies revealed that there is a gap between the quality of graduates of PT and the needs of business / industry (Teichler, 2007), which among others is caused by factors of lecturers who have not met the established standards (S2 and S3), the condition of facilities and infrastructure (including curriculum), PBM, teaching materials, evaluation, infrastructure that has not met the standards, and internal policies of PT. The occurrence of a gap between the quality of graduates PT with the needs of the business world / industry is also caused by the lack of strong network of cooperation between the two is known by the link and match. The results of this study, among others: (1) In general, the competence of graduates is divided into two, namely hard skills and soft skills. Hard skills include: scientific mastery skills (core competencies), insights beyond the sciences, the mastery of information
technology to work, and the ability to speak foreign languages. While soft skills include: confidence, commitment/Loyalty, creativity, initiative, diligence work, discipline or work ethic, integrity/honesty, responsibility, ability to cooperate, communicate, the ability to build social networks/relationships, decision-making and motivation; (2) According to the assessment of the organization where the graduates work, there is generally no difference in both hard skill and soft skill competence between PTN graduates and private university graduates, both of whom tend to have hard skills and high soft skills. Hard graduates of PT graduates are most needed is the technical ability of the mastery of science or core competencies of graduates of PT in accordance with the qualifications or background of his studies. Whereas the soft skills most needed by local organizations are social skills, while the national and multinational organizations are integrity and visionary; (3) Difficulties of graduates of PT get job in general influenced by lack of information because of weakness of interconnection between PT with requirement of business world / industry, weakness of social performance of individual in searching job appropriate with competence possessed, and weak ability of individual in displaying its superiority in dealing with individual or institution; (4) The graduates' efforts to obtain and create jobs, in accordance with their qualifications are often followed by courses and training, active in social networking, frequent off-campus seminars, and actively organizing; (5) The effort of PT to prepare the quality of graduates in accordance with the needs of business/industry is to cooperate with the needs of the business/industry in certain projects, actively invite the organization in an effort to gain input in curriculum development, and inform institute or graduate profile to the needs of the business/industry; and (6) The effort made by the business/industry in assisting the PT to improve the competency of its graduates is to provide an internship program for the students of PT, although not all organizations make it as a regular program. In addition, in general, the organization also has an employee recruitment offer program to certain PT graduates.

Based on some previous research results show that the implementation of quality management in higher education, especially tourism, will have a direct impact on the quality of graduates. Implementation of strategic management and strategic partnership as a means that can be used in the management of tourism education that is international, can be an answer in improving the quality of education in higher education institutions of tourism, so that graduates of Institute of Tourism have the ability to compete and able to enter the global competition.
7. Policy Strategy Institute of Tourism at the Ministry of Tourism of the Republic of Indonesia in responding to the needs of human resource development forward

In responding to the needs of human resource development in the future Institute of Tourism Ministry of Tourism has made strategic steps by conducting internal and external policy reform policies, curriculum reform, and improvements of lecturers. The strategy for improving the quality of the learning process, as outlined in the RENSTRA document is included in the Institute Development Plan. Internal revamping policy strategy (improving the quality of learning process) at Institute of Tourism at Ministry of Tourism, including:

1) Preparation of planning strategies in an effort to improve the quality of the PBM by providing strengthening on the vocational side;
2) Strategy in improving the quality of teaching and learning process in responding to the needs of human resources development by cooperating with industry parties and with alumnus in order to deliver lecture materials.
3) Evaluation strategy for internal improvement (improvement of the quality of teaching and learning process) to respond to human resource development needs;
4) Determination of the number of meetings in one semester of 20 weeks;
5) Supervision of lecturer attendance to support the quality of lecture meetings;
6) Management application program to improve student soft skills

The learning process in the field of vocation, between the theory and practice of comparison is 50:50, and orientation is directed at the student learning center so that the output not only has good skills, but also softskill, so the graduates are better prepared to enter the industry world.

While the policy strategy at the Institute of Tourism at the Ministry of Tourism concerning external revamping, including:

1) Holding an orientation program to industry and seminar/workshop activities at home and abroad.
2) Alliances with universities abroad through joint programs in the field of exchange of students, lecturers and programs;
3) Training for lecturers on research methodology and counseling guidance;
4) Cooperation with other universities in the country concerning Tridharma PT;
5) Cooperation for recruitment in the industry (Hospitality, Tourism and employment).

The result of research concerning the policy of correlation of external correction done by Institute of Tourism at Ministry of Tourism is through cooperation/partnership with universities at home and abroad with the aim to prepare human resources quality according to market requirement as per vision of institution
as center of excellence of tourism sector through strategy planning, implementation, and evaluation for improving the quality of lecturers and curriculum.

Some policy strategies at Institute of Tourism at Ministry of Tourism Environment concerning curriculum improvement, done by:

1) Improving the curriculum of education in accordance with the needs of the international market is done by adjusting the implementation of curriculum based on competence with market needs and implementing it according to the DIKTI curriculum and adopting CITC.

2) Evaluation of short-term curriculum reform is done annually by involving practitioners from the tourism industry plus experts in the field of education. For the long term, by conducting professional development for all lecturers of course subjects as the curriculum demands.

The policy of fulfilling the quality of the lecturers with international competitiveness at the Institute of Tourism at the Ministry of Tourism is done by improving the quality of the lecturers through the projection of functional position of educators until 2019 which is broken into the annual program and incorporated into the annual planning documents as well as the annual budget regarding the improvement of lecturers' competence in terms of knowledge, skills and profession as vocational lecturers, and to evaluate and review the achievement of quality fulfillment program of lecturers with international level. In order to increase the capacity of lecturers to be financed by the State Budget, the concepts of developing professions of lecturers need to be approved and realized.

8. Strategic Alliance conducted Institute of Tourism at the Ministry of Tourism of the Republic of Indonesia in Responding to Global Competition

Before undertaking cooperation, Institute of Tourism must first conduct an internal environmental analysis (ALI) and external environmental analysis (ALE) to prepare Institute of Tourism conditions before engaging with other parties. Motivation and preconditions in partnering with other parties are basically oriented towards improving the quality of education towards world class tourism higher education in accordance with the vision and mission of the institution so as to provide benefits for the academic community. Therefore, the institution must have a cluster criteria of who will be a partner of Institute of Tourism, develop partnerships with developed countries, formulate strategies and regulations in determining cooperation partners.

Technically, the strategic alliance undertaken by institute of Tourism at the Ministry of Tourism is done in three stages:

1) the existence of an alliance request;
2) there is sufficient initial meeting and discussion;
3) the partnership begins with a MoU.

Bonds in support of such cooperation points include formal and informal ties. Strategic alliance activities with partners are incorporated into strategic plans and annual plans in the form of quantitative key performance indicators of each term/year. For alliance sustainability is done by developing communication through program monitoring, and annual event called Partnership Gathering.
The activities and substance of the alliance undertaken by Institute of Tourism in the Ministry of Tourism Environment are incorporated into the strategic plan and annual plan in the form of Quantitative Key Performance Indicators of each period/year. The main points or substances are dialed, including the implementation of education (joint program), the implementation of Real Work Practices Institute of Tourism students, recruitment of graduates, and support the development of tourism education institutions.

The points of cooperation that become the reference in supporting Institute of Tourism's vision and mission are to cover the orientation of education in Institute of Tourism, which is oriented to three excellences (outlook) Institute of Tourism graduates: (1) have capability or capacity to build themselves (personal excellencies); (2) own (social excellencies); and (3) have environmental excellencies. Where the process of decision-making on cooperative activities is collective. To see the success rate of the cooperation done with outsiders, the evaluation of partnership documentation is performed.

Partnership and substance activities which are promoted by Tourism High School within the Ministry of Tourism refers to the vision and mission of the institution, namely in the effort to produce graduates with international competitive advantage, including joint program, Real Work Practice, graduate recruitment, and support the development of tourism education institutions. Basically, cooperation/alliance activities with other parties, is expected to provide many benefits for all academic community (learners, graduates, lecturers, employees), partners of educational institutions and tourism industry.

The impact of the alliance undertaken is that the Tourism High School at the Ministry of Tourism has a strong confident to face the future in the global era. From the cooperation that has been done, students are expected to get "learning process" so that they have high confident, get professional development both in context of skill, knowledge, and attitude.

Basically, cooperation/alliance activities with other parties are expected to have an impact on civitas academica so as to gain a "learning process" which in turn provides strong confidence to face the future in the global era and other benefits for all academic community (learners, graduates, lecturers, employees).

9. Conclusions and Recommendations

Policy Strategy to respond to human resource development needs in the future is done by conducting various internal, external, curriculum revamping, and international lecturers improvement strategies.

Strategic alliances with others are made possible by the drive to become a leading tourism education; provide guarantees for graduates to work worldwide at various levels of employment; and because of limited resources including human resources. Strategic alliances are carried out in three stages: the alliance request, the initial considerable coverage, and the MoU. To maintain the continuity of the alliance is done by developing communication through program monitoring, and annual event. Strategic alliances provide benefits for each party, namely learners, graduates,
partners of educational institutions and tourism industry; the academic community has a strong confident to face the future in the global era. The success of the partnership depends on a sense of shared desire, and mutual need.

This finding has implications for the providers of tourism education within the Ministry of Tourism to undertake a systematic, total and fundamental change of institutional management with the main objective of changing orientation, views, ways of thinking, and behavioral or action patterns as a manifestation of changes in orientation and views and ways thinking. The findings also have implications for Institute of Tourism to improve the compatibility and compatibility of higher education with the growing needs and demands of both educational and business systems and the existing industries in society, so that the operational targets are wider and wider.

Another finding of strategic alliances undertaken by Institute of Tourism at the Ministry of Tourism shows that strategic alliances with institutions are an urgent and should be done to improve the capacity of tourism human resources. This finding implies the importance of all elements involved in the educational process, especially the leadership elements to continually improve the quantity and quality of partnerships globally, both the higher education institutions and with international agencies or organizations including government and non-government agencies. This strategy opens opportunities for information, experience, research, scientific work, ketenaan, college students as well as scientific and technological refreshment in universities.

Some things that higher education institutions should consider when running a strategic alliance with industry or other organizations, include:

1. what is the constellation of the alliance? (design and management of an alliance portfolio to be developed by an organization);
2. how to design alliances? (alliance forms to be developed, including what the alliance objectives are, how the selection of partners, and how the structure of the alliance);
3. how is the management of the alliance? (relationship management and management of alliances); and
4. what is the capability of the alliance owned by the organization? (internal readiness of the organization in running the strategy alliance and knowledge management owned by the organization).

This study is still not perfect, requiring further research on sampling members and focus of the study. The study only took sampling at the Tourism High School at the Ministry of Tourism. Therefore, further research needs to be done by involving private universities that organize higher education in tourism especially those who are already members of the Association of Higher Education Institutions (HILDIKTIPARI). Regarding the focus of the study, further research needs to be done with more specific review, for example, specifically review the quality of lecturers, students and other elements involved in the education sub-system. This study also has limitations among others about informants who do not involve students
as one of the educational stakeholders. Therefore the next researcher needs to make the student as one of the informants.

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