

Analysis of the Development of Organizational Structure and Work Procedures for the Edutourism Teaching Factory (Tefa) of Politeknik Negeri Jember

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Abstract. This research aims to develop the organizational structure and work procedures (*Struktur Organisasi dan Tata Kelola/ SOTK*) of the Edutourism Teaching Factory (Tefa) of Politeknik Negeri Jember (Polije) as well as the Standard Operating Procedures (SOP) of Management and the Standard Operating Procedures (SOP) of Services. The method used was descriptive-qualitative by collecting data through interview, documentation, and literature study. The conducted research activities included the identification of Edutourism activities, the identification of stakeholders and interests, as well as the identification of tasks and work procedures. The parties involved include the Public Relations (PR) Unit, the Academic Service Unit (UPA) of Integrated Agricultures, and the Academic Service Unit (UPA) of Food Product Development, Management and Packaging. The research results are the SOTK of Edutourism Tefa, the SOP of Management, and the SOP of Services. The developed SOTK and SOPs are recommended to support the establishment of the Edutourism Tefa.

Keywords: Development, Edutourism, Polije, SOP, SOTK, Tefa

1 Introduction

Teaching Factory (Tefa) is a learning model in vocational higher education that emphasizes hands-on training and experiential learning. Tefa is designed to bridge the gap between academic learning and practical skill development by providing students with real-world experience in a simulated industrial environment [1]. The Tefa model is based on the concept of a factory or industry where students learn by doing. In Tefa, students work in teams to solve problems that exist in the industry according to their field of study or area of expertise. They are guided by experienced instructors and mentors who provide feedback and support throughout the learning process [2].

Edutourism Tefa is one of 29 Tefas established at Politeknik Negeri Jember which is included in the pilot category. This Tefa is launched to manage the edutourism activities in Politeknik Negeri Jember (Polije). As a campus with various Tefas, Polije has the potential to be a proper destination for edutourism. Campus tours to Tefas at Polije will open the opportunity for the public, especially the youngsters to learn more knowledge differently and enjoyably. And by looking at the enthusiasm from several junior educational institutions to visit Polije (according

to the data from the Public Relation (PR) Unit of Polije), the Edutourism Tefa is crucial to be established thus all the edutourism activities at Polije can be properly managed, well developed, as well as provide more advantages to Polije itself.

As a Tefa, Edutourism Tefa certainly has several fundamental needs that must be fulfilled to carry out its role. Based on the identification of needs that have been conducted by the Tefa Edutourism management team, eight needs were found, including 1) the development of educational tourism potential at Polije, 2) the development of educational tourism organizational structure and work procedures (*Struktur Organisasi dan Tata Kelola/ SOTK*), 3) the development of marketing techniques and tourism management, 4) the development of tourism modules/teaching materials, 5) the development of tourism business strategies, 6) the development of tourism human resources, 7) the development of tourism management participation, 8) the development of tourism awareness / *sapta pesona*. The identification was conducted since there is an urgent need for the Edutourism Tefa to be implemented immediately, thus can be a means of learning for the students and provide benefits for the institution as well as the wider community.

Looking at the urgency of the establishment of Edutourism Tefa, we decided to conduct research regarding Edutourism Tefa by focusing on the second identified need, the development of Edutorism organizational structure and work procedures. The first need regarding the potential of educational tourism at Polije had been done previously by Degita Danur Suharsono in 2022. The results of this research showed that all Tefas at Polije have the potential to be used as educational tourism which can also be opened to the public and the learning process of Edutourism Tefa can be used as BIPA teaching material [10]. Degita's research is also supported by the research conducted by Destarianto, et al [9] who discussed the educational tourism system of Tefa Polije which was integrated with tourism in Jember Regency to support economic improvement after the Covid-19 pandemic. This research hopes for improvement in the quality management of tourism potential at Tefa Polije, and the implementation of Internet+, green tourism, and safe tourism with an information technology approach to improve services and the economy as a form of support as the backbone of the national economy [9].

Following the realization of the edutourism potential of Tefa Polije from the previous research and the need for good management to implement edutourism, the next required thing in managing Edutourism Tefa, the development of SOTK, is chosen as the research focus. This second identified need is crucial since it is one of the fundamental documents required by an institution to be operated systematically. Thus, this research is stated as important since Edutourism Tefa Polije still has no SOTK to implement educational tourism as well as has no standards in its management and services.

Hence, the purpose of this research is to identify the activities, policymakers, tasks, and ways of working at the Edutourism Tefa of Politeknik Negeri Jember, as well as create an organizational structure and work procedures (SOTK) for Edutourism Tefa Polije, the Standard Operating Procedures (SOP) of Management, and the Standard Operating Procedures (SOP) of Services for Edutourism Tefa Polije.

2 Methods

Analysis of the Development of Organizational Structure and Work Procedures for the Edutourism Teaching Factory (Tefa) of Politeknik Negeri Jember is a qualitative-descriptive research [11]. The initial step of this research was the identification of stakeholders, duties, functions, and responsibilities carried out through a discussion with the Edutourism Tefa management team to realize every party who plays a role in the Edutourism activities. Furthermore, a literature study was conducted on SOTK and SOPs, as well as a SWOT (Strength, Weakness, Opportunity, and Threat) analysis was made. Furthermore, this research performed in-depth interviews with several related parties including the Public Relation (PR) Unit of Polije, the Academic Service Unit (*Unit Pelayanan Akademik/ UPA*) of Integrated Agricultures, and the Academic Service Unit (*Unit Pelayanan Akademik/ UPA*) of Food Product Development, Management and Packaging, as well as documentation of research activities in the form of photos and videos.

Data collection was also adjusted to the types of data. The types of data in this research were primary data and secondary data. Primary data was obtained from the results of observations, interviews, Focus Group Discussion (FGD), and documentation. Meanwhile, secondary data was obtained from the Internet in the form of scientific and popular literature [12]. The collected data was then compiled, analyzed, and combined in the discussion, thus it can produce an organizational structure and SOP that suits the needs of the Edutourism Tefa. The analysis technique used is qualitative to provide a whole description of the organizational structure and work procedures of the Edutourism Tefa Polije.

3 Findings

In the process of data collection, a discussion was conducted with the person in charge (PIC) of Edutourism Tefa. From the results of the discussion, several important points were obtained related to stakeholders, activities that have been carried out by the Edutourism Tefa, the work procedures, as well as the estimated tariffs charged to the guests, and the SWOT identification. The results of the discussion with the PIC are presented in the following table:

Table 1. The roles of Tefa Edutourism Polije's stakeholders

No.	Scope	Description
1.	Stakeholders	<ol style="list-style-type: none">1. Director / Leader2. Public Relations (PR) Unit (marketing, reservation, and publication)3. UPA of Integrated Agricultures (Seeds and Smart Green House (SGH), Highlands and the Innovation Farm and Animal Feed) – Preparing land, media and field staff4. UPA of Food Product Development, Management, and Packaging (Rotogravure, Bakery and Coffee, Kemuning Resto, Fish Canning dan Bottled Water) Preparing land, media, and field staff5. The person in charge of Edutourism Tefa6. Students of Language, Communication, and Tourism (<i>Bahasa, Komunikasi, dan Pariwisata/ BKP</i>) Department – operational, tour guide
2.	Activities	<ol style="list-style-type: none">1. Visit to SGH, education, and product purchasing2. Visit to the Innovation Farm, learn how to plant, and education

	3. Bakery and Coffee Tefa – Education, production practice, and product purchasing
	4. Education on livestock
	5. Education on dairy processing
3. <i>On-going Procedures</i>	1. Reservation – Public Relation (PR) Unit
	2. Edutourism Tefa
	3. Coordination between the UPA of Integrated Agricultures and the UPA of Food Product Development, Management and Packaging
	4. Sport Centre / Hall
	5. Group Division (lead by students) – 1 up to 20 people/group
	6. Edutourism to several Tefas
	7. Breaktime – Tefa bakery- 2 nd floor
	8. Souvenir distribution
	9. Go home
4. Tariff estimated	IDR 50.000 – 100.000 / person, minimum reservation of 20 people.

From Table 1, it can be realized that there are six stakeholders included in the management of Edutourism Tefa from the leader board to the students. All of these stakeholders shall build good cooperation to execute all the activities carried out by the Edutourism Tefa. As can be seen, the activities arranged include a visit to some Tefas such as Smart Green House (SGH), the Innovation Farm, Bakery, and Coffee, as well as education in livestock and dairy processing. Yet, the most important is understanding the procedures. It shall start with making an official reservation to the PR Unit and end with the distribution of souvenirs to the customers/ tourists. This procedure needs to be followed orderly to avoid any misconduct or misunderstanding among the parties involved. As for the tariff, it is made affordable for all social groups.

The next is the analysis of the strength, weakness, opportunity, and threat (SWOT) of the Edutourism Tefa. SWOT analysis for the Edutourism Tefa helps identify the internal and external factors that affect the development of Edutourism Tefa in the future. The results of the SWOT analysis begin with the strength. Here, several strengths are obtained. First, there are diverse educational tour packages on campus in the Horseshoe Regions, of which Tefa Edutourism Polije offers a variety of educational tour packages that cover a wide range of educational activities and experiences. This gives customers the flexibility to choose a program that suits their interests and needs. Second, there is cooperation with educational institutions. In the future, Edutourism Tefa can establish partnerships with various educational institutions from kindergarten to high school to provide quality learning experiences. The last strength is experienced team. Edutourism Tefa Polije has an experienced team in the tourism and education industry. This ensures a qualified program delivery and good customer service.

However, Edutourism Tefa Polije also has some weaknesses such as regarding its tourist segmentation. There is no specific segmentation yet for guests who will visit the Tefa Edutourism. Moreover, organizing high-quality educational programs can be expensive, and this can affect the price offered to customers. There is also a problem with the transportation within the campus. The PIC of Edutourism Tefa still needs to think about transportation that is environmentally friendly and can be used by guests to get around the campus. Here, the quantity also needs to be considered.

Regarding the opportunity, Edutourism Tefa is advantaged by the increased demand for experiential education. Nowadays, more and more people are looking for practical learning experiences, especially in the context of tourism. This creates opportunities for business growth. Additionally, inter-campus integration packages can also be implemented by cooperating with the neighboring campus, for example, Universitas Jember/ UNEJ, to get a broader and higher quality of campus educational tourism experience.

These opportunities are not without any threats. The disruption of teaching and learning activities is one of the threats. In case, there are guest reservations on active learning days, the students' practicum activities may be slightly disrupted. This may affect the students' daily and final scores as well. Thus, it must be carefully considered. Another threat is the changes in regulations. Regulatory changes in the tourism or education industry may affect business operations and compliance costs. This may cause some operational problems.

Following the SWOT analysis, a Focus Group Discussion (FGD) was conducted by inviting all stakeholders involved in the management of Edutourism Tefa, including the UPA of Integrated Agriculture, as well as the UPA of Food Product Development, Management and Packaging, Department of Language, Communication and Tourism and the PR unit of Politeknik Negeri Jember. The FGD resulted in the draft of SOTK and the draft of Standard Operating Procedures (SOP) of Services and Management for the Edutourism Tefa.

Based on the FGD results that had been conducted with the stakeholders, the initial organizational structure needs to be adjusted based on stakeholder suggestions. The need for adjustments to the organizational structure is because the organizational structure is too long, involving many institutions that can actually be compacted. It is recommended not to exceed 10 people involved in one structure. The organizational structure that has been adjusted to stakeholder suggestions is described as follows:

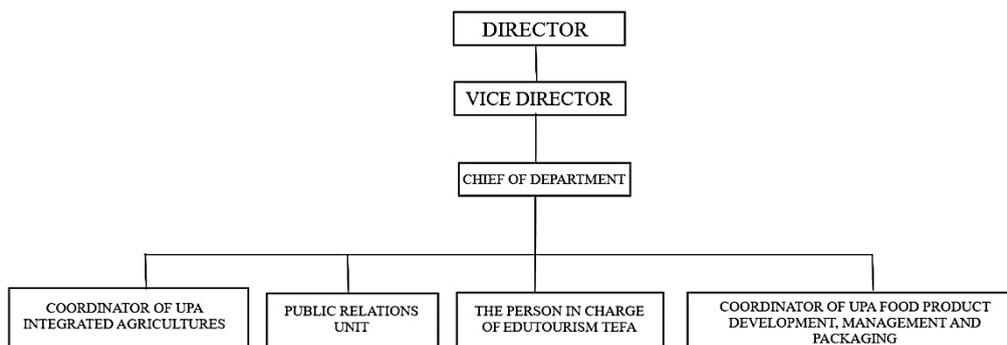


Fig. 1. The adjusted Organizational Structure of Edutourism Tefa

It can be identified from Figure 1 above that the organizational structure of Edutourism Tefa consists of leader boards including the director and vice director of Polije, as well as the chief of Language, Communication, and Tourism ((*Bahasa, Komunikasi, dan Pariwisata/ BKP*) Department as the direct supervisor. Then, below there are field executors such as the PR Unit, the two UPA units, and the PIC/management of Edutourism Tefa. Another result from the

FGD indicates the main tasks and functions of the stakeholders listed in the organizational structure. Those are as follows:

Table 2. Main Tasks and Functions of Edutourism Tefa Polije’s Stakeholders

No	Position	Task Description
1	Director	a. Provide direction, and instructions to the management team regarding the implementation of Teaching Factory (Tefa) activities. b. Supervise and advocate for the management of Tefa
2	Vice Director	a. Provide advice and approval on the work program prepared by the Tefa Management Team b. Conducting monitoring and evaluation of Tefa activities c. Receive reports on Tefa activities and submit them to interested parties d. Together with the management team is technically and administratively responsible for the management of Tefa
3	Chief of BKP Department	a. Advocate the team of Edutourism Tefa to the leader b. Promote the Edutourism Tefa
4	The person in charge of Edutourism Tefa	a. Together with team members, developing the Edutourism Tefa work program. b. Conduct consolidation, coordination, and consultation both internally and externally related to the management of Edutourism Tefa c. Carry out the business development of the Edutourism Tefa d. Prepare financial reports and implementation of the Edutourism Tefa
5	PR Unit	Conveying all important information about the Edutourism Tefa Polije’s activity program, including massive promotion
6	UPA of Integrated Agricultures	Coordinating with the Feedlot/cowshed TeFa and the Smart Green House (SGH) Tefa
7	UPA of Food Product Development, Management and Packaging	Coordinating with the Coffee and Bakery Tefa and the Fish Canning Tefa

From Table 2, we can identify the tasks and functions of each stakeholder of Edutourism Tefa. On the top, there is the director of Polije who has the tasks to provide direction as well as supervise and advocate the management team of Edutourism Tefa. This task is supported by the vice director who provides advice and program approval as well as conducts monitoring and evaluation. Then, the chief of the BKP Department acts as the bridge of communication between the leader boards and the field executors such as the management team of Edutourism Tefa, the PR Unit, and two UPA units, while they coordinate with each other to conduct the edutourism activities. Aside from this, standard operating procedures (SOPs) related to the management and services of Edutourism Tefa Polije are arranged. The SOP of Services for the Edutourism Tefa is as the following:

Table 3. Standard Operating Procedure of Services for Edutourism Tefa Polije

No.	Activity
1.	Prospective tourists/visitors contact Polije’s PR Unit to order Edutourism tickets/ reservations for a minimum of 20 people and a maximum booking time of D-7;

2.	Polije's PR staff accepts reservations and prospective tourists choose the Edutourism package according to their needs;
3.	Polije's PR staff confirms reservations and processes invoices for payment;
4.	Prospective tourists make the first invoice payment with a 35% down payment;
5.	Polije's PR staff confirms the 35% down payment and processes the reservation;
6.	Polije's PR staff informs the TEFA Edutourism staff regarding the Edutourism package reservations;
7.	TEFA Edutourism staff coordinates with the staff of both UPA Integrated Agriculture and UPA Food Product Development, Management, and Packaging, as well as Tour Guides regarding reservations;
8.	Prospective tourists make their full payment on D-1 or the maximum D-day if there are problems;
9.	Tourists/visitors arrive at the Edutourism area/ Polije campus according to the reservation date and time;
10.	Tour Guide directs tourists/visitors to the main hall;
11.	TEFA Edutourism staff receive tourists/visitors and tour guides divide the tourists into groups and give name tags to each of them;
12.	Tourists/visitors start the educational tour by visiting several TEFAs in Polije accompanied by a Tour Guide for each group;
13.	Tourists/visitors rest in the TEFA Bakery & Coffee's rest area, 2 nd Floor, with directions from the Tour Guide;
14.	Tourists/visitors, accompanied by TEFA Edutourism staff and tour guides, evaluate Edutourism activities and fill out satisfaction, criticism, and suggestions forms;
15.	Tourists/visitors make payments if they still have payment obligations;
16.	Distribution of mementos/souvenirs to tourists/visitors by TEFA Edutourism staff and tour guides along with taking group photos;
17.	Tourists/visitors leave the Edutourism tourist area/ Polije campus.

It can be known from Table 3 that there are seventeen activities conducted in the implementation of Edutourism Tefa. The activity starts with the reservations that should be made by the tourists to the PR Unit. Then, after confirming the reservation, the PR Unit communicates with the management of Edutourism Tefa to process the order. The Edutourism Tefa will coordinate with the two UPA units to prepare for the educational activity including managing the visit schedule, list of tourists, tour guides, consumption, and souvenirs. Then, the tour guides will directly assist the tourists during the tour until it is finished. In addition to the SOP of services, the SOP of management for Edutourism Tefa Polije is also arranged, as follows:

Table 4. Standard Operating Procedure of Management for Edutourism Tefa Polije

No.	Activity
1.	Having a Standard Operating Procedure (SOP) for users and service SOPs and the flow of visits to the Edutourism Tefa
2.	Training staff to prepare and implement SOPs
3.	Communicating SOPs in writing and verbally to Tefa users
4.	Providing and posting written and verbal dos and don'ts in a visible place about the order of tourists during the visit

5.	Cooperating with various parties to provide training to employees/ officers regarding disaster management and Occupational Health and Safety (OHS)
6.	Providing safety and security equipment and supplies (first aid kits, light fire extinguishers (APAR), emergency signs, maps of the location of gathering points and evacuation routes, communication tools, written information on important telephone numbers)
7.	Making a record of the use of Tefa and reporting to the Person in Charge
8.	Reporting to the Head of the Department, as a form of accountability per month or semester
9	Coordinating with the nearest healthcare facility (Polyclinic of Politeknik Negeri Jember) for referrals in handling guests/employees who experience health problems
10	The person in charge of Tefa coordinates with Politeknik Negeri Jember, the Health Office, the Regional Disaster Management Agency (<i>Badan Penanggulangan Bencana Daerah/ BPBD</i>), and the police for handling emergency conditions

In Table 4, it can be indicated that managing the Edutourism Tefa should be started with the availability of documents needed to run the educational tourism including SOPs. To give the best service for the Tefa customers or the tourists, all things need to be well prepared including the staff training and the customer briefing on SOPs, do's and don'ts, OHS training, as well as safety and emergency facility provision. Additionally, good bookkeeping and financial management are also required. The entire format of the complete SOP has certainly been adjusted in accordance with the Regulation of the Minister of Administrative Reform and Bureaucratic Reform of the Republic of Indonesia Number 35 of 2012 concerning Guidelines for the Preparation of Standard Operating Procedures for Government Administration.

From the results of FGD and SWOT Analysis above, it can be realized that the development of Edutourism Tefa in Polije holds a good prospect both for Polije and the communities around them. By building good management through the development of a structural organization and work procedures as arranged in this research, it is expected that educational tourism conducted in Polije can be well executed and systematically organized. To be noted, all of this cannot be done without good cooperation and coordination between stakeholders. The collaboration of the six stakeholders from the director to the college students will support the targeted implementation. According to Denman in Putro and Briliyanti [13], the key that is needed for tourism destination management is the existence of effective cooperation from the stakeholders. This is for the reason that effective collaboration and management of all stakeholders involved can make the problems in tourism destinations easier to overcome. To enhance the collaboration among stakeholders in tourism, a leadership role that is able to build collaboration among stakeholders is absolutely needed. By this way, the role of the leader, in this case the director of Polije, is crucial to build a well-developed TEFA's Educational tourism in Polije. As explained previously, the leader has the task and function to direct and supervise the implementation of TEFA's Educational tourism. If this task is well-performed and all stakeholders can run an effective collaboration, Edutourism TEFA can be well established and developed. Thus, it also needs the awareness of all stakeholders regarding their tasks and functions, as well as the importance of the Edutourism Tefa for Polije and the community.

Furthermore, the two SOPs (management and services) provided in this research may support the establishment of Edutourism Tefa and improve its services to the customers/ tourists. As stated by Tambunan [14], the existence of Standard Operating Procedures can make the

administration activity run well. Various forms of deviation can be avoided and the cause of problems can be found and resolved in the right way. Having SOPs also can minimize overlapping activity processes within the service departments. If all activities are in accordance with those stipulated in the Standard Operating Procedures, then gradually, the quality of public services will become more professional, faster, and easier. Additionally, Aji et al [15] emphasize that SOP is used as a minimum standard that affects the results of a product or service. Not only to streamline operational activities, but also to influence customer confidence to use products or services. Therefore, the existence of SOP will increase the quality and quantity of tourism products as well as professional management. This is what is expected from the implementation of the two arranged SOPs for Edutourism TEFA in the future.

Last but not least, both the structural organization and the two SOPs for Edutourism TEFA are adjusted to the current situation and management team. In the future, it can be improved based on the development of the Tefa and education tourism in the regions. As implied by Aji et al [15], SOP must be adapted to the organization's conditions. In this way, the SOP that has been made will follow the actual conditions in the field, thus it can be carried out with real conditions. Nevertheless, the results of this research should be supported by the results of other research on the seven needs of Edutourism TEFA to make a perfect existence of Edutourism Tefa in Polije.

3 Conclusion

From the analysis, it can be found that managing the Edutourism Tefa must involve six stakeholders on campus, including the director, PR unit, UPA of Integrated Agriculture and UPA of Food Product Development, Management and Packaging, management team as well as the department of Language, Communication, and Tourism. These stakeholders are arranged in the organizational structure of Edutourism Tefa proposed in this research. All of them have main tasks and functions to be conducted for the implementation of educational tourism in Polije. Furthermore, the SOP of management and SOP of services are arranged to manage and organize the Edutourism Tefa effectively and systematically. The use of the organizational structure and both SOPs are highly recommended to the management team of Edutourism Tefa for its development in the future. It is also expected that there is a research continuance for the other identified needs to complete the establishment of Edutourism Tefa in Polije.

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