

Performance Evaluation Model for Employees Who Graduate from Formal and Non-Formal Tourism Education

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Abstract

This study is aimed to 1) develop a standard of performance evaluation for staff graduating from formal and non-formal education in tourism, 2) develop an instrument to measure the staff's performance, 3) describe the profile of staff's performance, 4) evaluate the performance of staff graduating from formal and non-formal education in tourism in Bali, 5) obtain an effective model (structural and measuring model) concerning with the performance of staff who graduated from formal and non-formal education in tourism, so it can be applied in order to improve the quality of service in the tourism industry and 6) find out whether or not there is a distinction in performance between the staff graduating from formal education and those graduating from nonformal education. This study consists of two stages. First, the development stage starts with developing a standard of performance evaluation for staff graduating from formal and non-formal education in tourism and developing an instrument to measure the staff's performance. The instrument is developed using the Delphi technique, followed by a Focus Group Discussion (FGD). The drafts for standard performance and instruments are supervised and consulted by experts and practitioners. The Delphi technique is carried out in one cycle to obtain a consensus for one importance of each indicator. The focus group discussion also involves academicians and tourist practitioners available in Bali. The staff's performance profile, i.e., not important, less important, important, or very important, refers to the criteria of the ideal score possibly achieved using the instrument. The operational form of evaluation model for the performance of staff graduating from formal and non-formal education in tourism consists of five components or factors: knowledge, work attitude, work skill, motivation, and personality, all of which constitute indicators to measure the staff's performance. The staff's performance parameter can be categorized as significant ($p < 0.01$). The result of Lisrel analysis shows that: (1) chi-square = 28.50; df = 19.00; and p -value = 0.7423 (> 0.05), (2) the goodness of fit statistics (GFI) is 0.97420 (approaching 1), and (3) the square root of the average residual (RMR) = 0.044398 (lies between 0 and 1). There is no significant distinction in performance between the staff graduating from formal education in tourism and those graduating from nonformal education in tourism. What should be noted, however, is the internal and external factors that can influence the work performance of staff, i.e., career commitment, work experience, leadership, and work ethics.

Keywords: formal and non-formal education tourism, staff graduating, model of performance evaluation.

Introduction

The opening of such a wide range of job opportunities in the tourism sector does not mean that it can automatically absorb labor because there is a gap between qualifications required by job opportunities with available competencies (Kusuma, Dwijendra, and Yudantini 2021; Marouli 2021). At the same time, there will also be a flood of workers from ASEAN members so there will be very fierce competition. The main key to winning the problem is only one, the quality of Indonesia's human resources, as predicted by the World Bank, will be one of the top five economies XXI centuries. This potential is only realized if human resources are prepared to face competition in the job market (Barasa, Mbau, and Gilson 2018).

One of the ways that the tourism industry today to obtain qualified human resources and high work professionalism is through system recruitment.

At the academy level, the recruitment of graduates is the most frequent activity carried out by the existing tourism industry. The main determining factors influencing the selection of workers for graduates of tourism academies are (1) requirements for the requested position, (2) work experience, (3) budget constraints of the organization, (4) cost for talented people to be recruited (their salary), (5) market competition and (6) reputation of the academy (Theron, Liebenberg, and Ungar 2015).

There is fierce competition to get top students in many academic tourism. However, the competition is not tight to get students whose achievements are not so good. Attributes most appreciated by recruiting officers in the recruitment of tourism academies such as sweet behavior and acting, oral and written communication skills, personality, and appearances, and all alluded to more than before Grade Point Average (GPA) (McConnell, Martin, and Hennessey 2015; Suwa, Halim, and Zainuddin 2020). However, for many companies, a high GPA score is a key criterion when considering candidates during interviews (Striebel 2019; Djamba and Neuman 2002). The top graduates of each tourism expertise field instead receive bonuses when signing contracts from companies if the labor market is very tight.

Indonesia's desire to make tourism one of the reliable foreign exchange earners encourages the continuous acceleration in the development of Bali tourism. It seems that the ability of environment to keep up with the speed of development is beginning to feel exhausting so various excesses and conflicts are increasingly alarming in the utilization of natural resources and human resources in supporting the sustainable development of cultural tourism in Bali.

As a small island, Bali does have limited carrying capacity, both physical carrying capacity and environmental carrying capacity in general. Therefore, the development of Bali tourism must be carefully studied so that its sustainability can be implemented, especially in the provision of quality human resources and professionals in tourism (Dwijendra 2020).

Bali's economic structure has unique characteristics compared to other provinces in Indonesia. The considerable shamanic power of the tourism industry towards Bali's economy

causes sektor-directly related sectors such as trade, hotels, restaurants, transportation, finances, and services to contribute greatly to the formation of Bali's Capital Income.

Balinese people already have advantages over human resources from abroad. This advantage is the friendliness that has indeed become a natural nature. Even so, this hospitality still needs to be complemented by supporting skills (Gde et al. 2018; Dwijendra 2020). How important it is to improve the quality of human resources so that people who are involved in the world of tourism will always be criticized if they are judged not to be members of satisfactory service.

Problems arise ranging from customer dissatisfaction over the lack of services, to the lack of government efforts to prepare people in tourism centers for the standards of vocational education that are judged to be lacking (Miarta 2019; Acwin Dwijendra 2021; Kadek et al. 2021).

The graduates of tourism education, which is generally diploma 3rd level, have difficulty applying their competencies to the world of tourism directly. The place of study has not made its graduates people who are ready to go directly into the tourism service industry. These graduates still have to be trained again because the academic world does not keep up with the rapid changes in the practical world of tourism.

Just hospitality in service is not enough. Tourism human resources still have to strengthen their skills because the world of tourism itself is related to various supporting facilities and infrastructure that has not yet good quality of domestic tourism because it has not been a priority of the government. The government is still business-oriented in the development of tourism. The preparation of the community has not been carried out to become tourism literate (Budiman, Nugraheni, and Purnomo 2020; Acwin Dwijendra 2021).

"The government needs to prepare the community because tourism must be based on the local community. The development of tourism in a society that is not ready will only cause new problems" (Meikassandra, Prabawa, and Mertha 2020).

Not a few graduates from tourism academies dabble into the world as an alternative path, but the initial choice. Tourism education itself has not been considered by the community as education that next can lift the economy when occupying the world of work (McConnell, Martin, and Hennessey 2015). There are also many people who enter the Tourism Academy (AKPAR) because, in other places of study, he is not accepted. So, the tourism major is still just an alternative, not the main choice.

This research is trying to develop instruments and models for evaluating the performance of employees who graduate from formal and non-formal tourism education accurately in Bali (especially in Denpasar City and Badung Regency) in supporting the sustainable development of Balinese cultural tourism through a human resources approach and various indicators that influence it, as demands for service quality services tourism industry where it is explored improvement in the quality of employees (Sifatu et al. 2020; Dwijendra, Suardana, and Martini 2017). To achieve the goal of improving such quality need known as "the level of performance of its employees". Therefore, it is necessary to develop an instrument and a special model to determine the level of employee performance in the tourism industry produced by formal and non-formal tourism institutions in Bali (Dwijendra and Yogantari 2019; Nurjani et al. 2020; Dwijendra, Paturusi, and Widiastuti 2017). With the level of performance known, a continuous process of development will be able to be carried out.

Research Method

This research is a development research and evaluation research that is ex post facto as a data collection. This study tries to determine the cause of something that has already happened. The variables in this research design are events that have occurred (Sugiyono 2016b; 2016a; 2018; Tanzeh and Arikunto 2004). Because it has already happened, the design of this study does not have a perlakuan (treatment) carried out by the researcher.

"Why variables that have occurred by: (1) indeed these variables cannot be manipulated for ethical reasons so that objects of research that have been sought experienced, or (2) has happened but has not had time to be studied (Ronny Kountur, 2003)"

This research seeks to develop an employee performance instrument for formal education graduates and formal tourism graduates, and then evaluate its implementation. The factors that predict form the latent variables of performance are knowledge, attitudes in work, job skills, motivation, and personality.

The measurement of employee performance in the service industry (in this case the field of tourism), is not the same and is as easy as the calculation carried out in the manufacturing industry (or the production field others) because the field of services is difficult to measure directly. This is due to the changing situation and conditions, as well as everyone's perception of the service (Mahendra et al. 2020; Wiryasa and Dwijendra 2021).

In this study, an evaluation was carried out on the variables that affect the performance of formal and non-formal tourism education graduates. A good value system can meet the requirements of relevance, acceptability, reliability, sensitivity, and practicality. In addition, it is better for the evaluation stem to be formulated and socialized so that the implementation does not tend to deviate from its purpose.

The research design in this study is based on the Performance System Evaluation Model. This model is dotted with the view, that the success of a system of employee performance is influenced by various factors, individual characteristics and the environment in the vicinity, the purpose of the system and the equipment used, as well as the procedures and mechanisms for implementing the system IT itself. The evaluation according to this model is intended to compare the performance of the various mensi system being developed with a certain number of criteria, for finally it comes down to a description and judgment of the system assessed.

On the basis of the research design mentioned above, a hypothetical model can be compiled that positions the achievement of employee performance as an exogenous latent el variable and service quality as an endogenous latent el variable (structural model). In addition, the model also describes the measurement of the latent variable through the visible variable. The model is embodied in the form of a path diagram which is a basic requirement to be able to perform well, presented in Figure 1.

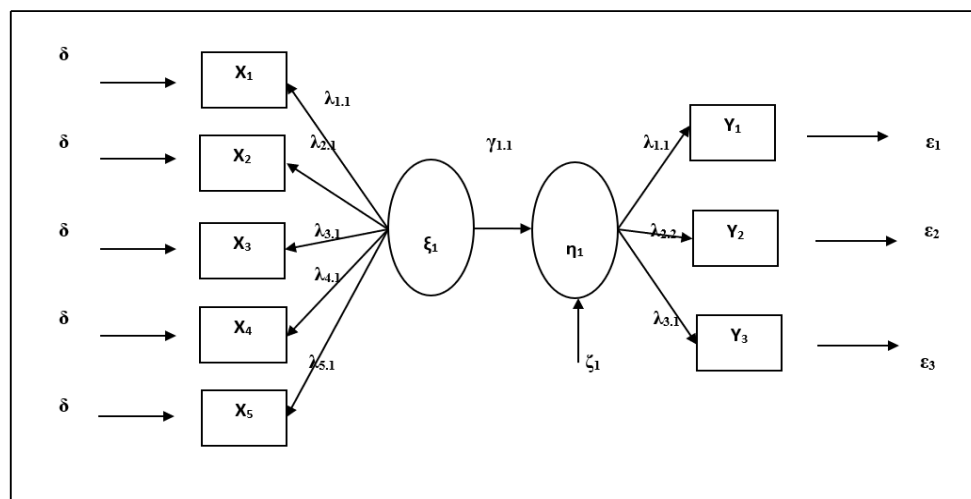


Figure 1 Hypothetical Model of Employee Performance

Description:

X₁= Knowledge

X₂= Attitude in work

X₃= Job skills

X₄= Motivation

X₅= Personality

Y₁= Organizational satisfaction

Y₂= Employee job satisfaction

Y₃= Customer satisfaction

ξ (Ksai)= Employee performance

η (Eta) = Quality of service

δ (Delta)= Measurement error in el X variab

ε (Epsilon)= Measurement error in variable Y

λ_x (Lambda X)= Charge faktor of variabel X at ξ

λ_y (Lambda Y)= Charge faktor of variabel Y on η

γ (Gamma) = Regression coefficient between independent latent variables to dependent latent el variables

ξ (Zeta)= Measurement error in the endogenous latent el variable

The research subjects in this study were graduates of formal and non-formal tourism education who worked in the tourism sector totaling 1,000 respondents in Denpasar City and Badung Regency.

Determination of the size of the study subject based on the proportionate stratified random sampling method. This technique is used when the research subject has inhomogeneous members/elements and is proportionally stratified (Sugiyono 2009). So that from the calculation results obtained the size of the sample of 280 respondents.

The data collected in this study is not intended to describe the state of the subject of research or make inferences, but in the context of the development process, or it can also be It is called the process of standardizing an instrument. In this context, both in the implementation of the Delphi technique, Focus Group Discussion (FGD), maupun in the instrument trial stage, the data collection method is an instrument that is being developed itself, which is seen from its form is a questionnaire or questionnaire. Thus, technically there

are two types of questionnaires as a data collection method, namely questionnaires for the implementation of the Delphi technique and instrument trial questionnaires which are results from FGD.

For the implementation of the Delphi technique, namely in order to capture expert assessments with practitioner and academic respondents, a data collection instrument was developed in the form of a questionnaire that provides an assessment scale column on each instrument item, and is also equipped with a field to accommodate input from the respondent expert will be obtained data on the degree of descent of the unfitness of each item of the instrument and the inputs of the instrument's r-naan masters.

On the basis of the results obtained from the Delphi questionnaire, followed by FGD to strengthen the substance and redaction to then compile performance instruments for employees who graduated from formal education and non-formal tourism. The instrument was then piloted to hotel and BPW employees. In this case, the instrument is positioned as an instrument of self-evaluation and as a tool for assessing employee performance. The data obtained from respondents of hotel and BPW employees were then analyzed to determine the characteristics of the instrument terutama the level of validity and reliability.

Before statistical analysis is applied, the assumptions used need to be proven first, in this research by using normality tests and linearity tests. The purpose of testing analysis requirements is to find out whether the collected data meets the requirements for analysis with a pre-planned technique.

The normality test aims to find out whether the collected data is normally distributed. With normality testing, it will be known whether the samples taken are from normally distributed populations or not. If the test results are normal, then the results of statistical calculations can be generalized to the study population.

The test requirements for the assumption of normality can be known in the calculation results with the LISREL program, namely, see on Q Plot of Standardized Residual (Normal Quantiles).

The linearity test aims to find out the relationship between each of its variables, whether it is linear or not. The test of linearity assumption requirements of the analysis of structural equations can be tested at once through a model with the LISREL program. If the model is fit, it also means that the ter model is called linear because LISREL is a Linear Structural relationship.

The analysis factor is used to answer the hypothesis of research number 1, namely to find out whether the indicator-indicator of knowledge, attitudes in work, job skills, motivation, and personality can be used to measure the performance of employees who graduate from formal and non-formal education tourism.

One of the models of Structural Equations uses a statistical program known as LISREL (Linear Structural relationship). The structural equation model consists of an equation that describes the impact of one variable on another variable. There are two groups of el variables, namely exogenous el variables and endogenous variable Exogenous variables are variables that are considered to be the cause or that affect el end variables or genes. The endogenous variable is the consequent variable that is Influenced by exogenous variable as

well as another endogenous variable. Among several endogenous variables, there can also be a cause-and-effect relationship with each other. The application of the use of structural equations depends largely on the causality relationship model designed to explain a paradigm or theoretical model. The influence of the exogenous variable on the endogenous variable on each other can be known through β (beta) parameters (Jahja Umar, 2000).

Test the suitability between theoretical models and empirical data, which can be seen in the goodness of fit statistics. The goodness of fit testing describes the extent to which the theoretical model compiled is supported by reality on empirical data. To obtain a model corresponding to the data, the obtained square (χ^2) must have a probability greater than 0.05 (meaningless difference). This means that there is no difference between theoretical models and empirical data. The conclusion is that the proposed theoretical model is in accordance (fit) with the support of empirical data.

LISREL is used to answer research hypothesis number 2, namely the suitability of performance evaluation models to employees of formal and non-formal education graduates of tourism with data. Descriptive statistics to find out the performance profile of employees who graduate from formal and non-formal education are also to find out the level of organizational satisfaction, the level of employee job satisfaction, and the level of customer satisfaction by using Keeve's analysis. According to Keeves (Budi Sri Hastuti, 2004), "the comparison between profiles of persons or groups on the same set variables is known by profiles analysis. The above definition means that the comparison between individual profiles or groups of individuals in the same set of variables is called profile analysis. Profile analysis is often used in research practice in the field of education such as plotting as a graph, individual or group scores on a test kit either raw scores or standard scores.

Data on the performance profile of employees who graduated from formal and non-formal tourism education as well as the level of organizational satisfaction, employee job satisfaction level, and customer satisfaction level will be described according to its dimensions by percentage. This performance is classified into three categories and generally applies in the industry of tourism, namely: low, medium, and high.

Descriptive statistics are used to answer research question number 3, namely to determine the performance profile of employees who graduate from formal and non-formal tourism education.

Table 1 *Recapitulation of Data Analysis and Software Used*

No.	Purpose	Data Analysis	Software
1	Answering research question number 1	Factor Analysis	
2	Answering research question number 2	Descriptive Statistics	SPSS for Windows
3	Answering research question number 3	t-Test	version 13.0
4	Answering research question number 3	LISREL	LISREL 8.72

Results and Discussion

At first, the size of the study respondents was 280 people, but the one who was successfully analyzed was 275 people because 5 respondents answered incomplete, so it was not worth analyzing. Most of the respondents (70%) or as many as 192 people are from formal tourism educational institutions (certification from the DIKNAS), where the formal educational institutions consist of AKPAR Triatmajaya and AKPAR Denpasar. Meanwhile, another 30% of respondents or as many as 83 people come from non-formal tourism educational institutions (certification from the Ministry of Human Resources), where non-formal education institutions tourism (certification from the Ministry of Human Resources) consisting of Mapindo Badung and P4B Denpasar. For details on the characteristics of the respondents can be seen in Table 2 and Table 3.

Table 2 *Frequency Distribution of Types of Education of Respondents*

No.	Categories Education	Frequency	%
1.	Tourism Formal Education Institutions	192	70
2.	Non-formal Educational Institutions of Tourism	83	30
	Sum	275	100

Table 3 *Distribution of Respondents' Work Frequencies*

No.	Job Categories	Frequency	%
1.	Hotel Reception	46	16,73
2.	Hotel Guest Room (Roomboy)	46	16,73
3.	Hotel Waiters & Waitresses	46	16,73
4.	BPW Marketing	46	16,73
5.	BPW Tour Guide	46	16,73
6.	Customers (Vishnu and Wisman) Hotels and BPW	45	16,35
	Sum	275	100,00

Knowledge instrument (X_1), attitude instrument in work (X_2), work skill instrument (X_3), motivation instrument (X_4), personality instrument (X_5), satisfaction instrument organizations (Y_1), employee job satisfaction instruments (Y_2), as well as customer satisfaction instruments (Y_3), were piloted on 260 respondents. This trial was conducted to determine the validity and reliability of the instrument.

Table 4 *Summary of Factors Analysis Results of Research Instruments*

Factor	Variable	Lowest Factor Payload	Reliability
1.	Knowledge	0,629	0,9812
2.	Attitude in Work	0,524	0,9494
3.	Employability Skills	0,611	0,9877
4.	Motivation	0,366	0,8557
5.	Personality	0,333	0,8723
6.	Organizational Satisfaction	0,418	0,7042
7.	Employee Job Satisfaction	0,400	0,7708
8.	Customer Satisfaction	0,390	0,7240

Based on the table above, it is concluded that this instrument is valid enough to measure the performance of employees and graduates of formal and non-formal education tourism. This level of validity is indicated by the lowest factor charge number of each factor

which is 0.333 which means that it exceeds the established criteria which are > 0.30 . The reliability index of each factor exceeds the maximum requirement for group measurements of 0.65. This means that this instrument is reliable enough to measure the performance competence of employees who graduate from formal and non-formal education to the fullest.

Table 5 Summary of Inter-Rater Reliability Analysis Results

Components/Factors	r_{kk}^1	Decision
1	0,983	Reliable
2	0,784	Reliable
3	0.994	Reliable
4	0,746	Reliable
5	0,906	Reliable
6	0,960	Reliable
7	0,980	Reliable
8	0,938	Reliable

The results of the ANOVA (Analysis of Variance) test, r_{kk}^1 obtained showed 0.70, and ρ obtained by the menu showed $\rho > 0.05$. This means that there is no significant difference in judgment between the raters, thus the instrument has a high consistency that can be used to measure the performance of graduate employees' formal and non-formal education tourism. This is influenced by the large size of the research subject, where the larger the size of the research subject used, the smaller the difference that occurs among raters in assessing the performance of employees. Thus, it can be said that the performance instruments of employees who graduate from formal and non-formal education in tourism can be concluded as reliable.

The statistical analysis used for testing hypothetical models is the LISREL analysis. The use of this analysis requires assumptions that must be met in order for the results to be accounted for. For this reason, in this study, two analytical requirements tests were used, namely the normality test and the linearity test.

The test requirements for normality assumptions can be known in the calculation results with the LISREL program, namely, see in Q Plot of Standardized Residual (Normal Quantiles). A good model is indicated by the spread of titik-dot falling close to a straight line. The test of linearity assumption requirement of the analysis of structural equations can be tested at once through the model with the program LISREL. If the model is fit, it means that the model is linear because LISREL is a Linear Structural Relationship.

LISREL analysis is used to answer research questions: what is an effective evaluation model to measure the performance of employees who graduate from formal and non-formal education in tourism? To find out the fixed model with data, the following conditions are used:

- a. Probability value > 0.05
- b. Goodness of fit statistics (GFI) is between 0-1, the closer to 1 the better.
- c. The root means square residual (RMR) value, which is the smaller the better.

LISREL analysis is used to test the suitability of the model with the field data obtained. In addition, LISREL analysis is also intended to obtain the magnitude of the employee's performance parameter estimate (layanan aspect), which is used to complete the information answer Hypothesis of Researcher. The results of the LISREL analysis show that:

- a. Chi-square = 28.50; df = 19 and ρ -value of 0.7432 > 0.05.
- b. Goodness of fit statistics (GFI) of 0.97420 is close to 1.
- c. The square root of the average residual (RMR) = 0.044398 is located between 0-1.

The results of the analysis meet the existing conditions. Thus, it can be stated that the model matches the data, as shown in Figure 2.

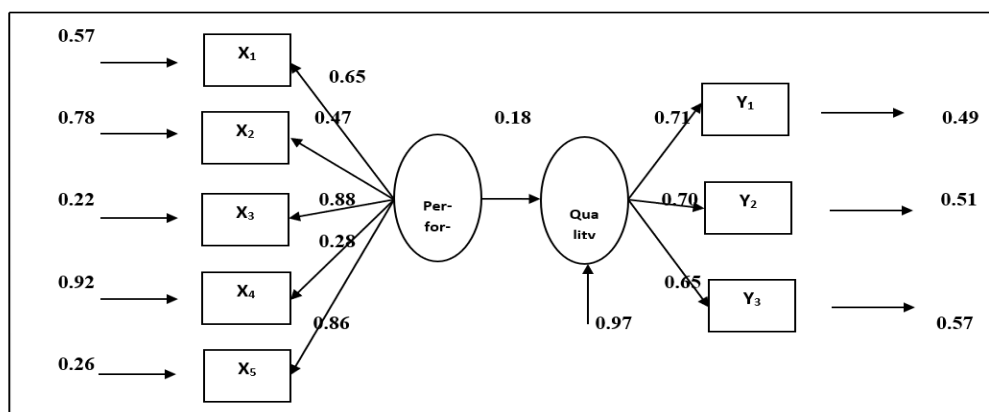


Figure 2 Parameters of the Performance Evaluation Model for Employees of Formal and Non-formal Education Graduates of Tourism

Descriptive statistics through the SPSS version 13.0 program are used to answer questions about the performance profile of employees who graduate from formal and non-formal education in tourism. The output of the results of analysis of the latest data from employee performance profiles based on education, type of work, and education as well as the type of work together.

Table 6 Percentage Tendency of Knowledge Variables

Score	Category	Frequency	
		Relative	Absolute (%)
96 < X ≤ 128	Tall	197	71.6
32 < X ≤ 64	Low	78	28.4
	Total	275	100,0

Knowledge is classified into 3 categories namely low, medium, and high. Based on the results of the study, variabel knowledge of employees who graduated from formal and non-formal tourism education was obtained, namely low (28.4%) and high (71.6 %).

Table 7 Percentage of Tendency of Attitude Variables in Work

Score	Category	Frequency	
		Relative	Absolute (%)
76 < X ≤ 114	Keep	233	84,7
38 < X ≤ 76	Low	42	15,3
	Total	275	100,0

Attitudes in work are classified into 3 categories, namely low, medium, and high. Based on the results of the investigation, variable attitudes in employee performance were low, low (15.3%), and moderate (84.7%).

Table 8 Percentage Tendency of Job Skills Variables

Score	Category	Frequency	
		Relative	Absolute (%)
$144 < X \leq 192$	Tall	173	62.9
$96 < X \leq 144$	Keep	5	1.8
$48 < X \leq 96$	Low	97	35.3
	Total	275	100,0

Job skills are classified into 3 categories, namely low, medium, and high. Based on the results of the investigation, variable employee work skills were obtained, namely low (35.3%), medium (1.8%), and high (62.9%).

Table 9 *Percentage of Motivation Variables*

Score	Category	Frequency	
		Relative	Absolute (%)
$105 < X \leq 140$	Tall	153	55.6
$70 < X \leq 105$	Keep	122	44.4
	Total	275	100,0

Motivation is classified into 3 categories, namely low, medium, and high. Based on the results of the study, the variable employee motivation was moderate (44.4%) and high (55.6%).

Table 10 *Percentage of Personality Variables*

Score	Category	Frequency	
		Relative	Absolute (%)
$120 < X \leq 160$	High/Good	143	52
$80 < X \leq 120$	Medium/Good Enough	132	48
	Total	275	100,0

Personality is classified into 3 categories namely low, medium, and high. Based on the results of the study, variable employee personality variable was obtained which was medium/quite good (48%) and high/good (52%).

Table 11 *Percentage of Ability Variable Organizational Satisfaction*

Score	Category	Frequency	
		Relative	Absolute (%)
$24 < X \leq 32$	Tall	141	51.3
$16 < X \leq 24$	Keep	129	46.9
$8 < X \leq 16$	Low	5	1.8
	Total	275	100,0

Organizational satisfaction is classified into 3 categories, namely low, medium, and high. Based on the results of the study, variable employee organizational satisfaction was obtained which was low (1.8%), medium (46.9%), and high (51.3%).

Table 12 *Percentage of Employee Job Satisfaction Variables*

Score	Category	Frequency	
		Relative	Absolute (%)
$8 < X \leq 64$	Tall	142	51.6
$32 < X \leq 48$	Keep	133	48.4

Total	275	100,0
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Employee job satisfaction is classified into 3 categories, namely low, medium, and high. Based on the results of the study, variable employee job satisfaction was obtained, namely moderate (48.4%) and high (51.6 %).

Table 13 *Percentage of Customer Satisfaction Variables*

Score	Category	Frequency	
		Relative	Absolute (%)
$33 < X \leq 44$	Tall	133	48.4
$22 < X \leq 33$	Keep	139	50.5
$11 < X \leq 22$	Low	3	1.1
	Total	275	100,0

Customer satisfaction is classified into 3 categories namely low, medium, and high. Based on the results of the study, variable customer satisfaction with employee performance was low (1.1%), medium (50.5%), and high (48.4 %).

The results of the analysis using the t-Test in the SPSS program version 24.0 to answer questions there was no difference in performance between employees who graduated from formal and non-formal tourism education in the tourism industry. The following is a summary of the t-Test results in Table 14.

Table 14 *Summary of t-Test results on Employee Performance Instruments*

No.	Variable	Mean		t-Count	Probability
		Formal	Non-formal		
1.	Knowledge	92,57	93,00	0,123	0,902
2.	Attitude in Work	89,86	88,18	-0,923	0,357
3.	Employability Skills	132,72	131,01	-0,309	0,758
4.	Motivation	106,81	106,81	1,023	0,307
5.	Personality	117,81	118,84	0,560	0,576

From the results shown above, where the significance level (α) = 5%; $df = 273$ can be expressed the magnitude of t-Calculate < t-Table as well as the probability of > 0.05. This means that there is no significant difference between the performance of formal and non-formal education graduates.

Conclusion

Research on employee performance evaluation models for formal and non-formal education graduates of tourism is carried out starting from the formulation and development of employee performance standards and their indicators, development of Performance measurement instruments, and the application of measuring instruments to determine the equation model of structural factor-determining factors and performance profiles of employees who graduate from formal and non-formal education tourism.

Based on the results of the research we conducted, the following conclusions can be drawn:

1. The performance instruments of employees who graduate from formal and non-formal tourism education consist of five performance principles, namely the dimensions of knowledge, attitudes in work, job skills, motivation, and personality.
2. The service quality instrument consists of three dimensions, namely the dimensions of organizational satisfaction, job satisfaction, and customer satisfaction.
3. The model of evaluating the performance of employees who graduate from formal and non-formal tourism education that is stated in this study is an illustration of the characteristics of the professional workforce in the tourism industry.
4. Research instruments have a fairly high level of validity and reliability.
5. The results of a descriptive analysis of variabel knowledge, attitudes in work, job skills, motivation, personal, organizational satisfaction, employee job satisfaction, and satisfaction of the average customer are classified as high/good.
6. The results of this study show that there is no significant difference in performance between employees who graduate from formal and non-formal tourism, both of which show quite high/good performance in the tourism industry.

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