RPL Student Recruitment Assessment Model Based Technology in Pandemic Covid 19

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Submission date: 03-May-2023 11:30AM (UTC+0700)

Submission ID: 2082767198

File name: RPL_Student_Recruitment_Assessment_Model.pdf (601.78K)

Word count: 6050

Character count: 33672

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Abstract— This study aims to find out how the technology-based assessment and recognition model is for the continuation of student recruitment for The Recognition Prior Learning(RPL) program in the midst of covid-19. With the government's policy regarding restrictions on social interaction that applies also to the education sector, the problem arises of how to assess RPL student recruitment and its application model during the pandemic and the new normal in the Tourism Busines Management Study Program. The RPL assessment and recognition process is different from the process of recruiting new students in general. The assessment process for RPL student recruitment is carried out in three stages, namely application submission (portfolio), assessment (portfolio, asking questions, observations, etc.), and recognition (course exemption). The research method used is descriptive qualitative and the model in this study is presented with a procedural model. The subjects of this study were students who registered as prospective RPL students. Data collection was obtained through observation, interviews were conducted with managers and assessors who became informants. The results showed that the RPL student recruitment assessment was carried out by compiling an Independent Assessment which was made based on the determination of a number of abilities (CP) required to refer to the qualification level of the KKNI, especially those related to the element of work ability, while those covering general attitudes and skills could refer to the formulation that has stipulated in SN DIKTI as a minimum standard that allows it to be added independently to characterize higher education graduates. Assessment in the Tourism Busines Management Study Programuses a Type A1 assessment, namely credit transfer and Type A2 with recognition of past learning. The formulation of the assessment and recruitment model during the Pandemic and New Normal was carried out based on technology. The form used in the RPL assessment along with physical evidence that must be completed by participants using online media google drive, whatsapp and email. Meanwhile, for the interview assessment, Googlemeet was used. The conclusion of this study is that during the COVID-19 pandemic season, assessment and recruitment of RPL students were carried out by online assessors while still guided by the project-based assignment method, conducting interviews/oral, examinations such as regular learning,

Keywords: Recognition of Past Learning, Technology, Assessment

I. INTRODUTION

Development technology which in this study is intended is online-based technology in modern times is very fast. Currently online-based technology has provided many benefits in progress in various aspects. This development is not only in a matter of years, months, or days, but also hours, even minutes or seconds, especially related to online-based information and communication technology supported by online electronics-based technology. The use of online-based technology by humans in helping to complete work is a must in life. The development of online-based technology must also be followed by developments in Human Resources (HR). In the era of the Covid-19 pandemic, there have been many changes to human life in various aspects. Covid 19 or CoronaVirus is a group of viruses that can cause disease in animals or humans. Several types of corona viruses are known to cause respiratory tract infections in humans ranging from colds to more serious ones such as Middle East Respiratory Syndrome (MERS) and Severe Acute Respiratory Syndrome (SARS). A new type of coronavirus found to cause the disease COVID-19. Covid-19 is an infectious disease that first appeared in Wuhan, China in December 2019 and at this time almost all countries in the world have been infected/infected by Covid 19 disease. (kompasnia.com). Almost all sectors have been seriously affected by the COVID-19 pandemic. Based on BPS data (https://www.bps.go.id/) in 2020 economic growth slowed down by 3.05% in the first quarter. Not only

in the economic sector, the education sector has also been heavily affected by the COVID-19 pandemic. Restrictions on social interaction a result of the COVID-19 pandemic also have an impact on the implementation of learning in schools. Various policies have been issued by the government to address the impact of limiting social interaction. In the Circular Letter of the Ministry of Education and Culture No. 4 of 2020 concerning the implementation of Education policies in the emergency period of the spread of Corona Virus Disease (COVID-19), there is one government policy related to the assessment system for new student recruitment which is carried out online. This policy requires thorough preparation from various parties. The most important thing to do is how to prepare the assessment method used. One of the programs whose recruitment uses the assessment method is the recruitment of new students from the RPL Program which is owned by the Tourism Management Study Program at the Bali State Polytechnic Tourism Department. Recognition of Past Learning is abbreviated as RPL, which is an acknowledgment of one's learning achievements obtained from formal or non-formal or informal education, and/or work experience into formal education. Learning Outcomes, hereinafter abbreviated as CP, are abilities obtained through the internalization of knowledge, attitudes, skills, competencies and/or accumulated work experience. Understanding Past Learning Recognition in Indonesia includes credit transfer, where this activity has long been practiced in several universities (1). Recognition of Past Learning (RPL) is a process of recognizing one's Learning Outcomes (CP) obtained through previous formal or non-formal or informal education, and/or from work experience. Recognition of learning achievements is intended to place a person at the qualification level according to the level in the IQF, which can then be used to improve education to higher education level and obtain a diploma. The Bali State Polytechnic itself, especially the D4 Tourism Business Management Study Program, has organized this program. Admission of new students in 2021, which is the 4th batch, faces obstacles in the assessment and recognition process given the policy to carry out online screening. The existence of a pandemic also makes it difficult for prospective students who are outside the area to travel so that assessment and recognition must be carried out online. Assessment is a comprehensive assessment and involves team members to find out the child's weaknesses and strengths, the results of which can be used to determine the educational services that children need as a basis for developing a learning design (2). Evaluation of RPL uses this method with evidence for a valid, relevant, adequate and current assessment process where the evidence can vary. The

RPL assessment and recognition process is different from the process of recruiting new students in general. The RPL student recruitment assessment process is carried out in three stages, namely application submission (portfolio), assessment (portfolio, asking questions, observation etc.), and recognition (subject exemption). At the assessment stage, participants (students) are required to do a self-assessment that has been prepared. The self-assessment tool is made in different fields. refers to the profile of graduates of the Tourism Business Management Study Program. Namely: Room and FB Managers, Events and Functions Managers, Product Developers, Researchers and Entrepreneurs. In this study, the case study that will be taken as an independent assessment of recruitment is in the Division Manager Room and F&B considering that based on the experience of recruiting three times before, participants who apply have more positions as back office, front office and fb which is one of the profiles of graduates from the Tourism Busines Management Study Program. Given that the recruitment process is different from that of regular students, a technology-based assessment and recognition model is urgently needed. Online-based technology is a general term for any technology that assists humans in creating, converting, storing, communicating and/or disseminating information (3). The purpose of online information-based technology is to solve a problem, open up creativity, increase effectiveness and efficiency in human activities. Multiplatforms that can be used are google class room, google form and zoom meeting. Google Classroom is an application that allows the creation of classrooms in cyberspace (4). Utilization of Google Classroom can be through multiplatform, namely through computers and through mobile devices. Google Classroom is an application that allows the creation of classrooms in cyberspace. Google classroom can be a means of distributing assignments, submitting assignment and even assessing submitted assignments (5). Therefore, the use of Google Classroom actually makes it easier for teachers to manage learning and convey information precise and accurately to students (6). Google Forms or google forms are useful tools to help plan events, send surveys, give students or others quizzes, or easily gather information in an efficient way. Forms can be linked to spreadsheets. If the spread sheet is related to the form, the responses will automatically be sent to the spreadsheet. If not, users can view them on the "Summary of Feedback" page accessible from the Feedback menu (7). Zoom is a communication application using video. This application can be used in a variety of mobile devices, desktops, to phones and room systems (8). The use of online learning using zoom cloud

meetings has the advantage of being able to interact directly between students and teachers as well as teaching materials (9). The disadvantages are: zoom is wasteful of quota, requires the availability of internet service and a strong signal (10). With this online-based technology, it is hoped that the RPL student recruitment assessment proce will be carried out. The use of online learning using zoom cloud meetings has the advantage of being able to interact directly between students and teachers as well as teaching materials (9). The disadvantages are: zoom is wasteful of quota, requires the availability of internet service and a strong signal (10). With this online-based technology, it is hoped that the assessment process for RPL student recuitment is expected. The use of online learning using zoom cloud meetings has the advantage of being able to interact directly between students and teachers as well as teaching materials (9). The disadvantages are: zoom is wasteful of quota, requires the availability of internet service and a strong signal (10). With this online-based technology, it is hoped that the assessment process for RPL student recruitment is expected. This online-based technology is very much needed in recruiting new students for the RPL program so that the RPL Program in Tourism Busines Management Study Programis sustainable even in the pandemic era and the new normal. Based on this background, the problem arises, how is the RPL student recruitment assessment and its application model online during the pandemic and the new normal given the restrictions on social interaction from the government related to the Covid 19 pandemic?

II. METHODOLOGY

The approach used in this research is the direct observation method in The Recognition Prior LearningProgram which is under the Bali State Polytechnic Tourism Business Management Study Program. The analytical approach uses a qualitative approach. A qualitative approach is a case study by paying attention to the depth aspect to obtain more complete data in the form of writing, verbal, actions, symbols, physical objects or visual images, numbers and not only converted into numbers but non-standard shapes, sizes, and shapes. Qualitative approaches generally rely on data collection through interviews, observation, and documentation. Documentation technique by collecting data on various regulations related to the implementation of The Recognition Prior Learningprogram and the Circular Letter of the Ministry of Education and Culture No. 4 of 2020 regarding the implementation of Education policies in the emergency period of the spread of Corona Virus Disease (COVID-19) as well as regarding the

implementation of online learning including student recruitment. new in the era of the pandemic and the new normal. While the interview was conducted as informants were the RPL Program managers and assessors who were directly involved in the assessment process and recruitment of new RPL students in 2021. This research was compiled using 2 data sources, namely Primary Data and Secondary Data. Primary Data data that is directly given to data collectors by data sources (11). In this study, primary data were obtained through interviews with RPL program managers and assessors who were directly involved in the assessment process. Meanwhile, secondary data is data collected from existing information. Secondary data sources are records, government publications related to the issuance of Circulars regarding restrictions on social interaction related to the Covid 19 Pandemic, websites, internet and so on (12).

Modeling is the basis for developing the product to be produced. Models can be in the form of procedural, conceptual, and theoretical models. A good model or product meets 2 criteria, namely: (1) effectiveness and efficiency criteria and (2) presentation criteria. The model in this study is a procedural model, which is a descriptive model and outlines the development steps. The steps taken include the potential and problem stages, data collection, product design, design validation, product design revisions, product trials, product revisions, usage trials, product revisions, and mass production (13).

III. RESULTS OF THE STUDY

Technology-Based RPL Student Recruitment Assessment in the Pandemic Period and the New Normal in the Tourism Business Management Study Program

The profile of graduates is very decisive in the formation of Learning Outcomes. Learning outcomes are the internalization and accumulation of knowledge, skills, attitudes, and competencies that are achieved through a structured educational process covering a particular field of knowledge/expertise or through work experience. The determination of the graduate profile defines the roles that graduates can perform in a particular field of expertise or work fi after completing the study program. The profile can be determined based on the results of a study of the needs of the labor market needed by the government and the business world as well as industry, as well as the need to develop science and technology.

Profile-derived ability formulation being able to involve stakeholders will also contribute to achieving convergence and connectivity between educational institutions and stakeholders who will later use their learning outcomes. This guarantees the

quality of graduates' abilities. The formulation of graduate abilities must include four elements to make it a learning achievement (CP), namely elements of attitude, knowledge, general skills, and special skills.

Determination of a number of abilities (CP) must refer to the qualification level of the KKNI, especially those related to the element of workability, while those that include general attitudes and skills can refer to the formulation that has been set in the SN DIKTI as a minimum standard that allows adding itself to characterize higher education graduates. Tourism Busines Management Study Programprepares an RPL development plan so that it can produce graduates according to industry needs with the same quality as the regular D4 which includes:

a. Qualification
    Tourism Busines Management Study Programseen from the KKNI level is at level 6. At this level students able to apply their field of expertise and utilize science, technology, and/or art in their field in problem solving and able to adapt to the situation at hand. Mastering the theoretical concepts of certain fields of knowledge in general and the theoretical concepts of special sections in that field of knowledge depth, and able to formulate procedural problem solving. Able to make the right decisions based on analysis of information and data, and able to provide guidance in choosing various alternative solutions independently and in groups, responsible for their own work and can be given responsibility for achieving organizational work results.

b. Profile of Graduates of the Tourism Busines Management Study Programare:
    Producing graduates of applied sciences who are able to become managers in the field of travel, hospitality and MICE businesses according to generally accepted and relevant standards and principles in these fields through communication in international languages, manager level analysis in the field of work *Back of the house*(Human Resources Manager, Chief Accounting, Sales & Marketing Manager, Executive Housekeeper), Front of the House (Food & Beverage Manager, Bar Manager, Front Office Manager, Restaurant Manager), MICE organizer. , entrepreneur, researcher.

c. Learning Outcomes
    Learning Outcomes (CP) Tourism Busines Management Study Program Department of Tourism Bali State Polytechnic has been prepared and refers to the KKNI. The achievement of the learning process is a mutually supportive combination of mastery of knowledge that will support the achievement of specific skills and courses in support of mastery of knowledge.

Learning strategies to achieve graduate quality RPL can be realized by dissecting the curriculum used in relation to the profile of graduates and evidence that can demonstrate these skills which includes direct, indirect and additional evidence. Based on the resulting graduate profile, an independent assessment for prospective RPL students is prepared.

The recruitment assessment mechanism for prospective students of RPL Tourism Busines Management Study Programis as follows:

1. Contacting the RPL Coordinator to identify the scope of the study program being applied for
    Prospective RPL students who wish to submit their learning outcomes both formally and informally can contact the RPL coordinator whose name is already listed on the website (www.rplpnb.ac.id) or through the web pnb.ac.id. The RPL coordinator who will later direct prospective RPL students to fields of study that are in accordance with the learning outcomes of prospective RPL students, in this case the D3 Hospitality Study Program or the D4 MBP Study Program.

2. Contacting the RPL advisor to identify the study program and courses that will be followed. This RPL advisor will provide direction to prospective participants so that they can identify both study programs and courses that are in accordance with the learning achievements they have or have previously obtained at work or otherwise. The RPL advisor then appointed two assessors whose expertise was in accordance with that proposed by the participants. RPL advisors assist prospective RPL students to prepare applications.

3. Preparing RPL Application
    Prospective RPL students at this stage must fill out an RPL application form accompanied by supporting evidence documents and send it to the RPL advisor. In order for prospective RPL students to easily compile the evidence needed to support their competency claims, at this stage prospective RPL students are given an independent assessment form. Thus, prospective RPL students can independently assess the level of ability of the learning outcomes that they already have.

4. Assessment by assessors
    The implementation of the assessment generally begins by assessing the self-assessment form and its supporting evidence. If the results of the assessment show the potential to be re-loginized, the assessment will be continued with the next assessment schedule. Assessors are assessed using various methods, including written exams,

simulations/observations, practical assignments, or interviews.

5. Assessment Result

After all the assessments have been carried out, the RPL assessor must inform the results of the assessment to the RPL coordinator and then the RPL coordinator forwards the RPL application that is declared passed to the RPL committee for approval and ensures that the RPL student candidate has been notified in writing. The RPL student candidate will receive an official letter containing information about the number of courses and credits obtained.
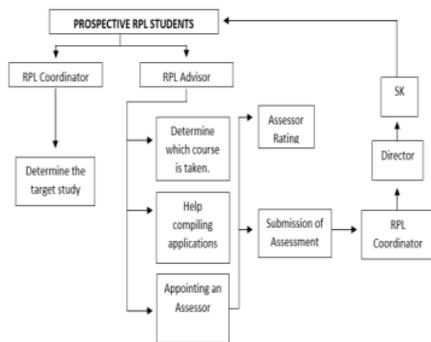
Figure 1 Mechanism of RPL Student Recruitment Assessment

As has been stated in previous research, one of the stages in the implementation of RPL is the Assessment by the Assessor. The implementation of the assessment generally begins by assessing the self-evaluation form or self-assessment form along with supporting evidence documents. If the results of this self-assessment show the potential to be recognized, the assessment is continued at the next stage, namely by planning the schedule, methods and implementation of other assessments so that confidence is obtained that the scope of learning achievement of a subject or competency has been fulfilled. The following is an independent assessment of Manager Room & FB which is used as an example in this study.

Self Assessment Profile Manager Room & FB
Subject : Introduction to Management
Course Code: MPP 18317

- Carry out an independent assessment of the performance indicators of the following courses by studying your abilities objectively against the entire list of questions below.
- Give an assessment with a professional level: a scale of 1 (not able), 2 (poor), 4 (able), and 5 (very

capable) on the performance indicators he has achieved.

Figure 2. Self Assessment Profile Manager Room & FB Subject : Introduction to Management

To be able to fulfill the learning outcomes on the Manager Room & FB profile, the full details are shown in Appendix 4.1, then prospective RPL students are required to complete an independent assessment containing several courses that support the profile. This form is accompanied by evidence of portfolio documents that have been collected by the candidate to support the claim for the competencies they already possess. This self-assessment is a process of gathering evidence and conducting an assessment. At this stage the self-assessment form that has been submitted by prospective RPL students is verified and validated by the assessor. The evidence collected for the assessment must meet the criteria of being valid, sufficient, current and authentic. Evidence that will be used to assess competence or learning achievement can be collected directly through observation or oral questions, or indirectly through performance appraisal or other additional evidence. This evidence will be used by the assessor to make an assessment of whether a person already has the competence or expected learning outcomes according to the Room & FB Manager profile and whether the next stage of assessment can be continued or not. If according to the information provided in the self-assessment the candidate shows the potential to be able to take part in the RPL, then the next step is to collect further evidence through interviews. This interview can be a series of direct questions or a list of topics for discussion drawn from a list of required skills. This evidence will be used by the assessor to make an assessment of whether

someone already has the competencies or learning outcomes that are expected according to the Room & FB Manager profile and whether the next stage of assessment can be continued or not. If according to the information provided in the self-assessment the candidate shows the potential to be able to take part in the RPL, then the next step is to collect further evidence through interviews. This interview can be a series of direct questions or a list of topics for discussion drawn from a list of required skills. This evidence will be used by the assessor to make an assessment of whether someone already has the competencies or learning outcomes that are expected according to the Room & FB Manager profile and whether the next stage of assessment can be continued or not. If according to the information provided in the self-assessment the candidate shows the potential to be able to participate in the RPL, then the next step is to collect further evidence through interviews. This interview can be a series of direct questions or a list of topics for discussion drawn from a list of required skills. If according to the information provided in the self-assessment the candidate shows the potential to be able to participate in the RPL, then the next step is to collect further evidence through interviews. This interview can be a series of direct questions or a list of topics for discussion drawn from a list of required skills. If according to the information provided in the self-assessment the candidate shows the potential to be able to participate in the RPL, then the next step is to collect further evidence through interviews. This interview can be a series of direct questions or a list of topics for discussion drawn from a list of required skills.

Assessment by an assessor by an assessor can be done by various methods. These methods include project assignments, conducting interviews/verbal, exams such as regular learning, conducting job simulations/observations or portfolios (a collection of personal information which is a record or documentation of the achievement of these competencies such as diplomas/reports, certificates, certificates of appreciation and so on).). Assessors may not be limited in preparing the RPL application. Assessors are teaching staff, who are in charge of courses in study programs that are of interest to prospective RPL students. Assessors are people who really understand the level of knowledge,

Implementation of RPL Assessment in Tourism Business Management Study Program applies the RPL model for CP obtained from Formal Education (transfer of credit) and RPL for CP obtained from Non-Formal Education, Informal and/or Work Experience. As the results of the previous author's research, RPL in the Tourism

Business Management Study Program combines the two assessment models.

The equivalence of fulfilling learning outcomes is based on the content of knowledge and skills acquired covered in a course, and level assessment is based on the breadth and current of knowledge, understanding critical thinking, problem solving, relevance and practice, ability to work independently, concern for social problems, ethics and innovation.

Recognition of Learning Achievements obtained from formal education through (transfer of Semester Credit Units) and recognition of learning achievements that have been obtained from non-formal, informal education, and/or work experience (RPL) to continue to formal education can be carried out simultaneously. From the two assessments, namely the RPL assessment and the assessment by checking the equivalence of subject-specific learning outcomes, then it is made and determined the number of courses and the number of credits that are exempted/recognized. The number of credits that are exempted will reduce the number of courses and the number of Credit Stuans that must be taken to obtain a study program qualification.

Application of the Online-Based RPL Student Recruitment Assessment Model in the Pandemic Period and the New Normal in the Tourism Business Management Study Program

Recognition of Past Learning (RPL), is one of the instruments that can be used to facilitate the process of lifelong learning programs (PSH) which aims to increase the number of an educated workforce and provide wider learning opportunities for experienced community members to enter higher education and gain recognition of higher education in the form of a diploma. Ability to carry out RPL, related to the ability to carry out assessments with an independent team, availability and readiness HR, infrastructure and funding. The process of assessing work experience or past learning achievements of prospective students or students is in accordance with the rules drawn up by the higher education institution and the guidelines issued by the Directorate General of Learning and Student Affairs.

The Bali State Polytechnic, especially the Tourism Business Management Study Program, Department of Tourism in 2021 has entered its fourth year in implementing The Recognition Prior LearningProgram.However, with the Covid-19 pandemic in 2020 that threatens the whole world, it poses a threat to the sustainability of this RPL program. Due to the spread of the Corona virus, the government issued a policy during the pandemic. The policies are like, stay at home and comply with health protocols. This is to prevent the further spread of the corona virus. This has an impact on the wider

commun 27 The extension of the Corona Emergency Status (Covid-19) has a significant impact on all aspects of our lives, including the education sector. This situation will certainly have a major impact on various campus activities, one of which is the New Student Admission process as a routine campus agenda to get new students, including the recruitment of RPL students.If the campus management is not responsive and does not immediately make the right decisions in the current situation, it can be predicted that there will be a significant decrease in the number of new students entering the university in the coming new academic year. In the field of education,

The Ministry of Education and Culture issues instructions to carry out learning from home. Including recruiting new students online by using online-based technology (kompasnia.com). This move has a major impact on the RPL student recruitment process in 2021, considering that the RPL student recruitment process has a different mechanism from regular student recruitment. In the RPL assessment process, students are required to include evidence of assessment in physical form in the form of diplomas, competency certificates, course certificates, working papers and so on. Of course, this assessment process will take a long time and a long process.The implementation of this technology-based/online RPL student recruitment assessment is intended to prevent the gathering of many people in a room considering that the RPL student assessment process takes a long time. This is intended to prevent and reduce the risk of spreading COVID-19 for prospective RPL students, RPL managers and assessors involved in the recruitment assessment process. Based on the assessment and recruitment mechanisms that have been presented above, the implementation for the 2021/2022 Academic Year is carried out online. In the recruitment process, the manager creates a WhatsApp group as a medium of communication with participants. Prospective students who have received information related to the RPL new student admission process will be the RPL coordinator whose names and contact persons have been listed on the web. Prospective students can communicate via WhatApp social media to conduct consultations first. Communication is carried out as much as possible both in identifying study programs and learning outcomes that have been owned by participants. Participants can show proof of formal education or work experience to the RPL advisor. The process of assessing and recruiting new RPL students for the 2021/2021 academic year at this stage can be explained by the following model:
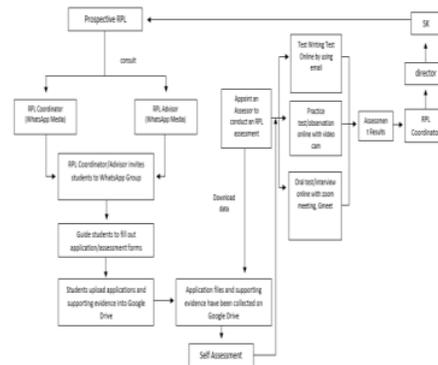

Figure 3 Model for implementing online-based RPL recruitment assessment

The Tourism Busines Management Study Programof the Bali State Polytechnic Tourism Department applies RPL Type A1 (credit transfer assessment) and Type A2 (recognition/recognition of work experience). In its implementation, to make it easier for prospective students to communicate with the RPL coordinator and RPL advisor, a group was created using WhatsApp media. The function of this group is as a medium for delivering information from the RPL coordinator or from the RPL advisor in order to reduce physical encounters with prospective RPL students. Considering that the RPL assessment is a process of collecting evidence of learning achievements that have been obtained by prospective RPL students, in the online assessment a Google Drive is made where all the forms that will be used in the assessment are stored in the drive.

*google drive link*distributed to prospective RPL students through the group. Prospective RPL students will take an independent assessment form first to be filled out and equipped with supporting evidence. After everything is filled in and completed, prospective RPL students re-upload the form and supporting evidence via the link distributed by the RPL advisor. After the advisor appoints an assessor, the assessor will take the independent assessment to be examined and determine whether the prospective RPL student can be recognized at a later stage. If possible, the RPL Advisor will again share the Google Drive link that stores the forms for the next stage of assessment. Participants take the form to be filled out and equipped with supporting documents then re-upload the file via the link drive that has been provided.

During the assessment, if the assessor deems it necessary to do a written test, the written test will be conducted using email media where the assessor will send questions to be answered to prospective RPL students and participants are required to answer and send back the results of the written test.via email

rpl.pnb.ac.id within 120 minutes. For the practical/observation test, if the assessor deems it necessary, it will be conducted online, it will be carried out by prospective RPL students with direct supervision by their superiors and make a practice test recording and monitored by the assessor via video cam While the oral test/interview was carried out using Zoom Cloud Meeting, Google meet to each prospective RPL student. The results of the assessment will be sent by the assessor to the RPL coordinator and then the RPL coordinator will forward the RPL application that has passed to the RPL committee for approval and ensure that the RPL student candidate has been notified in writing. If prospective RPL students object to the results of the assessment, then prospective RPL students can appeal.

IV. CONCLUSION

Conclusions that can be conveyed based on the change that has been done include: (1) Assessment of recruitment of RPL students in tourism business management study program during the covid 19 pandemic is taken with three stages, namely application submission (portfolio), assessment (portfolio, asking, observation etc.), and recognition (exemption of courses). The RPL student recruitment assessment model for Tourism Busines Management Study Programduring the pandemic and normal times has only been carried out according to existing procedures but uses several media, including writing tests using email, practice tests/observations using video cams and oral tests/interviews using Zoom meetings or Gmeet in its implementation.

ACKNOWLEDGMENT

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