

# ENHANCING EDUCATION IN PROPERTY MANAGEMENT: THE DEVELOPMENT OF A SPECIALIZATION PROGRAM AT CIPUTRA UNIVERSITY SURABAYA

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**Abstract:** In Indonesia, there is a high demand for skilled professionals in Property Management due to the increasing number of infrastructure projects. To bridge the gap between this demand and the availability of competent human resources, Ciputra University is undertaking a review of its academic curriculum to include a specialization program in Property Management. This study employed the Focus Group Discussion method to gain insights into people's perceptions and understanding of Property Management. The participants in the discussions consisted of faculty members and students from disciplines such as Hospitality and Tourism Business, as well as Interior and Architecture. This collaborative approach aimed to gather diverse perspectives necessary for developing the framework of the Property Management program.

**Keywords:** property management, framework, focus group discussions

## INTRODUCTION

Due to Indonesia's rapid infrastructure development, qualified candidates are needed to fill building manager roles in the real estate industry (Sendjaja, 2022). Customer happiness is crucial in the hospitality sector of the tourist business. 'Staff Service Quality', 'Room Quality', and 'Value' were identified to be the most important variables for overall satisfaction levels and repeat business in a Hong Kong research (Choi & Chu, 2001). ). The dining experience can be improved and the possibility of return visits increased by a physically appealing and well-designed atmosphere (Ryu & Han, 2009). According to the study, dependability has a negative influence on customer satisfaction in hotels, whereas empathy, responsiveness, assurance, and tangibles have favorable effects (Ali et al., 2021). As a result, the hotel sector must give actual factors top priority.

Physical infrastructure expansion on its own is insufficient. Customer loyalty will be significantly influenced by the manager's skill and level of service. It is necessary to plan ahead so that the expansion of physical infrastructure in the tourist industry will be matched by the training of human resources who are capable of managing infrastructure to sustain levels of customer satisfaction.

To address the gaps in property management, the Interior and Architecture Study Program and the Hotel Business and Tourism Program at Ciputra University studied the establishment of a specialization study course in the field of property management. The study aims to develop a course structure that facilitates students to develop skills or competencies in the field of property management. Management capabilities are not only focused on maintaining something

that already exists, but to optimize functions so that existing properties have added value.

This program, Property Management, can contribute to the growth of the property-based tourist sector. In the future, students will be able to comprehend information and be prepared to handle issues that frequently arise in the world of property. Students in this specialized program will learn how to apply the concepts of property effectively and efficiently so that clients of the property will be happy with its performance and high standards.

Competency development expands on Sandwith (1993) research. He outlined five management competencies, including conceptual/creative, leadership, interpersonal, administrative, and technical, that tourist human capital must possess. The growing diversification of the hotel industry's functional domains is another factor supporting the creation of specialty programs (Sisson & Adams, 2013). Nowadays, hospitality schools offer training in managing meetings, events, conferences, festivals, recreation, gaming, and cruise ships in addition to traditional accommodation, food and beverage, and tourism. Educators must continue to adapt to the continually changing requirements of the hospitality business.

To meet the rapidly changing needs of the hospitality industry, educators must continuously investigate and identify the essential competencies demanded by the industry and revise curricula to meet those needs (Whitelaw, Barron, Buultjens, Cairncross, & Davidson, 2009). In an era of rapidly developing Digital Transformation, H&T organizations, such as hospitality and tourism, must adapt to the changes that are occurring, from digitalization to digital transformation (Lam & Law, 2019; Vial, 2019). Previous research identified specific digital transformation and digital business management

competencies needed by hospitality managers (Busulwa, Pickering, & Mao, 2022)

## **RESEARCH METHODOLOGY**

This specialization program will take the Outcome Based Education (OBE) learning model which according to (Spady,1994) this learning model can be applied in three different ways, namely as educational theory, systemic structure of education or as classroom practice. Learning outcomes can be defined precisely in terms of the level of knowledge, skills, and abilities that students have achieved at the end or the result of involvement in a series of learning experiences (Ewell,2005). OBE is a teaching method whose curriculum focuses on what students can do after they have done the learning process. Starting with the framework and expectations of the desired learning process results which are the focus of individual learner development (Dejager & Nieuwenhuis,2005).. Students are not only prepared to receive knowledge professionally but they must also be able to take action to apply this knowledge to their work. Actions to apply knowledge will use the principles of self-regulated learning and project-based learning. Assessment in learning will use the principle of authentic assessment.

Self-regulated learning refers to the modulation of affective, cognitive processes, and behaviors throughout the learning experience to achieve the desired level of achievement. This definition includes core features of most definitions of self-regulation (Boekaerts, Maes, & Karoly, 2005; Karoly, 1993; Pintrich, 2000; Winne, 1995; Zimmerman, 1986).For adults, the ability to self-regulate may be an asset most important (Porath & Bateman,2006). Self-regulation allows people to function effectively in their personal lives as well as to acquire the knowledge and skills needed in the world of work. Learning is exploratory through searching for information

online, experimenting, and discussing with peers (Brown & Sitzmann, 2011).

Project-based learning is a teaching approach that motivates students to explore and solve problems in a tangible form. The method has been successful in improving schools across the US because it inspires students to learn and changes attitudes about school (Blumenfeld et al., 1991; Grant and Branch, 2005; Levine, 2002; Littky dan Grabelle, 2004; Newell, 2003; Thomas et al., 2005;).

This method encourages teachers to guide students through a problem solving process which includes identifying problems, developing plans, testing plans against reality, and reflecting on temporary plans in the process of designing and completing projects (Dewey,1938). Learning harnesses students' interests to produce meaningful learning experiences. Railsback,(2002) has identified a number of important benefits of project-based learning: it is active rather than passive, interesting and relevant to students because it allows them to learn independently, improves communication skills and motivation to learn.

Project-based learning requires an interdisciplinary approach that leads to the utilization of the results of complex knowledge construction and internalization. Goldsmith & Kraiger (1996) describes it as the process of defining or organizing information as a "knowledge structure", a framework of all perspectives, concepts, ideas, and methods related to inquiry forming domain knowledge and giving it meaning. The interdisciplinary approach encourages the learner to understand the relationships between seemingly unrelated domains, that learning facilitates a personalized process of organizing knowledge.

All activities are student-centered. Facilitators design activities that involve learners in exploring

meaning across disciplines by combining skills, processes such as investigating, predicting, inferring, and analyzing. (Mercier & Ostlund, 1996). These skills are advocated by (National Science Education Standards,1996) that students promote their thinking when they develop the meaning and application of their ideas that reflect thoughts and assessments in the property management specialization using authentic assessment because it can promote skills development and employability (Cranmer, 2006) and enhancing academic integrity (Cai dan Preiss 2012).

From the learner's perspective, authentic assessment will provide an important description of learning strategies or ways of solving problems (Gulikers, Bastiaens, dan Kirschner 2006; Struyven, Dochy, dan Janssens,2003).

## **FOCUS GROUP DISCUSSION**

Focus group discussions (FGD) are an important qualitative research tool for understanding people's attitudes, beliefs, and perceptions of a particular topic. According to Moretti et al. (2011), a good FGD must meet certain criteria, including clear research questions, a representative sample of participants, and clear objectives. The researcher must also ensure that the composition of the focus groups is homogeneous, with participants having similar backgrounds, interests, and experiences. Discussions should be moderated by a skilled facilitator who can create a comfortable and non-judgmental atmosphere for participants to express their views.

To conduct a good FGD, researchers need to follow a structured process. Nyumba et al. (2018) recommend starting with a pilot study to test research questions, sampling strategies, and data collection instruments. The researchers then had to recruit participants who met the inclusion criteria, ensure that they had provided informed

consent, and set up a comfortable venue for discussion. During the discussion, the moderator should use open-ended questions to elicit detailed responses from participants and ensure that everyone gets a chance to speak.

Preparation and post-FGD steps are also important to obtain reliable and valid data. Krueger dkk. (2001) emphasized the importance of creating detailed discussion guides that include research questions and topics to be discussed. The moderator should also review the literature on the topic to develop a deeper understanding of the issues and to inform discussion guidance. After the FGD, researchers should review the audio recordings and transcriptions to check for accuracy and completeness. They should also analyze the data using appropriate qualitative analysis techniques, such as content analysis, to identify themes and patterns in the data.

FGD is a useful method for gaining an insight of people's viewpoints on many issues, to sum up. To guarantee that FGDs are of high caliber and provide trustworthy and accurate data, researchers must adhere to specific guidelines and procedures. Researchers can gather rich and thorough information by following an organized procedure that can guide policy, practice, and future study in a variety of domains.

## **METHODOLOGY**

The design of this study is pragmatically combined and follows the designs of Jaakkola (2020), Khlif dan Chalmers (2015), Lukka dan Vinnari (2014), dan Tranfield et al. (2003) regarding the optimal approach to using theory and the pragmatic merits of combining different conceptual approaches. Based on this design, our research design is composed of the following steps:

1. Identification Domain Theory (DT) and starting point

According to Jaakkola (2020), we identify a domain theory (DT) and a starting point for the study. Relevant domain theory is The H&T literature identifies necessary managerial DT competencies, such as the literature organizing those competencies into categories or a framework to promote overall understanding. Within this theoretical domain, starting with the recent literature that organizes DT competencies into categories or frameworks Bilgihan et al. (2014). As such, the aim of this study is to make a core contribution to both the literature identifying required competencies, as well as an integrative framework of the literature that seeks to enhance understanding of overall managerial DT competencies and their interrelationships.

2. Identification of method theory and uses of method theory

Follow the guidance of Jaakkola (2020) and Lukka and Vinnari (2014) to identify theoretical methods and their uses. The theoretical method for this study, which will be used as the data, comprises three streams of literature from three disciplines. The first stream of literature is the H&T literature identifying the necessary managerial DT competencies. The second is the organization of the H&T literature which requires DT's managerial competencies into an integrative framework. The third stream of literature is the management and information systems literature which discusses the implications of digital disruption and digital transformation for the needs of organizational capabilities. The first and third streams of literature enabled illumination of the complete composition of the required managerial DT competencies, including digital transformation and related digital business that have not been addressed in the H&T literature. The literature of both streams allows the identification of the previously discussed linkages between competencies. And all three streams of literature allow refinement and expansion of the interrelationships identified in

the DT managerial competencies, as well as the broader hospitality management competencies.

### 3. Identification of search terms

To identify literature searches, we followed the approach of Amani dan Fadlalla (2017) and Becker dan Jaakkola (2020). Based on the theoretical review of the preliminary method, keywords related to key competencies, related to DT, related to management/leadership, related to organizational capabilities, and keywords related to discipline were identified. This keyword combination is used to bring up relevant literature. We consider the possible combinations of keywords that differ from the relevant keyword group to be sufficient to display most of the relevant literature.

Based on the theoretical review of the preliminary method, keywords related to key competencies, related to DT, related to management/leadership, related to organizational capabilities, and keywords related to disciplines were identified. This keyword combination is used to bring up relevant literature. We consider the possible combinations of keywords that differ from the relevant keyword group to be sufficient to display the majority of relevant literature.

### 4. Identification of data source

The data sources consist of Google Scholar and the university's library e-resources (which comprises more than 360 databases, including most major databases such as EBSCOhost Business Source Ultimate and Elsevier ScienceDirect). The selection of data sources is in line with the approaches of Amani and Fadlalla (2017) and Becker and Jaakkola (2020).

### 5. Data Collection

Gather relevant articles and perform the keyword combination search discussed in step 3 in the two

data sources identified in step 4. Then, synopsis of the prospective articles are skimmed to suit abilities. One journal article of sufficient quality identifies a competency, competency category, or related competency, subsequent literature discussing the same concept cannot be collected. The justification stage is the subsequent search for better quality, more recent, or more specific supporting literature will be conducted accordingly. requirements later in the data evaluation and synthesis stages. Regarding journal quality, journal articles should have a SCImago rating of Q2 or better to use, and Q1 wherever possible. Our data collection approach is in line with that of Amani and Fadlalla (2017) and Becker and Jaakkola (2020). The primary search was conducted between July 2019 and December 2020, although the search for literature for increased evidence and refinement continues through September 2021.

### 6. Data filtering

Data filtering follows the approach of Amani and Fadlalla (2017) and Becker and Jaakkola (2020). Data from step 5 were filtered for papers that met the following inclusion criteria: (1) papers that discussed the required managerial DT competencies (2) papers that discussed managerial issues. DT competency categories or integrative frameworks (3) papers that address the necessary digital transformation and capabilities related to digital businesses or organizations. As part of the screening process, the article title and synopsis are first reviewed during the search process. Then the resulting collection of articles will be skimmed to ensure compliance with the data filtering criteria. Then it is included in the final list and the bibliography will be reviewed to extend the list.

### 7. Data Evaluation

Following Amani and Fadlalla (2017) approach, form data extraction was used during the

evaluation of each final article to allow capture of the article:

- Bibliographical details (eg date, author, title, journal).
- Identified managerial DT competencies.
- Identify managerial DT competency categories and interrelationships.
- Identify digital transformation and organizational capabilities and definitions related to digital business.
- Discuss the micro-capabilities (that is, organizational routines or activities) within each identified capability.
- Managerial digital transformation and digital business related competencies identified or implied by new or enhanced DT related capabilities and related micro capabilities.

The data extraction form was developed inductively during the initial literature review and was iteratively refined throughout the literature search, screening, and evaluation process.

## 8. Synthesis and conceptualization

Pragmatically using a synthesis and conceptualization approach from Okumus (2003) and Becker and Jaakkola (2020). First, we synthesize competency categories within an existing framework such as Jaakkola (2020). It involves competences across frameworks that refer to essentially the same thing but by different names, that overlap or come into conflict, and that conflict is unique. New and more inclusive competency categories were derived to accommodate each competency group. Second, we consider what competency categories and subcategories may have been missing from earlier versions of this framework. To identify them, we first attempted to fit each of the existing

and new competencies into one of the framework categories. While many competencies fit into a category, there is still a large list of competencies that do not fit into any of the categories. Within this list the competencies that do not fit, will be organized into subgroups from which we can infer additional meanings of the category or subcategory. After concluding additional categories in order fits all competencies into a category, then examines more closely the competencies in each category to find a category name that better describes the competencies in each category. This results in version 2 categories. Third, we organize version 2 categories into groups of related categories and consider exactly what those groups include in terms of related categories. This resulted in the identification of an additional version 3 category to complement version 2 category, for example that version 2 category becomes a sub category of version 3 category. We then consider whether there are competencies that might be missing. It surprised us that the breadth and depth of the required DT competencies may be too difficult and challenging to learn. We consider whether unique technology learning competencies are required. So, we reviewed the literature for any discussion of technology learning challenges, strategies and/or competencies. We found the information systems literature branch addresses technology knowledge update challenges and strategies for information technology professionals. We also found that aspects of the literature discussing strategies for dealing with information overload were corroborated by H&T researchers. Drawing on the findings of this literature, we added the technology learning competency categories and related competencies to the version 2 categories. Considering the potential linkages between the DT categories and competency subcategories, as well as their linkages to the broader hospitality management competency categories. We can identify the linkages within the DT competency categories,

and between the DT competency categories and the broader hospitality management competencies as supported by the H&T literature or the information systems and management literature. Instead of an approach that allows quantitative measurement of reliability between coders when synthesizing or deriving categories, we use a gated negotiated agreement approach to accept derivation of new and more inclusive competency categories within our integrated framework. Specifically, one researcher degrades each category. new frameworks and linkages but must obtain them through the supervision of a second researcher, and then a third researcher, prior to acceptance for inclusion in the framework. The first researcher iteratively modifies each derived category to accommodate the issues raised by the other two researchers until an agreement or acceptance is reached. Or until the first researcher finally discards the category. Some of the initial categories are discarded in this way. Following this, the researcher must fit all competency DTs into one or more framework categories. Overall the appropriate competency category must be re-accepted by the other two researchers or the category changed until accepted. The process of constructive challenge and iterative modification to arrive at a final agreement enhances the inclusivity, comprehensiveness, and meaningfulness of the final framework. The negotiated agreement approach was adapted from Campbell et al. (2013).

## RESULT AND DISCUSSION

Opportunities in the field of property management are abundant since Indonesia has a large number of tall structures, including skyscrapers and resorts, which need the management of trained professionals in the field. The goal of this curriculum is to teach students how to manage assets in a way that maximizes their usefulness. Students are given managerial

skills relating to property management in addition to studying property.

Students enrolled in the Property Management specialized program are expecting to contribute to the growth of the property-based tourist sector. People that are knowledgeable in property management are needed to run a facility effectively. In addition to teaching students about structures, this curriculum helps them cope with issues that frequently arise in the real estate industry.



**Figure 1 Property Management Framework**

The research team learned the possibilities and values required for the Property Management Program Framework through focus group talks.

Students will get knowledge about how to satisfy clients through the property's quality and functionality in property management. Students will be able to identify client wants and make sure that properties are high-quality and useful. Students practice delivering excellent customer service as well as enhancing property functioning via testing and assessment. In addition to understanding the most recent technology advancements, students must be able to take questions and concerns from customers. If these many criteria are given priority, clients will be delighted with the property's functioning and quality.

By upholding a philosophy of minimizing accidents, the Property Management program aids students in maintaining a secure and healthy

environment. The chance of accidents will be decreased by teaching students how to assess risks, recognize dangers, and put safety measures into practice. Students will be equipped with the information and abilities to contribute to the reduction of accidents in the tourist industry.

The goal of the Property Management program is to teach students how to assess and enhance the usability of tourist properties by putting the ideas of accessibility, interior design, sustainability, and space planning into practice. By assessing and planning the best use of space, choosing suitable colors, materials, and finishes, implementing energy-efficient systems and eco-friendly materials, and utilizing smart home technology and home safety, students will learn how to design successful and efficient places. To guarantee that people with disabilities or limited mobility may utilize the property, the program addresses accessibility criteria and adaptations. Students should be able to increase the use of buildings and design an efficient and sustainable tourist environment at the conclusion of the program.

Students are given the opportunity to employ AI (Artificial Intelligence) technology in this curriculum for both study and business development. Students will learn how to leverage AI-based systems to collect and analyze data, generate insights, and inform decisions. The course covers the essential procedures for spotting growing possibilities, creating strategies to take advantage of them, and putting those plans into action by employing AI-based technologies. Students will learn how to monitor progress continuously and adapt strategy as necessary. The emphasis is on using AI as a tool for learning and business improvement, rather than being used exclusively to complete process-focused tasks. At the end of the program, students can take advantage of AI to improve their business, optimize performance and make data-driven decisions.

## **CONCLUSION**

The conclusion drawn from the provided information is that there is a need for qualified building managers in the real estate industry in Indonesia due to rapid infrastructure development. In the hospitality sector of the tourist business, customer happiness is crucial, and factors such as staff service quality, room quality, and value play a significant role in overall satisfaction and repeat business. The dining experience can be improved by creating a physically appealing and well-designed atmosphere. The study also highlights the importance of factors like empathy, responsiveness, assurance, and tangibles in customer satisfaction in hotels. Therefore, the hotel sector needs to prioritize these factors.

To address the gaps in property management, there is a proposal to establish a specialization study course in property management at Ciputra University. This program aims to develop students' skills and competencies in property management, focusing on optimizing property functions and adding value. It is suggested that competency development in the hospitality industry should include conceptual/creative, leadership, interpersonal, administrative, and technical skills. With the growing diversification of the hotel industry, specialized programs are needed to train students in managing various domains such as meetings, events, conferences, festivals, recreation, gaming, and cruise ships.

In order to meet the rapidly changing needs of the hospitality industry, educators should continuously investigate and identify the essential competencies demanded by the industry and revise curricula accordingly. The digital transformation in the H&T organizations requires adaptation and understanding of digital business management competencies. The Outcome Based



Education (OBE) learning model, which focuses on what students can do after the learning process, is suggested for the specialization program in property management. Self-regulated learning and project-based learning are recommended teaching methods to promote students' ability to apply knowledge effectively.

Focus group discussions (FGDs) are identified as an important qualitative research tool for understanding people's attitudes and beliefs. It is recommended to follow a structured process for conducting FGDs, including clear research questions, representative participants, skilled facilitators, and proper preparation and post-FGD steps to ensure reliable and valid data.

The research methodology described involves the identification of domain theory and starting point, the use of method theory from multiple disciplines, identification of search terms, selection of data sources, data collection, data filtering, data evaluation, and synthesis and conceptualization. Following these steps allows for a comprehensive and systematic approach to conducting research and gathering reliable data.

Overall, this conclusion highlights the importance of qualified building managers, customer satisfaction factors in the hospitality sector, the need for specialized programs in property management, adapting to digital transformation, and the use of effective teaching methods. It also emphasizes the significance of research methodology and conducting focus group discussions to gather valuable insights and data.

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