



Quality Management System in Enhancing Training and Competency Assessment for Government Goods and Services Procurement at Institut Andalas

Ratna Wilis^{1*}, Yudan Hermawan², Kiki Irafa Candra³

^{1,2,3} Fakultas Ilmu Pendidikan, Universitas Negeri Yogyakarta.

Jl. Colombo No.1, Karang Malang, Caturtunggal, Depok, Sleman, Yogyakarta 55281, Indonesia.

* Corresponding Author. Email: ratnawilis.2024@student.uny.ac.id

ARTICLE INFO

Article History

Received:

12 June 2025

Revised:

2 July 2025

Accepted:

30 August 2025

Available online:

11 November 2025

Keywords

quality management,
training,
public policy

ABSTRACT

This study aims to analyse the Quality Management System (QMS) in improving the quality of training and competency testing for Government Goods/Services Procurement (PBJP) at the Andalas Institute. The research approach used is descriptive qualitative with data collection techniques through observation, interviews, and documentation. The results of the study indicate that the implementation of QMS at Andalas University includes training planning based on participant needs, standardised training implementation, and continuous evaluation of training outcomes and competency testing. The results show an improvement in the quality of PBJP training and competency testing at Andalas University. After the implementation of the ISO 9001 quality management system, an average achievement of 92% was attained, which is considered high. In addition, the institution also applies the principle of continuous improvement to maintain service quality and ensure participant competency in accordance with national standards. These findings prove that the implementation of the Quality Management System (QMS) contributes significantly to improving the quality of training delivery and the success of PBJP competency tests.



This is an open access article under the [CC-BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) license.



INTRODUCTION

The quality of training and competency assessment in government goods and services procurement is highly dependent on the effective implementation of a quality management system. Quality standards in training and certification serve as benchmarks for an institution's success in producing competent and competitive human resources. In accordance with this, Presidential Regulation No. 106 of 2007 concerning the National Public Procurement Agency (LKPP), as amended by Presidential Regulation No. 93 of 2022, stipulates that one of LKPP's core functions is to formulate and develop human resource policies in the field of government procurement (Perpres No. 93 of 2022, Second Amendment, 2022). Therefore, LKPP continues to enhance the quality of Human Resources (HR) in procurement through effective system implementation (van Assen, 2021).

Each training and competency test in government procurement must be supported by specific components to ensure that the training programme runs effectively and produces competent and professional human resources in the field of procurement (Hermawan et al., 2023). The accreditation of Procurement Training Institutions (LPPBJ) *Training Provider for Government Goods and Services Procurement*, carried out by Accreditation Assessors, must refer to the Accreditation Guidelines as stipulated in the State Administration Agency Regulation No. 13 of 2020. This regulation serves as a reference for Accreditation Bodies, including the LKPP Human Resource Training Centre for Procurement, to ensure that assessment processes measure the quality

of training implementation effectively. The accreditation guidelines also aim to guide LPPBJs in delivering high-quality training and competency assessments in government procurement (Head of the State Administration Agency of the Republic of Indonesia, 2021).

Government procurement of goods and services plays a crucial role in driving economic growth, both nationally and regionally. Efficient and effective public procurement is integral to achieving optimal organisational performance (Yulianingsih et al., 2020). Organisational success depends significantly on performance, which entails fulfilling responsibilities and achieving expected results. In this context, the implementation of training and competency testing for government service procurement at Institut Andalas is conducted in compliance with institutional procurement policies and national regulations. This process forms a vital component of institutional accountability to ensure integrity, utility, and measurable outcomes.

The implementation of the Quality Management System (QMS) in competency testing for government procurement aims to ensure that each stage of certification is conducted objectively, transparently, accountably, and consistently. Based on the Deputy III Decree No. 2 of 2022 is *Operational regulations and quality standards that must be followed by every Training Provider Institution*, the QMS implementation includes several key aspects, such as the formulation of certification schemes tailored to position levels and certification types. These schemes cover Level 1 Certification, Certification for PBJ Managers (Junior and Intermediate), and Certification for other personnel such as Commitment-Making Officials (PPK) and Selection Working Groups (Pokja). Furthermore, the Competency Test Materials (MUK) are developed based on applicable competency standards, with processes for validation and question bank management to ensure quality and relevance (LKPP Human Resource Development Deputy Decree No. 2 of 2022 on the Quality Management System for Government Procurement Certification, 2022).

To maintain certification quality, a rigorous quality control mechanism is applied, including regular monitoring and evaluation by the Directorate of Professional Certification Development and the LKPP Human Resource Training Centre, which oversee training and certification compliance with regulations. Additionally, all competency test providers are required to conduct internal quality audits as part of continuous improvement (Jasa et al., 2022). The Competency Test Materials must also undergo regular validation and revision to align with regulatory changes and competency needs. During competency assessments, examination supervision is implemented to prevent malpractice, while assessors must meet qualification standards and undergo reassessment every three years. Any nonconformities in certification must be reported and acted upon, including sanctions for fraud, false statements, or document falsification (Gumilang et al., 2024). LKPP also enforces a supervision and review mechanism for certification validity, where Level 1 Certificates are valid for life, while other certificates are valid for five years and renewable. Through the strict implementation of the Quality Management System and systematic quality control mechanisms, the competency certification process in government procurement is expected to operate professionally, producing competent, credible, and highly ethical procurement managers (LKPP Deputy Decree No. 2 of 2022, 2022).

In the services provided by the Directorate of Professional Certification and the LKPP Human Resource Training Centre, the implementation has generally been successful, particularly with the integration of ISO 9001:2015 operational clauses in the work unit. However, challenges remain, including issues related to infrastructure, administrative staff, and the varying quality of training participants, which sometimes lead to participant dissatisfaction. Therefore, it is essential to analyse the alignment between implemented quality measures and set standards, as well as identify appropriate strategies or alternative actions to address these challenges (Griffin, 2000).

To address these issues, several alternative solutions can be applied. Firstly, implementing a quality management system based on ISO 9001:2015 can enhance process consistency and ensure the reliability of competency assessment outcomes. Secondly, strengthening the capacity of instructors through periodic training and certification programmes is necessary to ensure their competence aligns with PBJP training and assessment standards (Degirmenci et al., 2025). Thirdly, curriculum and learning method development should focus on interactive and practical approaches, such as case studies and simulations, to improve participants' understanding of the training material. Fourthly, optimising training facilities and infrastructure, including simulation rooms,

adequate information technology tools, and a conducive training environment, is essential for participant engagement (Candra et al., 2025).

Several studies have demonstrated that structured, quality-oriented systems can enhance training effectiveness. Successful training implementation involves active participant engagement and collaboration among stakeholders, which significantly influences training outcomes. Based on this background, the effectiveness of Government Procurement (PBJP) training must be further improved, particularly at Institut Andalas as one of the training providers. The application of a quality management system is expected not only to increase participant engagement in PBJP training but also to contribute to achieving optimal competency test results. Therefore, this study aims to describe the Quality Management System in Enhancing Training and Competency Testing for Government Goods and Services Procurement at Institut Andalas (Lausa et al., 2024).

METHODS

This research employs a descriptive qualitative approach aimed at providing an in-depth portrayal of the Quality Management System (QMS) in training and competency assessment for Government Goods and Services Procurement at Institut Andalas. This approach was chosen to gain a comprehensive understanding of the quality management strategies implemented within the context of training and competency testing (reference). The rationale for selecting the descriptive qualitative method lies in its suitability for exploring the processes, meanings, and dynamics underlying the implementation of the Quality Management System (QMS) in training and competency assessments for government procurement at Institut Andalas. The primary goal of this study is not to measure or statistically test hypotheses, but rather to understand field realities based on the experiences, perspectives, and practices of the actors directly involved (Sukmadinata, 2005).

This approach enables the researcher to explore the subjective understandings of various informants — including directors, management staff, facilitators, and training participants — regarding the implementation and impact of the quality management system. It identifies the processes, strategies, challenges, and solutions encountered during the implementation of training and competency assessments in a contextual and holistic manner. The method provides a comprehensive and descriptive picture of the phenomenon studied, especially in the context of quality policy implementation, which cannot be captured merely through quantitative measures but must be understood through behaviour, interaction, and institutional documentation. The subjects of this study include the entire internal team of Institut Andalas and its participants or alumni. The study of the quality management system in training and competency testing for government procurement was externally evaluated by LKPP RI (Chambers, 1995).

A questionnaire technique was employed to collect data concerning improvements in training and competency testing for government procurement at Institut Andalas following the implementation of the quality management system. The questionnaire, once validated, was converted into a Google Form-based instrument (Potchana, 1997). The researcher also utilised observation techniques during the preliminary stage and throughout the training and competency implementation in the classroom, which included:

- (1) In-depth interviews, involving key informants such as one Director of Institut Andalas, who is primarily responsible for institutional quality policy; four senior managers (covering operational, quality, academic, and training administration); five facilitators/resource persons directly engaged in PBJP training and competency testing; six members of the training team (including managers of MOT, TOC, and training information systems); and ten participants/alumni who had completed the training and assessment at Institut Andalas.
- (2) Direct observation, conducted by LKPP RI as an external assessor, aimed at observing the actual implementation of the QMS in the field during training and testing activities.
- (3) Document analysis, which examined quality-related institutional documents such as Standard Operating Procedures (SOPs), training plans, evaluation reports, and competency test results.

The data analysis applied was qualitative, using the Miles and Huberman model, which includes data reduction, data display, and conclusion drawing (Saldana, 2014). Data reduction

involved selecting, focusing, and transforming data derived from the observations and interviews conducted. During the data display stage, all information obtained was presented in the form of tables, charts, diagrams, and summaries. This process aimed to produce valid and credible insights concerning the implementation of the Quality Management System at Institut Andalas. Through this approach, the study seeks to demonstrate the tangible contribution of the QMS implementation in improving the quality of training and the effectiveness of the PBJP competency testing administered by the institution.

Qualitative data analysis was conducted to examine data from the questionnaire on the Quality Management System in enhancing training and competency testing for government procurement at Institut Andalas, using the following formula (Wanga et al., 2014). The guidelines employed by the researcher to determine the level of improvement in training and competency testing through the application of the Quality Management System at Institut Andalas are presented in Table 1.

Table 1. Guidelines for the Quality Management System Assessment Criteria at Institut Andalas

Performance	Criteria
75%–100%	High
51%–74%	Moderate
25%–50%	Low
0%–24%	Very Low

RESULT AND DISCUSSION

Result

This study found that the implementation of the Quality Management System (QMS) at Institut Andalas has been carried out comprehensively and systematically, grounded in the principles of planning, implementation, evaluation, and continuous improvement. Based on interviews with the Director of Institut Andalas, it was revealed that the commitment of institutional leaders serves as the cornerstone in building a sustainable quality culture. This commitment is reflected through the formulation of quality policies, the execution of regular evaluations, and active involvement in every stage of strategic decision-making. Such commitment is reinforced by four senior managers responsible for operations, quality, academic affairs, and training administration. These managers actively perform the functions of planning, controlling, and monitoring quality improvements while ensuring that all training and competency testing processes adhere to institutional standards and those established by the National Public Procurement Agency (LKPP RI).

From a technical perspective, five facilitators or trainers reported that the application of the QMS has greatly assisted them in delivering training materials more systematically and effectively. Standard Operating Procedures (SOPs), curricula, and evaluation tools have been standardised, promoting competency-based learning outcomes. Periodic evaluations of facilitator performance have also served as a mechanism of quality control that fosters continuous pedagogical improvement. Moreover, six members of the Institut Andalas operational team—comprising the Managers of Training Operations (MOT), Training Operations Centre (TOC), and Information Systems (IS)—played a key role in sustaining the training process, from administrative management and participant data collection to scheduling and digital reporting of training and competency test results. This team also acts as the driving force in maintaining documentation and implementing data-based quality improvement.

As part of validating the success of the QMS, testimonies from ten participants and alumni indicated that the training was well-organised, professional, and impactful in improving their understanding and readiness for the PBJP (Public Procurement of Goods/Services) competency test. They stated that information about the training was clearly communicated from the outset, materials were easily accessible, and evaluations were conducted transparently and constructively. Direct observations by the researchers confirmed the consistency between the documented

procedures and actual practices, further supported by internal institutional documents and audit reports from LKPP RI.

Institut Andalas consistently applies the Plan–Do–Check–Action (PDCA) cycle, which serves as the central principle of QMS in managing planning, implementation, evaluation, and ongoing improvements. This approach has had a positive impact on the quality of training and the effectiveness of competency testing, as evidenced by the increasing trends in participant satisfaction and pass rates over recent years. Nevertheless, some challenges remain—such as limited information technology infrastructure, occasional resistance to change among staff, and fluctuations in participant numbers during certain periods. The institution has addressed these challenges through strategies aimed at strengthening internal capacity, digitalising training services, and updating instructional methods to make them more adaptive.

In summary, the implementation of the Quality Management System (QMS) at Institut Andalas has significantly improved both the quality of training and the effectiveness of competency testing for government procurement. Through the active involvement of all stakeholders—directors, senior management, facilitators, operational teams, and participants/alumni—the QMS has become an essential framework ensuring sustained quality and fostering professional transformation in training and certification programmes at Institut Andalas.

Table 2. Research Informants and Levels of Involvement in the Quality Management System

No	Category of Informants	Number of People	Main Role in QMS	Involvement in the Research
1	Director	1	Strategically responsible for quality policy and final decision-making	Provided information on institutional vision, mission, quality strategies, and certification improvement policies
2	Senior Management	4	Technical and administrative management of quality (operations, quality assurance, academics, and training administration)	Explained the technical and administrative implementation of QMS and follow-up on quality audits
3	Facilitators/Instructors	5	Delivering training sessions based on curriculum standards and quality-based learning evaluation	Shared direct experiences on the effectiveness and implementation of quality-based learning tools (SOPs, modules, evaluations)
4	Training Team (MOT, TOC, IS)	6	Managing operational aspects, data collection, and training information systems	Provided data and practical insights for conducting training activities based on technology and information systems
5	Participants/Alumni	10	Users of the training and competency testing services; beneficiaries of the quality system	Communicated perceptions, satisfaction, and learning outcomes based on training and testing experiences

This table shows that the study involved 26 informants across five key categories: one Director (policy and leadership), four senior managers (operational and quality management), five facilitators/instructors (technical implementation), six instructional team members (MOT, TOC,

IS), and ten participants/alumni (beneficiaries). The diverse involvement of these stakeholders reflects a comprehensive and representative approach to evaluating the implementation of the Quality Management System at Institut Andalas.

Table 3. Study of Quality Management System (QMS) Achievements at Institut Andalas

No	Quality Aspect Evaluated	Achievement Indicators	Current Achievement	Supporting Evidence
1	Quality Planning	Availability of SOPs, curricula, and training plans	Excellent	SOP documents, syllabi, training modules
2	Training Implementation	Compliance with schedules, materials, and training methods	Excellent	Training schedules, facilitator evaluations
3	Facilitator Competence	Certified facilitators with relevant PBJP experience	Excellent	LKPP certificates, CVs
4	Information Management System	Integration of training information systems	Excellent	SIMPEL application, training reports
5	Monitoring and Evaluation	Availability of participant evaluations, reports, and follow-up actions	Good	Evaluation questionnaires, M&E reports
6	Participant Satisfaction	Level of satisfaction with training and testing	Excellent	Alumni survey results, testimonials
7	PBJP Competency Test Pass Rate	Percentage of participants who passed post-training	Excellent ($\geq 92\%$)	LKPP test results data
8	Internal Quality Audit	Regular internal quality audits	Good	Internal audit reports, follow-up records
9	Evaluation Follow-up	Improvement actions based on evaluations and audits	Good	Improvement plans, progress reports
10	Compliance with LKPP Standards	Alignment of training implementation with LKPP and QMS guidelines	Excellent	LKPP guidelines, external verification results

This table presents the evaluation results of ten key quality aspects within the Quality Management System (QMS) at Institut Andalas. Across the stages of planning, implementation, and evaluation, most indicators are rated between *good* and *excellent*. Structured planning supported by comprehensive SOPs, curricula, and modules achieved the highest scores. Similarly, facilitator competence and PBJP test pass rates (over 92%) indicate strong instructional quality and effective learning processes.

However, two aspects—internal quality audits and evaluation follow-ups—remain in the “good” category, highlighting the need for stronger implementation of regular audits and systematic continuous improvement. The institution’s integrated training information system (SIMPEL) supports efficient monitoring and reporting, while overall, the QMS implementation at Institut Andalas demonstrates compliance with LKPP standards and shows a positive impact on training quality and competency test outcomes.

Discussion

This study reveals that the implementation of the Quality Management System (QMS) at Institut Andalas has had a significant impact on improving training quality and competency testing for government procurement (Rika Widianita, 2023). In the planning phase, Institut Andalas developed quality documents such as Standard Operating Procedures (SOPs), training curricula, and modules in accordance with LKPP guidelines. This aligns with process-based quality

management principles, wherein every stage must be documented, standardised, and controlled to ensure consistency (ISO 9001:2015; Tanjung et al., 2021).

The training implementation was also of high quality. Based on observations and interviews, training activities were conducted according to schedule, materials were delivered comprehensively, and facilitators were certified professionals with practical procurement experience. This finding supports Nurdiansyah et al. (2022), who emphasised that competent human resources are central to achieving quality in educational and training institutions. Additionally, the use of the integrated training information system (SIMPEL) enhanced the efficiency of participant data management, attendance tracking, and reporting—corroborating Odagiri et al. (2020), who highlighted the importance of information systems in strengthening institutional quality mechanisms.

Nonetheless, two aspects require further improvement—internal quality audits and evaluation follow-up actions. Although audits have been conducted, they have not been performed consistently or systematically. As Sadat (2019) notes, within the Plan–Do–Check–Act (PDCA) cycle, continuous evaluation and improvement are essential components of an effective quality management system. Therefore, strengthening audit mechanisms and corrective measures should be prioritised to ensure the integrity of the quality cycle (Trapsilowati et al., 2015).

In terms of participation, the involvement of all stakeholders—including directors, senior managers, facilitators, training teams, and participants—demonstrates that quality management principles have been embedded into the institutional culture. This corresponds to the Total Quality Management (TQM) principle, which underscores the collective responsibility of all members in the continuous improvement process (Maneenetr & Tran, 2014).

Overall, the implementation of the Quality Management System (QMS) at Institut Andalas has proven effective in ensuring the quality of training and competency testing outcomes. It aligns with the core principles of quality-based governance and is expected to serve as a model for other training institutions in continuously enhancing professionalism and competency in government procurement human resources.

CONCLUSION

Based on the findings of this research, it can be concluded that the implementation of the Quality Management System (QMS) at Institut Andalas has been carried out effectively and has made a tangible contribution to improving the quality of training and the success rate of competency examinations for Government Goods and Services Procurement (PBJP). All stages of quality management — including planning, implementation, monitoring and evaluation, and follow-up — have been implemented comprehensively and systematically, with the active involvement of all institutional components, such as the director, top management, facilitators, instructional teams, and participants or alumni.

The application of the QMS in training delivery at Institut Andalas is characterised by several key strengths: the availability of complete quality documents (SOPs, curricula, and training modules), the involvement of certified and experienced facilitators, and the integration of a digital training information system that enhances efficiency and transparency in data management and reporting. These aspects collectively contribute to the establishment of a professional, accountable, and standardised training ecosystem. Moreover, high participant satisfaction levels and consistently strong pass rates in PBJP competency examinations serve as concrete indicators of the institution's quality assurance success.

Nevertheless, the study identifies areas for improvement, particularly concerning internal quality audits and the follow-up of evaluation results. While internal audits have been conducted, their frequency and comprehensiveness remain limited, which constrains the institution's ability to implement corrective and preventive measures systematically. Strengthening these aspects is essential to ensure that the continuous improvement cycle (Plan–Do–Check–Act) operates optimally and sustainably.

In light of these findings, several practical recommendations can be proposed. For Institut Andalas' management, it is advisable to enhance the internal audit framework by scheduling periodic evaluations and integrating digital monitoring tools to track audit outcomes and follow-up actions more efficiently. The training development team should continue innovating in instructional design, especially by adopting adaptive and technology-driven learning methods that respond to the evolving needs of PBJP professionals. For the National Public Procurement Agency (LKPP RI), strengthening collaboration with accredited institutions such as Institut Andalas is recommended to harmonise quality standards and share best practices in quality management implementation.

Overall, the effective implementation of the Quality Management System at Institut Andalas not only demonstrates compliance with LKPP regulations but also establishes a replicable model for other training institutions seeking to enhance professionalism and institutional competitiveness in the PBJP training sector. The sustainability of this achievement will depend on the institution's commitment to continuous improvement, innovation, and cross-institutional collaboration in promoting quality-based education and competency development.

DAFTAR PUSTAKA

- Candra, K. I., Hermawan, Y., Trisanti, Suyantri, E., & Rudiana. (2025). Tourism-Based Community Empowerment of People with Disabilities. *Jurnal Penelitian Pendidikan IPA*, 11(1), 163–175. <https://doi.org/10.29303/jppipa.v11i1.9839>
- Chambers, R. (1995). Poverty and livelihoods: Whose reality counts? *Environment & Urbanization*, 7(1), 173–204. <https://doi.org/10.1177/095624789500700106>
- Griffin, C. (2000). Lifelong Learning: Policy, Strategy and Culture. *Colloquiem on Lifelong Learning*. <http://www.open.ac.uk/lifelong-learning/papers/393B8319-0006>
- Hermawan, Y., Sujarwo, S., & Suryono, Y. (2023). Learning From Goa Pindul: Community Empowerment through Sustainable Tourism Villages in Indonesia. *Qualitative Report*, 28(5), 1365–1383. <https://doi.org/10.46743/2160-3715/2023.5865>
- Lausa, F. J. L. D., Rahman, A., Puspitasari, S. W., & Abdurochman, A. (2024). Increasing Management Effectiveness of Non-Formal Education Management in Community Learning Activity Centers. *Jurnal Pendidikan Nonformal*, 19(1), 55. <https://doi.org/10.17977/um041v19i12024p55-68>
- Maneenetr, T., & Tran, T. H. (2014). Developing cultural tourism through local festivals a case study of the Naga fireball festival, Nong Khai Province, Thailand. *Mediterranean Journal of Social Sciences*, 5(23), 734–741. <https://doi.org/10.5901/mjss.2014.v5n23p734>
- Nurdiansyah, S., Asmaningrum, N., Purwandari, R., Ardiana, A., Rosyidi, K., & Nur, M. (2022). The Health Literacy Level among Adult Patients in Rural and Urban Public Health Centers of Pandalungan Region: A Dual-Center Comparative Study. *Jurnal Kesehatan Dr. Soebandi*, 10(1), 17–25. <http://journal.universitasdrsoebandi.ac.id/>
- Odagiri, M., Cronin, A. A., Thomas, A., Kurniawan, M. A., Zainal, M., Setiabudi, W., Gnilo, M. E., Badloe, C., Virgiyanti, T. D., Nurali, I. A., Wahanudin, L., Mardikanto, A., & Pronyk, P. (2020). Achieving the Sustainable Development Goals for water and sanitation in Indonesia – Results from a five-year (2013–2017) large-scale effectiveness evaluation. *International Journal of Hygiene and Environmental Health*, 230, 113584. <https://doi.org/10.1016/j.ijheh.2020.113584>
- Potchana, S. (1997). *Community Based Tourism Handbook: REST Project*. https://drive.google.com/file/d/1qs57AXYNAPp8FJjTUG6-2X7Cjwd_PCyG/view
- Sadat, M. A. (2019). nufanbalafif,+Journal+manager,+4.Makmun+&+sadat. *Jurnal Pengabdian Bersama Masyarakat Indonesia*, 4, 166–184.

- Saldana. (2014). *Qualitative Data Analys*. 1–23.
- Sukmadinata. (2005). *Metodologi penelitian*. 64.
- Tanjung, A. F., Salsabila, S., & Siregar, A. F. (2021). Analisis Forecasting Komoditi Strategis Daerah Serta Ketahanan Pangan Yang Berkelanjutan. *Jurnal Agrica*, 14(1), 71–79. <https://doi.org/10.31289/agrica.v14i1.4042>
- Trapsilowati, W., Mardihusodo, S. J., Prabandari, Y. S., & Mardikanto, T. (2015). PENGEMBANGAN METODE PEMBERDAYAAN MASYARAKAT DALAM PENGENDALIAN VEKTOR DEMAM BERDARAH DENGUE DI KOTA SEMARANG PROVINSI JAWA TENGAH (Developing Community Empowerment for Dengue Hemorrhagic Fever Vector Control in Semarang City, Central Java Province). *Buletin Penelitian Sistem Kesehatan*, 18(1), 95–103. <https://doi.org/10.22435/hsr.v18i1.4275.95-103>
- van Assen, M. F. (2021). Training, employee involvement and continuous improvement—the moderating effect of a common improvement method. *Production Planning and Control*, 32(2), 132–144. <https://doi.org/10.1080/09537287.2020.1716405>
- Wanga, J. O., Hayombe, P. O., Agong, S. G., & Mossberg, L. (2014). Stakeholder Involvement in Tourism Destination Development: A Case of Dunga Beach and Wetland, Kisumu County, Kenya. *Journal of Arts and Humanities*, 3(8), 13–27.
- Yulianingsih, W., Jacky, M., & Nugroho, R. (2020). Osing culture-based empowerment of the millennials in Sapu Jagad studio Banyuwangi Indonesia. *International Journal of Psychosocial Rehabilitation*, 24(3), 2523–2533. <https://doi.org/10.37200/IJPR/V24I3/PR201898>