

AN EVALUATION OF STUDENTS INDUSTRIAL TRAINING COURSES IMPLEMENTATION AT HIGHER EDUCATION

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Abstract

This article aims to reveal the factual basis regarding the implementation of Students Industrial Training (SIT) course by the bachelor's degree students of Hospitality Management Department from the Faculty of Tourism and Hospitality at the University. The methodology used in this study is mixed method with CSE-UCLA evaluation model. The informants in this study were 35 hospitality management students who were graduated in 2015, the SIT Coordinators, Heads of Tourism Departments, and Supervisors, Managers, Industrial Supervisors, senior staffs, and assistance from the Hotel Food and Beverage department. Data of this research were gathered through observation, questionnaires, and interviews. Those data were analyzed by using descriptive statistics technique. The results showed the average score of the need assessment evaluation component was 4.2 (good), program planning was 4.14 (good), formative evaluation was 4.04 (good), and summative evaluation was 3.98 (enough). This Students Industrial Training Program can be continued by improving the students' knowledge, working skills, and English skills, as well as improving the role of supervisors and instructors/ industrial supervisors in monitoring and providing solutions for the students to overcome problems they faced. Furthermore, this training program needed to improve the quality and quantity of relevant campus facilities and infrastructure to the hospitality industry, and increasing the positive attitude of the students in carrying out the industrial training course.

Keywords: *evaluation, implementation, students industrial training course, and students*

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INTRODUCTION

The success of a country is determined by the quality of Human Resources Development (HRD). The quality of human resources can be built by Technical and Vocational Education and Training (TVET) in higher education. One of the higher educations that have vocational education in Indonesia is the State University of Padang (Universitas Negeri Padang/UNP). UNP has eight faculties, and those faculties are divided into various departments. Those departments at UNP are also divided into several programs of study. One of the programs of study at UNP is Hospitality Management.

The Hospitality Management program is a new program of study started since 2009. In the hospitality management curriculum, there is a Student Industrial Training (SIT) course aimed to improve the quality of graduates with skills and abilities. SIT is an intra-curricular activity at the level of undergraduate and Associate Degree courses in all departments at *Fakultas Parawisata dan Perhotelan* Universitas Negeri Padang (FPP UNP) (Unit Hubungan an Industri FT UNP, 2013).

The SIT is applied in Students Industrial Courses, Internship or Thesis depending on the students' main program of study. The courses can be taken in odd semester and even semester. The place or industrial company for SIT is selected by the students. SIT activities are carried out by the supervisors from both university and industry. Learning is fundamental social activity — whether in schools, workplaces, or other environments (Pacific Policy Research Center, 2010, p. 6).

The relationship between vocational schools and industry is very important since being able to work in accordance with work skills in industry is the ultimate goal of vocational graduates (Majid & Sudira, 2017, p. 15). Through training in the industry, students are expected to be able to recognize, experience and understand the application of scientific theory and the applications of those knowledge in industry. This training is also done to improve the students' knowledge and skills. Therefore they can become a provision for students as working experience in accordance with the target profession they wanted to achieved. The core skills of the 21st century and the keys of the student's development

characterized by learning and innovation skills, knowledge, information, technology and technology, literacy skills, life skills, and citizenship skills (Pacific Policy Research Center, 2010, pp. 7–8; Utomo, 2018, p. 68).

Based on Unit Hubungan Industri FT UNP (2013, p. 30), students of hospitality management are obligated to take two SIT courses, namely SIT I in the fifth semester and SIT II in the seventh semester. Before the implementation of SIT, students were given knowledge of practical support (theory) in advance so that in the implementation of the courses students are expected to practice and work independently.

In theory, students who take SIT I are expected to be able to master conceptual knowledge and skills about the hotel operational department, and in SIT II students are expected to be able to master conceptual knowledge and skills about the functions of departments, structural and operational especially in the back of the house (synopsis of SIT courses at Hospitality Management). In addition, students are also expected to have certain competencies, such as mastering theories to support their performance during the training, skills in reading their working instruction, skills in using working tools and equipment during the training program. They are also supposed to have a capacity in working during the timeframe provided, a good quality of training results, good initiation, cooperation, discipline and attendance during training program. Besides, the students need to have good appearance and good adaptation to any situations and conditions during the training (Unit Hubungan Industri FT UNP, 2013).

The place for STI courses can be chosen from the entire hospitality industry in Indonesia. In the hotel industry students are divided based on the selected department. Among the seven departments in the hotel, there are only five departments that can be taken for the STI course. They are Front Office Department, Food and Beverage Department, Housekeeping Department, Accounting Department, Human Resource Department, and Marketing Department. The other two departments namely Engineering Department which requires special skills from students such as knowledge of engineering as well as Marketing Department which requires people who really have experience in the field of Hotel Marketing.

Based on the interview on May 25, 2015 with the Hotel Management students, there are some facts about the SIT courses obtained. Students who took the Front Office Department faced some problems on the implementation of the SIT course. These problems are caused by the lack of knowledge and preparation prior to the STI course. The difference between the knowledge (theory) obtained in institutions and facts that they found in real industrial fields, requires students to extend their knowledge to support their work during the training program. Therefore it would minimize the students' problems during the training. The difficulty of interacting with foreign guests due to the lack of language mastery became another problem during their training. The students who took the front office department are supposed to prepare themselves with good English ability for they know they serve both domestic and international guest who come to the hotel.

Similarly, the students who took the Housekeeping Department encountered problems as well. They should have worked well for every hotel's operational activities. In fact, they are still working awkwardly when they cleaned the room and the hotel environment, since they do not master the techniques and equipment used in the hotel. The students told that they did not fully get the knowledge when they did lectures at the campus. In addition, there were also students who got punishment for smoking in the hotel room in working hours.

The hotel management students who chose the Food and Beverage Service Department also had problems during the training. When they worked, they did not memorized every the equipment used in hotel's restaurant. Besides they also do not master the menu and the type of service provided to guests according to the menu requested by the guests.

The students who chose the back office, such as the Human Resource Department and Accounting Department couldn't choose International hotels, since the hotel set foreign language mastery standards as a ticket to train at the back office. While experience in the Human Resource Department and Accounting Department is very useful for students later as a managerial. On the other hand, students who chose local hotels and took Accounting Department are confused with the system used by the

hotel industry. It took several weeks for them to be fluent in doing their work because it was related to the finance. In case of negligence, it would lead to the hotels' financial loss. Apparently, they were supposed to learn one of the systems used at the hotels to manage their finance.

In the Human Resource Department (HRD), students complained that the work they had to do is not in accordance with the education they got in university. Some students cannot perform significant job and the purpose of training in the industry did not meet the purpose. The problems raised by students when implementing SIT were also supported by complaints from hotel supervisors. The hotels complained about the lack ability of students therefore they cannot be allowed to practice independently. This is in line with Almi, Adriani, & Idrus (2013) that showed the implementation of SIT for students of Home Economics at the FPP UNP categorized as low.

Based on the above problems it is necessary to evaluate the implementation of students' industrial training. According to Rossi & Freeman (1985), "Evaluation of research is a systematic application of social research programs in assessing the conceptualization and design, implementation and utility of social intervention programs" (Lastuti & Jaedun, 2014, p. 41). Thus evaluation is a systematic application to assess the implementation and benefits of the program. The benefits of program evaluation are the right decisions on programs that are being or have been implemented (Ananda & Rafida, 2017; Ari-kunto & Jabar, 2014; Munthe, 2015; Purwanto & Suparman, 1999; Tayibnapis, 2013).

Based on such description then this research is aims to reveal the factual basis regarding the implementation of Students Industrial Training (SIT) course by the bachelor's degree students of Hospitality Management Department from the Faculty of Tourism and Hospitality at the University

RESEARCH METHOD

This research is an evaluation research. Sukardi, 2011, p. 1) defines that "Evaluation is a process which determines the extent to which the objectives have been achieved. (Scriven (2008, p. 65) said evaluation is referred to as a trans-discipline, one that "has standalone status

as a discipline *and* is also used as a methodological or analytical tool in several other disciplines'evaluation The evaluation model of this research is the CSE UCLA model (Center for Study of Evaluation - University California Los Angeles) which consists of Needs Assessment evaluation, Program Planning, Formative Evaluation and Summative Evaluation components." The methodology used in this study is mixed method. Sugiyono (2011, p. 415) states that mixed method is a research method that combines quantitative and qualitative methods equally, the methods are used together in the same time but answer similar problems independently.

This research was done in the Bachelor's degree of Hospitality Management Program. The informants were 35 hospitality management students who graduated in 2011, SIT Coordinators, Chairmen of Tourism Departments, and SIT Supervisors, 1 Manager, 1 Assistant from Ibis Hotel food and beverage department, 1 supervisor and 1 senior staff of food and beverage department of Basko Hotel, and 5 hospitality management lecturers. The primary data were collected by using: (1) observation, (2) questionnaire, and (3) interviews. Secondary data collection is taken by documentation study. The documentations collected are archives taken during the implementation of SIT. Trial of the questionnaires was given to the students of the Hospitality Management Program. The trial data were analyzed by using the Statistical Product and Service Solution version 16. The results of the trial were then analyzed to determine the validity and reliability of each item in the evaluation and indicators.

The respondents of this study were 35 hospitality management students graduated in 2015, 1 manager, 1 assistance from food and beverage department in Ibis Hotel, 1 supervisor and 1 senior food and beverage staff of Basko Hotel, and 5 hospitality management lecturers. Analysis of the data is done to analyse the average, the level of respondents' achievement, data reduction, data display, and verification (Miles & Huberman, 2013; Ravitch & Tisdell, 2016). The level of respondents' achievement can be analysed by doing a percentage analysis. The qualitative data is presented in narrative.

RESEARCH RESULTS AND DISCUSSION

The Results of Study

The result of CSE-UCLA evaluation program used in evaluating students' industrial training of bachelor's degree students in hospitality management program at FPP UNP will be presented below.

Need Assessment

The evaluation results for need assessment were analyzed through 3 sub-indicators. The results were written quantitatively on Table 1.

Table 1. Recapitulation of respondents' achievement from the evaluation of need assessment

Indicator	Item	Average	Categories
Need Assessment	Improvement of students' knowledge and skills.	4.1	good
	Achievement in industrial Experience	4.3	good
	Improvement and development of students' attitude.	4.2	good
Total Percentage of need assessment's component		4.2	good

From Table 1, the evaluation result of need assessment component reaches the average of 4.2 and Level of Respondent achievement (LRA) 84 %, and categorized as good. The results of qualitative data analysis on the implementation of the SIT program showed some benefits for students. In terms of SIT implementation objectives, respondents stated that basically through SIT students learned to increase knowledge about the hotel industry, become proficient at work, capable in applying their knowledge, have a good working attitude. Therefore the students are ready to enter the real industry.

Program Planning

There are 6 indicators of this component; they are SIT partner industries, students, lecturers and instructors, curriculum, facilities and infrastructure. These indicators are elaborated into 12 sub-indicators, and the result of the evaluation is on Table 2.

Table 2. Recapitulation of Respondents' Achievement from the Evaluation of Program Planning

Indicator	Item	Average	Categories
SIT partner Industries	SIT place observations	4.01	good
	Students' placement	3.63	enough
Students	Students Requirement	4.80	very good
	SIT funding	4.30	good
Lecturers and instructors	Supervisor	3.90	enough
	Instructor from the industry	3,81	good
Curriculum	Expected competence for students	4.40	good
	Semester Credit Hours (SHU)	4.30	good
	SIT period	4.20	good
	SIT Schedule	3.70	enough
Facilities and infrastructure	Facility in University	3,95	enough
	Facility in Industry	4.30	good
Total Percentage of program planning component		4.11	good

From Table 2, the evaluation result of program planning component reaches the average of 4.11 and LRA 84 %, and categorized as good. After making observations and interviews with the industry (Manager Department, Supervisor Department, and Senior Staff) and the university (SIT coordinator for hospitality management, Chairperson of the Tourism Department, and SIT Supervisor), it is found that qualitatively the planning program is good. However, there are some improvement needed in the program, such as students' placement, maximized the role of industrial supervisors and instructors, and a better schedule. July-December period seems to be a better schedule for SIT, because in July-December the hotels has more visitors. In addition, some improvements are needed in relevant facilities and infrastructure to the hospitality industry.

Formative Evaluation

In the formative evaluation component there are 4 sub indicators, namely: SIT implementation activities, industrial working procedure, problems encountered, and the solutions. The results are listed in Table 3.

Table 3. Recapitulation of respondents' achievement from the Formative Evaluation

Indicator	Item	Average	Categories
Implementation	STI activities	4.40	enough
	Industrial working procedure	4.20	good
	Problems encountered	3.74	enough
	Solutions of the problems	3.85	enough
Total Percentage of formative evaluation		4,04	good

In Table 3, the evaluation result of formative evaluation component reaches the average of 4.04 and LRA 80.8 %, and categorized as good. After doing observations and interviews with the partner industry (Manager Department, Supervisor Department, and Senior Staff) and the University (SIT coordinator for hospitality management, Chairperson of the Tourism Department, and SIT Supervisor), qualitatively the formative evaluation is good, some improvement on the students' knowledge, attitudes and skills are needed. The problems during the SIT program were caused by students who were not seriously doing the SIT implementation. The students are also lack of .knowledge and skills need in the industry. Similarly, the solution to solve the problem has not been maximally given by the supervisor and instructor from the industry.

Summative Evaluation

In summative evaluation there is one indicator that is the achievement of the SIT objectives. It has 2 sub indicators, namely: the levels of satisfaction with the results obtained quantitatively are listed in Table 4.

Table 4. Recapitulation of respondents' achievement from the Summative Evaluation

Indicator	Item	Average	Categories
Objective Achieve-ment	results achieved	4.20	good
	levels of satisfaction	3.76	enough
Total Percentage of summative evaluation		3.98	enough

In table 4, the summative evaluation has an average of 3.98 and LRA 84 %, and categorized as enough. Based on observations and interviews from both the industry (Manager Department, Supervisor Department, and Senior Staff) and the University (SIT coordinator for hospitality management, Chair of the Tourism Department, and SIT Supervisor), the summative evaluation is good enough. However, the satisfaction of students and hotel industry needs to be improved

Discussion

Needs Assessment

The research findings of the students' need assessment showed good results. This is in accordance with the objectives of the industrial training for students, which is to help students to maximize learning, especially skills related to the competence of their majors (Presiden Republik Indonesia, 1992). In fact, this program is needed by students and the industry as well. This is also supported by the opinion of Djojonegoro (1999) who say that the concept of link and match on vocational education is basically meant that the world of education serves as an institution that prepares human resources, while the community and the industrial world serves as those who need it.

Program Planning

The findings for this evaluation component indicated good results. According to Alkin (1969, p. 4) the program planning aims to help the selection of certain programs that might meet the needs of the program. In accordance with this theory, it can be interpreted that the evaluation of the elements in the implementation of the SIT program helps to determine the success of the SIT program implementation.

The improvement of the elements related to the SIT program is aimed at improving the quality of each element so that the objectives of the plan can be achieved perfectly. This is supported by the opinion of Fernades in Arikunto & Jabar (2014, p. 44) who state that evaluation of programs planning is carried out by collecting related data directly to the program being evaluated. Therefore this will lead to fulfill the needs and objectives of program implementation.

The results of program planning evaluation still need improvements in student placement. The placement of SIT students is adjusted with their abilities, skills, motivation and economic conditions. It will support students to practice well. Students will do their work carefully, seriously, and happily. This will increase their performance, then, they can make the industry feel assisted, thus the industry always asks hospitality management to send SIT students.

Similarly, the role of supervisors and industrial instructors for SIT students have not been implemented optimally. This is proved by the lack of attention on the student monitoring system. SIT students should be accompanied to the industry by lecturers, monitored in the middle of the SIT period and accompanied at the end of the industry schedule. Regarding supervisors, according to Unit Hubungan Industri FT UNP (2013, p. 6) supervisors are expected to provide guidance to students, such as planning SIT activity programs in the industry, placement in related units, SIT report writing, and evaluating the progress that has been achieved by students during the training. Supervisors guide students in the industry to be able to observe every implementation of SIT activities in the units that have been decided by the industry. The goal is that students are able to work appropriately and efficiently. If supervisors guide students accordingly, there will be a good working relationship between supervisors and SIT students. Thus, students feel comfortable and do their responsibility and work precisely.

Regarding the curriculum, there was knowledge that students have not been aware of on campus, but are needed in the industry such as knowledge about food and beverage, housekeeping equipment, front office, human resource management, purchasing, and accounting. Lecturers need to provide this knowledge to students so that SIT activities will be implemented properly. While there are some skills learned in the campus are not suitable with the needs of the industry. There are even skills that have not been taught, such as cleaning public area by using machines, making beds without using dupe, and cleaning techniques using chemical equipment. According to Sudijono (2005, p. 57) "Skill is related realm with ability to act after someone receives a certain study experience".

The existing facilities and infrastructures in university have not met the need of the industry. The quality is still low and the quantity is not sufficient, making it less relevant and supportive in implementing SIT.

The SIT implementation schedule is appropriate, but it will be better if it is done in the July-December period, because in July-December the hotel has more guests than other period. Hence, it suits the needs of the industry. Meanwhile, the University in the July-December period sent SIT students to the Back Office. It implied the gap of the schedule between industry and the University.

Formative Evaluation

Research findings for the formative evaluation showed good results. SIT students who have been accustomed to their work. There were no students who did not work as their job description at each department. Even if they were rolled to another department students were able to adjust their work to their part. Likewise, students are able to work as the industrial working system. Although there were one or two students who complained because they are objected to follow the working system in the industry, but it could be resolved properly.

Students are indicated to do a good work when they work as the Standard Operational Procedure (SOP). The working system in the industry is working shift and team. According (Suma'mur P.K. (1994, p. 34) shift is a pattern of work time given to employees to carry out something by the company and usually consists of morning, and shift. While, team work is a group consisting of two or more people who influence and depend on one another who unite to achieve certain targets (Coulter, 2004, p. 5). In working, the SIT students in the team work together with other employees to do all the work.

In implementing SIT, there are obstacles and problems. One of them is students' attitude. It is derived from the students' performance. The students are not only indiscipline, but also did not suit to the hotel standards. Students tend to be picky in doing jobs, and students are neglectful in their work. The other problem is the lack of student knowledge. Students are not able speak English, and their understanding of food and drinks is low. Even so, students have been given practical courses

in advance. According Sudijono (2005, p. 57) "Skills are fields related to the ability to act after a person receives a particular learning experience".

The role of the instructor / supervisor of the hotel industry is able to assist students in SIT program effectively. According to Unit Hubungan Industri FT UNP (2013, p. 6) supervisors are expected to provide guidance to students, such as planning SIT activity programs in the industry, placing students in related units, writing SIT reports, and evaluating the progress made by students in the training. Supervisors guide SIT students in the industry to be able to observe every work activities that have been determined by the industry. According to Unit Hubungan Industri FT UNP (2013, p. 5) SIT supervisors should provide advise on guidelines of SIT implementation, help students solve problems encountered during the training, guide students to arrange their programs, and make SIT reports, evaluate and determine score for students' performance, report the students' score to Unit Hubungan Industri FT UNP office. Effective teachers must be able to interact with students (Ayebo & Assuah, 2017). Ideally SIT supervisors are supposed to assist students from going, monitoring, to returning home from industry. This happens because the supervisor is aware of the SIT development.

Summative Evaluation

The findings for formative evaluation showed good results. Based on the analysis, the satisfaction level is in the sufficient category. Qualitative data indicate that the industry is satisfied with the implementation of the SIT students since industry feels assisted by this program. While the universities, especially Hospitality Management feel quite satisfied with the implementation of SIT, because students have gained abilities, skills, and built their attitude as well as their industrial experience.

CONCLUSION

The Industrial Training for bachelor's degree students of hospitality management has been implemented well. Nevertheless, there are several aspects that need to be improved included the students' knowledge, skills and positive attitude for the SIT courses. Similarly,

the role of university supervisors and industrial instructors are not optimal. Besides, the quality and quantity of facilities and infrastructure in the university need to be upgraded. The level of satisfaction of SIT students is considered sufficient.

Below are the recommendations for the implementation of SIT. First, the hospitality Management students need to improve their knowledge, skills and positive attitudes in participating in SIT and set themselves up with English skills. Second, increasing the role of industrial supervisor as well as the university supervisors to overcome the problems faced by students in implementing SIT and make the program run efficiently.

Third, it is recommended for the hospitality Management lecturers to be given training and internships to the industry in order to make the skills and knowledge that will be given to students equal with industrial needs, since some lecturers do not have a background in Hospitality Management. Fourth, improving the quality and quantity of facilities and infrastructure that are relevant to industrial needs.

Fifth, the curriculum material is needed to be revised to make it relevant to industrial needs. Sixth, the hospitality Management Department is recommended to review the implementation of SIT course, such as the choice of implementation schedule that suits the needs of the industry. Seventh, students' satisfaction in implementing SIT needs to be improved by providing good service, so that the hotel is assisted by the students' work and feel satisfied.

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