

INTEGRATED PRACTICE LEARNING MODEL TO IMPROVE WAITER/S' COMPETENCY ON HOSPITALITY STUDY PROGRAM, POLITEKNIK NEGERI BALI

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ABSTRACT

Hospitality Study Program, Politeknik Negeri Bali (PNB), hadn't implemented integrated learning practice optimally. The aim of this research was improving the learning process method as an integrated practice learning model involving three courses (Food Production, FB Service, English for Restaurant) in the same topic. This study was conducted on the forth semester of Hotel Study Program as the sample used in this research. After the random sampling was selected two classes as research samples, those were IVA class as an experiment group and IVB class as a control. Thus the samples could be determined according to the number of students in each class as many as 26 people. The application of integrated practice learning had an effect on the achievement of student competency in waiter/s occupation at Hotel Studies Program. The result of statistical test showed that there was a significant difference of competency achievement between integrated learning practices with partial practice learning students groups. It's suggested to the management Hospitality Study Program to encourage and to facilitate the lecturers especially of core subjects to apply integrated learning practices in order to achieve the competency.

Keywords: integrated, practice learning, competency, waiter/s, occupation

INTRODUCTION

Integrated learning as a concept was a learning approach involving several courses to provide a meaningful learning experience for students. The aim was to make it easier for students to understand the lecture material taught by the lecturers. Resmini (1996) stated that integrated learning was believed to be a practice-oriented approach to learning that meets the needs of students. Effective integrated learning could help to create broad opportunities for students to see and build on interrelated concepts. With this integrated learning the students were expected to have the ability to identify, to collect, to assess and to use the existing information in the vicinity meaningfully. It could be gained not only through the provision of new knowledge to the students but also

through the opportunity to consolidate and to apply them in new and increasingly diverse situations in the hospitality industry.

Learning could be able to prepare professional waiter candidate. The achievement of the students in the restaurant service lecture (FB Service) should be at a very satisfactory level. Thus the graduates of the Diploma Program of Hospitality, PNB, had high competency so as to compete competitively in the hotel industry. The standard of competency that became the reference in FB Service subject course was ASEAN Common Competencies Standard for Tourism Professional (ACCSTP) in restaurant. All of these standards had been through common conventions and declared legitimately as a standard in their respective fields.

In the last five years, the achievement of the highly satisfied Hospitality Study Program students, PNB, was still below 30%, while the FB Service course was the core course that determined the competency of the student concerned (Program Studi Perhotelan, 2016). Oka, *et al.* (2011) stated that the level of student satisfaction on the model of teaching courses Food and Beverage Service applied to the Hospitality Studies Program was average of 71.91%. Some important components that needed to get serious attention were the accuracy in choosing learning media, learning methods, and appropriate learning strategies to be applied in learning. Therefore, it was necessary to apply more effective learning method to the students in order to obtain optimal learning result. Arsyad (2005) suggested, in the process of teaching and learning, there were two very important elements of teaching methods and learning media. These two aspects were interrelated. The Implementation of appropriate learning methods could generate new desires and interests, to generate motivation and stimulation of learning activities, and even to bring psychological influences on students.

To design integrated learning, lecturers should have broad insight into the linkage of combined concepts, high creativity, good teaching methodology skills, high self-esteem, and encourage to package and to develop materials. Integrated learning if it was well designed could provide effective learning and provide more meaningful learning experience, because students could learn according to the context of real work through work simulation. The formulation of the problems focused in this article was whether there was a significant difference in the achievement of competencies between

groups of students who were treated with integrated learning practice with group of students who applied partial practice learning

METHODOLOGY

This research uses experimental research approach, where there were two groups of samples were given different treatment. Experiment Group (E) is a group of students who were experimented with the application of integrated practice learning. Control Group (K) is a group of students with the application of learning practices separately / partially. Population in this research were students of forth semesters of PNB Hospitality Study Program year 2016/2017. Samples were randomly selected from four classes of students of Hospitality Study Programs namely classes IVA, IVB, IVC, and IVD. After the random drawing was selected two classes as research samples those were class IVA and class IVB. Thus the number of samples could be determined according to the number of students in each class.

In the determination of the research sample, the group determination was made as experimental group and control group. One group was given an integrated practice of learning practice and another group was treated with partial practice learning, through random sampling technique. The draw was found that the selected group as the experimental group was the IVA class, and was selected as the control group was the class IVB. To equate the condition of the experimental group and the control group, the students as the subjects of the study in each group were classified based on three categories according to the scores obtained in the pretest namely: good, medium, and less. Good category of students who scored ≥ 81 , moderate category with score 66-80 while the less category with score ≤ 65 .

Based on initial test scores obtained in the second semester as an experimental group consisting of good category students 9 people, while 11 people, and less 6 people. The total number of IVA students were 26 people. Semester IVB as a control group consists of students good category 10 people, while 12 people and less 6 people. The total number of IVB students were 28 people. In order to obtain two groups of samples with the same condition, the students were made good, medium and low, the

compositions were the same for both groups, so there were no more good and medium category students in the control group than in the experimental group.

Thus the sample of this study was a good category of 9 students in the experimental group, 9 people in the control group. Medium category students were 11 people in each group. Category less students 6 people in each group. So that the sample in this study was 52 people from 54 people population. To clarify the above description can be seen in Table 1.

Table 1.
The Composition of Populations and Samples

Category	Populations		Samples	
	Experiment Group	Control Group	Experiment Group	Control Group
Good	9	10	9	9
Fair	11	12	11	11
Less	6	6	6	6
Amount	26	28	26	26

Source: Data of Student's Hospitality Study Program, 2017.

In this study, it was used inferential statistical analysis techniques. Inferential statistical analysis techniques used were test differences in this case that was used t test. This test was used to prove whether there was a significant difference between students with integrated practice learning with control group students who did not apply integrated practice learning to the Hotel Studies Program of PNB. After that, it was proved then the mean value which gave better result between the experimental group and the control group selected as the research sample.

DISCUSSION

Hotel Study Program PNB is an educational institution that provides education with more emphasis on vocational education. Practical activities become more dominant in the learning process in order to be able to meet the demands of learning achievement that has been determined. The purpose of vocational education is to prepare workers who are able to apply the skills in the field of work in the tourism industry. Thus the applied learning is directed to produce graduates who master the ability in a particular

field of work so that it can be absorbed directly in accordance with the needs in the tourism industry.

The results of observations by researchers so far showed that the process of learning practices in the PNB Hospitality Study Program was still done partially and more emphasis on achieving their respective competencies. Therefore, this study examined the impact of integrated learning practice by combining three interrelated courses of Food Production, Food and Beverage Service, and English Professional for Restaurant. It was hoped that with the application of integrated practice learning, students more easily simulated and related the relationship of learning materials to one competency with other competency according to the hotel industry situation.

Data obtained in this study were in the form of scores of student learning outcome which was the result of the measurement of student competency to support the work as a waiter of three courses of learning practices combined in the topic of handling guests enjoying food and beverages in the restaurant. The data were taken from two groups of students of the Hospitality Study Program, Department of Tourism, Politeknik Negeri Bali, who were sitting in the fourth semester of academic year 2016/2017. The number of samples in this study were 52 students divided into 2 groups, the groups that were given the integrated learning practice (experiment group) were 26 students and the unadjusted control group 26 students (Table 2).

Table 2.
Student Competencies Score on Waiter's Occupancy

No	Experiment group score	Control group score
1	84.00	72.00
2	88.00	80.00
3	92.00	84.00
4	96.00	80.00
5	84.00	80.00
6	92.00	72.00
7	88.00	80.00
8	92.00	80.00
9	96.00	84.00
10	80.00	72.00
11	80.00	68.00
12	80.00	68.00
13	80.00	79.00
14	92.00	78.00

15	76.00	66.00
16	76.00	72.00
17	80.00	72.00
18	88.00	80.00
19	92.00	80.00
20	84.00	80.00
21	80.00	68.00
22	80.00	66.00
23	76.00	72.00
24	72.00	72.00
25	76.00	66.00
26	80.00	66.00

Source: Research data, 2017

Data score of student learning outcome in this study were processed by using SPSS with t-test analysis techniques of two paired samples. A two-t test was used to assess whether the two groups' averages differed statistically from one to another. The result of data processing was integrated learning practice had an effect on improving student competency to do food and beverage service in restaurant. This was evidenced by the significant difference between the achievement of experimental group competency and the control group in which the experimental group achievement was better than the achievement of the students of the PNB Hospitality Study Program control group.

Based on the results of data processing presented above, the findings in this study was that the application of integrated practice learning had a significant effect on increasing the achievement of student competency for the PNB Hospitality Study Program. This was evidenced by the results of the analysis and that there was a significant difference in the achievement of competency between the groups of students who were treated with integrated learning practices with groups of students who practiced partial learning.

This finding was in line with the results of the research of Arjana, *et al.* (2012) which stated that integrated practice learning was effective to improve student competency achievement to make flight ticket reservation, because the concept was learned through direct and real experience so that students were able to comprehend the concept as a whole. The immediate experience intended in this study was an

integrated learning practice designed to approach the real atmosphere of the industry by creating themes based on the fields of work in the tourism industry especially food and beverage services in international restaurants. Ardika (2012) mentioned that educators needed to apply pragmatics in speaking skills because students generally felt happy if the learning process that occurs in the classroom was actively implemented.

The application of integrated learning aimed to improve students' creativity and motivation. This would appear at the time of the course. Students were more enthusiastic in learning, the students felt more intimate, felt more courageous in issuing opinions in answering questions, dare to ask because lecturers always involve students in preparing teaching media, so that learning was active, creative, effective and fun. The same thing was stated by Coll, *et al.* (2002) in the learning could be done by the process of active mastery in the workplace so as to improve student self-confidence through the assignment of duties, motivation of lecturers, and self-evaluation so that finally facilitated in achieving competency.

With active learning from learners would retain attention, improve performance, and establish new knowledge. Media could serve as an intermediary or messenger from sender to message recipient. If the media carries messages or instructional information or contains instructional purposes, then the media was called learning media. Sanjaya (2008) mentioned that the selection of media in teaching and learning process was very necessary to consider several principles, namely (1) according to the objectives to be achieved, (2) based on clear concept, (3) characteristics of students, (4) learning styles of students and teachers And (5) should be appropriate to the environmental conditions, facilities and time available for the learning needs.

Permana (2008) mentioned the principles of integrated learning: it meant that children were not only focused on certain subjects, it was possible that the developed learning contained meaningful messages for the children; The need for consideration of which priority scale should take precedence in the selection of subject/learning topics, study time, and evaluation of children's learning progress; The learning environment in the classroom gave children the freedom to think and creativity; The surrounding community opened and provided insights for the development of learning in schools;

Children gained attitudes and norms from the community environment, including home, school, both verbal and non-verbal.

In an integrated learning the role of an educator changed from the information giver to facilitator, mentor, challenger, resource person and organizer. Thus the students got a wider opportunity to explore, investigate issues and problems issues with more open activities. Student involvement was to enhance in all stages of learning, from planning and tasks, activities to reflection and self-evaluation. Thus, students had the opportunity to be more enthusiastic, self-evaluate, so that the acquisition of knowledge was more effective.

CONCLUSIONS

Based on the results of the above analysis it could be concluded that the application of integrated practice learning had a significant effect on increasing the achievement of student competency in occupation waiter/s field at the Hospitality Study Program, Politeknik Negeri Bali. This was evidenced by the results of statistical tests indicated that there were significant differences in achievement of competencies between groups of students who were given the treatment of integrated practice learning with the group of students with partial practice learning. It was suggested to the management of PNB Hospitality Study Program should encourage and facilitate for the lecturers especially the core subjects matter (core) to apply integrated learning practice in order to facilitate the achievement of competency to the material taught to the students. The lecturers were also expected to implement integrated learning practices so that students quickly understood the competencies as per ACCSTP requirement so that the PNB Hospitality Study Program could compete in ASEAN level.

ACKNOWLEDGMENTS

I am thankful to all informan for providing us information and kind support throughout the research work. I am also thankful to the God.

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