



On The Job Training Satisfaction of Hotel Management Students

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Abstract

The study aimed to evaluate the satisfaction level of students with the on-the-job training program. The study population consisted of 178 students in the third and fourth academic year of the Diploma IV Hospitality Administration at Bali Tourism Polytechnic who returned and correctly filled out the questionnaire. The data was analyzed using descriptive statistical methods. The research has both theoretical and practical contributions. Theoretically, it can contribute to the development of organizational behavior literature and human resource management. Practically, it can assist vocational education institutions, especially Bali Tourism Polytechnic, in developing on-the-job training programs for their students.

Keywords: job satisfaction, training, internship, vocational

Abstrak

Tujuan dari penelitian ini adalah untuk menilai tingkat kepuasan mahasiswa terhadap program praktek kerja. Populasi penelitian adalah mahasiswa tahun akademik ketiga dan keempat dari Diploma IV Pengelolaan Perhotelan, Politeknik Pariwisata Bali. Responden yang mengembalikan dan mengisi kuesioner dengan benar sebanyak 178 mahasiswa. Data dianalisis dengan metode deskriptif statistik. Secara teoritis penelitian ini dapat memberikan kontribusi pada pengembangan literatur perilaku organisasi dan manajemen sumber daya manusia. Secara praktis dapat memberikan kontribusi kepada institusi pendidikan vokasi khususnya Politeknik Pariwisata Bali dalam mengembangkan program pelatihan kerja bagi mahasiswanya.

Kata Kunci: kepuasan kerja, pelatihan, magang, vokasi

1. INTRODUCTION

One of the traditional instrument to increase employability of students after their graduates is on the job training. On the job training is a training program that is carried out directly at the workplace. In this program students can apply the knowledge and concepts they have acquired during classroom activity, the students will learn while doing the work. In addition to meeting industry demand for the availability of ready and skilled labor. Employers have their own standards regarding the quality of human resources they want in an entry-level position. During on the job training students work under the supervision and monitoring of employees and superiors at hotel. As long as students are on this training program they do not get any wage or salary because it is part of their learning process that has been set in the curriculum that they must complete.

On the job training programs assist students in preparing for all of the changes and needs in the workplace so that they understand what kind of criteria are required by companies to be employed in their place and what must be done to become prospective workers or superior workers in the workplace (Kapareliotis et al. 2019). On the job training programs in various industrial sectors will provide students with knowledge of the realities of the workplace and possibilities for students to build their relationships, both of which will be important when entering the workforce. Every student who takes part in this internship programmer will be better equipped to enter the workforce (Sukmawati, 2022)

The success of the implementation of on the job training program depends on the readiness of each party involved. Students, the hotel segment, and educational institutions are the parties involved in this on the job training. All parties involved are aware of sharing the benefits that can be obtained from on the job training. For students this is a bridge to the real world of work. This is also advantageous for hotels because students are potential future workers. So this has an impact on educational institutions as a place to prepare skilled students. On the job training are brief periods of practical job experience that allow students to receive training and work experience in a specific field of interest (Zopiatis & Theocharous, 2013). As part of the transfer from practical college life to the actual world of work, every student at a vocational college must encounter a real work setting. This transition procedure is used to put the knowledge learned during lecture practice to use (Pusiran et al., 2020).

However, based on the results of interviews and the reports submitted by the students, there are many challenges and obstacles that occur during on the job training. Some of the complaints they made regarding the implementation of the on the job training were as follows: (1) The difference in the use of the system from what is learned on campus and hotels (2) Difficulty in communicating with other employee, (3) Their work load is the same as hotel employees (4) Trainees cannot complete work on time due to system error.

These challenges cause students to feel compelled to carry out the on the job training. However, due to academic demands, like it or not they have to complete the program. This study was conducted to explore the students' satisfaction with on the job training program.

Khalil's (2015) study provides evidence that students who completed their internship at Kuwait University gained a better knowledge of the job market and enhanced some skills they could not develop within the classroom (professionalism, team-playing capability, etc.) (Khalil, 2015). Additionally, UNESCO's report on vocational education and training emphasizes the importance of evaluating jobs and their relative importance in a country's economic activity when developing training plans and reference documents (UNESCO, 2019). The academic or vocational divide is particularly relevant to vocational students, as they need to deal with both types of knowledge as they navigate between the contexts of school (Ferm, 2021). On-the-job

training has been shown to be an effective approach to learning new things, with many professionals reporting that those receiving on-the-job training and mentoring exhibited the highest performance benefits. Finally, a study comparing apprenticeship training students with non-apprentices within educational track in a relatively uncoordinated and decentralized institutional setting found that apprenticeship training was more effective (Dawson & Thomson, 2018).

According to Chuk Kwan (2005), on-the-job training programs benefit not only students but also hotels that accept trainees within their labor force. The hotels can select and recruit suitable student interns for permanent positions after their graduation, thus saving recruiting costs and other employment risks by selecting employees who have already proven their abilities and prospects. Many studies have proved the benefits of on-the-job training in different scientific fields. However, Lee & Chao (2013) stated that the negative experiences of students from the internship programs are significant determinants of students' decision to seek and accept a job position within the specific business sector. Therefore, it is crucial to carefully consider, assess, and organize the internship programs to avoid disappointing experiences and outcomes for the students and the economy in general. Hayes, Ninemeier, and Miller (2017) argue that on-going training for interns fosters additional job-related knowledge and skills leading to more responsibility. Unacceptable working conditions, inadequate training, and unsatisfactory salaries could also lead to high employee turnover (Lokman et al., 2018; Mohsin et al., 2021; Noe et al., 2014; Roy & Sykes, 2017).

Job satisfaction (Spector, 1997) and job training (Patrick, 2000) can be synthesized to create the term *job training satisfaction*, defined as how people feel about aspects of the job training they receive. Job training satisfaction is the extent to which people like or dislike the set of planned activities organized to develop the knowledge, skills, and attitudes required to effectively perform a given task or job. Several points are critical in this definition. Employees' feelings about the on the job training they received examined by the on the satisfaction. It is not simply evaluation of a single course or training program. Second, job training satisfaction is a measure of the formal or planned (rather than informal or incidental) training activities offered by the organization.

2. RESEARCH METHOD

A structured questionnaire was designed based on Schmidt (2007) study. The questionnaire divided into two sections. The first section is for the demographic information of the respondents and the second section is for the satisfaction with on the job training which consists 15 questions. For the respondents to answer, 5-Point Likert scale was used. The statements corresponding to the degree of agreement of the participants as follows: (1) Strongly Disagree, (2) Disagree, (3) Undecided, (4) Agree, and (5) Strongly Agree. Students from Hotel Administration in 2019 academic year were selected as respondents for the reason that they have twice on the job training program during their four years of study in Politeknik Pariwisata Bali. This study adopted a census survey method, therefore there was no sample size drawn from the population. 203 questionnaires distributed and 178 questionnaires returned and can be used for further analysis, with the response rate 87.7%. Survey data were entered into a database and analyzed using the statistical package SPSS.

3. RESULT & DISSCUSSION

Respondents were consisting of 47% female and 53% male. Most of the respondents (81%) consisted of people who were 21 years old or older. Of the total participants, 53% were in their third year and 47% were in their fourth year. Majority of the respondents (24%) have done on the job training program in Sales and Marketing Departments. In total, 94% done on the job training program in five-star hotels. Demographical characteristic of the respondents is given in Table 1.

Table 1.
Demographic Characteristic

Statements	n	%
<i>Gender</i>		
Male	95	53
Female	83	47
<i>Age</i>		
< 21	33	19
21 – 30	145	81
<i>Class year</i>		
3	94	53
4	84	47
<i>Departments</i>		
Human Resource Departments	36	20
Sales and Marketing	43	24
Finance	5	3
Front Office	42	24
Food and Beverage Service	32	18
Food and Beverage Production	11	6
House Keeping	1	1
Spa	2	1
Quality Continuous Improvement	2	1
Food and Beverage Admin	2	1
Learning and Development	2	1
<i>Hotel Classification</i>		
4*	11	6
5*	167	94
Total	178	100

The Cronbach's alpha value "satisfaction of on the job training" were over the acceptable level thus the study is reliable as seen from Table 2.

Table 2.
Reliability Test

Variable	Cronbach's alpha	Number of Statements
<i>Satisfaction with on the job training</i>	0.888	15

The average of scales (as shown in Table 3) was used to analysis degree of satisfaction on the job training of the Hotel Administration students. Based on the calculation results it appears that satisfaction on the job training is still satisfactory. However, when viewed based on the mean value, it can be seen that the smallest satisfaction value is in the statement of the dimension "Coworkers" with the indicator "amount of bickering and fighting" mean value of

3.06. Then the dimension that also gets the smallest satisfaction is the "Operating Conditions" with the indicator "amount of work" with an average value of 3.72.

Tabel 3.
Satisfaction with On The Job Training

No	Statements	Response					n	Score	Mean
		5	4	3	2	1			
	Nature of the work								
1	<i>Enjoy work tasks</i>	74	87	15	2	0	178	767	4,31
2	<i>Job is enjoyable</i>	83	79	13	3	0	178	776	4,36
3	<i>Sense of pride in job</i>	83	79	14	2	0	178	777	4,37
4	<i>Meaningful nature of job</i>	84	81	12	1	0	178	782	4,39
	Supervision								
5	<i>Supervisor competence</i>	81	80	14	2	1	178	772	4,34
6	<i>Supervisor fairness</i>	58	87	27	6	0	178	731	4,11
7	<i>Supervisor interest in subordinates</i>	65	81	31	1	0	178	744	4,18
8	<i>Like supervisor</i>	50	84	38	6	0	178	712	4,00
	Operating Conditions								
9	<i>Amount of work</i>	35	75	54	11	3	178	662	3,72
10	<i>Amount of paperwork</i>	31	98	44	5	0	178	689	3,87
11	<i>Work rules and procedures</i>	39	92	46	1	0	178	703	3,95
12	<i>Ease of effort</i>	32	111	32	3	0	178	706	3,97
	Coworkers								
13	<i>Enjoy coworkers</i>	60	77	39	2	0	178	729	4,10
14	<i>Enjoy people at work</i>	59	83	33	1	2	178	730	4,10
15	<i>Amount of bickering and fighting</i>	16	43	66	42	11	178	545	3,06
TOTAL								10.825	60.81
MEAN								722	4.05

This study aims to determine satisfaction with on the job training from students. The results of the study show that even though the satisfaction with on the job training are at the level of satisfactory, there are some things that become obstacles in satisfaction with on the job training. Students feel that the work they do when on the job training exceeds what they should do as trainees. The work they do is equivalent to hotel employees, even though their position is as a trainee. Trainees also need to be mentally prepared to deal with debates or disputes that occur in the workplace, both involving them directly or indirectly. So that they are better prepared and understand how to deal with disputes between employees who are often more senior than students. Students assume that what they experienced while undergoing on the job training will enhance their skills, knowledge, and abilities. Although there are many differences between what they learn while on campus and what happens in the work environment, but it does not make students become deterrent and do not complete the period on the job training.

Cooperation between the hotel sector and educational institutions must be maintained. So as to keep abreast of developments in the hospitality industry. So that what students learn on campus is not much different from what they will do when they are on the job training. It needs to be understood again that the three parties involved in the on the job training program will get benefits.

The opportunity to learn out of the classroom is valuable, students get the exposure to the real-world problems and issues which not contained in the books. As a trainee, the students already become the future employees that the hotel might recruit. While undergoing the on the job training the students get to know a potential employer or even a potential career. For the education institute the on the job training will help validate the curriculum in a real-world environment and having a link for student placement after graduation. Other result from the on the job training such as scholarship, guest lecturers, and field trips.

For the hotel, on the job training allow the hotel to evaluate a prospective employee. The hotel already knew the work ethic, attitude, and technical competence of the trainee which assessed during on the job training than during a one-hour interview. Also, this is the opportunity to hire the most competent trainee for full-time positions after graduation.

4. CONCLUSION

The results suggested that the hotels should try to ensure that the working environment is rewarding- that it provides good learning opportunities; that connects interns with supportive supervisors; and that it makes sure the organization as a whole, not just the intern's specific job, is satisfying for the intern. As well as it is also critical to ensure that the intern is comfortable with the actual work being performed. To be more specific, having the intern do work that is important to other employees in the organization and providing the intern with substantial feedback on their performance appear to be two very important factors.

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