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Did the Internship Program Successfully Build Work Readiness in Tourism Students?

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ABSTRACT

In Indonesia, the tourism and travel industry directly employs more people than other industries. To produce quality graduates, vocational education and the industrial world collaborate to create a workforce that is experienced and has the knowledge, skills, and attitudes that the industrial world requires. Unfortunately, it has created a gap between the need for qualified graduates and their availability in the midst of increasingly rapid industrial development. Internships are one of the activities that play a significant role in the tourism curriculum in order to bridge the gap between education and the tourism industry. This study aims to identify all internship activities that can influence work readiness mediated by self-efficacy for Tourism Higher Education students in Jakarta. The findings of this study is including the fact that industry involvement and self-commitment as part of internship program have a significant relationship toward work readiness, which is mediated by self-efficacy. The suggestion is that Higher Education in Tourism reviews its own internship program in order to meet the industrial human resource needs.

Keywords: Internship, Industrial Planning Program, Industry Involvement, Self-Commitment, Self-Efficacy, Work Readiness, Tourism Students

INTRODUCTION

Tourism is a planned or unplanned tourist trip that produces a total experience for the perpetrators. The tourism industry is a collection of interconnected tourism businesses that produce goods and/or services to fulfill the demands of tourists during the tourism implementation process. This industry is currently a prima donna sector for countries with the ability to boost their respective GDP, whereas tourism, as an industry closely related to multi-sector, will have a both direct and indirect impact on a country's economy. It would be even greater if a country could develop integrated tourism development rather than focusing solely on one area, enabling all regions to advance together and compete against each other. In Indonesia, the tourism and travel industry directly employs more individuals than the mining, banking, automotive manufacturing, financial services, and chemical manufacturing industries combined. The tourism and travel sector in Indonesia currently supports almost double the jobs in the banking sector and almost five times the jobs in the automotive manufacturing industry sector. As a result of both indirect and induced effects, nearly three additional jobs were created for every job in the tourism sector, implying that the tourism and travel sector has stronger linkages than the banking sector.

Indonesian people's productivity and competitiveness still need to be improved. Indonesia's Tourism Competitiveness Index (WEF) is still ranked 50 (2015), 42 (2017), and 40 (2019), while Indonesia's Human Development Index (UNDP) is also not encouraging, ranking 113 (2015), 115 (2016), 116 (2017), 116 (2019), and the Human Capital Index (World Bank) is still ranked 87th (2018). Even though labor productivity in Indonesia has increased, from 81.9 million rupiah/person in 2017 to 84.07 million rupiah/person in 2018, it still underperforms behind Singapore and Malaysia. Furthermore, while Indonesia's GDP increased by 4.9 percent in 2017, Total Factor Productivity contributed only 0.6 percent (TFP). The remaining 2.8 percent of economic growth comes from capital, with human capital accounting for 1.5 percent. The demand for a skilled, creative, innovative, and adaptable workforce has not been met optimally. According to Central Bureau of Statistics data from hotel and other accommodation statistics in Indonesia for 2019, the number of employees in the accommodation business in Indonesia was 407,292 in 2019. Of these employees, 217,371 (53.37 percent) were absorbed by star-class hotels spread across 34 Provinces, while the remaining 189,921 (38.28 percent) worked in other accommodation businesses.

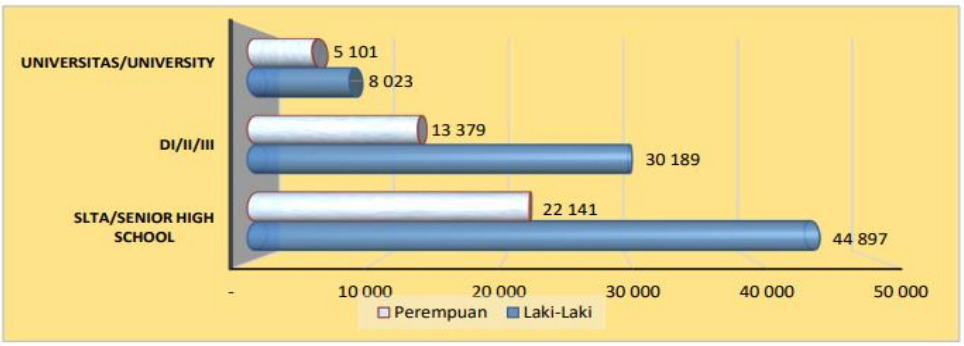

Figure 1. Tourism Vocational Education Workers by Gender, 2019
Source: Hotel and other accommodation statistics in Indonesia, 2019

According to the figure above, there were 67,038 people (54.18 percent) who graduated from vocational tourism graduates with a high school education level, with details of 44,897 male workers and 22,141 female workers, followed by Diploma I/II/III 43,568 people (35.21 percent), with details of 30,189 male workers and 13,379 female workers. Meanwhile, the number of workers majoring in tourism at the university level remains very low, at 13,124 people (10.61 percent), with 8,023 male workers and 5,101 female workers. One of the reasons Indonesia's productivity and competitiveness continue to lag is the low quality of its workforce, which has not responded to labor market developments. In Indonesia, the proportion of middle and high-skilled workers is currently around 39.57% (August Sakernas, 2018), which is lower than in other ASEAN countries. Meanwhile, workers were still dominated by those with a high school diploma or less (58.77 percent or 72.88 million people), while the Open Unemployment Rate (TPT) of those with a secondary or tertiary education reached 7.79 percent. There is a mismatch between the provision of educational services, including vocational education and training, and the needs of the labor market because reliable labor market information is not yet available and industry involvement is low. To produce quality graduates, vocational education and the industrial world collaborate to create a workforce that is experienced and has the knowledge, skills, and attitudes that the industrial world requires. When compared to general education graduates, vocational education graduates have more chances to enter the workplace (Hampf and Woessmann, 2017). However, in the accommodation sector, Indonesia has contradictory data, with only 126,731 people (31.02 percent) working in the accommodation business with hotel/tourism vocational education graduates in 2019. Meanwhile, the remaining 68.98% of all accommodation workers with non-vocational tourism education. Higher Education's role in the field of tourism, particularly the Hospitality Study Program and Hospitality Study Program, is clearly required in order to fulfill the industry. Until now, the hospitality industry has struggled to absorb hospitality graduates with strong knowledge and skills. Unfortunately, it has created a gap between the need for qualified graduates and their availability in the midst of increasingly rapid industrial development. This is due to the fact that a sizable proportion of hospitality graduates choose to pursue careers outside of the industry. The high number of hospitality graduates who choose careers outside the industry is due to their perception of the industry.

One of their perceptions stemmed from internship activities conducted by Tourism Higher Education in direct collaboration with the industry. Rianty, Hanifah, and Myrza (2022) asserted the importance of Tourism Higher Education in tourism's competitive strategy for surviving after the Pandemic era. One strategy for the tourism industry's recovery is to improve Higher Education and curriculum within institutions. Internships are also known as practical work experience, field work practicum, professional placement, cooperative education, or experiential learning activities. Internships are one of the activities that play a significant role in the tourism curriculum in order to bridge the gap between education and the tourism industry. Where students complete internship activities for six months or within one semester. In general, an internship is defined as a brief period of practical work experience during which students receive training while also gaining valuable work experience in a specific field or potential career of interest. Students may or may not receive compensation for their contributions, depending on the circumstances. This

experience allows students to apply classroom theory in the real world of work, bridging the theory-practice gap.

According to Busby (2003), internships can help students clarify their intentions and future career goals, whereas Barron and Rihova (2010) argue that such practices complement and potentially benefit from volunteering in industry. According to (Liu, 2021) there is a positive relationship between learning satisfaction, job involvement, dual system satisfaction and intention to do the same work. In this study, the authors used the construction of apprentice satisfaction as seen from three things examined by (Chen & Shen, 2012), namely internship program planning, satisfaction with industry involvement and satisfaction with self-commitment from students participating in internships. The indicators used refer to Beggs et.al (2008) which was reviewed by (Chen & Shen, 2012) and (Clarke, 2018). The Internship Program Planning indicators consist of an internship program design, internship assignment, faculty support and consultation, and performance evaluation. The Industry Involvement indicator includes training and compensation. And the Students' Self-Commitment indicator consists of dedication to work and to learning.

Furthermore, strengthening soft and hard skills in the field is a valuable experience that can be used to obtain employment. According to (Bender, 2020), students believe that their internship activities provide them with both hard and soft skills. (Zopiatis & Theocharous, 2013) emphasize the importance of all aspects of the apprenticeship to a desire to work in the hospitality industry. However, some obstacles, such as dissatisfaction with internships, can reduce students' desire to continue working in the tourism industry (Appietu, Asimah, & Mensah, 2019). Waryszak (1999) supports this by stating that apprenticeship programs that do not meet student expectations will decrease their desire to enter the hospitality industry. The company is also very supportive of increasing student satisfaction with internship activities (Lee & Chao, 2008). According to (Zopiatis & Theocharous, 2013; Tse, 2010), the apprentice's coworkers are more important in determining the apprentice's impression and experience, making it critical to create a peer-to-peer learning environment and assist apprentices of today in becoming practitioners of tomorrow. As a result, satisfaction from internship activities is required to boost student confidence in their future careers. Students' self-belief in this chosen profession will enhance their career self-efficacy (Kautish et al., 2022).

According to Bandura (2000), self-efficacy is a factor that can influence how a person thinks, feels, motivates himself, and reacts to situations. Graduates of tourism higher education who are self-confident will be better prepared to enter the workforce. Of course, for students who study hospitality, self-efficacy is a motivator to advance up the career ladder and achieve their ultimate goals (Feltz & Payment, 2005). Self-efficacy is self-confidence in one's abilities or confidence in the work being done or done. According to (Zuanda, 2019) self-efficacy is the self-confidence to be able to succeed in overcoming and successfully living in certain situations. Self-efficacy is a person's level of trust or belief in self-confidence in carrying out certain jobs or tasks. Eliyani (2018) revealed that everyone must have self-efficacy, in this case, a person's positive belief in himself being able to carry out tasks and work. Self-efficacy is believed to be the key to successful work and can also influence behavior and thinking patterns in making a decision. "Self-efficacy refers to belief in one's ability to organize and execute the necessary actions to manage prospective situations" according to (Pool & Sewell, 2007). Beliefs in efficacy shape how people think,

feel, motivate themselves, and act. The point of this statement is that self-efficacy refers to belief in one's ability to plan and carry out the necessary actions to deal with certain situations. Individuals' self-efficacy beliefs influence how they think, feel, motivate themselves, and act. Based on (Latif et al., 2017) there is a positive relationship between self-efficacy and student work readiness. The higher the self-efficacy of students, the higher their work readiness. The dimensions of self-efficacy in this study refer to studies (Imam, 2007) that were developed from Sherer et al, there are three dimensions of self-efficacy namely: initiative, effort and persistence.

Chuang and Dellmann-Jenkins (2010) found that students with high levels of self-efficacy are more likely to pursue hospitality careers, which contribute significantly to stronger career intentions for the industry. Work readiness indicates a new graduate's capability for long-term performance and career advancement. Work readiness is a multidimensional concept that describes the attributes and characteristics of previously developed concepts. Fitriyanto (2006) suggests that work readiness is a condition that indicates the harmony between physical, mental and experience maturity so that individuals have the ability to carry out certain activities in relation to work. Anoraga (2009) states that the characteristics of work readiness can be seen through several attitudes that a person has such as having motivation, sincerity or seriousness, sufficient skills and discipline. The work readiness referred to in this study includes the readiness to face work in the industry as a continuation of learning in Higher Education, which includes mental readiness, namely positive (affective) attitudes towards work in industry, intellectual abilities which include cognitive abilities (cognitive domain) and psychomotor abilities that includes manual skills and intellectual skills. Based on (Caballero et al., 2011) the dimensions of work readiness consist of four dimensions, namely personal characteristics, organizational awareness, work competence, and social intelligence.

The importance of work readiness for new graduates includes task readiness and psychological recovery (Sulastiana & Sulistiobudi, 2017) While these graduates go to college, one of the supports is their confidence. Meanwhile, recent graduates typically lack work experience and struggle to find the right job for them (Caballero & Walker, 2010; Raftopoulos, 2006). They are still unsure about what type of work they want to do after graduating from college, including determining what type of work they are interested in and based on their abilities. Under these circumstances, recent graduates must continue to broaden their work interests and develop work profiles that reflect their passion, rather than simply aligning their work choices with the majors chosen in college. As a result, Tourism Higher Education must evaluate the apprentice-based curriculum program that has been provided to prepare graduates for work that requires a high level of self-efficacy.

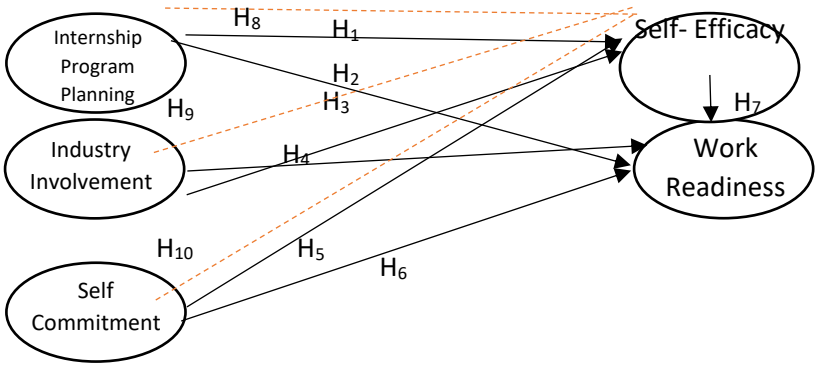

Figure 2. Research Framework

Source: Diolah Peneliti (2022)

Based on the framework model in figure 2, work readiness of tourism students will be measured using the following hypothesis:

H1 : Internship Program Planning has a positive effect on Self-Efficacy
H2 : Internship Program Planning has a positive effect on Work Readiness
H3 : Industry Involvement has a positive effect on Self-Efficacy
H4 : Industry Involvement has a positive effect on Work Readiness
H5 : Self-Commitment has a positive effect on Self-Efficacy
H6 : Self-Commitment has a positive effect on Work Readiness
H7 : Self-Efficacy has a positive effect on Work Readiness
H8 : Self-Efficacy mediates the effect on Internship Program Planning on Work Readiness
H9 : Self-Efficacy mediates the effect on Industry Involvement on Work Readiness
H10 : Self-Efficacy mediates the effect on Self-Commitment on Work Readiness

METHOD

The purpose of this research is to determine which part of the internship process significantly influences work readiness as mediated by tourism students' self-efficacy. The independent variables of internship program planning, industry involvement and self-commitment are examined using a hypothesis testing method in this study. Work readiness is used as the dependent variable, with self-efficacy acting as a mediator. According to Hair et al. (2014), determining the number of samples with a minimum of 5 variables requires 100 samples, 150 samples for a minimum of 7 variables, 300 samples when using variables above 7, and 500 samples for models with very many variables. According to the above theory, the author uses 200 samples to meet the minimum sample limit. This study's sample is still limited to students in their final semester of their Bachelor of Tourism Study Program, Bachelor of Hospitality and Tourism, and Bachelor of Business Hospitality at DKI Jakarta. Researchers used primary data collection techniques by distributing questionnaires directly to students and developing literature studies according to the themes taken. The structural equation model will be used to analyze the data in this study. Partial Least Squares (PLS) path analysis was used in this study, with the software Smart PLS 3.0. The purpose of partial least squares (PLS) analysis is to determine the relationship between latent variables and predict the

structural indicators of the construct. The measurement model (outer model), structural model (inner model), and hypothesis testing are all examples of models.

RESULT AND DISCUSSION

1) Testing Outer Model
   a) The outer model is tested to determine the model's validity and reliability. The influence of the Loading factor, Averange Variance Extratected (AVE), and Discriminant Validity, as well as composite reliability, will be examined in this test's analysis. The initial stage in testing the validity of a model is factor loading, which must be greater than 0.6 in order for the indicator to be considered valid. It must be removed from the model if it is not valid (Husein, 2015). The following image shows the analysis of the outer model of this research:

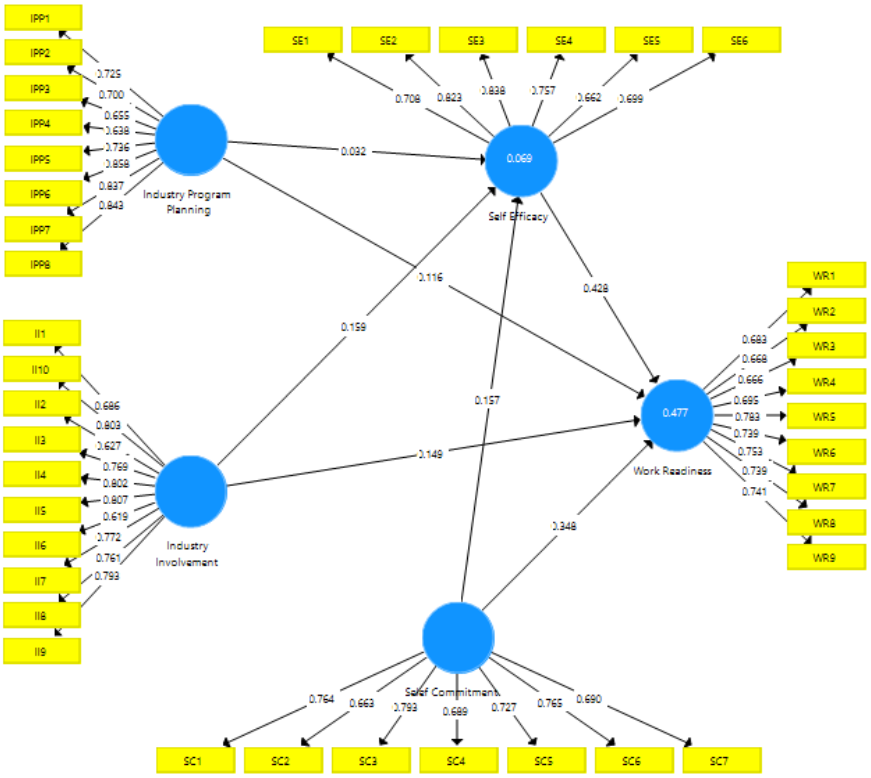

Figure 2. Loading Factor Test Results

Based on the results of the loading factor test, all indicators used are said to be valid and can be continued for reliability testing.

b) Average Variance Extracted (AVE)
Average Variance Extracted is the value used in testing convergent validity because the value is obtained from the output of convergent validity. Since the expected AVE value in this study is greater than 0.5, all latent variable constructs have values greater than 0.5. (or greater than 0.5). According to the table below, all variables are fulfill the requirement.

Table 1. Average Variance Extracted (AVE) Result

	Average Variance Extracted (AVE)
Industry Involvement	0,558
Industry Program Planning	0,568
Self-Commitment	0,531
Self-Efficacy	0,563
Work Readiness	0,518

c) Composite Reliability

The composite reliability value is computed by examining the composite reliability value of the indicators that measure the value of the variable, with a good composite reliability value being greater than 0.7. The table below shows all composite reliability values greater than 0.7. This clearly shows that the influence of Industry Program Planning, Industry Involvement, and Self Commitment on Self Efficacy and Work Readiness is not unidimensional.

Table 2. Composite Reliability Result

	Cronbach's Alpha	rho_A	Composite Reliability
Industry Involvement	0,913	0,937	0,926
Industry Program Planning	0,904	0,916	0,912
Self-Commitment	0,852	0,860	0,887
Self-Efficacy	0,845	0,853	0,885
Work Readiness	0,883	0,884	0,906

2) Structural Model (Inner Model)

a) Coefficient of Determination R2 (R Square)

The R-square for each independent latent variable on the dependent variable is used to test the model's feasibility. The following is the result of using SmartPLS to calculate the R-square value. According to Chin in Ghozali (2014), the role of thumbs in model suitability is categorized as "good" if the R^2 value is 0.67; "moderate" if the R^2 value is 0.3; and "weak" if the R^2 value is 0.19.

Table 3. Coefisient Determinant Result

	R Square	**R Square Adjusted**
Self Efficacy	0,069	0,055
Work Readiness	0,477	0,467

Based on the information in the table above, it can be seen that the R square adjusted value is 0.055, which means that the independent variable industry involvement, industry program

planning, self-commitment explains the Self-Efficacy variable of 5.5%. And influenced by other indicators that are not in the model by 94.5%. This means showing the weakness of the three independent variables in describing self-efficacy. Meanwhile, the work readiness variable has been described by the three independent variables of 46.7% and 53.3% other than the model used in this study. In accordance with Chin in Ghozali (2014), this value is included in the moderate category. The magnitude of this value indicates that the independent variables are more related to Work Readiness than Self-Efficacy. So that the indicators that are owned describe almost half of the Work Readiness variable for students in Tourism Higher Education.

a) Multicollinearity Assumption Test
The purpose is to prove that the independent variables are not directly related (for the independent variables must be related or have an effect on the independent variables).

Table 4. Multicollinearity Result

	Industry Involvement	**Industry Program Planning**	**Self Commitment**	**Self Efficacy**	**Work Readiness**
Industry Involvement				**1,132**	**1,159**
Industry Program Planning				**1,005**	**1,006**
Self Commitment				**1,130**	**1,157**
Self Efficacy					**1,074**
Work Readiness					

If VIF < 10, then there is no multicollinearity
If VIF > 10, then there is multicollinearity

1) For the Self Efficacy model independent variables produce VIF < 10 so that in the resulting model, there is no multicollinearity
2) For the Work Readiness model independent variables produce VIF < 10 so that in the resulting model, there is no multicollinearity.

b) Uji Hipotesis

Tabel 5. Hypothesis Test Results

Hypothesis	Variable	Expected	Estimate	T Statistics (|O/STDEV|)	P Values 1 tail	Summary
H1	**Industry Program Planning -> Self Efficacy**	**(+)**	0,032	0,259	**0,398**	Hypothesis Not Supported
H2	**Industry Program Planning -> Work Readiness**	**(+)**	0,116	1,633	**0,052**	Hypothesis Supported
H3	**Industry Involvement -> Self Efficacy**	**(+)**	0,159	2,543	**0,006**	Hypothesis Supported
H4	**Industry Involvement -> Work Readiness**	**(+)**	0,149	2,839	**0,002**	Hypothesis Supported
H5	**Self Commitment -> Self Efficacy**	**(+)**	0,157	2,448	**0,007**	Hypothesis Supported
H6	**Self Commitment -> Work Readiness**	**(+)**	0,348	3,751	**0,000**	Hypothesis Supported
H7	**Self Efficacy -> Work Readiness**	**(+)**	0,428	4,285	**0,000**	Hypothesis Supported

Source: Processing Data, 2022

All tests in this study used the assessment criteria at alpha 1%, 5%, and 10%.

Based on the results of the hypothesis test results, there are 6 hypotheses that support the theory, namely (1) the effect of industry program planning on work readiness (2) the effect of industry involvement on self-efficacy, (3) the effect of industry involvement on work readiness, (4) the effect of self -commitment on Self-Efficacy, (5) the effect of Self-Commitment on Work Readiness and (6) The Effect of Self-Efficacy on Work Readiness. Where all the values from each hypothesis obtained a positive estimate value and have a P-Values of 1 tail (sig) value below the alpha of 1%, 5% and 10%. Whilst the other hypothesis, namely the industry program planning on Self-Efficacy, generates negative results despite having a positive estimate value (0.032). This is supported by the P-Values 1 Tail (sig) for the influence of Industry Program Planning of 0.398 0.01, 0.05, and 0.1, indicating that the hypothesis does not support alphas of 1%, 5%, or 10%.

Table 6. Results Mediate

Hypothesis		Expected	Estimate	T Statistics (|O/STDEV|)	P Values	Summary
H8	**Industry Program Planning -> Self Efficacy -> Work Readiness**	**(+)**	0,014	0,247	**0,403**	Hypothesis Not Supported
H9	**Industry Involvement -> Self Efficacy -> Work Readiness**	**(+)**	0,068	2,076	**0,019**	Hypothesis Supported
H10	**Self-Commitment -> Self Efficacy -> Work Readiness**	**(+)**	0,067	2,343	**0,010**	Hypothesis Supported

Source: Processing Data, 2022

All tests in this study used the assessment criteria at alpha 1%, 5%, and 10%.

Based on the results of the table above, it can be seen that there are 2 indirect hypotheses that support and 1 hypothesis that is not supported. The Industry Involvement hypothesis through self-efficacy on work readiness has a positive estimate value of 0.068 and a P-Values of 0.019. Meanwhile, the value of the Influence of Self-Commitment on Work Readiness through Self-Efficacy has a positive estimate value of 0.068 and a P-Values of 0.010 which is below the alpha of 1%, 5% and 10%. For the indirect hypothesis, Industry Program Planning on Work Readiness through Self-Efficacy is not supported, even though the estimate value is positive at 0.014, the P-Values 1 tail (sig) is 0.403 ≥ 0.01, 0.05, and 0.1, so the hypothesis does not support alpha 1%, 5%, or 10%.

DISCUSSION

Based on the findings, it is clear that the influence of Industry Involvement and Self-Commitment can boost tourism students' self-efficacy and affect their work readiness in the industry. This is an important highlight for the industry when they become mentors for students when they take out internship activities to provide structured and systematic learning, internship opportunities that are in accordance with the interests and profession of students, rotation opportunities in various departments or sections in the field, fair assessment between students, and the company's support to students when they have problems. According to a study conducted by (Zopiatis & Theocharous, 2013), company support is very important during internships for students. Furthermore, internships are also a method for the industry to begin preparing employee candidates for future hires. In addition to industry involvement crucial, student self-commitment is also important in preparing work-ready graduates. For work-ready students, commitment to work and study during the internship program is the key to success. It is important for students to be committed to completing work when they do internships and value internships in their careers and as professionals. Finally, echoing the views and opinions of many hospitality scholars (Suarta et al., 2021) internship program has a positive influence on tourism students' work readiness.

IMPLICATIONS

Industry Implications

This study concludes that the role of the hospitality industry is very large for student job readiness and increased self-efficacy. Internship activities which are usually carried out for 6 months provide real work experience to students and provide perceptions of jobs that are in accordance with the chosen profession. So that by giving a good impression in internship activities can also increase their desire to choose this profession in the future. This is important for industry players to be able to provide the best assistance for students in internships. With good mentoring students can understand and provide the best performance, which can later become the basis for the company to develop prospective employees in the future according to company standards.

Academic Implications

The finding suggests that Tourism Higher Education need to review their internship program design, assessment, and supporting the program from their career centre and also about performance evaluation. Based on results all of the Industrial Program Planning indicators do not relate to Self-Efficacy. Meanwhile, internship preparation is needed for tourism students to improve their self-efficacy. The point given also from Tourism Higher Education

to students needs to evaluate. A good internship program will consist of three stages: pre-internship assistance, ongoing consultation, and a post-internship evaluation. Pre-internship assistance includes aspects such as experience sharing, introductions to industry operators, mental preparation, and an outline of intern accommodations. Topics covered in ongoing consultation include the working environment, interpersonal relationships, management style, peer relationships, and internship report writing. Finally, the post-internship review includes an examination of the industry operator, an evaluation of students' satisfaction with the internship, and career planning.

CONCLUSION

Based on the outcomes of an internship organized by Tourism Higher Education in Jakarta, this study measures three independent variables. The average student who participates in internship activities has a 6-month period. Collaboration with the hospitality industry definitely adds realism to the internship program and increases students' work readiness after graduation. An industry's stability is strongly supported by qualified human resources that are in line with current industry needs. Internships can bridge the gap between industry demands and the preparation provided by higher education. With few graduates of Tourism Higher Education working in hotels today, this industry is in danger of failing.

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