

Student Motivation and Expectations in the Implementation of On-the-Job Training Program (Case Study on XYZ School Students)

Wulanmeiaya Wowor¹, Samuel Musa Liha², Andrew Kurniawan³ dan Randy Setiadi⁴

Universitas Pelita Harapan, Jakarta
samuel.liha@uph.edu

Abstract — *On-the-job training (OTJT) is one of the learning programs that are widely applied by vocational schools. Through this program, students can gain new skills and get new experience in the industry. Students also have the opportunity to apply their knowledge and develop their skills. This study aims to identify the motivation and expectations of students in carrying out the OTJT. The research method used is descriptive quantitative with a purposive sampling technique in determining the sample. Questionnaires were used to collect data. Respondents are XYZ school students who have participated in the OTJT as many as 163 people. The results of this study found that in the implementation of the OTJT, interesting work is the thing that motivates students the most, while the low wage factor is the thing that reduces motivation. In addition, working in a professional environment is the most expected thing to be experienced when participating in the OTJT program.*

Keywords — *Expectation, Motivation, On the job training*

I. INTRODUCTION

On-the-job training (OTJT) is a type of hands-on training that is an early stage in a career that can help students gain new skills and experience in the industry (Bogdana, Mihaela, & Anca-Iona, 2012). Experience in the OTJT can influence student knowledge and skills for future careers (Chen, Hu, Wang, & Chen, 2011). Marinakou, Peistikou, and Palisidis (2012) stated that the OTJT can increase student satisfaction and enhance the learning experience, however, Barron (2008) stated that many graduates from the tourism industry are reluctant to have a career in this industry because jobs do not match expectations.

Students do not have realistic expectations regarding work in the tourism industry, resulting in a gap between the expectations and perceptions of the OTJT (Lam & Ching, 2007; Tse, 2010). In addition, other common factors are low wages, bad relations with supervisors, long working hours, and so on (Lam & Ching, 2007). Students also thought that the school had not prepared the OTJT program properly and had little control over the implementation of the program (Zopiatis, 2007). That is why the role of the program coordinator is one of the determining factors for the success of the OTJT (McMahon & Quinn, 1995; Beggs, Ross, & Goodwin, 2008). Students who have a high level of job satisfaction with the OTJT tend to contribute better to their work results than those with a low level. The level of job satisfaction can be assessed from various aspects such as work environment, type of work, working hours, and so on (Zopiatis, 2007).

The implementation of the OTJT program is an important step in efforts to improve the quality of graduates to meet the demands of employment needs and to produce quality human resources. XYZ school has an OTJT program for all students who have reached the seventh semester and made it one of the graduation requirements. The implementation of the OTJT program is based on the interest and mastery of the competencies chosen by the student.

In the implementation of the OTJT, there were identified problems, namely many student complaints. According to the results of a temporary survey of 30 students who had already done the OTJT, indications of dissatisfaction with the implementation were found. As many as 40% (12 people) of students were satisfied, while 60% (18 people) were dissatisfied. This led to student failures in implementing the OTJT, as shown in Table 1. The highest number of failures was in the class of 2015. This number increased significantly by 92% compared to the class of 2014.

Failures that occur can have an impact on student expectations and motivation to take part in the OTJT program. Student expectations are not met, so students are not enthusiastic and not motivated to complete the program.

Table 1. Number of Students Who Fail in the OTJT

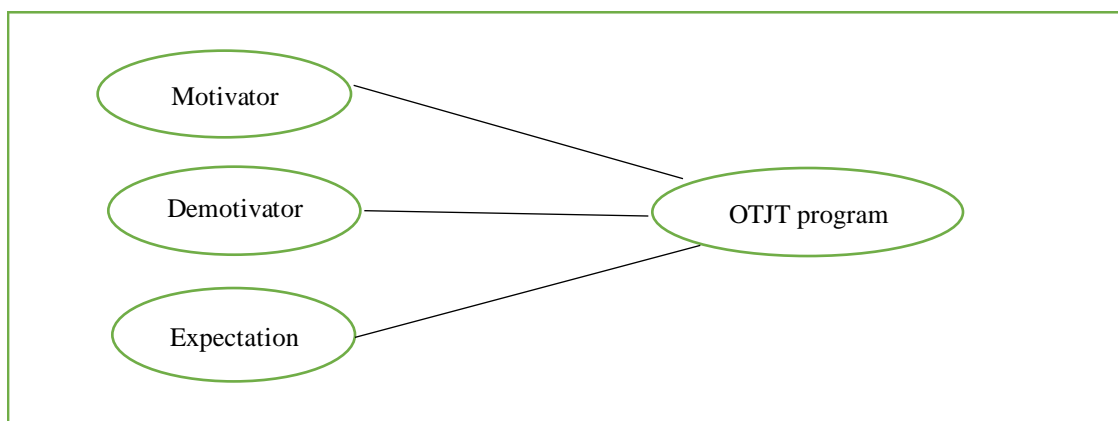
Year	Total
2013	16
2014	13
2015	25

Based on this background, this research was made with the aim of knowing the factors that motivate students, and student expectations in implementing the OTJT.

II. METHOD

This research is descriptive research, which was conducted to determine the existence of the value of the independent variable, either one variable or more (independent) without making comparisons or connecting with other variables (Sugiyono, 2019). The unit of analysis was the XYZ School of Hospitality & Tourism's students. Data was collected by distributing questionnaires and interviews. The questionnaire consists of two parts. The first part contains questions about the respondent's profile. The second part contains motivator, demotivator, and expectation indicator questions adapted from Marinakou & Giousmpasoglou (2013). The collected data was analysed by frequency technique. Unstructured interviews were used for data exploration. The informant interviewed were the coordinator of OTJT program.

Sampling used a purposive sampling technique, which takes samples from specific targets, because these targets are able to provide the desired information (Sekaran and Bougie, 2016). The sample in this study were XYZ school students who had implemented the OTJT program until 2018. A total of 163 students were willing to become respondents.

**Figure 1.** Research Diagram

III. RESULT AND DISCUSSION

To identify motivational factors, demotivators, and student expectations in implementing the OTJT, respondents were asked to answer questions on a questionnaire. The answer is the result of the respondent's choice which is felt to be the most representative of the question asked. Next, the results of the answers are frequency and sorted from the largest to the smallest.

Respondent Profile

In Table 2, it can be seen that the majority of respondents were women, namely 95 respondents or 58.3%, and 41.7% (68 respondents) were men. For the OTJT locations, 34.4% of respondents carried out the OTJT in Jakarta. Followed by Bali as the second location, namely as much as 24%.

Table 2. Respondent Profile (N=163)

OTJT Location	Gender			
	Male	%	Female	%
Jakarta	21	12,9	35	21,5
Bali	13	8	26	16
Tangerang	9	5,5	12	7,4
Batam	6	3,7	3	1,8
Medan	4	2,4	-	-
Yogyakarta	3	1,8	1	0,6
Surabaya	2	1,2	2	1,2
Bandung	5	3,1	6	3,7
Thailand	4	2,5	2	1,2
Malaysia	-	-	3	1,8
UAE	1	0,6	5	3,1
Total	68	41,7	95	58,3

Motivation

Based on the data in Table 3 below, it can be seen that the thing that most motivate students in carrying out the OTJT is interesting work with a total percentage of 22.09%.

Table 3. Motivation Factors

No.	Factors (Marinakou & Giosmpasoglou, 2013)	Freq	%
1	Interesting job	36	22,9
2	Lessons learned	32	19,63
3	A good relationship with colleagues	25	15,34
4	Professional environment	19	11,66
5	Have coworkers	17	10,43
6	Good supervision	14	8,59
7	Feel part of the group	10	6,13
8	Flexible work schedule	5	3,07
9	Get enough money	5	3,07

In the learning process, motivation is needed by students because it really determines their level of success. The most motivating factor for XYZ school students is when they are given work that is not monotonous and challenging.

The industry can play a role in increasing the motivation of students in various ways, including by periodically changing divisions, providing training to students so they are able to do various jobs, and giving more trust to students to handle various jobs in hotels. So, it is hoped that if students are motivated to do a job the objectives of the OTJT can be fulfilled properly.

The second factor that most determine student motivation in the OTJT is the number of lessons learned during the OTJT (19.63%). One of the objectives of the OTJT program is to add knowledge and lessons that were not obtained during the study period at XYZ school. If the student has high learning motivation and willingness to learn, it will encourage students to get this. For this reason, the industry is expected to provide opportunities for students to learn new things by providing jobs that are more challenging and not monotonous.

Demotivation

Based on the data in Table 4, it can be seen that the thing that makes students unmotivated in the OTJT program is insufficient wages, which is as much as 19.63%.

The lack of education to students about the objectives of the OTJT program made most XYZ school students feel that the wages they earned were not commensurate with the work done. Likewise, when students have to work overtime, they don't get overtime pay. The school can provide students with an understanding of the purpose of the OTJT program which does not focus on wages, but rather on the learning process. This can be done by holding preparatory classes before students leave for the OTJT.

Table 4. Demotivation Factors (N=163)

No.	Factors (Marinakou & Giosmpasoglou, 2013)	Freq	%
1	Not enough wages	32	19,63
2	Didn't learn anything	29	17,79
3	Too much work	28	16,56
4	Disorganized work environment	20	12,27
5	Insufficient supervision	14	8,59
6	Jobs are not well explained	13	7,98
7	Too little work	11	6,75
8	Boring job	9	5,52
9	Not close to coworkers	8	4,91

The second factor that lowers student motivation in the OTJT program is not learning anything (17.79%). This is related to the results in table 3, namely one of the motivating factors is the number of lessons that can be learned. That is why it is important for the industry to provide opportunities for students to learn many things while undergoing the OTJT program.

Expectation

Based on the data in table 5, it can be seen that what students most expect when undergoing the OTJT is working in a professional environment (20.86%). For students, participating in the OTJT program is a place to prove their abilities, in addition to self-development. When participating in the OTJT program, students try to learn to behave in a professional and responsible manner. If successful, this will be very beneficial for students to develop their careers in the industry when they graduate from school.

Table 5. Expectation (N=163)

No.	Factors (Marinakou & Giosmpasoglou, 2013)	Freq	%
1	Work in a professional environment	34	20,86
2	Get a lot of salary	28	17,18
3	Complete the credits assigned by XYZ School	20	12,27
4	Get an interesting job	19	11,66
5	Get a flexible work schedule	16	9,82
6	Good relationship with colleagues	12	7,36
7	Having co-workers is expected	11	6,75
8	Get the required knowledge	9	5,52
9	Have good supervision	7	4,29
10	Feel part of the group	7	4,29

The second factor is the expectation of getting a large salary (17.18%). XYZ school makes hotels as place for students to take part in the OTJT program, especially five-star hotels. Star hotels are prestigious and luxurious places that are visited by many elites. Looking at this, many people think that working in a hotel will get a big salary. This also makes students hope to get a large wage as a result of their work. Even though the OTJT program is a learning program, the industry is expected to respond to this by providing appropriate compensation, where this will also make students motivated.

IV. CONCLUSION

The first conclusion from this study is that getting an interesting job is the most motivating thing, while low wages make students unmotivated in implementing the OTJT.

In addition, working in a professional environment is what students most expect in implementing the OTJT. On the other hand, getting good supervision and being part of a group is not a matter of concern to students in implementing the OTJT.

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