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## KNOWLEDGE, UNDERSTANDING, AND APPLICATION OF INDUSTRIAL TRAINING TOWARDS THE STUDENTS OF CATERING SERVICE STUDY PROGRAM

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### ABSTRACT

Industrial Training Course plays an essential role and gives a positive impact on the curriculum of the bachelor's degree program at University of Tun Hussein Onn Malaysia (UTHM). This study aimed at identifying knowledge, understanding, and application of industrial training to the students of Catering Service Study Program at the Faculty of Technical and Vocational Education, University of Tun Hussein Onn Malaysia (UTHM). This study is a descriptive study which employed a five-point Likert scale questionnaire as an instrument. A total of 66 final year students from the Bachelor's Degree in Vocational Education (Catering) program were involved as the study sample. The collected data were then analyzed using descriptive by mean and standard deviation. The results show that the level of knowledge, understanding, and application of industrial training is high with a mean score of 4.29. In addition, the students of catering service study program have also noticed that knowledge, understanding, and application of industrial training were positive to enhance their academic performance and achievement within the program. The results of this study can serve as a guide for exposing students to the real work environment to be better prepared for the future.

**Keywords:** knowledge, understanding, application, industrial training, students of catering study program

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### INTRODUCTION

The world is becoming more densely populated with an increasing population every year whereas food services are now part of gaining worldwide attention due to the diverse customer demands. Umor (2018) stated that the food and beverage industry is the focus as it is one of the major contributors to a nation's economic strength. There is no denying the quality of the food products is the focus of the restaurant selection but the quality of customer service in the restaurant is a major pillar. As a result, the increase number of local and foreign tourists around the world demonstrates that the food and beverage industry and food service sectors are interfering with the industry's desire to find knowledgeable and highly skilled workers (Annuar, 2019).

University of Tun Hussein Onn Malaysia (UTHM) is the public university in Malaysia which is categorized as Malaysia Technical University Network (MTUN) which offers a Bachelor's Degree in Vocational Education (Catering) with honours in Hiyang (2010). In line with the industry sector's need for skilled employees, almost every institution offering culinary programs such as hotel and catering programs from the certificate level, diploma, or undergraduate degree produces students who are capable and highly skilled in various aspects to meet high demand from the industrial sectors. Therefore, the Bachelor's Degree in Vocational Education (Catering) with honours was developed to produce knowledgeable and skilled students in catering, culinary, and hospitality. It will be finally able to generate national income and aspiration.

Above side, tourism and hospitality education in Malaysia based on the curriculum provided by each institution including the curriculum is essential to prepare the knowledge and skills of students before entering the industrial training. Jeou & Yi (2009) stated that private colleges usually consider industrial training as one of the effective strategies for engaging students in order to offer a comprehensive curriculum with attractive industrial training.

Aligning with the theory and skill demands, the cognitive level is needed as a reference to this study. The cognitive domain has six levels including knowledge, understanding, application, analysis, synthesis, and lastly evaluation. Meanwhile, this research focuses only on knowledge, understanding, and application. Besides knowledge, this so-called cognitive domain also involves skills and abilities to be developed. Byrch et al. (2007) found cognitive structure as the centre of human cognition. In this case, to have the theory of human cognition needs to have the theory of architecture which is associated with the students' memory.

According to Hanafi (2015), the various problems experienced by students undergoing industrial training raise many questions. Referring to Mohd Barkhaya (2013), the issue of unemployment is very common each year for new graduates. This is because many students still lack of skills and knowledge due to the low level of confidence to communicate, and insufficient preparation to find a job. The past research by Harun et al. (2018) stated serious and prolonged issues of the students' performance after internship are currently emphasized on skills and knowledge. However, Jalani (2017) explained that the government implements the Structured Internship Program (SIP) led by Talent Corp in collaboration with the Ministry of Education (MOE). By this program, graduates will also get early exposure to the world of work before graduation. Therefore, they have more competitiveness and skills which meet the needs of industrial sector to bring down the unemployment rate in Malaysia.

Ismail (2012) explained the duration of industrial training is relatively short which causes certain employers undesirable to accept students for doing training in their institutions. Meanwhile, there is an issue that students are unable to accept knowledge and understanding due

to students' level of cognition towards the instructions and tasks given by the employers that affect the performance. According to Chen & Shen (2012), industrial training is one way to apply the theory part in the process of learning for students involving apprenticeship, cooperative education, experimental learning, field experience, industrial placement, placement learning, and workplace learning.

In addition, between practical classes during industrial training and teaching and learning process, it could be seen that two of them give a lot of useful and valuable experiences gained as a third-party supplier of footwork into the workplace. The industry training develops students' confidence in line with the experience and knowledge the students have during their actual workplaces.

Therefore, the purpose of this study is to identify the students of the catering service study program regarding their knowledge, understanding, and application of industrial training. More specifically, the research objectives include (1) to identify catering students' knowledge of industrial training, (2) to identify catering students' understanding of industrial training, and (3) to identify catering students' applications of industrial training.

## **METHOD**

The methodology can be considered as a chapter of planning the implementation of the study in preparation for launching the study. Said (2012) claims that the design of the study is very important in determining whether the findings of the study will be valid and reliable. The population of this research includes the final year undergraduate students from Bachelor Degree in Vocational Education (Catering) at Faculty of Technical and Vocational Education (FPTV), University of Tun Hussein Onn Malaysia (UTHM) who has undergone industrial training. The type of sampling used is simple random sampling. According to Siyoto (2017), the subjects in the sample had all the characteristics of the study population. Krejcie & Morgan (1970) stated that determining a sample size of 66 students with a total population of 79 students is sufficient to collect the data. Then, some questionnaires were administered online via Google form.

The questionnaire method is a commonly used method for obtaining the required data. By using this method, the data obtained will be easy to be processed and analysed Yahaya (2007). The questionnaires were divided into eight sections ranging from a scale of 1 to 5; 1 (strongly disagree), 2 (disagree), 3 (neutral), 4 (agree), and 5 (strongly agree). Then, the obtained data were analysed by using descriptive analysis to obtain meaningful information, standard deviation, frequencies, and percentages.

According to Mangkau (2012), the pilot study was conducted on a small scale before the actual study was carried out. The study was conducted to look at the reliability of the questionnaire and the feasibility of the study to be conducted. Abdullah & Wei (2017) said that the pilot study

was aimed at determining whether the items that had been adapted in the questionnaire needed to be retained or modified.

## **RESULTS AND DISCUSSION**

The first research objective is to find out the catering students' knowledge of industrial training. The results of the respondents based on Table 1 show that the highest mean score is 4.44 and the lowest mean score is 4.14. It proved that students' knowledge of industrial training increased while undergoing industrial training. This result is aligning with Sulaiman (2010) who mentions that students need many sources of knowledge to solve related problems through the use of various elements such as sharing knowledge and experience through a practical class to obtain information related to the task. In addition, this indirectly can stimulate critical and creative thinking of students to manage the information obtained. This statement is then also agreed by Nurkaliza et al. (2014) claiming that industrial training programs have been proven to develop various additional skills of students such as time management, verbal communication skills, and group work skills.

Table 1. The Mean Score of Catering Students' of Industrial Training

No	Item	Mean	Tendency Level
1	I have enough knowledge in food preparation.	4.15	High
2	I was able to improve my knowledge of cooking techniques based on my experience in industrial training.	4.38	High
3	I was able to follow the proper procedures in accordance with the rules set by a training institution	4.44	High
4	I was able to generate new ideas through the work I did while in the industry training because of my knowledge of catering.	4.27	High
5	My knowledge of catering in the field of medicine has helped me in completing my assignments after undergoing industrial training.	4.27	High
6	I regularly train to improve my knowledge and skills without being asked by my supervisor.	4.14	High
7	A clean, comfortable workplace helps me to develop new knowledge.	4.42	High

Previous research by Harun et al. (2018) aligning with this result, knowledge includes a strong relationship toward the performance of students after the internship, followed by the understanding and application toward the performance of students after completing the industrial training.

The second research objective is to identify the catering students' understanding of industrial training. The results described on Table 2 show that students' understanding of industrial training is categorized high with the highest mean score of 4.41 and the lowest mean score of 4.24. The overall results show that the students agreed on the understanding of the field of catering which increased while undergoing the industrial training. These results are similar to those of Abdul Hamid et al. (2019), indicating that the level of students' understanding in grasping

the tasks given by the employers is satisfactory. This situation is importantly needed to produce graduates who can balance the way of working and co-management of industrial organizations and can improve their own skills and abilities. According to Sahak et al. (2017), through industrial training, institutions set the goals and objectives such as knowledge, understanding, and application to make sure the students get positive outcomes from the industrial training program. Hence, the various objectives are set before they accomplish the training. Additionally, the adequate supply of knowledge and skills to sustain the flexibility among students are involved.

Table 2. The Mean Score of Catering Students' Understanding of Industrial Training

No	Item	Mean	Tendency Level
1	I can understand the job that the employer offers.	4.32	High
2	I understand the knowledge of kitchen appliance layout I learned at university.	4.24	High
3	I'm able to adhere to and practice training organization management procedures because I understand it.	4.32	High
4	Experience in industrial training has helped me to better understand the scope of work.	4.30	High
5	I can adhere to my work ethic and culture by understanding what my employer has set.	4.41	High
6	Training organization leaders always provide additional guidance when giving instruction that makes me understand the tasks which need to be done.	4.33	High
7	Training organization leaders always provide additional guidance when giving instruction that makes me understand the tasks that need to be done.	4.41	High

The third research objective is to identify the catering students' application of industrial training. The results described on Table 3 show that catering students' application of industrial training is categorized high with the highest mean score of 4.33 and the lowest mean score is 4.00. Overall, the students agreed that they can apply the knowledge gained from the classes by undergoing industrial training in the field of catering. The results of the study clearly show that students can apply knowledge related to the field of catering when implementing industrial training at a very satisfactory level. This finding is supported by a study by Mayer (2002) that students used information they learned previously this by applying their skills. Problems at this level are presented in a different and applied way where people cannot rely on context and content to solve the problem. The application in this point is to carry out or use the procedure where students should implement what they learned previously. Ahmad (2007) and Abd Hamid et al. (2009) agreed that the approach of supervisors as mentors are to monitor the progress of students undergoing industrial training. With the supervision of a mentor, students can prepare themselves to improve their skills and abilities. This is because the students agree that they can generate new ideas by applying the teachings learned in the university such as decorating food, fruit carving, and bread preparation.

Table 3. The Mean Score of Catering Students' Application of Industrial Training

No	Item	Mean	Tendency Level
1	I was able to generate new ideas in food decoration by applying the lessons learned at university	4.27	High
2	I was able to do new things like fruit carving, preparing bread while undergoing industrial training.	4.00	High
3	I was able to apply basic tasks such as vegetable cutting, cooking during industrial training.	4.33	High
4	I was able to apply two aspects of learning at a time, namely the theory and practice aspects of industrial training.	4.30	High
5	I was able to apply how to prepare a safe meal to eat.	4.33	High
6	I was able to apply for hands-on work as learned at university in training organizations	4.33	High
7	I can minimize mistakes while performing tasks with existing knowledge and understanding.	4.23	High

## CONCLUSION

Based on the findings and the results which have been discussed above, it can be concluded that through industrial training, students can enhance their knowledge and understanding, and also apply what they have learned at university during their industrial training. In conclusion, the knowledge, understanding, and application of the catering students in industrial training is categorized good with a high tendency level. Thus, the industrial training plays an important role in exposing students to the real work environment. The students will be well prepared for their future career. In this regard, the industrial training can be said excellent as it enhances the ability of students' knowledge, understanding, and application of food preparation during the program.

The upcoming related studies expected to improve this case study can be conducted for all public or private university and college students. It is also recommended that in the future, the relevant factors in this case study such as external and internal factors which influence the cognitive, affective, and psychomotor of the students can be analysed in details. This is under the reason that many factors influence the effectiveness of industrial training on students who have undergone industrial training. Furthermore, qualitative research which uses the interview method of the selected respondents is recommended to collect and analyse data to avoid fraudulent answers from a questionnaire.

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