
Analysis of Graduates Employability Based on Programme Educational Objectives for Diploma Hotel Management Programmes at Politeknik METrO Kuala Lumpur.

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Abstract

An educational approach that focuses on the characteristics of empirical measurement of performance or achievement of results is known as OBE. OBE is designed down, where the blueprint of Diploma of Hotel Management Program (DHM) curriculum is clearly constructing in stages from the Outcome, PEO to PLO and lastly CLO. The effectiveness of the DHM program offer is measured by PEO achievement to graduates three to five years after graduation. Research objective in study is to identify the DHM program outcome through achievement of PEO that lead to student employability. Research design is quantitative method using cross-sectional survey. Population in this study is represent all graduated from DHM programme and sampling size determine referring to Krejcie and Morgan. Random sampling technique selected to retrieve data three to five years graduated from DHM Programme. Descriptive analysis is produce by using Statistical Package for the Social Sciences. Findings show that DHM graduates have a high marketability in the employment industry. The results of this PEO find benefit the stakeholder consisting of recognition bodies, vision and mission of institutions, industry, students and parents. Reliability instrument show the result very good and effective with a high level of consistency and acceptable to use in this research. Graduates show high mean scores to each PEO variables and the important of PEO developing in DHM programme. In conclusion, the DHM program offer using the OBE approach is relevant in producing students who are competent and meet the needs of the industry.

Keywords : *Educational Objectives, Hotel Management, Employability, Post Graduates.*

I. INTRODUCTION

Program Educational Objectives (PEO) are described as input from all programs composing and outline the estimated achievements of graduates for early several years after finishing their studies[1]. PEO is where parties encompass for objective statements are external components such as prospective students, employers, transfer institutions and student sponsors[2]. Furthermore, PEO depicts the final goal of graduates' profession that can be achieved three to five years after graduation[3]. Nevertheless, Che Ghani[3] stated that PEO must show a tendency to stakeholder interests and expected achievements in a professional career for a certain period after graduation, have clear key performance indicators (KPI) for each PEO stated and agreed upon through proper consultation with stakeholders. This is vital to ensure that the program produces professionals,

which meet the expectations of the stakeholders. These programs must show a mechanism to monitor and evaluate the achievements of the PEO.

Moreover, Che Ghani[3] has stated that PEO is a specific goal in a particular academic program and must be associated with mission and vision of the academic body. In institution level, the educators are the people who are responsible for delivering the curriculum to students. They are also accountable for supplying the knowledge as well as training the students by using Outcome Based Education (OBE) approach. According to Che Ghani[3] said OBE approach was developed based on the needs of stakeholders. It involves requirements from Malaysian Qualification Agency (MQA), polytechnic's mission and vision as well as the industrial players. OBE can be refined as an outcome that students can achieve after completing

the Teaching and Learning (T&L) process. For polytechnic institution, OBE was thoroughly designed to fulfil the vision which to be the lead superior in TVET institution.

OBE is designed down from Program Aim (PA) to the PEO to Program Learning Outcome (PLO), Course Learning Outcome (CLO) which directly lead to the graduate's outcome. OBE is a channel to facilitate the stakeholders to measure the achievement of the students through the domain of three learning bloom. They are cognitive (knowledge and cognitive skills), affective (communication, interpersonal, leadership, personal, professionalism etc.) and psychomotor (practical skills) domain[3]. OBE approach shows a potent outcome in T&L especially in polytechnic education where TVET is highlighted as a main goal.

According to Bengkel Interpretasi Kurikulum Jabatan Pendidikan Politeknik dan Kolej Komuniti[4] OBE is based on the activity of T&L that enable students to understand the expected outcomes that need to be achieved and it includes PLO as well as CLO. In addition, Bengkel Interpretasi Kurikulum Jabatan Pendidikan Politeknik dan Kolej Komuniti[4] outlined that OBE is a value of students' achievement with the specific assessment criteria that has been set clearly and effectively. Moreover, Bengkel Interpretasi Kurikulum Jabatan Pendidikan Politeknik dan Kolej Komuniti[4] has shared that OBE consists of four concepts which are clear, designed down, high expectations and extended opportunities. The first concept of OBE, clear, is where students will be able to complete a task successfully during T&L activity. For example, on the Food and Beverage Course, students are able to do and practice a service sequence during and at the end of the course. Secondly, OBE is designed down, where the blueprint of Diploma of Hotel Management Program (DHM) curriculum is clearly constructing in stages from the Outcome, PEO to PLO and lastly CLO. Furthermore, the third concept of OBE is high expectation. This can be the readiness of students to face with challenges where it relates with the attitudes carried by the students during the T&L process. For example, on the Restaurant Operation Course students will be dealing with variety types of customers and it plays a vital role for them to present a good attitude, teamwork, and leadership skills to serve the customers well. Eventually, OBE concept offers extended opportunities to the students to expand the T&L activities. The T&L activities can be implemented not only in the classroom, but it can

be done in the related industry especially in hotel organization and more. For example, the Housekeeping Operation and Management Course brings the students to visit laundry factory to see the whole process of laundry operation and linen management. Despite on that, extended opportunities example is where students are being exposed with competition related to the course to enhance their skills and provide their readiness to experience work-based learning (WBL) and working environment in future. The following figure 1.0 shows the model of OBE concepts:



Figure 1: THE OBE CONCEPTS MODEL
 (Source: Bengkel Interpretasi Kurikulum Jabatan Pendidikan Politeknik dan Kolej Komuniti)

The Diploma in Hotel Management (DHM) Program at polytechnic institutions was created to cover all aspects of the recently formed, in-depth hospitality and hotel field. This curriculum offers practical experience and equips graduates with the skills necessary to work in the service, hospitality, and restaurant industries[5]. The program also includes housekeeping routine, management of hotels and lodging, front office, the commercial foodservice and kitchen operation, restaurant operation, as well as other fundamental competencies like tourism and hospitality fundamentals, professional development, and others. Students will be assigned to a designated hotel for a period of ten months during the program[5]. DHM students are specifically required to go through a conventional T&L process on-campus for four semesters. Afterward, during semesters 5 and 6, they must begin their Work-Based Learning (WBL) industrial training, which takes 10 months (40 weeks), 800 working hours, and 32 credit hours over two consecutive semesters. To fulfill this requirement and complete the WBL session, students will be sent to the organization (which meets the principle set by the committee)[6].

Generally speaking, learning can be divided into three categories: cognitive, emotional, and psychomotor. There are various learning levels within each area that increase in complexity from more fundamental, surface-level learning to deeper, more in-depth learning. A regular comprehension of facts, ideas, information, concepts, theories,

technical knowledge, principles, numeracy, practical skills, using tools, procedures, and systems are all examples of knowledge and understanding.

The term "practical skills" refers to a variety of abilities, including both hard and soft skills, such as leadership, teamwork, and problem-solving. Hard skills are observable competencies you acquire through education, training, and employment. They also include technical or work-related abilities, skills that are specific to a certain subject or field, and professional practice that aids in the development of professional capability. Safe and sustainable methods should be part of practical knowledge. People skills, social skills, and social intelligence are all terms used to describe interpersonal skills.

They entail accurately analyzing the signals that others convey in order to generate answers that are appropriate. The ability to give and receive diverse types of information while using proper language by listening, speaking, observing, and empathizing is known as communication skills. Examples include sharing fresh perspectives, emotions, or even a situational update. The capacity for multilingual communication is fostered. Digital literacy is the capacity to use digital tools to search, assess, utilize, share, and create content in support of academic and professional endeavors.

A person's ability to prosper in a digital society depends on their ability to gather and store information, process data, use applications for problem-solving and communication, and have the confidence and understanding to do so. They also need to apply their digital talents ethically. Numerical skills that demand advanced degrees of numerical proficiency from trainees. It is considered as a crucial talent to maintain and stay relevant in daily life, work, and study. The terms "leadership, autonomy, and responsibility" describe a style of management that places a strong emphasis on autonomy, adaptability, and trust. Autonomous leaders enable their teams to flourish by giving them the power to make decisions that are pertinent to their roles and the tools and resources they need to establish relationships with and collaborate with teams[7].

Teamwork, fundamental skills, information technology, resource management, entrepreneurial, leadership, cooperating with others, ethical, technical, and vocational skills are all necessary for bakery and culinary students to be employable[8], [8] emphasized the significance of industry-based curricular competencies in order to

obtain all of these elements and provide TVET students with employability skills. To get all of these components in order to give TVET students employability skills[8] stressed the importance of industry-based curriculum competences.

The design of the curriculum must take both general and specialized skills into account. In order to increase the employability skills of vocational graduates with a hospitality major, more research must be done while taking into account the opinions of lecturers and industry partners. PEO has been established as a result to help the curriculum succeed. As a result, PEO was established to ensure that the curriculum in higher education institutions and stakeholders of the programs produces graduates who are employable[9].

Therefore, the objective of the research in this study is to recognize the DHM programme outcome through achievement of PEO that lead to student employability. Research question is how the implementation of DHM programme will make employability to the student in 3 to 5 years graduated. The result based on the PEO outcomes.

II. LITERATURE REVIEW

PEO are comprehensive statements explaining the achievements graduates from certain programs several years after finishing studies. The educational objectives of the program are introduced by the accreditation committee and approved at the departmental level, which consists entire faculties. Members of the advisory board provided feedback and suggestions on the program's instructional goals. Students also provide input on educational objectives through student representatives on the advisory board where special meetings are held with them. Advisory board meetings usually have an open discussion period where PEO related issues are specifically reviewed. Nevertheless, the evaluation also covers the program's curriculum, student outcomes, and other topics in addition to its educational goals. Any changes in PEO may impact student output, the curriculum, and others. The accreditation committee reviews the effect of the revised and determines any revised list related to student outputs, the curriculum and so on. After agreement and approval, the advisory Board members, program accreditation committee began to work to determine and execute the resulting changes through new actions[10]. PEO is a long-term program statement that reassures the institution's educational objectives as well as the National Education Philosophy, Vision, and Mission[11].

OBE is education where the focus is on clearly articulating expectations for what students should know and be able to do, or what information and skills they need to have, when they graduate from the educational system. To apply the OBE concept in line with the goals of the Ministry of Education Malaysia and the MQA, the Higher Education Provider (HEP) are necessary to provide a standard quality education system that requires within all academic programs. The aim of the program, which summarizes the program's philosophy, justification, and purpose, is where the OBE curriculum plan begins. The strategy outlines the learning goals that students must accomplish when participating in academic programs[7].

Three different sorts of objectives are included in OBE assessment, Course Outcomes (CO) assessments carried out throughout the semester, Program Outcomes (PO) assessments carried out during the final stage of the student's learning period and PEO assessments carried out after three to five year from the student's graduation date. PEO is a specific goal that is in line with the goals, mission and vision of a higher education institutions, and responds to the stakeholders interest with programs that demonstrate achievements through careers and professional life after graduates[9].

Employability skills are essential since, most employers look for them when interviewing candidates and, by having employability skills can support you shine from other applicants whom applying for the same position, as it is vital to identify employability skills that are most applicable to the role to improve the probabilities of getting hired[12]. Employability skills also can be defined as a transferable skill, fundamental skills, and traits necessary to thrive in any job. They are also the soft skills that make you hunted by any organization regardless of your earlier training or professional experience which involves verbal communication, work readiness and teamwork ability[12].

Employability skills has been addressed by Husaina Banu, Nor Aziah, and Abdul Rahman [8] as the skill and abilities needed to obtain and preserve a one particular position and the education or fundamental skills that a person must build job-specific abilities upon. Employers often define employability skills as the fundamental academic, interpersonal, and teamwork skills that employees should possess and that should be developed through the educational systems in higher education institutions[8].

Past research that has been conducted by Mohamad Shukri, Rafikul Islam and Noor Hazilah[13] advised that the practice that lecturers and students might use in their T&L process are employability skills development approaches. There was proof that graduates were prepared to work in the tourism, hospitality, and other service industries by developing their employability skills and competencies[14]. According to Mohamad Shukri, Rafikul Islam and Noor Hazilah[13] transferable skills, also known as employability skills, are information, abilities, and personal qualities that may be applied to any job and at any stage of a career. Every talent is required for graduates to be employable specifically on skills that they have obtained during studies in Polytechnic.

There is a study carried by Hafiz, Anthony, Ashfaq and Samreen[15] on reviewing on T&L approach and OBE impacts toward Student Learning Outcome (SLO) in Higher Education Institution in Pakistan where by their focus in inputs. The educational structure exposes the students to a portion of program of study over particular period. Eventually, students must sit for examination, graded the results without taking into account the level of mastery attainment of the students for one particular course. This method in education systems basically need to be modified for good. Outcomes is focus on the ability of student to perform at the of the T&L session despite on achieving a good result. Zakaria and Yusoff[16] view that OBE has figured as a major route of learning improvement. Students of recent era requires in obtaining the theoretical basis as well as teaching method that emphasis on skills that engaging occupation in future. This method had progressively gained numerous supporter from various countries. Mohayidin, Suandi, Mustapha and Konting[17] indicates that in Malaysia the shift from traditional teaching methods to emphasis on SLO (OBE), achieving essentials and a vital feature. OBE model was implemented since there are strain in syllabus that mostly need to achieve elements such as solving a problem, generating ideas, acquisitions of skills that targets at evolve a knowledgeable, skill proficiency, and capable people[18].

PEO results can be an indicator to prove that students meet industry and community expectations in terms of student achievement and make student get employability in the industry[19], [14],[9].

III. RESEARCH METHODOLOGY

This research is a type of survey aimed at measuring the PEO of the DHM Politeknik METRo Kuala Lumpur (PMKL). The study population is the alumni of the DHM program who have graduated in 3 to 5 years. In the process of curriculum development and improvement, the PEO statement drafted should reflect the desired graduate characteristics after 3 to 5 years of graduation[11]. The study population and sampling of the study is as shown in Table 1. Sampling size is based on Krejcie and Morgan[20].

Table 1: Population and Sampling

| Batch | Graduated |
|-------------------------|------------|
| June 2018 | 27 |
| Dec 2018 | 35 |
| June 2019 | 29 |
| Dec 2019 | 31 |
| June 2020 | 40 |
| Total Population | 162 |
| Total Sample | 118 |

To gather study data, a random sample technique is utilised. To guarantee that survey respondents accurately represent a polytechnic's graduate population, random sampling techniques have been applied[11]. The PEO Assessment Instrument of the MQA Program for Alumni is used to measure the objectives of the study. The instruments used in this study are a set of surveys that have been developed with the involvement of several experts from the polytechnics, community colleges and public universities and the purification of the survey item has been carried out to ensure the effectiveness of the instruments in measuring what is measured in the study[11]. The instrument is divided into three parts: Part A: Background of Respondent, Part B: PEO Survey and Part C: Importance of PEO Statements according to alumni. The study instrument was measured using the Likert scale. The use of the Likert scale was chosen because of its high reliability and validity[21]. The Likert Part B scale used is 1=Strongly Disagree, 2=Disagrees, 3=Moderate, 4=Agree, and 5=Strongly agree. Whereas the Likert Scale Part C used is 1=Not Important, 2=Less Important, 3=Moderately Important 4=Important, and 5=Very Important[11]. The survey tool has been distributed to respondents using the Google Forms application to facilitate the data collection process.

Data analysis applying Statistical Package for the Social Sciences (SPSS) software with version 26. Analysis of data in this research uses descriptive

analysis to comply with study objectives. Target set by Jabatan Pendidikan Politeknik Dan Kolej Komuniti (JPPKK) to measure the level of PEO achievement of graduates of graduation in the period of 3 to 5 years with a high range min score of 3.50[11]. The framework of this study is as in Figure 2.

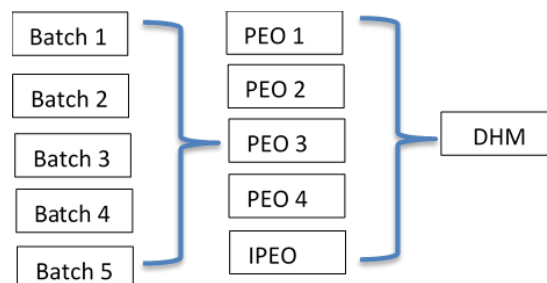


Figure 2: Research Framework

Note: Batch referring student graduated, Program Educational Objectives (PEO), Important of Program Educational Objectives (IPEO), and Diploma in Hotel Management (DHM).

IV. RESULT AND DISCUSSION

Reliability interpretation in this study referring Bond and Fox[22] as in Table 2 that indicates value of 0.60 above the survey question item is acceptable for a study.

Table 2: Reliability Interpretation

| Alpha Cronbach (r) | Reliability Interpretation |
|--------------------|--|
| 0.9 - 1.0 | Very good and effective with a high level of consistency |
| .7- .8 | Good and acceptable |
| .6- .7 | Acceptable |
| <0.6 | Item need to modify |
| <0.5 | Item need to deleted |

Source:[22]

The results of the study showed the reliability of the PEO Assessment Instrument of the MQA Program for Alumni exceeded the value of 0.90 which is very good and effective. Survey item results as shown in Table 3.

Table 3: Reliability results for variable item

| PEO | Realibility | Result |
|-------|-------------|--|
| PEO 1 | 0.956 | Very good and effective with a high level of consistency |
| PEO 2 | 0.948 | |
| PEO 3 | 0.937 | |
| PEO 4 | 0.967 | |
| IPEO | 0.935 | |

Table 4 show the results of the alumni survey demographic breakdown include gender, batch graduate, years of graduation, academic qualifications after Diploma, employment status, first employment, employment related field of study, and salary. The findings showed that 96.8% of alumni achieved employment marketability in the industry whereby from this amount 50.8% work in DHM related fields. Graduate of DHM programme show that 90.5% earnings salary ranging from RM 1000 to RM 5000. Data shown that 57.1% graduate get the job just before graduation and 28.6% retrieved job after graduation. This information is summarized in Table 4 below.

Table 4: Alumni Demographic Descriptive Findings

| Items | Frequency | Percent (%) |
|--|-----------|-------------|
| Gender | | |
| Male | 31 | 49.2 |
| Female | 32 | 50.8 |
| Total | 63 | 100 |
| Batch Graduate | | |
| June 2018 | 6 | 9.5 |
| December 2018 | 5 | 7.9 |
| June 2019 | 7 | 11.1 |
| December 2019 | 22 | 34.9 |
| June 2020 | 23 | 36.5 |
| Total | 63 | 100 |
| Years of Graduation | | |
| 2018 | 11 | 17.5 |
| 2019 | 29 | 46.0 |
| 2020 | 23 | 36.5 |
| Total | 63 | 100 |
| Academic Qualifications After Diploma | | |
| Degree | 13 | 20.6 |
| Master | 1 | 1.6 |
| Others | 49 | 77.8 |
| Total | 63 | 100 |
| Employment Status | | |
| Full time employed | 56 | 88.9 |
| Part time employed | 1 | 1.6 |
| Self - employed/Entrepreneur | 4 | 6.3 |
| Full time student | 1 | 1.6 |
| Unemployed | 1 | 1.6 |
| Total | 63 | 100 |
| First Employment | | |
| Just before convocation (graduation) | 36 | 57.1 |
| 1 month after convocation (graduation) | 3 | 4.8 |

| | | |
|--|----|------|
| 1 to 6 month after convocation (graduation) | 15 | 23.8 |
| 7 to 12 month after convocation (graduation) | 2 | 3.2 |
| More than 12 months after convocation (graduation) | 4 | 6.3 |
| others | 3 | 4.8 |
| Total | 63 | 100 |
| Current Employment Related Field Of Study | | |
| Yes | 32 | 50.8 |
| No | 31 | 49.2 |
| Total | 63 | 100 |
| Salary Range (RM) | | |
| RM 1001 to RM 2000 | 25 | 39.7 |
| RM 2001 to RM 3000 | 25 | 39.7 |
| RM 3001 to RM 4000 | 5 | 7.9 |
| RM 4001 to RM 5000 | 2 | 3.2 |
| others | 6 | 9.5 |
| Total | 63 | 100 |

The interpretation of the mean score used as a measure in this study is based on Zaihan and Hilmun [23] as shown in Table 5 below:

Table 5: Mean Score interpretation

| Mean Score | Interpretation |
|-------------|----------------|
| 1.00 – 1.89 | Very low |
| 1.90 – 2.69 | Low |
| 2.70 – 3.49 | Moderate |
| 3.50 – 4.29 | High |
| 4.30 – 5.00 | Very High |

Source: [23]

Table 6 shows the results of the PEO min score of achievement of the DHM Program among alumni indicate that the min score is at a high level for all study variables.

Table 6: Descriptive Results Min Score

| | N | Mean | Result |
|--------------------|----|--------|--------|
| skorminPEO1 | 63 | 4.0698 | High |
| skorminPEO2 | 63 | 4.1614 | High |
| skorminPEO3 | 63 | 4.1524 | High |
| skorminPEO4 | 63 | 3.5968 | High |
| skorminIPEO | 63 | 4.1746 | High |
| Valid N (listwise) | 63 | | |

The result determine PEO 1: Able to display critical knowledge-based understanding,

coherent with highly developed technical skills projected in a polished attitude in tourism and hospitality industry get high scored min 4.06, PEO2: Communicate effectively and utilize excellent leadership, teamwork and social skills to fulfill industrial needs Obtained min score 4.16, PEO3: Apply critical thinking and problems solving skills professionally in dealing with various tourism and hospitality challenges obtained Min score 4.15 and PEO 4: Able to apply management, entrepreneurship skills and adhere to the need of continuous learning for successful career advancement Min. score 3.5. All PEO min scores for DHM programmes reach the KPI Min PEO Score target of 3.50 at the high level set by Bahagian Kurikulum, Jabatan Pendidikan Politeknik dan Kolej Komuniti (JPPKK) dan Kolej Komuniti[11] Establishment of the PEO target is an effort to the organization's objectives in producing credible TVET graduates and becoming the reward of employers to contribute to the development of the country's economy as stated in Objective 1 to producing quality TVET Graduates in the JPPKK Strategic Plan 2018-2025[11]. Vineet Kumar and Hardaman Singh Bhinder[24] said curriculum is developing to shape the mind and need to be designed in relation to industry requirements and employer perception about the skills and competencies of professionals. Thus the result indicates DHM Programme are meet the target to produce competent graduates' employability through the OBE achievement of CLO, PLO and PEO. The measured PEO is for compliance with the requirements of the Compliance Audit known as the MQA04 DHM programme. It is a procedure to monitor and ensure that maintenance and improvement of an accredited program must be carried out at least once in five years[25]. The MQA accreditation body establishes that the PLO must be aligned with the vision and mission of HEP. In order to ensure that this happens, the objectives of the program and the PEOs need to be formed. PEO achievement can be supported through graduates who have successfully met the PLO achievements and have competence at the end of a program. Curriculum helps the students to become good practitioners for tomorrow.

Biswakarma[26] stated that education and the development of human resources for the tourism business are related. Education that emphasizes the industry with an effective curriculum improves the skills required for employment in the sector[13]. Mohamad Shukri, Rafikul Islam and Noor Hazilah[13] also mention development method in T&L will contribute to the student's employability

skills. Additional research by Sharma, Gibson, Bennion, and Hoerder[14] said with competent employability abilities, graduates were ready to work in the tourism and hospitality industries as well as other service-related businesses.

The findings indicate 85.7% student's employability after graduate 1 to 6 month from DHM Programmes and achieved 96.8% who employed in 3 to 5 years after graduated. The Alumni agreed with the high score min 4.17 that the importance of PEO for themselves gain the technical skills, soft skills, and managerial skills for succeed in career advancement. The results support by Vineet Kumar and Hardaman Singh Bhinder[24] mention the functional area skills will help to provide more structured and realistic career insights that can enable the students to sustain in the tourism industry for longer period of time and can enhance the student's work commitment towards the tourism industry.

V. CONCLUSION

PEOs play an important role as it allows graduate contributions to society and industry to be assessed within five years of graduation. The achievement of the alumni of DHM, PMKL shows that the diploma program offered is relevant to the needs of the industry and achieves the development goals of the program. OBE outcome structured for DHM programme succeed the market requirement for graduate employability. This study successfully demonstrated that a well-assembled program structure using an OBE approach is capable of producing a diploma program that is relevant to the needs of the industry. The combination of stakeholder, curriculum division and industry involvement is able to produce competent graduates and have market employability in the industry. The achievement of the PEO of the DHM program that reached target 3.5 proves that the program is able to continue in the future and it is accredited by the MQA accreditation body and implies that students can continue their studies at a higher level or get employment in the industry. The researcher suggested that more specific studies be carried out to look at the role of employers and stakeholders into curriculum development of the DHM program that convey to student marketability skills in the tourism and hospitality industries.

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