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Evaluation Self Confidence of Hospitality Class Students at Vocational High Schools

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Article Info

ABSTRACT

Purpose of the study: This research aims to describe in depth the level of self-confidence of class XII students majoring in hospitality at Public vocational secondary schools 4 Sarolangun, providing important insights for educational development and a better understanding of the factors that influence students' self-confidence.

Methodology: The research method used in this research is descriptive quantitative. The population used in this research were Class XII students majoring in Hospitality at Public vocational secondary schools 4 Sarolangun. The sampling technique used in this research was purposive sampling. The data collection instrument used was a questionnaire. The data collection instrument used was a questionnaire.

Main Findings: Based on the results showing the level of self-confidence of class XII students majoring in Hospitality, it was found that the average self-confidence score was in the good category. Students have good abilities in facing and resolving challenges faced in the context of vocational education in the hospitality sector. These results indicate that the majority of class

Novelty/Originality of this study: The novelty of this research is the special focus on class This opens up new opportunities for a deeper understanding of the dynamics of self-confidence in the context of vocational education.

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1. INTRODUCTION

The hotel industry is an important sector in the global economy, providing employment for millions of people around the world and making a significant contribution to national income [1]–[3] . This sector not only provides memorable tourism experiences for tourists, but also creates opportunities for cultural development, environmental conservation, and local economic growth [4]–[6] . With the rapid development of technology and changing consumer trends, the tourism and hospitality industry continues to adapt to meet diverse market needs [7] , [8] . Therefore, innovation in services, destination management and marketing strategies is crucial in maintaining competitiveness and ensuring the sustainability of this industry in the future.

Vocational education has become the main focus in various countries throughout the world, including the Southeast Asia region [9]–[11] . In the midst of the need for quality human resources in various fields, vocational education continues to experience significant development [12], [13] . In Indonesia itself, vocational education is

an important pillar in providing a workforce that is ready to compete in the global market. One very important area of vocational education is hospitality. This field offers broad and interesting career opportunities, especially in the era of the tourism industry which continues to grow rapidly [14]–[16] . Vocational schools that focus on the hospitality sector provide in-depth and relevant training to produce graduates who are ready to go directly into the world of work [17], [18] .

Self-confidence, or self-confidence, is one of the key factors that influences individual success, especially in the context of vocational education [19]–[21] . In this research, the focus on the level of self-confidence of class XII students majoring in Hospitality at Public vocational secondary schools 4 Sarolangun is very relevant and important. Understanding students' levels of self-confidence can provide a clear picture of their readiness to face challenges in the world of work, especially in the hospitality industry which often demands high levels of self-confidence [22]–[24] . Thus, this research is important to provide deeper insight into how self-confidence influences student success in the context of vocational education, as well as how educational approaches can be developed to increase student self-confidence effectively.

This research is in line with research conducted by Akbari & Sahibzada [25] , which discusses students' self-confidence. However, this research has not analyzed self-confidence extensively. Through gap analysis, gaps or differences can be found between the ideal level of self-confidence and the existing reality. This provides a strong foundation for the development of educational programs that can increase students' self-confidence effectively.

The novelty of this research stands out because it focuses specifically on class XII students majoring in Hospitality, an approach that is rarely taken in previous research. By focusing on this group, this research has the potential to provide deeper insight into the dynamics of self-confidence in the context of vocational education, which could be an important basis for developing more effective curricula and learning methods. The research implications that include a positive contribution in improving the quality of education in vocational schools are also an important point, because this not only provides benefits for students in the hospitality department, but also for the education system as a whole. Thus, the special focus on class

By paying attention to the important role of self-confidence in student success, this research aims to describe in depth the level of self-confidence of class XII students majoring in hospitality at Public vocational secondary schools 4 Sarolangun. Through a better understanding of the factors that influence self-confidence, it is hoped that a learning environment that is more conducive and supportive for the development of students' potential in the hospitality sector can be created.

2. RESEARCH METHOD
2.1 Types of Research
The research method used in this research is descriptive quantitative. This type of quantitative descriptive research is used to describe observed phenomena by collecting data in the form of numbers, then analyzing it statistically to produce a clear and accurate description of the research subject [26] .

2.2 Population and Research Sample
The population used in this research were Class XII students majoring in Hospitality at Public vocational secondary schools 4 Sarolangun. The sampling technique used is purposive sampling, where samples are selected based on certain criteria that are relevant to the research objectives. In this research, the number of samples used was 35 class XII students majoring in Hospitality at Public vocational secondary schools 4 Sarolangun.

2.3 Research Instruments
The data collection instrument used was a questionnaire using a Likert scale. The Likert scale is used to measure the level of agreement or disagreement of respondents with statements related to the self-confidence indicators of Class XII students majoring in Hospitality at Public vocational secondary schools 4 Sarolangun. The following indicators are used to measure self-confidence, including self-confidence, ability to overcome challenges, and self-motivation. The grid of this research instrument can be seen in table 1.

Table 1. Self-confidence questionnaire instrument grid for Class XII students majoring in Hospitality.

Variables	Indicators	Statement item number
self-confidence of Class XII students majoring in Hospitality	Self confidence	1,2,3,4
	Ability to overcome challenges	5,6,7,8
	Self-motivation	9,10,11,12
Number of statements		12

This research questionnaire instrument uses a 5 Likert scale with a total of 12 statements regarding the self-confidence of class

Table 2. Category of self-confidence of class XII students majoring in Hospitality

category	Indicator intervals		
	Self confidence	Ability to overcome challenges	Self-motivation
Very not good	4.0-7.2	4.0-7.2	4.0-7.2
Not good	7.3-10.4	7.3-10.4	7.3-10.4
Pretty good	10.5-13.6	10.5-13.6	10.5-13.6
Good	13.7-16.8	13.7-16.8	13.7-16.8
Very good	16.9-20.0	16.9-20.0	16.9-20.0

2.4 Research Data Analysis

Research data analysis was carried out using descriptive statistical methods, namely methods used to describe data systematically, either through calculations or presenting data in the form of tables, graphs or diagrams. This descriptive statistical data analysis was carried out with the help of SPSS software which allows data processing efficiently and accurately.

2.5 Research Procedures

The research procedure begins by preparing a research instrument in the form of a questionnaire which has been prepared based on indicators of student self-confidence. Next, the process of applying for permits to the relevant agencies to conduct research at Public vocational secondary schools 4 Sarolangun is carried out. After obtaining permission, the questionnaire was distributed to respondents and the data collected was then analyzed using descriptive statistical methods via SPSS software. The results of data analysis are used to draw conclusions that are relevant to the research objectives.

3. RESULTS AND DISCUSSION

After data collection was carried out, it was continued with data analysis using SPSS, so the results were obtained from descriptive statistics on the self-confidence of class XII students in the Hospitality Department . The indicators of student self-confidence consist of self-confidence, ability to overcome challenges, and self-motivation . Descriptive statistical results were obtained based on data analysis from distributing questionnaires to class XII students majoring in Hospitality at Public vocational secondary schools 4 Sarolangun . The descriptive statistical results of self-confidence for class XII students in the Hospitality Department on self-confidence indicators can be seen in table 3.

Table 3. Descriptive statistics of self-confidence for class XII students majoring in Hospitality on self-confidence indicators

Intervals	Category	F	Percentage (%)	Mean	Median	Min	Max
4.0-7.2	Very not good	0	0				
7.3-10.4	Not good	2	5.7				
10.5-13.6	Pretty good	5	14.3	16	16	9	20
13.7-16.8	Good	21	60				
16.9-20.0	Very good	7	20				

Based on the results from Table 3 which shows the level of self-confidence of class These results indicate that the majority of class Self-confidence is an important aspect in developing students' abilities, especially in the hospitality sector which requires interaction with various parties and demands high levels of professionalism [27], [28] . With a good level of self-confidence, students tend to be more confident in taking initiative, overcoming challenges, and interacting effectively with others in the work environment.

However, although the majority of students show a good level of self-confidence, it should be noted that there are still some students who may need additional support to increase their self-confidence. This can be done through coaching and training programs which aim to develop students' interpersonal and problem solving skills. Thus, these results can be a reference for the school and related stakeholders to evaluate and improve the education program and development of class in the world of the hotel industry. Furthermore , descriptive statistics of self -confidence for class

Table 4. Descriptive statistics of self-confidence for class XII students majoring in Hospitality on indicators of ability to overcome challenges

Intervals	Category	F	Percentage (%)	Mean	Median	Min	Max
4.0-7.2	Very not good	0	0				
7.3-10.4	Not good	0	0				
10.5-13.6	Pretty good	3	8.6	16	16	12	20
13.7-16.8	Good	27	77.1				
16.9-20.0	Very good	5	14.3				

Based on the results from Table 4 which shows the level of self-confidence of class This indicates that the majority of class The ability to overcome challenges is one of the important competencies that students in the hospitality sector must have, considering that this industry often presents various challenging situations such as handling difficult guests, solving operational problems, and managing conflicts between teams. By having this ability, students can be more prepared and confident in dealing with various complex situations in the world of work.

However, keep in mind that there are some students who may still need further development in terms of their ability to overcome challenges. This can be done through implementing learning methods that encourage students to face challenges actively, using real case studies in learning, as well as personal coaching to identify and overcome obstacles that students may face. Thus, these results provide a positive picture but also act as encouragement for schools and educators to continue to increase efforts to coach and develop students' abilities in overcoming challenges, so that they can become competent and resilient workers in the dynamic hotel industry. Furthermore, descriptive statistics of self-confidence for class XII students in the Hospitality Department on self-motivation indicators can be seen in table 5.

Table 5. Descriptive statistics of self-confidence for class XII students majoring in Hospitality on self-motivation indicators

Intervals	Category	F	Percentage (%)	Mean	Median	Min	Max
4.0-7.2	Very not good	0	0				
7.3-10.4	Not good	0	0				
10.5-13.6	Pretty good	5	14.3	16	16	10	20
13.7-16.8	Good	26	74.3				
16.9-20.0	Very good	4	11.4				

Based on the results of Table 5 which shows the level of self-confidence of class This indicates that the majority of class XII students majoring in Hospitality at Public vocational secondary schools 4 Merangin have high self-motivation in achieving their educational and career goals in the hospitality sector. Self- confidence is a very important factor in achieving success, especially in the context of vocational education in the hospitality sector [29], [30] . Students who have high self-motivation tend to be more enthusiastic about learning, developing skills, and pursuing their dreams . They are also better able to withstand challenges and obstacles that may occur during the learning and career process in order to obtain higher soft skills [31], [32] .

However, although the majority of students show a good level of self-motivation, it is important to remember that motivation is dynamic and can change over time. Therefore, there needs to be efforts from schools and educators to continue to provide support and motivation that can maintain or increase students' levels of self-motivation. These efforts can be made through providing an inspiring learning environment, providing rewards or appreciation for student achievements, setting realistic and challenging goals, as well as providing guidance and positive encouragement from teachers and parents in order to shape students' soft skills [33], [34] . Thus, these results provide a positive picture but also serve as a warning that self-motivation is an aspect that must continue to be maintained and strengthened. With high self-motivation, class XII students majoring in Hospitality at Public vocational secondary schools 4 Merangin are expected to be able to optimize their potential and become successful professionals in the competitive hotel industry.

This research is uniquely significant in the context of vocational education in the hospitality sector. The novelty of this research lies in its in-depth focus on the self-confidence of class XII students majoring in Hospitality at Public vocational secondary schools 4 Sarolangun. By focusing on this specific grade level, this research can provide a deeper understanding of student readiness and the soft skills of students who have experienced a variety of vocational education experiences. [35]–[37] . The implications of this research have a very relevant and important impact in the context of vocational education in the hospitality sector. By describing the level of self-confidence of class The direct implication of this research is that it enables stakeholders, such as schools, educators and parents, to better understand the needs and challenges faced by students in developing their self-confidence.

By knowing students' self-confidence levels, schools can design more specific and effective coaching programs to increase students' overall self-confidence. For example, through activities that encourage students to

take initiative, overcome challenges, and develop strong interpersonal skills. This can be done through workshops, soft skills training, and coaching programs that actively involve students in decision making and problem solving.

Apart from that, the implications of this research can also be felt in the development of curriculum and learning methods in vocational schools. With a deeper understanding of the factors that influence student self-confidence and student soft skills , educators can integrate learning strategies that are more inclusive and responsive to student needs [38]–[40] . For example, the use of case studies, practical projects, and experiential learning can help students develop their self-confidence through real-life experiences in the hospitality industry [41], [42] . Thus, the implications of this research not only impact at the individual student level, but also at the level of educational institutions and learning practices more broadly. By strengthening students' self-confidence, it is hoped that a more positive and supportive learning environment can be created for the development of students' potential in the hospitality sector, so that they are ready to compete and succeed in the competitive world of work.

Limitations of this research include the use of only Likert questionnaires which are limited in depth understanding, as well as population coverage which is limited to class XII students majoring in Hospitality at Public vocational secondary schools 4 Sarolangun. Recommendations for further research are to combine qualitative methods, expand the population coverage, and conduct longitudinal research to understand the development of students' self-confidence over time. Thus, future research can provide broader and deeper insight into the factors that influence students' self-confidence in vocational education.

4. CONCLUSION

Based on the research objective of describing the self-confidence of class XII students majoring in hospitality at Public vocational secondary schools 4 Sarolangun, it can be concluded that the majority of students show a good level of self-confidence. The average student self-confidence score on the indicators of self-confidence, ability to overcome challenges and self-motivation is in the good category. However, this research also identified some students who need additional support in developing their self-confidence . Recommendations for future research are to combine a qualitative approach, expand the sample range, and conduct a longitudinal study to deepen understanding of the development of students' self-confidence over time. In this way, future research can provide a more comprehensive and in-depth understanding of the factors that influence students' self-confidence in the context of vocational education.

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