



Utilization of Education Hotel (Edotel) as A Learning Resource for Students of the Hospitality Accommodation Skills Competency Program at Vocational Schools

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ABSTRACT

Purpose of the study: This study explores the use of Edotel as a learning resource for students specializing in the Front Office and Housekeeping within the accommodation and hotel expertise competency program at Vocational High School 4 Yogyakarta.

Methodology: The study employed a survey method and was conducted at Vocational High School 4 Yogyakarta. The research population included 102 students, and a proportional random sampling technique was used to select a sample of 78 students.

Main Findings: The study focused on Grades XI and XII students. In the Front Office specialization, 70.51% of students rated the learning resource as good, 15.39% as poor, and 1.28% as very poor, based on indicators such as room reservation, guest services, information services, check-in/check-out, and cashier services. In the Housekeeping specialization, 20.51% of students rated it as very good or good, while 79.49% rated it as poor or very poor, based on indicators like executive housekeeping, guest rooms, public rooms, linen, and laundry sections.

Novelty/Originality of this study: This research highlights the innovative use of Edotel as a learning resource for students in the hospitality accommodation skills competency program at Vocational School 4 Yogyakarta, presenting several significant advancements compared to previous studies.

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1. INTRODUCTION

Vocational High Schools (VHS) are secondary educational institutions designed to equip graduates with specific skills, preparing them for immediate entry into the workforce [1]-[3]. These schools offer clear job opportunities for graduates, and those who wish to deepen their knowledge can pursue higher education in their respective fields, further enhancing their skills. The primary goal of VHS is to produce graduates ready to work in their chosen fields [4]-[6]. Government Regulation No. 29 of 1990, Article 29, Paragraph 2, explicitly states that vocational schools should establish and professionally operate Edotels (Educational Hotels) to prepare students for the workforce (PP No. 29 of 1990 on Secondary Education). This underscores the importance of providing students with practical learning experiences to master productive competencies [7]-[9].

Vocational schools combine theoretical and practical education by utilizing available learning resources [10]-[12]. For schools with Edotels, this practice aligns with their educational objectives. Successful management of Edotels at schools such as ATMI Surakarta, PIKA Semarang, and VEDC Malang has provided students with productive work experiences. Achieving educational goals involves enhancing student learning outcomes, measured through formal assessments and supported by facilities like Edotel.

The quality of vocational education is influenced by various factors, including curriculum, teaching staff, facilities, infrastructure, and the school environment. However, many schools face challenges due to limited resources and educators [13]-[15]. Edotel is a crucial learning facility that supports both students and teachers, and its role is reinforced by Government Regulation No. 19 of 2005, which mandates that schools have various facilities, including Edotel, to support the learning process. The importance of Edotel is particularly significant in vocational schools focusing on tourism and hotel accommodation, especially in Yogyakarta, a province with a strong tourism industry.

An initial survey identified several vocational schools in Yogyakarta with Edotels, including Public Vocational Secondary School 4 Yogyakarta (PVSS 4 Yogyakarta). PVSS 4 Yogyakarta, an RSBI Vocational School since 2009, offers expertise programs such as Catering Services, Patisserie, Boutique Fashion, Beauty, Tourism Travel Business, and Hospitality Accommodation. This research focuses on the hotel accommodation program, which frequently utilizes Edotel [16]-[18]. While Edotel at PVSS 4 Yogyakarta has provided valuable learning experiences, it has not yet fully optimized its potential as a learning resource, particularly in aligning with industrial standards.

Student practice at Edotel PVSS 4 Yogyakarta is conducted alternately across classes X, XI, and XII, offering real work experiences and enhancing communication skills. However, the emphasis remains largely on theoretical learning due to incomplete implementation of a dual system with the hotel industry [19], [20]. Learning resources at PVSS 4 Yogyakarta include the environment, library, books, worksheets, laboratories, and Edotel. Despite this, Edotel's use as a learning resource is not optimal, focusing mainly on front office and housekeeping roles [21], [22]. Increasing student awareness and industry involvement as work partners is essential to align school practices with industry standards.

Research Gap, despite the existing integration of Edotel into the learning process, there is a noticeable gap in its full utilization and optimization as an effective learning resource. Previous studies and implementations have shown the benefits of Edotel but have not fully explored its potential to align educational practices with real industry standards, especially in providing comprehensive hands-on experiences in both front office and housekeeping roles. Additionally, the impact of limited industry involvement and insufficient student awareness about the practical applications of their training remains under-researched.

This research aims to assess Edotel's role in enhancing the quality of teaching and learning for hotel accommodation students at PVSS 4 Yogyakarta. By evaluating student involvement in practical activities at Edotel, the study seeks to identify ways to better support student learning and align school practices with industry standards to produce high-quality services.

2. RESEARCH METHOD

This study employs a survey research design to assess the utilization of Edotel as a learning resource for hospitality accommodation skills program students at Public Vocational Secondary School 4 Yogyakarta. The primary objective is to gather, present, and describe the actual situation in the field, and subsequently draw conclusions. This survey uses a descriptive approach, collecting information through structured questions posed to respondents about the independent variable. The study aims to describe the current situation regarding the use of Edotel as a learning resource without making comparisons with other variables or testing a hypothesis.

The population for this research includes all students in grades XI and XII enrolled in the hospitality accommodation skills competency program at Public Vocational Secondary School 4 Yogyakarta. The sampling technique employed is random sampling, chosen because the population is considered homogeneous. The sample comprises students who are knowledgeable about, related to, and actively involved in the application of Edotel as a learning resource. Key considerations for selecting the sample include: 1). Students in grades XI and XII of the hospitality accommodation skills competency program; 2). Students identified as the most active based on observations during the researcher's field teaching practice; 3). Students who have experienced the benefits of Edotel at Public Vocational Secondary School 4 Yogyakarta.

Data collection was conducted using three primary techniques: observation, questionnaires, and documentation. 1). Observation, Researchers conducted direct observations by participating in activities at Edotel. Observations focused on the location, facilities, infrastructure, activities, and types of rooms available at Edotel.; 2). Questionnaires, Closed-ended questionnaires were used to collect data, featuring questions with predefined answer options to facilitate easy responses. A Likert scale model was employed with four answer alternatives: strongly agree, agree, disagree, and strongly disagree. Scoring for positive questions ranged from 4

(strongly agree) to 1 (strongly disagree), while scoring for negative questions ranged from 1 (strongly agree) to 4 (strongly disagree).

Tabel 1. scoring each item for the statement

Alternative answers	Score	
	Positive (+)	Negative (-)
Strongly agree	4	1
Agree	3	2
Don't agree	2	3
Strongly disagree	1	4

3). Documentation, This technique was used to collect written data on the organizational structure, photographs, types of rooms in Edotel, and guest lists. Documentation provided supporting data to complement observations and interviews.

Table 2. Instrument Grid for Implementing Edotel as a Student Learning Resource at Vocational High School 4 Yogyakarta

Variable	Sub Variable	Indicator	No item
Application Education Hotel (edotel) As Source Study Student Program Skill Accommodation Hospitality At smkn 4 Yogyakarta	Front Office	1. Students perform service room reservation	1,2,3,4
		2. Students perform service guest belongings	5,6
		3. Students give gifts information services to visitor	7,8,9,10,11,12
		4. Students perform service check in and check out guests	13,14,15,16
		5. Students do their assignments as FO cashier	17,18,19,20,21,22
	Houskeeping	1. Students do their assignments as HK executive	23,24
		2. Students do their assignments in the guest room	25,26,27
		3. Students do their assignments in the public room	28,29
		4. Students do their assignments on the line	30,31,32
		5. Students do their assignments in the laundry section	33,34

The research results are described using frequency tables (percentage tables) and then explained descriptively by percentage. Descriptive analysis in this study calculates the Mean (M), Median (Me), Mode (Mo), and Standard Deviation (SD). The Mean is an explanatory technique based on the average value of the group, obtained by adding up the data of all individuals in the group and then dividing by the number of individuals in the group. This methodology aims to provide a comprehensive and accurate description of the use of Edotel as a learning resource for hospitality students, offering valuable insights for educational improvement at Public Vocational Secondary School 4 Yogyakarta.

3. RESULTS AND DISCUSSION

This research aims to evaluate the utilization of Edotel at Public Vocational Secondary School 4 Yogyakarta by students in the Hospitality Accommodation program, focusing on the Front Office and Housekeeping sectors. The research indicators for the Front Office include room reservation service, guest luggage service, service information to guests, guest check-in and check-out services, and cashier front office. For Housekeeping, the indicators include executive housekeeping, guest room section, common room section, linen section, and laundry section.

3.1 Front Office Sector

The descriptive statistics for the utilization of Edotel by students in the Front Office field are presented in Table 3.

Tabel 3. Descriptive statistical results of students in the Front Office field

N	Max questionnaire value	Min questionnaire value	Mean	St. dev
78	78	24	42.10	50.69

The instrument used was a closed questionnaire with 21 items scored between 4-1. The data obtained show that the highest score achieved by students was 78 and the lowest was 24. The mean (M) was 42.10, the median (Me) was 53.73, the mode (Mo) was 52.81, and the standard deviation (SD) was 50.69. The ideal mean score (Mi) for each aspect, calculated as a comparison criterion, was determined based on the Likert scale. The highest possible score was 84, and the lowest was 21, resulting in an ideal mean score (Mi) of 52.5 and an ideal standard deviation (Sdi) of 17.5. The distribution of Front Office student data trends is shown in Table 4.

Table 4. Distribution of Front Office Student Data Trends

Interval	Category	F	F relative %
≥78.5	Very high	-	-
52.5 s.d < 78.5	Height	55	70.51%
35 s.d < 52.5	Low	21	26.92%
≤ 35	Very low	1	1.28%
Total		78	100%

3.2 Housekeeping Sector

The descriptive statistics for the utilization of Edotel by students in the Housekeeping field are presented in Table 5.

Table 5. Descriptive Statistics for Housekeeping Sector

N	Max questionnaire value	Min questionnaire value	Mean	St. dev
78	42	16	26.31	67.16

The instrument used was a closed questionnaire with 11 items scored between 4-1. The data obtained show that the highest score achieved by students was 44 and the lowest was 16. The mean (M) was 26.31, the median (Me) was 26.25, the mode (Mo) was 28.84, and the standard deviation (SD) was 67.16. The ideal mean score (Mi) for each aspect, calculated as a comparison criterion, was determined based on the Likert scale. The highest possible score was 44, and the lowest was 11, resulting in an ideal mean score (Mi) of 27.5 and an ideal standard deviation (Sdi) of 9.17. The distribution of Housekeeping student data trends is shown in Table 6.

Table 6. Distribution of Housekeeping Student Data Trends

Interval	Category	F	F relative %
≥55	Very high	-	-
27.5 s.d < 55	Height	16	20.51%
13.75 s.d < 27.5	Low	62	79.49%
≤ 33.75	Very low	-	-
Total		78	100%

The analysis reveals that the majority of students in the Front Office sector rated the utilization of Edotel as high, whereas the majority in the Housekeeping sector rated it as low. These results suggest differences in the perceived effectiveness and usage of Edotel facilities between the two fields of study.

The utilization of Edotel at SMKN 4 Yogyakarta by hospitality accommodation program students was evaluated based on their performance in the Front Office and Housekeeping fields. A total of 78 students were assessed, with 70.51% (55 students) performing well, 15.39% (21 students) performing poorly, and 1.28% (1 student) performing very poorly. These results indicate a high overall competency in the Front Office field among the students.

The analysis of students' performance in the Front Office field was based on five key indicators, Room Reservations, Students effectively handled room reservations, confirming bookings, archiving records, and managing occupied rooms. They frequently confirmed room orders, demonstrating competence in this area. Guest Luggage Service, Students efficiently managed guest luggage during check-in and check-out, escorted guests to their rooms, and performed their duties with discipline and professionalism. Information Services, Students provided clear and accurate information about Edotel facilities, local shopping areas, and city entertainment options, meeting guests' informational needs effectively. Check-in and Check-out Service, Students were proficient in handling individual guests more often than group or VIP guests. When group arrivals occurred, teaching staff assisted to ensure smooth operations. Front Office Cashier, Students managed payment transactions, handled restaurant bills, and addressed guest complaints efficiently [23]-[26]. They demonstrated a strong ability to manage financial transactions related to guest stays. Overall, the students in the Front Office field displayed a high level of competence across various responsibilities, contributing to a positive guest experience at Edotel.

The performance in the Housekeeping field, however, was notably lower. The evaluation, based on five indicators, Executive Housekeeping, Students struggled to innovate and fully take responsibility for housekeeping operations. Their performance was limited to following taught procedures without additional proactive measures. Guest Room Maintenance, Students maintained cleanliness and amenities in guest rooms but often achieved less than optimal results. Task distribution among students was not as effective as needed. Public Area Maintenance, Students were responsible for cleaning public areas across two floors, but their performance was sometimes hindered by negligence in checking and completing necessary tasks. Linen Management, Students handled linen storage and provision but were not involved in maintenance and management, which were handled by Edotel staff. Laundry Services, Students were responsible for washing guests' clothes and linen but sometimes neglected their duties, leading to laundry pile-ups. The low performance in Housekeeping suggests a need for improved training and supervision to enhance students' skills and responsibilities in maintaining cleanliness and orderliness [27]-[30].

This research provides novelty insights into the practical application of vocational training in real-world settings. By evaluating students' performance in both Front Office and Housekeeping fields, the study highlights specific areas of strength and weakness, offering a comprehensive view of vocational education's impact on skill development. The findings have significant implications for vocational training programs. The high performance in the Front Office field indicates that current training methods are effective in certain areas. However, the low performance in Housekeeping suggests a need for curriculum adjustments to address gaps in practical skills and responsibility. These insights can inform educators and policymakers to improve vocational training programs, ensuring students are better prepared for the hospitality industry.

The study's limitations include its focus on a single institution, which may not represent the broader population of vocational schools. Additionally, the evaluation relied on performance indicators that may not capture all aspects of students' competencies. Future research could expand the sample size and include additional performance metrics for a more comprehensive analysis. Based on the findings, several recommendations can be made, Enhanced Training in Housekeeping, Revise the curriculum to include more hands-on training and responsibility for students in housekeeping roles. Supervised Practical Sessions, Implement supervised practical sessions where students receive real-time feedback and support, particularly in areas where they struggle. Increased Innovation and Responsibility, Encourage students to innovate and take more responsibility in their roles, fostering a proactive approach to their duties. Regular Performance Reviews, Conduct regular performance reviews and feedback sessions to help students identify areas for improvement and track their progress. By addressing these recommendations, Vocational High School 4 Yogyakarta can enhance the effectiveness of its hospitality accommodation program, better preparing students for successful careers in the hospitality industry.

4. CONCLUSION

From the results of the discussion above, it can be concluded that students specializing in hotel accommodation at Edotel Public Vocational Secondary School 4 Yogyakarta demonstrate competence in front office duties and housekeeping. The research results indicate that in the front office, 55 students (70.51%) are categorized as good, 21 students (15.39%) as not good, and 1 student (1.28%) as very poor. The evaluation covered five indicators: room reservation services, guest luggage service, information service, check-in and check-out services, and front office cashier services. In contrast, the housekeeping section showed that 16 students (20.51%) were categorized as good or very good, while 62 students (79.49%) were categorized as not good or very poor. The evaluation for housekeeping included five indicators: executive housekeeping, guest room department, room department general, linen section, and laundry section. These results suggest that students at Edotel Public Vocational Secondary School 4 Yogyakarta are more competent in front office duties compared to housekeeping, with a significantly higher percentage of students performing well in front office tasks (70.51%) compared to housekeeping tasks (20.51%). The findings imply that there is a need to enhance the training and curriculum for the housekeeping section to improve student competence in this area. The disparity in performance between the front office and housekeeping indicates that students might benefit from additional practical experience, targeted training programs, and perhaps a review of the teaching methods and resources allocated to the housekeeping curriculum. By addressing these gaps, the school can ensure a more balanced skill set among students, better preparing them for diverse roles in the hospitality industry.

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