

CHAPTER I

INTRODUCTION

1.1 Background of the Study

In recent years, the hospitality industry has become a significant business globally because of the emergence of globalization. The tourism industry is one of the most important components of the global economy. It grows rapidly as a result of global needs. The accelerated rapid growth of the hospitality industry affects the competencies of the hospitality industry employment; moreover, the employees of hospitality companies have to master the skill and knowledge to work in the industry. It makes the hospitality industry competencies crucial for the employee to do their job desk well to give the guest the best service in their workplace. The rapid growth of the hospitality industry also affects the education institutions; therefore, it is important to provide effective learning for the students to achieve the skills and knowledge needed to work in the hospitality industry.

A vocational college is a form of education designed to give students the skill needed to perform a particular job and task, especially in the tourism industry skill. The vocational college graduates are expected to apply their skills directly in the working place. These types of colleges are provided practical training that focuses on a single field. The practical training is mainly done at the college in a practical laboratory. However, The Covid-19 outbreak has created a shift in teaching and the learning process from traditional face-to-face to fully online learning. It also forced the institution to find an alternative way of teaching by considering the healthiness of all students, teachers, and staff who are involved in the education process. To cut

off the chain of the COVID-19 Spread, the Indonesian Ministry of Education informed the schools and educational institutions to prepare for the learning process adjustment. The Indonesian Ministry of Education proposed the policy to study from home for all schools and educational institutions. The policy is instructed on the Circular of the Minister of Education Number 4 2020 (*Permendiknas No.4 Tahun 2020*) that the government put the primary consideration on the physical and mental health of anyone who involves in education, such as students, teachers, and all the school members. The pandemic of Covid-19 impacts the crisis in the education sector. The teacher is suddenly pushed to modify face-to-face learning to synchronous or asynchronous learning (Miller et al., 2021). The learning processes are decided from home, and all activities are done online.

The implementation of online learning and assessment still challenges some teachers and students. The challenges are laid on the teachers' and students' ability to adapt to online learning, infrastructure to support online learning, internet access, and the effectiveness of online learning still becomes a doubt. Akaslan and Law (2011) argued that the performance of e-learning could not have the same effect on every individual, institution, organization, or country. Therefore, it may still be a challenge for the teacher to implement full-online learning as an educator. In addition, many schools and teachers, especially in the rural areas who are never used to online learning, found it challenging to adapt to the rapid changes in this education system. The difference in the education system from face-to-face teaching to a full-online learning process does not follow the development of teachers' ability to pursue the readiness to conduct the online learning process. In

their research, Fauzi and Khusuma (2020) found that most teachers are not satisfied with their online learning process. It happened because of the lack of media that could be applied in the learning process. It indicates that the full online cannot cover all of the learning objectives where the face-to-face is needed to fill the fully online learning gaps. They also found that most teachers stated that online learning is less effective than offline learning. Lie et al. (2020) found that the teachers felt less confident to conduct an online education because of their inadequate knowledge of technology. In conclusion, online learning is considered less effective than face-to-face learning since gaps need to be solved to maximize the learning outcome.

The education system shifting also affected the teaching-learning process in Hospitality College as one of the hospitality education institutions. The movement from face-to-face to online learning is challenging for the teacher and the institutions to conduct a proper learning environment for the student. As a solution to the challenge, the institutions, especially Hospitality Colleges, need to figure out a new learning model, whether the learning process should be conducted online, blended, or face-to-face. Since the hospitality students are expected to have vocational competencies theoretically and practically. They are expected to master the knowledge and the ability to practice the standard of service in the hospitality industry. It is difficult for Hospitality College to achieve the objectives without face-to-face learning in practical laboratory. Moreover, the students are limited by the equipment, especially in the hospitality industry, for instance, when the students have to make a menu for the restaurant and practice using cutleries. However, the full face-face learning process emerged a problem to implement. Dealing with the

social distancing mandates, the college can only fill a maximum of 15 or 16 students used to fill around 30 students in one class (Verrecchia & McGlinchey, 2021). The hospitality college should address the new teaching-learning format to solve the teaching and learning process implementation crisis. The combination of online and offline learning can be the answer the need for practice in face-to-face learning with the consideration of the school members' health.

One of the learning models proposed as the alternative way of online learning is HyFlex learning. It is a combination of hybrid and flexible learning. Trail et al. (2020) stated that hybrid classrooms typically combine online classes, whether synchronous or asynchronous, with face-to-face learning. Moreover, HyFlex offers a mixed face-to-face and online students to learn together. In HyFlex, the learning files can deliver in various ways, e.g., through websites, accessing course information, reviewing past class discussions, and engaging in topical discussion (Beatty, 2007). In addition, Miller et al. (2021) added that HyFlex also consists of blended instruction for offline and online students in one course. The course delivered to the student in the classroom can also be participated by other students through online lectures (Verrecchia & McGlinchey, 2021). This model pushed the student to be more active in the class activity and control the type of learning they needed in one course. To sum up, HyFlex is an alternation of the teaching and learning process which allows the student to be more flexible in their learning activity by the combination of flexible face-to-face and online learning in one course.

As the Hybrid and flexible learning, Beatty (2019) concluded the benefit of the HyFlex learning. To begin with, HyFlex can increase course access. It allows the student to be well fitted with the participation options. The student can join the class with no specific time to complete the assignment (Verrecchia & McGlinchey, 2021). In addition, various learning resources are offered since the multiple modes are utilized in HyFlex that enable the teacher to enrich instruction and provide additional learning opportunities. For the faculty, it can serve more students with the same instructional material, improve the teacher's teaching skills and experience in teaching online, and become an alternative in teaching due to schedule conflicts. For institutions, it can reduce the space requirement and minimize the time in delivering a course. In other words, the implementation of HyFlex is beneficial for students, faculty, and institution for the various benefit offered to provide the student with meaningful learning.

On the contrary, Beatty (2019) mentioned several costs of this model implementation; by giving flexibility in scheduling the course, the student needs to have personal management related to their learning path. In terms of personal and technical resources must be supported by the hardware, stable network, ability to engage in the learning platform, and ability to learn in mediated experience. He added that the biggest challenge is the student's self-management. Managing time is challenging, especially for students with low internal motivation. Many distractions can easily distract the student from spending time on non-educational content, which is easy to access with no supervision. Therefore, personal time management is crucial for the HyFlex student in online participation. In terms of

faculty, the implementation of HyFlex is a challenge in course development. For the teacher, it is challenging to manage the technical complexity of multimodal instruction in synchronous participation. In addition, it is also challenging in terms of student learning administration, such as tracking the student attendance and participation, practice and assessment activities, and providing feedback. He further emphasized financial support because it required faculty development and workload. Therefore, technology must be provided as the learning platform to support the online class for both teacher and student. In addition, flexible scheduling for students needs to manage well; it needs clear communication according to modification class scheduling and student registration.

All the aspects of education should be ready for shifting the learning environment. As a part of the education system, students, teachers, and institutions should be well prepared for the successful teaching and learning implementation of education requirements. Teachers are also demanded to be creative and innovative to conduct the education process. The education process should be applicable and adequate to the learners. Moreover, the teachers and students should have a positive attitude toward the change of the new system of education. The faculty and institution should support the implementation of a successful learning process in all aspects. HyFlex learning offers various benefits to the new learning method; however, several costs need to be considered. As a hospitality college that combines the implementation of online and offline or hybrid learning processes, the readiness level of HyFlex learning implementation has been assessed carefully to cover the student's needs in theoretical and practical vocational competency.

Paradise Star College has adapted the online learning in the teaching and learning process; however, it cannot solve the problems of the learning objectives and outcomes, especially for the need of practical training. As the hospitality college emphasizes student vocational competency, it has to utilize a new learning form to cover all students' needs in the pandemic of Covid-19. The full-online learning in the class activity is considered insufficient to prepare the students for the actual situation in the hospitality industry. It is important for the students to have the vocational competency standard in the hospitality industry.

HyFlex learning is appropriate for Hospitality College, where practical training is essential for the students. Therefore, it is vital to investigate and confirm the readiness level of the HyFlex learning before the implementation, based on the principal value of HyFlex learning. They are learner choice, equivalency, reusability, and accessibility (Beatty, 2019). The HyFlex learning readiness is analyzed according to several dimensions, including technology, innovation, people, and self-development (Aydin & Tasci, 2005). Therefore, the dimensions that determine teachers' readiness should also be confirmed and considered so those future teachers would be ready to encounter the gap in all dimensions.

1.2 Problem Identification

To identify the existing problem, the researcher observed the hospitality college to get factual information on the implementation of the learning situation from the teachers and students at Paradise Star Bali Hospitality College. The colleges are located in five regencies in Bali province, namely, Badung, Gianyar, Singaraja, Karangasem, and Jembrana. As the Hospitality College that deals with

vocational skills, the implementation of fully online learning cannot cover the students' needs, especially in real practice. Based on the observation done at the colleges, the learning process is utilized an online learning as the learning model. It is done to follow the government instruction of implementation learning from home and cut of the spread of the Covid-19 virus. As the Hospitality College that deals with vocational skills, the implementation of fully online learning cannot cover the students' needs, especially in real practice, therefore, the learning process should involve face-to-face to overcome the problem. The implementation of online learning and face-to-face has to be assessed carefully. Therefore, it is significant to determine the readiness levels in implementing the learning process.

The study aims to reveal the HyFlex readiness level analyzed from four dimensions of the readiness level proposed by Aydin and Tasci (Aydin & Tasci, 2005). There are technology, innovation, people, and self-development. The technological factor is the first dimension considered as one of the readiness levels that the institution needs to be possessed and provided to be ready for the implementation of the HyFlex learning. The second dimension is the institution's innovation to adapt to the change compared to the previous learning system and process. The other dimension is the people factor. It is related to the human resources involved in the teaching and learning process. Human resources need to adequate in the use of technology, conduct various learning modes, and design HyFlex learning to cover student needs. The last dimension is self-development. It is the willingness of the institution to financially support the education process and develop the individual involved in the learning process. Those four dimensions are

considered the HyFlex readiness indicators to conduct a Hybrid and flexible learning process.

In conclusion, to achieve the readiness level for the HyFlex learning, all the requirements should be addressed related to dimensions. It is essential to clarify the readiness level of the HyFlex learning to improve the effectiveness of the teaching and learning process. The researcher is eager to survey teachers and students to know the readiness level of Paradise Star Bali Hospitality Colleges according to the readiness level and the factor that needs improvement in the implementation of the HyFlex learning at Paradise Star Bali Hospitality Colleges, particularly in the academic year 2021/2022.

1.3 Problems of the Study

Development in hybrid and flexible learning furthermore affected the readiness of institutions to conduct the teaching and learning process; therefore, two problems arise to solve those phenomena:

1. What is the HyFlex learning readiness level for Paradise Star Bali Hospitality College in Bali Province?
2. What factors need to be improved to implement the HyFlex learning at Paradise Star Bali Hospitality College in Bali Province?

1.4 Aims of the Study

Regarding the problems in this study, the objectives of this study are proposed as follows:

1. To describe teachers' and students' HyFlex Learning readiness levels at Paradise Star Bali Hospitality College in Bali Province.

2. To analyze the factors that need improvement to HyFlex learning implementation in Hospitality College in Bali Province.

1.5 Significances of the Study

The result of the study is worthwhile for two different main points; they are theoretical and practically significant. The explanations are as follows:

1. Theoretical Significances

- a. This study can give valuable information on readiness level of the factors of the HyFlex learning implementation.
- b. This study can reveal the factors that need to be improved to implement the HyFlex learning.

2. Practical Significances

- a. For students

The finding of the study gives an overview of the students' readiness level in the implementation of the HyFlex learning

- b. For Teacher

The study's findings can be used as input to improve the HyFlex learning implementation strategy.

- c. For the School

The finding of the study can provide an overview of the HyFlex readiness category of Paradise Star Colleges in Bali Province. It can be an input to Colleges regarding the readiness of infrastructure, teachers, and students. Provide input on factors that still require an improvement in the implementation of HyFlex Learning

1.6. Scope and Limitation of the Study

This study was limited to teacher and students readiness in Hyflex learning implementation. It consist of the concept of hybrid and flexible learning. The Hybrid is limited on the combination of the face-to-face and online learning in one course, while the flexibility is in terms of the teachers' and students' readiness level according to the principle of HyFlex learner choice, equivalency, reusability, and accessisibility. The concept of HyFlex learning was proposed based on Beatty (2019). The readiness level was assessed using the modified E-Learning Readiness (ELR) assessment model proposed by Aydin and Tasci (Aydin & Tasci, 2005) and limit by four dimensions: technology, people, innovation, and self-development. Therefore, other issues not regarded as HyFlex learning would be excluded from this research.

