

STUDENTS' KNOWLEDGE ENHANCEMENT TOWARDS THE USE OF COMMERCIAL FOODSERVICE RESTAURANT SIMULATION CLASS

(Penguakuan Pengetahuan Pelajar Terhadap Penggunaan Kelas Simulasi
Restoran Penyediaan Makanan Komersial)

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Abstract

Commercial Foodservice Restaurant simulation class is a course to intensification students' knowledge in learning and practicing about cooking and serving food and beverages. This paper aims to identify the level of students' knowledge enhancement, level of work experience, level of self-efficacy, and level of realism of simulation towards the use of Commercial Foodservice Restaurant simulation class. A total of 123 students from semester 4 and semester 5 of Diploma in Food Services (Halal Practice), Polytechnic of Tuanku Syed Sirajuddin were selected as a purposive sampling to answer the questionnaire. The results reveal that mean scores for work experience, self-efficacy and realism of simulation were at a high level. Overall, it can be concluded that the Commercial Foodservice Restaurant simulation class is very important for students to improve the knowledge, work experience, self-efficacy and skills. The results of the study also show a positive impact among institutional students, and it is hope that this study can also benefit students and researchers who need to study about the programme of Commercial Foodservice Restaurant simulation class. In the future study, researchers may use pre and post test to study on effectiveness of using Restaurant simulation class.

Keywords: Commercial Foodservice Restaurant Simulation Class, Knowledge Enhancement, Work Experience, Self-Efficacy, Realism of Simulation

Abstrak

Kelas simulasi Restoran Foodservice Komersial adalah kursus untuk meningkatkan pengetahuan pelajar dalam belajar dan berlatih tentang memasak dan menghidangkan makanan dan minuman. Kajian ini bertujuan untuk mengenal pasti tahap peningkatan pengetahuan pelajar, tahap pengalaman kerja, tahap efikasi diri, dan tahap realisme simulasi terhadap penggunaan kelas simulasi Restoran Foodservice Komersial. Seramai 123 orang pelajar semester 4 dan semester 5 Diploma Perkhidmatan Makanan (Amalan Halal), Politeknik Tuanku Syed Sirajuddin telah dipilih sebagai persampelan purposif bagi menjawab soal selidik tersebut. Hasilnya menunjukkan bahawa skor min untuk pengalaman kerja, keberkesanan diri dan realisme simulasi berada pada tahap yang tinggi. Secara keseluruhan, dapat disimpulkan bahawa kelas simulasi Restoran Foodservice Komersial adalah sangat penting bagi pelajar untuk meningkatkan pengetahuan, pengalaman kerja, efikasi diri dan kemahiran. Hasil kajian ini juga menunjukkan kesan positif di kalangan pelajar institusi, dan diharapkan kajian ini juga dapat

memberi manfaat kepada pelajar dan penyelidik yang perlu belajar mengenai program kelas simulasi Restoran Foodservice Komersial. Untuk kajian lanjutan, penyelidik boleh menggunakan ujian pra dan pos untuk mengkaji keberkesanan menggunakan kelas simulasi Restoran.

Kata Kunci: Kelas Simulasi Restoran Perkhidmatan Makanan Komersial, Peningkatan Pengetahuan, Pengalaman Kerja, Efikasi Diri, Realisme Simulasi

1.0 INTRODUCTION

Polytechnic of Tuanku Syed Sirajuddin is one of the institutions under the Ministry of Higher Education that offered various courses to students. Diploma in Food Services (Halal Practice) is one of the courses offered from this institution. It provides students with knowledge about supervisory or management role within the halal food service industry. Hence, students can apply for jobs in halal food production, halal food service or halal food production sectors. One of the subjects that is highlighted is the Commercial Foodservice Restaurant.

Basically, Commercial Foodservice Restaurant Programme is provided in order to improve students' knowledge by learning on how to serve food and prepare the food during simulation class (Z. Azhar, personal communication, November 12, 2020). Students can also sell the food to outsiders for profit even if the profit is not like in a real restaurant. This programme would allow students to improve their upselling skill and satisfy their customers with the service and final product. Moreover, they will get direct feedback from customers on the dishes and services during the simulation.

Commercial Foodservice Restaurant is a simulation class that exposes students with several knowledge in various foodservice institution. Based on the simulation class, students will be guided to plan a menu and food preparation. It is an opportunity for students to figure more about Commercial Foodservice Restaurant operation with practice of reviewing a topic, devoting foods in surrounding, as well as practising their skills. In gaining the experience, students are required to run outdoor catering, whole restaurant operation, organise food court operation, buffet, cafeteria and fast-food restaurant. The kitchen and banquet hall are specially provided for the simulation class so that students can be trained to serve and cook for customers accordingly.

2.0 PROBLEM STATEMENT

The issue of this study is regarding higher education institutions that are often criticised for not preparing graduates for the real contexts involved in their professional practice (Thi, 2014). This potential shortage poses new challenges for educational institutions, which urges them to overcome this skill gap by ensuring their students to be more sensitive to learning and able to practice the knowledge in the industrial world (Wagner, Sancho-Esper, & Rodriguez-Sanchez, 2020). Attention and encouragement should be given to hospitality students in order to address the problems of students who unable to apply the school lessons in the real work. This is supported by meta-analyses performed by previous researchers (Baum, Kralj, Robinson, & Solnet, 2016). This position should be aimed at closing the gap between the lack of hospitality education and the rapidly growing needs of industrial talent.

Thus, this programme has the infrastructure of physical facilities that allows for the teaching of practical while helps in enhancing students' performance. Wagner et al. (2020) have suggested that higher educational institutions should not only educate their students in specialisation based on the knowledge and facilities provided even though they need to practice the broader knowledge in a productive way. In Malaysia, most students have been reported to have low and moderate levels of

ability to do something (Rajappan et al., 2015). The time spent in real life situation allows students to apply abstract concept learned in the simulation class.

Furthermore, the problem that students often face is that it is difficult to work together in a group. According to Zahran (2020), educators need to develop the role of the work team among students who face difficulty to work as a group. The inability to cooperate would definitely lead to misunderstandings between them. Through group work, cooperation skills can increase self-efficacy and gain working experience. According to Khafidin (2013), it was found in his study that role playing techniques can be improved if students want and eager to study in simulation classes. Therefore, this study is aimed to identify the simulation class of Commercial Foodservice Restaurant on students' knowledge enhancement.

2.1 Research objectives

The objectives of this study are, therefore:

- a) To identify the level of work experience towards Commercial Foodservice Restaurant simulation class.
- b) To identify the level of self-efficacy towards Commercial Foodservice Restaurant simulation class.
- c) To identify the level of realism of simulation towards Commercial Foodservice Restaurant simulation class.
- d) To identify the level of students' knowledge towards Commercial Foodservice Restaurant simulation class.

3.0 LITERATURE REVIEW

3.1 Work experience

Work and learning experiences are not only seen as important components in an institution to increase the readiness of graduate work, but it is about it of being an institutional strategy that ensures the graduates to always ready to face the world of work and be competitive (Tran & Soejatminah, 2016). Work experience can often be divided into general jurisdictions and skill. For example, in the field of work, some general achievements include time management, teamwork and leadership, self-efficacy and others, while domain specific skills will be used only for specific jobs. Expertise usually requires specific stimulation and environmental situations to assess the level of knowledge demonstrated and applied. On the job training, it requires the students to demonstrate contrasting ability related to their various field of specialisation that would be part of application elements to their future work environment. The scholars have said ability as an important component of any learning experience, and acquisition of the process that are often constrained by conventional teaching approach (Kim & Jeong, 2018).

For instance, previous researchers found that the use of hotel simulations promoted observational learning and improved students' decision-making expertise (Ampountolas, Shaw, & James, 2019). Researchers continue to suggest that hospitality educators should consider expanding their use of such technology-based tools in the future in order to generate better and capable hospitality graduates that ready to face challenges well.

Previous literature has clearly discussed the advantages of student productivity that would lead to their success. According to Tjahyanti, (2013), measurement of quality work experience will have an impact on rising the positive attitude of students towards their work and to the self-efficacy, productivity development and motivating students. Meanwhile, quality work experience can organise productive human

resources, qualified, committed and enthusiastic to do work, which in turn can reform students' knowledge (Gunawan & Amalia, 2015).

3.2 Self-efficacy

Self-efficacy is the key to one's personal variables. Although there is reasonable evidence to support the influence of self-efficacy beliefs on academic achievement, relationships and self-efficacy have been establishing to be among the most important determinants of academic achievement (Meluso et al., 2012). Moreover, the effectiveness of this self is also counted as a small part an overview of complex human life, but still can provide a better understanding of life in terms of human ability itself. Therefore, self-efficacy can also be possessed by someone who can form a desire to do as best as possible with his or her knowledge to deal with any problem and solve the problem in a good way. With self-efficacy, students can be confident while being in the simulation class. According to Myers (2012), self-efficacy directs students to a bunch of challenging targets and focuses of not giving up on anything. Thus, self-efficacy has a positive influence on relative knowledge enhancement.

Furthermore, students need to have higher self-efficacy to better prepare themselves to face challenges and survive despite adversity. Students with low self-efficacy cannot set challenging goals, although students will get a benefit from it. When facing with difficult learning tasks, students with high self-efficacy are more likely to actively participate, work harder and be more focused than students with low self-efficacy, who are more likely to be frustrated and easily give up (Demirören et al., 2016; Papinczak et al., 2008). Lastly, this self-efficacy has taught that everyone always needs to add knowledge in order to live better and bring success to oneself.

3.3 Realism of Simulation

Realism of the simulation has been described as a function of the real world in a structured environment and a set of structured conditions that reflect real life for students, and even one of the main criteria of achievement with the simulation class is considered as the perceived simulation realism (Avramenko, 2012). According to Eldeheim (2007), simulations are the extensively used tools today, not only as analytical function to support agreement, but also for simulation class education and it provides an opportunity for learners to practice skills, improve competency, and deliberately practice high risk scenarios in a safe environment without the fear of mistakes (Shin et al., 2015). The educator needs to start a lesson from various processes in an accurate way including correctly describing the function of a simulation class so that students are easy to attain the understanding.

Simulation shares a lot in common with role plays and has close familiarly that share many components and function. The study review states that, it highest commonly been used as tool to analyse what kind of effect may be expected from actions taken in uncertain position; it is not only for the analysis but can use for educational purposes (Eldeheim, 2007). This strategy may improve student knowledge and can increase the number of students that are actively engaged in the activity (Walter et al., 2017). It has conducted an extended maturity of implementing simulation, by considering of many exclusive benefits that are available for students. In previous studies, simulation classes can provide supports and many improvements to students through a lot of experience (Mohd Razali & Ismail, 2017). Therefore, developing students' interest has to be a main educational objective for institutions as well as teachers (Kierner et al., 2015).

3.4 Knowledge enhancement

The nature of students' performance is through knowledge. Knowledge enhancement is facts, information and skills acquired through experience or education because ideas are stated in language, they can be examined and discussed, questioned, evaluated, refuted, or published and passed on. Knowledge claims enable us to learn from each other and built our shared knowledge (Dombrowski et al., 2013). To students a thirst for knowledge, good learning and teaching are part of the concept of student learning and it will increase understanding and expand knowledge enhancement of a student. According to Merriman et al. (2014), found that simulation class was more effective than classroom lecture when teaching students and to determine customer satisfaction. For example, the concept of simulation learning not only strengthens understanding but students also practice the knowledge to be displayed in the industry. However, it is important to make a difference between learning results and exam achievements. Similarly, to determine an important extent the quality of the learning results they achieve. Increased confidence in knowledge acquired in the simulation class convert into increased self-confidence in study (Kavanagh & Szveda, 2017; Thomas & Mackey, 2012).

4.0 METHODOLOGY

Descriptive statistics and quantitative methods are the forms used in research design. In addition, the population for this research is 123 students who are students in semester 4 and semester 5 from the Diploma in Food Services (Halal Practice) course. This study decides to use all the 123 students, therefore no sampling needed for this study as a purposive sampling is intended to be used in sampling design. In fact, data were collected using questionnaires. The instrument measurement in the questionnaire has five sections, namely section A for demographic; Section B for questions for knowledge adapted from Silvia (2018) and Ko (2010); Section C for a question of work experience adapted from Abdo and Ravert (2006), Keskitalo (2012), Ma (2013) and Rahim et al. (2011); Section D for a question of self-efficacy adapted from Abdo and Ravert (2006), Keskitalo (2012), Ma (2013) and Saied (2017); and Section E for question of realism of simulation adapted from Silvia (2018), Hanafi and Ibrahim (2018) and Marzouk (2015).

Frequency and mean score were used to achieve the objective of this study. Frequencies were computed to examine the demographic and behavioural characteristic of respondents, while mean of scores were calculated to assess student's perceptions regarding different service attributes.

Table 1.0: Interpretation of mean score

Mean score	Interpretation
1.00 – 1.80	Very Low
1.81 – 2.60	Low
2.61 – 3.20	Medium
3.21 – 4.20	High
4.21 – 5.00	Very High

Source: Moidunny (2009)

5.0 FINDINGS

5.1 Profile of respondents (analysis of demographic)

The first section, which comprises of demographic data shows that, 19.5% is male respondents whilst 80.5% are female respondents. Referring to respondent profile by semester, respondents for Semester 4 students state the percentage of 51.2% while Semester 5 is only one step less with 48.8%. All respondents are 100% students from the Diploma in Food Services (Halal Practice) course.

Table 2.0: Respondent's profile by gender

Gender	Frequency	Percent
Male	24	19.5
Female	99	80.5
Total	123	100

Table 3 shows the number of 123 respondents of this study. The number of Semester 4 respondents was 51.2% with the frequency of 63 respondents, while the Semester 5 respondents was 48.8% with the frequency of 60 respondents. Based on data, the number of Semester 4 respondents was higher than Semester 5 respondents.

Table 3.0: Respondent's profile by semester

Semester	Frequency	Percent
Semester 4	63	51.2
Semester 5	60	48.8
Total	123	100

5.2 Descriptive analysis of level of students' work experience towards of commercial foodservices restaurant simulation class

Table 4 shows the item for the work experience of students in Commercial Foodservices Restaurant simulation class. The first highest mean score is "During the simulation class, working with the customer kitchen & serving simulator was a valuable training experience for me" with (Mean = 4.50, SD = .619) and followed by the middle mean score of "During the simulation class, I have clear achievable goals for my position" with Mean = 4.48, SD = .563 and "During the simulation class, I have the opportunity to familiarize myself with the equipment I will need in my future work" with Mean = 4.47, SD = .548 while, "During the simulation class, I was adequately prepared for the testing experience with the kitchen & serving simulator" is attained the Mean = 4.47, SD = .533. The lowest mean is "During the simulation class, I know how to use simulation activities to learn critical aspects of these skills" with Mean = 4.41, SD = .586 and "During the simulation class, I can finish my assigned workload" with (Mean = 4.40, SD = .554) while, "During the simulation class, I am aware of quality perception while performing my service" is attained the Mean = 4.38, SD = .594. It is interesting to see that all of the items were at very high levels.

Table 4.0: Descriptive analysis of level of students' work experience towards commercial foodservices restaurant simulation class

Item	Mean	Std. Dev.	Level
During the simulation class, I was adequately prepared for the testing experience with the kitchen & serving simulator.	4.47	.533	Very High
During the simulation class, working with the customer kitchen & serving simulator was a valuable training experience for me.	4.50	.619	Very High
During the simulation class, I have the opportunity to familiarize myself with the equipment I will need in my future work.	4.47	.548	Very High

During the simulation class, I know how to use simulation activities to learn critical aspects of these skills.	4.41	.586	Very High
During the simulation class, I can finish my assigned workload.	4.40	.554	Very High
During the simulation class, I am aware of quality perception while performing my service.	4.38	.594	Very High
During the simulation class, I have clear achievable goals for my position.	4.48	.563	Very High

5.3 Descriptive analysis of level of students' self-efficacy towards of commercial foodservices restaurant simulation class

Table 5 shows the item for the self-efficacy of students in Commercial Foodservices Restaurant simulation class. The first highest mean score is "Increased my confidence about going into the real kitchen and serving setting" with Mean = 4.51, SD = .606, and followed the middle mean score are "I am confident that I could deal efficiently with unexpected situations" with Mean = 4.44, SD = .560 and "I am confident that I am mastering the content of the simulation activity that my lecturers presented me" with Mean = 4.42, SD = .627 while, "I am confident that I am developing the skills from this simulation class to perform necessary task in kitchen and serving" with Mean = 4.40, SD = .624 and "I can always manage to solve difficult problems if I try hard enough" with Mean = 4.40, SD = .583. The lowest mean is "My interaction with customer simulator improves my kitchen and serving competence" with Mean = 4.39, SD = .622 and "I have time to set my own goals for work" with Mean = 4.36, SD = .589. It is interesting to see that all of the items were at very high levels.

Table 5.0: Descriptive analysis of level of students' self-efficacy towards commercial foodservices restaurant simulation class

Item	Mean	Std. Dev.	Level
Increased my confidence about going into the real kitchen and serving setting.	4.51	.606	Very High
My interaction with customer simulator improves my kitchen and serving competence.	4.39	.622	Very High
I have time to set my own goals for work.	4.36	.589	Very High
I am confident that I am mastering the content of the simulation activity that my lecturers presented me.	4.42	.627	Very High
I am confident that I am developing the skills from this simulation class to perform necessary task in kitchen and serving.	4.40	.624	Very High
I can always manage to solve difficult problems if I try hard enough	4.40	.583	Very High
I am confident that I could deal efficiently with unexpected situations.	4.44	.560	Very High

5.4 Descriptive analysis of level of students' realism of simulation towards of commercial foodservices restaurant simulation class

Table 6 shows the item for the realism of simulation of students in Commercial Foodservices Restaurant simulation class. The first highest mean score is "I enjoyed how my lecturer taught the simulation training" with Mean = 4.67, SD = .470. Followed the middle mean score are "Simulation class can give satisfying and meaningful learning experience" with Mean = 4.54, SD = .577 and "Simulation class improved quality of this course compared to others" with Mean = 4.54, SD = .562, while "Simulation class is the excellent medium for social interaction" with Mean = 4.50, SD = .564. The lowest mean is "Simulation class make me able to work together" with Mean = 4.46, SD = .591 and "The learning methods used in this simulation training were effective" with Mean = 4.46, SD = .577. It is interesting to see that all of the items were at very high levels.

Table 6.0: Descriptive analysis of level of students' realism of simulation towards of commercial foodservices restaurant simulation class

Item	Mean	Std. Dev.	Level
Simulation class is the excellent medium for social interaction.	4.50	.564	Very High
Simulation class improved quality of this course compared to others.	4.54	.562	Very High
Simulation class can give satisfying and meaningful learning experience.	4.54	.577	Very High
Simulation class make me able to work together.	4.46	.591	Very High
The learning methods used in this simulation training were effective.	4.46	.577	Very High
I enjoyed how my lecturer taught the simulation training.	4.67	.470	Very High

5.5 Descriptive analysis of level of students' knowledge towards of commercial foodservices restaurant simulation class

Table 7 shows the item for the knowledge of students in Commercial Foodservices Restaurant simulation class. The first highest mean score is "The Commercial Foodservices Restaurant simulation class activities give a beneficial for my learning practice" with Mean = 4.59, SD = .557 and followed the middle mean score are "The Commercial Foodservice Restaurant simulation class helps me to improve my knowledge on Commercial Foodservice Restaurant" with Mean = 4.57, SD = .559 and "The Commercial Foodservice Restaurant simulation allow me to understand the concept discuss in lecture" with Mean= 4.57, SD = .529. Meanwhile, the lowest mean is "The simulation class made me want to know more about Commercial Foodservice Restaurant" with Mean = 4.52, SD = .518 and "I can practice the knowledge that I get from theory class" with Mean = 4.46, SD = .617. It is interesting to see that all of the items were at very high levels.

Table 7.0: Descriptive analysis of level of students' knowledge towards commercial foodservices restaurant simulation class

Item	Mean	Std. Dev.	Level
I can practice the knowledge that I get from theory class.	4.46	.617	Very High
The Commercial Foodservices Restaurant simulation class activities give a beneficial for my learning practice.	4.59	.557	Very High
The simulation class made me want to know more about Commercial Foodservice Restaurant.	4.52	.518	Very High
The Commercial Foodservice Restaurant simulation class helps me to improve my knowledge on Commercial. Foodservice Restaurant	4.57	.559	Very High
The Commercial Foodservice Restaurant simulation allow me to understand the concept discuss in lecture.	4.57	.529	Very High

6.0 DISCUSSION

Based on the analysis, the results showed that the Commercial Foodservices Restaurant simulation class activities give a beneficial input to student learning practice. It had been shown by the value of the mean 4.59. This value is the highest that shows students' knowledge as an item to measure. Where, this showed that simulation class able to enhance students' knowledge (Merriman et al., 2014). Therefore, this research can conclude that the Commercial Foodservices Restaurant simulation class helps to improve students' knowledge and allows students to be able to practice the knowledge that they get from theory class.

Based on the analysis, the results showed that working with the customer kitchen and serving simulator during the simulation class was a valuable training

experience for students. It had been shown by the value of the mean 4.50. This value is the highest that shows on work experience as an item. In the study of Ampountolas, Shaw, and James (2019) showed that simulations able to promoted observational learning and improved students' decision-making expertise as well as work and learning experience. Therefore, this research can conclude that enjoyment of the class come from lecturers and students. It is important for students to have work experience, where they begin to place high emphasis on having work experience in simulation class in preparation before entering the real world of work.

Based on the analysis, the results showed that students' confidence increased when going into the real kitchen and serving setting. It had been shown by the value of the mean 4.51. This value is the highest that shows self-efficacy as an item to measure. Simulation class able to prepare students to face challenges and survive despite students with low self-efficacy need to work hard to avoid easily give up (Demirören et al., 2016). Therefore, this research can conclude that enjoyment of the class come from student while highlighting the importance of students' self-efficacy. If students do not trust their self, they will easily give up, while confidence in their self to achieve goals will further enhance the students' efforts to succeed.

Based on the analysis, the results showed that the students are enjoyed with the class session. It had been shown by the value of the mean 4.67. This value is the highest that shows realism of simulation as the item o measure. Simulation class able to provide an opportunity for students to practice skills, improve competency, and deliberately practice high risk scenarios in a safe environment without the fear of mistakes (Shin et al., 2015). Therefore, this research can conclude that enjoyment of the class that come from the lecturers, while showing the importance of students' realism of simulation. Simulation classes are becoming popular in the field of education because of its ability to provide real experience.

7.0 CONCLUSION

Overall, it can be concluded that Commercial Foodservice Restaurant simulation class is very important for students to improve knowledge enhancement, work experience, self-efficacy and skills in the simulation class in the future either in academic or in the real industry. The Ministry of Education should improve Commercial Foodservice Restaurant simulation class in student lessons so that students' understanding, and knowledge would increase as well as the knowledge that gained in the theory class. Students should also attend and always focus on the Commercial Foodservice Restaurant simulation class as it will benefit the students especially in the field of work involved. Students also need to devise strategies to strengthen their knowledge while studying in this simulation class. The results of the study also show a positive impact among institutional students, and it is hope that this study can also benefit students and researchers who need to study about the programme of Commercial Foodservice Restaurant simulation class. In future study, researchers may use pre and post test to study on effectiveness of using Restaurant simulation class.

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