

# SOFT SKILL COMPETENCY MAP FOR THE APPRENTICESHIP PROGRAMME IN THE INDONESIAN BALIKPAPAN HOSPITALITY INDUSTRY

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## ***ABSTRACT***

*This study aims to determine the perception of the importance of soft skill competency investment, soft skill competency need, soft skill competency learning process, and work absorption of the apprentices in Balikpapan hospitality industry. This study uses mixed method approach with sequential explanatory strategy. The first, third, and fourth objectives were achieved using a qualitative approach, while the second objective uses a quantitative approach. The qualitative data was analysed using the Interactive Model Analysis method. Meanwhile, the quantitative data were analysed using descriptive statistics method. The results revealed that the investment of soft skill competency is essential and becomes the necessary capital of a person in actualizing himself to work mainly in the implementation of the apprenticeship program. Ten priority needs of soft skill competency in F&B Production section on apprenticeship program in Balikpapan hospitality industry sector include ability to cooperate, focus in doing work, communication ability, honesty, responsibility, creativity, work initiative, discipline, politeness, and carefulness. While the top ten priorities needs on soft skill competency in the F&B Service include honesty, courtesy, communication skill, responsiveness to consumer needs, responsibility, focus in doing work, cooperation, discipline, confidence, and work initiative. The process of developing soft skill competency in the implementation of the apprenticeship program is given theoretically in the pre-apprenticeship stage and implemented at the apprenticeship activity stage in the hospitality industry. Work absorption of the apprentices reaches 72%.*

***Keywords:*** *Soft skills, apprenticeship, hospitality industry*

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## 1. INTRODUCTION

Competitiveness of a nation is important and one of the indicators is the quality of its Human Resources (HR). Indonesia as a developing country must be able to prepare skilled human resources in both the production and services sectors to be able to compete with other countries. Based on the Human Development Report on Human Development Index (HDI) conducted by UNDP in 2015, Indonesia is in position 110 of 187 Asian African countries with a score of 0.684. In 2015, human development in Indonesia is still at the "moderate" level remaining the same as its status in 2014. HDI Indonesia in 2015 grew by 0.94 percent compared to 2014 (UNDP, 2015). Indonesia's achievement in the HDI above shows that there is an urgent need for improvement and development of its human resources. Meeting of human resources needs must take into account needs of the job market and the fast changing dynamics of the business and the industrial world. The nation's competitiveness depends on the knowledge and skills of its workers which, depends on the quality of its education and training, especially vocational education. Trained and qualified workers will add value to the products produced through the characteristics of increased productivity, reduced production costs, high-quality results, and relatively faster rate of return.

In practice, some industries are complaining that prospective workers are not "ready to work," they are only "ready to be trained". This is because the labour force is not prepared according to market demand mainly because the training curriculum has not been aligned with the dynamic needs of the workplace; thus there is gap in competence between those provided by educational institutions and market demand (Cho, Erdem, & Johanson, 2007; Subramonian, 2008). The unpreparedness of prospective workers entering the workforce is also influenced by the unavailability of a bridging programme to transition school graduates into the workforce.

Vocational education and training (VET) education systems in many countries have reformed to meet the demands of society (Deissinger, 2011; Payne, 2002; Steedman, 2012). The primary policy of implementation in the relevance of an educational strategy is the implementation of a "link and match" policy concerning one approach, namely improving the relevance of education, to the needs of the world of work (Tynjälä, 2009). Also, the development of the VET framework also needs to involve three parties covering industry, government, and academia (triple helix) (Cvetković, Vrhovac, Morača, & Graić, 2017; Ranga & Etzkowitz, 2013). In recent years VET systems in many countries have been reformed to meet the demands of society. This need concerns on how to design a qualified training program to work. Therefore, vocational education programs that contribute to providing skilled labor, and which promote high employment rates that are important to the national economy and social welfare, in particular, contribute to the development of the hospitality industry.

One form of adequate education and training to equip human resources with the competencies required by the world of work is the apprenticeship programme. The apprenticeship programme is one form of human capital investment and has its uniqueness regarding education and training model. The apprentice does not only learn skills in an academic setting but also gain skills in workplace atmosphere (Sharpe & Gibson, 2005) by combining the concept of off-the-job learning and on-the-job learning (Fuller & Unwin, 2003). Furthermore, Fuller and Unwin (Andersson, Wärvik, & Thång, 2015) stated that the apprenticeship programme emphasizes the development of working skills in the 21<sup>st</sup> century.

Apprenticeship also supports individual development (Lave & Wenger, 1991) and offers work experience opportunities every day to develop working knowledge (Billett, 2014).

The workplace is the most critical arena where students learn a vocation, especially in an apprenticeship programme. Implementation of an apprenticeship programme needs increased cooperation between relevant stakeholders, namely educational institutions, industry, and apprentices. Therefore, cooperation between training institutions with industry is essential and needs to be continuously developed and improved (Andersson et al., 2015). In principle, the apprenticeship programmes are organized by companies that have training units. However, if the industry does not have a training department, they may cooperate with the Work Training Institution or other training units. Apprenticeship programme developed based on industry needs is the responsibility of the labour market, while guaranteeing the quality of education in schools is responsibility of the government (Hedman, 2001). Based on the brief description above, the apprenticeship programme is training conducted by the company to prospective workers at the work site to obtain specific skills.

Implementation of apprenticeship programme has a substantial positive effect on improving the skills and abilities of apprentices. Furthermore, it helps to develop the apprentice ability to do work in their fields (BIS, 2012). In principle, apprenticeship programmes emphasise not only the technical skills (hard skills) but also the non-technical skills (soft skills) of work. Soft skills or generic skills are one's ability to achieve success in life in the context of a socio-cultural environment (Curtis, 2010; Talavera & Pérez-González, 2007). Also, soft skill is an intrapersonal and interpersonal or socio-emotional skill which is essential for personal development, social participation and success in working that includes skills such as the ability to work on multidisciplinary teams, communication, cultural awareness and expression, perseverance, adaptability, and honesty (Kechagias, 2011). According to Pizam (Wilks & Hemsworth, 2011), soft skills which are very important to be applied in the hospitality industry are such as good manners, politeness, and right speech.

Based on the findings from interviews with representatives from 13 companies in Balikpapan, Jakarta and surrounding areas, it is clear that in the right situation, the apprenticeship programme can provide high-quality training that is mutually beneficial for both the companies and the apprentices. Moreover, the apprenticeship held in Balikpapan City is one of the implementations of the apprenticeship programme which is considered good in Indonesia besides in Jabodetabek (Jakarta, Bogor, Depok, Tangerang, and Bekasi). The summary of assessment aspects includes: 1) a recruitment process that provides for screening and testing has been done carefully to achieve a good level of success; 2) all companies comply with or exceed the standard of the Ministry of Manpower; 3) systematic and thorough internal assessment process with measurements to training and correct issues that may arise; 4) offered training programmes have a better standard than those provided by public or private training agencies; 5) most companies employ the apprentices after the programme ends; 6) informal assistance for the apprentices to find a job elsewhere; 7) a good understanding of apprenticeship programmes and their aims; 8) good cooperation in terms of facilitation and communication in the areas where Apprenticeship Networking Communication Forum is active (ILO & APINDO, 2015).

The successful implementation of the apprenticeship programme in Balikpapan is inseparable from the role of the Apprenticeship Networking Communication Forum of Balikpapan City. That forum was initiated as a communication tool for apprenticeship between apprentices, industry, and local employment agencies. One of the apprenticeship programmes in

Balikpapan is Apprentice Market Fair, and that aims to recruit prospective apprentices who will be prepared to print strong candidates through user-based apprenticeship training. User-based apprentices emphasize the participation of industry to actively participate in planning, implementing and absorbing apprentices who have been trained. In principle, apprenticeship is developed based on industry needs including the need for expected competencies. However, until now the development of competency, especially soft skill in the apprenticeship programme has not been done to identify soft skill requirement in the industry, especially in the hospitality industry in Balikpapan. Therefore, the purpose of this study was to investigate the soft skill competency development efforts of the apprenticeship programme in the hospitality industry.

## **1.1 Research objectives**

- (i) To investigate the perception of the importance of soft skill competency investment in apprenticeship programme in Balikpapan hospitality industry sector.
- (ii) To investigate the need for soft skill competency in the apprenticeship programme in the Balikpapan hospitality industry sector.
- (iii) To investigate the soft skill investment process in apprenticeship programme in Balikpapan hospitality industry sector.
- (iv) To evaluate the soft skill attainment in apprenticeship programme in Balikpapan hospitality industry sector.

## **1.2 Research questions**

- (i) How is the perception of the importance of soft skill competency investment in apprenticeship programme in Balikpapan hospitality industry sector?
- (ii) What are the needs for soft skill competency in the apprenticeship programme in the Balikpapan hospitality industry sector?
- (iii) How is the soft skill investment process in apprenticeship programme in Balikpapan hospitality industry sector?
- (iv) How is the soft skill attainment in the apprenticeship programme in Balikpapan hospitality industry sector?

## **2. LITERATURE REVIEW**

### **2.1 Apprenticeship**

The apprenticeship programme is one form of human capital investment and has its uniqueness regarding education and training model. The apprentice does not only learn skills in an academic environment but also learn the practical work in the work environments (Sharpe & Gibson, 2005) by combining the concepts of off-the-job learning and on-the-job training (Fuller & Unwin, 2003). According to Fuller and Unwin (Andersson et al., 2015), apprenticeship programme emphasizes the development of working skills in the 21<sup>st</sup> century. Apprenticeship programme nurtures and develops the knowledge and skills of prospective workers in the industrial world (Taylor & Watt-Malcolm, 2007), supports individual development (Lave &

Wenger, 1991) and offers everyday working experience opportunities to develop working knowledge (Billett, 2014).

The workplace is the most critical arena where students learn in the field of vocation, especially in apprenticeship. Therefore, cooperation between training institutions and companies is essential, especially regarding apprenticeship which should be comprehensively developed and continuously improved (Andersson et al., 2015). The existence of an apprenticeship programme which demands its implementation in the workplace naturally increases cooperation between relevant stakeholders, namely educational institutions, companies, and apprentices. In principle, apprenticeship programmes are organized by companies that have training units. However, if the company does not have a training unit, the company may cooperate with the Work Training Institution or other training units. According to Hedman (2001), "Apprenticeships that fostered occupational skills thus remained the labour market's responsibility, whereas the government took care of the complementary education in the school."

As the apprenticeship is part of an integrated work training system between training in training institutes the process must be under the guidance and supervision of instructors or workers who are more experienced in the production of goods and services in the company to master specific skills or expertise (Regulation of the Minister of Manpower and Transmigration of the Republic of Indonesia, 2009; Regulation of the Minister of Manpower of the Republic of Indonesia, 2016). For a company, the purpose of apprenticeship is to get skilled workers as required by the company. Meanwhile, apprentices join the programme to gain the skills needed to get the specific job. Thus, it can be concluded that the apprenticeship programme is a training conducted by the company to prospective workers at the work site to obtain specific skills.

## **2.2 Competency**

Competence is defined as a concept that describes the behavioural prerequisites for organizational performance and performance, demonstrated by the attributes of skills, character, quality, abilities, capacities, and abilities (Cumming et al., 2009; Moore, Cheng, & Dainty; 2002). So competence is a fundamental skill that students need that includes knowledge, skills, and attitudes. Competencies that must be mastered by learners need to be expressed in such a way as to be assessed, as a form of learning outcomes of learners that refers to direct experience. According to Mahfud (2011), learners need to know the learning objectives, and levels of mastery that will be used as explicit attainment criteria developed based on predetermined goals and had a contribution towards the competencies being studied. Furthermore, the concept of competency does not only refer to the technical skills or hard skills but also include soft skills.

## **2.3 Hard skill competency**

According to Parulia Hutapea and Nurianna Thoha (Linda, 2015), hard skill or hard competency refers to what one should know or do to carry out his work well while Arhamul Mildan (Linda, 2015) define hard skills as technical skills required for a particular profession. Hard skills are needed to be able to work with precisely the goal. Hard skills are also related to core competencies for each field of graduate discipline. Besides, hard skills refer to the ability

in the technical category, dealing with data and administrative skills (Weber et al. 2009; De Villiers, 2010). Hard skills are those skills associated with specific technical knowledge and task-oriented skills (Ashbaugh, 2003). Hard skill competence is the competence relating to professional capability according to the field work. Such as production processes competence, marketing competence, human resource management competence (Riyanti, Sandroto, & Warmiyati, 2016). Chou, Shen, Hsiao and Chen (2010) summarise hard skills competencies as being associated with five capabilities namely, human resource management capability, marketing capability, production capability, management capability, financial capability.

## **2.4 Soft skill competency**

Soft skills are viewed as complementary to hard skills and are requirements for successful workplace performance (Alsabbah & Ibrahim, 2013). Findings from previous studies indicate that the soft and hard competencies of an employee as important which are reflected in the recruitment and selection outcome of the employee. Most industries in the employee selection process prefer soft skills rather than hard skills (Niazi, Ali, & Rehman, 2016). According to the Manpower Group's Talent Shortage Survey (2012), nearly 20% of employers considered the lack of soft skills as one of the key reasons they could not hire the needed employees (Manpower Group, 2012). Soft skills are key consideration for employee recruitment and essential for performance assessment of employee (Coll & Zegwaard, 2006; Evers & Rush 1996; Promis, 2008; Spencer and Spencer, 1993). Furthermore, soft skill is one of the skills that contribute to improved cooperation between employees and better employee relationships with customers (Babic & Slavkovic, 2011).

In general, soft skill is a group of personality traits or the ability that a person needs to work in the workplace effectively, and to improve themselves. According to Giblin and Sailah (Linda, 2015), soft skills are the key to a better life, more friends, an enormous success, and more significant happiness. Soft skill is also a key factor to be considered for acceptance into the world of work (Purwanto, 2008) which includes leadership, creativity, and managerial capabilities. In addition to be the basis of human resource productivity development in doing a job in the field, soft skill competency is also a necessary capital of a person in actualizing himself to work mainly in the implementation of the apprenticeship programme. In principle, according to Parulia Hutapea and Nurianna Thoha (Linda, 2015), soft skill is an essential competency that describes how a person behaves to carry out his work properly. This competency emphasizes the productive behavior that must be owned and performed by someone in carrying out a job well. Soft skills are essentially personal skills, specialized skills that are non-technical, intangible, and personality that determines the power of a person as a leader, listener, negotiator, and conflict media. Skills such as enthusiasm, teamwork, flexibility, and communication skills are needed in developing employee co-operation (Babic & Slavkovic, 2011). It can also be said as interpersonal skills such as the ability to communicate and work with groups. Similarly, Klaus (Arat, 2014) states that "Hard skills are the skills that people use to do a job. ... tangible skills that we learn in the school and utilize at work. Soft skills are intangible skills that we learn by personal development training and use at both work and life."

Heckman and Kautz (2013) refer to soft skills as "...the personality traits, goals, motivations, and preferences that are valued in the job market, in schools, and in many other domains." Soft skills are the interpersonal, human, person or behavior skills required to apply

technical skills and knowledge in the workplace (Weber et al., 2009; De Villiers, 2010). Arat (2014) also provides a soft skill definition as;

*Behaviours and attitudes occur over an extended period, and it is tough to alter them with new ones by two days long seminar. Communication style and attitude are a habit, and it is troublesome as acquiring a unique pattern and quitting one as in the case of smoking.*

There are five essential skills that can increase the chances of a company's success: social skills, communication, and high-order thinking skills (including problem-solving, critical thinking, and decision making), supported by the intrapersonal ability of self-control and positive self-concept (Lippman, Ryberg, Carney, & Moore, 2015). According to Wilks & Hemsworth (2011) there are sixteen highest competencies most needed by hospitality industry leaders, namely being able to work in a team, leadership, problem-solving capacity, sensitivity to customer needs, sensitivity to customer needs, to motivate others, empathy, to act calmly, creativity, handling guest complaints, to communicate, adaptability, self-control, mastering foreign languages, ethics and social responsibility, capacity to negotiate.

## **2.5 Learning**

According to Orlich et al. (2007), "According to the behavioral perspective, learning can be defined as an observable change in behavior." That is, referring to behavioral perspective; learning can be described as a visible change in behavior. So the principle of learning is the process of changing the behavior of individuals as a result of interaction with the environment. Many learning methods can be used in entrepreneurship education. In principle, in various findings, it is found that the learning method should be varied, and does not limit the space for students to be creative both in the form of ideas and behavior. Besides, teachers are given the freedom to formulate their learning methods, thus, in fact, there is no standard method that we can offer. Teachers are given the freedom to be creative in designing the learning process. Thereby, there is no learning method which is standard for teacher activity to develop the learning process. Many learning models have been created in various studies that may be adopted. One of them is currently famous in the world of education that is Work Based Learning model.

According to Mahfud (2011), the strategic stages of achieving the competencies are that learning activities need to be designed and implemented effectively and efficiently which refer to the needs and characteristics of learners, as well as necessary skills in general to obtain maximum results. As an effort to know the competency attainment in the learning process, it needs monitoring and evaluation of learning. Gower & Phillips (1995) states as follows:

*When students are engaged in an activity, especially if it is independent of you, you will need to keep an ear on what they are saying or glance at what they are doing. You will aim to see if they have understood your instructions, to assess how well they are performing the task and to evaluate particular language strengths and weaknesses. Whether you help or correct will depend on the task and what effect it will have.*

Evaluation is an absolute part of teaching; it is integral to the learning organization. Moore (2009) states that:

*Evaluation is the process of making a judgment about student performance... The evaluation must be viewed as a two-step process. First, you must gather pertinent data regarding the desired outcomes (asses)... Second, once data have been gathered, the information is used in making a reasonable judgment concerning students' performance.*

Soft or behavioural skills can be measured by several methods such as interviews; analysis of presentations and general mental ability tests (Lievens, Harris, Van Keer, & Bisqueret, 2003; Bertua, Anderson & Salgado, 2005; Blickle et al., 2011).

### **3. METHODOLOGY**

This study uses the mix method approach, where two approaches namely qualitative and quantitative research are combined. A mixed method approach is needed to achieve the research purpose. The first, third, and fourth research objectives use a qualitative approach. This research step begins with qualitative data collection using in-depth interview technique involving 5 informants consisting of Head of Manpower Office of Balikpapan City, 2 Executive Chef, and 2 HRD and a key informant who is the Chairman of Apprenticeship Networking Communication Forum of Balikpapan City. The second research objective uses a quantitative approach. This stage uses a questionnaire to obtain data on the competence needs on soft skills of the apprenticeship programme in the hospitality industry in Balikpapan. The questionnaire was developed concerning the industry's primary soft skills by USAID (Lippman et al., 2015) and the development of soft skill needs in hospitality education (Wilks & Hemsworth, 2011). The questionnaire was distributed to 20 respondents who were representatives of 10 hotels involved in the apprenticeship programme in Balikpapan consisting of 10 Head of Human Resource Development and 10 Executive Chef. Sample were selected using the purposive sampling technique. The analysis of qualitative data in this study is done by using Interactive Model Analysis from Miles and Huberman (1985) which divides the analysis activity into several parts, namely: data collection, grouping according to the variable, data reduction, data presentation, separating outlier data, and conclusion or data verification. The quantitative data was analysed using descriptive statistics methods.

### **4. RESULTS AND DISCUSSIONS**

Implementation of the apprenticeship programme in Indonesia is divided into 3 (three) types based on funding sources, namely: 1) independent apprenticeship; 2) Decentralised apprenticeship; 3) regular apprenticeship. Independent apprenticeship is an apprenticeship that is executed by using funding from the company concerned, and the company conceptualizes this apprenticeship with the aim of training the prospective workers who will work in his company. Decentralised apprenticeship is a type of apprenticeship implemented by using national budget through decentralised funding, which is funding from the center that is transferred to the provinces and districts of the city. Decentralised apprenticeship may also use subsidized funds provided by the local budget. In this apprenticeship programme, the apprentices are recruited by the company and then funded by the government by using either national budget or local budget funds, but there is no obligation for the company to hire the



prospective workers after they follow the apprenticeship programme. Companies are allowed to refuse or accept the potential workers if the workers are considered appropriate to the needs of the company. Besides, regular apprenticeship is a type of apprenticeship in which the societies apply for the apprenticeship to the local Head of Manpower Office to be given a placement recommendation for their apprenticeship programme. This type of apprenticeship uses funding from the company, and the company may accept or reject the proposed workers.

The three types of apprenticeship in their implementation must involve the Manpower Office as a function of control for the implementation of apprenticeship programme will run well. All agreements of apprenticeship programme between apprentices and industry parties must be known, signed, and reported to the Head of Manpower Office. Also, for the apprenticeship programme to run correctly, it needs the role of the Apprenticeship Networking Communication Forum. The role of Apprenticeship Networking Communication Forum in the apprenticeship programme is as a facilitator for the implementation of apprenticeship programme can run well. The apprenticeship programme implemented in Balikpapan City is an integrated training programme organized by the Manpower Office of Balikpapan City in cooperation with Apprenticeship Networking Communication Forum of Balikpapan City and Balikpapan Industrial in Balikpapan City. Implementation of the apprenticeship programme in Balikpapan City has been designated to be the pre-eminent programme of Balikpapan City because the apprenticeship programme has been able to assist the Government in improving the quality of human resources, providing cheap job training, reducing unemployment and creating job opportunities. Besides, according to the Head of the Manpower Office of Balikpapan City, the apprenticeship programme can help the workers to be quickly absorbed in the labor market. Apprenticeship programmes can provide skills which are appropriate to the needs of the labor market, as well as work experience with various conditions of employment in the company to the workers.

#### **4.1. Perception of the importance of soft skill competency investment**

According to the Chairman of Apprenticeship Networking Communication Forum of Balikpapan City, the apprenticeship is a training system organized by the business and industry to develop human resources through the mentoring process, the preparation of education and training curriculum that is composed entirely of business and industry. Also, the unique characteristic of apprenticeship programme that it is intended for apprentices who have graduated from formal education, not for students or college students. Concept understanding of the apprenticeship programme above all at once straightens the paradigm of society which until now considers that the apprenticeship programme is the same as the on-the-job training initiated by the school. This mindset should be rectified because they have very different concepts. The apprenticeship programme is developed entirely by the industry, while on-the-job training is designed by educational institutions that are part of the curriculum of educational institutions. In curriculum development of apprenticeship programme, learning facilities and instructors are provided and conceptualized by the industry. Besides, the main difference is that apprenticeship is developed with the principle of working while learning, while on-the-job training is designed with the principle of learning while working. Based on the explanation, it was evident that each has the characteristics in the implementation of vocational education and training.

Competency development in the apprenticeship programme in hospitality industry includes hard skill and soft skill. Hard skill is a technical skill that a person needs in doing a job

in a particular field, whereas soft skill is a personality competency that a person needs to perform his / her task well effectively. According to Assistant Restaurant and Banquet Manager of Fave Hotel Balikpapan, Toni Setiawan, soft skill is the ability to interact with the work environment, the ability to think more logically about things that are not technical. While hard skills are the ability to work on the field that is occupied or done in other words hard skill is the ability that must be owned by someone in obtaining or finding a job to adjust to the field chosen. Based on some of the above explanations regarding the understanding of the soft skill and hard skill competencies, it can be concluded that soft skill is a personality competency that someone needs to perform their job well effectively. Meanwhile, hard skill is a technical skill that a person needs in doing work in a particular field. Industries need soft skill and hard skill in principle in performing its corporate functions. However, from the aspect of importance or priority needs of the competencies that need to be owned by prospective workers, most agree that the soft skill competency is the most critical competency that needs to be owned by the potential workers, compared to the hard skill competency. The Chairman of Apprenticeship Networking Communication Forum of Balikpapan City stated that:

*Soft skill aspect becomes the primary requirement in a recruitment of workers in the industry and business world. It probably still counts the hard skill aspect, but the fundamental need is the soft skill aspect because soft skill competency becomes the basis of human resource productivity development in doing work in their field.*

The statement is equal to Purwanto (2008) stating that soft skill ability is highly needed in the industrial world and very decisive to be accepted in the world of work. Besides, soft skill investment is much more difficult than investment hard skill competency. It is because the internalization of soft skill values takes a long time to be formed in the characteristics of the prospective workers which then becomes the habit attached to the potential workers. The investment of hard skill competency, on the other hand, can be transferred in a relatively shorter and more straightforward time because it is technical. Changing the behavior and attitude of a person takes a long time, and it is difficult to do. Some of these reasons are due to soft skill is part of intangible skill while hard skill belongs to tangible skill, which means soft skill competency is an intangible skill learned through personal development training. Soft skill competency is part of the intangible skill, and hard skills are tangible skill was also revealed by Executive Chef of Grand Jatra Hotel Balikpapan stating that:

*Soft skills are the skills possessed by an employee in the managerial and supervisory fields and the ability to operate them, and that is an intangible skill. While hard skills are the skills of employees who look physically and the performance is a characteristic of the employee's competency.*

#### **4.2. The needs of soft skill competency**

The soft skill need and investment on the prospective workers must be owned without abandoning the development of hard skills competency. Soft skill investment in the apprenticeship programme is how to instill the character of labor in the industry and business world. The character development in each company is different, and it is adapted based on the company's needs. Meanwhile, the development of soft skill in the hospitality industry itself emphasizes on the development of soft skill in the form of hospitality such as politeness, familiarity, mutual respect and excellent communication skills. It is because the hospitality

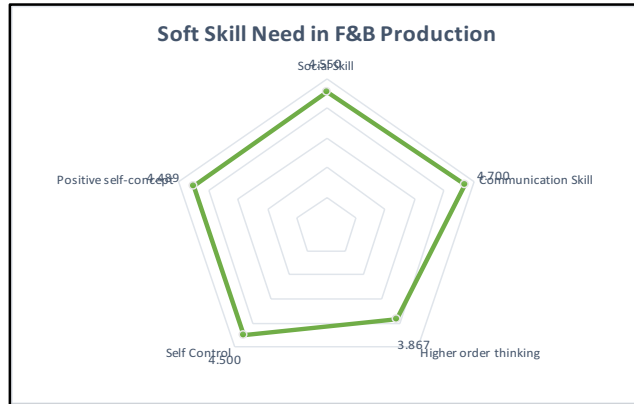
industry engaged in service quality is determined by the quality of service hospitality of employees at the forefront to support the company's progress.

The result of interview towards the soft skill competency needs in the apprenticeship programme in the hospitality industry in Balikpapan City shows that the competency need can be grouped into several components including social skill, communication skill, higher order thinking, self-control, and positive self-concept. The grouping of soft skill needs refers to the critical competency of soft skill in the world of work by USAID (Lippman, Ryberg, Carney, & Moore, 2015) and the development of soft skill needs in hospitality higher education (Wilks & Hemsworth, 2011). Each component of the soft skill competency is described in Table 1.

**Table 1: Soft skill needs in apprenticeship programme in the hospitality sector**

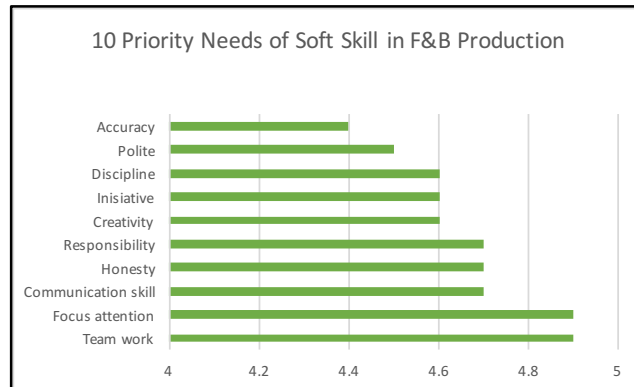
NO	COMPONENT	INDICATOR
1	Social Skill	Team work Empathy
2	Communication skill	Communication skill
3	Higher order thinking	Problem solving Critical thinking Decision making
4	Self Control	Focus attention Manage emotion Regulate behaviors
5	Positive self-concept	Self confidence Polite Honesty Responsibility Discipline Accuracy Creativity Initiative Sensitivity to customer needs

Based on the soft skill competency need above, the priority needs analysis was done on every part including Food & Beverage Production (F&B Production) and Food & Beverage Service (F&B Service). The need for soft skills competency in the F&B Production section is illustrated in Figure 1.



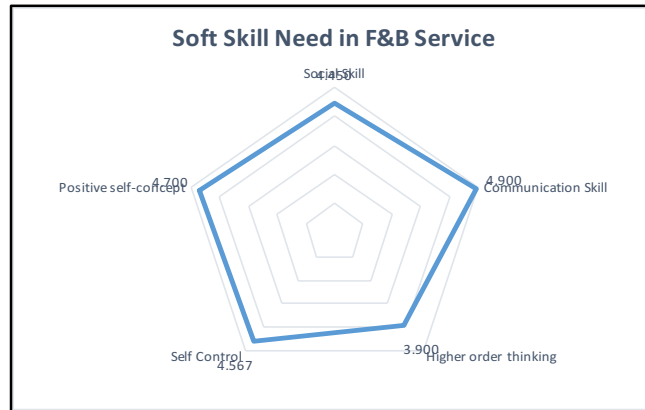
**Figure 1: Soft skill needs in the F&B production section**

From Figure 1, it can be inferred that the greatest soft skill needs in the F&B Production (Kitchen) section in the apprenticeship programme in Balikpapan hospitality industry sector is communication skill with the importance value of 4,700. The need is fundamental since if the operational work in the production area to run well then there is a need to convey and understand work instructions among fellow employees. If it is ignored, it will undoubtedly have an impact on the productivity of work (or worsens even); can also impact the safety and health of both employees and consumers of the products produced by employees in the production. However, if we see the needs based on the competency indicator of each soft skill component, we will get ten priority needs as shown in Figure 2.



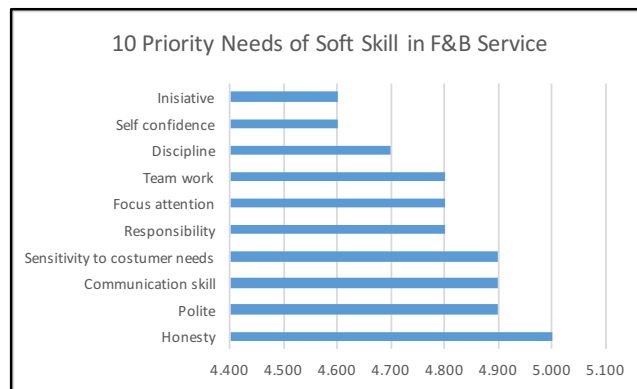
**Figure 2: Priority needs of soft skill in F&B production section**

Based on Figure 2, there are 10 most crucial soft skill needs to be developed in the apprenticeship program in the F&B Product section, that is the ability to work together, focus on work, communication, honesty, responsibility, creativity, initiative, discipline, politeness, and carefulness. The need for soft skill in the F&B Service section can be seen in Figure 3.



**Figure 3: Soft skill needs in F&B services section**

Based on Figure 3, it can be concluded that the priority needs of soft skill in the F&B Service are the component of positive self-concept and communication skill with an importance value of 4,700. Both elements are considered to be very important since employees who work in the F&B Service interact directly with guests so that excellent service to guest satisfaction is essential to support the quality of hotel services so that it requires employees with proper personality criteria. Besides that, good communication skill is needed in guest service operation in the hotel. It is necessary to understand the needs of guest in which it is delivered both using verbal and non-verbal language. In the context of creating excellent service in hospitality service, two soft skill components needs namely positive self-concept, and communication skill is related and needed. However, based on the competency indicator of each soft skill component, there are ten priority needs as shown in Figure 4.



**Figure 4: Priority needs of soft skill in F&B services section**

### 4.3 Learning process of soft skill competency

Implementation of the apprenticeship programme in Balikpapan City, especially in the field of hospitality is technically done through two stages; the first stage is training in a Work Training Institution (Pre-Apprenticeship) and apprenticeship stage in the company. Both activities become step activities that need to be followed by the apprentices because it contains cognitive, affective, and psychomotor aspects that need to be mastered by them. According to the Chairman of Apprenticeship Networking Communication Forum in Balikpapan City, the

implementation of the first stage (Pre-Apprenticeship) should not always be done in Work Training Institution, but it can also be done in the company, usually, those companies that already have a training center with proper management. However, based on the data collected, it is found that the implementation of the first apprenticeship program in Balikpapan City was conducted collectively in the Work Training Institution that has cooperated with the hospitality industry in Balikpapan City. The soft skill competency investment in the implementation of the apprenticeship programme is given theoretically in the pre-apprenticeship stage which includes the internalization of the soft skill values which should be possessed by workers in the hospitality industry such as politeness, familiarity, mutual respect and good communication skill. Then the soft skill values that have been internalized in the apprenticeship can be implemented in the next stage which is the apprenticeship activity in the hospitality industry.

The concept of apprenticeship is undoubtedly in line with the theory presented by Sharpe (2005) who states that apprentices combine two systems namely education system and regulating work-place training. Apprenticeship activities are activities that integrate education systems and work training regulations. The apprentices do not only learn skills in an academic setting but also in practical situations. In this case, the academic atmosphere is applied to the apprenticeship at the pre-apprenticeship stage at Work Training Institution, while the working atmosphere is applied in the apprenticeship stage in the hospitality industry. However, the time division of apprenticeship programme is still more dominantly implemented in the hospitality industry. The composition of the apprenticeship programme is applied 25% in the Training Institution, and 75% in the hotel industry which includes theory, practice, and workshop laboratories in the training unit or Training Institute.

The workshop laboratory is an apprenticeship forum for the apprentices to discuss the experiences gained in apprenticeship within a specified period in the industry. In this activity, the apprentices presented their experiences during the apprenticeship in the industry, from which they will gain experience and knowledge which has not been obtained from the experience of each apprentice when implementing apprenticeship stage in the industry, especially in the hospitality industry.

So far the internalization process of soft skills in the current apprenticeship programme has not been carefully planned until its implementation. It is because the implementation of the apprenticeship programme uses on the development of competency in the form of hard skills in the field of hospitality. Nevertheless, the soft skill values of prospective workers in the hospitality industry have been given through the unconscious learning efforts in apprenticeship programmes. It implies that the soft skill competency has been conveyed by the instructor orally but not well arranged as the soft skill investment process implemented in the apprenticeship programme.

In the implementation of training at the pre-apprenticeship stage at Work Training Institution, the apprentices are trained by competent instructors by their vocational. While in the next step of apprenticeship in the hospitality industry, they are guided by a designated professional counselor from one experienced employee of the hospitality environment concerned. Within a specified period (for instance every two months) a workshop laboratory is conducted at Work Training Institution or in the company as an effort to deepen the knowledge by findings / practical problems in the production line.

#### 4.4 Work absorption of the apprentices in Balikpapan hospitality industry

The benchmark of the success of the apprenticeship programme is seen from the placement of work after the application is completed. For the company, the apprenticeship programme is an investment. Therefore the employment placement for apprentices is becoming binding especially for who has fulfilled the job qualification for the company after apprenticeship. Apprentices who are considered done the apprenticeship entirely will be awarded apprenticeship certificate and have the opportunity to be recruited directly as workers by the corporations conducting the apprenticeship, work in similar companies, or do business independently / become entrepreneurs.

Currently the implementation of apprenticeship programme especially the soft skill learning process has not been explicitly evaluated. However, if we look at the final result of the soft skill internalization process, it can be concluded that the apprenticeship programme is one of the useful applications in instilling the character or soft skill values required by the hospitality industry. That is because apprentices can learn the implementation of soft skills in the real work field directly. Besides, the impact of apprenticeship programmes can provide a change in work attitude for prospective workers recruited and can be directly recruited as the workers after the apprenticeship programme is completed.

The work absorption of the apprentices involved in apprenticeship programme can be seen from the number of apprentices recruited as employees by the hotel after post-apprenticeship. Based on the data obtained from the Chairman of Apprenticeship Networking Communication Forum of Balikpapan City, there are approximately 83-85% of the apprentices recruited by the companies. While the work absorption of the apprentices involved in the decentralised apprenticeship programme in the Balikpapan hospitality industry was calculated in the first quarter after the apprenticeship programme was completed, reached 72% of the apprentices were accepted to work. However, in the second quarter, all apprentices were taken to work in several hospitality industries in Balikpapan City. The data can be seen in Figure 5.

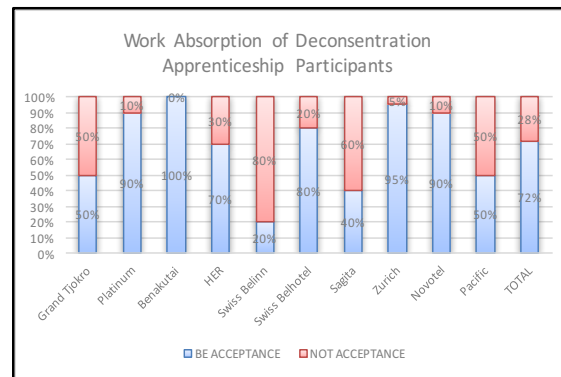


Figure 5: Work absorption of apprentices in Balikpapan hospitality industry

The presence of apprenticeship programme in Balikpapan City provides awareness of the industry, especially the hospitality industry to participate in the success of these activities. The hospitality industry has realized that in the end, the most beneficiary party regarding the implementation of the apprenticeship programme is the industry itself, especially the hospitality

sector. Therefore, several hospitality industries today have made apprenticeship programmes a part of their Corporate Social Responsibility activities. Thus, the implementation of the apprenticeship programme in Balikpapan City has become the responsibility of the industry in succeeding the programme by involving related parties such as Balikpapan Apprenticeship Communication Forum of Balikpapan City and Manpower Office of Balikpapan City.

## 5. CONCLUSION

Based on the results of research on the soft skill competency map of the apprenticeship programme in the hospitality industry, the researchers can draw some conclusions as follows:

- (i) The stakeholders involved in the apprenticeship programme perceived that the soft skill competency investment is significant for the prospective workers, especially for those competencies that can be internalized in the apprenticeship programme as an unseparated part of the apprenticeship programme curriculum content. Soft skill competency is a necessary capital for a person in actualizing himself or herself to work mainly in the implementation of the apprenticeship programme.
- (ii) Ten priority needs of soft skill competency in the *Food & Beverage Production (Kitchen)* section in the apprenticeship programme in Balikpapan hospitality industry sector include teamwork, focus attention, communication skill, honesty, responsibility, creativity, initiative, discipline, politeness, and carefulness. While the then priority needs of soft skill competency in the *Food & Beverage Service* section include honesty, civility, communication skill, sensitivity to consumer need, responsibility, focus attention, teamwork, discipline, self-confidence, and initiative.
- (iii) The investment process of soft skill competency in the apprenticeship programme implementation is given theoretically in the pre-apprenticeship stage which covers the internalization of soft skill values to be possessed by workers in the hospitality industry such as politeness, familiarity, mutual respect, and useful communication skill. Then those soft skill values which have been internalized in the apprentices are then implemented in the next stage which is the apprenticeship activity in the hospitality industry.
- (iv) The work absorption of the apprentices involved in the decentralised apprenticeship programme in the Balikpapan hospitality industry was calculated in the first quarter after the apprenticeship programme was completed, reached 72% of the apprentices were accepted to work, but in the second quarter all apprentices were taken to work in several hospitality industries in Balikpapan City.

In conclusion, this study has established the soft skills competency map for the apprenticeship programme in the Indonesian Balikpapan hospitality sector which can be a source of reference to other institutions that intend to embark on similar apprenticeship programme of their own.



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