

## **Humanistic Learning and Technological Approaches in Indonesian Tourism Vocational High Schools**

**Akhyar Rido<sup>1\*</sup>, Bagus Hary Prakoso<sup>2</sup>, Analiza Liezl Perez-Amurao<sup>3</sup>, Mariati Purba<sup>2</sup> and Heni Waluyo Siswanto<sup>2</sup>**

<sup>1</sup>*Department of English Literature, Faculty of Arts and Education, Universitas Teknokrat Indonesia, Lampung, Indonesia*

<sup>2</sup>*Research Centre for Education, the National Research and Innovation Agency (BRIN), Jakarta, Indonesia*

<sup>3</sup>*Humanities and Language Division, Mahidol University International College, Bangkok, Thailand*

### **ABSTRACT**

The existing literature recognizes issues on the lack of soft skills and mastery of technology among tourism vocational high school graduates because of the absence of humanistic learning and technological approaches at schools. However, these studies could not capture teachers' and students' rich and nuanced experiences in their classrooms. This research investigates the reality of humanistic learning and technological approaches in tourism vocational high schools in Indonesia. By employing a qualitative approach, this research collected data from two tourism vocational high schools in Yogyakarta and Bali, Indonesia, observing four hotel and culinary classrooms and interviewing ten volunteer teachers. The results indicate that the teachers implemented humanistic learning by emphasizing student's active involvement in the learning process, encouraging hands-on and experiential learning, recognizing the unique needs and abilities of the students, accommodating the development of interpersonal skills of the students, and placing significant emphasis on the personal growth of the students. The teachers also incorporated technology in humanistic learning by using digital resources and tools to support learning, promoting a blended learning environment, and facilitating collaboration and communication using technology. Teachers and relevant stakeholders can use the findings of this research to improve the teaching and learning process and better prepare tourism vocational high school graduates for the demands of the tourism industry.

#### **ARTICLE INFO**

*Article history:*

Received: 29 November 2023

Accepted: 12 August 2024

Published: 16 December 2024

DOI: <https://doi.org/10.47836/pjssh.32.4.11>

*E-mail addresses:*

[akhyar\\_rido@teknokrat.ac.id](mailto:akhyar_rido@teknokrat.ac.id) (Akhyar Rido)

[bagusprakoso@gmail.com](mailto:bagusprakoso@gmail.com) (Bagus Hary Prakoso)

[analizaliezl.amu@mahidol.edu](mailto:analizaliezl.amu@mahidol.edu) (Analiza Liezl Perez-Amurao)

[mariati.prb@gmail.com](mailto:mariati.prb@gmail.com) (Mariati Purba)

[heniwaluyo.hm@gmail.com](mailto:heniwaluyo.hm@gmail.com) (Heni Waluyo Siswanto)

\* Corresponding author

Teachers and relevant stakeholders can use the findings of this research to improve the teaching and learning process and better prepare tourism vocational high school graduates for the demands of the tourism industry.

*Keywords:* Humanistic learning, technological approach, tourism vocational high school

## INTRODUCTION

In the past decade, a transformation in learning has been observed. The industrial revolution 4.0 until the COVID-19 pandemic has transformed face-to-face learning into one that is integrated with online learning using technology (Chung et al., 2020; Erten, 2022; Huang et al., 2021; Joyner & Isabell, 2021; Lemay et al., 2021; Valverde-Berrocoso et al., 2020). Learning using technology has become compulsory, including teaching-learning in tourism vocational high schools. Furthermore, as the era of Society 5.0 is approaching, it demands more use of technology, but it emphasizes a humanistic approach to learning (Mutohhari et al., 2021). It has become a challenge for educational institutions (Chen & Schmidke, 2017), including tourism vocational high schools in Indonesia.

This research discusses humanistic learning and technological approaches in Indonesian tourism vocational high schools. The tourism sector has been established as a core industry, as indicated in the country's blueprint for the future development of tourism vocational high schools. It includes hospitality, culinary arts, tourism management, and guided tours (Kadir et al., 2016). Therefore, tourism vocational high school students need to be equipped with the required soft skills and technological know-how to compete and meet the demands of the tourism industry.

However, studies report a number of issues on soft skills among tourism vocational high school graduates in Indonesia (Bunyamin et al., 2022; Di Grapello, 2013;

Ministry of Education and Culture, Research and Technology, 2020; Mutohhari et al., 2021). While soft skills are very important for success in the tourism industry, only 10% of tourism vocational high school graduates in Indonesia have adequate soft skills (Ministry of Education and Culture, Research and Technology, 2020). Similarly, Di Grapello (2013) reports that soft skills, especially communication skills, are one of the main weaknesses of vocational high school graduates in the country. This problem can limit job opportunities for graduates and hinder the growth of the industry because of incompetence in human resources (Bunyamin et al., 2022; Mutohhari et al., 2021).

Moreover, vocational high school graduates have also been reported to lack mastery of technology (Ministry of Education and Culture, Research and Technology, 2020). The tourism industry is becoming increasingly digital, and technology plays an important role in many jobs related to technology tourism. However, the use of technology in tourism vocational high schools is still limited (Ministry of Education & Culture, Research & Technology, 2020). It can hinder students' mastery of practical or hard skills, making it difficult for graduates to find work in the tourism industry (Prasetio & Priyana, 2021; Puja et al., 2021; Rido et al., 2024).

Many studies investigated vocational schools with a different focus, such as soft skills of vocational school graduates (Bunyamin et al., 2022), e-learning methods in vocational education (Firmansyah et al.,

2021), 21<sup>st</sup>-century skills competence in vocational education learning (Mutohhari et al., 2021), English online learning in tourism vocational classrooms (Prasetio & Priyana, 2021), implementation of humanistic approach in tourism vocational education (Puja et al., 2021), and technological applications and challenges in tourism vocational schools (Rido et al., 2024). A study by Bunyamin et al. (2022) investigated the soft skills of vocational school students and offered career-based soft skills enhancement strategies for vocational school students. The findings revealed that vocational school students lacked soft skills since soft skills were not integrated during teaching and learning. This study proposed career-oriented learning, which integrates hard and soft skills to better prepare students to compete in the job market.

Meanwhile, Firmansyah et al. (2021) looked at e-learning methods for vocational school students. This study found many benefits of e-learning for both students and teachers. E-learning provides flexible space and time. This study highlighted some challenges, such as technical difficulties and low-end gadgets.

Next, Mutohhari et al. (2021) examined the difficulties in implementing 21<sup>st</sup>-century skills competence in vocational education from the perspectives of teachers and students. Using a quantitative approach and the survey method, this study looked into the most difficult competencies, such as creativity, critical thinking, problem-solving, communication, collaboration, and digital literacy skills.

Moreover, Prasetio and Priyana (2021) explored the English language learning experience of tourism vocational high school students during the COVID-19 pandemic via online platforms. Their perceptions toward online learning were mainly positive. They generally used asynchronous online platforms like school learning management systems to access materials. They also utilized Google Classroom for learning and WhatsApp for further communication with their teachers and friends.

In addition, Puja et al. (2021) analyzed the application of the humanistic approach in designing the edu-recreation concept at a tourism higher learning institution. This study found that the institution has examined the value of the humanistic approach by focusing on the development of the students' self-potential through hands-on learning experience. It was done by providing them with edu-recreation facilities such as indoor and outdoor learning spaces equipped with high-technology learning media. The institution also promoted various extracurricular activities that facilitated the students' interests and talents.

Finally, Rido et al. (2024) discussed technological applications used and challenges faced by tourism vocational schoolteachers and students in their online classrooms. This study found that various synchronous and asynchronous technological applications like Google Meet, Zoom, Microsoft Team, Cisco WebEx, Discord, Skype, WhatsApp, YouTube, Google Classroom, Google Form, Telegram, Moodle, Screencast-O-Matic, Facebook,

Instagram, Quizzes, Kahoot, and Twitter were used by both teachers and students to support learning. They faced challenges such as unstable internet connection, lack of technological literacy, incompatible gadgets, limited participation, work overload, demotivation and lack of focus on learning.

The previous studies have provided valuable insights into the current situation in the vocational context, particularly the lack of soft skills, the use of technological applications, the implementation of the humanistic approach, and the challenges that come with using them. However, the existing studies were not able to capture the rich and nuanced experiences of teachers and students in their classrooms. In addition, extensive studies that look at humanistic learning by integrating it with technology in tourism vocational schools are still in their infancy.

This research is conducted in response to the above-mentioned issues. An *in situ* approach needs to be conducted to understand the reality in the tourism vocational schools in Indonesia, especially how the technological approach incorporated humanistic learning in Indonesian tourism vocational high schools from the perspectives of teachers and students. This research is necessary to help facilitate tourism vocational high school student's future careers and competitiveness in the global tourism job market.

Therefore, this research was guided by the following research questions:

1. What is the reality of humanistic learning in Indonesian tourism vocational high schools?
2. How is the technological approach incorporated into humanistic learning in Indonesian tourism vocational high schools?

### **Humanistic Learning**

Humanistic learning is an educational philosophy that places emphasis on the individual's personal growth, self-discovery, and fulfillment of their potential. It focuses on the holistic development of students by considering their emotional, social, and cognitive aspects (Carden et al., 2022; DeRobertis & Bland, 2021; Gottfredson & Reina, 2021; Jonassen & Grabowski, 1993; Kuswoyo et al., 2021; Liu et al., 2021; Mak et al., 2017; McCombs & Whisler, 1997; Morris, 2020; Puspitarini et al., 2023; Scholtz, 2024).

Humanistic learning emphasizes the learner's active involvement in the learning process. It encourages students to take responsibility for their own learning and engage in self-directed activities. DeRobertis and Bland (2021) and Scholtz (2024) suggest implementing this approach as it allows students to develop their critical thinking, problem-solving skills, and decision-making abilities, which are very important for vocational school graduates to compete in the job market.

In addition, humanistic learning encourages hands-on, experiential learning opportunities. Students can engage in various activities to gain real-world experience. Mak et al. (2017) and Morris (2020) argue that this approach enables students to apply their knowledge and

skills in authentic settings, enhancing their understanding and developing their professional competencies, which prepare them for their future careers.

Next, humanistic learning recognizes each student's unique needs and abilities. Teachers can employ individualized instruction methods, such as personalized projects, to cater to students' diverse learning styles and interests. According to McCombs & Whisler (1997) and Kuswoyo et al. (2021), this student-centered approach promotes students' motivation, engagement, and a sense of ownership over their learning process, leading to better outcomes.

Moreover, humanistic learning emphasizes developing interpersonal skills like communication, teamwork, and empathy. Jonassen and Grabowski (1993) believe that students need to work collaboratively with their peers. The humanistic learning approach fosters students' interpersonal skills by incorporating group activities, role-playing exercises, and reflective discussions (Puspitarini et al., 2023).

Finally, humanistic learning places significant emphasis on personal growth, self-awareness, and self-esteem. Students face various challenges, including dealing with difficult tasks and managing stressful situations (Liu et al., 2021). The humanistic approach promotes students' resilience, emotional intelligence, and self-confidence, enabling them to navigate these challenges effectively (Carden et al., 2022; Gottfredson & Reina, 2021).

## **Technological Approach to Learning**

A technological approach to learning refers to integrating and utilizing various technologies to enhance teaching and learning processes. Such an approach can play a significant role in preparing students for careers by providing them with relevant technical skills and knowledge (Alexakis & Jiang, 2019; Antonietti et al., 2022; Firmansyah et al., 2021; Jiang et al., 2019; Mutohhari et al., 2021; Rido et al., 2024).

The technological approach involves using digital resources and tools to support learning. These can include interactive multimedia presentations and online research databases (Mutohhari et al., 2021; Rido et al., 2024). These resources provide students with access to up-to-date information, enhance their understanding of particular concepts, and facilitate hands-on learning experiences.

The technological approach also enables students to develop their technical skills. Here, students can learn various systems, practice different techniques, and develop proficiency in using software (Alexakis & Jiang, 2019). This approach equips students with the practical skills required in various sectors.

Next, a technological approach often involves a blended learning environment that combines traditional face-to-face instruction with online learning components (Firmansyah et al., 2021; Rido et al., 2024). This environment can combine classroom-based instruction with online modules. It provides flexibility, promotes self-paced learning, and allows students to access

learning materials and resources anytime and anywhere.

Finally, technology facilitates collaboration and communication among students and teachers (Antonietti et al., 2022; Jiang et al., 2019; Rido et al., 2024). Students can participate in online forums and engage in virtual team projects through video conferences or online mentoring programs. This approach enhances students' networking skills and fosters a sense of community.

## METHODS

This research explores the reality of humanistic learning and technological approaches in tourism vocational high schools in Indonesia. A qualitative method was used to investigate individual or group behavior in school and classroom settings (Creswell, 2014).

### Participants

This research was approved by the Ethic Commission of Social and Humanities, the National Research and Innovation Agency Republic of Indonesia (No. 80/KE.01/SK/04/2023). The participants of

this research consisted of teachers and students of SMK A Yogyakarta and SMK B Bali. Before all participants gave their permission to be part of this research, they were first given pertinent information to make an informed consent to participate, including the purpose of the study, the identity of the researchers, participants' right in the process, participants' name used in this study, and benefit from participating in the study. They used pseudonyms and were selected based on some criteria.

Table 1 presents the criteria for schools, teachers, and students. The schools were selected as they were awarded as tourism vocational high schools centers of excellence by the Ministry of Education & Culture, Research & Technology Republic of Indonesia in 2022. In other words, they are amongst Indonesia's top tourism vocational high schools. The Yogyakarta and Bali Provincial Education Offices and the Ministry of Tourism also recommended the schools as they have succeeded in building their students' soft skills and hard skills by combining face-to-face classes and technology. The schools also voluntarily participate in this research. Meanwhile, the teachers and students who participated

Table 1  
*Criteria for research participants*

Criteria for Schools	Criteria for Teachers and Students
<input type="checkbox"/> Had tourism vocational school center of excellence status	<input type="checkbox"/> Were from the hotel and culinary departments
<input type="checkbox"/> Recommended by the Provincial Office of Education and Ministry of Tourism because of their achievements	<input type="checkbox"/> Recommended by the school principals
<input type="checkbox"/> Implemented teaching and learning using technology	<input type="checkbox"/> Participated voluntarily
<input type="checkbox"/> Voluntarily participating in this research	

Source: Authors' work



in this research were from the hotel and culinary departments. In addition, they had to be recommended by the school principals and should have participated voluntarily.

In total, 10 teachers and 133 students from hotel and culinary departments took part in this research. In SMK A Yogyakarta, 5 teachers and 68 students agreed to participate. Meanwhile, in SMK B Bali, 5 teachers and 65 students were involved.

**Data Collection**

The data in this research were collected through observations and interviews. Figure 1 presents a procedure for data collection in two tourism vocational schools in Yogyakarta and Bali, which involved teachers and students. Observations 1 and 2, as well as interview 1, took place in SMK A Yogyakarta. Meanwhile, observations 2 and 3 and interview 2 were done in SMK B Bali.

First, observations were done to examine the reality that occurred in the classroom—how humanistic learning was carried out in

both tourism vocational high schools. The observation was employed as this study needed direct information to understand ongoing classroom behavior, processes, and unfolding situations. Specifically, observation was used because first, it allowed the researchers to get first-hand data about humanistic learning used in the hotel and culinary classrooms, and second, the researchers could obtain information about their classroom activities, which they were unwilling to mention during the interviews. A set of observation guides was used to look into classroom experience. The researchers acted as non-participant observers, sat at the back of the classrooms, and recorded whether specific strategies and classroom practices involving humanistic learning were present or absent during observation periods.

In SMK A Yogyakarta, the first observation was conducted in culinary class, which took place in the Kitchen Laboratory. The topic was ‘Grocery Shopping List Analysis’ (Observation 1). The second

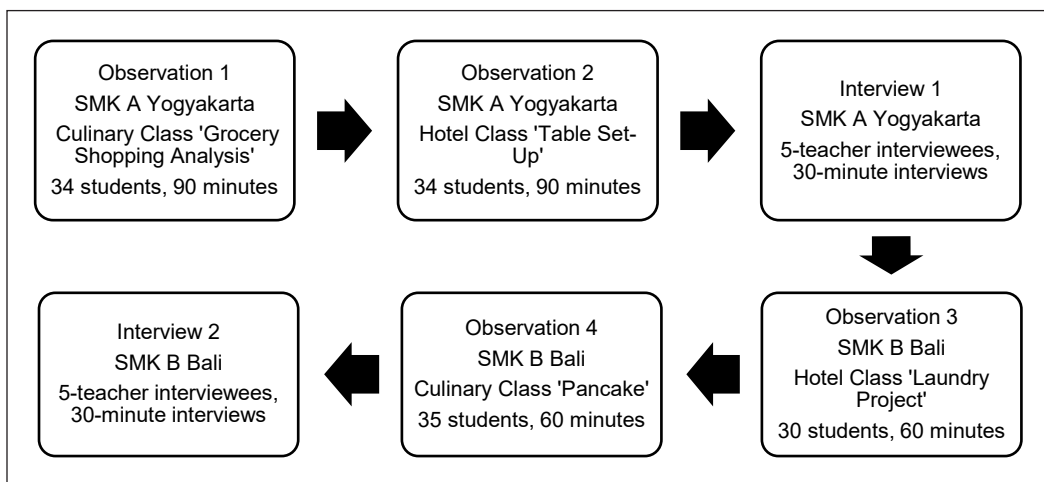


Figure 1. Data collection procedures  
Source: Braun and Clarke (2006)

observation was conducted in hotel class, which took place in the Hotel Laboratory. The topic was ‘Table Set-up’ (Observation 2). Thirty-four students attended both classes and ran for approximately 90 minutes.

In SMK B Bali, the observation was first conducted in a hotel class in the Laundry Laboratory, with the topic ‘Laundry Project’ (Observation 3). The class had 30 students and was over after 60 minutes. The second observation was done in a culinary class in the Kitchen Laboratory, with the topic ‘Pancake’ (Observation 4). The class consisted of 35 students and was completed within 60 minutes.

After a period of observations, semi-structured interviews with teachers were conducted. Semi-structured interviews leave space for the researchers to add any further questions that may arise during the actual interviews with the participants. In this research, the interviews mainly involved asking structured questions on how the technological approach was incorporated with humanistic learning in their classrooms. Then, open-ended questions were probed to obtain in-depth information.

Ten teachers were personally invited to attend an interview session, which was arranged voluntarily. In SMK A Yogyakarta, the interview with teachers (Teacher 1, Teacher 2, Teacher 3, Teacher 4, and Teacher 5) was conducted individually using Bahasa Indonesia, and it took place in the principal’s room. Each session lasted between 20 and 30 minutes. Meanwhile, in SMK B Bali, the interviews with teachers (Interview Teacher 6, Teacher 7, Teacher

8, Teacher 9, and Teacher 10) took place in the teachers’ meeting room. Each session was conducted in pairs and groups using Bahasa Indonesia and ran for approximately 30 minutes. Data from interviews were carefully transcribed manually in Microsoft Office. Peer debriefing was employed to ensure data validity after the transcription was done, and the teachers were asked to verify the results to establish strong data credibility.

### Data Analysis

Using Braun and Clarke’s (2006) six-phase framework for thematic analysis, the procedure included familiarizing yourself with the data, generating initial codes, searching for themes, reviewing themes, defining themes, and writing up (Figure 2).

Once the patterns and themes were identified, the results of observations and

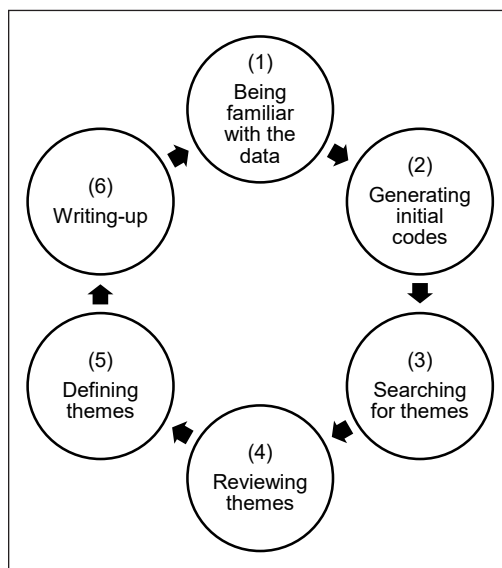


Figure 2. Data analysis procedure  
Source: Authors’ work



interviewees' responses were triangulated and subjected to thematic analysis. It allowed the authors to comb through the data accordingly.

## RESULTS AND DISCUSSION

The research arrived at two key findings showing humanistic learning and the technological approach teachers and students use at Indonesian tourism vocational high schools. The findings from the humanistic learning analysis will be presented first, followed by the results from the analysis of the technological approach. These humanistic learning and technological approaches manifest various strategies and classroom practices in the dimensions of teacher-student interaction in hotel and culinary classrooms of tourism vocational schools.

### What is the Reality of Humanistic Learning in Indonesian Tourism Vocational High Schools?

This research shows that the teachers implemented humanistic learning in Indonesian vocational high schools. Table

2 presents humanistic learning through five strategies—emphasizing student's active involvement in the learning process, encouraging hands-on and experiential learning, recognizing each student's unique needs and abilities, accommodating the development of interpersonal skills, and placing significant emphasis on personal growth. The strategies used in hotel and culinary classrooms were found to be manifested by allowing the students to speak their minds, performing a demonstration in the class, giving individualized instruction, promoting group discussion, and providing feedback as well as warning and compliments.

#### *Emphasizing Student's Active Involvement in the Learning Process*

The findings from observations indicate that the teachers emphasized the students' active involvement in the learning process. The teachers primarily allowed students to express their opinions and ask questions, as seen in the following extracts 1-3.

Table 2

*Summary of humanistic learning in Indonesian tourism vocational high schools*

Humanistic Learning	
Strategies	Classroom Practices
1. Emphasizing student's active involvement in the learning process	1. Allowing students to express opinions and ask questions
2. Encouraging hands-on and experiential learning	2. Offering demonstration activities to the students
3. Recognizing the unique needs and abilities of each student	3. Giving individualized instruction to each student
4. Accommodating the development of interpersonal skills	4. Facilitating teamwork and group activities
5. Placing significant emphasis on personal growth	5. Providing constructive feedback, warning, and compliments to students

*Source:* Authors' work

**Extract 1.** A student asked about some concepts, and the teacher checked with other students who could help. A student helped explain the concept. The teacher also encouraged more students to ask questions to a group of students who were presenting while offering additional points. Students also initiated asking questions as they wanted to confirm what they understood about some problems they faced. After that, the teacher explained it comprehensively (Observation 1).

**Extract 2.** The teacher asked about several cases with students, which was meant to see if restaurant conditions were not as expected. Some students gave their answers, and the teacher added a number of alternatives to how to encounter such situations, especially in setting up tables in hotels and restaurants. A group of students were discussing the best way to set up a table by considering the position of the entrance door and window. Then, they approached the teacher, seeking her opinion. The teacher also walked around and asked what they were doing. The students explained it (Observation 2).

**Extract 3.** In this meeting, students had to cook pancakes on their own in the kitchen lab. They prepared the ingredients and started cooking. The teacher allowed them to discuss with their friends and asked when they had problems. After completing their pancakes, all the students gave a short presentation. The teacher posed some questions, and the students gave their answers (Observation 4).

One characteristic of humanistic learning is active and student-centered learning. Here, students engage in real-time discussions, ask questions, and receive immediate teacher feedback. Nunan (1999) and Richards (2006) often emphasize the importance of engaging students actively in the learning process. It creates a supportive and student-centered environment where students can actively engage in learning, explore their interests, and develop a sense of purpose and meaning in their education.

Engaging students in active learning experiences enhances their understanding and retention of subject matter, leading to improved academic performance (Freeman et al., 2014). This fosters active participation and enhances understanding of tourism-related concepts and skills (Sitzmann et al., 2010). It is particularly important in vocational high schools where students need to acquire practical skills and knowledge (Kuh et al., 2007). More importantly, engaged learning promotes the development of critical thinking and problem-solving skills, which are essential in addressing the challenges and complexities of the tourism sector (National Research Council, 2012). The findings are relevant to DeRobertis and Bland (2021) and Scholtz (2024). To some extent, this result is also similar to Bunyamin et al. (2022) and Mutohhari et al. (2021).

### ***Encouraging Hands-on and Experiential Learning***

This research also reveals that the most common humanistic learning practice during the learning process was encouraging hands-

on and experiential learning opportunities. Teachers did this through demonstration activities. It can be found in the following extracts 4–6.

**Extract 4.** The teacher began the class by demonstrating how to fold tablecloths slowly and carefully. All students paid close attention. The teacher continued interacting with students by asking questions as the latter responded to confirmation checks. The teacher demonstrated using all the available tools. She also gave examples of how to fold the lapels and emphasized that the fold lines must be the same, followed by a demonstration of installing tablecloths and arranging accessories on the table. After that, the students practiced preparing a table, starting from setting up a tablecloth, folding dinner towels, preparing cutlery, and arranging flowers (Observation 2).

**Extract 5.** Students who had been divided into three groups did practical work according to their respective duties of washing, drying, and ironing clothes. Students practiced washing clothes using a household-size washing machine, but when drying the clothes, they used a large-size dryer commonly used in the hospitality industry. There were a number of different ironing machines, but in this context, regular household irons were used. Another group of students seemed busy packing clothes that had been ironed and arranged on the clothes rack (Observation 3).

**Extract 6.** Individual students were asked to practice making pancakes. Students began

by preparing the basic ingredients, such as flour, yeast, and butter and then used a mixer to mix all the ingredients (Observation 4).

A task-based approach through hands-on and experiential learning, like demonstration, is a common teaching scenario used by the teachers in the investigated tourism vocational high schools. Here, the teachers advocate for activities and tasks that require students to apply their knowledge and skills to real-world situations relevant to their vocational training (Chen & Schmidke, 2017; Mak et al., 2017; Morris, 2020).

In the same vein, Richards and Rodgers (2014) argue that this approach is effective as it encourages students to complete meaningful tasks relevant to their vocational goals. The activities also simulate real-world scenarios in the tourism industry, which helps students see the practical applications of their learning and makes them better prepared for their careers (Kolb, 2014). This result is also in line with Puja et al. (2021) and Rido et al. (2024).

### ***Recognizing the Unique Needs and Abilities of Each Student***

The next humanistic learning found during the observations was recognizing each student's unique needs and abilities. The teachers mostly did this through individualized instruction methods. It can be found in extracts 7–10.

**Extract 7.** The teacher asked students to work on examples of kitchen shopping lists drawn and reviewed individually by the teacher on the blackboard. They were also

asked to analyze the questions/cases given in the group. The teacher then asked a number of individual students by calling their names and asking about what they had done. Each student gave an answer based on their experience and knowledge (Observation 1).

**Extract 8.** The teacher asked students to fold tablecloths and arrange flowers using their creativity (Observation 2).

**Extract 9.** Students were asked to watch relevant videos and access learning materials about a hotel laundry procedure. The materials were provided via Google Drive, and students gave their opinions about them in return (Observation 3).

**Extract 10.** After finishing the process of making pancakes, students were asked to be creative about their presentation and show their uniqueness. Students began to put the pancakes on a plate and decorate them with the fruits provided, such as strawberries and grapes, chocolate, milo powder, strawberry and chocolate jam, and cream (Observation 4).

Giving individualized instructions was also observed in the classrooms. Chen and Schmidke (2017) and Nunan (1999) highlight the importance of tailoring instructions to meet individual student needs and interests. It allows students to progress based on their readiness and understanding (Bloom, 1984). Each contribution from each student acts as input, which can enhance learning (Hattie, 2012).

A study by Gijbels et al. (2005) claims that individualized instruction in vocational

education improves students' motivation to learn and allows them to take ownership of their learning. It is supported by Reeve and Tseng (2011), who believe that when students have choices and autonomy in their learning, they are more likely to take ownership of their education. This result is also relevant to McCombs and Whisler (1997) and Kuswoyo et al. (2021)

### ***Accommodating the Development of Interpersonal Skills***

The results further identify the implementation of humanistic learning, as the teachers accommodated the students' development of interpersonal skills through teamwork and group activities. Extracts 11–13 show how the teachers and students were involved in such collaborative activities in the classrooms.

**Extract 11.** The teacher said students had to work together (three or four) and be responsible for what they did (shared responsibility by dividing the work), reminding each other. Students sat in groups. After that, during presentations, especially the question-answer session, the teacher gave the presenters the opportunity to think, write down the questions on a piece of paper, and discuss them with the group members before answering the questions (Observation 1).

**Extract 12.** The teacher started a group discussion and asked whether they wanted to form their group or be chosen by the teacher. Students answered the teacher

who chose the group for them. Students were divided into two big groups. The first major group consisted of half the class and practiced in two different rooms with different activities. The teacher then formed smaller groups of three and four students based on the order of names in the attendance list. After that, they practiced preparing a table (Observation 2).

**Extract 13.** At the beginning of the session, the teacher divided the students into three groups, each consisting of five to six students, to check dirty clothes, wash and dry clothes, and iron. They were given tasks and worked together to complete them (Observation 3).

Group activities and discussions are identified during classroom observations. Engaging students in group discussions helps them hone their communication skills, which are vital for success in the industry (Stewart et al., 2007). Classroom discussions also provide opportunities for students to learn from each other and develop interpersonal skills (Rido et al., 2016, 2015; Hattie, 2012; Dweck, 2006).

It is also relevant to Jonassen and Grabowski (1993), Puspitarini et al. (2023), and Vygotsky (1978), who underscore the role of social interaction in the development of students' language and interpersonal skills, focusing on collaborative learning environments that facilitate this development. Mutohhari et al. (2021) also support this result, emphasizing the importance of collaboration as part of 21<sup>st</sup>-century skills.

### ***Placing Significant Emphasis on Personal Growth***

Next, this research identifies one more humanistic learning practice—placing significant emphasis on personal growth—in the teaching and learning process. The teachers implemented this by giving the students constructive feedback, warnings, and compliments. In the following extracts, 14–17, the teachers gave constructive feedback on the students' work, and the students listened carefully.

**Extract 14.** The teacher reviewed the students' work regarding the complete course, especially the main course. Then, she explained the main course and dessert. The teacher emphasized the ingredients so that the main course and dessert did not use the same ingredients. The teacher also emphasized the importance of the cost of the ingredients so that the students would not make mistakes (Observation 1)

**Extract 15.** The teacher asked students to check what was missing from the table. The teacher corrected the mistakes made by students during the table set-up practicum. The teacher also carried out the overall evaluation, carefully checking and evaluating the details of the student's work on the table (Observation 2).

**Extract 16.** Students were asked to explain the functions of all the tools carefully, including clothing materials, and they tried to do so. However, the teacher was dissatisfied, so she added more information,

especially regarding the technical machines used, such as an iron set and a steam iron unit, a clothes press, a washing machine and a large-size drying machine, including a number of clothing materials. After everything was made clear, the students started working (Observation 3).

**Extract 17.** During the practical process of making pancakes, the teacher supervised and checked the tables, and students worked one by one and provided input. At the end of the session, the teacher evaluated. She said the students' biggest homework was creating texture by mixing the basic ingredients, especially yeast and flour, so the dough was not soft (Observation 4).

During class, the teachers also warned the students about their appearance and behavior in the classroom. This can be seen in extracts 18–19 below.

**Extract 18.** The teacher reminded students to raise their voices so that other students could hear more during presentations and while asking questions. The teacher also asked other students to listen and appreciate their friends presenting in front of the class. At the end of the presentation, a number of students chatted, and then the teacher warned them to pay attention (Observation 1).

**Extract 19.** The teacher commented on the hair of one of the male students, who needed to be tidied up. The teacher also warned students not to drop the expensive dining utensils because dropping them from the tables meant poor service (Observation 2).

On the other hand, the teachers also expressed appreciation for their students as they gave acceptable responses and work. Please refer to the following extracts 20–23.

**Extract 20.** The teacher gave her nod of approval to the answer of the student who helped answer another classmate's question regarding some cooking concepts. (Observation 1)

**Extract 21.** The teacher thanked a student who asked questions during the table set-up practicum. She also praised the students' work by saying 'I like it' and 'that's correct' when they answered her questions (Observation 2).

**Extract 22.** At the end of the session, the teacher thanked the students for coming to the class, hoping to see them the following week (Observation 3).

**Extract 23.** The teacher announced the students with the best grades and asked everyone to give a round of applause (Observation 4).

This study finds that the teachers gave constructive feedback, warnings, and compliments to their respective students in the class. In general, constructive feedback encourages self-reflection, allowing students to assess their performance and adjust and enhance their skills (Rido et al., 2023; Sadler, 1989). In the vocational tourism school context, constructive feedback provides students with specific information about their performance, helping them



identify areas for improvement in tourism-related skills and competencies (Hattie & Timperley, 2007).

Meanwhile, warnings help students become aware of potential risks associated with providing services in the tourism industry, promoting safety-conscious behavior (Geller, 2001). Warnings about ethical and professional standards in the tourism sector can instill a sense of responsibility and integrity in students (Freeman et al., 2014). Warnings about challenges and difficulties students may encounter in their careers can prepare them to face such situations with resilience and adaptability (Brown, 2017).

On the other hand, compliments acknowledge students' achievements and strengths, boosting their self-confidence and self-esteem (Brummelman et al., 2015). Compliments that focus on effort and improvement can enhance students' intrinsic motivation to excel (Dweck, 2006). A positive learning environment created through compliments fosters a

sense of belonging and encourages active engagement (Noddings, 2016). To some extent, this is relevant to Carden et al. (2022), Gottfredson and Reina (2021), and Puja et al. (2021).

### **How is the Technological Approach Incorporated in Humanistic Learning in Indonesian Tourism Vocational High Schools?**

The interview findings indicate that the teachers incorporated a technological approach in tourism vocational high schools. Table 3 shows the technological approach through three strategies: using digital resources and tools to support learning, promoting a blended learning environment, and facilitating collaboration and communication. The strategies used in hotel and culinary classrooms were demonstrated by utilizing online databases via various sources, integrating traditional face-to-face and online learning, and using various technological applications for further collaboration and communication with the students.

Table 3

*Summary of technological approach in Indonesian tourism vocational high schools*

<b>Technological Approach</b>	
<b>Strategies</b>	<b>Classroom Practices</b>
1. Involving the use of digital resources and tools to support learning	1. Using online databases such as Moodle-based online learning platform, Google Classroom, website, and YouTube to support learning
2. Promoting a blended learning environment	2. Combining traditional face-to-face instruction with online learning and using synchronous and asynchronous platforms like Zoom, Google Meet, Google Form, WhatsApp, Google Classrooms, Kahoot, and Quizzes
3. Facilitating collaboration and communication using technology	3. Employing technological applications such as WhatsApp, Edmodo, Facebook, Google Meet, and Google Classroom for further collaboration and communication with the students

*Source:* Authors' work

### ***Involving the Use of Digital Resources and Tools to Support Learning***

This research finds that teachers and students used digital sources to support learning. Moodle-based online learning platform, Google Classroom, website, and YouTube facilitated interactions between student and teacher and student with learning materials. The teachers shared PowerPoint slides for their reading and relevant learning videos, which could be downloaded and stored in the student's database. Here, the students reported their assignments as well. It can be seen in extracts 24–33 below.

#### ***Extract 24.***

*“I used YouTube and shared the link to my students so students can learn from the videos. School also provided a Moodle-based online learning platform mostly for accessing materials” (Teacher 1).*

#### ***Extract 25.***

*“We also used Google Classroom, especially for sharing materials. School provided a Moodle-based platform for learning” (Teacher 2).*

#### ***Extract 26.***

*“I created and shared a video of learning practice to students. School provided a website; we uploaded materials and modules” (Teacher 3).*

#### ***Extract 27.***

*“I created content for learning using my own handphone and uploaded*

*it on YouTube even though it took time. Students and everyone could watch the videos. Seven of my videos were recognized by the Ministry of Education and uploaded in the Ministry's online learning platform. For cooking class, I sent them videos of foods and beverages from social media and asked them to create a menu based on the video and they had to video-record it, then sent via Google Classroom” (Teacher 4).*

#### ***Extract 28.***

*“I used Google Suites. I put barcodes in some corners of the school so that the students can do their tasks like playing games using their own handphones. I also used Google Classroom and Yogya Belajar (a learning management system), so students can access materials there” (Teacher 5).*

#### ***Extract 29.***

*“We used Google Drive and Google Classrooms to access materials and to submit assignments. We also used simulation software for learning” (Teacher 6).*

#### ***Extract 30.***

*“Students accessed everything in Google Classrooms” (Teacher 7).*

#### ***Extract 31.***

*“We created some videos and uploaded them to YouTube. YouTube*

*helped students to better understand the materials” (Teacher 8).*

**Extract 32.**

*“Especially for storing all materials, we mostly used Google Classroom” (Teacher 9).*

**Extract 33.**

*“I shared all the materials through Google Classroom” (Teacher 10).*

Digital resources provide comprehensive and up-to-date materials (Pimmer et al., 2016; Sharples et al., 2014). These sources are normally established and provided by the Ministry of Education and schools based on the needs of the students (Rido et al., 2022), which help enhance the students’ understanding of tourism-related concepts and skills (Sitzmann et al., 2010). These sources also allow the students to access learning materials and resources at any time, balancing their academic commitments with practical training or work experiences (Anderson, 2016; Means & Neisler, 2020). This flexibility is particularly advantageous for vocational high school students who may have varied schedules. It also helps them to study at their own pace and seek additional support when needed, providing opportunities for individualized instruction and personalized learning experiences (Garrison et al., 2000).

However, there are several drawbacks to using these digital sources (Rido et al., 2022). First, students become passive recipients of knowledge since they do not get

direct feedback from their teachers. Second, both teachers and students experience unstable Internet connection, affecting communication. To some extent, these results are in line with results from the studies of Mutohhari et al. (2021), Prasetyo and Priyana (2021), and Rido et al. (2024).

***Promoting a Blended Learning Environment***

The results also show that teachers implemented a blended learning environment, combining traditional face-to-face instruction with online learning components. They used both synchronous and asynchronous platforms like Zoom, Google Meet, Google Form, WhatsApp, Google Classrooms, Kahoot, and Quizzes. Please refer to the following extracts 34–41.

**Extract 34.**

*“During practice class, for example in baking class, students had to feel the texture of the dough, so we did hybrid. Half of the class came to the school while the rest of the students attended the class via google meet. In some meetings we did it asynchronously, for exams I used google forms, for assignments I used Google Classrooms” (Teacher 1).*

**Extract 35.**

*“For my class, introducing the front office concept to the students was not an issue, but developing the value and manner of the front*

*office while welcoming guests was difficult, looking at their body and hand gestures. So far, I have used Google Meet. For assignments, I used Google Form” (Teacher 3).*

**Extract 36.**

*“I used synchronous technological applications to explain the materials and instructions. After that, they posted it on an asynchronous online platform” (Teacher 5).*

**Extract 37.**

*“We blended both synchronous and asynchronous platforms, combining Zoom and Google Classroom as well as YouTube and social media like Instagram for teaching and learning. We used Quizzes for examinations. For front office practice, I liked doing it on-site” (Teacher 6).*

**Extract 38.**

*“I normally used Zoom or Google Meet for materials delivery. For hotel subjects, students submitted pictures for example about receptionists and submitted their assignments via Google Classroom” (Teacher 7).*

**Extract 39.**

*“We used Zoom, Google Meet, and Google Classroom. We also used YouTube and WhatsApp. Google*

*Classroom was for assignment submissions (Teacher 8).*

**Extract 40.**

*“I preferred face-to-face interactions, but I also frequently used Google Meet during emergency situations” (Teacher 9).*

**Extract 41.**

*“I taught culinary subjects, and I felt that the kitchen is the best place to practice cooking. I also made use of technology for examinations like Kahoot and Quizzes” (Teacher 10).*

Blended learning was also implemented through synchronous and asynchronous online learning platforms. Tourism vocational schools often involve practical skills and real-world experiences. In-person classes provide the opportunity for hands-on training, such as food preparation in culinary classes or role-playing in hospitality scenarios (Kabii et al., 2018). Face-to-face classrooms allow for interactive discussions, group activities, and immediate feedback from teachers (Jiang et al., 2021). It fosters a dynamic learning environment that can enhance students’ understanding of the materials (Rido et al., 2022). Beyond academic knowledge, vocational programs often aim to develop soft skills like communication, teamwork, and problem-solving. In-person classes offer a structured environment to practice and refine these skills (Brown, 2017; Nurvitasari et al., 2023).

Meanwhile, incorporating technology in the blended learning environment can increase student engagement. Synchronous online learning applications like Zoom and Google Meet enable students to collaborate with their peers, work on group projects and do problem-solving activities from home (Ziegler, 2016). It promotes teamwork skills, which are crucial in tourism (Dziuban et al., 2018; Kerr et al., 2006). They can also participate in virtual simulations and role-playing exercises in different scenarios, which allow them to apply their knowledge and skills in realistic contexts (Reeve & Tseng, 2011; Rido et al., 2022).

However, there are some challenges in promoting a blended learning environment, especially from the teacher's side (Rido et al., 2022). Teachers spend a lot of time preparing for lessons and need to train themselves using technology. They also experience difficulty checking the originality of students' assignments and examination answers. It becomes more challenging in many cases as they have to do it from their respective homes. These findings are supported by Firmansyah et al. (2021), Prasetio and Priyana (2021), and Rido et al. (2024).

### ***Facilitating Collaboration and Communication Using Technology***

This research finds that teachers employed technology to collaborate and communicate with their students. They used WhatsApp, Edmodo, Facebook, Google Meet, and Google Classroom. Extracts 42–50 below show this.

#### ***Extract 42.***

*“I frequently used WhatsApp for further communication with students” (Teacher 1).*

#### ***Extract 43.***

*“I also used Edmodo for discussions. I also used social media like WhatsApp, Instagram, Facebook to support learning” (Teacher 2).*

#### ***Extract 44.***

*“If students had problems, they asked me via WhatsApp” (Teacher 3).*

#### ***Extract 45.***

*“I used WhatsApp for communication outside of the class with my students” (Teacher 5).*

#### ***Extract 46.***

*“We used WhatsApp for sharing information with students while students often asked questions through WhatsApp. During the internship we also used Google Meet” (Teacher 6).*

#### ***Extract 47.***

*“WhatsApp was used for consultations” (Teacher 7).*

#### ***Extract 48.***

*“We used WhatsApp to give further instruction and assignment” (Teacher 8).*

**Extract 49.**

*“WhatsApp was used mostly for discussion” (Teacher 9).*

**Extract 50.**

*“After the class, I liked posting open questions via Google Classroom about the previous learning materials and students gave their responses there” (Teacher 10).*

A number of technological applications were used to facilitate further collaboration and communication outside of the classrooms. Applications like WhatsApp principally help enable instant messaging and real-time communication between teachers and students and among students, ensuring that information is readily accessible (Garrison et al., 2000; Picciano et al., 2021). Next, platforms like Google Meet facilitate virtual meetings and discussions (Dziuban et al., 2018), while Google Classroom and Edmodo streamline the assignment submission process, making it easier for students to submit their work and for teachers to provide timely feedback (Rido et al., 2022; So & Brush, 2008).

In addition, social media like Facebook can create online communities where students and teachers, students and students, and industry stakeholders can connect and network (Sutton & Basiel, 2014; Ulla & Perales, 2021). It promotes the development of networking skills and a sense of community among students (Antonietti et al., 2022; Jiang et al., 2019). This result is also supported by Mutohhari

et al. (2021), Prasetio and Priyana (2021), and Rido et al. (2024).

## CONCLUSION

To conclude, this research reveals that tourism vocational high schools in Indonesia implemented humanistic learning and technological approaches in the classrooms. For humanistic learning, the teachers used five strategies and classroom practices. They emphasized the student’s active involvement in the learning process by providing opportunities for students to express their opinion and ask questions. They also encouraged hands-on and experiential learning opportunities through demonstration activities. The teachers recognized the unique needs and abilities of each student, and it was done through individualized instruction methods. In addition, they accommodated the development of the students’ interpersonal skills through teamwork and group activities. Ultimately, they emphasized the personal growth of their students by giving constructive feedback, warnings, and compliments.

This research also explores technological approaches in Indonesian tourism vocational high schools. Here, the teachers used three strategies and classroom practices. They used digital sources and technological tools like Moodle, Google Classroom, the school website and YouTube. They also provided a blended learning environment where in-person interaction was incorporated with synchronous and asynchronous online learning by using Zoom, Google



Meet, Google Form, WhatsApp, Google Classrooms, Kahoot, and Quizzes. Technological applications like WhatsApp, Edmodo, Facebook, Google Meet, and Google Classroom were also used for further collaboration and communication outside classrooms. This implementation of the technological approach promoted engagement, self-centered learning, and collaboration.

There are some implications behind the implementation of humanistic learning and technological approaches in tourism vocational high schools. First, by implementing appropriate humanistic learning strategies, teachers can create a more engaging, student-centered, holistic learning environment that prepares students for their careers, personal growth and meaningful connections in tourism. Second, by incorporating technological approaches into humanistic learning, teachers can enhance hands-on learning, facilitate collaboration and communication, personalize and diversify learning, and bridge the gap between education and work. It is aligned with the evolving needs of industries like tourism, increasingly relying on technology for efficiency while valuing interpersonal competencies for guest satisfaction. This eventually supports students, making them better prepared for their careers.

The results of the study are useful in many ways. First, the findings of this research contribute to a pedagogical discourse in the vocational high school context on how to incorporate humanistic learning

and technological approaches that can be realized into several strategies and classroom practices. Second, relevant stakeholders can also use the findings of this research as a tool to improve hotel and culinary learning in the context of tourism vocational classrooms. Third, tourism practitioners working to prepare students for the tourism job market may consider humanistic learning and technological approaches to tourism training that give appropriate knowledge and relevant attributes and thus frame the use of technology in the critical and humanistic perspective instead of the technical orientations.

To this end, this research has yielded some interesting findings; however, there are two limitations. First, the data gained in this research only involved two case studies in tourism vocational high schools in Indonesia with limited volunteer participants. Thus, results cannot be generalized. Further research must involve a larger number of schools and participants to better understand the reality of humanistic learning and technological approaches, especially in the context of tourism vocational high schools. Second, this research investigated only two areas of the discipline of tourism vocational high school, and further studies should look at various disciplines and various vocational high school stream contexts.

## ACKNOWLEDGEMENT

The authors extend their highest appreciation to Universitas Teknokrat Indonesia, the National Research and Innovation Agency (BRIN) Republic

of Indonesia, and Mahidol University International College for supporting this research through the HiPuTS and Research Collaboration Program.

## REFERENCES

- Alexakis, G., & Jiang, L. (2019). Industry competencies and the optimal hospitality management curriculum: An empirical study. *Journal of Hospitality & Tourism Education, 31*(4), 210-220. <https://doi.org/10.1080/10963731.2019.1575748>
- Anderson, R. D. (2016). Tailoring instruction to student needs: A case study in tourism education. *Journal of Vocational Education, 21*(4), 312-326. <https://doi.org/10.21831/jpv.v11i2.39980>
- Antonietti, C., Cattaneo, A., & Amenduni, F. (2022). Can teachers' digital competence influence technology acceptance in vocational education? *Computers in Human Behavior, 132*, Article 107266. <https://doi.org/10.1016/j.chb.2022.107266>
- Bloom, B. S. (1984). The 2-sigma problem: The search for methods of group instruction as effective as one-to-one tutoring. *Educational Researcher, 13*(6), 4-16 <https://doi.org/10.3102/0013189X013006004>
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology, 3*(2), 77-101. <https://doi.org/10.1191/1478088706qp063oa>
- Brown, L. K. (2017). Networking and career development in tourism education: A case study of best practices. *Journal of Travel and Tourism Education, 30*(1), 45-58. <https://doi.org/10.1111/jjmr.12152>
- Brummelman, E., Nelemans, S. A., Thomaes, S., & Orobio de Castro, B. (2017). When parents' praise inflates, children's self-esteem deflates. *Child Development, 88*(6), 1799-1809. <https://doi.org/10.1111/cdev.12936>
- Bunyamin, B., Samsudi, S., & Rohman, S. (2022). Soft skills improvement strategy based on career and 21st century learning oriented. *Journal of Vocational and Career Education, 7*(1), 65-77. <https://doi.org/10.15294/jvce.v7i1.41103>
- Carden, J., Jones, R. J., & Passmore, J. (2022). Defining self-awareness in the context of adult development: A systematic literature review. *Journal of Management Education, 46*(1), 140-177. <https://doi.org/10.1177/1052562921990065>
- Chen, P., & Schmidtke, C. (2017). Humanistic elements in the educational practice at a United States sub-baccalaureate technical college. *International Journal for Research in Vocational Education and Training, 4*(2), 117-145. <https://doi.org/10.13152/IJRVT.4.2.2>
- Chung, E., Subramaniam, G., & Dass, L. C. (2020). Online learning readiness among university students in Malaysia amidst COVID-19. *Asian Journal of University Education, 16*(2), 45-58. <https://doi.org/10.24191/ajue.v16i2.10294>
- Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed method approaches*. *Asian Journal of University Education (AJUE), 16*(2), 45-58. <https://doi.org/10.24191/ajue.v16i2.10294>
- DeRobertis, E. M., & Bland, A. M. (2021). Humanistic and positive psychologies: The continuing narrative after two decades. *Journal of Humanistic Psychology, 1-33*. <https://doi.org/10.1177/00221678211008353>
- Di Grapello, E. (2013). Role of education and training sector in addressing skill mismatch in Indonesia. In D. Suryadharma & G. W. Jones (Eds.), *Education in Indonesia* (pp. 236-266). Institute of Southeast Asian Studies. <https://doi.org/10.1355/9789814459877-017>

- Dweck, C. (2006). *Mindset: The new psychology of success*. Ballantine Books. <https://advantage.com/wp-content/uploads/2023/02/Mindset-The-New-Psychology-of-Success-Dweck.pdf>
- Dziuban, C., Graham, C. R., Moskal, P. D., Norberg, A., & Sicilia, N. (2018). Blended learning: The new normal and emerging technologies. *International Journal of Educational Technology in Higher Education*, 15(1), Article 3. <https://doi.org/10.1186/s41239-017-0087-5>
- Erten, P. (2022). *Meslek Liselerinin 21. yy. Öğrenen ve Öğreten Becerileri Kapsamında Değerlendirilmesi* [Analyzing vocational high schools within the 21<sup>st</sup> century learner and teacher skills spectrum]. *Eğitim ve Bilim*, 47(209), 261-291. <http://doi.org/10.15390/EB.2022.10702>
- Firmansyah, A., Samsudin, A. F., Aqmal, R. Y., Sasmita, A. H., & Dwiyantri, V. (2021). E-learning methods impact in vocational education. *INVOTEC: Innovation of Vocational Technology Education*, 17(1), 14-21. <https://doi.org/10.17509/invotec.v17i1.32219>
- Freeman, S., Eddy, S. L., McDonough, M., Smith, M. K., Okoroafor, N., Jordt, H., & Wenderoth, M. P. (2014). Active learning increases student performance in science, engineering, and mathematics. *Proceedings of the National Academy of Sciences*, 111(23), 8410-8415. <https://doi.org/10.1073/pnas.1319030111>
- Garrison, D. R., Anderson, T., & Archer, W. (2000). Critical inquiry in a text-based environment: Computer conferencing in higher education. *The Internet and Higher Education*, 2(2-3), 87-105. [https://doi.org/10.1016/S1096-7516\(00\)00016-6](https://doi.org/10.1016/S1096-7516(00)00016-6)
- Gijbels, D., Dochy, F., Van den Bossche, P., & Segers, M. (2005). Effects of problem-based learning: A meta-analysis from the angle of assessment. *Review of Educational Research*, 75(1), 27-61. <https://doi.org/10.3102/00346543075001027>
- Geller, E. S. (2001). Behavior-based safety in industry: Realizing the large-scale potential of psychology to promote human welfare. *Applied & Preventive Psychology*, 10(2), 87-105. [https://doi.org/10.1017/S0962-1849\(02\)01002-8](https://doi.org/10.1017/S0962-1849(02)01002-8)
- Gottfredson, R. K., & Reina, C. S. (2021). Illuminating the foundational role that mindsets should play in leadership development. *Business Horizons*, 64(4), 439-451. <https://doi.org/10.1016/j.bushor.2021.02.009>
- Hattie, J. (2012). *Visible learning for teachers: Maximizing impact on learning*. Routledge. <https://doi.org/10.3102/003465430298487>
- Hattie J., & Timperle, H. (2007). The power of feedback. *Review of Educational Research*, 77(1), 81-112. <https://doi.org/10.3102/003465430298487>
- Huang, R., Tlili, A., Wang, H., Shi, Y., Bong, C. J., Yang, J., & Burgos, D. (2021). Emergence of the Online-Merge-Offline (OMO) learning wave in the post-COVID-19 era: A pilot study. *Sustainability*, 13(6), Article 3512. <https://doi.org/10.3390/su13063512>
- Jiang, Y., Chen, Y., Lu, J., & Wang, Y. (2021). The effect of the online and offline blended teaching mode on English as a foreign language learners' listening performance in a Chinese context. *Frontiers in Psychology*, 12, Article 742742. <https://doi.org/10.3389/fpsyg.2021.742742>
- Jonassen, D. H., & Grabowski, B. L. (1993). *Handbook of individual differences in learning and instruction*. Routledge. [https://www.routledge.com/Handbook-of-Individual-Differences-Learning-and-Instruction/Jonassen-Grabowski/p/book/9780805814132?srsId=AfmBOoopVrwyHqTlJQ03zLaHC451QjpEGC2fDp3wVLhQeSYY62SN\\_014](https://www.routledge.com/Handbook-of-Individual-Differences-Learning-and-Instruction/Jonassen-Grabowski/p/book/9780805814132?srsId=AfmBOoopVrwyHqTlJQ03zLaHC451QjpEGC2fDp3wVLhQeSYY62SN_014)
- Joyner, D. A., & Isabell, C. (2021). *The distributed classroom*. Massachusetts Institute of Technology. <https://doi.org/10.7551/mitpress/14095.001.0001>

- Kabii, F., Wamathai, A., M., J. K., & Jilo, N. (2019). Analysis of skill gap in tourism and hospitality industry in Kenya. *ASEAN Journal on Hospitality and Tourism*, 17(2), 95-105. <https://doi.org/10.5614/ajht.2019.17.2.3>
- Kadir, S., Nirwansyah, N., & Bachrul, B.A. (2016). *Technical and vocational education and training in Indonesia: Challenges and opportunities for the future*. National University of Singapore. <https://sea-vet.net/resources/375-technical-and-vocational-education-and-training-in-indonesia-challenges-and-opportunities-for-the-future>
- Kerr, M. S., Rynearson, K., & Kerr, M. C. (2006). Student characteristics for online learning success. *Internet and Higher Education*, 9(2), 91-105. <https://doi.org/10.1016/j.iheduc.2006.03.022>
- Kolb, D. A. (2015). *Experiential learning: Experience as the source of learning and development* (2nd ed.). Pearson. <https://www.pearson.com/en-us/subject-catalog/p/experiential-learning-experience-as-the-source-of-learning-and-development/P200000000384/9780133892505>
- Kuh, G. D., Kinzie, J., Buckley, J. A., Bridges, B. K., & Hayek, J. C. (2007). Piecing together the student success puzzle: Research, propositions, and recommendations. *ASHE higher education report*, 32(5), 1-182. <http://doi.org/10.1002/aehc.3205>
- Kuswoyo, H., Sujatna, E. T. S., Indrayani, L. M., Rido, A., & Macdonald, D. (2021). 'Let's take a look...': An investigation of directives as negotiating interpersonal meaning in engineering lectures. *Pertanika Journal of Social Sciences and Humanities*, 29(1), 47-69. <https://doi.org/10.47836/pjssh.29.1.03>
- Lemay, D. J., Bazalais, P., & Doleck, T. (2021). Transition to online learning during the COVID-19 pandemic. *Computers in Human Behavior Reports*, 4, Article 100130. <https://doi.org/10.1016/j.chbr.2021.100130>
- Liu, Z., Venkatesh, S., Murphy, S. E., & Riggio, R. E. (2021). Leader development across the lifespan: A dynamic experiences-grounded approach. *The Leadership Quarterly*, 32(5), 101382, 10.1016/j.leaqua.2020.101382
- Mak, B., Lau, C., & Wong, A. (2017). Effects of experiential learning on students: An ecotourism service-learning course. *Journal of Teaching in Travel & Tourism*, 17(2), 33-51. [https://doi.org/10.1300/J172v05n04\\_03](https://doi.org/10.1300/J172v05n04_03)
- McCombs, B. L., & Whisler, J. S. (1997). *The learner-centered classroom and school: Strategies for increasing student motivation and achievement*. Routledge. <https://eric.ed.gov/?id=ED423496>
- Means, B., & Neisler, J. (2020). Teaching and learning in the time of COVID: The student perspective. *Online Learning*, 25(1), 8-27. <https://doi.org/10.24059/olj.v25i1.2496>
- Ministry of Education and Culture, Research and Technology. (2020). *Pengelolaan pendidikan vokasi yang bermutu pada SMK bidang keahlian kepariwisataan* [Management of vocational education quality at tourism vocational high school]. [https://pskp.kemdikbud.go.id/assets\\_front/images/produk/1-gtk/buku/1629813853\\_P u s l i t j a k \\_ 1 5 \\_ P E N G E L O L A A N \\_ P E N D I D I K A N \\_ V O K A S I . p d f](https://pskp.kemdikbud.go.id/assets_front/images/produk/1-gtk/buku/1629813853_P u s l i t j a k _ 1 5 _ P E N G E L O L A A N _ P E N D I D I K A N _ V O K A S I . p d f)
- Morris, T. H. (2020). Experiential learning—a systematic review and revision of Kolb's model. *Interactive Learning Environments*, 28(8), 1064-1077. <https://doi.org/10.1080/10494820.2019.1570279>
- Mutohhari, F., Sutiman, S., Nurtanto, M., Kholifah, N., & Samsudin, A. (2021). Difficulties in implementing 21<sup>st</sup> century skills competence in vocational education learning. *International Journal of Evaluation and Research in Education*, 10(4), 1229-1236. <http://doi.org/10.11591/ijere.v10i4.22028>
- National Research Council. (2012). *Education for life and work: Developing transferable*

- knowledge and skills in the 21<sup>st</sup> century*. National Academies Press. <https://nap.nationalacademies.org/catalog/13398/education-for-life-and-work-developing-transferable-knowledge-and-skills>
- Noddings, N. (2016). *Philosophy of education* (4th ed.). Routledge. <https://doi.org/10.4324/9780429494864>
- Nunan, D. (1999). *Second language teaching and learning*. Heinle and Heinle Publishers. [https://books.google.co.id/books/about/Second\\_Language\\_Teaching\\_Learning.html?id=svPtAAAAMAAJ&redir\\_esc=y](https://books.google.co.id/books/about/Second_Language_Teaching_Learning.html?id=svPtAAAAMAAJ&redir_esc=y)
- Nurvitasari, F., Supraptono, Eko., Kusumastuti, A., & Sutopo, Y. (2023). Development of soft skills oriented to SPA services (Solus Per Aqua) in the vocational education teaching factory. *Journal of Vocational Career Education*, 8(1), 17-28. <http://doi.org/10.15294/jvce.v7i2.47685>
- Picciano, A. G., Dziuban, C. D., Graham, C. R., & Moskal, P. D. (2021). *Blended learning: Research perspectives* (Vol. 3). Routledge. <https://doi.org/10.4324/9781003037736>
- Pimmer, C., Mateescu, M., & Gröbhiel, U. (2016). Mobile and ubiquitous learning in higher education settings. A systematic review of empirical studies. *Computers in Human Behavior*, 63, 490-501. <https://doi.org/10.1016/j.chb.2016.05.057>
- Prasetyo, E., & Priyana, J. (2021). Tourism vocational high school students' online EFL learning experience during Covid-19 pandemic. *Jurnal Pendidikan dan Pengajaran*, 54(3), 596-610. <https://doi.org/10.23887/jpp.v54i3.38893>
- Puja, I. B. P., Aryasih, P. A., & Widyanthi, D. G. C. (2021). Balancing the high tech and high touch in education: The implementation of humanistic approach on edu-recreation concept in Politeknik Pariwisata Bali. *Journal of Business and Hospitality and Industry*, 7(3), 244-256. <https://doi.org/10.22334/jbhost.v7i3>
- Puspitarini, D., Degeng, I. N. S., Praherdhiono, H., & Suryati, N. (2023). Humanistic pesantren: Systematic literature review and bibliometric visualization analysis on character, moral and ethical values. *Pertanika Journal of Social Sciences and Humanities*, 31(2), 465-490. <https://doi.org/10.47836/pjssh.31.2.01>
- Reeve, J., & Tseng, C. M. (2011). Agency as a fourth aspect of students' engagement during learning activities. *Contemporary Educational Psychology*, 36(4), 257-267. <https://doi.org/10.1016/j.cedpsych.2011.05.002>
- Richards, J. C. (2006). *Communicative language teaching today*. Cambridge University Press. <https://www.professorjackrichards.com/wp-content/uploads/Richards-Communicative-Language.pdf>
- Richards, J. C., & Rodgers, T. S. (2001). *Approaches and methods in language teaching* (2nd ed.). Cambridge University Press. <https://doi.org/10.1017/CBO9780511667305>
- Rido, A., Ibrahim, N., & Nambiar, R. M. K. (2015). Interaction strategies of master teachers in Indonesian vocational classroom: A case study. *3L: The Southeast Asian Journal of English Language Studies*, 21(3), 85-98.
- Rido, A., Kuswoyo, H., & Mandasari, B. (2022). Synchronous and asynchronous online learning in English language classrooms in Indonesia: A literature review. In *Proceedings of the 19<sup>th</sup> International Conference on Cognition and Exploratory Learning in Digital Age (CELDA)* (pp. 3-10). IADIS Press. [https://www.celda-conf.org/wp-content/uploads/2022/11/1\\_CELDA2022\\_F\\_068.pdf](https://www.celda-conf.org/wp-content/uploads/2022/11/1_CELDA2022_F_068.pdf)
- Rido, A., Nambiar, R. M. K., & Ibrahim, N. (2016). Teaching and classroom management strategies of Indonesian master teachers: Investigating a vocational English classroom. *3L: The Southeast Asian Journal of English*

- Language Studies*, 22(3), 93-109. <https://doi.org/10.17576/3L-2016-2203-07>
- Rido, A., Prakoso, B. H., & Kuswoyo, H. (2023). Thank you very much: Feedback strategies in university English literature lecture interaction. *European Journal of Educational Research*, 12(1), 29-40. <https://doi.org/10.12973/euler.12.1.29>
- Rido, A., Prakoso, B.H., Perez-Amurao, A. L., Purba, M., & Siswanto, H. W. (2024). Synchronous and asynchronous online classrooms in tourism vocational high school in Indonesia: Technological applications and challenges. *Jurnal Sosioteknologi*, 23(1), 53-65. <https://doi.org/10.5614/sostek.itbj.2024.23.1.1>
- Sadler, D. R. (1989). Formative assessment and the design of instructional systems. *Instructional Science*, 18, 119-144. <http://doi.org/10.1007/BF00117714>
- Scholtz, G. J. (2024). Exploratory study of the humanistic philosophy of adult learning as principal philosophy for leadership development. *The International Journal of Management Education*, 22(2), Article 100949. <https://doi.org/10.1016/j.ijme.2024.100949>
- Sharples, M., Adams, A., Ferguson, R., Gaved, M., McAndrew, P., Rienties, B., Weller, M., & Whitelock, D. (2014). *Innovating pedagogy 2014: Open University innovation report 3*. <https://oro.open.ac.uk/94047/1/innovating-pedagogy-2014.pdf>
- Sitzmann, T., Ely, K., Brown, K. G., & Bauer, K. N. (2010). Self-assessment of knowledge: A cognitive learning or affective measure? *Academy of Management Learning & Education*, 9(2), 169-191. <https://doi.org/10.5465/AMLE.2010.51428542>
- So, H. J., & Brush, T. A. (2008). Student perceptions of collaborative learning, social presence, and satisfaction in a blended learning environment: Relationships and critical factors. *Computers & Education*, 51(1), 318-336. <https://doi.org/10.1016/j.compedu.2007.05.009>
- Stewart, D. W., Shamdasani, P. N., & Rook, D. W. (2007). *Focus groups: Theory and practice* (2nd ed.). Sage publications. <https://doi.org/10.4135/9781412991841>
- Sutton, B., & Basiel, A. (2014). *Teaching and learning online: New models of learning for a connected world*. Routledge. [https://www.routledge.com/Teaching-and-Learning-Online-New-Models-of-Learning-for-a-Connected-World-Volume-2/Sutton-Basiel/p/book/9780415528573?srsltid=AfmBOooXwnPug2uKyl7f8pydK\\_HVklFkelq\\_6pnyw\\_Dx9DyVtKD76Vjr](https://www.routledge.com/Teaching-and-Learning-Online-New-Models-of-Learning-for-a-Connected-World-Volume-2/Sutton-Basiel/p/book/9780415528573?srsltid=AfmBOooXwnPug2uKyl7f8pydK_HVklFkelq_6pnyw_Dx9DyVtKD76Vjr)
- Ulla, M. B., & Perales, W. F. (2021). Facebook as an integrated online learning support application during the COVID19 pandemic: Thai university students' experiences and perspectives. *Heliyon*, 7(11), 1-8. <https://doi.org/10.5334/jime.617>
- Valverde-Berrococo, J., Garrido-Arroyo, M. D. C., Vurgos-Videla, C., & Morales-Cevallos, M. B. (2020). Trends in educational research about e-learning: A systematic literature review (2009-2018). *Sustainability*, 12(5153), 1-23. <https://doi.org/10.3390/su12125153>
- Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press. <https://doi.org/10.2307/j.ctvjf9vz4>
- Ziegler, N. (2016). Synchronous computer-mediated communication and interaction. *Studies in Second Language Acquisition*, 38(3), 553-586. <https://doi.org/10.1017/S027226311500025X>