

# Competency-based Assessment Model on Job Performance in Housekeeping Department Apprenticeship

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**Abstract**—The purpose of this study was to develop the competency based assessment model on job performance in the housekeeping department apprenticeship. It produced the design and the assessment tool also the draft of apprenticeship guidance book. This research used descriptive method with research and development approach. The development study was distributed into three tranches, i.e. the introduction study, the development and the validation test of model. The respondent is limited to the learners with hotel accommodation expertise, also the internal and external mentor. Data were collected from several interviews, observation, trial and validation judging by the expert. The data was analyzed according to the procedures and characteristics of the findings, both quantitatively and qualitatively. The findings showed that the development competency based assessment model on job performance in housekeeping department apprenticeship including the stages of preparation, process and result practices. First, we judged the work ability to prepare tools and material practices were judged. Second, we judged the work ability that suitable with job performance in housekeeping department. Finally, the display of the practice results that suitable with standard operating procedures of housekeeping department was judged.

**Keywords**—*model; competency based assessment; job performance; internship; housekeeping department*

## I. INTRODUCTION

In the manufacturing industrial 4.0, the education system is demanding the adjustment of the developing technology and the field of work. Due to this reason, vocational education and training is one of the most productive elements of education. In addition to preparing individuals for the word of work by teaching them skills and competencies needed for economic competitiveness, TVET also assumes a degree of responsibility for the personal development of its learners, and for their effectives participation in society [1]. The importance of vocational education is embodied in the formation of SEAMEO VOCTECH.

The education system held on vocational education and training should provide an opportunity for learners with their competencies that can be used in the field of world. The influence of the competence concept has now moved beyond

the original spheres of education and training and crossed into corporate strategy development (core competence), human resource management (competence management) and innovation (sectoral competence) [2].

The need to improve international competitiveness and adopt modern technologies in various industrial fields demand not only professional and engineers, but also so large quantity of technicians and manually skilled workers [1].

The professional's ability should be measured according to standard operating procedures in the field of work. It is formed as a job performance assessment with a competency based assessment approach. It is applied to vocational education and is directed for measuring and evaluating the learner performance. It measures the learner cognitive, affective and psychomotor abilities, both direct and indirect evidence [3]. It measures not only their learning's activities, but also their learning proof (score or value of the test) in accordance with the performance criteria.

The learners of family welfare education Study Program obtain the working experiences form the apprenticeship program. It acquires basic skills by learning occupation-specific things, alternately at their workplace and at a vocational school. After the successful completion apprentices obtain a formal vocational qualification with which they can either apply for further education or enter the labour market as skilled workers [4].

The professional ability should be measured according to standard operating procedures in the workplace. It is formed as a job performance assessment with the competency-based assessment approach. The competency-based assessment in vocational education is directed for measuring and evaluating the learner performance. It measures the learner cognitive, affective and psychomotor abilities. Its measures not only from their practice activities, but also from the proof of the learning (score or value of the test) in accordance with the performance criteria. These have to be in accordance with the demands of the world of work, therefore the competence that learners or graduates mastered could be recognized by the company.

This apprenticeship usually within 2 years, it requires the basic skills that acquires by the learner from learning occupation-specific things, alternately at their workplace and a vocational school. After the successful completion apprentices obtain a formal vocational qualification with which they can either apply for further education or enter the labour market as skilled workers.

The concept apprenticeship a historically important component in accounts of vocational education and training (VET) provides a useful entry point here. If apprenticeship is conceived in terms of teaching/learning processes whereby a novice or initiate is enabled to achieve mastery in particular sphere of activity, then such vocationalism must date back to the very earliest times when humans first organized themselves into distinct communities [5].

However, Family welfare education study program required a job performance assessment model, particular in housekeeping department apprenticeship. It needed a model that suitable with standard operating procedures in housekeeping department, especially with the competency based assessment approach.

The competency-based assessment is an understanding of the tensions that inevitably arise between ‘objectivity’ and ‘subjectivity’. It is important that reliability consideration (generally discussed in term of objectivity) do matter in competency-based assessment; and the cannot be dealt with by assuming that validity (which is dependent on judgment) is the all-important factor [6].

Competency based assessment is directed for measuring and assessing learner’s performance in the ability cognitive, psychomotor and affective; either directly on activity learning, or indirectly through evidence of learning in accordance with performance criteria. In our previous study stated performance criteria has to be in accordance with the demands of the field of work, because this competence must be recognition by the users [3].

Requirements of Competency-based Assessment were focus on ‘outcomes’, competent/Not yet competent judgement only (only two judgments can be made) and assessment in workplace context – Performance must be demonstrated and assessed under conditions as close as possible to those under which it would normally be practiced [7].

Due to teacher limited ability to create a good assessment tools, this paper objective is to develop the competency-based assessment model on job performance in the housekeeping department apprenticeship.

## II. METHOD

The study used the research approach which was formulated in three stages, i.e. the preliminary study, the development model, and the validation model.

This research carried on the partner institutions where the apprenticeship was held, such as several hotels in Bandung district. The research subject was learner with accommodation expertise and the practitioner of hotels as external tutors.

The data collection grouping into three parts. First, the preliminary study, researcher choose interview techniques, observation, and documentation study supporting by literature. We used it to produce a competency-based assessment model on job performance in housekeeping department apprenticeship.

Second, through the development of model stage, job performance assessment conducted the tests instrument that appropriate with the housekeeping standard operating procedures with the competency-based assessment approach. It was held in hotels as partner institutions of family welfare education study program.

Finally, on the validation stage, the model was implemented for testing its excellence. It developed through validation experts and empirical. On techniques data analyses, the finding of the model as the developing result was described in the form of narrative data, then qualitatively analyzed.

## III. RESULTS AND DISCUSSION

Design of competency-based assessment model on the job performance in housekeeping department apprenticeship was adapted from competency-based assessment on job performance in family welfare education apprenticeship [3]. The housekeeping department apprenticeship was developed in research and development, involving planning assessment, an assessment tools and the judgment on housekeeping expertise.

The job performance was evaluation by external parties adapted form family welfare education apprenticeship, includes:

### A. *Work Abilities*

The work abilities were described as:

- The application of knowledge in work was suitable with their scientific and expertise.
- The skill work is suitable with their expertise.
- The completion of a job is appropriate with the Standard Operating Procedure.
- The completion of a job is suitable with the time allocation.

### B. *Work Conscientiousness*

The work conscientiousness was included:

- Attention to the guidance of the institution leader.
- Thoroughness in the completion of a job.
- Neatness for work.
- Obedience to the rule.

### C. *Work Behavior*

The work behavior should have consisted:

- Time management in work.
- Ability to cooperate.

- Participation in implementing the tasks.
- Concentrate on the job.

Develop the assessment tool in the housekeeping department practices. The result of assessment tool identification that used in housekeeping department remain to be improve, especially on the form, the aspect, and the assessment tool.

For example, developing of the assessment tool on the housekeeping department apprenticeship was described as follows:

TABLE I. EXAMPLE OF THE ASSESSMENT TOOL

No.	Assessment Indicator	Yes	No
A	Preparation stage		
	The preparation aspect A which is assessed		
	The preparation aspect B which is assessed		
	Ect.		
B	Turn Down Service practice stage		
	The aspect A which is assessed		
	The aspect B which is assessed		
	Ect.		
C	The practice result stage		
	The aspect A which is assessed		
	The aspect B which is assessed		
	Ect.		
Sum =			

The identification showed that the assessment criteria and the determination of the score require an improvement. The calculation or the determination of the score should be made clear, to allow in measure the indicators achievement. Assessment tool that developed was used table of practices value, thus to the process step could be assessed according to the learner’s ability.

*D. Example of The Assessment Tool Validation on Turndown Service in Housekeeping Department*

The assessment validation of turndown service in housekeeping department practice was obtained the result, namely:

*1) The preparatory stage of turndown service practices:*

The development of the preparatory stage of turndown service assessment should be conducted thoroughly combining trolley and filling up trolley preparation into several aspects of assessment. It consisted the dusting and checking well in the preparing trolley proces. While in fiiling up trolley, there are 6 indicators, i.e. bathroom supplies, living room supplies, linen bathroom, linen bedroom, cleaning equipment and vacuum cleaner. Preparation of equipment, chemical, linen supplies, and guest supplies; also the use of personal protective equipment while conduct the cleaning bathroom practices. Every aspect of the assessment of had a various indicator that adapting from housekeeping standard operating procedures in accordance with the recommendation of the experts.

*2) The preparatory stage of turndown service practices:*

The preparatory stage of turndown service in aspects of the assessment. They were the prepared trolley and filling up trolley with several indicators. The prepared trolley aspect were having 2 indicators, i.e, dusting and checking well. While the filling up trolley aspect were having 6 indicators, they were the bathroom supplies, the living room supplies, the bathroom linen, the linen bedroom, the cleaning equipment, and the vaccum cleaner. All the indicator that used on these assessment tools had some indicators that unsuitable with the hotel standard operating procedures. Therefore, in the process of the development, it should be improved.

The improvement was combined the prepared trolley and filling up trolley aspects. By removing the dusting and checking well, we also added 6 new aspects, such as self appearence, chemical preparation, cleaning equipment, supplies, forms and linen. However, improvement in the preparatory stage in turndown service such as grooming (self-appearance, prepare chemical, cleaning equipment supplies, form room attendant report and linen. Hygiene and grooming are important to each staff member and the organization as a whole. A major part of success depends on a constantly well-groomed appearance [8].

The results validation was stated as very appropriate with several revisions from expert. It was added the metal polish and multi-purpose cleaner. This statement was similar with Bagyono that the base chemical which used while cleaning up a guest room are metal polish, MPC, go getter and air freshener [9].

Another improvement that accordance with expert suggestions and comment on the supplies preparation was replace the chocolate with a flower on the bed. Similar with Curran and Wilson, place items on pillow or sheet for example, chocolates, room service breakfast menu as a turn-down service performance. This items were provided by the hotel for creating a comfortable living environment for the guest [10].

*3) The working process of turndown service practices:*

The result of developing assessment tool was based on the identification of assessment tool used in housekeeping department. For the example, the turndown services has two aspect, entering to the room and room in progress, the “open the door” indicator should be added into this aspect. The turndown service should be completed to house standard exactly performed in housekeeping trainee manual [10]. They suggested that turn-down service should performed how to knock on door and announce 'Housekeeping' or 'Turn-down service', also how to place trolley in front of the guest doorway. The next step is how to wait for a response and repeat procedure, if no response, enter room and begin service.

The validation result at the working process is very appropriate with the expert advice. The improvement on the turndown service were the using of sheet and the towel replacement. Then, the indicator of replacement towel only for the dirty towel and the lights should not be turned off when guests were in the room. This suggestion in accordance with Curran and Wilson [10], that the room attendant politely

request an appropriate time to return if the guest does not want you to complete the service.

The treatment trolley aspect was changed into the result and time examination aspects. This changes were similar with the National Competency Standards and Curricula for Hotel Housekeeping that carry out bed turndown service as per requirement for standard operating procedures in housekeeping department [11].

The rooms neatness results were showed by neat of the bed; the bed cover was folded and put in the wardrobe; the guest's goods were stored in place. Thus, the guest room looks better, clean, and neat. While, the duration was acquired 5 to 6 minutes for the turndown service practices. This assessment tool could be used in learning process.

4) *The results phase of turndown service practices:* The developing result of assessment tool based on the results identification at the turndown service practices in housekeeping department had one aspect. It was a treatment trolley aspects. This aspect had 4 indicators, such as, removing trash, saving over a linen, saving over a chemical, also cleaning and equipping. The treatment trolley indicator and aspects needed an improvement because it was unsuitable with Standar Operating Procedure.

The advantages of performance assessment tools which has been developed in accordance job performance in housekeeping department. The successful indicators in every aspect that was assessed in performance assessment tools designing suitable with hotel standard operating procedures. This hotel SOP was used as a standard on performance assessment tools practice at the housekeeping department. This finding related to the company competencies. The implementation of the assessment led to the learner's competence achievement agreeing between the internal and external, like schools and hotel or industry. Therefore, the learner gaining competence recognition from the industry.

This assessment tool would be abridging the teacher to observe and to assess the learner ability during the housekeeping department apprenticeship. Also, this would facilitate the teacher to observe while learner demonstrate their abilities.

The learners would receive a better value that relate with their capability during the working process in housekeeping department. The score would be given based on their competence mastery that could be observed. The score would not be given to the unobservable action.

Having selected and defined the competencies to be acquired by students in our subject, we break them down into sub-competencies, and the latter in turn into indicators, allowing us to design activities to be offered to students for the development of competencies and their subsequent assessment [12].

#### IV. CONCLUSION

The competency-based assessment on the job performance in housekeeping department was produce some advantages, because it was conducted through several stages, such as the needs identification, the theoretical and empirical analyses, the validation test by experts and practitioners in the housekeeping department. The result validation of the practice assessment tool is categorized as a very appropriate with Standard Operating Procedure. It means that the assessment tool could be implemented in vocational senior high school with hotel accommodation expertise, and it could apply to assess the job performance in housekeeping department apprenticeship.

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