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EXPLORING THE ROLE OF INDUSTRY-BASED LEARNING IN TOURISM POLYTECHNICS: STUDENT PROFILE AND PERCEPTIONS

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Abstract

This study analyzes the profiles of students enrolled in industry-based learning (IBL) programs and explores their perceptions of the effectiveness of these programs in tourism polytechnics. Using a quantitative descriptive approach, data were collected through structured surveys from 84 students at Tourism Polytechnics in Makassar and Lombok who had completed an IBL program prior to their internships. Findings show that most respondents were male (52%), enrolled in the Room Division program (45%), and placed in four-star hotels (58%). A majority (77%) preferred IBL programs of less than one semester, scheduled by their study program, and were placed in roles aligned with their academic focus. Students' perceptions of the IBL experience were generally positive. A significant portion (82%) believed the program effectively enhanced their professional competencies ahead of formal internships. Additionally, 68% reported that IBL procedures were communicated clearly, which helped them understand their roles and expectations. About 60% felt that their placements met their individual learning and career needs. However, only 43% of respondents noted a direct improvement in their English proficiency, suggesting that communicative competence development may require more targeted strategies within IBL settings. Overall, the study concludes that IBL programs in tourism polytechnics serve as a valuable link between academic learning and industry practice, offering relevant experience and supporting professional readiness. Nonetheless, enhancements in communication, placement customization, and language skill integration are needed to maximize the impact of these programs. These insights can inform institutional and industry stakeholders in improving IBL frameworks to better equip students for successful careers in the tourism and hospitality sectors.

Keywords: Industry-Based Learning, Student Perceptions, Work-Integrated Learning, Hospitality Education, Internship Preparation

1. INTRODUCTION

In the context of globalization, the tourism sector has become a key driver of economic progress, cultural exchange, and sustainable development (Baloch et al., 2023; Islahuddin et al., 2024; Rasool et al., 2021). As tourism continues to expand its reach across borders, the demand for a workforce that is adaptable, culturally aware, and professionally competent has significantly increased. This places considerable pressure on educational institutions, particularly Tourism Polytechnics, to ensure that their graduates are not only equipped with the technical and managerial expertise necessary for industry operations but also possess strong communication skills, especially in English, the dominant language of international tourism (Iglesias et al., 2024; Shet & Pereira, 2021). The ability to communicate effectively in diverse and multilingual environments is essential for hospitality professionals, as it influences guest satisfaction, workplace collaboration, and overall service quality. Therefore, the role of Tourism Polytechnics extends beyond delivering vocational training; it includes fostering communicative competence that prepares students to engage confidently and professionally in global tourism settings. This dual emphasis on technical skills and language proficiency reflects the evolving expectations of the industry and highlights the importance of aligning educational outcomes with real-world demands.



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Tourism polytechnics, as vocational institutions, are expected to prepare students for the realities of the workplace through experiential learning methods. One such approach is Industry-Based Learning (IBL), which serves as a bridge between academic theory and practical application. IBL allows students to engage with real-world industry environments, equipping them with relevant work experience and professional insight. Despite its potential, the effectiveness of IBL programs is still a subject of ongoing evaluation. While much research emphasizes the general benefits of work-integrated learning (Jackson, 2015), there is a noticeable lack of empirical data focusing on student experiences and perceptions—particularly in the context of tourism polytechnics in Indonesia. Moreover, questions remain about how well IBL supports the development of communicative competence, an essential skill for interacting with clients, colleagues, and supervisors in the tourism industry (Richards & Schmidt, 2010).

Although IBL is widely adopted in tourism education, its actual impact on student readiness—particularly in terms of communication skills and professional alignment—has not been thoroughly assessed. Students may benefit from real-world exposure, yet there is evidence suggesting that communicative competence, especially in English, is not always adequately developed during these programs (Tran & Soejatminah, 2017). Understanding how students perceive their IBL experiences can provide valuable insights into both the strengths and the areas requiring improvement in these programs.

The implementation of an Industry-Based Learning (IBL) strategy is essential for effectively engaging students within the real-world context of the hospitality industry, as it facilitates the integration of theoretical knowledge with practical industrial experience. Through this approach, students are equipped with contextually relevant competencies, including enhanced English language proficiency, by participating directly in authentic workplace environments. Furthermore, the IBL model supports the broader objectives of sustainable tourism transformation by fostering critical values such as innovation, adaptability, and collaboration. These competencies are vital for addressing key challenges in the sector, including environmental sustainability, community involvement, and the preservation of cultural heritage.

Building on these foundations, the adoption of Industry-Based Learning offers substantial benefits for both students and the tourism industry at large. By bridging the gap between academic instruction and professional practice, IBL not only enhances students' technical and communication competencies but also cultivates essential soft skills such as critical thinking, problem-solving, and cross-cultural understanding. These outcomes are particularly significant in preparing graduates to meet the dynamic needs of the global tourism and hospitality sectors. Furthermore, the structure integration of IBL into tourism education supports institutional goals for producing innovative, adaptable, and industry-ready professionals capable of contributing to sustainable tourism development.

Therefore, in this present study the research question to be explored was the students' perceptions on the effectiveness of industry-based learning in enhancing their professional competencies of Tourism Polytechnic.

Research Questions

1. What are the demographic and academic characteristics of students enrolled in IBL programs?
2. How do students perceive the effectiveness of IBL in enhancing their professional competencies?



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2. REVIEW OF LITERATURE

2.1 Concept of Industry-Based Learning

Industry-Based Learning (IBL), a form of work-integrated learning (WIL), allows students to gain practical experience while pursuing academic qualifications. It enhances employability by fostering technical, interpersonal, and reflective skills (Patrick et al., 2009). Studies suggest that IBL improves job readiness and provides valuable exposure to industry practices (Jackson, 2015). A worldwide shift has recently influenced the sector. Industrial activities have evolved from local to worldwide markets (Javaid et al., 2024). Emerging business models and adopting extended enterprises are new arenas and have become survival strategies (Kraus et al., 2022). Every industry has a global collaborative network that promptly delivers products and services for a worldwide market at competitive prices and with quality exceeding customer expectations (Tuominen et al., 2023). Given this, higher education must engage actively and have a vital role in the nation's industrialization (Gleason, 2018; Penprase, 2018).

Indonesia's higher education framework must be advanced as a significant factor supporting the nurturing of industrial quality (Indrawati & Kuncoro, 2021).The exploitation of competitive strengths and, eventually, the evolution of Indonesia's national economy to address future universal challenges. Education based on knowledge that focuses on innovative human resources and educational facilities is essential for steering and attaining industrial excellence (Agyapong et al., 2018; Wongsansukcharoen & Thaweepaiboonwong, 2023). Utilizing more practical and business-focused education in vocational higher education (D. Kang & Zhang, 2022), for example, polytechnic becomes an option among various higher education institutions in Indonesia that could significantly contribute alongside high-value products and services, innovative business models, knowledge-driven engineering, and new technologies (Agyapong et al., 2018; Indrawati & Kuncoro, 2021; Wongsansukcharoen & Thaweepaiboonwong, 2023). Considering the needs of all industrial activities, the subsequent factors will influence the future perspective of Polytechnic quality: Knowledgeable and skilled personnel, Engaging educational programs (for youth), Multidisciplinary training, emphasizing innovation, and Unified research, innovation, and education (Lassnigg, 2017; Mulder, 2019).

Furthermore, research has shown the essential importance of Industry-Based Learning (IBL) in graduates securing employment. A research project by the University of Glasgow in the United Kingdom confirmed the common European perspective on employability skills for new graduates (McCowan et al., 2016). The research emphasized the significance of placements and the acknowledgment of experiential learning by suggesting that it should occur through practical (Alongkrontuksin et al., 2024), lasting, and fair partnerships between higher education institutions and employers (Franco et al., 2019). In a similar study carried out in Austria, Germany, Italy, Poland, Slovenia, and Turkey, both students and academics concurred that practical orientation, collaboration with industry (Franco et al., 2019; Shumilova et al., 2012), and internships were essential means for improving the employability of graduates (Zeev et al., 2017).

Employers agreed and emphasized the importance of gaining additional practical work experience while pursuing higher education (Shivoro et al., 2017).

Industry-based Learning is rooted in the constructivist learning theory, which posits that learners must be actively involved in their education (Almulla, 2023). John Dewey and Jean Piaget are recognized as constructivists(Almulla, 2023; Dewey et al., 2022; Sumarna & Gunawan, 2022). However, neither utilized the term constructivism in a systematic way (Duane & Satre, 2014). Kolb's Experiential Learning Style Theory is closely associated with constructivism, which asserts that learning is the process by which knowledge is formed through experience transformation (Kolb, 1984). Kolb designed his theory around a four-stage learning cycle where the learner engages fully: concrete experience (participating in or having an experience); reflective observation (analyzing and reflecting on the



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experience); abstract conceptualization (studying and summarizing from experience); and dynamic experimentation (formulating and applying what you have learned). It can be observed that industry-based Learning is consistent with both constructivist and experiential learning styles (Almulla, 2023; Hughes et al., 2023; Kolb, 1984; Ondieki et al., 2018).

Moreover, experiential learning is a comprehensive educational philosophy grounded in the idea that a person's life experiences, education, and employment significantly influence their acquisition and comprehension of new knowledge(Fathizadeh, 2017; Kolb, 1984; Makridis et al., 2017). It is often misunderstood as merely a collection of tools and techniques to offer students different experiences. Instead, it frames learning as an ongoing journey where students contribute their knowledge, ideas, beliefs, and practices – to varying degrees – to their comprehension and interpretation of new information (Voukelatou, 2019). Consequently, this transformative process influences their understanding and interpretation of theory, beliefs, values, and practice (Harder et al., 2021; Nduneseokwu & Harder, 2023; Tening & Harder, 2023; Voukelatou, 2019). Experiential learning is an instructional method to promote a tailored approach to higher education (Fathizadeh, 2017; Kolb, 1984), which frequently appreciates students engaging in learning through diverse campus-based, project-oriented, work-integrated, and community settings (Evans & Plunkett, 2023; Jackson et al., 2023; Voukelatou, 2019). Experiential education unites the contributions of various distinguished scholars from the 20th century, who were recognized for their theories on human learning and development (Kolb, 1984). Therefore, the theory emphasizes learning through experience and reflection, and IBL offers hands-on experience to enhance English language skills in real-world contexts.

2.2 The Importance of Communication Competencies in Tourism Industry

In the contemporary era of globalization, tourism is the foremost and most vigorous industry. Tourism influences economic growth, which has been developed to increase the pace of national development. Tourism becomes a form of effort to lure tourists to adore the tourist destination (Jo et al., 2022; Richards, 2020). For this reason, each country's government must enhance tourism's resilience, strategies, and development to develop the people's economy and achieve strategic matters (Eppang et al., 2024; Salim et al., 2024). For example, Thailand, a country with a majority Buddhist population, is actively developing its tourism and realizes that tourism has good potential and is owned by certain countries(Aphisavadh Sirivadhanawaravachara, 2024).

Consequently, tourism has significantly contributed to globalization by connecting different cultures and economies (Haini et al., 2023; Ranasighe et al., 2021). Travel is much more reachable and cost-effective than ever(Antcliff et al., 2021; Wong et al., 2023). Consequently, as the number of tourists rises, tourism has various effects on globalization, including Environmental Effects, Cultural Impact, and Economic Advantages (Ahmed et al., 2019; Akadiri et al., 2020; Ehigiamusoe et al., 2022; Haini et al., 2023; Paramati et al., 2017). For instance, an environmental impact can yield both beneficial and harmful effects.

Concerning the valuable impacts, tourism proposals provide critical economic support for preserving the natural environment and flora and fauna. (Dimitrakopoulos et al., 2022) Additionally, tourism enhances ecological awareness among visitors (Lee et al., 2021; Paul & Roy, 2023; Wu et al., 2022). Tourism enhances the exchange of concepts, culture, and tradition in product sharing. Universally, every person connects to share the ideas and values of culture(Boer & Asino, 2018; Fuad et al., 2020). This fosters mutual understanding and respect among individuals from different backgrounds. Additionally, it stimulates local economies, generates job opportunities, and enhances infrastructure development (Mahmood et al., 2024; Rahman & Baddam, 2021). It plays an important part in the worldwide industry. There are now many hotels available for tourists, and to assist them, several airports are ensuring easy accessibility.

Language and tourism have been profoundly interconnected and mutually supported because of globalization and tourist mobility, resulting in the unintentional exchange of languages and cultures



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between countries (Heller et al., 2014; Jaworski & Thurlow, 2010). As numerous travelers and hosts at tourism destinations encounter, language barriers can significantly challenge interactions between hosts and guests and cross-cultural communication(Bernstein & Woosnam, 2019; Burns & Jarratt, 2022). However, only a few studies (Jaworski, 2010; Jaworski & Thurlow, 2010) examine how significant language is within the tourism sector, which has gained traction in the tourism domain since the 1990s. Promoting sustainable tourism achieves socio-economic advantages while enhancing sustainability for nature and cultural heritage (Calvi & Suau-Jiménez, 2018; Hall-Lew & Lew, 2014)

Scores are poor in the current English proficiency index, and most tourists cannot communicate with tourists. (Damayanti et al., 2024; Jakubiak, 2016; Laoriandee, 2021; Park et al., 2018) notes that tour guides or receptionists frequently help locals in Thailand overcome linguistic obstacles with foreign visitors. However, they may also increase the personal distance between the locals and visitors while reducing the communication gap. Language barriers, on the one hand, force people to rely on an interpreter or guide who is not from the area, who might misrepresent the community or misunderstand things (Nithideechaiwarachok et al., 2022). However, local populations might use frequent encounters with foreign visitors to hone their foreign language proficiency, especially in English(Bernstein & Woosnam, 2019; Nithideechaiwarachok et al., 2022)

On the one hand, language barriers lead to a reliance on students' communication skills, which can make mistakes in interpretation (Al Dilaimy, 2024; Shella Gherina Saptiany & Tiara Sanika Langsa Putriningsih, 2023). in addition, students may regularly interact with international tourists to practice and improve their foreign language skills, particularly in English(Getie, 2020; Leslie & Russell, 2006). Therefore, teaching and learning English as a foreign language for tourism purposes not only meets the need for more meaningful communication (N. Kang & Yu, 2011; Prachanant, 2012)and shared experiences among guests and their hosts but also contributes to the dominance of English “in every domain of communication within global contexts”(Al-Saadi, 2015; Kurniawan et al., 2023; Prachanant, 2012).

2.3 Integrating English Language Skills into Industry-Based Learning

The English language used in tourism is a specific language that fulfills multiple functions and matches the specific tourism situation in contemporary society (Kurniawan et al., 2023; Maci & Hoepli, 2021). Some research subjects that the English language used as the language of tourism is a type of specialized discourse displaying different levels of specialization associated with different types of texts and oral language that address a more or less specialized audience (Maci & Hoepli, 2021). Some researchers claim that the English language in tourism has become more important as social control (Elfiondri et al., 2021; Prachanant, 2012; Thongphut & Kaur, 2023), it significantly links the tourists’ relationship to the natural language (Nomnian et al., 2020; Stainton, 2018). In addition, some other researchers argue that English may construct and define the tourists’ establishment, tourists experience, and destination images(Liao et al., 2025; Nomnian et al., 2020; Prachanant, 2012; Thongphut & Kaur, 2023). Furthermore, a study by (N. Kang & Yu, 2011; Pagano, 2014)has shown that syntactical and lexical choice in English plays a significant function in portraying the tourist destination and building communication with the tourists or among the staff

English Language in tourism likewise refers to the complex linguistic devices of tourism (Elfiondri et al., 2021; Prachanant, 2012). English attempts to portray or describe the destination through different media types, such as static and moving pictures, written texts, face-to-face communication, and audio-visual offerings(Ennis, 2021; N. Kang & Yu, 2011). They further provide the first sociolinguistic treatment of tourism and draw on semiotic and content analysis of promotional materials produced by the ourism industry (G. Dann, 1996; G. M. S. Dann, 2004). The language of tourism media classifies and analyses a range of the means used by tourism businesses, including websites, newspapers, magazines, television, radio, outdoor signs, word of mouth, audio-visual aids, souvenirs, art events, books, and literary works. These media can be written, audio, and visual / sensory (Dann, 1996; Dann,



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2012; Hitchcock & Dann, 1998). Moreover, Dann, 1996), from the sociological perspective, the language of tourism can be seen from four theoretical approaches: authenticity perspective, strangerhood perspective, play perspective, and conflict perspective. Consequently, these theoretical concepts were used for the analysis since this current study focused on the language used and visual images in tourism promotional media, particularly tourism websites.

3. RESEARCH METHODOLOGY

3.1 Research Design

This study employs a descriptive quantitative approach by focuses on examining the profile and perceptions of students regarding the implementation of Industry-Based Learning (IBL).

3.2 Population and Sample

The population for this study included all Diploma 3 students of Hospitality departments at Tourism Polytechnics of Makassar and Lombok. These departments offer three distinct programs: Room Division (DIK), Food and Beverage Service (TAH), and Culinary Art (SKU). Purposive sampling was employed to select participants who are directly involved in the IBL program. Accidental sampling will be applied to include respondents who are available and willing to participate in the data collection process during the study period. There are 84 respondents involved in this present study.

3.3 Research Instruments

This study employed a survey approach, utilizing multiple research instruments to collect comprehensive data on students' profiles and their perceptions of the Industry-Based Learning (IBL) program in Tourism Polytechnics. The primary instrument was a structured questionnaire designed to gather quantitative data. The questionnaire consisted of two sections: the first collected demographic and academic profile information of the respondents, such as gender, study program, and placement details; the second focused on students' perceptions of the IBL program, including aspects such as its effectiveness, communication clarity, placement relevance, and perceived improvements in communicative competence.

3.4 Data Analysis Techniques

The collected data from Questionnaires: Responses will be categorized into five levels: "strongly agree," "agree," "neutral," "disagree," and "strongly disagree." The data will be presented in percentage form to represent the participants' views.

4. FINDINGS AND DISCUSSION

This chapter consists of findings of the research and its discussion. The findings of the research present demographic and academic characteristics of students enrolled in IBL Program and their perception of its implementation.

4.1. The Demographic and Academic Characteristics of Students Enrolled in IBL Programs

The profile of the respondents were analyzed by using the questionnaire. The information gained from the questionnaire is not only about the students' profile but also their perception of the IBL implementation.

a. The students' Gender

Among the respondents who conducted the IBL (Industry-Based Learning) program in the hotel, 43 were male, representing 51% of the total participants. Meanwhile, 41 were female, accounting for 49% of the participants. This indicates a nearly balanced gender distribution, with a slight majority of male respondents as shown in the following table.



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Table 1 The Students' Genders

Gender	Frequency	Percentage
Female	41	49%
Male	43	51%
Total	**84**	**100**

b. *The Students' Study Programs*

In relation to the study programs of the respondents who undertook the IBL program in the hotel, it was found that 22 participants (26%) were enrolled in the Food and Beverage Services (FBS) program. The majority of respondents, totaling 38 individuals (45%), were from the Rooms Division (RD) program. Additionally, 24 respondents (29%) were pursuing studies in Culinary Art. These findings indicate that the Rooms Division program was the most represented among the respondents, followed by the Culinary Art and Food and Beverage Services programs. as indicated in the following figure

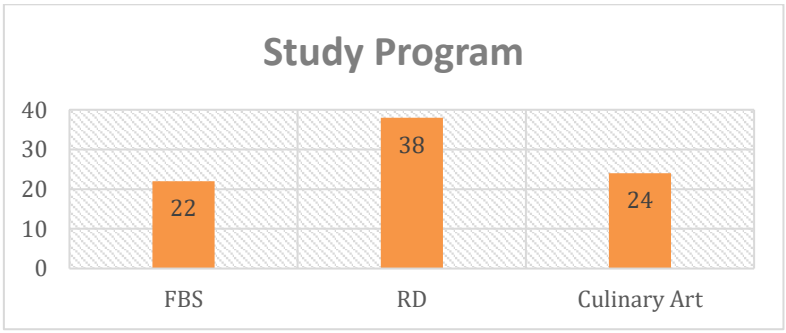


Figure 1. The Students' Study Program

c. *Hotel Placement for IBL*

Analysis of the placement locations for students participating in the IBL program reveals that 18 students (21%) were assigned to five-star hotels. The majority, comprising 49 students (58%), completed their placements in four-star hotels. Additionally, 17 students (20%) undertook their IBL activities in other types of establishments, which may include restaurant, café, or alternative hospitality venues. These findings demonstrate that four-star hotels served as the primary training sites for the students, indicating a strong partnership between educational institutions and mid-to-upper range hospitality providers, while five-star hotels and other establishments also contributed significantly to the students' practical learning experiences as indicated in the following table.

Table 2. The Hotel placement for IBL

Hotel Star	Frequency	Percentage
Five star	18	21%
Four star	49	58%
Other places	17	20%
Total	**84**	**100**

The distribution of student placements in the IBL program indicates that a majority of students (58%) completed their practical training in four-star hotels, while smaller proportions were placed in five-star hotels (21%) and other establishments (20%). This pattern suggests that four-star hotels are highly accessible and willing to collaborate with educational institutions for student placements. However, the relatively lower percentage of placements in five-star hotels may highlight a need for institutions to strengthen partnerships with higher-end hospitality providers to broaden students' exposure to premium service standards. Furthermore, the presence of placements in a variety of "other"



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establishments suggests opportunities to diversify the types of hospitality environments students experience, thereby enhancing their adaptability and skill sets across different service contexts.

It is recommended that future initiatives aim to balance placement opportunities across a wider range of hotel categories, particularly by increasing engagement with five-star establishments. Such efforts could better align students' practical experiences with the demands of the luxury hospitality market and further enrich their professional competencies.

d. The Department Placement during the IBL

Regarding the departmental placements of students during the IBL program, the largest group, comprising 22 students (26%), was assigned to both Housekeeping and Front Office departments. The Pastry department accounted for 18 students (21%) of the placements. A total of 15 students (18%) were placed in the Restaurant department. Meanwhile, the Housekeeping, Kitchen, and Restaurant & Banquet departments each accommodated 7 students (8%) respectively. Additionally, 8 students (10%) were assigned to the Laundry department. These findings suggest that the majority of students gained practical experience in operational areas closely related to guest services and food production, with a particularly strong representation in Housekeeping, Front Office, and Pastry as indicated in the following figure

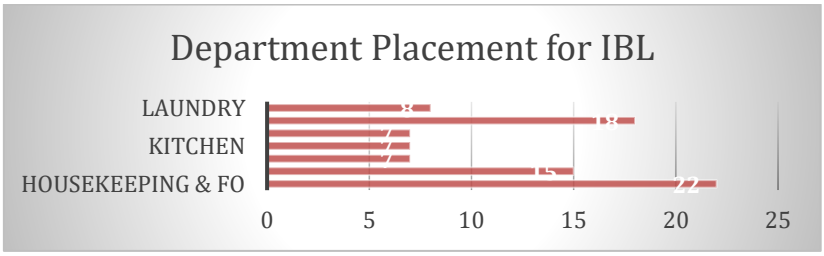


Figure 2. The Placement of the students in IBL

Analysis of the departmental placements during the IBL program reveals that the largest proportion of students (26%) were assigned to a combination of Housekeeping and Front Office departments, reflecting the importance of guest service operations in hotel management training. The Pastry department followed closely, hosting 21% of the students, while 18% were placed in the Restaurant department. Smaller but equal proportions of students (8%) were assigned to Housekeeping, Kitchen, and Restaurant & Banquet departments, with 10% placed in the Laundry department.

e. *The Length of the IBL implementation*

The data regarding students' perceptions of the effective length of time for having Inquiry-Based Learning (IBL) is as follows: there were 46 students (55%) perceive that IBL should be scheduled accidentally or as per the study program, implying that the timing of IBL is determined by other academic factors or planned within the existing curriculum while 22 students (26%) believe that the duration of IBL should be less than one semester, with the length of time being flexible and based on specific academic needs. Then, only 16 students (19%) assert that the optimal duration for IBL should be a full semester, indicating that they perceive a complete semester as necessary for the effective implementation of IBL.

This data suggests that while the majority of students feel that IBL can be effectively integrated within the existing academic framework or adjusted based on program needs, there is still a significant portion advocating for a full-semester duration as indicated in the following figure



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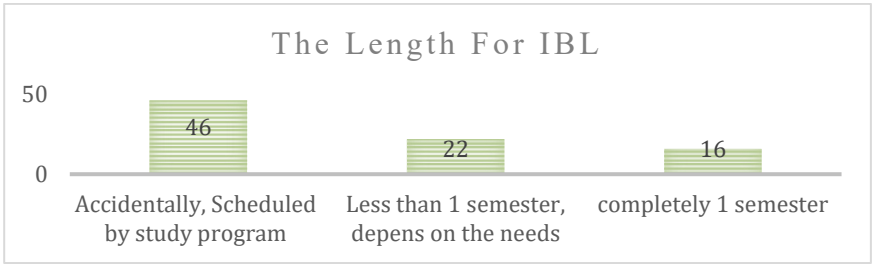


Figure 3. The effectiveness of the IBL implementation

4.2 Students' Perception of IBL Implementation

Students' perception of the implementation of IBL refers to how learners view and experience the learning experiences through the implementation of IBL. This perception can significantly influence their motivation, confidence, and overall success in language learning. Students' perception of their language competence plays a crucial role in their language learning journey. It influences their motivation, confidence, goal setting, and response to feedback, all of which are essential for effective language acquisition. Understanding and addressing students' perceptions can help educators create supportive learning environments that foster positive self-assessment and continuous improvement.

In this present study, the students' perceptions based on the implementation of IBL program which have been analysed by using questionnaire of the perception. The students' responds then analysed by using Likert Scale with 5 points:

- Strongly agree : 5
- Agree : 4
- Neutral : 3
- Disagree : 2
- Strongly disagree : 1

In order to categorize the average of the students' responds, it is need to find out the distance interval as follows:

a. Minimum index: 1
b. Maximum index : 5
c. Interval: $5 - 1 = 4$
d. Distance interval: $(5 - 1) : 5 = 0{,}8$

Therefore, the interval used to identify the average score is 0,8. And can be described in the following description.

Scale	Category
1,00 - 1,80	Very low
1,81 - 2,60	Low
2,61 - 3,40	Neutral
3,41 - 4,20	High
4,21 - 5,00	Very High

Based on the results of data analysis, the students' perception of the IBL program implementation, including the average score and the category for each point, can be seen in the following table.



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Table 3. The Students' Perceptions of the IBL Program Implementation

No	Indicators	The Average score of the Perception	Category
1.	The implementation of the IBL program in the industry is beneficial for the development of students' competencies before internships.	4,27	Very High
2.	The procedure for implementing the IBL program has previously been communicated clearly	3,90	High
3.	Your placement in the industry during the IBL program is in accordance with your needs."	3,72	High
4.	My overall English proficiency improved as a result of my participation in Industry-Based Learning.	3,39	Neutral

The data reveal that students generally hold favorable perceptions of the Industry-Based Learning (IBL) program implemented in Tourism Polytechnics. The highest-rated item, with a mean score of 4.27 (categorized as *Very High*), indicates that students strongly believe the IBL program significantly contributes to the development of their professional competencies prior to undertaking formal internships. This suggests that early exposure to industry practices enhances their preparedness and confidence for future workplace experiences. Additionally, students reported a high level of satisfaction regarding the clarity of communication related to IBL procedures, with a mean score of 3.90. This implies that the institutions provided sufficient guidance and information about the program's structure, objectives, and expectations, which likely helped students navigate their roles more effectively.

The alignment between student needs and their placement in the industry was also positively perceived, scoring 3.72 (*High*). This reflects an overall sense of relevance and suitability in how placements were assigned, suggesting that most students found their IBL experiences to be appropriate in supporting their learning and career development goals. However, the perception of improvement in English language proficiency yielded a lower mean score of 3.39, falling within the *Neutral* category. This indicates that while some students may have experienced gains in communicative competence, the majority did not perceive a significant enhancement in their English skills. This finding points to a potential gap in the program, suggesting that communicative competence—particularly in English—may require more intentional integration and support within IBL activities to achieve meaningful improvements.

Overall, these results highlight the strengths of the IBL program in fostering core professional competencies and aligning placements with student needs. However, they also underscore the need for more focused strategies to strengthen language skills, particularly in environments where English proficiency is essential for success in the global tourism industry.

Table. 4 Student Perceptions on the Implementation of the Industry-Based Learning (IBL) Program

No	Description	Perceptions											
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		TOTAL	
		F	%	F	%	F	%	F	%	F	%	F	%
1	The implementation of the IBL program in the industry is beneficial for	47	56 %	22	26 %	9	11 %	3	4%	3	4%	84	100



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	the development of students' competencies before internships.												
2	The procedure for implementing the IBL program has previously been communicated clearly	26	31 %	31	37 %	21	25 %	4	5%	2	2%	84	100
3	Your placement in the industry during the IBL program is in accordance with your needs."	31	37 %	19	23 %	21	25 %	8	10 %	5	6%	84	100
4	My overall English proficiency improved as a result of my participation in Industry-Based Learning.	15	18 %	21	25 %	35	42 %	8	10 %	5	6%	84	100

The analysis of students' responses reveals generally positive perceptions of the Industry-Based Learning (IBL) program across several key dimensions related to its implementation, relevance, and outcomes. The following discussion elaborates on each statement based on the distribution of responses.

1. *The implementation of the IBL program in the industry is beneficial for the development of students' competencies before internships*.

A significant majority of students acknowledged the value of the IBL program in preparing them professionally prior to their internships. Specifically, 47 respondents (56%) *strongly agreed* with this statement, while 22 students (26%) *agreed*. This indicates that more than four-fifths of the participants (82%) viewed the program as an effective means of enhancing their competencies. Only a small proportion expressed neutrality (11%), and even fewer *disagreed* (4%) or *strongly disagreed* (4%). These findings demonstrate a strong consensus among students regarding the developmental benefits of the IBL experience.

2. *The procedure for implementing the IBL program has previously been communicated clearly.*

Regarding communication and procedural clarity, students generally expressed satisfaction. A combined 57 respondents, or 68%, either *strongly agreed* (31%) or *agreed* (37%) that the procedures had been clearly communicated before the program began. Meanwhile, 21 students (25%) remained *neutral*, suggesting some uncertainty or lack of recall. Only a minority expressed *disagreement* (5%) or *strong disagreement* (2%). These results suggest that institutional efforts to explain and prepare students for the IBL program were largely effective, though improvements in communication may still be beneficial for a quarter of the participants.

3. *The placement in the industry during the IBL program is in accordance with the students'needs.*

In terms of placement alignment with student needs, perceptions were somewhat more mixed but still largely positive. A total of 50 students (60%) either *strongly agreed* (37%) or *agreed* (23%) that their placements were suitable. However, 21 students (25%) were *neutral*, and a combined 13 respondents (16%) *disagreed* (10%) or *strongly disagreed* (6%). While the majority found their placements appropriate, the relatively high proportion of neutral and negative responses suggests a need to better tailor placement decisions to individual preferences and academic goals.

4. The improvement of the students' English proficiency based on the students participation in IBL

Perceptions regarding English language improvement were notably more moderate. Only 36 students (43%) felt that their English proficiency had improved, with 15 (18%) *strongly agreeing* and 21 (25%) *agreeing*. A substantial portion—35 respondents (42%)—were *neutral*, and a further 13



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students (16%) *disagreed* (10%) or *strongly disagreed* (6%). These findings indicate that while some students experienced gains in communicative competence, the majority did not perceive a significant enhancement. This suggests that the language component of the IBL program may not be sufficiently emphasized or integrated, warranting further curricular development to support English language skills in authentic workplace contexts.

Based on the analysis of students' perceptions, it is evident that the Industry-Based Learning (IBL) program implemented in Tourism Polytechnics is viewed as a beneficial initiative for preparing students ahead of their formal internships. A substantial majority of students agreed that the program significantly contributed to the development of their professional competencies, indicating strong support for its continuation and further enhancement. Additionally, most respondents perceived that the procedural aspects of the program were clearly communicated, which likely facilitated their engagement and understanding of expectations during the IBL experience.

While student placements were generally seen as appropriate and aligned with individual learning needs, the presence of neutral and negative responses suggests the importance of more personalized placement strategies. This could enhance the relevance and effectiveness of the program for a broader range of students. However, the perceived impact of the IBL program on English language proficiency was notably less favorable. A large portion of students remained neutral or disagreed with the statement that their communicative competence improved through IBL. This highlights a significant area for improvement. For IBL programs to fully support student readiness in the global tourism industry, more structured and intentional integration of language development—particularly in English—should be incorporated into workplace learning experiences. Overall, while the IBL program is effective in building core competencies and aligning academic learning with industry practice, its potential to enhance communicative competence remains underdeveloped. Strategic adjustments in program design, particularly in placement relevance and language support, could further improve student outcomes and professional preparedness.

5. CONCLUSIONS AND SUGGESTIONS

The IBL student profile shows a balanced gender distribution, with 51% male and 49% female participants. Most students came from the Rooms Division program (45%), followed by Culinary Art (29%) and Food and Beverage Services (26%). The majority were placed in four-star hotels (58%), mainly in departments such as Housekeeping, Front Office, and Pastry. Regarding the preferred IBL duration, most students (55%) favored flexible scheduling based on the academic program, while fewer preferred shorter or full-semester placements. These findings reflect students' alignment with operational roles and a preference for adaptable industry learning schedules. Students generally perceive the Industry-Based Learning (IBL) program in Tourism Polytechnics positively, particularly in its role in enhancing professional competencies and providing clear procedural guidance. Placements were seen as largely appropriate to students' needs, supporting their academic and career goals. However, the program was less effective in improving English language proficiency, indicating a need for more targeted strategies to integrate communicative competence development within IBL activities.

Therefore, in order to implement IBL program to be more effective, the following things should be put into consideration: 1) integrate targeted English training into IBL activities to enhance students' communicative competence, 2) expand partnerships with various hotel types and departments to enrich student experiences, 3) align industry placements with students' academic backgrounds and career goals for more effective learning, 4) provide adaptable IBL durations to suit different academic schedules and student preferences, 5) use student feedback to continuously monitor and improve the IBL program's effectiveness.



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