FACULTY OF HOSPITALITY, TOURISM & WELLNESS

EXPLORE EXPERIENTIAL LEARNING FACTORS IN RELATION TO 3U1I FHPK STUDENTS' PERFORMANCE

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FHPK	FAKULTI HOSPITALITI, PELANCONGAN DAN KESEJAHTERAAN” (FACULTY OF HOSPITALITY, TOURISM, AND WELLNESS)
ELT	EXPERIENTIAL LEARNING THEORY
JPT	JOB PERFORMANCE THEORY

ABSTRACT

Experience-based learning is Kolb's theory that this learning changes the traditional learning system to the ability to think and, which will be applied to each student through four learning cycles, namely, concrete experience, reflective observation, abstract conceptual, and active experience. The title of the study is to explore experiential learning factors in relation to 3u1i Faculty of Hospitality, Tourism, and Wellness (FHPK) students' performance. The objective of the study is to see the extent to which experiential learning can influence students through the four learning cycles. The researcher chose to conduct a qualitative research method by using a total of 90 FHPK students consisting of male and female students as respondents for this study. Through the analysis that has been carried out, most of the use of experience-based learning has a positive impact on students, this is because it greatly helps the development in terms of thinking and also how to solve problems, in relation to that, the researcher sees that the existence of experience-based learning is very helpful in improving student performance.

Keywords: experience-based learning, student performance, concrete experience, observation reflex, abstract conceptual, active experience

ABSTRAK

Pembelajaran berasaskan pengalaman merupakan teori Kolb yang mana, pembelajaran ini mengubah sistem pembelajaran tradisional kepada keupayaan berfikir dan kritis yang mana, akan diterapkan kepada setiap pelajar melalui empat kitaran pembelajaran iaitu, pengalaman konkrit, reflek pemerhatian, konseptual abstrak, dan pengalaman aktif. Tajuk kajian adalah untuk meneroka faktor pembelajaran pengalaman berhubung dengan prestasi pelajar 3u1i Fakulti Hospitaliti, Pelancongan dan Kesejahteraan (FHPK).Objektif kajian ialah, untuk melihat sejauh mana pembelajaran berasaskan pengalaman dapat mempengaruhi pelajar melalui empat kitaran pembelajaran tersebut. Pengkaji memilih untuk menjalankan kaedah kajian secara kualitatif dengan menggunakan sebanyak 90 orang pelajar fhpk terdiri daripada pelajar lelaki dan perempuan sebagai respondent bagi kajian ini.Sehubungan dengan itu ,pengakji melihat bahawa kewujudan pembelajaran berasaskan pengalaman sangat membantu dalam peningkatan prestasi para pelajar.

Keywords: pembelajaran berasaskan pengalaman, prestasi pelajar, pengalaman konkrit, reflek pemerhatian, konseptual abstrak, pengalaman aktif

CHAPTER 1

INTRODUCTION

1.1 OVERVIEW OF THE CHAPTER

The first chapter of this paper provides the research overview. The discussion continues with a description of the research background. The description of experiential learning was clearly stated in the background of study. Following the problem statement. Research questions and research objectives will be used to determine the relationship between the independent variables and dependent variables.

1.2 BACKGROUND OF STUDY

Malaysia's desire to become a developed country is greatly aided by education (Chang Da Wan & Morshidi Sirat, 2018). When compared to prior generations, there is a significant difference between the students attending higher education institutions nowadays (Levine, 2018). The higher education sector demands numerous high-quality, reasonably priced programmes in both professional and specialised skills training as well as general higher education (Deldeniya & Khatibi, 2018). With the goal of making Malaysia a regional education hub in SouthEast Asia, the Malaysian government has developed policies to encourage participation of public and private higher education

institutions in enhancing the delivery of its tertiary education (Pyvis & Chapman, 2007). The promotion of programmes to draw students to degrees that are more vocationally oriented has become more crucial in the increasingly competitive higher education market. Education leaders and teaching staff are in charge of bridging the knowledge-practical application divide (Katukurunda, Khatibi & Azam, 2018; Lakes & Donovan, 2018; Reimers & Chung, 2019).

While businesses from all industries scream for alumni who are "work-ready," graduates today must contend with a market for entry-level jobs that is becoming more and more competitive. There is a nagging expectation that graduates would have the opportunity to actively participate in other aspects of their education besides merely getting good grades at the end of their studies (Fahnert, 2015). Business owners are much more likely to be interested in future employees who have skill sets that go beyond just knowing the theory and principles of their chosen sector. This belief is reinforced by Finch (2013), who notes that an essential component of education is giving students the skills they need to deal with problems in the real world. However, the truth is that many new business graduates lack the abilities necessary to function well in entry-level employment despite having the necessary technical skills in their fields of expertise (Ewing and Ewing, 2017).

People enrol in universities primarily in order to graduate and then get jobs (Gokuladas, 2011). As a result, universities must provide graduates with employable skills (Wittekind, Raeder & Grote, 2010). While universities all around the world produce a large number of graduates, the majority of them have trouble finding employment (Wickramasinghe & Perera, 2010). This is due to a difference between acquired talents and those that employers value (Nilsson,

2010). Therefore, graduate employability encompasses more than just "finding a job," as well as the graduate's capacity to realise their potential and contentment with their chosen careers (Pool and Sewell, 2007). According to Minten and Forsyth (2014), the university experience should focus on developing the skill set to help the graduate over the duration of their chosen profession rather than concentrating on the short-term factors that make a person attractive to an employer.

Experiential learning is an effective educational method for extending the learning process outside of the regular classroom (Edelheim & Ueda, 2007). Real-world experience gives students the chance to learn further about their chosen field and has benefits beyond what they would normally receive in a standard classroom (Johnson, 2016). According to Kemeny, Boettcher, DeShon, and Stevens (2006), experiential learning is a technique of learning through interaction in which students gain knowledge through direct hands-on action or activity and apply that knowledge to subsequent experiences. The fact that many renowned tourism and hospitality programmes include an experiential learning component in their curriculum demonstrates that the concept of learning via experience is not new (Lee, 2008).

Therefore, a Malaysian Ministry of Education introduced the 2u2i academic program that combines academic learning and real learning applications in the workplace. It can improve experiential learning that can effectively be explored outside the campus or in the industry where real work experience can be provided by relevant parties. Apart from that, the 2u2i academic program is able to provide opportunities for graduates to earn while studying (learn and earn). Through the 2u2i academic program, graduates get relevant industry experience

according to their field of study; thus, bridging the mismatch gap between the needs of industry and the graduates produced by JPT (Jabatan Pendidikan Tinggi, 2020). Thus, the purpose of study is to examine experiential learning factors in relation to 3u1i students' performance of FHPK.

1.3 PROBLEM STATEMENT

Experiential education is a pedagogical strategy in which students learn via hands-on experience and thoughtful, in-depth reflection on those experiences. In addition, numerous studies have overlooked the crucial role played by the experience of the topic at hand (Anwar & Abdullah, 2021). Experiential Participation in practical activities is necessary to understand why it may be such a beneficial teaching tool. The student shifts from the passive posture seen in most traditional classrooms to a more active involvement on the emotional, behavioural, as well as conceptual levels Thomas, (2020). It has long been held that a person's learning style and personality traits are crucial variables in affecting their behaviour and performance. Performance consists of two components, actions done, and results obtained. It has numerous levels and is constantly evolving. Gaining a sense of accomplishment, pride, and mastery with hard effort may be tremendously fulfilling. Low performance and inability to meet goals may be perceived as unsatisfactory or even as a personal failure (Sabine & Micheal, 2017).

According to Kolb,(2005) , "I don't have any experience", students frequently protest, implying that their lack of relevant work history made them a poor learning resource. It is crucial to keep tabs on the EL community for the sake

of maintaining a positive, welcoming atmosphere, as the field continues to attract a diverse cast of personalities that can have an impact on the surrounding area, on coworkers, on teachers, on supervisors, and on potential future partners (Anwar & Abdullah, 2021). Furthermore, Facilitators have integrated digital technology in a variety of contexts, including the use of digital cameras, global positioning systems (GPS), tablets, and smartphones for recording, navigating, processing, and communicating. Concerns have been expressed by a plethora of authors about how the use of such technologies could affect the quality of outdoor education, but there is no consensus on the subject (Hills & Thomas, 2019).

Benezilla et al.(2019) stated that a person with "excellent" thinking appears to have more chances in his or her personal, professional, and academic lives. In another, When it comes to learning, negative emotions like fear and anxiety might be an obstacle, while good emotions like attraction and curiosity may be necessary Kolb,(2005). Thus, concerns have also been made that people's, face to face communication abilities may suffer as a result of the widespread use of new digital technologies (Hills & Thomas, 2019)

The lack of significant experiences makes it challenging to evaluate students' development in intercultural competence. On the other side, cultural shifts make it difficult to find acceptable teaching environments, resources, and instructional approaches (Rico & Fereira, 2018). Stil, in the standard lecture format, student participation is often severely limited, or nonexistent Kolb,(2015). Moreover, (Anwar & Abdullah, 2021) stated that, frequently asked questions

about the mastery demonstration approach. According to (Alice & David, 2005), meanwhile schools have done a good job of challenging students; they have failed to prepare them for the real world and are much less effective in giving guidance.

1.4 RESEARCH QUESTIONS

i. How does concrete experience impact 3u1i students' performance?
ii. To what extend does the reflective observation improves to 3u1i students' performance ?
iii. How does active experimentation of 3u1i students improve performance?

1.5 RESEARCH OBJECTIVES

i. To explore concrete experience that impact 3u1i students' performance .
ii. To explore the reflective observation that improves to 3u1i students' performance.
iii. To explore active experimentation of 3u1i students' that improve performance.

1.6 SCOPE OF STUDY

This research is being conducted at UMK and is concentrating on FHPK program students. This study focuses on the factors of experiential learning that influence the performance of FHPK students. This study would be carried out using student interviews as a survey and a source of information. By this strategy we will be able to know the student's performance towards experiential learning of FHPK.

1.7 SIGNIFICANT OF STUDY

This study will contribute to the effect of experiential learning to the performance of students. Students that engage in experiential learning do so while actively thinking back on their experiences. The learning of students and the students' perspective of learning are positively and significantly impacted by experiential learning activities. Many people have made assumptions about this outcome, while others have just carried out the exercises as an "act of faith." (Gentry, 1998). Experiential learning has been shown to increase students' capacity for in-depth knowledge processing (Groves, Bowd & Smith, 2010). Therefore, individual experiences are prominent in experiential learning. In addition to offering possibilities for learning through in-depth reflection and internalisation, experiential learning also makes sure that information is retained more effectively (Wu, He, Weng & Yang, 2013).

1.8 DEFINITION OF TERMS

a) DEFINITION OF EXPERIENTIAL LEARNING

The phrase "experiential learning" is widely used to characterize a sort of learning that occurs through real-world experiences, as opposed to traditional lecture and classroom learning approaches (Kolb, 2014b). According to Keeton and Tate (1978), it is "learning in which learners are in intimate contact with the world being studied" (Kolb, 2014). According to Kolb (1984), learning is a process in which knowledge is obtained through changing experiences.

b) DEFINITION OF CONCRETE EXPERIENCE

According to Kolb (1984), refers to the first phase of the learning cycle in which an individual actively participates in experiencing a specific scenario or event. It entails direct involvement with real-world experiences, whether through hands-on activities, direct observation, or individual interactions (Kolb, 1984).

c) DEFINITION OF REFLECTIVE OBSERVATION

Miettinin (2000) sees Dewey's term differently from Kolb, who describes learning as recognizing a problem and studying the situation of an issue scenario to develop a workable hypothesis. In his theory of experiential learning, Kolb (2015) does not emphasise the necessity for "critical" reflection: he does not discriminate between the need for critical and non-critical reflection throughout the learning process.

d) DEFINITION OF ACTIVE EXPERIMENTATION

Kolb (1984) defines active experimentation as "the use of theory to make decisions and solve issues." According to Roberts, the Latin term "experience," which means "to test" or "to take chances," contains a key concept of experiential learning (2018)

e) DEFINITION OF PERFORMANCE

According to Armstrong (2022) "performance" is defined as the quantifiable and visible outputs, accomplishments, or results of a person, group, organization, or system in relation to goals, objectives, or criteria. It includes all aspects of how well activities and behaviours work together to produce intended results, including effectiveness, efficiency, quality, productivity, and impact (Armstrong, 2022).

1.9 SUMMARY OF THE CHAPTER

Overall, this chapter highlights the importance of experiential learning for students and their performance. The researchers aim to explore the factors related to experiential learning and their impact on the performance of 3u1i FHPK students. While experiential learning is beneficial, students may face challenges when trying to effectively utilize different learning skills to enhance their overall learning experience. The chapter sets the stage for further discussion by presenting the conceptual framework, hypothesis, and addressing additional concerns related to experiential learning and its relationship to student performance.

CHAPTER 2

LITERATURE REVIEW

2.1 OVERVIEW OF THE CHAPTER

This chapter's second section will provide a literature review and factors that influence experiential learning for FHPK students. The first discussion includes experiential learning theory (ELT). Student performance is the dependent variable in experiential learning, which is followed by concrete experience, reflective observation, and active experimentation as independent variables.

2.2 EXPERIENTIAL LEARNING THEORY (ELT)

Kolb's experiential learning theory is one of the most well-known educational theories in higher education, and it proposes employing learning cycles to arrange sessions or complete courses (Healey & Jenkins, 2000). Kolb says that "learning is a process in which knowledge is generated via the transformation of experience" when Healey and Jenkins performed their research (2000), which contrasts with the work of many other writers who lack a clear theoretical foundation. In particular, this theory demonstrates how a lesson, or an entire course may be taught to increase student learning. It also offers a technique

to structure and organise the curriculum (Healey & Jenkins, 2000). Dewey (1963) advocated that subjects shouldn't be acquired in isolation and that education should start with experience and be contextualised. His method—originally referred to as instrumentalism but now known as pragmatism—also promotes the ideas of learning from mistakes and independently corroborated claims. Pragmatism, a philosophy that encourages learning through experience, was developed by James and John Dewey in 1907. "The philosophical underpinning for the significant significance of personal experience in experiential learning" is pragmatism (Kolb, 1984,).

The learning process theory states that, the conversion of experience to knowledge (Kolb, 1984). As stated in one definition of experiential learning, "Information develops through knowledge encounters and transformational events" (Kolb, 1984,). Social constructivist and exogenous learning theory, also known as experiential learning theory, states that "Social knowledge is formed and rebuilt in the learner's own knowledge" (Kolb, 2005). This type of education emphasises active, comprehensive, and experiential learning (Kolb and Kolb, 2009).

Figure 1 depicts Kolb's four-stage learning cycle, in which immediate concrete experience (CE) serves as the foundation for observation and reflection (RO), after which the experience is assimilated into abstract conceptualization (AC), and finally into active experimentation (AE) with the outside world. Active experimentation (planning/trying new ideas), abstract conceptualization (drawing inferences from experience), reflective observation (reflecting on experience), and concrete experience are the phases of learning from experience in Kolb's

experiential learning cycle. The cycle can be started at any time, but for the best learning, each step must be completed in order (Li & Armstrong, 2015).

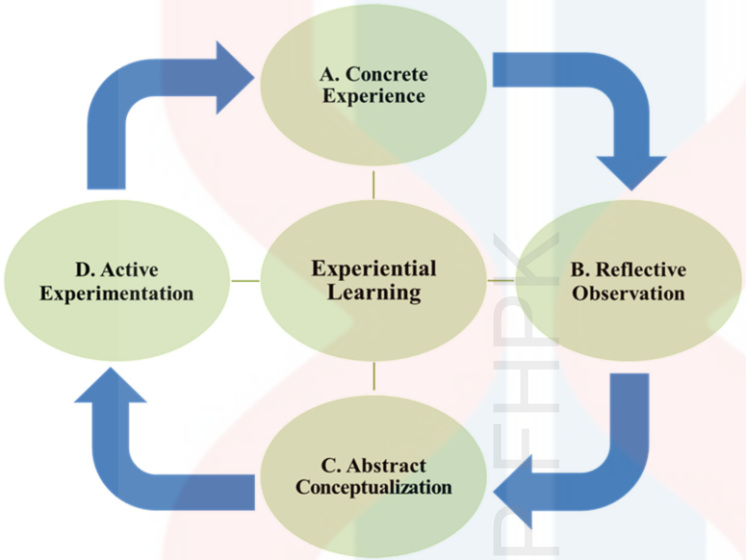

Figure 1: An experiencing learning theory cycle by Kolb (1984)

2.3 JOB PERFORMANCE THEORY (JPT)

Performance is typically considered as the result of a complex interaction of elements that includes both structural and human components, yet it is defined differently by different people and organizations (Laakso-Manninen & Viitala, 2007). Workplace behaviour is referred to as job performance and has two characteristics: it is quantitatively related to organizational goals (Sonnentag & Frese, 2002). Experts disagree on the factors that influence job performance. However, it is believed that identifying the performance measures that

organizations and society value is crucial. Predictors are factors that are unique to a person or a situation (Sonnentag, Volmer, & Spychala, 2008).

Vroom's expectancy theory states that a person's motivation and talent may be the two main aspects affecting how well they perform at work (Umar et al., 2018). The performance of an employee must be effective and efficient. To promote the use of technology, for instance, a motivated extension agent requires the necessary knowledge, skills, and abilities. The same is true for competent staff members, who need to be driven enough to guide customers toward growth. Thirty years later, Campbell et al. (1993) and their collaborators created a multidimensional model of job performance (Umar et al., 2018). The core premise of this theory is that motivation, declarative knowledge, and procedural knowledge may all be used to define an individual's performance (Umar et al., 2018).

Experiential learning is a vital component of the curriculum in the hospitality, tourism, and wellness program. Students studying hospitality, tourism, and wellness management believe that practical learning is the most efficient approach to learning about the realities of the roles they are considering for their future careers. These goals can be addressed by learners in experiential learning scenarios through a variety of approaches. Hands-on familiarization with a professional setting, including job requirements, enables individuals to connect and tailor their academic experience to the demands of practice (Voukelato, 2019).

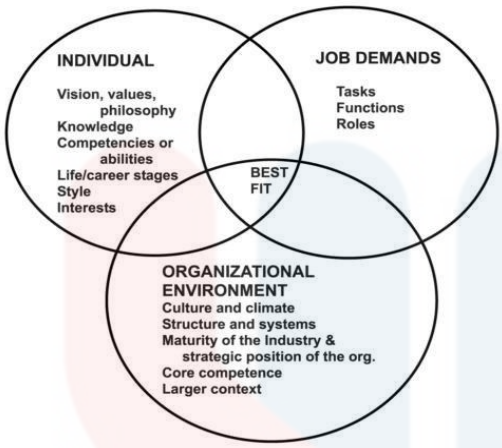

Figure 2: Theory of effective job performance (Umar et al , 2018)

2.4 CONCEPTUAL DEVELOPMENT

Figure 3 shows the combination of experiential learning theory by Kolb (1984) and effective job performance theory (Umar et al., 2018b). The researcher explores the factors that affect the performance of FHPK students by using the theory in Figure 1 and figure 2. In this study, Kolb's experience-based learning cycle has four stages as stated in figure 1 but the researchers only choose 3 stages in Kolb's theory only in figure 3 .

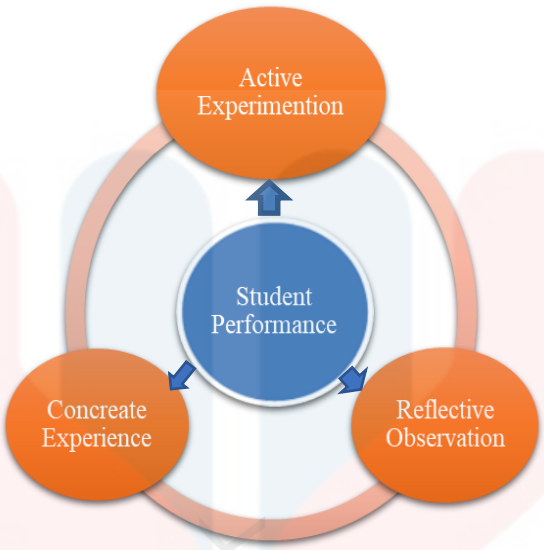

Figure 3 : Explore experiential learning factors in relation to 3u1i (FHPK) students' performance.

a) CONCRETE EXPERIENCE

Concrete Experience occurs when a student engages in interpersonal interactions with people in everyday contexts. In real-world situations, students are more likely to rely on their sentiments, openness to new concepts, and adaptability than on a rational approach to challenges and circumstances (Main, 2020). Learner interactions are referred to as 'Concrete Experience.' This might be a whole new setting or experience, or it could be reevaluating past knowledge in the context of innovative notions (McLeod, 2013). It might be a completely new experience or a previously existing one that has been duplicated.

Every student participates in a task or activity in a tangible experience. Kolb considers participation to be the foundation of learning. For young people, reading about it or watching it in action is insufficient. Learners must actively participate

in their task in order to gain new information (Kurt, 2020). Activists understand the Honey and Mumford technique via practical experience in real-world problems. The great majority of students accepted into a certain hotel management degree had preferred learning styles that indicated they liked practical work but struggled with thinking and analysing (Lashley, 1999).

Students prefer activist learning techniques (Lashley, 1999). In addition to embracing the difficulties of attempting something new, activist learners have been seen to 'act immediately and think about the repercussions afterwards' (Lashley, 1999). According to Barron and Arcodia (2002), students majoring in hospitality and tourism are largely activist learners. According to Botelho (2016), tangible experience is the learning process that begins with students actively engaged in experiences or activities.

Leal-Rodriguez (2019) discovered that students that participated in experience-based activities had a good correlation with their overall academic performance and possible final grade. As a result, this study discovered that providing students with more experience-based activity opportunities leads to gains in performance and skill development. As a result, concrete experience is said to have a high relationship with student success.

b) REFLECTIVE OBSERVATION

The importance of reflection in the educational process is well recognised, as it is through reflective practice that students develop the ability to think critically and objectively when analysing their own experiences. Developing the habit of reflecting on and analysing one's own life experiences is a form of

reflective practice that aids in learning and encourages the development of critical thinking skills Kolb, (2015) .In his theory of experiential learning, Kolb, (2015) does not emphasise the necessity for "critical" reflection: he does not discriminate between the need for critical and non-critical reflection throughout the learning process. The value of reflection in education has been acknowledged for decades, and with better technology integration, the reflective observation learning style may offer a significant opportunity to further students' comprehension and involvement in the material Kolb, (2015).

In addition, learning to reflect is a crucial part of building the critical management skill of self-awareness and acquiring management skills, which is why many management educators promote reflective practice for managerial and professional. Some types of reflective thinking highlight the importance of experience Andriy, (2018). This is where reflection must begin. For starters, one has prior experience. The second attempts to comprehend it, while the third makes judgments on how to act in similar settings based on what is learnt by reflecting on previous decisions. Moving from observation to a conclusion about the best suitable conduct relates to the step of inductive reasoning Andriy, (2018).

It's been shown that reflection is crucial to learning, and it's possible that the reflective observation learning style, especially when combined with more sophisticated uses of technology, might significantly enhance students' capacity to retain and apply what they've learned Langer, (2017). Experiential learning can help students understand the transience of contextual elements across location and

time, as well as gain a level of comfort with change and ambiguity Langer, (2017) . Educators in the field of management frequently stress the value of reflective practice for aspiring managers and professionals, stressing the significance of developing one's capacity for introspection as a key managerial ability.

There are plenty of benefits to applying the experiential learning theory, that help learners `develop a positive attitude towards learning" and engaging for everyone wanting to learn and it gives much confidence to the student because they are able to demonstrate what they have learned Jackqueline et al. (2021).The theory of learning advocated here is one that emphasises the importance of both individual and group interactions Jackqueline et al. (2021).

c) ACTIVE EXPERIMENTATION

Active experimenting is one of the components of experiential learning (Kolb, 2015). Experimentation-based learning entails putting a notion into action to observe what occurs. This form of self-directed learning results in personalization, efficiency, and uniqueness. When you have an experimental attitude, you believe in your potential to improve and, as a consequence, you will grow (Hannah, 2021). At this stage, learning takes the shape of active experimentation with changing environments. Instead of merely viewing a situation, the learner would adopt a practical approach and be concerned with what works (Kolb, 2015). Active experimentation is a type of experiential learning that

involves actively participating in activities to test and explore theories, hypotheses, and concepts.

The previous research, by (Kolb, 1976), found that the experiential learning process has two objectives. One is to become knowledgeable about a specific subject. The other goal is to learn about one's own learning strengths and weaknesses, as well as how to learn from experience. When the process is effective, managers leave their educational experience with not only new intellectual insights but also a better understanding of their own learning style. This comprehension of learning strengths and weaknesses aids in the application of what has been learned and provides a framework for on-the-job continuous learning. The day-to-day becomes a focal point for testing and exploring new ideas. Learning is no longer confined to the classroom; it has become an integral and explicit part of the work itself.

2.5 SUMMARY OF THE CHAPTER

Overall, in this chapter, this study recognizes the positive influence of experiential learning towards FHPK students' performance in 3u1i. The concrete experience, reflection observation and active experiential which relates with experiential learning of students. This will facilitate the research results. In the next chapter it will discuss research methodology which contains research design, population and data analysis and others.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 OVERVIEW OF THE CHAPTER

The aim of this chapter was to clarify several aspects of the research design, population and unit analysis. This chapter will focus on sampling procedure, sampling frame and sample size. The researcher will present a sampling technique and instrumentation followed by the data collection procedure and procedure for data analysis will discuss which methodology will be used for this research.

3.2 RESEARCH DESIGN

The researchers decided on a qualitative approach for the research design. According to Creswell&Poth (2016), a qualitative research design is one that focuses on comprehending the phenomena in its context. It typically necessitates the collecting and analysis of data in the form of words or images in order to offer context for the phenomena under investigation. This definition emphasises the major characteristics of qualitative research, such as the emphasis on understanding the phenomena in its context, the collecting of non-numerical data such as words or pictures, and subsequent analysis targeted at meaning and

interpretation. It highlights the significance of accurately expressing the breadth and complexity of human experience, behaviour, and social events (Creswell&Poth, 2016).

The purpose of this study is to explore experiential learning factors in relation to the performance of 3u1i FHPK students. The researchers refer to Kolb Model (2014) with three elements which is concrete experience, reflective observation, and active experimentation to explore experiential learning factors in relation to the 3u1i program on the performance of FHPK students to enable the research to measure learning through experience. Researchers use concept phenomenological research in qualitative research in this study. A phenomenological investigation describes the meaning of a concept or a phenomenon for multiple people based on their lived experiences. Phenomenologists concentrate on describing what all participants have in common as they go through their experiences (Creswell & Poth, 2016).

3.2.1 OVERVIEW OF THE PHENOMENOLOGY RESEARCH

Phenomenological research may be classified into three categories: hermeneutic phenomenology, interpretive phenomenological analysis (IPA), and transcendental phenomenology.

Table 1 : Type of phenomenology research by Creswell&Poth,(2017).

Type	Description
Transcendental phenomenology	Transcendental phenomenology is a philosophical framework developed by Edmund Husserl that delves into the structure of conscious experience and our understanding of the world. It aims to identify the fundamental and unchanging aspects of events and involves a comprehensive analysis of subjective experiences, independent of individual perspectives or biases (Creswell & Poth,2017)
Hermeneutic phenomenology	Hermeneutic phenomenology, on the other hand, concentrates on exploring and interpreting the lived experiences of individuals or groups to uncover the meaning they attribute to those experiences. Researchers engage in active dialogue with participants' narratives, texts, or other forms of data to gain insights into the multiple layers of meaning. The goal is to move beyond superficial explanations and delve into the underlying structures, patterns, and themes that shape an individual's worldview (Smith et al., 2009)
Interpretive phenomenology analysis (IPA)	Interpretive phenomenological analysis (IPA) is an approach that combines elements of transcendental phenomenology and hermeneutics to investigate and interpret the lived experiences of individuals. It aims to understand the diverse perspectives and interpretations of participants by conducting a detailed exploration of their narratives. IPA seeks to uncover the significance and relevance of these experiences to the individuals involved (Smith et al., 2009).

3.2.2 PROCEDURE FOR HERMENEUTIC PHENOMENOLOGY

The researchers conducted a deep examination of narratives, texts, or other types of qualitative data in this study. Researchers discovered the meanings hidden in the data and got insight into how 3u1i students make sense of their experiences. The researchers made a comprehensive examination of the background of 3u1i students which consisted of Tourism, Hospitality and Wellness courses as well as the various views and interpretations brought by each individual to the experiences, they encountered in undergoing the 3u1i program. The phenomenology research is done by doing thematic analysis which will be explained in detail under sub-heading 3.6 and 3.7.

3.2.3 SUMMARY OF THE PHENOMENOLOGY RESEARCH

The researchers chose hermeneutic phenomenology for this study because it focuses on the process of interpretation and understanding which leads to the interpretation that the students who join the 3u1i program based on their experiences are influenced by their cultural, social, language and historical background.

Hermeneutic Phenomenology is a strategy used by researchers to gain a better understanding of the subjective experience and how 3u1i students interpret and provide meaning to their surroundings. It enables the researchers to dive into the complexities and subtleties of the participants' narratives in order to find underlying meanings concealed within them. It is especially appropriate for study subjects that prioritise understanding 3u1i students' lived experiences and sense-

making processes in a specific cultural or historical background. Hermeneutic phenomenology is used by researchers to explore the subjective components of human experience, investigate the interpretative processes that humans employ, and comprehend the contextual aspects that influence meaning formation.

3.3 POPULATION AND UNIT ANALYSIS

The population of this study is the students of the Faculty of Hospitality, Tourism, and Wellness (FHPK) at the University of Malaysia Kelantan (UMK) in Kota Bharu, Kelantan. The population was identified through the administrative oversight of FHPK. The reason for using FHPK students as the population in this study is because they are involved in an industry-mode program called 3u1i which is 3 years of attachment with the university and 1 year of attachment with industry. The idea behind the 3u1i program is to give students structured learning opportunities both on and off campus. With this unique format for a degree program, students, particularly in the hotel, tourism, and wellness industries, will have the chance to expand their networks, work with industry practices, and obtain beneficial job experience from the beginning of their degree program. According to the database, around 90 students from FHPK were selected for the 3u1i program in 2022.

3.4 SAMPLING PROCEDURES

This study's population consists of FHPK students at the University of Malaysia Kelantan. The data will be used to examine the students' performance. In this study, a purposive sampling approach will be used because the purpose is to collect data from the students who have joined the 3u1i program. Purposive

sampling is a non-probability sampling approach used when researchers need to rapidly and easily pick a sample to explore a particular phenomenon. The participants in this study are chosen by the researchers based on certain criteria:

a. Respondents who have the most time to clearly answer their questions.
b. Respondents chosen based on the position they hold or the type of job or work they do in that specific company or organisation.
c. Respondents who are performing multiple tasks who can provide a wealth of information.

The researcher employs their best judgement when selecting participants for the study. As a result, the sample is not random, but rather based on specific criteria.

a) SAMPLING FRAME

A sampling frame is a group of sampling units, components, or units that are used when the sample is collected (Babbie,2015). According to Babbie (2015), this list requires to include all demographic groups and be accurate, comprehensive, and relevant**.** In qualitative research, the sample size is generally determined by data saturation, which is the point at which more data collecting yields no new insights or themes (Morse, 2015). Data saturation guarantees that the researcher has identified the range and depth of opinion in the sample (Morse, 2015). The researcher developed a sample frame using data from students who took part in the 3u1i training program. The researcher obtained information and contact information for students who participated in this program from the 3u1i program's primary coordinator.

Table 2: The number of FHPK students who participate in 3u1i programs.

Courses/Program	SAP (tourism students)	SAH (hospitality students)	SAS (wellness students)
Number of students	33	27	30
Total	90		

3.5 INSTRUMENTATION

The term "instrumentation" describes a set or selection of tools, measures, or other equipment that will be utilized to gather data for a research project (Houser, 2016). The instrumentation's purpose is to gather data that is accurate, trustworthy, and in line with research objectives (Houser, 2016). The researchers used a semi-structured interview as a data collection instrument for this study. A semi-structured interview guide was developed and used to guide the interviews. The researchers structured the interviews by providing a list of predetermined questions and suggestions. These questions and prompts are designed to cover major topics while allowing for flexibility and in-depth study of participants' points of view. An interview guide, according to Lincoln (2005), is a systematic

series of questions, prompts, and probes used by the researcher for guiding the interview. It provides a versatile framework for interviews, allowing the interviewer to ask open-ended questions and delve into issues of interest while remaining focused on the study objectives.

The researchers used the interview guide as a guide but was also open to the participants' feedback and flow of conversation throughout the interview. This method allows for probing and follow-up questions to delve into specific areas of interest or to investigate and develop themes that emerge throughout the interview. The researchers sought to collect rich and thorough qualitative data using interview guides to explore experiential learning factors in relation to 3u1i students.

Table 3: Interview guide for semi-structured interview

Element in experiential learning by Kolb (2015).	This question is adapted from Kolb (2015)
Concrete experience	1.Tell me about a time when you faced difficult circumstances at the 3u1i programme. 2. What did you learn from the 3u1i programme? 3. Give me an example of a situation where you had to try something different or take a risk in the 3u1i programme. 4. Explain a situation in which you had to navigate complex interpersonal dynamics with a co-worker or team member.
Reflective observation	1.As a student who is involved in 3u1i, what are different things that you have learnt through observation? 2. How do students usually get into a new task that requires learning?

	3. Can you describe a time when you had to learn something new quickly by observation or reflecting on your experiences? 4.How do you certify that the ability of your reflection and observation on your experiences during the 3u1i programme can help you? 5. Can you give an explanation about a situation where you had to work with others who had different learning styles than you had?
Active experimentation	1. Can you give an example of a moment when you identified a problem at work and took action to fix it during 3u1i? 2. Explain any project that was outside of your comfort zone. 3. Tell me about a time when you implemented a new idea or strategy at work in the 3u1i programme. 4. From the 3u1i programme, can you explain a time when you had to work as part of a group to solve a challenging problem?

3.6 DATA COLLECTION PROCEDURE

The data collecting method, according to Creswell (2014), refers to the systematic plan for acquiring data. It consists of judgments regarding what data to gather, data sources, data collecting equipment or tools to employ, protocols to follow, and data collection logistics. A well-designed data collecting method guarantees that accurate and valid data is collected while upholding ethical norms (Creswell, 2014). In this study, the researchers chose to conduct online interviews using WhatsApp due to the remote training status of the 3u1i students, who were not on campus. This method offers several benefits. It saves time and money compared to conducting an in-person interview. Furthermore, WhatsApp is a quick and simple way to receive feedback from interviews. Using this commonly

used chat application, the researchers assured simplicity of use and boosted student participation. Conducting interviews over WhatsApp is a viable option that allows academics to avoid logistical issues while swiftly getting significant insights from remote students.

The researchers noticed a problem with the respondents' response time when conducting online interviews. The respondents took an average of one to two days to respond to the interview requests. This delay was mostly due to the respondents' hectic work schedules and the varied activities going on at their offices. As a result, the researchers had to send repeated reminders to the participants in order to get them to react and engage in the interview. Despite this obstacle, the researchers persevered in their efforts to engage respondents and secure their participation in the study.

Table 4: Data collection

Audio	The respondents received the question by researchers in Microsoft Word (text). Then, the respondent gives the feedback of the answer by the question using voice or audio. The researchers then convert the answer into text.
Text	The respondents received questions through text in a Microsoft Word document by the researcher. The respondent responds to the inquiry by sending a text via WhatsApp.

3.7 DATA ANALYSIS PROCEDURE

The intricacies of qualitative research need rigorous and meticulous approaches in order to yield valuable results. As qualitative research becomes more popular, there is an increasing demand for more transparency and more sophisticated tools to aid researchers in doing accurate qualitative research (Jane et. al., 2016). Thematic analysis software

The procedure of using Microsoft Word for thematic analysis of qualitative data is typically referred to as 'computer- assisted qualitative data analysis software'. According to Moustakes (1994) based on the data from the first and second research questions, the researcher will analyse the data (interview transcripts) and highlight "significant statements from the respondent" which will emerge with sentences, quotes and experiences that provide evidence of their comprehension.

Moreover, in this study the researcher identifies and describes the main philosophical assumptions of phenomenology. For example, one may write on the intersection between objective reality and personal experiences. These lived experiences are also "conscious" and directed toward an object.

Working in research teams and analysing sizable qualitative data sets calls for the use of thematic analysis. In figure 5, researchers employ a step-by-step process to give a thorough explanation and practical advice on how to carry out a theme analysis. The process of conducting a reliable theme analysis in combination with a framework is beneficial to qualitative research as a technique. Braun and Clarke (2006) contend that thematic analysis should be taught as a core

approach for qualitative research since it equips students with the skills necessary to use several different qualitative research techniques.

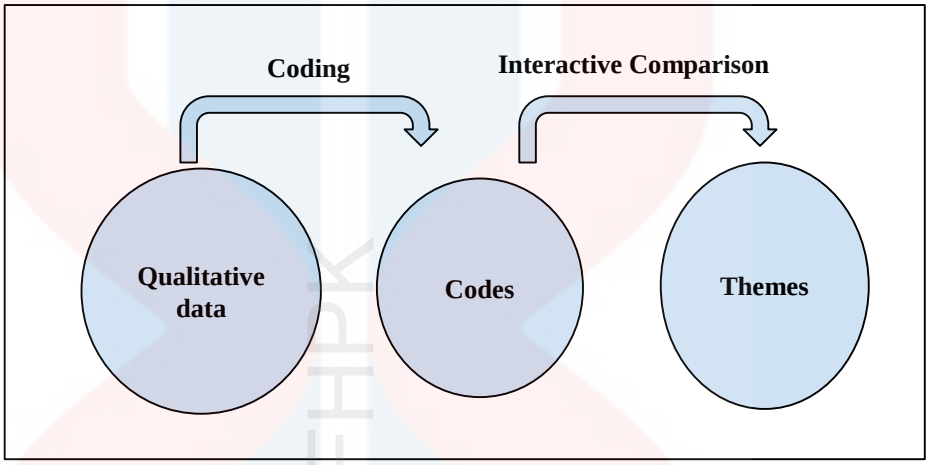

Figure 4: Data analysis

In figure four, the first step involved the researchers posing a question to the respondents, who provided their answers either through text or voice chat. These answers were then compiled into meaningful statements for each independent variable, allowing for a clear separation of the responses into formulated meanings. In the second step, once all the responses were transformed into formulated meanings, the researchers proceeded to identify and highlight the codes present in each respondent's answer. The codes were then listed according to each independent variable and subsequently organized into themes. Additionally, new themes could emerge based on the identified codes during this process.

3.8 SUMMARY OF THE CHAPTER

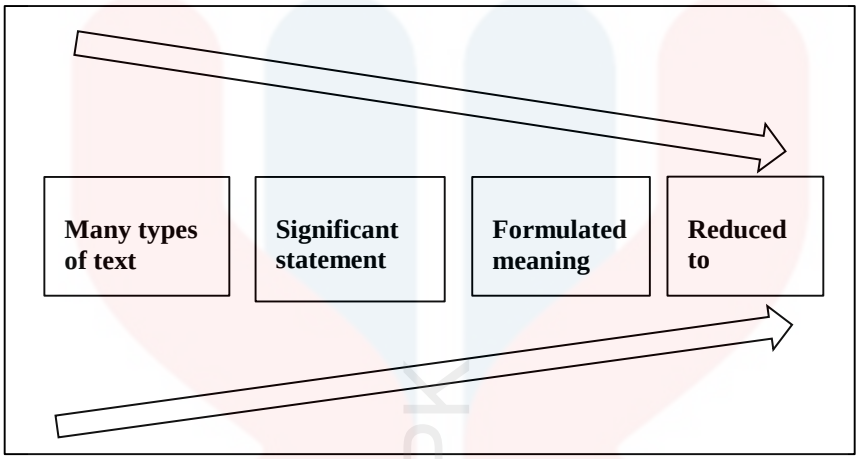

Figure 5: Thematic analysis (Nowell et al., 2017)

This chapter highlights various aspects of the research, such as the research design, population, and unit of analysis. It provides insights into the sampling procedures, instrumentation, data collection procedure, and data analysis procedure. The chapter specifically addresses the sample sizes that have been collected and discusses the data collection and analysis procedures in detail. The research employed an interview guide as the research instrument for observations. Thematic analysis was used to analyse the collected data, along with other methods, to ensure the generation of meaningful and valuable results. Overall, this chapter provides a comprehensive overview of the research process, highlighting the key elements and procedures employed to achieve the research objectives.

CHAPTER 4

FINDING

4.1 OVERVIEW OF THE CHAPTER

This chapter focuses on demographic analysis, profile analysis, and thematic analysis. This chapter begins by investigating the demographics of the research participants. Following the demographic analysis, this chapter delves into the profiling analysis, with the goal of identifying the individual qualities or characteristics displayed by the participants. This chapter also explains thematic analysis, which includes detecting and understanding themes or patterns in qualitative data.

4.2 DEMOGRAPHIC ANALYSIS AND PROFILING ANALYSIS

The analysis conducted is on demographic data, respondents are required to fill in the data on a Google form provided by the researcher and an interview guide.

Table 5: Demographic analysis

Name	Gender	Age	Course / programs
Informer 1	Male	24	Wellness
Informer 2	Male	24	Wellness
Informer 3	Female	24	Wellness
Informer 4	Female	24	Tourism
Informer 5	Male	24	Tourism
Informer 6	Female	24	Tourism

Table 6: Profiling analysis

Name	Region	Location	Position
Informer 1	East	Kota Bharu	Assistant coach
Informer 2	Northern	Langkawi	Operation department
Informer 3	Northern	Langkawi	Operation department
Informer 4	Central part	Kuala Lumpur	Operation department
Informer 5	Northern	Perak	Field work
Informer 6	West	Selangor	Operation department

Out of six respondents, there are two male and four female, most of them are from different faculty which is from hospitality, tourism and wellness for 3u1i program as well as one from central part, three from northern and two from east.

Furthermore, all the informants are from various company departments hence, to achieve all the research objectives of this study, refer to Kolb theory which type of learning via- real world experience, it is frequently contrasted with lecture and classroom learning Kolb (2014).

4.3 THEMATIC ANALYSIS

In this study thematic analysis are able, in many interpretivist orientations, to place an emphasis on the social, cultural, and structural settings that shape individual experiences. This enables the production of knowledge that can be applied to a variety of situations. Reveals the meanings that are socially produced through interactions between the researcher and the study participants (Braun and Clarke 2006). Thematic analysis can result in a symbiotic relationship in which interpretive discoveries provide new hypotheses to be investigated using post-positivist methodologies. Moreover, when attempting to comprehend a group of experiences, thoughts, or behaviours spread throughout a data set, thematic analysis is a suitable and effective technique to utilise (Braun and Clarke 2012).

By analysing, combining, comparing, and even visually mapping the relationships between codes, researchers might generate themes (Varpio et al., 2017). No data-driven theme ever appeared by accident. Since inductive analysis extracts themes directly from the coded data, the discovered themes will be more closely related to the original data and reflective of the entire data set (Braun and Clarke, 2006). Themes in deductive analysis, on the other hand, are guided by preexisting ideas and/or theoretical frameworks, and as a result, they tend to zero

in on a narrower subset of the data or a single research issue (Braun and Clarke, 2006).

In addition, when researchers use thematic analysis, they can recognise themes without consideration to how frequently a particular idea or object associated to that theme appears in a data set. Thematic analysis, to put it simply, is one of the more accessible qualitative methods. Because thematic analysis can be conducted purely inductively and because there are published explanations and examples of its application, it is accessible to less experienced researchers (Braun and Clarke, 2006).

*Difficult to adapt	*Workload	*Solving problem
*Able to find solutions	*Multiple task	*Listen to advice and opinion
*Responsibilities	*Social & management skills	*Build up teammates
*Risk taking	*Independent	*Creating special area
*Leadership skills	*Fast learner	*Perform in depth analysis
*Exposed real industry	*Training experience	*Learn new tricks
*Risk taking and seeking guidance	*Greater understanding and continuous learning	*Do mapping
*Time and effort to complete task	*Unexpected learning	*Unpredicted event
*Reflection on coach	*Observing	*Early knowledge preparation
*Build professional character	*Build self-confidence and independent	*Communication
*Expressing idea	*Emotional control	*Seeking help
*Perceived other people	*Conflict with interpersonal	

Figure 6: Formulated meaning

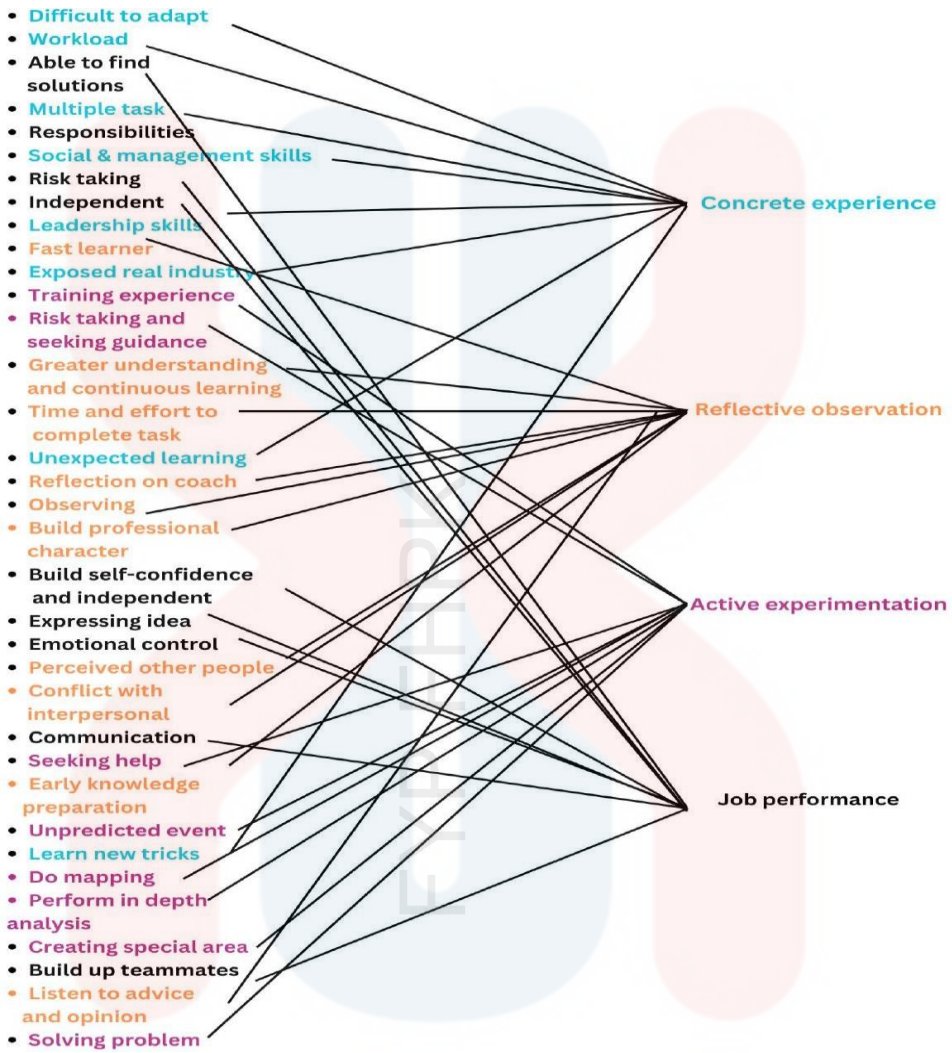

Figure 7 : Codes and themes

The researchers began the coding process by systematically breaking down the data into smaller meaningful units known as codes. Each code represented a specific segment of data and corresponded to an idea, concept, or pattern. Throughout the coding process, the researchers identified and assigned labels to different codes that accurately reflected the content of the data. Next, the researchers generated themes by examining patterns and connections among the codes. Themes were overarching concepts or ideas that emerged from the coded data, capturing the main topics or ideas present in the dataset.

4.4 SUMMARY OF THE CHAPTER

In this chapter, the researchers go through the demographics of the 3u1i students that were questioned, as well as their profile and theme analysis that was carried out. The chapter focuses on explaining the meaning acquired from the replies of the participants to theme analysis questions. The researchers go into the underlying themes and patterns that emerged from the data, putting light on the rich and complex ideas given by the participants through interpretation and analysis.

CHAPTER 5

DISCUSSION AND CONCLUSION

5.1 OVERVIEW OF THE CHAPTER

This chapter will provide a recapitulation of the findings based on research questions. It highlights the key findings and provides potential areas to focus on in the future. The recommendations are discussed by considering both the strengths and limitations of the study, as well as how the conclusions may impact existing research and practice. This section suggests future direction and highlights the importance of continuing research in this area.

5.2 RECAPITULATION OF THE FINDINGS BASED ON THE RESEARCH QUESTION

There are three research questions. Each research question represents the three variables of Kolb's experiential theory.

a) HOW DOES CONCRETE EXPERIENCE IMPACT 3U1I STUDENTS' PERFORMANCE?

Concrete experience is an experience that arises out of direct contact with a person or thing. It includes actual physical interaction with an environment or person, or sensory information gained from the environment. It is a form of experience that is typically grounded in the immediate moment and involves

engagement in a physical or emotional way. It provides direct and tangible knowledge that can lead to new insights. The relationship between concrete experiences and job performance has been studied across various fields and disciplines. Recently, a 2014 study published in Human Resource Development Quarterly found that "experiences of mentoring had a positive influence on trainees' job performance" (Schuh & McGuire, 2014).

Furthermore, the study noted that this effect was "not simply due to content and didactic learning but was also related to the quality and context of the mentoring experience" (Schuh & McGuire, 2014). This finding suggests that concrete experiences in organisational culture and mentoring can result in increased job performance. Based on the responses from the informants, we concluded that reflective observation plays an important role in measuring the performance of 3u1i students.

According to informant one, the difficulty of adapting to the new environment is an example of a concrete experience.

> "I encountered a challenging circumstance while attempting to adjust to the working environment requirements."
>
> (Informant 1)

These kinds of challenges may be found difficult during the starting stages. However, when informant starts to adapt to the situation and environment, informant confidence level will increase to try new things, and can be able to work in any place or situation. Based on the response from informant three, the researchers identified several difficulties concerning location and transportation, another example of reflective observation.

> "At the beginning of the 3u1i programme, it was very difficult because I had many challenges in terms of place and transportation, but I had to calm down to solve the mistakes one by one."

(Informant 3)

According to informant five, the workload is one of the reflective observations. Informants mentioned that informants had difficulty handling many tasks at one time during their training. Whatever we do may seem difficult at first, but when we start working and continue to be patient, the future results will be positive and amazing. The experience they gain throughout the 3u1i program will increase work motivation among 3u1i students, and they will be more comfortable and confident in their jobs when they step into the real world of work as real employees of an organization.

b) TO WHAT EXTENT DOES REFLECTIVE OBSERVATION IMPROVE 3U1I STUDENTS' PERFORMANCE?

Reflective observation played a role in Kolb's experiential learning theory, involving the concept of reflecting on past experiences to derive learning from them. This step held significance in adult learning as it facilitated personal growth and enhanced problem-solving abilities. During the reflective observation stage, individuals took the time to carefully contemplate their previous experiences to gain deeper insights into themselves and the world. This process involved consciously examining and questioning their beliefs, values, and assumptions to foster new learning experiences. Various studies have demonstrated the importance of reflective observation in effective job performance (e.g., Sulaiman, Norasmadi, & Kadir, 2019; Gagné et al., 2017). Sulaiman et al. (2019) discovered that self-reflection had a significant impact on job satisfaction, work motivation, and work engagement, all of which strongly influenced job performance. Similarly, Gagné et al. (2017) found that employees who engaged in self-reflection reported reduced stress levels and higher job satisfaction, factors associated with improved job performance.

Following the responses from the informants, reflective observation is related to evaluating the performance of 3u1i students. According to the informants, they were seeking information before acting is an example of reflective observation.

> "I prefer to observe and reflect before taking action because some actions require preliminary research to determine whether they will be good or bad."

(Informant 1)

This shows that the informant makes herself informative before she acts. This is what self-reflection is. Based on the response from informant two, risk-taking and continuous learning are forms of reflective observation.

> "I prefer to jump in and learn through experience because there are many things that we can learn in practice more than by observing. " So, by jumping and taking the risk, you will have many lessons to learn."

(Informant 2)

Meanwhile, Informant six shared that:

> "I would choose to learn from or follow the experience of seniors in the past, and I would choose to ask others if I had misunderstandings."

(Informant 6)

Responses from both informants (Informants one and six) show that reflective observation brings up skills such as risk-taking and work management, which lead to higher levels of job performance. From this, the researchers figure out that reflective observation is related to measuring performance.

c) HOW DOES ACTIVE EXPERIMENTATION OF 3U1I STUDENTS IMPROVE PERFORMANCE?

Active experimentation is a learning cycle at the heart of David Kolb's Experiential Learning Theory (ELT). Active experimentation, a stage in ELT's four-stage cycle, involves finding practical applications of knowledge by actively experimenting with, testing, and applying different approaches. Through active experimentation, individuals learn from their experiences, plan and organise new strategies, and adjust their responses to different situations. This process allows the individual to learn how to effectively apply their newly acquired knowledge in real-world scenarios. Active experimentation is an intrinsic part of development and encourages learning from experience, critical thinking, and problem-solving. Within the last 20 years, active experimentation has received increased attention in the field of job performance. It is because active experimenters are more likely to be committed to learning and developing better job skills over time. Recent research conducted by Shoquist et al. (2018) found that natural resource professionals who used active experimentation were more successful in their job roles than those who did not.

Similarly, a study conducted by Mitjans et al. (2020) showed that people who are high in active experimentation engage in more task-related learning activities and are more successful in their jobs. Research conducted by Shoquist et al. (2018) found that natural resource professionals who used active experimentation were more successful in their job roles than those who did not. Similarly, a study conducted by Mitjans et al. (2020) showed that people who are high in active experimentation engage in more task-related learning activities and are more successful in their jobs.

Learning new tricks to fix the issue, such as technical issues, is identified as an example of active experimentation.

> "For now, I just handle projects in virtual form, so the problem is a lack of technical knowledge. I tried to learn new tricks, like how to fix the problem as fast as I could".
>
> (Informant 2).

This statement from the informant shows that he is an active experimenter because he tries to find a solution to overcome the problem, he faced during the 3u1i programme. Then, based on the response from informant 3, listening to the advice and opinions of other teammates is one form of active experimentation.

> "When working in a group, you need to listen to the opinions of others and make decisions as a group; this can bring you closer to your group members, and never be arrogant about listening to advice?"
>
> (Informant 3)

According to informant five,

> "Create detailed plans and strategies to solve challenging problems and be responsible for each step and the deadlines that must be met. With a clear plan, my team and I will be more organized in overcoming problems.".
>
> (Informant 5)

Based on informants three and five statements, it can be concluded that active experimentation is highly influencing the performance of 3u1i students. The experience they gained from actively experimenting with something will surely help them in the future when they jump into the real working world.

5.3 LIMITATION OF THE STUDY

Limitations are any factors that could affect the outcome of the research or impede the process of data collection, analysis, and interpretation. In any research paper, it is important to acknowledge and discuss the limitations of the study to give readers a better understanding of the scope of the results. This section will discuss some of the limitations of this study. The first limitation is that, only three elements of Kolb's experiential theory were researched regarding students' performance in this study. The researchers did not include abstract conceptualization, which is also one of the elements of Kolb's experiential learning theory, in this research.

The next limitation is that the focal point of this study is all about Kolb's theory of experiential learning. However, there are still some other theories on experiential learning, for example, the experiential learning theory by Carl Rogers and the experiential learning theory by John Dewey, which were not examined in this study in relation to students' performance. The experiential learning theory by Carl Rogers is based on the idea that individuals learn by being actively involved in the experience. The experiential learning theory by John Dewey introduces the notion that learning happens best when it is embedded in authentic experiences.

In Dewey's view, learners must engage in all aspects of a learning experience, from conceptualization and comprehension to application. Then the researchers only focused on the 3u1i students of UMK from the Faculty of Hospitality, Tourism, and Wellness. There are still many public and private university students involved in programs like 3u1i. The fact that data on experiential learning factors in relation to students' performance was not collected from those students from some other universities in Malaysia.

5.4 RECOMMENDATION FOR FUTURE RESEARCH

a) ACADEMIC RECOMMENDATION

Recommendations are divided into two parts. One is an academic recommendation. Future researchers may focus on other theories of experiential learning where we only focused on Kolb's experiential learning theory in this research. For example, the experiential learning theories of John Dewey and Carl Rogers, which can be added more extensively for future research in relation to students' performance. Besides, this study was only done on the 3u1i students of the University of Malaysia Kelantan from the Faculty of Hospitality, Tourism, and Wellness, it is also recommended that further studies be carried out on other university students who are involved in industry mod programs like the 3u1i program to see whether there are any similarities in the findings on experiential learning factors in relation to students' performance. Kolb's experiential learning theory states that concrete experience, reflective observation, abstract conceptualization, and active experimentation form a four-stage process. Since this study only focused on three elements—concrete experience, reflective observation, and active experimentation—of Kolb's experiential theory that were

researched regarding students' performance, it is recommended that future research also study abstract conceptualization, which is also one of the elements of Kolb's experiential learning theory regarding students' performance.

b) PRACTICAL RECOMMENDATION.

Second recommendation is a practical recommendation. Informant three mentioned that informant faces difficulties regarding location and transportation. Therefore, to find a solution for this, companies can help students by providing support for securing local accommodation, providing an allotted transportation budget so that students can take local transport, or arranging shuttle services from popular locations to the company offices. Additionally, employers can provide remote internship opportunities or offer a stipend to cover transportation costs for students who are local and need to travel to the company offices. Then, the company can provide resources and advice to help students plan their travel and find the most cost-effective routes and accommodation options. Lack of knowledge of technology and software was a problem mentioned by the informant.

To overcome this problem, internship companies can invest in educating the students on the newest technologies and software. This can be done by providing training programs, seminars, and on-the-job mentoring. Companies should also consider offering rewards and incentives to students who successfully complete relevant technology courses. Furthermore, encouraging intern students to use online resources to acquire knowledge on the latest technologies, such as YouTube tutorials and online forums, should also be an option.

Lastly, internship companies should use real-world examples to enable the intern students to gain a greater understanding of the technology in the workplace. Communication barriers were the issue identified by most of the informants. Internship companies can take several initiatives to overcome the communication barrier among their intern students. First, they can pair students with mentors from diverse backgrounds who can help the internship cohort identify different cultural norms and values. These mentors can also provide advice, feedback, and support to help bridge cultural divides. Additionally, internship companies should strive to create an inclusive environment where students from all backgrounds feel welcome and respected. This could involve incorporating diversity and inclusion training into their orientation sessions and providing translation services for language barriers. Internship companies should also strive to create an open forum where interns are encouraged to share their experiences and express their opinions in a positive and respectful manner. By taking these steps, internship companies can create an environment that is conducive to open communication and successful intercultural dialogue.

CONCLUSION

Based on the responses from the informants, the researchers concluded that three elements of Kolb's experiential learning theory played an important role in measuring the performance of 3u1i program students. A concrete experience involved being immersed in a new experience, such as the challenge of adjusting to a new environment. These challenges initially appeared daunting, but as individuals began adapting to their circumstances and environment, their confidence levels increased, enabling them to tackle new tasks in any location or situation in the future. The concrete experience fostered students' ability to adapt to unfamiliar situations. Reflective observation entailed learners reflecting on the new experience to comprehend its meaning. Reflective observation involved taking calculated risks and maintaining a continuous learning mindset (Smith et al., 2020).

By taking the risk and jumping, many lessons were learned. Reflective observation highlighted abilities such as taking risks and managing work, which enhanced job performance. Active experimentation helped individuals make sense of their experiences, formulate new strategies, and adapt their responses to different situations. Through this approach, people learned how to apply their newly acquired knowledge in practical scenarios. It was believed that collaborating with others often led to creative solutions and fresh perspectives for resolving pressing issues or problems. This type of thinking was considered active experimentation. In this context, active experimentation was related to evaluating the performance of 3u1i students.

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APPENDIX

APPENDIX A : THEMATIC ANALYSIS

N0	Question	Codes
1	Tell me about a time when you faced difficult circumstances at the 3u1i programme. Probed question: what you did to conquer it	• Difficulty adapting to a new environment. • Multiple tasks. • Difficulties with location and transportation. • Difficulties for newcomers to navigate. • Difficulties with location and transportation • Difficulties for beginners to navigate. • Workload, problem-solving skills, teamwork, and adaptability. • Communication barriers
2	What did you learn from the 3u1i programme? Probed question: How did you acquire your experience in those skills or knowledge?	• Improve social skills and self-confidence. • A new approach to improving knowledge and other abilities. • Take responsibility for yourself and be optimistic. • A deeper understanding of the tourism sector. • Acquisition to explore outside which leads to increased skills and knowledge. • Management skills
3	Give me an example of a situation where you had to try something different or take a risk in the 3u1i programme. Probed question : How did this event contribute to your development as a professional growth?	• Challenge, risk-taking • Must be fast learner. • Do more to become an expert in the field. • Be independent. • Take risky decision to achieve the desired result -Able to develop leadership skills, project management, problem solving, and the ability to take controlled risks. • Unexpected problem in event. • Think creatively and flexibly.
4	Explain a situation which you had to navigate complex interpersonal dynamic with a co-worker or team member.	• Being sensible and respect • Communicate well. • Communicate to each other if misunderstood. • Teamwork

	Probed question: What strategies did you employ to deal with the problem, and did you learn about yourself and others as a result?	• To solve a problem, teamwork is a must even though during stressful situation. • Communication • Need to have clear understanding of situation seek advice and guidance from colleagues or supervisors who have experience.
5	As a student who is involved in 3u1i, what are different things that you have learnt through observation?	• Expose the real industry early that traditional mode students. • Prior training experience recorded for future job seeking. • Greater hands-on understanding than theory-based learning. • Concentration • Receive work expectation. • Adapting new culture • Learning something new.
6	How do students usually get into a new task that requires learning? (Probed question: Do you tend to observe and reflect before taking-action or do you preferred to jump into and leaned through the experience?	• Information seeking before acting. • Risk taking and continuous learning. • Spending time and effort to complete many tasks. • Continuous Learning and spending effort • Take note and continuous learning. • Effort in learning and seeking for guidance.
7	Can you describe a situation you had to learn something new quickly by observation or reflecting on your experiences?	• Observing while learning unfamiliar software • Reflecting on coaching session to handle customer. • Observing before handling customers. • Unexpected learning Doing a new task by only observing an example. • Conduct a program with own experience.
8	How do you certify that the ability of your reflection and observation on your experiences during the 3u1i programme can help you?	• Reflective experience can increase expertise for future employment. • Ready to face of future situation other company. • Build professional character. • Build relationship with customers.

		• Built self-confident. • Be independent.
9	Can you give explanation about a situation where you had to work with others who had different learning styles than you had? Probed question : How did you approach to work effectively with them?	• Haven't faced. • Emotional control • Try to communicate and fix it. • Expressing idea and perspective to communicate effectively. • Working independently before initiating sharing session • Learning to perceived other -People and gain a new knowledge. • Open to people suggestion and expressing own idea.
10	Can you give an example of a moment when you identified a problem at work and took action to fix it during 3u1i? Probed question : 1.What is the process? 2. What did you learn from the experience?	• Communication to try to converse with body language. • Unpredicted event anticipation • Early preparation and anticipation • Customer behaviour • Learning from existing employees • Research project, seeking help from mentor or join online community relate with the project. Always remember that the process of learning and developing skills takes time. • Conflict and interpersonal issue talk together to solve it. • Communication is the key.
11	Explain any project that was outside of your comfort zone. Probed question: 1.How did you prepare for the challenge? 2. What did you learn from the experience?	• Gain more confidence in terms of communication. • Learn new tricks to fix the issue such as technical issues. • Requires lot of knowledge. • Need to be prepared with tourism knowledge. • Perform an in-depth analysis of the projects I receive. Determine the needs and requirements needed to complete the project. • Handle program for customer but it is out from my scope when customers ask something unexpected.
12	Tell me about a time when you implemented a new idea or strategy at work in 3u1i programme. Probed question: 1.What is the process? 2. What impact did it have on your team or organization?	• Creating a special smoking area. • Do mapping and plotting. • Making a detailed plan, which set a clear goal. • Identify the tasks that are most important and have the greatest impact on the implementation of my ideas or strategies.
12	From the 3u1i programme, can you explain a time when you had	• Learned how to solve the problems and try to communicate.

	to work as part of a group to solve a challenging problem? Probed question: 1.What was your role? 2. What did you gain from the experience?	• Learned to back up teammates when they are not around. • Listen to advice and opinion of other teammates. • Take advice from experienced people. • Discuss and identify the roles and responsibilities of each team member based on their expertise. Create detailed plans and strategies to solve challenging problems. Team and I will be more organised. • Out of idea in group work but -still have supportive team members.