



THE STUDY ON THE EFFECTIVENESS OF ONLINE LEARNING TOWARDS HOSPITALITY STUDENTS LEARNING OUTCOMES.

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Bachelor of Entrepreneurship (Hospitality)

A report submitted in partial fulfillment of the requirements for the Degree of

Bachelor of Entrepreneurship (Hospitality)

Faculty of Hospitality, Tourism and Wellness

UNIVERSITI MALAYSIA KELANTAN

2021

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ACKNOWLEDGEMENT

Through the writing of this dissertation, we have received a great deal of support and assistance whether in term of physical and mental. We would like to take this opportunity to express our gratitude to those people who have given a lot of support and encouragement in finishing this project. We first need to thanks our Almighty God for giving us the opportunity and let us have the willpower to complete this project with successful.

Besides, we would particularly like to acknowledge our supervisor, Dr. Derweanna Bah Simpong for her patient support and for all the opportunities we were given to complete our research. She sacrificed a lot of time and energy, gave valuable ideas and advice in completing this research. We really appreciate it and without her, this research might not be as perfect as it is now.

Next, we would like to thank to our lovely parents for their wise counsel and sympathetic ear. Also not forgotten to our family for being so understanding about our work given that throughout the completion of this research we have spent a lot of time at home. Their prayers and support are our main strengths despite the difficulties that we have been through towards completing this research.

In addition, our deepest thanks go to our group members who have cooperated with each others in order to accomplish the research. Our wonderful collaboration has yielded good results. Contributions and help of each of the group members helped in making the completion of this research easier.

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LIST OF SYMBOLS & ABBREVIATIONS

Abbreviations

KAP	Knowledge, Attitude, and Practice
E-learning	Electronic Learning
NCES	National Center for Education Statistics
SPSS	Statistical Package for the Social Science
PMS	Property Management System

ABSTRACT

Online learning is one of the channels of information delivery to students at the university, but nowadays online learning channels are increasingly gaining the attention of students and even become the main channel in the delivery of information. Various types of channels have been used to ensure that information can reach students, among the types of channels that are often used by students are Google Meet, Zoom. This research project aims to study how the Knowledge, Attitude, Practise (KAP) Model influence the effectiveness of online learning towards Hospitality students learning outcome at University Malaysia Kelantan. Therefore, this study measures the empirical factors that are through Knowledge, attitude, practical that affect the learning outcomes of Hospitality students at University Malaysia Kelantan. The study was also compiled through a survey of quantitative methods on hospitality students with special attention to third-year hospitality students who took practical subjects that required specialized tools during online learning. Using SPSS, the researchers took a total of 169 respondents, and the results obtained are explained in the form of tables and charts. The analysis was performed using Pearson Correlation Coefficient to study the relationship and influence that exists between the variables that are independent variables and dependent variables. Based on this study, the researchers acknowledged that all these factors are important in influencing the learning outcomes of hospitality students. This has been proved from the Pearson correlation values for each variable obtained by the researchers. The high positive and significant correlation for the acquired knowledge of P value was 0.971. Second, positive and significant relationships were also high for Attitudes which got a P value of 0.987. Lastly, the high positive and significant correlation also for the online practical part also got a P value of 0.980. Through this study, it can be determined that knowledge, attitudes and practices influence the effectiveness of online learning on the learning outcomes of hospitality students at University Malaysia Kelantan.

Keywords: Knowledge, attitude, practice, effectiveness online class, online learning outcome.

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ABSTRAK

Pembelajaran atas talian merupakan salah satu saluran penyampaian maklumat kepada mahasiswa di universiti, namun pada masa kini saluran pembelajaran atas talian semakin mendapat perhatian mahasiswa malah menjadi saluran utama dalam penyampaian maklumat. Pelbagai sejenis saluran telah digunapakai bagi memastikan maklumat dapat sampai kepada mahasiswa, antara jenis saluran yang sering diguna oleh mahasiswa adalah Google Meet, Zoom. Projek penyelidikan ini bertujuan untuk mengkaji faktor faktor yang mempengaruhi keberkesanan pembelajaran dalam talian terhadap hasil pembelajaran pelajar hospitaliti di Universiti Malaysia Kelantan. Oleh itu, projek ini bertujuan untuk mengkaji bagaimna Model Pengetahuan, Sikap, Praktik (KAP) mempengaruhi keberkesanan pembelajran dalam talian terhadap hasil pembelajaran pelajar Hospitaliti di Universiti Malaysia Kelantan. Kajian ini juga disusun melalui tinjauan kaedah kuantitatif terhadap pelajar hospitaliti dengan menumpukan perhatian khusus kepada pelajar hospitaliti tahun tiga yang mengambil subjek praktikal yang memerlukan alat khusus semasa pembelajaran dalam talian. Dengan menggunakan SPSS pihak penyelidik telah mengambil respondent seramai 169, serta hasil yang diperoleh dijelaskan didalam bentuk jadual dan carta. Analisis yang telah dilakukan dengan menggunakan Nilai korelasi Pearson untuk mengkaji hubungan dan pengaruh yang wujud antara pemboleh ubah yang merupakan pemboleh ubah tidak bersandar dan pemboleh ubah bersandar. Berdasarkan kajian ini, penyelidik mengakui bahawa semua faktor ini penting dalam mempengaruhi hasil pembelajaran pelajar hospitaliti. Ini telah membuktikan dari nilai korelasi Pearson untuk setiap pemboleh ubah yang diperoleh penyelidik. Hubungan positif dan signifikan yang tinggi untuk pengetahuan yang diperolehi nilai P adalah 0.971. Kedua, hubungan positif dan signifikan turut tinggi untuk Sikap yang mendapat nilai P sebanyak 0.987. Terakhir sekali, hubungan positif dan signifikan yang tinggi juga untuk bahagian praktikal atas talian juga mendapat mendapat nilai P sebanyak 0.980. Melalui kajian ini, dapat ditentukan bahawa pengetahuan, sikap dan praktikal mempengaruhi keberkesanan pembelajaran dalam talian terhadap hasil pembelajaran pelajar hospitaliti di Universiti Malaysia Kelantan.

Kata Kunci: Pengetahuan, Sikap, Praktik, Keberkesanan pembelajaran dalam talian, Hasil pembelajaran atas talian.

CHAPTER 1

INTRODUCTION

1.1 INTRODUCTION

This chapter introduces this study and comprises the main sections that explain the background of the study, research problem, research questions, research objectives, the significance of the study, and the scope of the study.

1.2 BACKGROUND OF STUDY

The results of a study identified the aptitude required for hospitality and tourism graduates that the skills and abilities to manage and motivate subordinates were evaluated as the two most important skills (Mayo and Thomas-Haysbert, 2005). The hospitality sector is a case environment for the pondering of skills in services. Most scholarly studies are hospitality enterprises, and travelers are glad to spend dinner in the restaurant and hotel (TripBarometer, 2015). Thus, it can show that hospitality is the leading industry in the world.

The student-content, student-instructor, and student-student interaction are learning activities of combining forms of interaction between the subjects related to teaching and learning activities (Gradel & Edson, 2010). There are pros and cons of online learning. According to Kayode (2014), student content has the most significant impact on learning outcomes. When online learning, the teacher cannot interact with students. It is also hard for the teacher to communicate with students when one of the networks is not good. Students also cannot get the information from the teacher clearly when the network is not good. Besides, students can learn another course with online learning to improve their knowledge. Students also can learn knowledge anytime, anywhere. An emerging research line controls course and instructor differences and uses learning outcomes based on performance measures (Merrill and Galbraith, 2010). Teachers can use the electric implement to gain students' learning results or feedback like quizzes, tests, and questions similar to learning in the classroom. Online learning also causes the number of posts to improve when students submit their assignments, and students take better results when having online learning (Nandi, Hamilton, Harland, & Warburton, 2011). Thus, there are a lot of pros and cons of online learning for students.

Educational practitioners in hospitality programs recognize the increasing need with the advent of this ubiquitous learning environment to adopt close partnerships with other institutions. According to Rudestam & Schoenholtz-Read (2010), teaching methods shift in the online learning environment from the transmission of knowledge support for interactive and active learning as newer technologies. Through newer technologies, it is convenient for students to learn by online learning at anytime, anywhere.

A face-to-face teaching method applied to medical statistics can improve learning outcomes and evaluate the cause factors of students' knowledge, attitudes, and practices (KAP) relating to e-learning. Merrill and Glabraith (2010) indicated that there is still much more research necessary to fully understand the learning outcomes of different convey methods such as online learning. In the medical field, the knowledge, attitude, and practice (KAP) model are one of the most used models. Knowledge defines awareness, understanding, or information that has been obtained by experience or study, and that is either in a person's mind or possessed by people generally. Attitude combines instinct and habit in any proportion, and it prevents the exceeding commitment of the instinct-theory and environmentalism. Simultaneously, the practice is used to describe what happens instead of what you think will happen in a particular situation.

1.3 PROBLEM STATEMENT

The hospitality sector, in general, involves service; learning hospitality courses at university is more practical. This is because hospitality students need to be understanding and practical while doing the work. When it comes to skills, skills have various forms in terms of soft skills and hard skills. Defining what skills are, perhaps an essential precursor to this discussion, is no simple task. Riley et al. (2002) note that 'skill is always surrounded by controversy because perceptions of skill are highly subjective and relative. Pandemic Covid-19 has a severe impact on hospitality

students because it is difficult for students to do practicals in the mock kitchen and restaurants. Some of these skills have been subject to independent assessment (Ecotec, 2001) in a manner that has value and cross-over implications for the hospitality sector. Learning is an instructional method that involves some classroom activities that engage students and allow them to form their learning experiences; that is, it is a student-centered approach (Prince, 2004) that integrates constructivism and student-centered learning pedagogy.

Student learning outcome determines the outcome of a student, and previous learning sessions play an important role. Initial research suggests that there is little feedback received from students that would help ascertain what deficiencies exist within hospitality management programs, especially regarding experiential learning opportunities and whether such programs result in better preparedness for entry-level positions (Lee et al., 2012). When it comes to practical and coupled with pandemic Covid-19, it is challenging for hospitality students to complete the given assignments because they do not have complete tools. Fenyvesi (2018) stated that learning outcome played a critical role in learning attitude, as a better learning attitude could guide a better learning outcome. Quigley, Herro, & Jamil (2017) pointed out notably positive correlations between hospitality students' learning attitude and learning outcome.

At that moment, the face-to-face learning tasks in the classroom/homeroom were replaced with the online learning framework. The concept of social and physical separation expects everyone to stay at home in order to prevent the spread of this sickness (Allo, 2020). Whereas practical lessons delivered online using various teaching tools do not appear to provide successful learning outcomes for students. The findings also show that students prioritise convenience, although this has no

effect on the quality of the teaching-learning process. Given the potential of online learning, it is worthwhile to evaluate existing users' experiences and perspectives in order to aid future planning and growth. Although online learning has been a prominent study topic that has gotten a lot of attention, the experiences of teaching and learning online might vary depending on the subject (Gu, 2002). Take tourism and hospitality as an example: it might be difficult to teach practical courses that require hands-on demonstration and exercises online, and students may find theoretical sessions less relevant since they want to master practical skills.

Several technologies are used for online education, but sometimes they create many difficulties such as downloading, installation, login problems, audio and video problems. Sometimes students find online learning wasted time and teaching boring and unengaging Bao (2020) and Filius et al., (2019). So, if the university has not previously taken learners and educators through online teaching training and does not have adequate resources to get the professor to record and present the work in a way that can be viewed by students, including recording platforms both on campus and at home, then the online strategy ends right there Yang & Li, (2018). Also, online learning has so much tie and flexibility that students never find time to do it. Based on Graham & Misanchuk, (2004); Jaques & Salmon, (2007), personal attention is also a huge issue facing online learning. Students want two ways of interaction, which sometimes gets challenging to implement. The learning process cannot reach its full potential until students practice what they learn; suppose the university has a comprehensive online platform and professors are able to record and present the material for students to access right from their homes, and if students do not have the means to access these materials, such as a laptop, tablet or a good phone, they cannot catch up with the lesson (Filius et al., 2019). The learning process cannot

reach its full potential until students practice what they learn. Online content is full theoretical and does not let students practice and learn effectively. Mediocre course content is also a major issue. Students feel that lack of community, technical problems, and difficulties in understanding instructional goals are the barriers to online learning (Song et al., 2004).

In a study, students were not sufficiently prepared to balance their work, family, and social lives with their study live in an online learning environment. Students were also found to be poorly prepared for several e-learning competencies and academic-type competencies. Also, there is a low-level preparedness among the students concerning the usage of Learning Management Systems (Parkes et al., 2014). Besides, students will also have difficulty doing work that involves practicality—students who need practical help. In research, students were not adequately prepared in an online learning environment to align their jobs, family, and social lives with their study life. Students have also been poorly equipped for many e-learning competencies and competencies of the academic kind. There is also a low-level preparedness for learning management systems among students (Parkes et al., 2014). Besides, it would also be challenging for students to do work that requires a practical approach.

From its etymological point of view, the very essence of the concept, 'communication,' is to create an understanding. According to Nwosu (2000, p. 1), the word communication originates from the Latin word, "Communicare," which means "to establish commonness." Thus, the central thrust of any communication effort is for communication to understand the communicator. It is this understanding that will compel further action, be it persuasion or attitude change. According to Harold Lasswell (1948), the functions of communication in the society at large, cited in

Ndolo (2005, pp 23-24), are surveillance of the environment, correlating society members into responding to the environment, and cultural transmission from one generation to another. In the context of this discourse, the dissemination of the news about the 2016 flood alert and the interpretations aimed at making the target population respond accordingly are fundamental objectives of public communication campaigns.

A knowledge, attitude, and practices (KAP) survey is a quantitative method (predefined questions formatted in standardized questionnaires) that provides quantitative and qualitative information access. Knowledge, Attitude, Practice (KAP) surveys reveal misconceptions or misunderstandings that may represent obstacles to the activities that the study would like to implement and potential barriers to behavior change.

The issue of online learning activities has many adverse effects on students, especially on students' emotions. Online learning disturbs many students' emotions because new students are exposed to applications such as "Google Meet," "Webex," and others, which will make it difficult for students to ask their other friends. Besides, students also have emotional stress because assignment evaluation changes to the division of work according to tasks, quizzes, assignments, etc. This situation will result in students not having enough time to submit the assigned assignments.

Despite the encouraging use of online tools, students living in areas with limited online coverage also have a problem with online learning problems. It will cause students to feel stressed about learning. As Anderson (2004) & Salmon (2007) says, student capability to give quick responses in an online environment may improve assignment submissions. Still, there are problems such as technical issues,

complexity, learning new mediums, and series of activities. However, online learning activities become a platform for students to learn as Covid-19 hits around the world. Online learning activities also provide many advantages and disadvantages. Hence this study will investigate the impact of knowledge, attitude, and practice on online learning activities in depth.

1.4 RESEARCH OBJECTIVES

This study's general objective is to investigate the effectiveness of online learning towards hospitality students learning outcomes. To achieve the main purpose, the following more detailed objectives will be pursued:

1. To examine the relationship between knowledge towards hospitality students learning outcomes.
2. To examine the relationship between attitude towards hospitality students learning outcomes.
3. To examine the relationship between practice towards hospitality student's outcomes.

1.5 RESEARCH QUESTIONS

The study attempts to address the following question:

1. What is the effect of online learning activities for students in practical courses?
2. How the Knowledge, Attitude, and Practice (KAP) model affects hospitality students' learning outcomes.

1.6 SIGNIFICANCE OF THE STUDY

1.6.1 FUTURE RESEARCHERS

Future researchers can use this study's knowledge as their reference and guidelines for further study or closing further research during this field subsequently. From this study, the longer-term researcher is ready to improve the study's accuracy and supply a brand-new explanation to the subject that relates to students' learning outcomes while doing online learning, especially students within the hospitality programs. In an empirical study of the hospitality discipline, McDowall and Lin (2007) found that students from a hospitality program preferred traditional learning to online learning. The student has much training that needs to be

done involved in the lab and practice. This study will help students, educators, and the community to understand better and take essential points to be used as a guide later. Specifically, accrediting organizations and governments place growing importance on student academic learning, such as content learning and intellectual development, as an outcome of educational programs (Allen 2006; Bers 2008; Brittingham et al. 2008; Ewell 2001, 2006).

1.6.2 HIGHER EDUCATION

Higher education institutions increasingly adopt e-learning as an alternative way to traditional classroom learning for existing students and as a way to expand their reach to new students. The study will be beneficial and contribute to student's learning outcomes in practical courses enormously. This relates to Biggs (1979) study, which focuses more on students' approaches in the learning process in predicting outputs of learning. Online students should be more ready and willing to utilize what they have learned in a new task domain. It will impact individual student characteristics on learning outcomes in online and face-to-face learning environments (Iverson, 2005). Cooper (2001) also said that online students would be more responsible for their learning.

This study contributes to university students boosting academic performance, learning how to manage emotional stress, and developing soft skills through practice. In contrast, learning activities are conducted online to prepare for their future careers after graduating from universities. The students were not psychologically ready for such a shift; therefore, it is essential to know how students perceived the result of this transition and how they are satisfied with it would be investigated during this study. Ikhsan, Saraswati, Muchardie, and Susilo (2019) proposed that perceived learning outcomes contributed to student satisfaction and positively influenced it within the online environment.

1.7 DEFINITIONS OF TERMS

Terms	Definitions of Terms
Knowledge	The consciousness, identification, and the application of it for the development of the people. The previous knowledge about the same matters will enhance knowledge formation (Nasimi et al., 2013). For example, how students learn and comprehend learning topics for practical courses.

Attitude	<p>There are two definitions of attitude, psychological and sociological. In psychology, it is a verbal expression similar to behavior, whereas sociological is a verbal expression intended to act (Chaiklin & Harris, 2011). Learning individual attitudes for practical courses is crucial because they need to show a personality type to implement the course.</p>
Practice	<p>Steps in doing something rather than just planning or ideas. (Cambridge Dictionary, 2020). For example, a student does the steps in Pyramid napkin folding after having ideas from their lecturer.</p>
KAP Model	<p>It is prototypical research of a particular resident that focuses on collecting information on what is known, believed, and done in correlation to a particular issue. (Wang, Yang, Chen, Kan, Wu, Wang, Maddock & Lu, 2015).</p>
Students Learning Outcomes	<p>According to Adam (2017), it is a verbal statement of what the great student is supposed to be able to achieve or understand by the end of the program course. For example, the students' level of comprehension after finishing the Basic Cookery course.</p>

1.8 SUMMARY

In conclusion, the research is intended to identify online learning's effectiveness, especially towards hospitality students' learning outcomes in practical courses. Therefore, the research's scope is mainly on students who had to experience online learning classes instead of physical meeting classes. It is focused on hospitality students that need to master some practical courses for their future careers. This study is towards students who need to attend full online learning distance classes during the Covid-19 pandemic and before this pandemic started. Many people took this method of learning courses. This research also tries to explain how the Knowledge, Attitude, Practice (KAP) Models are related to online learning. The research explores many online learning effectiveness perspectives, such as how students can manage their emotional stress and develop soft skills through independent practices.

CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

This chapter aims to analyze the pertinent literature and research related to the study on the effectiveness of online learning towards hospitality students learning outcomes. This chapter will first discuss the literature review of hospitality education, hospitality programs, online learning, and student learning outcomes. Furthermore, this study will explain the research framework and hypotheses development, namely, knowledge, attitude, and practice. Finally, the research will write a summary of the chapter.

2.2 HOSPITALITY EDUCATION

The field of study in hospitality education is unique, and to be simply put, it is a field devoted to preparing students, especially for management positions in the hospitality industry. In general, hospitality education is a world and a culture into

itself, and it is the professors who find themselves involved in every aspect of it. The professors provide educational opportunities, which continue to follow (Barrows, 2013). At the undergraduate level, hospitality management education's primary concern is with the professional preparation of individuals who desire to work in one of the broad groups of professions that make up the hospitality industry. At the post-secondary level, hospitality management programs have existed in university and the scene. It has developed into a legitimate academic area of study that has many proud authorities in several content areas.

Hospitality education has ever started since the first time the owner needs to show someone else how to perform a particular task and begin to grow. The world's first hotel schools began appearing in Switzerland in the late 19th century. An early apprenticeship usually prepared students for subsequent careers in the back of the house. The early apprenticeship programs were organized toward effectively preparing students for successful careers in hospitality. In Europe, American food service apprenticeship programs were modeled after the same programs. This suited the hospitality industry perfectly at that time, as the need was primarily for people having skills-specific training (Fletcher, 1994). The skill training approach command for many years, and actually, it still exists. Nowadays, culinary schools were an outgrowth of the early apprenticeship programs and were the earliest established formal programs for careers in the hospitality industry.

The primary philosophy of hospitality education is that education alone is not enough to succeed in the hospitality industry. The quickest step to success is some combination of formal education and practical experience. Thus, this is the best program that has been developed based on this premise. Riegel in Barrows and Bosselman (2013) suggests that the whole industry is battling for self-definition, as

proved by the various views on the authorization standards and study, among others. As professional degree givers, the researchers should be ahead of the leading hospitality industry in teaching and research (Lewis, 1993). Lewis also comments that the researchers are lagging behind the industry. This means individual faculty members must become students of the industry to understand it and its needs better. The fact remains, hospitality programs must strive to satisfy all of their constituents.

Students should give more attention to the balance between vocational and professional skills, and also the broader critical thinking and analytical skills usually related to the social sciences and humanities are getting more often within the hospitality education literature (Jamal, 2004; Jamal & Menzel, 2009; Munar, 2007; Ring et al., 2009). A further challenge for hospitality partners is the perceived tension between hospitality's academic and academic teaching and hospitality management's practical nature, which has been previously acknowledged by reviewers (Raybould & Wilkins, 2006). Some challenges have happened nowadays in hospitality education, such as tensions between academia and practice. There is a relationship between stress factor and online learning. Due to pandemic Covid-19, hospitality students are no exception to conduct classes online. This will affect their outcome, especially in the practical course. Rana (2020) alleged that the hotel management institutes' biggest challenge is to conduct the theory and practical classes by maintaining social distancing in the available infrastructure. This new norm has put up a new challenge to conduct academic activity in the available infrastructure.

2.3 HOSPITALITY PROGRAM

An educational program explicitly adapted to preparing students to be managers within the hospitality industry is much newer than the formalized apprenticeship programs that prepare students for back-of-the-house careers (Barrows, 2013). Hospitality programs determine the essential skills and efficiency involved in working within the hospitality industry and how the industry operates in its different forms by studying Introduction to Hospitality Management Studies. The habitual curriculum content changes because shifting industry desires require continual program review and revision by hospitality programs (Min, Swanger, & Gursoy, 2016; Petrillose & Montgomery, 1997; Raybould & Wilkins, 2005; Scott, Puleo, & Crotts, 2008). Despite this is often the likely conduct of virtually all hospitality schools, the discrepancies between existing programs and what academics, industry professionals, and students recognize as being of curricular importance have drawn attention from these same constituents since the establishment of hospitality programs, which has affected ongoing research question into this long-standing topic (Huang, Lalopa, & Adler, 2016; Jiang & Alexakis, 2017; Raybould & Wilkins, 2005; Tesone & Ricci, 2005; Van Hoof & Wu, 2014).

Besides, the hospitality program will study in the accommodation sector. Therefore, the differing kinds of accommodation, from eye hotels and motels to villas and chalets, further because of the different types of specialized hotels. During this session, the study is told about hotel rating systems, the factors involved, and the organizations developing and applying the systems to the hotel's section. Finally, it is

also essential to be told about the accommodation product, which refers to rooms and related products and services that hotel guests will utilize. Lashley said that 'hospitality is essentially a relationship based on hosts and guests' (Lashley and Morrison, 2015). The researchers will find out about the various varieties of hotel guests and the way to interpret while evaluating the various styles of requests made by guests. This program will be of great interest to professionals working within the hospitality industry who would like to be told more about the hospitality industry's most characteristic. This course will also be interesting to people who wish to realize employment or a career within the hospitality sector and owners of the hospitality-focused business.

The four-year hospitality program alone graduates approximately five thousand students every year, most of whom take jobs as entry-level managers (Barrows, 2013). These four-year programs combine large and small, public and personal, old and new, and everything in between. Together, they supply lots of recent management talent on which the remainder of the industry depends. Some students simply favor learning more about the industry before digging more into it as a career choice. According to Splaver (1997) in Korir (2012), students must know their strengths and character before choosing career plans. They need to be more familiar with their personality traits, and that way, the students can narrow down their career choice. Others have just about decided that they need to do with their lives and enroll in programs to participate in the industry's formal learning process. However, others view a degree in hospitality management as a quicker route to the highest. In a nutshell, the explanations are varied, and the student's expectations of what the education and degree will tend to differ significantly from reality (Sutton & Griffin, 2004; Hom, Griffeth, Palich & Bracker, 1988 in Blomme, Rheede, & Tromp, 2013).

Students' perceptions of specific subject areas' importance could also be influenced by circumstances unique to their institution, education, and professional experience because it will affect their career within the future.

2.4 ONLINE LEARNING

Nowadays, every student will experience online learning, whether during the pandemic or before the pandemic. The university has implemented this method to make it more convenient for both the lecturers and students to undergo their study. In this area of study, the researcher will attempt to explain the disadvantages and advantages of online learning. Online learning also known as e-learning that, according to Garrison et al. (2020) as a troublesome technology that is presently changing the learning approach in an educational context. These conditions can be classified into three different things: using the Internet totally by giving students assignments and notes through specific platforms without conducting face-to-face communication, which is called the web entirely. Secondly, the blended or hybrid format uses blended learning, which conducts online class meetings and tutorials through university e-learning platforms. The third group is conventional courses using web-based sequels such as using Google meet to present the materials for studies, slides, videos, notes, etc. (Gilbert & Brittany, 2015). Online learning makes it easier for students to learn because it has more flexible composure. Students can also access the lesson on repeat on particular terms for better understanding in the

study. This made it very admirable among students, as it will give them more time to comprehend a particular course. It is analyzed by National Center for Educational Statistics (NCES) that one of the reasons that higher-education institutions are providing online courses is because there are students request easy-going schedules (68%), supplying admissions to college for students who do not have accessibility (67%), making additional courses available (46%), and want to increase student enrollments (45%) (Parsad, Lewis, & Tice, 2008).

However, online learning is not everyone's cup of tea as it can only be easier for students who have good internet connection coverage and have the right technologies or gadgets for attending classes. According to Orlando and Attard (2015), educating people with technology is not practical. It determines the type of technologies in use at that moment and the lesson that is being taught. This can be related to taking practical courses during online learning that require students to master individual skills to pass the course or have specific equipment to practice the skills. Online learning, which the study knows is a form of self-managed study, is not quite suitable for a course that requires many physical interactions. It may cause a lack of confidence for students to enter the Hospitality industry. Song (2010) also stated that online learning courses might be one factor that made students feel that they are not prepared when stepping into the hospitality industry. The Hospitality industry commands that graduates acquire specific relevant skills and these skills are hard to teach online. Software like Point of Sale Systems, SPSS, and PMS need physical communication to make students understand the complexity ultimately (George & Nair, 2016).

The challenges to learn online are undoubted and may cause some health issues as the students need to manage them. It is also hard for lecturers to identify which students have problems in understanding the details. The need to catch up on every topic, especially during group tasks, can be significantly burdening as it may cause some personal issues. The obstacles to engaging that visible students may feel are evident in collaborative learning tasks through group assessment (Davidson, Graham, Misanchuk, Jaques & Salmon, 2015). The problems may be private such as anxiety related to using technology, uncomfortable outside of comfort zone, injustice in assessment, specifically in group assessment (Gillet-Swan, 2017). Finally, even though online learning is challenging, students and lecturers can better understand each other and overcome these challenges by using better learning software.

2.5 STUDENTS LEARNING OUTCOMES

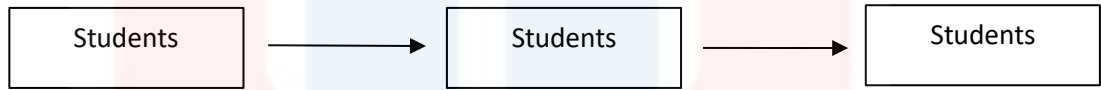
Learning outcomes can be defined as written statements of what the successful student and learner are expected to achieve at the end of the program module or course unit or qualification (Adam, 2004). Learning outcomes are statements of the knowledge, skills, and talents individual students should possess and may determine upon completing a learning experience or sequence of learning experiences. Before preparing an inventory of learning outcomes, several subsequent recommendations ought to be considered. The primary is that learning outcomes should be specific and well defined, whereby when developing a listing of student learning outcomes, statements must be specific and well defined. It is commonly used to describe the

processes used to certify individual students or even to award grades. Outcomes should explain in clear and concise terms the specific skills students should be able to demonstrate, produce, and refer to due to the program's curriculum. Students should also exclude the best number of possible alternatives so they will be measured. Pre and post-tests provide the foremost direct measure of learning within the classroom situation, and such measures are typically employed in educational activity settings. At the same time, learning outcomes should be realistic. This is often because it is crucial to forming sure that outcomes are attainable. Outcomes have to be reviewed in light of students' ability, developmental levels, initial skill sets, and time available to achieve these skill sets, such as four years. Students should even be in line with what is being taught.

There should be a sufficient number of learning outcomes which students should include between three to five learning outcomes in their assessment plan. Fewer than three will not give students adequate information to form improvements, and quite five could also be too complicated to assess. It is crucial to notice that not all programs will assess all learning outcomes in all told classes. The program may favor targeting one or two per class. The accreditors, governments, and workforce representatives expect that upper education institutions appropriately prepare students for the proletariat through the event of relevant skills and competencies (Toutkoushian 2005; Voorhees and Harvey, 2005). Learning outcomes should adjust with the program's curriculum, which is that the outcomes developed in our plan require to be according to the program's curriculum goals within which they are taught. This is often critical within the interpretation of students' assessment ends up in terms of where instruction changes should be made. The course catalog is that the only "map" needed to navigate such a curriculum. Using curriculum mapping is a

method to make sure that learning outcomes align with the curriculum. A curriculum map could be a matrix during which learning outcomes are plotted against specific program courses. Learning outcomes are listed within the rows and courses within the columns. This matrix will help clarify the connection between what students are assessing at the program level and what students are teaching in their courses.

Furthermore, learning outcomes should be simple and not compound. The outcomes stated in our plan should be clear and easy, which avoids bundled or compound statements that join the weather of two or more outcomes into one statement. For example, when students complete the task, the result should analyse and interpret data to supply meaningful conclusions and suggestions and explain statistics in writing, which is a bundled statement. These results handle two different goals, one about analysing and interpreting data and another about writing. In a nutshell, learning outcomes should specialize in learning products and not the training process. Good learning requires students to construct their insights and understanding by questioning and interacting with the teacher. Too close attention to learning outcomes can cause instrumental reasoning and exterior learning. Gray and DiLoreto (2016) said that students' felt learning and student satisfaction can better understand online learning success. Learning outcomes should be stated in terms of expected student performance and not on what faculty shall do during instruction. The main target should air the scholars and what they must demonstrate or produce upon completion of the program.



(Diagram adapted from Linn & Miller, 2005)

Figure 2.1: The process of learning outcome

2.6 KNOWLEDGE, ATTITUDE, AND PRACTICE (KAP MODEL)

2.6.1 KNOWLEDGE

The first model is knowledge, which refers to developing organizational effectiveness and competitiveness and is an approach for analyzing, capturing, creating, and applying knowledge to improve competitiveness through new innovative knowledge management strategies. In line with this study, knowledge refers to students' understanding of a subject during a hospitality course, especially when online learning. Knowledge is crucial to be understood because of the practice of capturing and developing individual and collective knowledge within a company to use it to market innovation through the transfer of knowledge and continuous learning. Mahajan and Singh (2017) suggest that

knowledge is essential in students' learning outcomes because it is about familiarity, awareness, or understanding. For example, information, descriptions, or skills are acquired through experience or education by discovering or learning. As future leaders, students need diverse theoretical and applied knowledge to understand hospitality experiences' complexity in a very globalized, web-mediated, rapidly changing world (Ayikoru, Tribe, & Airey, 2009; Cockburn-Wooten & Cockburn, 2011). Because many new technologies and web-based activities are interactive, online coursework can create environments where students are actively involved with the material and learning by clarifying their understanding as they build new knowledge (Johnston, Killion, & Omomen, 2005).

Recently, Covid-19 has had a significant impact on students, instructors, and academic organizations worldwide (Mailizar, Almanthari, Maulina, & Bruce, 2020). Thus, educational institutions worldwide decided to use the already available technical resources to form online learning material for college students of all academic fields (Kaur, 2020). Many institutions determine online courses but two problems exist. From a macro viewpoint, little is established regarding the consequences and efficacy of online education (McPherson & Bacow, 2015). Second, the capacity to successfully teach digitally will probably differ by the extensive selection of learning goals that guide our educational and academic priorities (Liguori & Winkler, 2020). In terms of data, cons will occur if students only communicate with their fellows digitally and never see fellow students face-to-face. Thus, the real-time sharing of ideas, knowledge, and data is partly lost from the world of digital learning (Britt, 2006). It can happen to students because getting knowledge is not simple, especially when the lecture is

not around reprimanding and proper students' mistakes. It is essential to grasp the knowledge in hospitality because it involves critical thinking, which is the dynamic and skillful analysis, synthesis, and application of data to unique situations (Scriven & Paul, 2004). This can affect students' learning outcomes and performance improvement as students are required to use what they need to learn to reflect upon the training.

H1: There is a relationship between knowledge towards hospitality students learning outcomes

2.6.2 ATTITUDE

The second model is an attitude, which is divided into two sections, that is, thoughts and actions. The core of a student's attitudes starts with pondering how they approach the globe, relationships, work, and other areas of life. Supported how positive the scholars are, this translates into their behavior towards people, environment, and situations. A more comprehensive teaching tool where students can study what is required within the hospitality industry and the way they will ensure they are developing well. Several studies indicated that online learning and its adoption were widely stricken by students' characteristics, which were considered important factors in online learning in developing countries (Bhuasiri et al., 2012). Through ongoing feedback with industry professionals, supervisors, lecturers, and mentors, the

students can help shape a decent working attitude and identify relevant strengths and weaknesses. Students' attitudes are affected by the excellence and ease of using online learning, the usability of online learning, and students' level and skills within the computer (Aixia et al., 2011). However, scholars' positive attitudes and behaviors regarding online learning are essential and necessary for accepting and adopting online learning (Selim et al., 2007).

Due to online learning, students face problems that might cause a decreasing attitude. Adjusting to the web environment will be challenging for students (Jaques & Salmon, 2007; Kirkwood & Price, 2014). Researchers have shown that learning in an internet environment requires an immense amount of discipline and self-motivation (Golladay, 2000; Serwatka, 2003). Learner motivation is one of the key factors affecting student performance and learning, particularly online learning success (Ryan, 2001; Cole, Field & Harris, 2004). However, Graham & Misanchuk (2004) assume that collaborative learning tasks are often applied to the net environment where there is also less specialization in the delivery and more attention to the task and content. However, the preferences are also different for those with limited choice within the delivery model thanks to additional work or family commitments that will restrict their ability to interact in alternative and maybe preferred face-to-face or blended enrolment modes (Stoessel, Ihme, Barbarino, Fisseler, & Sturmer, 2015). As McKeachie (2002, p.19) describes, students who are motivated to be told will choose tasks that enhance their learning will work effortlessly at those tasks and act in the face of difficulty to realize their goals.

Stress factor is one of the hardest things to form when learning online. So, how can assessment be provided so that it does not disadvantage either the student's cohort, whether internal or external and similarly does not cause any additional undue stress or tension beyond what could be reasonably expected when finishing any university assessment task? There are some causes of student stress during the Covid-19 pandemic. The first is student stress during the Covid-19 pandemic that many respondents expected was lecture assignments. These results are consistent with the research of Cao, Fang, Hou, Han, Xu, Dong, and Zheng (2020) that delays in academic activity are positively related to student anxiety symptoms during the Covid-19 pandemic. The causes of student stress are academic stress, interpersonal problems, learning activities, social relationships, motivation and desire, and group activities (Fink, 2009; Yusoof & Rahim, 2010). The cause of student stress during the Covid-19 pandemic showed that 57.8% of students felt bored just because they were at home. Jogaratnam and Buchanan (2004) said that hospitality students who were female, freshman, or full-time had greater exposure to worry factors compared to their peers while commonly, all participating students acknowledged that they had too many things to try and do without delay, an excessive amount of responsibility, and struggled to fulfill their academic standards. Overall, authentic situations and scenarios can provide a stimulus for learning, creating greater student motivation and excitement for learning, representing and simulating real-world problems and contexts, providing an essential structure for student thinking (Quitadamo & Brown, 2001).

H2: There is a relationship between attitude towards hospitality students learning outcomes

2.6.3 PRACTICE

The last component in the Knowledge, Attitude and Practice (KAP) models is a practice in the university study process, and it is essential to develop hospitality students' ecological competence, including skills in how to adapt to a changing environment, how to adapt to an environment of professional practice. According to Raybould and Wilkins (2006), for students to be successful, hospitality management programs must meet the needs of both students and industry, developing skill sets needed within the industry while achieving the educational rigor demanded by institutions. Students are also encouraged to get industry-based skills beyond an internship by holding a part-time job while completing their studies. Students who do not gain extra experience may be insufficient preparation for the hospitality industry's work and demands (Tesone, 2002; Alonso & O'Neill, 2011). A factor measures students' level of learning, such as abilities, prior knowledge, motivation, personality, learning styles, and stabilized learning approaches. Supapidhayakul (2011) explains that the learning practices concerned with both states of knowledge and necessary skill were included in the courses because this was needed toward living in

such societies that gradually increased complexity in competition, incorporation, social gap, dangers in technology, and natural fluctuation.

In terms of practice, skill is the hardest thing to develop when online classes, especially for hospitality students, because most learning activities involve labs and kitchens. Due to a lack at this part, it is often the case that students cannot prove their professional competencies during practical training. Muller et al. (2009) examined Eastern Canadian culinary graduates' skill attainment by comparing current students, recent graduates, and industry representatives whereby it shows that satisfaction with communications skills (via computer, speaking, and writing) was relatively low for both graduated students (47.7%, 38.4%, and 34.2%, respectfully) and current students (19.3%, 19.0%, and 26.5%, respectfully). Although technical skills are required for hospitality positions, communication skills are also needed for industry success; students may not be achieving an adequate level of these critical skills in their academic program. Benbunan-Fich, Hiltz & Harasim, (2005) state in the Model of Online Interaction Learning Theory that student characteristics can refer to motivation, ability, skill and knowledge, demographic factors, and learning styles.

Online learning is quite challenging when it comes to building soft skills. Practicing and applying new skills or concepts could be the hardest because not knowing how to apply it in the real world and not having a lab environment to practice, especially for hospitality students (Pennell, 2016). Soft skills can be defined as those attributes that enable effective teamwork, communication, presentation, leadership, customer services, and creative problem solving (James & Baldock, 2004). There are three clusters of skills in

the hospitality industry related to this study: personal skills, which are leadership, communication, teamwork, language, and problem-solving. The second is analytical and conceptual skills. The last is practice work experience, which is an internship or hands-on experiences, technical and human skills. The lack of soft skills had contributed significantly to graduate unemployment, besides other low proficiency in English and lack of work experience (Hariati, 2007; Cruetz, 2005). Due to online learning, students need to work harder than before and hope that students are given sufficient opportunities to learn soft skills, the teaching methods of soft skills, and the emphasis given within the higher education policy to ensure the future of hospitality students learning outcome more effectively.

H3: There is a relationship between practice towards hospitality students learning outcomes.

2.7 HYPOTHESIS

H1: There is a relationship between knowledge towards hospitality students learning outcomes

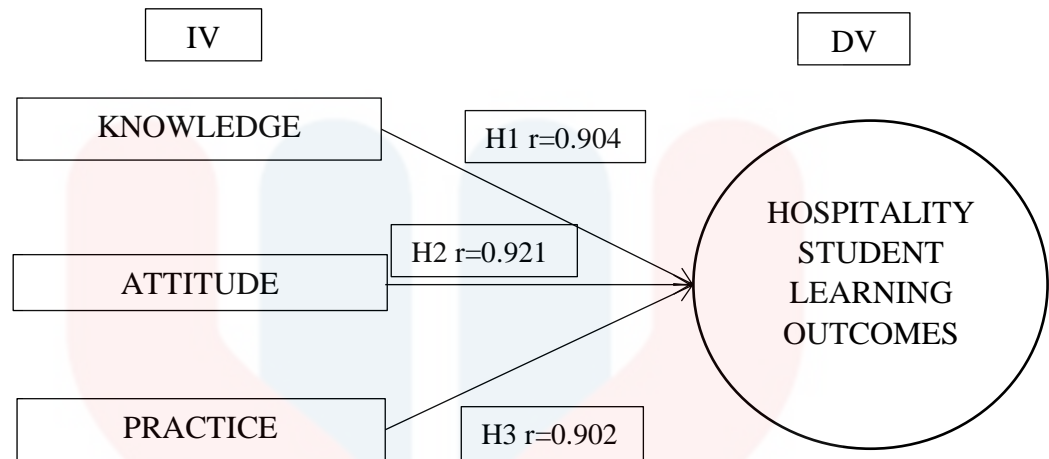
H2: There is a relationship between attitude towards hospitality students learning outcomes

H3: There is a relationship between practice towards hospitality students learning outcomes.

2.8 CONCEPTUAL FRAMEWORK

A conceptual framework is defined as the researcher's combination of the literature on explaining an occurrence. The conceptual framework is usually through a literature review, identifies problems, and outlines the research project to describe the state of general knowledge. The conceptual framework can show the relationship between Knowledge, Attitude, Practice (KAP) Models towards hospitality students learning outcomes.

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(Source: Harshad Thakur, 2017)

Figure 2.2: Conceptual Framework of the relationship Knowledge, Attitude, and Practice towards Hospitality student learning outcomes.

Figure 2.2 shows the relationship between knowledge, attitude, and practice towards the hospitality students' learning outcomes. It can show how knowledge, attitude, and practice affect hospitality students' learning outcomes. There is some affection for online learning towards hospitality students' learning outcomes.

There are some affections to knowledge. According to Rudestam & Schoenholtz-Read (2010), online learning briefs argue further that the reasons for embracing this medium of commandment include current technology's support of a degree of interactivity, social networking, collaboration, and reflection that can enhance learning relative to normal classroom conditions. Hospitality students can focus more on class when face-to-face classes. Because of the pandemic Covid-19, most schools or universities are using online learning at home. Some of the

students who live in a disadvantaged area will face Internet problems. Studies have shown that online instruction has a breakthrough in teaching and learning. The facilities like the Internet give students opportunities to live in the disadvantaged area by exchanging information and expertise. By using the Internet, hospitality students can gain more knowledge from teachers or lecturers about the courses. Thus, there is a relationship between knowledge towards hospitality students learning outcomes (H1).

There are some affections to attitude while online learning. Attitude is defined as a complicated mental state, including beliefs, feelings, values, and disposition (Sharif & Al-Malki, 2010, p.55). There are positive attitudes and negative attitudes. The positive attitude that hospitality students have is to learn actively. Hospitality students will focus on class when online learning to gain information for lecturers with positive attitudes.

Conversely, some students will take advantage of absent classes and stress when the due date to submit assignments and examinations is close. Besides that, some students have Internet problems and feel stressed because they cannot receive the lecturer's information correctly when online learning. For example, hospitality students feel stressed when a serving class cannot follow the lecturer's steps. If hospitality students take advantage of skipping the class, semester 7 of the commercial class will have problems due to not paying attention when teaching. Thus, there is a relationship between attitudes towards hospitality students learning outcomes (H2).

Last but not least, there are affections to practice when online learning. For hospitality students, practice is essential. This is because most of the subjects have to do the practice to become more skilled. According to Sun et al. (2015), lack of

knowledge causes an insufficient level of practice. For example, hospitality students have to cook by themselves to make sure the skill is already mastered. If they did not have any physical practice, hospitality students did not know what would happen and could not react in time. Thus, there is a relationship between practices towards hospitality students learning outcomes (H3).

2.9 SUMMARY

It is crucial to know every element involved in the online learning issue. The researchers need to have a better understanding of the students that are handling the online learning environment. The study shows that the knowledge, attitudes, and practices (KAP) Model is suitable to know how students perform a specific task and begin to polish their skills despite the virtual teaching and learning situation. Students may face many impacts during online learning that cover physical and mental issues such as exhaustion, isolated learners, time management, anxiety, and stress problems. Online learning has different impacts on each student. Some of them can do well, and others find it hard to keep up with the tasks given online. The Hospitality Industry would be a callous place for students if they cannot master their skills before graduating. This depends on how the students can handle online learning excellently. The researchers focused on the students' knowledge, attitudes, and practice during online learning that can affect their final result with the H1: There is a relationship between knowledge towards

hospitality students learning outcomes, H2: There is a relationship between attitude towards hospitality students learning outcomes, H3: There is a relationship between practice towards hospitality students learning outcomes. Hence, it is essential to know that the method to execute this survey is suitable for students' online learning effectiveness in hospitality.

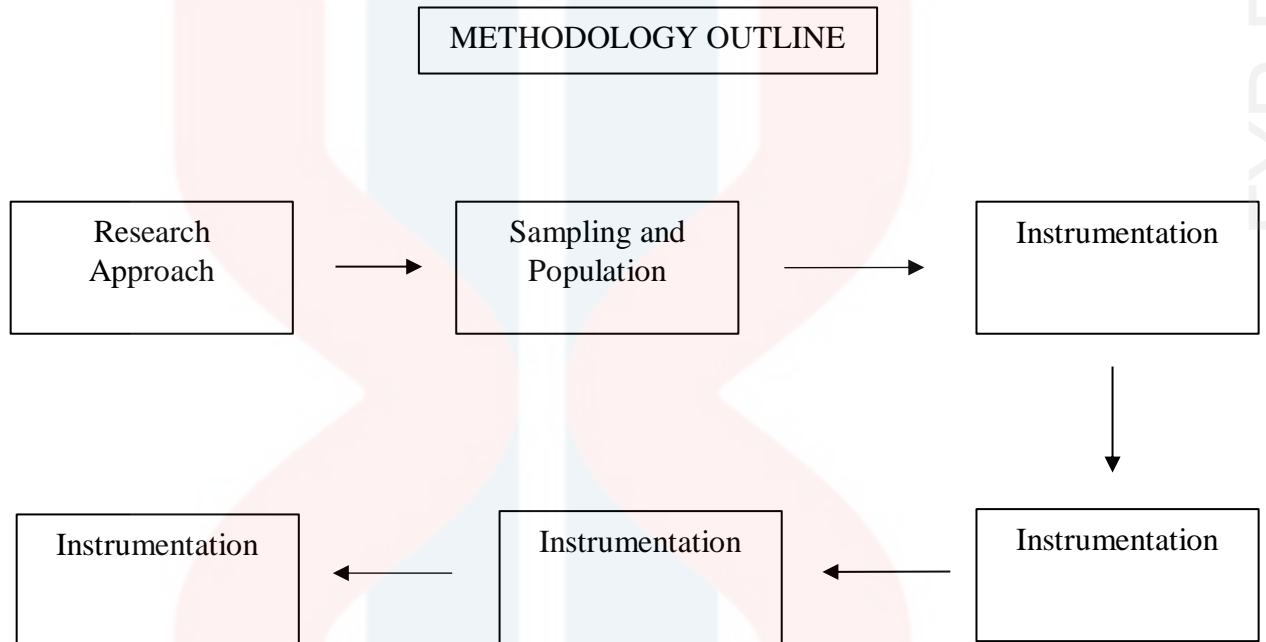
CHAPTER 3

METHODOLOGY

3.1 INTRODUCTION

This chapter is divided into nine sections. This study's primary purpose was to examine the relationship between knowledge, attitude, and practice on online learning effectiveness toward hospitality students' learning outcomes. This chapter explains the methodology used in this study. The target population and sample size of this study in the aspect of whom, where, and how to be studied were explained. Afterward, further explanations of what types of sampling methods were used and how data collection was conducted. The methodology processes of this study are shown in Figure 3.1.

Figure 3.1: Methodology Outline



3.2 RESEARCH DESIGN

The research design is about how the researchers planned to execute the survey of online learning effectiveness towards hospitality students learning outcomes. It is imperative to include the research design because it explains the conceptual framework, the target respondents, and which method the researchers use to collect and examine the data. There are two types of research designs, which are qualitative and quantitative methods. According to Denzin and Lincoln (2019), qualitative

research has numerous aims that include explanations, a realistic technique to its subject matter. This means that qualitative researchers study things in their natural settings, such as to research society like observing opinions and society belief towards an issue.

Quantitative research is the opposite of qualitative research. According to Aliaga and Gunderson in Apuke (2017), it explains a matter or occurrence by collecting information in numerical form and inspecting with the assistance of mathematical procedures such as statistics. Examples of quantitative research used to conduct its study are questionnaires and then investigating the respondent characteristic. Sukamolson in Apuke (2019) said that it is apprehensive with 'questionnaire design, sampling questionnaire, questionnaire administration' to collect data from the sampling population and then make an examination for better comprehension about the respondent habits. In this study, the method that the researcher uses is quantitative research. The study focuses on three consecutive things to focus on how it influences the students, and it is through the aspects of knowledge, attitude, and practice. The questionnaire will also look into these three aspects to determine how hospitality students' learning outcomes after experiencing the learning environment change.

3.3 POPULATION

The target population is a research investigation that refers to all the members who meet the particular standard specified. A population may be homogeneous or heterogeneous, depending on the nature of the population (Alvi, 2016). The target population is defined as the entire group of people who generalize the researcher's study findings. While accessible, the population is defined as a subset of the target population with a portion of the population. In the study, the researchers choose all of the hospitality course's students as the target population. According to Walliman (2011), the population does not certainly mean several people. It also refers to the total quantity of things. The advantage of choosing a population is ensuring the quality of the target. The target population is around 300 students from year 1 to year 4.0, but researchers mainly focus on year 3 hospitality students. This is because the practical classes will be start from year 3 until year 4, and the year 4 hospitality students didn't have lab classes when online learning due to pandemic of COVID-19.

3.4 SAMPLE SIZE

Sampling is defined as the selection of some part of the population on the basis that a judgment or inference about the entire population is made. The research sample size was determined based on Krejcie and Morgan (1970) table that used a

fixed formula for an estimated population. The table below is to determine the sample size of the population. This study sample size is the researchers can collect data, precision, and confidence in estimation because precision and confidence play a vital role in sampling as using the data to draw inferences about the entire population facilitate researchers also to focus on hospitality students' year three with 300 respondents.

Table 3.1: Krejcie & Morgan's (1970) Sample Size Table

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	246
25	24	130	98	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	351
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	181	1200	291	6000	361

45	40	170	118	400	196	1300	297	7000	364
50	44	180	123	420	201	1400	302	8000	367
55	48	190	127	440	205	1500	306	9000	368
60	52	200	132	460	210	1600	310	10000	373
65	56	210	136	480	214	1700	313	15000	375
70	59	220	140	500	217	1800	317	20000	377
75	63	230	144	550	225	1900	320	30000	379
80	66	240	148	600	234	2000	322	40000	380
85	70	250	152	650	242	2200	327	50000	381
90	73	260	155	700	248	2400	331	75000	382
95	76	270	159	750	256	2600	335	1000000	384

Sources: Sample size table (Krejcie & Morgan's, 1970)

3.5 SAMPLING METHOD

Sampling is a subset of the population or a technique of choosing individual members to make the statistical deduction and estimate the whole population's characteristics. There are stages to conduct sampling. The first stage is clearly defining the target population. The second stage is a select sampling frame. The sampling frame chosen by researchers must be representative of the population. The third stage of sampling methods is to choose sampling techniques. Sampling techniques can be divided into two categories, probability sampling, and non-probability sampling. The next stage is to determine the sampling size. It is because it can avoid errors or biases from the random sample that is chosen. The fifth stage is collecting data. The last stage of sampling methods is to assess the response rate. The response rate is crucial because not answering may bias the final result of the research. Figure 3.2 below displays the two types major sampling methods available (Churchill, 1995; Green, Tull & Albaum, 1988; Malhotra, 1996; Parasuraman, et. al (1991).

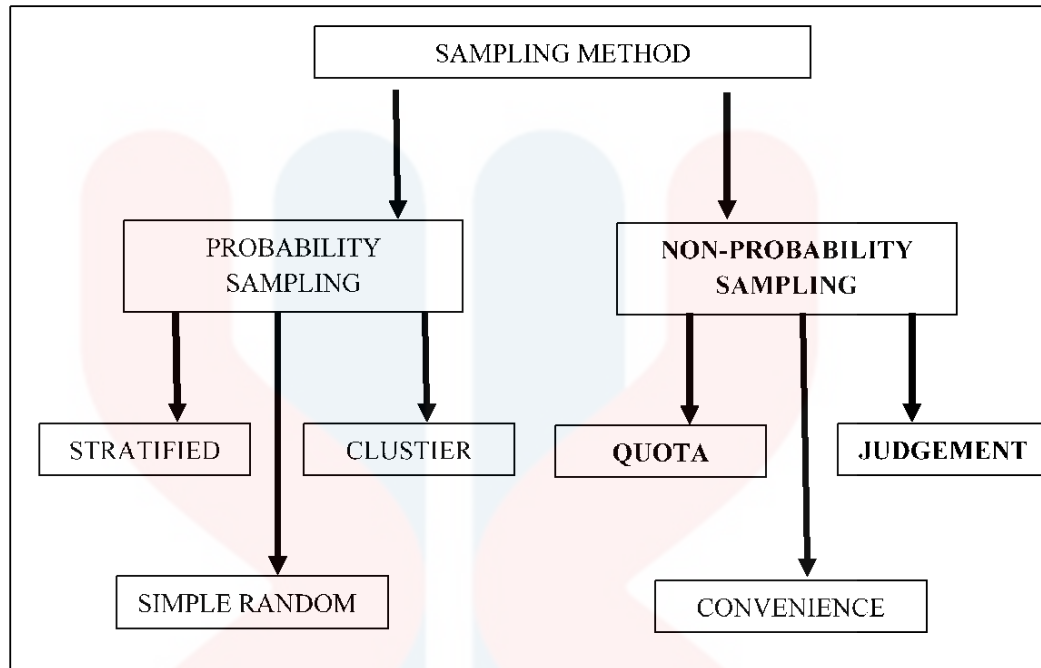


Figure 3.2 : Types of Sampling Methods

There are simple random, stratified random, cluster sampling, systematic sampling, and multi-stage sampling for probability sampling. In contrast, the non-probability sampling includes quota sampling, snow sampling, judgment sampling, and convenience sampling. The probability sample ensures the study results' generalizability and is the gold standard in sampling methodology to the target population. While the non-probability sample is a sample selected is unknown and causes the results in selection bias. In the study, researchers use simple random sampling to get the research result. According to Thompson (2012), simple random technique is a sampling that selects which sample selected is the same with the sample of population. Researchers choose simple random techniques because it is easy to make up deputation groups from an overall population.

3.6 DATA COLLECTION PROCEDURE

For this research, collecting data is using quantitative data through the use of large-scale survey research, using methods such as questionnaires. This is because it is an ideal solution for larger-scale studies that might not become biased with the type of open-ended questions often associated with qualitative surveys. Quantitative data collection methods are popular because it is relatively straightforward. Using these methods for data collection procedure, researchers can ask questions to collect sets of facts and figures. Because questions and answers are standardized, researchers can use the results to create generalizations. Quantitative data is also measurable and expressed in numerical form. The questionnaires are distributed through the net or online survey. The information collected from the questionnaire was assigned to hospitality students through applications of WhatsApp and Telegram. This survey aims to get responses from hospitality students, especially during pandemic Covid-19 who learn through online learning.

3.7 RESEARCH INSTRUMENT

The questionnaire is chosen as the method to gather the information and the design of the questionnaire for data collection is an exploratory questionnaire. The population's main target is against UMK students year three hospitality from

Pengkalan Chepa and this question uses a closed-ended online survey. The online survey that uses Google form is a popular application for researchers to observe. It saves energy and time, besides that with the Pandemic Covid-19 situation that hits the world's recoups thus giving the edge of using an online survey. Moreover, many users use smartphones to connect with current world conditions by distributing questions efficiently. When the question is ready, a researcher will pass the pre-testing questionnaire to get some samples. Questions will be given to some students with three years of hospitality to answer. The purpose of this pre-sample is to know the respondents understand the term and meaning presented.

Besides, researchers should also carry out data collection in more detail so that the taken samples are appropriate. The data collection process needs to have a target to prevent the occurrence of lack of information. Upon completing the questionnaire section, the questionnaire will be given to one hundred and fifty hospitality students in year three. However, the set of questions is only available by doing this sample and it will make it easier for researchers to get information in more detail.

3.8 DATA ANALYSIS

In order to do the data analysis, the researchers must completely understand the research study. Data analysis is a process of using numerical or statistical analysis. Descriptive analysis is the most suitable method for the researcher to gain the study

data and it is most frequently used by researchers—Sharma, et al. (2019). Descriptive Statistics, states that descriptive statistics is applied to define the behaviour of the sample data and to provide quantitative analysis of the given data. Other researchers also agree that descriptive statistics is essential for a good research study. According to Kaur & Yellapu (2019) descriptive statistics is an important part of initial data interpretation and gives a foundation for differentiating variables with inferential statistical tests; hence the researcher must report the most suitable descriptive analysis using a well-structured approach to decrease the possibility of misleading results.

3.8.1 DESCRIPTIVE ANALYSIS

Descriptive analysis is used to describe the behavior of the sample data in the research. The descriptive data are used to interpret the data received from the sample data and make it more generalized or changes it to the simplest form. Based on Sharma (2019), descriptive analysis is used to define the sample data characteristics, and since the study had many variables to measure thus, descriptive analysis is applied to make that information into the simplest form. That includes the set of values' numerical average such as mean, median, and mode. This is known as the central tendency in data analysis (Manikandan, 2011). This analysis is

examined based on the researcher's data from the set of questions distributed to the respondents.

It also involves the frequency distribution of individual values for a variable. These frequencies are shown using a percentage. There are a couple of ways to show the frequency distribution, such as the table and graph. Trochim (2020) states that the frequency distribution is illustrated using two ways, as a table or graph. Where it can describe the categories of age, price, temperature, etc.

The researcher must determine which illustration is best to describe the data values. For example, it is better to show the respondent age categories in a table form as percentages analysis. Descriptive analysis is the most suitable method for the students to choose for the study because it has systematic data analysis to simplify the data in the most sensible way.

3.8.2 RELIABILITY ANALYSIS

Reliability test happens after identifying through the assessment of a questionnaire survey towards Hospitality 3rd-year students in University Malaysia Kelantan by making specific measurements aligned with the researcher's dependent and independent variable. Reliable data is when the certain values in the questionnaire have a high frequency or most repeatedly

chosen by the respondents. According to Salkind et al. (2012), reliability occurs when a test computes the same thing many times or an answer has the highest frequency and results in the same outcomes. This is important for the researcher because it determines which path the study will be heading and the data it uses compared to the results with past internal surveys and benchmarks from external sources.

According to Mansour (2015) in Taber (2017), Cronbach's Alpha is used to evaluate the internal consistency of the survey or how much a set of items is related as a whole. This is also known as the measure of scale reliability. There are six specific range of alpha values that this system shows to measure the data reliability. Alpha values have different categories, excellent, good, acceptable, questionable, poor, and unacceptable (Habidin, Mohd Zubir, Mohd Fuzi, Md Latip, & Azman, 2015).

Table 3.2: Cronbach's Alpha Rule of Thumb

Cronbach's Alpha	Internal Consistency
$\alpha \geq 0.9$	Excellent
$0.8 \leq \alpha < 0.9$	Good
$0.7 \leq \alpha < 0.8$	Acceptable
$0.6 \leq \alpha < 0.7$	Questionable
$0.5 \leq \alpha < 0.6$	Poor
$\alpha < 0.5$	Unacceptable

(Source: Sustainable Performance Measures for Malaysian Automotive Industry (2015))

3.8.3 PEARSON CORRELATION

Pearson correlation is applied to measure the correlations between dependent and independent variables in the study. The research hypothesis stated that one score influences the other score instantly. Correlation is an estimation of a solid association between two variables. A solid relationship between two variables is a one in which either as the value of the first variable increases, the second variable value will also increase or the first variable increases in value, but the second variable value is decreased (Schober, Boer, and Schwarte, 2018). This is used to prove that there is a linear relationship in the data; for example, if the knowledge delivery quality during online learning increases, the excellence in student learning outcomes also increases.

In this study, Pearson Correlation analysis is used to determine the relationship between the Knowledge, Attitude, and Practice (KAP) Model towards the third year hospitality student learning outcomes of University Malaysia Kelantan during the online learning situation. The correlation coefficient results have a variety of categories there from the range of -1 to +1.

Table 3.3: Example of a Conventional Approach to Interpreting a Correlation Coefficient

Absolute Magnitude of the Observed Correlation Coefficient	
0.00-0.10	Negligible correlation
0.10-0.39	Weak correlation
0.40-0.69	Moderate correlation
0.70-0.89	Strong correlation
0.90-1.00	Very strong correlation

Source: Correlation Coefficients: Appropriate Use and Interpretation (2018)

3.8.4 PILOT STUDY

A pilot study is a procedure that researchers must do for their study whenever a questionnaire is involved. A pilot study is important because the researcher can have the opportunity to improve their work because the study project has possibilities to fail. One of the benefits of administering a pilot study is that it might give early warning of where the main study project is going to fail, such as research protocols are not followed, the proposed method is inappropriate or too complicated (Teijlingen, & Hundley (2002)). This means that the pilot study could improve the reliability and validity of the questionnaire.

There are 30 sets of questionnaires distributed to respondents who match the sample data, which are the third-year hospitality students in University Malaysia Kelantan. According to Isaac & Michael (1995); Johanson & Brooks (2010), samples of respondents between 10 to 30 have many reasonable leads. The researcher chooses to distribute 30 sets of questionnaires to the population of interest because Johanson & Brooks (2010) states that it is the minimum requirement for a pilot study. Any error that is in the questionnaire would be fixed after conducting the pilot test.

3.8.5 NORMALITY TEST

Normality test is also known as “Gaussian distribution” (Frey, 2018). It compares the frequencies in the sample to a normal distributed set of scores with the same mean and standard deviation that makes the null hypothesis sample distribution normal (Ghasemi & Zahediasl, 2012). There are many types of analysis methods about normality, such as correlation, t-tests, regression, and analysis of variance. However, the normal distribution can get any scope of values because it is shaped by the sustained data (Frey, 2018).

3.9 SUMMARY

Online learning has arisen as an alternative to traditional learning during the pandemic. Most students have experienced online classes for the first time. Many factors affect student learning outcomes while doing online learning. Finding out the specific factors and considering the extent of their impact on learning outcomes is essential for every student, especially in the hospitality course. The study focused on examining relationships between the KAP Model, which is knowledge, attitude, and effectiveness in the context of online learning in hospitality toward students' learning outcomes. Online student engagement is a vital determinant of the perceived student learning outcome as online classes lack physical socialization. Variables such as interaction in the online class, student motivation toward the online class, student stress, developing soft skills, and knowledge are important to determine the effectiveness of online learning. High-quality online courses may need to be designed to promote strong interpersonal connections, which a large body of empirical research suggests is essential to students' motivation, engagement, and academic performance in the course (Bernard et al., 2009). Effective online learning may also require explicitly developing students' time management and independent learning skills, which are thought to be critical to success in the distance and online education (e.g., Bambara, Harbour, Davies, & Athey, 2009; Bork & Rucks-Ahidiana, in press; Ehrman, 1990; Eisenberg & Dowsett, 1990).

CHAPTER 4

DATA ANALYSIS

4.1 INTRODUCTION

This chapter presents the findings of this study, which were obtained from the various analyses. The chapter starts with the respondents' profile and is supported by demographic data. Normality tests were performed for the preliminary analyses section to ensure sample normality; subsequently, descriptive analyses were executed for each item and variable. Furthermore, an inferential analyses was performed, Pearson's correlation. The inferential analysis examines the relationship between the independent and dependent variables.

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4.2 RESULT OF RELIABILITY TEST (TABLE)

Cronbach`s Alpha Unacceptable	Internal Consistency
$\alpha < 0.5$	Unacceptable
$0.5 \leq \alpha < 0.6$	Poor
$0.6 \leq \alpha < 0.7$	Moderate
$0.7 \leq \alpha < 0.8$	Acceptable
$0.8 \leq \alpha < 0.9$	Very Good
$\alpha \geq 0.9$	Excellent

Table 4.1: Cronbach's Alpha Values

Source: George and Mallery (2005)

Table 4.1 shows the Cronbach's Alpha values of the questionnaire were in the range of very high acceptance level (0.9). A total number of three independent variables has been tested using Cronbach's Alpha. The first independence variable, knowledge, was very reliable (10 items; $\alpha = 0.9$). Then, the attitude was high in the strength of Correlation (10 items; $\alpha = 0.9$).

Meanwhile, practice and independent variables were high at the acceptance level (0.98) and where all value is found in the high stage (10 items; $\alpha = 0.9$). The remaining variables have remained with seven (10) items as the current Cronbach's Alpha result is already above the acceptance level. Therefore, the data were considered suitable for further analysis.

4.3 RESULT OF DESCRIPTIVE ANALYSIS

4.3.1 DEMOGRAPHICS CHARACTERISTICS OF RESPONDENTS

4.3.1.1 RESPONDENT BY GENDER

Figure 4.1 illustrates the gender distribution of the 169 respondents in the data collection that is obtain from third-year Hospitality students. It shows that the highest percentage, 95.3% (n=161), were female. The lowest percentages, which was 4.7% (n=8), were male. This concludes that females are more willing and active to answer the questionnaire.

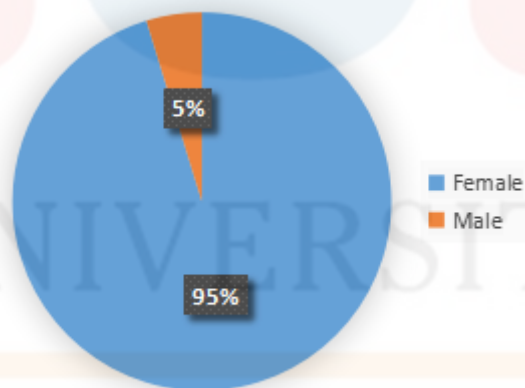


Figure 4.1: The Percentage of Gender

4.3.1.2 RESPONDENT BY AGE

Figure 4.2 shows the age distribution percentage among the 169 respondents. The researcher has put three (3) categories for the respondents' age background. The options are 19-22 years old, 23-26 years old, and 26 years and above. The highest percentage of respondents is from the age of 23-26 years with a percentage of 72.7% (n=122), and there are 27.2% (n=46) of people from the age 19-22 years old who answered the question. The lowest amount is from the 26 years and above category, which consists of 0.6% with only one person.

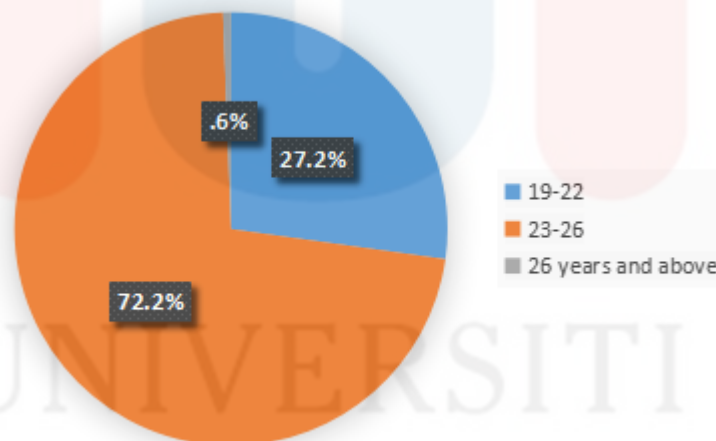


Figure 4.2 The Percentage of Age

4.3.1.3 RESPONDENT BY RACE

Figure 4.3 shows the percentage of race. The highest percentage of respondent race type is Malay which is 91.1% (n=154), followed by “others” 4.7%(n=8). Chinese has 3.6% (n=6) and Indian respondents have the lowest percentage which is 0.6%(n=1). The figure shows that respondents that are most willing to participate in the questionnaire are Malay and other (category of) races.

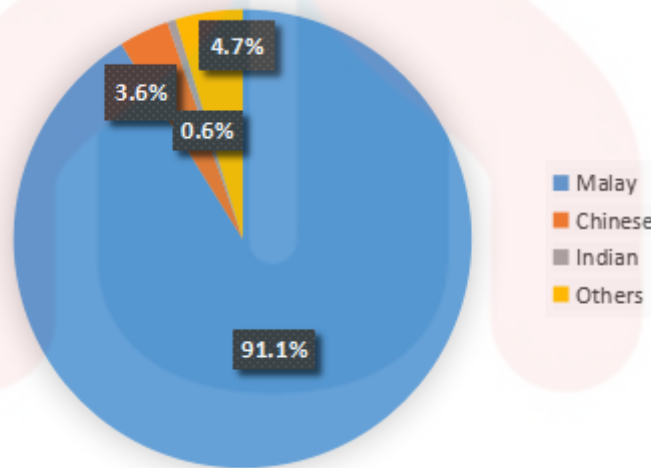


Figure 4.3 The Percentage of Race

4.3.1.4 RESPONDENTS BY LOCATION

Figure 4.4 shows the percentage of respondent location. The location of the 169 respondents was divided into three areas; there is city, rural and inland areas. Respondents that live in the city have a percentage of 21.3% (n=36). This

shows that there are a medium number of respondents who live in the city. The highest population of respondents in the collected data is from the rural area location, which is 77.5% (n=131). The lowest percentage of respondent's area of location is inland which is 12 % (n=2).

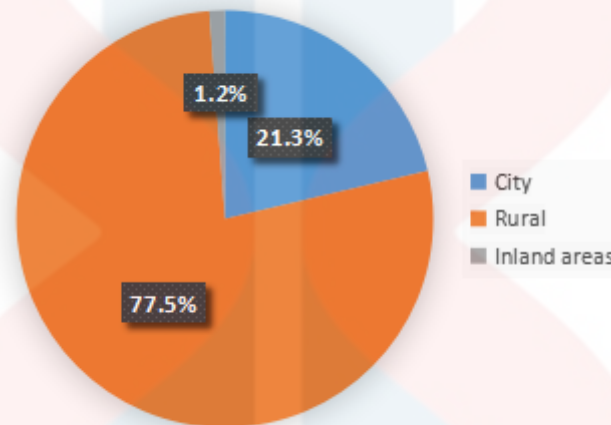


Figure 4.4: The Percentage of Respondent Location

4.3.1.5 RESPONDENT BY INTERNET ACCESS

Figure 4.5 shows the percentage of Internet access distribution. It has shown that from the (3) three categories for Internet Access, the highest percentage that respondents choose is Medium speed for internet access that has 85.8% (n=145), followed by Fast speed of Internet access which is 13.6% (n=23). The last category, slow internet access, has the lowest percentage, which is 0.6% (n=1).

This concludes that most of the respondents are using the medium speed of Internet access.

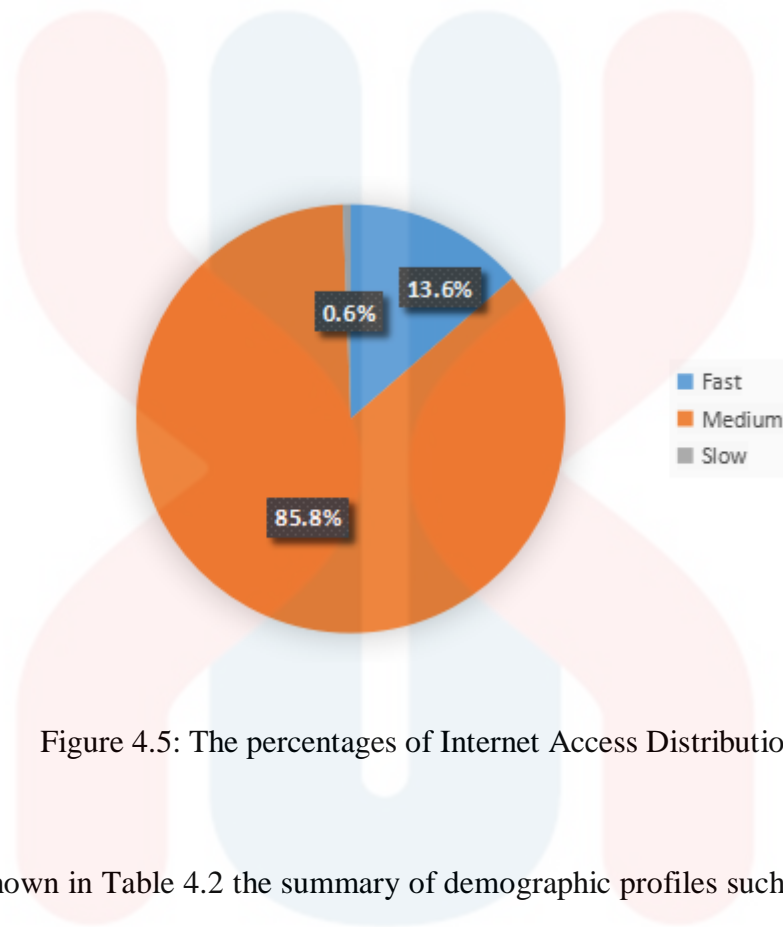


Figure 4.5: The percentages of Internet Access Distribution

Below is shown in Table 4.2 the summary of demographic profiles such as gender, age, race, location, and internet access.

Table 4.2: Summary of Demographics Profile

Demographics	Frequency (n=169)	Percentage (%)
Gender		
Female	161	95.3
Male	8	4.7
Age		
19-22	46	27.2
23-26	122	72.2
26 years old and above	1	0.6
Race		
Malay	154	92.1
Chinese	6	3.6
Indian	1	0.6
Others	8	4.7
Location		

City	36	21.3
Rural	131	77.5
Inland areas	2	1.2
Internet Access		
Fast	23	13.6
Medium	145	85.8
Slow	1	0.6

4.3.2 CENTRAL TENDENCIES MEASUREMENT OF CONSTRUCTS

Central tendencies measurement mostly used mean as their measuring tool. Mean is a good tool to illustrate the central tendencies used in every value of data. According to Manikandan (2011), since there are tendencies of having similar means after frequently taking samples from the same population, the mean is the best measurement that is able to withstand the variation between samples.

Table 4.3 shows the mean for independent variables that stated as knowledge, attitude, and practice, and dependent variable that stated as students' learning outcomes that was collected from respondents. The variable that has the highest

mean is knowledge with 4.79. Next, the second higher mean value was the dependent variable statement students' learning outcomes 4.79, followed by the third highest mean which is practice 4.74. The lowest mean was from attitude which is 4.70.

The standard deviation in the table is an index of how close the data is to the mean (Hassani, Ghodsi, and Howell, 2010). The table 4.3 shown that the highest standard deviation is attitude with 7.827, then the second highest mean is practice with 7.121. This is followed by the standard deviation from knowledge which 6.208. Lastly, the lowest standard deviation is students' learning outcomes which is 6.077.

Table 4.3: Mean for the Independent Variables and Dependent Variables

Variables	N	Mean	Standard Deviation
Knowledge	169	4.79	6.208
Attitude	169	4.70	7.827
Practice	169	4.74	7.121
Students' Learning Outcomes	169	4.79	6.077

4.3.2.1 KNOWLEDGE ON ONLINE LEARNING EFFECTIVENESS AMONG THIRD-YEAR HOSPITALITY STUDENT IN UNIVERSITY MALAYSIA KELANTAN

Table 4.4 shows the questions of knowledge on online learning effectiveness among third-year hospitality student in University Malaysia Kelantan that is collected from the respondents. Based on the table shown, K8 has the highest mean of 4.85 with the statement of “Online class makes me independent while doing assignments”. Next, the question with the lowest mean for knowledge is K1 “Online learning enhances my knowledge” which is 4.75.

Table 4.4: Descriptive Statistic for Knowledge (K)

	Question	Mean
K1	Online learning enhances my knowledge	4.75
K2	Online platform like meet, zoom make it easy for me to interact with lecturers and friends	4.78
K3	I can find information easily during online class	4.82
K4	Online class increased my knowledge in depth about the subject I studied.	4.77
K5	Online class makes me a creative person.	4.78

K6	Online class makes it easy for me to study	4.77
K7	Online class saves money because I do not have to buy reference material	4.80
K8	Online class makes me independent while doing assignments	4.85
K9	I think online class is compatible in life	4.79
K10	During the online class I have improved my knowledge in excel, word and editing	4.84

4.3.2.2 ATTITUDE ON ONLINE LEARNING EFFECTIVENESS AMONG THIRD-YEAR HOSPITALITY STUDENT IN UNIVERSITY MALAYSIA KELANTAN

Table 4.5 represented the mean of attitude on online learning effectiveness among third-year hospitality student in University Malaysia Kelantan that is from the data collection. There are two questions, A1 and A4 with equal highest mean which is 4.75, the questions are “Online class improves my learning performance” and “Online class improves the quality of my assignments”. Finally, A9 has lowest mean 4.64 with the question “Online class allows me to be more focused”.

Table 4.5: Descriptive Statistic for Attitude (A)

	Question	Mean
A1	Online class improves my learning performance.	4.75
A2	Online class improves the effectiveness of my learning.	4.73
A3	Online class increases my level of understanding.	4.70
A4	Online class improves the quality of my assignments.	4.75
A5	Online class allows me to complete work or assignments more quickly.	4.69
A6	Online class allows me to absorb knowledge more quickly.	4.69
A7	Online class allows me to get reference material more easily.	4.73
A8	Online class allows me to get accurate information.	4.70
A9	Online class allows me to be more focused.	4.64
A10	Online classes are more interesting to me.	4.66

4.3.2.3 PRACTICE ON ONLINE LEARNING EFFECTIVENESS AMONG THIRD-YEAR HOSPITALITY STUDENT IN UNIVERSITY MALAYSIA KELANTAN

Table 4.6 stated the mean for practice on online learning effectiveness among third-year hospitality student in University Malaysia Kelantan. Table 4.6 represent that the highest mean for practice is 4.80 with the question “Practical class makes me think critically”. Lastly, P1 has the mean value of 4.71, the question was “I believe online class can help me in developing practical skill”.

Table 4.6: Descriptive Statistic for Practice (P)

	Question	Mean
P1	I believe online class can help me in developing practical skill	4.71
P2	I enjoy doing the task through online learning for my practical course	4.73
P3	Online learning very helpful in finding the right material	4.72
P4	I realize that online class help me to understand the topic related to practical courses easily	4.73

P5	Online learning encourages me to be more creative	4.78
P6	Practical class makes me think critically	4.80
P7	Online class saves me money because I do not have to buy materials	4.73
P8	I believe that online learning provides the right amount of practical experience	4.72
P9	I believe that practical class can measure my knowledge of the course-related.	4.75
P10	Practical class was helpful in progress toward my degree.	4.73

4.3.2.4 STUDENT LEARNING OUTCOME AMONG HOSPITALITY STUDENTS IN UNIVERSITY MALAYSIA KELANTAN.

Table 4.7 shows the mean for the dependent variable or student learning outcome among Hospitality students' learning outcomes based on the data collected. The highest mean value is 4.85 with the question of "Online learning have made me spend more time on my electronic devices.". Lastly, the lowest mean value is 4.73, with the question of "Online learning have improved my performance in academic.".

Table 4.7 : Descriptive Statistic for Hospitality Students Learning Outcomes (H)

	Question	Mean
S1	I feel very satisfied with online learning method and environment.	4.79
S2	Online learning have improved my performance in academic.	4.73
S3	Online learning have made me spend more time on my electronic devices.	4.85
S4	I rely a lot on my teachers' note and lectures during online learning.	4.80
S5	Online learning can develop my soft skills.	4.81
S6	I am more punctual in submitting the assignments.	4.76
S7	I can always ask for more advice from the lecturers about the assignments.	4.74
S8	I learn to be more independent in finishing the tasks.	4.81
S9	I learn how to present my skills better on screen	4.80

S10	I learned Excel skills and video editing to share my outcomes.	4.83
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4.4 PEARSON CORRELATION ANALYSIS

Pearson's correlation coefficient is a test statistic used to measure the statistical relationship or association between two continuous variables. Because it is based on the covariance method, it is called the best method to measure the correlation between related variables. It provides information about the degree of association or relevance and the direction of the relationship. Table 4.10 show the correlation between dependent variables and independent variables:

Table 4.8 Pearson Correlation between a dependent variable and independent variable

Dependent Variables		
		Hospitality Student Learning Outcomes
KNOWLEDGE (IV ₁)	Pearson Correlation	.904**
	Sig. (2-tailed)	.000
ATTITUDE (IV ₂)	Pearson Correlation	.921**

	Sig. (2-tailed)	.000
PRACTICAL (IV ₃)	Pearson Correlation	.902**
	Sig. (2-tailed)	.000
**. Correlation is significant at the 0.01 level (2-tailed).		

Knowledge (IV₁)

There is a significant strong and positive correlation between knowledge and hospitality students learning outcomes ($r = 0.904$, respectively, $p < .01$) In testing the relationship between variables, 0.90 is a very strong positive, within the range of 0.50 to 0.69 is considered moderate, and less than 0.30 would be weak. The relationship between the variables is stated as 0.904, respectively, further reinforcing the relatively very strong positive relationship between the IV and the DV. This correlation indicates that the higher the knowledge, the higher the hospitality student learning outcomes.

Attitude (IV₂)

There is a significant, strong, and positive correlation between attitude and hospitality student learning outcomes ($r = 0.921$, respectively, $p < .01$). In testing the relationship between variables, 0.90 is a very strong positive, within the range of 0.50 to 0.69 is considered moderate, and less than 0.30 would be weak. The relationship between the

variables is stated as 0.921, respectively, further reinforcing the relatively very strong positive relationship between the IV and the DV. This correlation indicates that the higher the attitude, the higher the hospitality student learning outcomes.

Practical (IV₃)

There is a significant, strong, and positive correlation between practical and hospitality student learning outcomes ($r = 0.902$, respectively, $p < .01$). In testing the relationship between variables, 0.90 is a very strong positive, within the range of 0.50 to 0.69 is considered moderate, and less than 0.30 would be weak. The relationship between the variables is stated as 0.902, respectively, further reinforcing the relatively very strong positive relationship between the IV and the DV. This correlation indicates that the higher the practical, the higher the hospitality student learning outcomes.

4.5 HYPOTHESIS TESTING / DISCUSSION BASED ON RESEARCH OBJECTIVES

Table 4.11 presents an overview of the summary statistics for hypothesis testing in this study.

Table 4.9 : Summary for hypothesis testing

Hypothesis		Pearson's correlation results	
H ₁	There is a relationship between knowledge towards hospitality students learning outcomes.	$r = 0.904, p < 0.01$	Supported
H ₂	There is a relationship between attitude towards hospitality students learning outcomes.	$r = 0.921, p < 0.01$	Supported
H ₃	There is a relationship between practice towards hospitality students learning outcomes.	$r = 0.902, p < 0.01$	Supported

As can be seen from Table 4.11, the results of hypothesis testing are reported based on a significant relationship between the KAP model consisting of knowledge, attitude, and practice towards hospitality students' learning outcomes. Overall, these results indicate that all the hypotheses were accepted at a 0.01 significance level.

4.6 SUMMARY

These results suggest a positive effect related to online learning between the KAP model towards hospitality students learning outcomes. The entire chapter discusses the data analysis used by researchers to analyze the data collected using reliability analysis, descriptive analysis, normality, univariate analysis, and Pearson correlation analysis.

CHAPTER 5

DISCUSSION AND CONCLUSION

5.1 INTRODUCTION

This chapter aims to determine the recapitulation of the findings, limitations, recommendations for future research, and summary.

5.2 DISCUSSION OF FINDING

5.2.1 KNOWLEDGE

Research Objective 1: To examine the relationship between knowledge towards hospitality students learning outcomes.

Research Question 1: How the Knowledge, Attitude, and Practice (KAP) model affects hospitality students' learning outcomes?

The first hypothesis predicted a very positive and high relationship between knowledge and hospitality students' learning outcomes. According to Pearson Correlation analysis (see Table 4.8), the result showed that knowledge is very high and positively correlates with the hospitality students' learning outcomes. Based on the result, a very high positive correlation relationship between independent variable 1 (knowledge) and dependent variable (hospitality students learning outcomes) at $r = 0.904$, $p < 0.01$ are shown.

There is a very high positive relationship between knowledge and hospitality students' learning outcomes. It means that through online learning, Hospitality students can gain and learn more knowledge. Hospitality students learn to extract knowledge through online learning anytime, anywhere. Hospitality students can use spare time to gain more knowledge by online learning. Online learning can help Hospitality students more understand the knowledge that they gain. By the knowledge that is gained, Hospitality students can achieve the learning outcomes easily.

In conclusion, the research objective 'To examine the relationship between knowledge towards hospitality students learning outcomes' is achieved. While the research question 'How the Knowledge, Attitude, and Practice (KAP) model affects hospitality students' learning outcomes?' is also answered through this study. Mahajan and Singh (2017) suggest that knowledge is essential in students' learning outcomes because it is about familiarity, awareness, or understanding. Online learning can help hospitality students gain more knowledge like the ways to fold napkin, technique of cutting, ingredients that use while cooking a meal, etc. The knowledge that gains by online learning are very helpful for hospitality students in future.

5.2.2 ATTITUDE

Research objective 2: To examine the relationship between attitude towards hospitality students learning outcome.

Research Question 2: How the Knowledge, Attitude, and Practice (KAP) model affects hospitality students' learning outcomes?

In the second hypothesis, the researchers predicted that there are pros and cons in the relationship between attitude value and Hospitality students' learning outcomes. Based on the Pearson Correlation analysis (see table 4.10), the result showed that attitude value is greatly correlated with the Hospitality students learning outcomes. According to the Pearson Correlation result, a moderate positive correlation relationship between independent variable 2 (attitude value) and dependent value (Hospitality students' learning outcomes) at $r = 0.921$, $p < 0.01$ are shown.

The result in Pearson Correlation Coefficient analysis has shown that the second hypothesis resulted a positive relationship between attitude and Hospitality students' learning outcomes (Quigley, Hero & Jamil, 2017). This shows that Hospitality students must control their attitudes during online learning to achieve the possible learning outcomes. This is because their attitude will affect the result of their study the most. If the student does not keep a positive attitude throughout the learning session, they will more likely not be able to comprehend any lesson from the online classes due to the lack of focus. However, students that decided to maintain a

positive attitude such as focusing and consistently doing the activities and continuous assessment are able to get good learning outcomes.

In conclusion, the research objective that has been stated by the researcher which is “To examine the relationship between attitude towards hospitality students learning outcome” is achieved and the research question “How the Knowledge, Attitude, and Practice (KAP) model affects hospitality students' learning outcomes?” (specifically the attitude value) has been answered through this study.

5.2.3 PRACTICE

Research objective 3 : To examine the relationship between practical towards hospitality students learning outcome.

Research question 2 : How the Knowledge, Attitude, and Practice (KAP) model affects hospitality students' learning outcomes?

The third hypothesis in previous studies evaluated independent variable 3 (practice) observed positive results on whether there is a possible connection toward the dependent variable (hospitality students learning outcomes). With respect to the third research question, correlation coefficient results stated that the p-value was 0.000 lower than the significant level of 0.01. While the correlation coefficient between practical and

hospitality student's learning outcomes shows 0.092, which illustrates a very good and significant relationship between the variables. Therefore, hypothesis (H3) is accepted.

Practice is essential for hospitality students, where most of the class activities are conducted in the laboratory. However, generally, practice can be done anywhere because most of the required tools to be used in the laboratory are readily available. A possible explanation through online learning might be that students can repeatedly practice on their own until proficient and efficient. While being on-campus, students can practice in the laboratory; through online learning, students also need to make a recording as they practice from time to time and share the video with the lecture to correct any mistakes. As mentioned in the literature review, practices concerned with both knowledge and necessary skill were included in the courses to produce better outcomes. By learning through activities in an online course, students can improve their higher-order thinking skills such as time management, generalization, organization, and inferences (Arifani et al., 2020; Chen, 2005).

Therefore, the research objective to examine the relationship between practical towards hospitality students has been achieved. This has been proven by Supapidhayakul (2011) which has stated that practice must be in line with learning to get the desired results in the hospitality industry which involves both knowledge and necessary skills. While the research question "How the Knowledge, Attitude, and Practice (KAP) model affects hospitality students' learning outcomes? Is also answered through this research. The past study of Pennell (2016) supports the findings of this study.

5.3 LIMITATION

This study is evaluated with several limitations. Although this research was carefully prepared and had reached its purpose, there were some unavoidable limitations.

The researcher discovered that online learning causes problems for respondents in various ways, particularly in subjects that involve practical subjects, which is a limitation of this study. Researchers have discovered that most practice subjects necessitate specialized equipment and direct instruction from lecturers, making it difficult for respondents to focus.

Next, the researcher discovered that respondents took a long time to complete the questionnaire due to a lack of testing. This is because, in most questionnaire-based surveys, most respondents live in rural and remote areas. This, combined with poor internet access, made it difficult for the respondent to complete the questionnaire.

Furthermore, the researchers discovered that the Awareness, Attitude, and Practice (KAP) Model affects students' attitudes. Students' attitudes shift due to online learning, and a lot of workload leads students to be less inspired in class.

Finally, this analysis has quantitative flaws; the researcher discovered that qualitative testing is insufficient to create a study because it needs proof backed up by in-depth observation. The researcher would be unable to make further in-depth findings because of the study observation, which is a new thing that has been implemented in general for the relationship between lecturers and university students

study observation, which is a new thing that has been implemented in general for the relationship between lecturers and university students.

5.4 RECOMMENDATIONS

5.4.1 THEORETICAL RECOMMENDATIONS FOR FUTURE RESEARCH

The research examines the Knowledge, Attitude, and Practice (KAP) model affects hospitality students' learning outcomes. This research had shown that the variables, which are Hospitality students' learning outcomes (dependent variable) and Knowledge, Attitude, and Practice (KAP) model (independent variable), were significantly correlated with the dependent variable and had a highly positive correlation relationship. As for recommendations, future research can use other variables such as the Internet and students' emotion as their independent variable as the past research that was used as a model thesis for this research had approved the positive relationship among those variables with the hospitality students learning outcomes. Because of the Internet situation, some hospitality students live in rural areas and the Internet is not good. It can affect their learning outcomes. Due to the bad Internet situation, some hospitality students can't submit their test on time. Most of the tests or exams have to be submitted by the date and time set up by the lecturer. Because many new technologies and web-based activities are interactive, online coursework can create environments where students are

actively involved with the material and learning by clarifying their understanding as they build new knowledge (Johnston, Killion, & Omomen, 2005). Due to the bad Internet situation, hospitality students cannot finish the test or exam by the time that they have set up. It is affected by hospitality students' learning outcomes. Besides that, the emotional hospitality of students is also affected by the learning outcomes. It can show that emotion is affected by memory. The bad emotions of hospitality students will cause them to absorb knowledge as well as they can. Bad emotions like frustration cause hospitality students to not pay attention in class and indirectly can't complete their learning outcomes. Thus, hospitality has to have a good emotion when studying.

5.4.2 METHODOLOGICAL RECOMMENDATION FOR FUTURE RESEARCH

The researcher recommends to continue using quantitative method for any research that regarding to this topic in the future. Because it is easier to analyse the data and much quicker than qualitative method. However, qualitative method is also suitable for this research because it can provide the researcher an in-depth answer about the topic (Beckers, 1963; Aspers & Corte, 2019).

Furthermore, the chosen population which is University Malaysia Kelantan third-year Hospitality students has a total of 300 people and the sample size was only 169 respondents. The data collection was made by distributing the questionnaire set in group Whatsapp. Hence, the researcher advises that future research will continue to use this method as the outcome is shown statistically therefore it is very clear and easy to elaborate. Quantitative methods also have a more accurate, relevant, reliable, and general attitude towards a larger population. Besides that, if the pandemic is over then the research can be conducted using qualitative analysis as the researcher can explore more information and in-depth answers from the students. This method is executed through interviews, observation and also analysis of the students' feedback (Alford, 1998; Aspers & Corte, 2019).

Other than that, the quantitative method allows future researchers to conduct this research with a wider population such as the whole Hospitality students under the faculty for their sample population. This is because the current researcher only has data for the present third-year students of Hospitality in UMK. However, the future research still can use this data and study as their guide to create a more developed and enhanced research towards this matter. In conclusion, the quantitative analysis is great for the research of this matter but, to provide a more complex and in-depth analysis, qualitative method is highly recommended for future use (Gilbert, 2009; Aspers & Corte, 2019).

5.4.3 PRACTICAL RECOMMENDATION FOR FUTURE RESEARCH

These findings provide the following insights for practical recommendations for future research, which could contribute to the hospitality students, especially for students in the practical courses, to improve their performance and be well prepared before students enter the real field. Future studies regarding the role of the KAP model associated with online learning would be worthwhile. According to the study findings, student's knowledge, attitude, and practice have the most significant impact on learning outcomes and could be the critical approach for future research (Phillips, Maor, Preston, & Cumming-Potvin, 2012).

Hospitality students should improve their performance during blended learning because it could encourage them in the practical courses by referring to the study, which can obtain more details regarding the relationship of each other variable. This study suggests that hospitality students should focus more on reliability (independent variable) since it has a very good relationship with students' learning outcomes. The action to enhance the reliability should be taken by focusing on a specific item which includes improving the knowledge related to the course, getting the typical skills polished during blended learning, and providing a preferable upstanding of outcomes.

This study may be useful as a pedagogical tool for students planning learning ventures or reinforce practical performance when blended learning. It is conceivable that, through this type of research, students' performance during

online learning will be enhanced when there is a better understanding of critical online learning factors. It may help increase the student's learning outcomes; at the same time, students can take this initiative to be more productive to make a positive contribution to the hospitality industry.

5.5 SUMMARY

The aim of the research is to determine the impact of online learning on the learning outcomes of hospitality students. The aim of this research is to determine the efficacy of online learning in terms of knowledge, behavior, and practical application. In addition, the research factors for year 2 and 3 students at University Malaysia Kelantan were affected by the learning outcomes of hospitality students. In addition, there are three variables in the study: knowledge, behavior, and practice.

Pearson Correlation is to analyze independent and dependent variables. This shows that the independent variable is affected by the dependent variable. The results show that the correlation between knowledge, behavior, and practice is highly significant. In conclusion, this study proves that the independent variables, namely Knowledge, Attitude, and Practice, strongly correlate with the learning outcomes of hospitality lessons at University Malaysia Kelantan.

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APPENDIX

QUESTIONNAIRE



THE STUDY ON THE EFFECTIVENESS OF ONLINE LEARNING TOWARDS HOSPITALITY STUDENTS LEARNING OUTCOMES.

Dear respondents,

We are final year students of Bachelor of Entrepreneurship (Hospitality) from Faculty of **Hospitality, Tourism and Wellness (FHPK), University Malaysia Kelantan. We are currently conducting a research project to fulfil our degree requirement.** This questionnaire examines the effectiveness of online learning towards Hospitality student learning outcome through the assist of Knowledge, Attitude, and Practice (KAP) Model.

Therefore, we are much appreciated, if you can kindly spend approximately 5-10 minutes to complete this questionnaire. Please fill in this questionnaire based on your experiences as a hospitality towards the online learning situation. Please assure that your answer will be handled in strict confidence. All information provided will be kept **SECRET** and will only be used for research purpose.

Your cooperation is much appreciated. Any further inquiries, please kindly e-mail to adefera.h18a0003@siswa.umk.edu.my

Yours sincerely,

NURUL SHAHIRA AZIERA BINTI HAMDAN

H18A0776

ADEFERA MOJILIN

H18A0003

NOOR AWANIS BINTI BAHRUDIN

H18A0703

Section A: Demographic

Instruction: Please tick (✓) the related statement about yourself.

1. Gender

<input type="checkbox"/>	Male
<input type="checkbox"/>	Female

2. Age

<input type="checkbox"/>	20 years old and below
<input type="checkbox"/>	21 and 22 years old
<input type="checkbox"/>	23 and 24 years old
<input type="checkbox"/>	25 years old and above

3. Race

<input type="checkbox"/>	Malay
<input type="checkbox"/>	Chinese
<input type="checkbox"/>	Indian
<input type="checkbox"/>	Others

4. Location

<input type="checkbox"/>	City
<input type="checkbox"/>	Rural
<input type="checkbox"/>	Inland areas

5. Internet access

<input type="checkbox"/>	Fast
<input type="checkbox"/>	Medium
<input type="checkbox"/>	Slow

SECTION B

Please respond to each statement by circling your answer using the scales given based on your online class experiences in Malaysia.

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

Knowledge					
Online learning enhances my knowledge/ Pembelajaran dalam talian meningkatkan pengetahuan saya.	1	2	3	4	5
Online platform like meet, zoom make it easy for me to interact with lecturers and friends/ platform atas talian seperti Zoom dan Meet memudahkan saya berinteraksi dengan pensyarah dan kawan.	1	2	3	4	5
I can find information easily during online class/ saya boleh mencari maklumat dengan mudah semasa kelas atas talian.	1	2	3	4	5
Online class increased my knowledge in depth about the subject I studied/ kelas atas talian meningkatkan pengetahuan saya dengan mendalam mengenai subjek yang saya pelajari.	1	2	3	4	5
Online class makes me a creative person/ kelas atas talian menjadikan saya seorang yang kreatif.	1	2	3	4	5
Online class makes it easy for me to study/ Kelas dalam talian memudahkan saya belajar.	1	2	3	4	5
Online class saves money because I do not have to buy reference material/ Kelas dalam talian menjimatkan wang kerana saya tidak perlu membeli bahan rujukan.	1	2	3	4	5
Online class makes me independent while doing assignments/ kelas atas talian membuatkan saya berdikari sendiri semasa membuat tugas.	1	2	3	4	5
I think online class is compatible in life/ saya rasa kelas	1	2	3	4	5

atas talian serasi dalam kehidupan saya.					
During the online class I have improved my knowledge in excel, word and editing/ semasa kelas atas talian saya telah meningkatkan pengetahuan saya dalam excel, word dan penyuntingan video.	1	2	3	4	5

Attitude					
Online class improves my learning performance. / Kelas secara atas talian meningkatkan prestasi pembelajaran saya.	1	2	3	4	5
Online class improves the effectiveness of my learning. / Kelas secara atas talian meningkatkan keberkesanan pembelajaran saya.	1	2	3	4	5
Online class increases my level of understanding. / Kelas secara atas talian meningkatkan tahap kefahaman saya.	1	2	3	4	5
Online class improves the quality of my assignments. / Kelas secara atas talian meningkatkan qualiti tugas saya.	1	2	3	4	5
Online class allows me to complete work or assignments more quickly. / Kelas secara atas talian membolehkan saya menyiapkan kerja atau tugas dengan lebih cepat.	1	2	3	4	5
Online class allows me to absorb knowledge more quickly. / Kelas secara atas talian membolehkan saya menyerap ilmu dengan lebih cepat.	1	2	3	4	5
Online class allows me to get reference material more easily. / Kelas secara atas talian membolehkan saya mendapatkan bahan rujukan dengan lebih mudah.	1	2	3	4	5
Online class allows me to get accurate information. / Kelas secara atas talian membolehkan saya mendapatkan maklumat yang tepat.	1	2	3	4	5
Online class allows me to be more focused. / Kelas secara atas talian membolehkan saya lebih fokus.	1	2	3	4	5

Online classes are more interesting to me. / Kelas secara atas talian lebih menarik minat saya.	1	2	3	4	5
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Practical					
I believe online class can help me in developing practical skill /saya percaya kelas dalam talian dapat membantu saya dalam mengembangkan kemahiran praktikal	1	2	3	4	5
I enjoy doing the task through online learning for my practical course / Saya seronok melakukan tugas melalui pembelajaran dalam talian untuk kursus praktikal saya	1	2	3	4	5
Online learning very helpful in finding the right material / pembelajaran dalam talian sangat membantu dalam mencari bahan yang betul	1	2	3	4	5
I realize that online class help me to understand the topic related to practical courses easily / Saya menyedari bahawa kelas dalam talian membantu saya memahami topik yang berkaitan dengan kursus praktikal dengan mudah	1	2	3	4	5
Online learning encourages me to be more creative / Pembelajaran dalam talian mendorong saya untuk menjadi lebih kreatif	1	2	3	4	5
Practical class makes me think critically /Kelas praktikal membuat saya berfikir secara kritis	1	2	3	4	5
Online class saves me money because I do not have to buy materials /Kelas dalam talian menjimatkan wang saya kerana tidak perlu membeli bahan	1	2	3	4	5
I believe that online learning provides the right amount of practical experience / Saya percaya bahawa pembelajaran dalam talian memberikan pengalaman praktikal yang tepat	1	2	3	4	5
I believe that practical class can measure my knowledge of the course-related. /Saya percaya bahawa kelas praktikal dapat mengukur pengetahuan saya mengenai kursus yang berkaitan.	1	2	3	4	5
Practical class was helpful in progress toward my degree.	1	2	3	4	5

/Kelas praktikal sangat membantu kemajuan saya ke peringkat ijazah.					
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SECTION C

Please respond to each statement by circling your answer using the scales given based on your experience with the effectiveness of online learning.

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

Student Learning Outcomes					
I feel very satisfied with online learning method and environment. / Saya sangat berpuas hati dengan persekitaran dan kaedah pembelajaran ketika pembelajaran dalam talian.	1	2	3	4	5
Online learning have improved my performance in academic. / Pembelajaran dalam talian meningkatkan prestasi saya dalam akademik.	1	2	3	4	5
Online learning have made me spend more time on my electronic devices. / Pembelajaran dalam talian menyebabkan saya meluangkan lebih banyak masa pada peranti elektronik saya.	1	2	3	4	5
I rely a lot on my teachers' note and lectures during online learning. / Saya banyak bergantung pada nota dan kelas pensyarah saya semasa pembelajaran dalam talian.	1	2	3	4	5
Online learning can develop my soft skills. / Pembelajaran dalam talian mampu mengembangkan kemahiran insaniah saya.	1	2	3	4	5
I am more punctual in submitting the assignments. / Saya lebih tepat masa semasa menyerahkan tugas.	1	2	3	4	5
I can always ask for more advices from the lecturers about the	1	2	3	4	5

assignments. / Saya sentiasa boleh bertanya lebih banyak nasihat daripada pensyarah mengenai tugas.					
I learn to be more independent in finishing the tasks. / Saya belajar untuk lebih berdikari dalam menyelesaikan tugas.					
I learn how to present my skills better on screen. / Saya belajar bagaimana memperlihatkan kemahiran saya dengan lebih baik di skrin.	1	2	3	4	5
I learned Excel skills and video editing to share my outcomes. / Saya belajar kemahiran Excel dan penyuntingan video untuk berkongsi hasil akhir saya.	1	2	3	4	5

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