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Implementation of Digital Competency-Based Assessment in Turndown Service in The Hospitality Industry

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Abstract: The variety of assessment tools used in the Turn Down Service competency test in vocational education and still done manually using observation sheets is the reason for this research. Using increasingly advanced digital applications aims to develop an assessment model that aligns with the current learning process. This study aims to analyze the results of the implementation and quality of the digital-based Competency Based Assessment model on the Turn Down Service competency test in vocational education. The research uses a descriptive method to examine the implementation of competency-based assessment through observation and competence tests. Respondents are vocational school teachers and hospitality practitioners as internal and external examiners and interns at vocational schools. The researcher examined the data by the procedure and characteristic findings of the research. The researcher analyzed the interview and observational data qualitatively; however, we analyzed the competence tests quantitatively. The research finding showed that: (1) the model of digital competency-based assessment that has been implemented excels and covers the preparation, process, and result stages. The model fulfils the Standard Operating Procedure in Housekeeping Department. (2) The achieved competence in all vocational interns is competent according to the result of external and internal assessors through moderation. (3) Digital competency-based assessment model in the competence test achieved excellent quality after being analyzed by the inter-rater reliability test. The results of implementing digital Competency-Based Assessment in turndown services in the hospitality industry are analyzed based on performance at the preparation stage, process, and practice results. The performance results show that all students' competency achievements are competent at very high criteria. This research can be recommended to decision-makers in vocational education as an excellent reference for implementing this model in competency testing and fieldwork practice in the Housekeeping Department.

Keywords: Competency-based assessment, digital assessment, competence test, turndown services, vocational

1. Introduction

The growth of science and technology has been moving fast. The vocational education system moved dynamically and in harmony to follow the development of the education world in the globalization era that has also been relevant to the development of the work world and technology because the endpoint of vocational education is the work world (Wardina, 2019). In contrast to traditional learning systems, digital technology learning has led to new types of learning through mobile devices (Abdullah et al., 2021). Even the Internet of Things or IoT has become essential to every learning. There have been many innovations in vocational education, from using technology like computer hardware

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and LCD monitors in class. The most popular is internet access to support the learning process (Ulansari, 2015).

The development of the educational system will implicate the development of assessing instruments, especially during the competence test activity. The more technology develops, the more it will contribute to the innovations for evaluating devices. Manual assessing tools are less effective and efficient because processing the scores data requires a long time (Wong & Lee, 2017). In vocational education, during the activity of competence test, the manual paper format is still being used; it takes time to achieve decisions regarding student competence achievement. This condition required a solution through technology using gadgets and laptops that can positively and relevantly influence the teacher's convenience for assessing their interns (Muktiarni et al., 2019). Assessing the observation page is relatively challenging because many complex aspects and precise observations are required to be evaluated. The teacher has to remember all indicators observed with the number of interns that quite many (Curry & Docherty, 2017). The researcher can use an e-rubric or digital-based assessment rubric to conduct the assessment that easy-to-use, practical, efficient, accurate, and responsive assessment instrument in this condition (Jubaedah et al., 2020b).

The hospitality industry is considered a business and a converted visitor supplies people with housing, tourist, traveler, travel staff-food, and the organization of their leisure time, recreation, and temporary stay (Goryushkina et al., 2016). Housekeeping is to maintain the hotel's cleanliness and aesthetic appeal (Parmar & Dalal, 2017). Turndown services are experiential and value-added practices to make guests feel cared for in luxury hotels (Shih, Jai, & Blum, 2016). Turndown services are essential since they enhance customer preferences to see whether they value a luxurious physical environment or a functional environment such as turndown services (Brown and Alnawas, 2016).

Digital pedagogy means applying new technologies to teaching and learning in online, hybrid, and face-to-face environments, such as digital assessment (Brauer, S. & Siklander, 2017). Digital assessment is a piece of knowledge, skills, and attitude comprehensively necessary when using science, communication, and digital media to solve problems and correctly process information (Pettersson, F, 2018). Implementing the turndown service competence test in vocational education has not yet possessed a comprehensive assessment model integrated with the digital assessment (Aimah & Purwanto, 2019). Digital open badges, a set of micro-credentials, support equal and egalitarian competence-based assessment models (Brauer & Siklander, 2017). The assessment model that can be developed using technology and information is the digital competency-based assessment that could measure the student's performance during the competence test accurately and quickly. Multi-measurements can analyze the success of vocational education, quality according to the Standard School Measurement or Educational Institution, and people's measurement or the graduate service user (Husnaini et al., 2020; Finch & Crunkilton, 1999). The first criteria cover the accomplishment aspect of the student in fulfilling the demand or curriculum that has been oriented to the work demand.

In contrast, according to Hotel Industry SOP, the second criteria cover the student's accomplishment in job performance (Rinekasari et al., 2019; Jubaedah et al., 2018). The digital assessment should be understood as software or digital device skills. It also involves various abilities that comprehensively cover cognitive, motor, sociology, and emotional to use digital devices effectively (Røkenes & Krumsvik, 2014). Thus, this study aims to apply an assessment model for better evaluation at school and in industry, record the intern achievement, and provide feedback to enhance their competencies.

The performance assessment developed in this study is an innovative product to measure student competency achievement comprehensively in vocational education in turndown service practices in the form of a digital-based assessment rubric. Assessment of vocational education emphasizes the role of work that requires problem-solving skills in the world of work (Sutarto & Jaedun, 2018). Digital Competency based assessment has a novelty that is reviewed from the aspect of construction, information technology, assessment indicators, usability, and test materials that have been adapted to the SOP of the hospitality industry, including the preparation, process, and results of practice (Jubaedah et al., 2020a). Development of Digital Competency-Based Assessment to provide online facilities and convenience for teachers when testing students so that student competency achievements can be assessed quickly, practically, effectively, objectively, and accurately (Harun, 2020; Sukmasetya et al., 2020; Guntur, 2014). Thus, developing digital competency-based assessment in the Turndown Service In The Hospitality Industry is very necessary.

This study discusses the implementation of Digital Competency-Based Assessment in the turndown service competency test in vocational education. This study aimed to obtain data on student competency achievements in implementing Digital Competency-Based Assessment in the turndown service competency test. This research also discusses the quality of the implemented Digital Competency-Based Assessment analyzed from the interrater reliability test.

2. Methodology

The research method used in this research is descriptive-analytic with the following research design (Fig. 1).

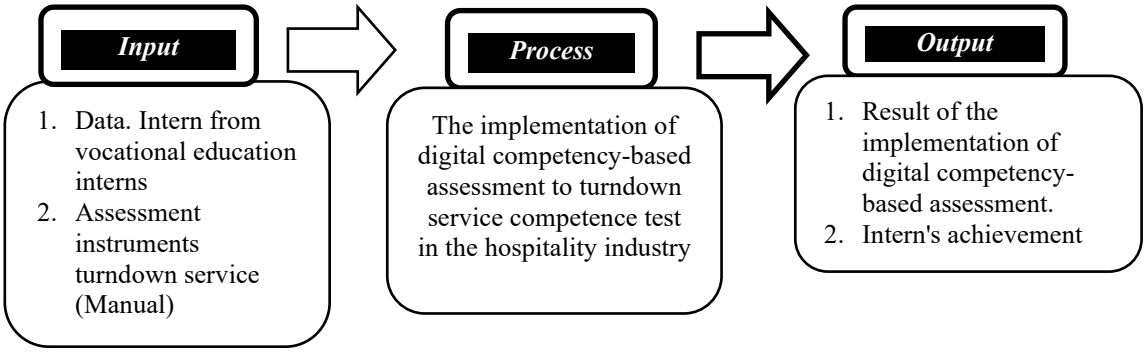

Fig. 1 - The research design of the implementation of competency-based assessment

2.1 Sample and Population

The population in this study were students of Class XI of SMK Negeri 15 in Hospitality Accommodation Expertise, as many as 104 people from 3 classes. The sample in the study was selected using purposive sampling. Namely, students have been registered as competency test participants in 2019, as many as 34 people from classes XI-3. Internal and external assessors are selected based on the principal's policy where the Digital Competency-Based Assessment is implemented. The selected assessor criteria are competent in the field of turndown service expertise. The internal assessor was chosen by a teacher in charge of turndown service subjects at SMK Negeri 15. The selected external assessor was a hotel practitioner as a partner institution in implementing fieldwork practices for vocational students in the Bandung City hotel industry.

Data collection techniques using observation and performance assessment. Observations are made through observing the implementation of Digital Competency-Based Assessment on the turndown service competency test in vocational education. Performance assessment is carried out on students in the turndown service competency test, which internal and external assessors assess. The research instrument used is a Digital Competency-Based Assessment with a checklist form covering the preparation stage, process, and results of the turndown service practice.

2.2 Data Analysis

Observational data are described as display data, and the performance assessment results are analysed using percentage statistics. The data calculation process uses the following formula (Kamelta, 2013).

$$P = \frac{f}{n} \times 100\%$$

The percentage data is interpreted using the data interpretation criteria (Riduwan, 2018) as table 1 follows.

Table 1 - Criteria for data interpretation

No	Percentage	Criteria
1	81 – 100	Very High
2	61 – 80	Above Average
3	41 – 60	Average
4	21 – 40	Below Average
5	0 – 20	Very Low

The results of the percentage data are interpreted based on criteria that refer to institutional policies and student competency achievement standards (Sadler, 2005). The quality of the Digital Competency-Based Assessment was analysed using an interrater reliability test from the measurement results of student competency achievements by assessors one and two.

3. Results and Discussion

3.1 Observation

Result data observation implementation Digital Competency-Based Assessment analysed based on assessed aspects that is preparation, process, and results stage in practice of turndown service. The results of the observations are described in the data displayed in table 2 as follows.

Table 2 - Implementation results from Digital Competency-Based Assessment at preparation stage in practice of turndown service

No	Rated aspect	Observation results
1	A total of	32 students follow the practice uniforms, and two (2) people do not use the uniforms as set/provided.
2	Hair styled neatly	A total of 32 students do not have long nails, and two (2) students still have long nails
3	Nails not long	A total of 32 students has short nails, and two (2) still do hoofed long
4	Shoes that are shiny and fit with a colour that has been determined	A total of 32 students use the appropriate shoes, and two (2) people use inappropriate shoes that have been determined
5	The use of jewellery is not excessive when working	All 34 students do not use excessive jewellery while working
6	Discipline with time	A total of 30 students are appropriate in time discipline, and four (4) are not time disciplined.
7	not excessive use of perfume	All 34 students do not use excessive perfume at work
8	Use a clean and neat uniform	A total of 33 students used a clean and neat uniform, and only one person was not in a clean and tidy uniform.

Table 2 shows the result data observation at the preparation that the whole student already following assessed aspects _ related with styled with neat, not use excessive jewellery moment work and not use perfume in the extreme.

Table 3 - Implementation results from Digital Competency-Based Assessment at the process stage in practice of turndown service

No	Rated aspect	Observation results
1	Knock on the door with mention identity and pronounce greetings	All 34 students were able to do the knocking stage by stating their identity and saying greetings.
2	Turn on the lights and the clean basket of rubbish	All 34 students could turn on the lights and clean the wastebaskets.
3	Wet stripping towel or dirty	All 34 students were able to do the wet or dirty stripping towel stage.
4	Move more formerly the items above bed	A total of 32 students could make the first move of the items on the bed, and two (2) students did not do this stage.
5	Folding bed cover with tidy and move more pillows formerly	All 34 students could do the stage of folding the bed cover neatly and moving the pad first before doing it.
6	Folding top sheet or triple sheet, blanket, and second sheet on edge so that shape triangle with a 90-degree angle	All 34 students have been able to fold the top sheet or triple sheet, blanket and second sheet on the leading edge to form a triangle with an angle of 90 degrees.
7	Tidy up return pillow in place	A total of 33 students were able to do the stage of rearranging the pillow in its place, and only one (1) person was unable to do so.
8	Put doorknob menu and flowers orchid above the bed	All 34 students could not carry out the stage of putting the doorknob menu and orchid flowers on the bed.
9	Tidy up things to move and put down back in place	All 34 students have been able to carry out the stage of tidying up the things that were moved and put them back in their place.
10	Put a slipper on the top bathmat.	A total of 23 students were able to do the stage of putting the slipper on the bathmat, and 11 people did not do it.
11	Refill all towels and bathroom supplies that have been used	A total of 32 students have been able to do the refilling stage or refill all towels and bathroom supplies used, but two (2) people

		cannot do this stage.
12	Dry bathtub with the use of dry cloth	A total of 30 students were able to perform the bath-drying stage using a dry clot, and four (4) students could not do this stage.
13	Cleaning toilet bowl using toilet bowl brush and go-getter	A total of 30 students were able to do the toilet bowl cleaning stage using a toilet bowl brush and go-getter, but four (4) people did not do this stage.
14	Dusting furniture so that cleanliness awakes	A total of 29 students have been able to do the dusting stage of furniture so that cleanliness is maintained, and five 95) people who do not do it
15	After checking back, close the net curtain and blackout curtain	A total of 33 students could do the final checking stage and close the net and blackout curtain, but one (1) person did not do that stage.
16	Turn off the lamp room when visitor no was in the room	All 34 students can turn off the room lights when the guest is not in the room.
17	Lock return room guest, and fill appropriate room attendant report with already done.	A total of 30 students were able to do the stage of re-locking guest rooms and filling out room attendant reports, but four (4) people did not do this stage.

Table 3 shows the result data observation at the process stage that all students already following assessed aspects _ related with: knock the door with mention identity and pronounce greetings, Turn on the lights and the clean basket of rubbish, wet stripping towel or dirty, folding bed cover with tidy and move more pillows formerly, Folding top sheet or triple sheet, blanket, and second sheet on edge so that shape triangle with a 90-degree angle, Put door knob menu and flowers orchid above the bed, tidy up things to move and put down back in place and turn off the lamp room when visitor no was in the room.

Table 4 - Implementation results from Digital Competency-Based Assessment at results stage in practice of turndown service

No	Rated aspect	Observation results
1	Ensure the bed has been turned down neatly	All 34 students have been able to carry out the stage of ensuring that the bed that has been turned down is in a neat condition.
2	Ensure the bed cover is already folded and stored in the wardrobe.	A total of 33 students ensured the bed covers were folded and stored in the wardrobe; only one person did not.
3	Ensure goods visitor stored back in place so that room has seen neater	All 34 students have been able to carry out the stage of ensuring that guest items are held back in their area so that the room looks neater
4	Duration time 10-12 minutes in doing practice turndown service	A total of 15 students followed the turndown service practice stage in 10-12 minutes, but 19 students could not adjust the practice duration.

Table 4 shows the result data observation at the results practice that, the whole student already following assessed aspects related with: ensure the bed has been turned down neatly and provide goods visitor stored back in place so that the room has seen neater.

3.2 Competence Test

The research result shows that implementing digital competency-based assessment in turndown service concerning the preparation phase follows the indicator. The scope and criteria or evaluation indicator follow the steps and are included in detail (Saputra, Rosilawati, & Efkar, 2015). The service comprises sanitizing bathrooms, changing sheets, vacuuming floors, emptying trashcans, wiping, and dusting windows and furniture, and replacing all the in-room amenities (Shih, Jai, & Blum, 2016). The result of implementation at the process stage is under the necessary indicators. The researcher must implement the execution of turndown service according to the standard operating procedure because turndown service must be assessed in detail so the competence of internals can be measured correctly (Curry & Docherty, 2017). The resulting stage also follows the Hotel SOP, which is tidiness in managing all the tools inside the room in a well-ordered manner that looks very attractive (Wardina, 2019). Data from the implementation of digital Competency-Based Assessment in turndown services in the hospitality industry at this stage of preparation, process, and results in practice could see in the following table.

Table 5 - Achievement competence turndown service in preparation stage in practice of turndown service

No	Assessed Aspects	Yes		No		Total	
		f	%	f	%	F	%
1	Use uniform that has been provided	32	94.12	2	5.88	34	100
2	Hair styled neatly	34	100	0	0	34	100
3	Nails not long	32	94.12	2	5.88	34	100
4	Shoes that are shiny and fit with a colour that has been determined	32	94.12	2	5.88	34	100
5	Not use excessive jewellery moment work	34	100	0	0	34	100
6	Discipline with time	30	88.24	4	11.76	34	100
7	Not use perfume in excessive	34	100	0	0	34	100
8	Use a clean and tidy uniform	33	97.06	1	2.94	34	100
	Average percentage		95.90		4.10		100

Table 5. can be interpreted that the implementation of digital Competency-Based Assessment in turndown service in the hospitality industry at the stage of preparation obtained an average of 95.90% at very high criteria (Riduwan, 2018). The result of this research is an analysis of student competency achievement in the aspects assessed in self-appearance following standard operating procedures in the hospitality industry.

Table 6 - Achievements competence turndown service in the process stage in practice of turndown service

No	Researched aspects	Yes		No		Total	
		f	%	f	%	F	%
1	Knock door with mention identity and pronounce greetings.	34	100	0	0	34	100
2	Turn on the lights and the clean basket of rubbish	34	100	0	0	34	100
3	Wet stripping towel or dirty	34	100	0	0	34	100
4	Move more formerly the items above bed	32	94.12	2	5.88	34	100
5	Folding bed cover with tidy and move more pillows formerly	34	100	0	0	34	100
6	Folding top sheet or triple sheet, blanket, and second sheet on edge so that shape triangle with a 90-degree angle	34	100	0	0	34	100
7	Tidy up return pillow in place	33	97.06	1	2.94	34	100
8	Put the doorknob menu and flowers orchid above the bed	0	0	34	100	34	100
9	Tidy up things to move and put down back in place	34	100	0	0	34	100
10	Put a slipper on the top bathmat	23	67.65	11	32.35	34	100
11	Refill all towels and bathroom supplies that have been used	32	94.12	2	5.88	34	100
12	Dry bathtub with the use of dry cloth	30	88.24	4	11.76	34	100
13	Cleaning toilet bowl using toilet bowl brush and go-getter	30	88.24	4	11.76	34	100
14	Dusting furniture so that cleanliness awake	29	85.29	5	14.71	34	100
15	After checking _ back, close the net curtain and blackout curtain	33	97.06	1	2.94	34	100
16	Turn off the lamp room when visitor no was in the room.	34	100	0	0	34	100
17	Lock return room guest and fill appropriate room attendant report with already done.	30	88.24	4	11.76	34	100
	Average percentage		88.24		11.76		100

Table 6 shows that the implementation of digital Competency-Based Assessment in turndown service in the hospitality industry at the process stage obtained an average of 88.24 %, Very Hgh criteria. This data results from an analysis of student competency achievements in the process aspect per standard operating procedures in the hospitality industry.

Table 7 - Achievements competence turndown service on step results from practice

No	Researched aspects	Yes		No		Total	
		f	%	f	%	F	%
1	Ensure the bed has been turned down neatly.	34	100	0	0	34	100
2	Ensure the bed cover is already folded and stored in the wardrobe.	33	97.06	1	2.94	34	100
3	Ensure goods visitor stored back in place so that room has seen neater.	34	100	0	0	34	100
4	Duration time 10-12 minutes in doing practice turndown service.	15	44.12	19	55.98	34	100
	Average percentage		85.30		14.70		100

Table 7 shows the implementation of digital Competency-Based Assessment in turndown service in the hospitality industry at the stage, with an average of 85.30 % at very high criteria. This result was analysed from the achievements of competent students on aspects of practice already following standard operating procedures in the hospitality industry.

The results of implementing digital Competency-Based Assessment in turndown services in the hospitality industry are analysed based on the achievements of competent students at stage preparation, process, and results in practice shown in table 8. The criteria for measuring student competence using digital Competency-Based Assessment in the course of turndown service through the preparation, process, and results of this practice already include elements of technical skills, soft skills, and hard skills. This element must be constructed in a practice assessment rubric that follows the demands of performance in the industry (Musid et al., 2019).

Table 8 - Percentage of student achievement in turndown practice

Results of implementation	Average Percentage (Yes)	Average Percentage (No)	Total
Preparation Stage	95.96	4.10	100
Process Stage	88.24	11.76	100
Practice Result Stage	85.30	14.70	100

3.1 The Competence Achievement Result from Turndown Service Using a Digital Rubric

The research results show interns' competence concerning turndown service preparation. The practice consists of the intern's self-appearance, such as wearing the uniform, tidy hair, short nails, not wearing excessive accessories while working, discipline with time, using perfume according to rules, and wearing a clean and neat uniform. These achievements show that most are following the Hotel SOP in the preparation phase of self-appearance, and the percentage in this phase is increasing significantly. Hotel SOP is the standard as a reference for the teacher can adapt to assess the student's performance achievement (Rinekasari et al., 2019; Jubaedah et al., 2018; Curran et al., 2011).

The research result shows students' achievement concerning turndown service that in this phase, all interns knock on the door and say their identities and greet, turn on lamps and clean out the garbage can, stripping wet or dirty towels. Most interns are sorting the things on the bed. All of them can fold the bed cover neatly and move the pillow first, the top sheet or triple sheet blanket, until it forms a triangle of 90 degrees. Most interns sort the pad back to its place. All of them can sort things and put them back in their place. More than half of the interns could put a slipper on the bath math and refill all the used towels and bathroom supplies. Most interns dry the bathtub using a dry cloth and clean the toilet bowl, brush, and go-getter. Most interns did dust the furniture, so it stayed clean. All interns turn off the lamps if the guest is not in their room and lock the guest's room, filling the room attendant report according to training (Knox, etc. 2015). The research on student achievement concerning student service shows that all interns can make that bed neatly displayed; all bed cover is folded and put back in the wardrobe; all the guest possessions are put back in place, so the room looks tidy. Less than half of interns are working within 10-12 minutes in the practice of turndown service. The evaluation of the competence of interns is from the preparation, process, and result stage measured according to Hotel SOP (Prasetyo & Sulistyo, 2020).

3.2 The Achievement Criteria of Intern Performance in Turndown Service According to The Digital Competency-Based Assessment Rubric

The result of the achieved score according to the performance test of turndown service using digital rubric application is as table 9 follows.

Table 9 - Student performance achievements in the turndown service competency test

No Student	Assessor 1	Achieved Competency	Assessor 2	Achieved Competency
1	75	Competent	81	Competent
2	75	Competent	81	Competent
3	78	Competent	87	Competent
4	78	Competent	85	Competent
5	78	Competent	83	Competent
6	80	Competent	92	Competent
7	78	Competent	87	Competent
8	75	Competent	79	Competent
9	80	Competent	87	Competent
10	75	Competent	79	Competent
11	75	Competent	83	Competent
12	80	Competent	85	Competent
13	80	Competent	89	Competent
14	78	Competent	83	Competent
15	78	Competent	83	Competent
16	80	Competent	92	Competent
17	78	Competent	85	Competent
18	78	Competent	85	Competent
19	80	Competent	92	Competent
20	80	Competent	92	Competent
21	78	Competent	85	Competent
22	90	Competent	92	Competent
23	78	Competent	85	Competent
24	80	Competent	92	Competent
25	78	Competent	85	Competent
26	78	Competent	85	Competent
27	75	Competent	81	Competent
28	75	Competent	77	Competent
29	80	Competent	87	Competent
30	78	Competent	81	Competent
31	80	Competent	89	Competent
32	78	Competent	85	Competent
33	80	Competent	91	Competent
34	80	Competent	89	Competent

The table shows that the first assessor (1) and the second assessor (2) recommended that all the interns comprised of 34 people are considered competent in conducting the turndown service test because it fulfills the standard score criteria, which is a 75-100 score (Table 9). The assessment refers to the agreement between the internal (school) and external (industry) about the acquired competence, so the competence of interns developed the approval of both sectors (Jubaedah et al., 2020a; Faber et al., 2017). The hospitality industry requires high professional skills, strategic and operational management art, high spiritual culture, the best human qualities, and high personnel training (Goryushkina et al., 2016)

3.3 The Result of The Reliability Test on The Implementation of Digitally Based Competency Assessment Test

Digital Competency-Based Assessment Reliability results from an interrater reliability test analysis of the measurement results of student competency achievements by both assessors on turndown service practices in vocational education. The achievement of student competencies produces an average score of 78.50 from assessor 1 and 85.70 from assessor 2. Assessors are responsible for determining student competence. A good assessment must involve internal and external assessors from the industry so that student competency achievements are under Indonesian national qualification framework standards (Ana et al., 2019).

The test uses the SPSS program with the Cronbach Alpha method to determine the consistency of the measuring instrument used in the Turndown service practice. The reliability test to determine the instrument's consistency uses Cronbach Alpha to decide whether the devices are reliable while using the boundary of 0.6. If reliability is < 0.6, it means not good, while 0.7 is acceptable and > 0.8 is good. The results of the interrater reliability test obtained that the Cronbach alpha value for the entire measurement scale was 0.923 > 0.7, including good reliability on very high criteria. The results of this test indicate that the Digital Competency-Based Assessment in the turndown service competency test

has very high reliability because the consistency reliability coefficient between raters > 0.7 is classified as very high reliability (Susila, 2012).

These results show that the Digital Competency-Based Assessment on the turndown service competency test is feasible to be further implemented on a broader scale as a performance assessment in vocational education and the hospitality industry. This implication is in line with research on instrument development and validation of Performance-Based Assessment with the conclusion that it is very appropriate to assess student competence using performance-based assessment (Adri et al., 2022).

4. Conclusion

The model of digital competency-based assessment in turndown service in the hospitality industry is excellent in the area that covers the preparation phase, process phase, and the result practice phase included in the digital rubric assessment application. This digital-based assessment rubric has fulfilled the scope of technical, soft, and hard skills following performance demands in the hospitality industry. The achieved competence of the interns in the turndown service test in the housekeeping department is based on a moderation process between the internal assessor and external assessor that all interns are considered competent. Digital Competency-Based Assessment on the turndown service competency test in vocational education, which is the result of the analysis of the interrater reliability test, obtains good reliability at very high criteria.

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