Project Based Learning in Hospitality Education: Aristotle's Realism Perspective in Educational Philosophy

Khafidhta Qudsiana Nurul Arifah[1], Gandung Aulia Wiratmoko[2], Endang Fauziati[3], Maryadi[4]

[1, 2, 3, 4] Muhammadiyah University of Surakarta, Surakarta, Indonesia
Corresponding Author ; gandung.aulia@gmail.com

Abstract. The aim of this study is Project Based Learning with philosophy realism in Hospitality Education. This study is qualitative descriptive literature research. This article discusses about philosophy education realism in informal education for practice or Project Based Learning. In this study, researchers take Project based Learning, namely training / coaching for hotel workers candidate. The results of this research show the approach Project Based Learning is not only facilitate learning holistic based on the actual projects, but also deliver experience practical for students as the emphasized by Aristotle in his theory It is emphasized understanding through action. This article presents strong argument of integration Aristotle's philosophy in learning context, and creating correlation between theory and practice as well as in preparing student for facing demands of the actual world of hospitality industry.

Keywords: Project based Learning, Realism, Hospitality Education

I. INTRODUCTION

Aristotle, an ancient Greek philosopher, had massive contribution in philosophy, including in education context. Although Aristotle did not explicitly discuss about "Project Based Learning" in his work, however the of principles realism can give explanation about this approach. Aristotle was very emphasize on understanding through experiences and activities. In his famous work, "Nicomachean Ethics" and "Politics", Aristotle emphasized importance happiness (eudaimonia) and formation character through practices and habits. His opinion reached happiness through understanding and development through actions and in actual form.

In PjBL, it is accordance with Aristotle's perspective. PjBL emphasize on learning through project that should be in real world and directly experiential. Student involved in presenting the actual problem, authentic and need necessary solution with creativity. This approach is consistent with Aristotle's concept of understanding and developing character through actions and experiences. Aristotle also highlighted the role of teacher as a guide and facilitator in the learning process. In PjBL, teachers play a role as a motivator and facilitator, supporting student in construction of knowledge. This is reflected with Aristotle's view of the importance in guidance and support in the formation for character and understanding thing.

The utilized by Aristotle's perspective, PjBL can be understood as approach for promoting education, experiencing things and lessons directly, problem solving, and character development through real world projects. These principles are compatible with Aristotle's philosophy of understanding things through actions and roles, and also teachers guiding in the learning process. The current global context highlights the necessity of work practice in a way field for effective implementation. PjBL application is by learning student – centered in innovation and placing teachers as motivators and facilitators, where students are given opportunity in work environment in a way construct learning autonomous (Trianto, 2014:42). The aim of this research is to know realism role of informal education in Project based Learning.

Project based Learning is approach method which is enabling modern education students and it is centered them (Choi, J., Lee, J.-H., & Kim, 2019). PjBL involves teachers to teach student with

actual problem in actual, authentic environment, and they can create solutions and conclusions (Voet, M., & De, 2018). PjBL started as a cycle with introduction investigation based on the problem (Joham, C., & Clarke, 2012). Some studies find that teachers' preferences for methodology was practice groups, such as Project based Learning, and cooperative learning (Anita, H., & Judit, 2016). Apart from that, (Mirici, S., & Uzel, 2019) stated that the teacher reported that enhancement and motivation are applied in PjBL of actual environment. PjBL defined as education centered on real world projects, and it included involving problems of student in the learning and inquiry the process (Choi, J., Lee, J.-H., & Kim, 2019). Student Study with some questions, designing research and plans, as well as interacting with people inside and outside school environment (Choi, J., Lee, J.-H., & Kim, 2019). Teachers play a role as guide for students, teachers also often to let the class was led for their implication to learn with PjBL (Gomez-Pablos, VB, del Pozo, MM., & Munoz- Repiso, 2016). The circumstances of the class were managed by students in implementing Project based Learning, and teachers in the classroom must own the special and specific skill to lead student in a way effective for Project based Learning (Gomez-Pablos, VB, del Pozo, MM., & Munoz- Repiso, 2016). Project based Learning is expected to increase performance of the educators and participants who are educated, it involves competence from the professional teacher as a facilitator, and also the skills, completeness, and soft skills from the participant. Soft skills considered as a priority by the sector industry, and realism becomes the basic acquisition of the knowledge from concrete experience through direct activity.

Learning with the use of Project based Learning is innovative technique in teaching. In this method, the teacher plays a role as facilitator who provides support to student and provide motivation for students to active in the teaching process (Trianto , 2014:42). According to Yahya Muhammad Mukhlis, this learning model provides chance to educator for fully controlling the process (Trianto , 2014:42). This method includes project as an integral part of the process. Project-Based Learning often called as method which uses problem solving with objective, and it makes student easier in understanding and absorbing the given theory. This model adopts contextual approach and developing skill for student in critical thinking. Apart from that, consider the pros and cons, decisions used as solutions which are also included in given theory (Wena, 2010:145). Project based Learning often interpreted as suite assignments based on the questions and the problems, and it also encouraging the student to think critically to find the solution. Problem solving steps were carried out by students became the basic knowledge for doing the assessment (Wena, 2010).

According to Trianto (2014:49), Project-Based Learning gave extensive knowledge to student while facing problem directly, and developing their skills as well as critical thinking in solving problem. This method is purposeful for training and getting used to student in critical thinking and responding problem as well as develop the outlook. Project based Learning has some advantages, such as coaching student become expand in thinking about problems in life, giving direct training in critical thinking and become expert in any cases, as well as sharpening skill through practice, theory and application (Djamarah & Zain, 2011: 83). However, there are weaknesses, such as concern in attitude while participant should be active in learning, and it is possible to create less conducive situation, so it needs the opportunity to discuss before practice, and also needs allocation time implementation for student, so that it can make situation be more conducive, the educator can also give alternative time to make them learn in the way the know the object well (Trianto, 2014:49). This direct learning process is active interaction between teachers and students that requires reciprocity to evaluate extent of understanding student to material presented. Students applied Project based Learning method, which is interpreted as enterprising, trying and working or implementing, you can do through response actively for delivering material by the teacher, involving student mentally and physically in the learning process (Sardiman, 2001:98).

Students in applying Project based Learning can be reflected through various indicators, such as the engagement in doing the tasks, participating in problem solving, asking and contributing in the trainer or colleague class, finding a lot of information, implementing discussion in accordance from trainer's direction, problem solving, and implementing the knowledge that has been obtained in problem solving (Sudjana , 2004:61). It can be concluded that students can observe, ask, search information, and courage in problem solving. According to Rusman (2012:27), several methods to

increase the student's skill was by learning actively, involving effectively in student learning process, providing clear and appropriate teaching with objective learning, as well as recognizing less students who active in giving priority, so that they can role active in the learning process. Active students who apply Project based Learning are not only learn for skill implementation, but also train to think critically, and be helpful in problem solving in their work place. Therefore, teachers can role in planning the learning process and creating the condition actively and the class is being more conducive.

II. RESEARCH METHODS

Type of research used in this study is descriptive literature. The method of descriptive literature is some series which related with the activities, and the method itself collecting by the data of the library, reading and by taking notes, as well as managing the material research (Zed, 2008:3). Literature study is required activities in research, especially in academic goals research, and it has main point in developing aspect in theoretical nor the practical beneficial aspects. Literature study is done by researcher with the objective that is based on the foundation for acquiring and building the basic theory, the framework is to think and to decide the temporary conjecture or also called the hypothesis study. The researchers can be in a group, organization, and it uses so many variations for the references in the field.

Literature study also gives the researchers to be deeper reviewing the problem, and the researchers ate going to know the results in better ways, based on some theory and evidences. This literature was carried out by researchers in the way when the researchers determine the topic research, and determine the problem, it can be done before they plunge to the field for collecting the necessary data (Darmadi, 2011).

The main point for descriptive literature is data collection, and it must be on the track. Conceptualization analysis, conclusion, it should be as the suggestion. Data collection used to originate from textbooks, journals, articles scientific , literature review containing about the concept which is being studied. Analysis begins with material results research that is sequence noticed from the most relevant and sufficient sources. Analysis is also possible to be implied by seeing the year of the previous studies, started from the most recent, and gradually back off to longer years. Reading the abstracts from every research and be more formerly for giving the evaluation to the problems which have discussed in accordance with what you want to solve in your own research. Taking notes the important parts and relevant points of your research problem. No plagiarism, the researchers should take notes of the sources information and include the bibliography, if the information from the others' ideas or results of other people's research. Make notes, quotation, or compiled information in a way for the systematic research, so that the study will be easy to look for return anytime and anywhere it can be required (Darmadi, 2011).

III. RESEARCH RESULTS AND DISCUSSION

This section reveals the application of Aristotle's views in education in Indonesia, especially in the context of the hotel industry through Project Based Learning (PjBL). PjBL at the De Access Hotel and Culinary Training Center is proof of its effectiveness in connecting Aristotle's theory with students' practical experience. The integration of PjBL with On the Job Training creates synergy between theory and practice, providing a holistic understanding of work in the hospitality industry. This innovative step not only understands students theoretically, but also applies it concretely in real work situations.

Research Results
1. **Aristotle's views on education in Indonesia**

The problems of informal education arise from various directions. These problems arise from students, teachers, and even the management of educational institutions. Many students think that project based learning is just a formality. Aristotle stated that the essence of knowledge

is empirical reality. This means that knowledge is said to be true if it corresponds to reality. The condition of students who underestimate the lessons for hotel employees is because they see work in hotels as trivial and choose to pursue formal education at universities. Based on Aristotle's theory, education based on theory and practice such as PjBL for prospective hotel employees must be included in the concept of empirical reality. Project based learning in hotels must be contextualized with the lives of students. They get theories in learning, then they can verify these theories in their work later. Learning methods can be contextual learning methods or other methods that lead to empirical experience. Thus, implementing PjBL for prospective hotel employees becomes a way for students to understand the benefits and understand the nature of the knowledge itself and its application when carrying out practice and on the job training (OJT). In the learning process the teacher is able to provide correct and very reasonable knowledge. Because the knowledge provided is not in the form of dogma, but structured and logical knowledge.

2. **Application of Aristotle's theory to Project based Learning**

Project Based Learning Model in Increasing Student Activeness. The description above explains that the theory that has been developed by the author can attract focus in this article which discusses the project-based learning model in increasing student activity in the teaching process. This research is devoted to the On the Job Training process. Student activity in class has many benefits for the students themselves, namely being able to create students who think critically, independently, and are able to provide appropriate problem solving, and will be better prepared for the many problems in the life process, the realities of working in the future. Franky (2018) believes that active students can learn more, will have initiative and thus create opportunities as independent humans. There are many studies, one of which is from Zakiyah (2019) with research results that there is a significant influence between the implementation of the PjBL model in increasing student learning outcomes. The presentation of the results of the research that has been carried out above provides a stimulus for researchers to conduct research that focuses on the project-based learning model being feasible and capable of being used in terms of increasing student activity.

The aim of realism education in implementing out-of-school education is to adapt to life and be able to carry out social responsibilities. Every activity carried out by teaching staff with students should help to develop human nature, and students should be shown the practical importance of each value system. Good learning material or material is learning material that satisfies the interests and needs of students. In the practice of out-of-school education, the author also provides terms in the world of philosophy that are correlated with informal education.

3. **PjBL and Aristotle's concept as Experience Holistic at De Access Hotel and Culinary Training Center**

The implementation of Project Based Learning (PjBL) at the De Access Hotel and Culinary Training Center is a learning method that combines Aristotle's theory of learning through practical experience with clear communicative objectives. PjBL allows students not only to acquire language skills as needed by the hospitality industry, but also to experience practical experience through collaborative projects and simulated work situations. Through acting, students can hone their communication skills, in accordance with the principle of rationality in conveying messages emphasized by Aristotle. The focus on communicative goals, language rationality, and integrated practical experience creates a holistic and contextual learning experience. The integration of PjBL with Aristotelian principles builds a bridge between theory and practice, making PjBL not only a learning method, but also a foundation for the development of students' language skills and understanding of the realities of the hospitality industry.

At De Access Hotel and Culinary Training Center, the application of Project Based Learning (PjBL) can be realized through concrete projects that are relevant to the hotel industry. For example, in the English for Specific Purposes (ESP) subject, students can be given a

collaborative project to design and host a special dinner at a restaurant, with a simulation at school.

In this project, students will play different roles, including the front office team to manage reservations and reception, the food and beverage team to plan menus and meal service, and the housekeeping team to ensure the cleanliness and comfort of the room. Additionally, they will learn to design promotional materials and communicate with potential customers.

Through this project, students not only deepen their language skills according to the department they are assigned to, but also experience first-hand how the various aspects of work in the hospitality industry are interconnected. This practical experience will enable them to apply the concepts they learn in real situations and thoroughly understand the dynamics of working in hotels. Thus, PjBL at De Access Hotel and Culinary Training Center is not only a learning method, but also provides rich and contextual practical experience for students in preparing them for careers in the hotel industry.

4. Integration of Aristotle's Theory in Language Learning in the Hotel Industry through PjBL and Projects Special.

The implementation of Project Based Learning (PjBL) and On the Job Training Practices at the De Access Hotel and Culinary Training Center is an innovative step in combining Aristotle's theory with students' practical experience. Through PjBL, students can engage in collaborative projects that reflect everyday challenges in the hospitality industry. Meanwhile, On the Job Training (OJT) Work Practices provide opportunities for fresh graduates or job seekers to acquire work skills according to company standards directly in a real work environment.

During the 6-month field practice program at a star hotel, students are not only guided by professional trainers in their field, but can also integrate PjBL by working on specific projects. For example, students can tackle projects regarding operational improvements in various hotel departments, giving them hands-on experience in designing practical solutions relevant to industry needs. With this approach, students not only understand Aristotle's theory of learning through practical experience but also apply it concretely in real work situations.

.

Discussion

This research shows that the application of the Project Based Learning (PjBL) learning method at the De Access Hotel and Culinary Training Center effectively integrates the philosophy of realism, especially the concept of understanding through action which was emphasized by Aristotle. The research results confirm that PjBL not only provides a holistic learning approach based on real-world projects, but also creates practical experiences for students, in line with Aristotle's principles. This creates a learning dynamic that is more contextual and relevant to the demands of the hotel industry. The integration of Aristotle's philosophy in PjBL paves the way for the development of students' practical, creative and problem-solving skills, creating graduates who not only understand theory but are also able to apply it in everyday work contexts. Therefore, the results of this research provide an important contribution in supporting the effectiveness of PjBL as a learning method that not only accommodates the philosophy of Aristotelian realism but also produces students who are ready to face the challenges of the world of work in the hotel industry with a deep understanding and strong practical experience.

IV. CONCLUSION

Based on the aim of this research, it is to describe the use of project based learning (PjBL) learning methods in increasing student activity. Then, after the researcher conducted a review of previous research that was relevant to the research being conducted. So the results obtained were that the project-based learning model was able to have an influence on increasing student activity in learning. This research also really supports students to understand more deeply the material presented. Student activity can also influence eventual learning outcomes. So that the learning process that occurs will not be monotonous and boring, it will be easier for students to understand the material to

be studied with various activities implemented by the project-based learning model. The research carried out has limitations, including that the subjects only include students who are accepted to continue OJT in hotels, but in schools, simulations have been carried out for real practice in implementation, in accordance with the theory of realism. The research agenda for the future can be carried out with experimental research which aims to conduct research that can measure the influence of the project based learning model as an effort to increase the ability of students in hotel schools to obtain realistic data results in the field.

REFERENCE

[1] Anita, H., & Judit, N. (2016). "In-service teachers' perceptions of project-based learning". Springerplus, 5(1), 83

[2] Chen, C. H., Yang, Y. C. (2019). "Revisiting the effects of project-based learning on students' academic achievement: A meta-analysis investigating moderators". Educational Research Review, 26,71–81.

[3] Darmadi, H. 2011. "Metode Penelitian Pendidikan". Alfabeta. Bandung.

[4] Djamarah, S. B. & Zain, A. (2011). "Strategi Belajar Mengajar". Bandung: Pustaka Setia.

[5] Franky, L. (2018). "Pembelajaran Berpusat pada Pembelajar". AKADEMIKIA Jurmal Pendidikan Universitas Tarumanegara, 11, 145-166.

[6] Gomez-Pablos, V.B., del Pozo, M.M.., & Munoz-Repiso, A.. (2016). "Project-based learning (PBL) through the incorporation of digital technologies: An evaluation based on the experience of serving teachers". Computers in Human Behavior,6(8), 501–512.

[7] Goodin, T., Bartos, S., Caukin, N., & Dillard, H. (2014). "Teacher preparation program redesign: Problem-based learning and teacher candidate self-efficacy". American Educational Research Association Annual Conference.

[8] Joham, C., & Clarke, M. (2012). "Teaching critical management skills: The role of problem-based learning". Teaching in Higher Education, 17(1), 75–88.

[9] Mahasneh, A. M., & Alwan, A. F. (2018). "The effect of project-based learning on student teacher self-efficacy and achievement". International Journal of Instruction, 11(3), 511–524. https://doi.org/doi 10.12973/iji.2018.11335a

[10] Mirici, S., & Uzel, N. (2019). "Viewpoints and self-efficacy of teachers participated in project training toward project-based learning". International Online Journal of Education and Teaching, 6(4), 1037–1056.

[11] Rusman. (2012). "Model-Model Pembelajaran". Depok: Raja Grafindo Persada.

[12] Sudjana, N. (2004). "Dasar-dasar Proses Belajar Mengajar". Bandung: Sinar Baru Algessindo

[13] Trianto. (2014). "Mendesain Model Pembelajaran Inovatif, Progresif dan Kontekstual". Jakarta: Prenadamedia Group.

[14] Voet, M., & De, W. B. (2018). "Effects of immersion in inquiry-based learning on student teachers' educational beliefs". Instructional Science: An International Journal of the Learning Sciences, 46(3), 383–403.

[15] Wena. (2010). "Strategi Pembelajaran Inovatif Kontemporer". Jakarta: Bumi Aksara.

[16] Yadav, A., Subedi, D., Lundeberg, M. A., & Bunting, C. F. (2011). "Problem-based learning: Influence on students' learning in an electrical engineering course". Journal of Engineering Education, 100(2), 253–280.

[17] Zakiyah, I. (2019). "Implementasion of PjBL Model to Increased Creativity and Self-Reliance of Student on Poetry Wriring Skills". Journal of Primary Education, 8(1), 51-58.

[18] Zed, M. (2008). "Metode peneletian kepustakaan". Jakarta: Yayasan Obor.