



SELF-TRANSFORMATION OF STUDENTS IN THE SIX PLUS SIX MULTI TALENTA PROGRAM THROUGH LEARNING EXPERIENCES IN THE TOURISM AND HOSPITALITY INDUSTRY

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ABSTRACT

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This study aims to explore students' self-transformation through learning experiences in the Six Plus Six Multi Talenta Program within the tourism and hospitality industry. A qualitative approach using Narrative Inquiry was employed to understand how students interpret their learning experiences during six months of academic study at Batam Tourism Polytechnic and six months of On-the-Job Training (OJT) in the hospitality industry. Data were collected through in-depth interviews, observations, and documentation involving students from the Room Division Management program. The findings reveal that learning experiences gained through the integration of campus-based education and industry-based training contribute not only to the development of technical and soft skills

but also to significant changes in students' mindsets, work attitudes, and professional identity. Students perceived the program as an opportunity to understand the realities of the workplace, develop adaptability, strengthen discipline and responsibility, and prepare for future careers in the tourism and hospitality sector. The study further demonstrates that self-transformation occurs through a continuous process of learning, reflection, adaptation, and professional identity formation. These findings highlight the importance of experiential and work-based learning in fostering competent, adaptable, and industry-ready human resources for the tourism and hospitality sector.

Keywords: Self-Transformation; Learning Experience; Vocational Education; Tourism And Hospitality Industry; Professional Identity.

INTRODUCTION

The tourism and hospitality industry is a sector that relies heavily on the quality of human resources in delivering services to tourists (Septia et al., 2026). As global competition in the tourism sector intensifies, the demand for a workforce possessing not only technical competencies but also professional attitudes, effective communication skills, adaptability, and a strong service orientation has become increasingly important. This situation requires vocational education institutions to



produce graduates who are well prepared to meet the needs of the industry. In this context, vocational education can no longer focus solely on the acquisition of knowledge and technical skills; it must also provide meaningful learning experiences that contribute to the development of students' character, mindset, and professional identity.

One of the persistent challenges faced by vocational education is the gap between learning processes in educational institutions and the actual needs of industry. Numerous studies have shown that vocational graduates often encounter difficulties when entering the workforce due to limited exposure to workplace culture, professional expectations, and the dynamic realities of industrial environments. To address this issue, many educational institutions have adopted experiential learning and work-based learning approaches that integrate classroom instruction with direct industry experience. These approaches are believed to enhance students' work readiness while providing more authentic and meaningful learning experiences.

In the tourism and hospitality sector, industry-based learning plays a crucial role due to the nature of the profession, which requires direct interaction with customers, effective teamwork, and the consistent application of service standards. Through direct engagement in workplace environments, students are provided with opportunities to connect the knowledge acquired in the classroom with professional practices implemented in the industry. Such experiences not only contribute to the enhancement of job-related competencies but also have the potential to foster changes in students' mindsets, work attitudes, self-confidence, and understanding of the professions they aspire to pursue.

One example of an integrated learning model that bridges academic education and industry practice is the Six Plus Six Multi Talenta Program, which is implemented through a collaboration between Batam Tourism Polytechnic, VITKA Multitalent, and the Government of Bintan Regency. The program combines six months of academic learning at an educational institution with six months of On-the-Job Training (OJT) in the hospitality industry. Through this program, participants are provided with opportunities to learn within an academic environment while simultaneously gaining direct exposure to the realities of working in hotels and resorts. This learning model is designed not only to enhance participants' competencies but also to prepare them as tourism professionals who are capable of meeting the demands of the industry.

Although numerous studies have examined the effectiveness of vocational education, work readiness, and internship programs within the hospitality industry, most have primarily focused on students' competencies and learning outcomes. Research specifically investigating how learning experiences in both academic and industry settings contribute to students' self-transformation, particularly within the context of tourism vocational education, remains relatively limited. Understanding the process of self-transformation is essential, as it provides insight into how learning experiences shape students' mindsets, work attitudes, and professional identities as future hospitality professionals. Therefore, this study offers a distinct perspective by positioning learning experiences as a process that not only develops occupational competencies but also fosters students' personal and professional transformation.

Based on the foregoing discussion, this study aims to analyze students' self-transformation in the Six Plus Six Multi Talenta Program through learning experiences in the tourism and hospitality industry. Specifically, the study seeks to: (1) describe students' learning experiences during both campus-based instruction and On-the-Job Training (OJT) in the hospitality industry; (2) examine how students interpret these learning experiences in relation to work readiness and professional identity formation; (3) identify the changes experienced by students after participating in the program, particularly in terms of mindset and work attitudes; and (4) explore the factors that contribute to students' self-transformation. The findings of this study are expected to contribute to the development of more effective tourism vocational education models in preparing competent and professional human resources capable of meeting the demands of the hospitality industry.

LITERATURE REVIEW

Tourism Vocational Education and Industry Link and Match

Vocational education is designed to equip learners with competencies that are aligned with the demands of the labor market (Lubis et al., 2023). In the tourism and hospitality sector, vocational education extends beyond the development of technical skills to include the cultivation of professional attitudes and behaviors required by the industry. Therefore, the concept of link and match is essential in ensuring alignment between educational processes and the needs of businesses and industries (Sugiyantoro & Irham, 2025). One implementation of this concept is the integration of campus-based learning with industry-based work experience, as exemplified by the Six Plus Six Multi Talenta Program.

Experiential Learning Theory

Learning occurs through individuals' experiences, which are subsequently reflected upon to generate new understanding and knowledge (Kolb, 1984). In the context of vocational education, learning experiences gained through practical training and industry-based work placements enable students to connect theoretical knowledge with real-world workplace situations. Therefore, Experiential Learning Theory is employed in this study to understand how students' learning experiences contribute to the changes and transformations they undergo.

Work-Based Learning

Work-Based Learning is a learning approach that integrates workplace experience into the educational process. Through this approach, students are provided with opportunities to learn directly within real work environments, enabling them to gain an understanding of workplace culture, professional standards, and the actual demands of the industry (Indramayanti et al., 2024). In this study, the On-the-Job Training (OJT) component serves as an implementation of Work-Based Learning, allowing students to acquire firsthand learning experiences within the hospitality industry.

Self-Transformation and Professional Identity

Self-transformation refers to the process of change that occurs within individuals as a result of their experiences and reflections on those experiences. Such changes may be manifested in individuals' mindsets, attitudes, behaviors, and perceptions of themselves. In vocational education, the process of self-transformation is often accompanied by the development of a professional identity (Nur, 2025), through which learners begin to understand the values, responsibilities, and characteristics associated with their future profession. Through learning experiences in both academic and industry settings, students not only acquire occupational competencies but also develop their identities as future professionals in the tourism and hospitality sector.

METHOD

This study employed a qualitative approach using the Narrative Inquiry research design (Maemunah et al., 2024). This approach was selected because the study aims to gain an in-depth understanding of students' learning experiences and the process of self-transformation they underwent while participating in the Six Plus Six Multi Talenta Program. Through this approach, students' experiences are viewed as a series of interconnected events that shape their perspectives, attitudes, and professional identities throughout their academic learning and industry-based work experiences.

The study was conducted at Batam Tourism Polytechnic (BTP) and several hospitality establishments that served as On-the-Job Training (OJT) placements for participants of the Six Plus Six Multi Talenta Program. Data collection was carried out from March to May 2026. The study population consisted of all first-cohort students enrolled in the Six Plus Six Multi Talenta Program, which was jointly organized by Batam Tourism Polytechnic and the Government of Bintan Regency. Research informants were selected using a purposive sampling technique, based on the criterion that they had completed the entire program, including both campus-based learning and industry-based work placement. A total of seven students from the Room Division Management program participated as informants in this study.

Research data were collected through in-depth interviews, observations, and document analysis. Interviews were conducted to explore students' learning experiences throughout the program, including their experiences during campus-based learning and the implementation of On-the-Job Training (OJT) in the hospitality industry. Observations were carried out to gain a better understanding of the program context and the learning activities undertaken by the students, while documentation was used to supplement and validate the data obtained from interviews and observations.

Data were analyzed qualitatively through a process of data transcription, organization, coding, theme identification, and interpretation of the experiences shared by the informants. The analysis focused on themes related to learning experiences, the meaning-making of those experiences, changes in mindset and work attitudes, and the development of students' professional identities. To enhance the trustworthiness of the findings, source triangulation was employed by

comparing information obtained from interviews, observations, and supporting documents.

RESULTS AND DISCUSSION

Students' Learning Experiences in the Six Plus Six Multi Talenta Program

The findings indicate that students' learning experiences in the Six Plus Six Multi Talenta Program took place across two distinct learning environments, namely academic learning at Batam Tourism Polytechnic and workplace-based training within the hospitality industry. During their campus-based learning, students acquired fundamental knowledge of the hotel industry, particularly in the field of Room Division Management. In addition to theoretical instruction, students participated in various practical training activities that provided opportunities to apply the skills they had learned. Most informants reported that practical sessions were the most memorable learning experiences, as they enabled them to directly understand the relationship between theory and practice (Andriono et al., 2024).

Students' learning experiences further evolved during their On-the-Job Training (OJT) in the hospitality industry. At this stage, students were not only required to apply the skills they had acquired during their academic training but were also exposed to workplace culture, operational standards, and professional expectations within real industry settings. These experiences provided students with a more authentic understanding of the working environment while broadening their perspectives on the professions they aspire to pursue in the future.

These findings suggest that learning experiences that integrate educational and industry environments provide a more comprehensive form of learning than classroom-based instruction alone. The results are consistent with Experiential Learning Theory, which posits that experience serves as the primary source of learning, as it enables individuals to construct knowledge through direct engagement in meaningful activities (Sitepu et al., 2025).

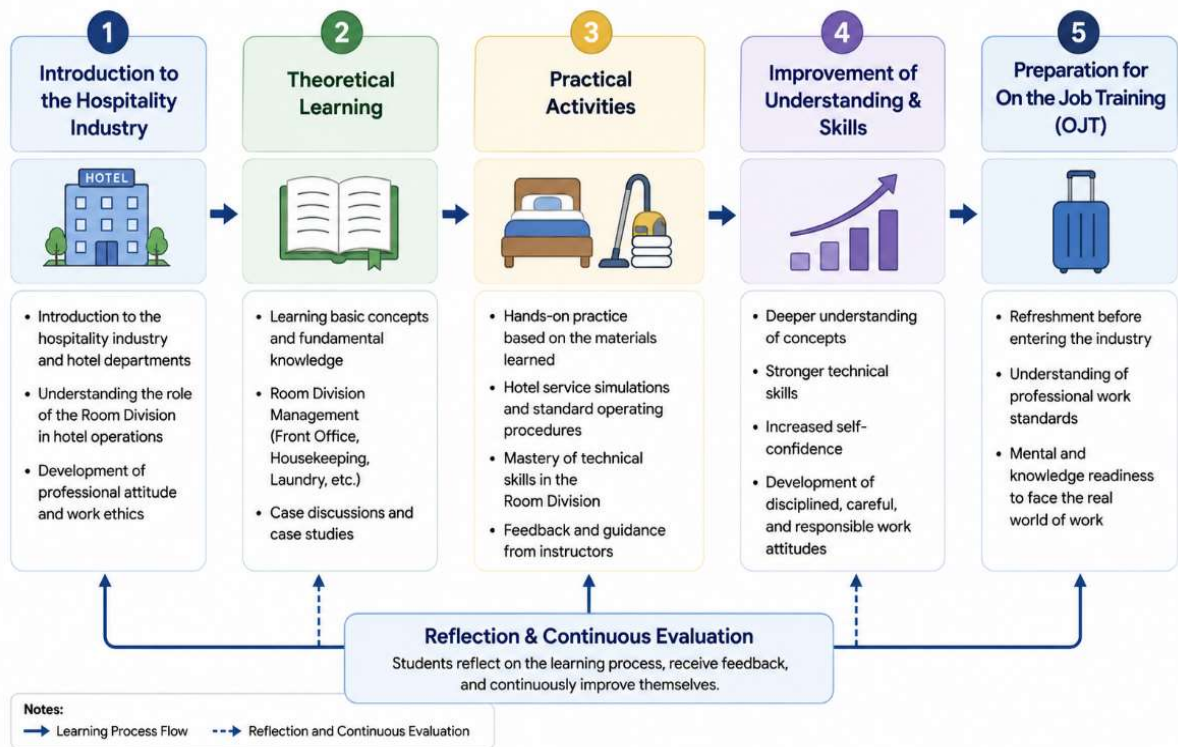


Figure 1. Learning Journey in the Six Plus Six Multi Talenta Program
Resource: Researchers, 2026

Figure 1 illustrates the stages of learning experiences encountered by students throughout their participation in the Six Plus Six Multi Talenta Program. The learning process begins with an introduction to the hospitality industry and the role of the Room Division in hotel operations. At this stage, students acquire fundamental knowledge of the hospitality sector, workplace ethics, and the characteristics of the occupations they will explore during the program. This introductory phase serves as an essential foundation for developing students' readiness to engage in subsequent learning activities.

The next stage consists of theoretical instruction and practical training at Batam Tourism Polytechnic. During this phase, students acquire a range of fundamental knowledge and skills related to Room Division Management. Theoretical learning provides conceptual understanding of hotel operations, while practical training offers students the opportunity to apply the skills they have learned in environments that closely resemble actual workplace settings. Based on the interview findings, most students regarded practical training as the most engaging learning experience, as it enabled them to directly observe and understand the application of theoretical concepts in practice.

After acquiring fundamental knowledge and skills, students entered the On-the-Job Training (OJT) phase within the hospitality industry. During this stage, they were directly immersed in real workplace environments, enabling them to gain firsthand experience of workplace culture, service standards, and the professional expectations that characterize the industry. These experiences became a crucial component of the learning process, as they allowed students to connect the

knowledge acquired in the classroom with the realities of professional practice in the field (Lubis et al., 2026).

In addition to illustrating the stages of learning, the figure also demonstrates that reflection and evaluation occur continuously throughout the learning process. Students do not merely accumulate experiences; they actively reflect on those experiences, enabling them to derive meaningful lessons and use them to enhance their knowledge, skills, and personal development. Therefore, the learning experience within the Six Plus Six Multi Talenta Program should not be viewed as a linear sequence of activities, but rather as an ongoing process that integrates learning, practice, and reflection to support the continuous development of students' competencies.

Students' Meaning-Making of Learning Experiences

The findings indicate that students perceived the learning experiences gained throughout the program as a process that provided new insights into the world of work and professional life. Learning experiences were viewed not only as a means of acquiring skills but also as opportunities to understand the importance of discipline, responsibility, adaptability, and teamwork in professional settings.

For most students, direct exposure to the industry served as a pivotal experience that transformed their perceptions of work. Interactions with colleagues, supervisors, and the broader workplace environment helped them realize that success in the workplace is determined not only by technical competence but also by professional attitudes and behaviors. Through reflection on these experiences, students developed a deeper understanding of the professions they intend to pursue in the future.

These findings support the view of (Hartmann et al., 2023), who argued that learning does not end with the experience itself but develops through the process of reflecting upon that experience. In the present study, reflection served as a mechanism that enabled students to connect their workplace experiences with the development of new understandings about themselves and the world of work. Through this reflective process, students were able to derive meaning from their experiences and reinterpret them as valuable lessons that contributed to their personal and professional growth.

Table 1. Themes of Students' Meaning-Making of Learning Experiences

| Theme | Meaning Derived by Students |
|---------------------------------|--|
| Understanding the World of Work | Gaining insight into the demands and realities of employment in the hospitality industry |
| Discipline and Responsibility | Recognizing the importance of professionalism in the workplace |
| Adaptability | Understanding the importance of adjusting to new environments and workplace conditions |
| Self-Development | Identifying personal strengths, potential, and capabilities |
| Career Preparation | Developing a clearer understanding of future career opportunities and aspirations |

Resource: Researchers, 2026

Table 1 shows that the learning experiences gained by students throughout the Six Plus Six Multi Talenta Program were interpreted through several interconnected themes. These themes indicate that students' learning experiences contributed not only to the development of knowledge and skills but also to the formation of new

understandings regarding the world of work, personal growth, and future career aspirations. The findings suggest that learning experiences encompass more than the mere transfer of knowledge, as they involve cognitive, affective, and social dimensions that develop through students' interactions with both educational and workplace environments.

The first emerging theme concerns students' understanding of the real world of work. Most students reported that, prior to joining the program, they possessed only a general understanding of the hospitality industry. Through campus-based learning and workplace experiences during OJT, they were given opportunities to observe firsthand how hotel operations are conducted, how service standards are implemented, and how individuals fulfill their respective roles and responsibilities within an organization. These experiences enabled students to develop a more realistic understanding of the demands and expectations they are likely to encounter upon entering the workforce after completing their education.

The next theme relates to the importance of discipline and responsibility. The interview findings revealed that students' experiences in the industry led them to realize that success in the workplace is determined not only by technical competence but also by discipline and accountability in carrying out assigned tasks. Various workplace regulations, including punctuality, adherence to standard operating procedures, and commitment to service quality, became valuable experiences that shaped students' awareness of the importance of professionalism in the workplace.

Adaptability also emerged as a significant theme in students' interpretations of their learning experiences. The transition from an educational setting to an industrial environment required students to adjust to different workplace cultures, communication patterns, and professional expectations. These experiences taught students that adaptability is a critical skill in the workplace, particularly in the hospitality industry, which is characterized by dynamic conditions and frequent interactions with diverse stakeholders.

In addition, students perceived their learning experiences as a means of personal development (Susanto et al., 2024). The various challenges they encountered throughout the learning process and during OJT helped them recognize their strengths, potential, and limitations. Successfully completing tasks, dealing with workplace situations, and interacting within professional environments enhanced their self-confidence and motivated them to continuously improve their abilities and competencies.

The final theme relates to future career preparation. The findings indicate that the learning experiences provided by the program enabled students to develop a clearer understanding of the professions they intend to pursue. These experiences not only enhanced their work readiness but also helped them establish more focused career goals. Consequently, the learning experiences gained throughout the program played a significant role in preparing students to become future professionals in the tourism and hospitality industry.

Overall, the themes presented in Table 1 demonstrate that the learning experiences within the Six Plus Six Multi Talenta Program fostered a transformative learning process. The experiences acquired by students contributed not only to the enhancement of their occupational competencies but also to the development of

their understanding of the workplace, personal growth, and preparation for their future professional careers. These findings reinforce the view that integrated learning experiences that combine academic education and industry engagement have substantial potential to support the development of competent and professional human resources in the tourism and hospitality sector.

Changes in Mindset and Work Attitudes

The findings reveal that the learning experiences gained throughout the program contributed significantly to changes in students' mindsets and work attitudes. Prior to participating in the program, most students had only a limited understanding of the hospitality work environment. However, after engaging in both academic learning and industry-based training, they developed a greater appreciation for the importance of discipline, responsibility, teamwork, and commitment to service quality.

These changes were reflected in students' increased awareness of the importance of professionalism in the workplace. Exposure to workplace regulations, operational standards, and performance expectations encouraged students to value punctuality, take greater responsibility for their assigned duties, and collaborate more effectively with individuals from diverse backgrounds. Through these experiences, students began to understand that professional success depends not only on technical competence but also on attitudes and behaviors that align with industry expectations.

The findings suggest that industry-based learning contributes not only to the development of technical competencies but also to meaningful changes in the affective dimensions of learning. This result is consistent with the concept of Work-Based Learning, which views the workplace as a learning environment capable of fostering both occupational skills and professional behaviors among learners (Jannah et al., 2023). Through direct participation in real work settings, students were able to internalize workplace values and develop attitudes that are essential for success in the tourism and hospitality industry.



Figure 2. OJT Adaptation and Work Readiness Development Process
Resource: Researchers, 2026

Figure 2 illustrates the process through which students adapted during their On-the-Job Training (OJT) in the hospitality industry and gradually developed work readiness. The process began when students entered the industry environment and became familiar with organizational culture, workplace structures, and the various rules and expectations governing professional practice. At this initial stage, students encountered an environment that differed significantly from their academic setting, requiring a substantial period of adjustment and adaptation.

The next stage involved adapting to workplace culture and industry operational standards. Students learned to understand workplace routines, establish effective communication with colleagues, and adjust to job demands in accordance with

organizational policies and service standards. During this phase, adaptability emerged as a critical factor influencing students' ability to perform assigned tasks effectively and integrate into the workplace environment.

As the training progressed, students became actively involved in a range of operational activities within the Room Division. This involvement provided opportunities to develop not only technical competencies but also essential soft skills, including communication, teamwork, problem-solving, and guest service. Exposure to real workplace situations served as an effective learning platform for strengthening students' professional capabilities and enhancing their understanding of industry expectations.

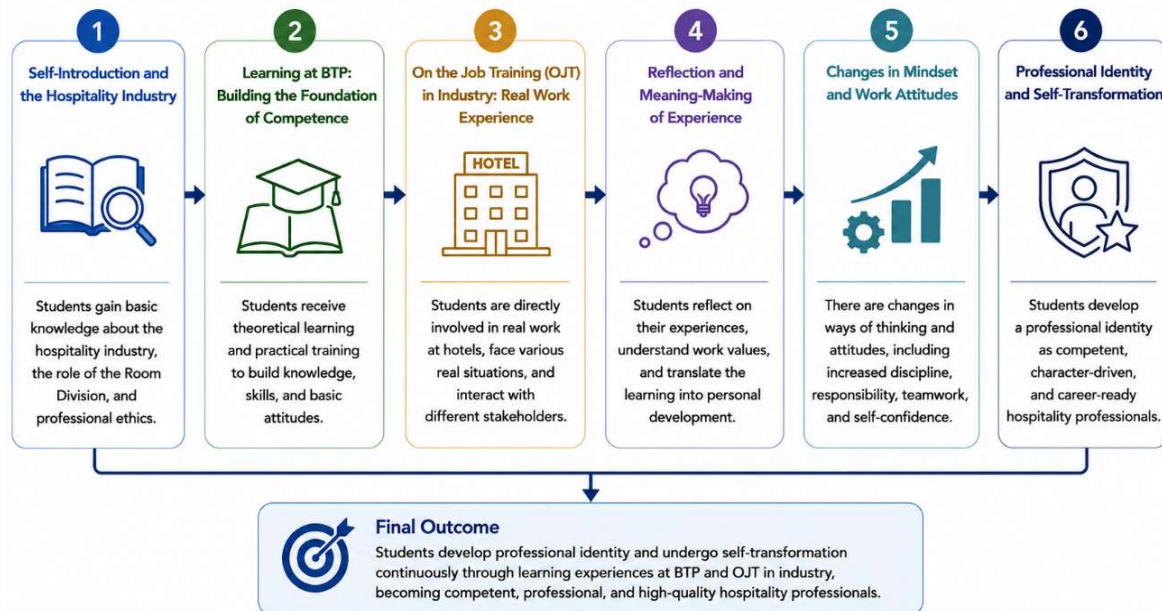
In the final stage, the cumulative effects of adaptation and workplace engagement contributed to increased work readiness. Students reported greater self-confidence, a deeper understanding of industry expectations, and a clearer perception of the professional roles they intended to pursue. Therefore, Figure 2 demonstrates that work readiness is not developed instantaneously; rather, it is the result of a gradual process of adaptation, learning, and professional development that occurs throughout the OJT experience.

Professional Identity Formation and Self-Transformation

The principal finding of this study indicates that the learning experiences gained through the Six Plus Six Multi Talenta Program contributed significantly to the development of students' professional identities and processes of self-transformation. Through learning experiences in both academic and industry settings, students gradually developed an understanding of the characteristics of their future profession and internalized the professional values embedded within the hospitality industry.

Self-transformation was reflected in changes in the way students perceived themselves, their work, and their future careers. Students became more confident, better prepared to face challenges, and more aware of the career goals they wished to pursue. The learning experiences they acquired not only enhanced their occupational competencies but also shaped their identities as future professionals in the tourism and hospitality sector.

These findings support Transformative Learning Theory, which suggests that meaningful experiences can lead to changes in individuals' perspectives, values, and understanding of themselves (Mathers & Brymer, 2022). Within the context of this study, self-transformation did not occur instantaneously; rather, it emerged through an ongoing process of experience, reflection, and learning that unfolded throughout the duration of the program.



Note: This is a continuous and interconnected process that progresses gradually from the beginning to the end of the program.

Figure 3. Professional Identity Formation and Self-Transformation Process
Resource: Researchers, 2026

Figure 3 illustrates the process of professional identity formation and self-transformation, which emerged as a central finding of this study. The process begins with students' initial exposure to the hospitality industry and their early understanding of the profession they aspire to pursue. At this stage, students become familiar with the characteristics of the hospitality sector, the scope of professional responsibilities, and the values that underpin work in the industry. This initial exposure serves as an important foundation for developing students' awareness of their future professional roles.

The next stage involves learning experiences at Batam Tourism Polytechnic, which function as the foundation for developing students' competencies. Through theoretical instruction and practical training, students acquire the knowledge, skills, and professional attitudes required for entering the workforce. The competencies developed during this phase provide the initial capital that enables students to navigate the challenges they encounter when transitioning into industry settings.

The process of professional identity formation becomes more pronounced during the On-the-Job Training (OJT) phase. Direct workplace experience allows students to interact with supervisors, colleagues, and guests, enabling them to gain a deeper understanding of how hospitality professionals perform their duties and responsibilities. These experiences are subsequently reflected upon by the students, leading to new insights about themselves, their future profession, and the values and behaviors expected in professional work environments.

Through this reflective process, students experience significant changes in their mindsets and work attitudes. They become more disciplined, responsible, self-confident, and capable of collaborating effectively with others. These changes demonstrate that learning experiences contribute not only to the development of occupational competencies but also to the way students perceive themselves and their roles within professional environments.

Ultimately, this entire process culminates in the formation of students' professional identities and self-transformation. Students begin to view themselves as future hospitality professionals who possess the competencies, personal qualities, and readiness required to enter the workforce. Therefore, Figure 3 highlights that students' self-transformation is the outcome of a continuous and evolving learning process involving experiential learning, reflection, attitudinal change, and the internalization of professional values within the tourism and hospitality industry.

Discussion of Research Findings

The findings of this study indicate that students' self-transformation within the Six Plus Six Multi Talenta Program occurred through a gradual and continuous learning process. This process began with academic learning at Batam Tourism Polytechnic, followed by authentic workplace experiences through On-the-Job Training (OJT), and subsequently developed through reflection on those experiences, leading to changes in mindset, work attitudes, and the formation of professional identity. These findings suggest that learning experiences function not only as a means of enhancing competencies but also as a mechanism that promotes students' personal and professional transformation (Makhmetova et al., 2025) as future professionals in the tourism and hospitality industry.

One of the key findings of this study is that learning experiences play a pivotal role in students' self-transformation. The learning process at the university provided students with the foundational knowledge and skills necessary to understand the hospitality industry. However, the most meaningful learning experiences emerged when students became directly involved in workplace environments through OJT. In these settings, students did not merely learn operational procedures; they also experienced firsthand the complexities and dynamics of the industry. They were required to adapt to workplace culture, understand service standards, collaborate with diverse stakeholders, and respond to professional demands that could not be fully replicated within a classroom environment.

These findings are consistent with Experiential Learning Theory proposed by (Kolb, 1984) which posits that concrete experience serves as the primary source of learning. According to this theory, learning does not occur solely through the acquisition of information but through direct engagement in experiences that are subsequently reflected upon to generate new understanding (Rahmi, 2024). In the present study, students acquired knowledge not only through formal instruction but also through authentic experiences encountered during their industry placements. These experiences became the foundation for changes in students' ways of thinking and behaving, thereby illustrating the process of self-transformation.

The findings also reveal that the process of self-transformation does not occur automatically once students gain learning experiences. Rather, these experiences must first be interpreted and reflected upon before they can lead to meaningful personal change (Beddes, 2026). The interview data indicate that students viewed their experiences throughout the program as opportunities to understand the world of work, recognize their own capabilities, and prepare for their future careers. Reflection on these experiences enabled students to internalize important

workplace values, including discipline, responsibility, teamwork, and professionalism.

The reflective process identified in this study reinforces the concept of Transformative Learning proposed by Mezirow (Kitchenham, 2008). According to (Mezirow, 1997), transformation occurs when individuals critically reflect on their experiences, resulting in changes in their perspectives toward themselves and the surrounding environment. In the context of this study, the learning experiences gained throughout the program served as catalysts for the development of new perspectives regarding the world of work and the professions students intend to pursue. These transformations were reflected in students' increased awareness of the importance of professional competencies, professional attitudes, and readiness to face the challenges of the workplace.

Another finding highlights the significant role of the industry environment in shaping students' work attitudes (Rohmatika & Sudira, 2025). Prior to participating in the program, most students had little or no work experience in the hospitality sector, resulting in a limited understanding of workplace realities. However, after completing their OJT, students came to realize that success in the workplace depends not only on technical competence but also on adaptability, communication skills, teamwork, and discipline. The workplace thus became a learning environment that provided students with experiences that could not be fully acquired through classroom-based instruction alone.

These findings support the concept of Work-Based Learning, which positions the workplace as an integral component of the educational process. Through this approach, the workplace functions not merely as a site for practical training but also as an authentic learning environment where students can acquire real-world experiences. Research by (Yanza & Ferdian, 2026) demonstrates that work experience in the hospitality industry contributes to the enhancement of students' competencies and work readiness. The present study extends these findings by demonstrating that workplace experiences also contribute to character development, changes in work attitudes, and students' overall self-transformation.

Another noteworthy aspect of this study is the emergence of professional identity formation as part of students' self-transformation process. Throughout the program, students gradually developed an understanding of the characteristics of their future profession and the values that hospitality professionals are expected to uphold. They no longer perceived themselves merely as trainees; instead, they began to view themselves as future professionals who bear responsibility for their work and the quality of service provided to guests. This shift in perspective indicates that learning experiences contributed significantly to the development of students' professional identities (Pach et al., 2025).

The formation of professional identity is a crucial aspect of vocational education because it is closely related to individuals' readiness to perform their professional roles in the future. In this study, professional identity developed through a combination of campus-based learning, industry work experience, and reflection on students' lived experiences. The findings suggest that the greater the exposure students had to authentic workplace environments, the stronger their understanding of their future profession became. These results indicate that vocational education is intended not only to produce technically competent

graduates but also to develop individuals who understand the values, responsibilities, and professional commitments associated with their chosen careers.

From the perspective of tourism human resource development, the findings of this study indicate that the Six Plus Six Multi Talenta Program makes a significant contribution to preparing young individuals for entry into the workforce. The program not only equips students with the technical skills required by the hospitality industry but also cultivates the work attitudes and professional characteristics that are essential in the tourism sector. This is particularly relevant given the growing demand for tourism professionals who are not only competent in their respective fields but also adaptable, communicative, and capable of delivering high-quality service.

Overall, this study demonstrates that students' self-transformation is the result of an experiential learning process that integrates educational institutions and industry settings. The learning experiences acquired through campus-based education and industry-based training form an interconnected process involving experience acquisition, reflection, changes in mindset and work attitudes, and ultimately the development of professional identity. These findings contribute to the advancement of tourism vocational education by highlighting that the success of such programs should not be measured solely by improvements in students' competencies, but also by their effectiveness in fostering character development, professionalism, and the work readiness required by the tourism and hospitality industry.

CONCLUSIONS

This study demonstrates that students' self-transformation in the Six Plus Six Multi Talenta Program occurs through learning experiences that integrate campus-based education with workplace training in the tourism and hospitality industry. These learning experiences contribute not only to the development of students' technical and non-technical competencies but also to changes in their mindsets, work attitudes, and understanding of their future professions. Through a combination of academic learning, workplace experiences, and reflection on those experiences, students perceived the program as a means of gaining a realistic understanding of the world of work, developing adaptability, fostering discipline and responsibility, and preparing themselves for future careers. The findings indicate that industry-based learning experiences function not only as a mechanism for developing occupational competencies but also as a catalyst for the formation of professional identity and the self-transformation of students as future tourism professionals. The uniqueness of this study lies in its exploration of the self-transformation process, which unfolds through successive stages of learning experiences, reflection, changes in mindset and work attitudes, and the eventual development of professional identity within the context of tourism vocational education.

Based on these findings, future research may involve a more diverse range of participants or compare students from different study programs within the Six Plus Six Multi Talenta Program to gain a more comprehensive understanding of the self-

transformation process. In addition, further studies could focus on examining the influence of On-the-Job Training (OJT) experiences on graduates' work readiness and career development after entering the tourism and hospitality industry, thereby contributing to a broader understanding of human resource development within the tourism sector.

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