

The Influence of on the Job Training and Supervisor Guidance on Trainees Work Readiness At LV8 Resort Hotel Cangu

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Abstract. This study aims to analyze the influence of On-the-Job Training and Supervisor Guidance on trainees' Work Readiness at LV8 Resort Hotel Cangu. Work readiness is essential in the hospitality industry because service quality depends on employees' competence, adaptability, professionalism, and responsibility. This study employed a quantitative approach with an associative research design. The population consisted of 61 trainees participating in the workplace training program during June–December 2025. A total sampling technique was applied, and data were collected using a five-point Likert-scale questionnaire. Data analysis included validity, reliability, classical assumption, multiple linear regression, t-test, F-test, and coefficient of determination. The results show that On-the-Job Training has a positive and significant effect on Work Readiness ($\beta = 0.538$; $t = 4.968$; $p = 0.000$). Supervisor Guidance also has a positive and significant effect ($\beta = 0.238$; $t = 2.201$; $p = 0.032$). Simultaneously, both variables significantly influence Work Readiness ($F = 13.958$; $p = 0.000$). The Adjusted R Square value of 0.302 indicates that both variables explain 30.2% of trainees' work readiness. These findings highlight the importance of workplace experience and effective supervisor guidance in preparing trainees for professional careers in the hospitality industry.

Keywords: Hospitality; On-the-Job Training; Supervisor Guidance; Trainees; Work Readiness.

1. INTRODUCTION

The hospitality industry is facing increasingly complex challenges due to rising tourist mobility, changing service expectations, and the growing demand for employees who can adapt to global operational standards. The recovery of international tourism has intensified the pressure on hotels to develop human resources who are not only technically competent but also ready to work in a fast-paced, dynamic, and guest-oriented service environment. UN Tourism reported that international tourism nearly returned to pre-pandemic levels, reaching 1.4 billion international tourist arrivals in 2024, while WTTC noted that travel and tourism supported 366 million jobs worldwide in 2025. In Bali, the need for work-ready hospitality employees has become increasingly important as international tourist arrivals continue to show positive movement. Statistics Indonesia of Bali Province recorded 492,289 direct foreign tourist arrivals in February 2026, representing a 9.23% year-on-year increase. This situation indicates that the quality of workplace training in hotels is a strategic issue for maintaining service quality, operational productivity, and the competitiveness of tourism destinations.

Work readiness is one of the most important indicators in the transition from education or training to professional employment. It is not merely associated with the ability to perform technical tasks, but also includes confidence, discipline, work ethics, communication skills, problem-solving ability, and adaptation to organizational culture (Caballero & Walker, 2010; Caballero et al., 2011; Yorke & Knight, 2006). In the hospitality industry, work readiness is

particularly crucial because hotel services are direct, guest-centered, and highly dependent on coordination across departments. Trainees who are not sufficiently work-ready may face difficulties in understanding workflows, managing service pressure, responding to guest complaints, and adjusting to hotel work standards (Baum, 2015; Nickson, 2013; Lashley, 2000). Therefore, developing work readiness requires a structured, contextual, and practice-based learning process that is closely connected to real workplace demands.

One of the most widely used mechanisms for developing work readiness in hospitality is On-the-Job Training (OJT). OJT refers to a training process in which participants are placed directly in real work settings, allowing them to gain practical experience, understand work procedures, and learn through direct involvement in organizational activities (Noe et al., 2017; Salas et al., 2012; Tannenbaum & Yukl, 1992). Theoretically, OJT is closely related to Experiential Learning Theory, which emphasizes that effective learning occurs through concrete experience, reflective observation, conceptualization, and active experimentation in real work situations (Kolb, 1984). In the hotel context, OJT enables trainees to understand service standards, departmental technical skills, the use of work equipment, communication with colleagues, and patterns of interaction with guests. Previous studies have also shown that internship and workplace training experiences can strengthen work readiness because they provide opportunities for trainees to connect academic knowledge with professional practice (Jackson, 2015; Bridgstock, 2009; Clarke, 2018; Pratiwi et al., 2024; Endaryanti & Riawan, 2023).

However, the effectiveness of OJT cannot be separated from the quality of supervisor guidance. Workplace training that provides practical experience without adequate direction, feedback, and evaluation may not produce optimal learning outcomes. Supervisors play an important role as instructors, mentors, evaluators, motivators, and intermediaries between trainees and organizational work standards (Kram, 1985; Allen et al., 2004; Rees et al., 2020). From the perspective of Situational Leadership Theory, effective guidance depends on the supervisor's ability to adjust direction and support according to the trainee's readiness, competence, and independence (Hersey & Blanchard, 1969; Del Pino-Marchito et al., 2025). Effective supervisor guidance can improve task clarity, reduce work-related anxiety, correct mistakes promptly, and strengthen trainees' confidence in performing professional responsibilities (Bandura, 1997; Hattie & Timperley, 2007; Govaerts et al., 2013).

Studies on work readiness have been widely conducted in vocational education, university students, and graduate employability contexts. Nevertheless, further research is still needed in the context of hotel trainees, particularly within Bali's hospitality industry. Several

studies have found that industrial work practice, internship experience, OJT, career guidance, and supervisor support influence work readiness (Santi et al., 2023; Raharjo & Marlana, 2025; Azky & Mulyana, 2024; Alharethi et al., 2025). Yet, other findings suggest that the effect of OJT on work readiness is not always consistent because work readiness is also shaped by motivation, self-efficacy, soft skills, work culture, environmental support, and the quality of learning experience (Pool & Sewell, 2007; Fugate et al., 2004; Akkermans & Tims, 2017; Nurmansyah, 2025). These inconsistencies indicate an important research gap: OJT should not only be examined as direct work experience, but also in combination with supervisor guidance as a supporting mechanism that may strengthen the formation of trainees' work readiness.

LV8 Resort Hotel Canggu provides a relevant context for examining this issue because the hotel involves trainees from various operational departments, including Human Resources, Finance & Accounting, Front Office, Food & Beverage Product, Food & Beverage Service, and Housekeeping. The source article shows that during the June–December 2025 period, 61 trainees participated in the OJT program at LV8 Resort Hotel Canggu, making this context empirically appropriate for investigating how OJT quality and supervisor guidance contribute to trainees' work readiness in a real hotel environment. In practice, hotel trainees are not only expected to understand work procedures, but also to demonstrate initiative, discipline, effective communication, resilience under pressure, and the ability to adapt to the standards of star-rated hotel service. This condition makes work readiness an issue that is inseparable from the design of workplace training and the quality of supervision provided in the workplace.

Based on the above discussion, research on the influence of On-the-Job Training and Supervisor Guidance on Trainees' Work Readiness has both theoretical and practical urgency. Theoretically, this study strengthens the integration of Experiential Learning Theory and Situational Leadership Theory in explaining the development of trainees' work readiness. Practically, it provides useful insights for hotel management to improve the quality of OJT programs, strengthen training evaluation systems, increase mentoring intensity, and develop supervisor guidance that is more responsive to trainees' learning needs. Therefore, this study aims to analyze the influence of On-the-Job Training and Supervisor Guidance on trainees' Work Readiness at LV8 Resort Hotel Canggu, both partially and simultaneously. The findings are expected to contribute to the development of more adaptive, measurable, and professionally oriented human resource management practices in the hospitality industry.

2. LITERATURE REVIEW

The theoretical review of this study is constructed from the perspectives of human resource management, experiential learning theory, situational leadership theory, supervisor support, and work readiness. The main focus of this study is to explain how On-the-Job Training and Supervisor Guidance contribute to trainees' Work Readiness in the hospitality industry. The source article positions On-the-Job Training as X1, Supervisor Guidance as X2, and Work Readiness as Y among trainees at LV8 Resort Hotel Cangg.

Human Resource Management views employees as strategic organizational assets that must be developed through planning, training, supervision, evaluation, and competency enhancement. In the hospitality industry, human resource quality is a crucial factor because hotel services strongly depend on employees' behavior, skills, communication, and psychological readiness when interacting with guests. Armstrong and Taylor (2020) explain that human resource development is not only directed toward improving technical competence, but also toward strengthening professional attitudes, responsibility, and adaptability to organizational change. This perspective is in line with Noe et al. (2017), who define training as a systematic process for improving knowledge, skills, and work-related behavior so that individuals can meet job demands.

In the hotel context, trainees are prospective employees who are in the transition stage between education and professional work. This phase requires direct learning experiences so that trainees do not merely understand service theories but are also able to apply them in operational situations. Baum (2015) emphasizes that the hospitality industry is labor-intensive, interaction-based, and requires emotional readiness. Nickson (2013) also states that hotel work requires a combination of technical skills, soft skills, professional appearance, work ethics, and the ability to handle service pressure. Therefore, trainee development should be viewed as an investment in human capital that influences service quality and hotel competitiveness.

Human Capital Theory explains that education, training, and work experience are forms of investment that can increase individual and organizational productivity (Becker, 1993). When trainees gain relevant work experience through OJT, they develop practical knowledge, technical skills, and an understanding of workplace culture. From this perspective, OJT is not merely a routine training activity, but a human capital development strategy that accelerates work readiness. Salas et al. (2012) argue that effective training must be designed based on job needs, implemented systematically, and evaluated through changes in participant competence.

On-the-Job Training is a training method conducted directly in the workplace by involving participants in real work activities. OJT enables trainees to learn through practice, observation, instruction, correction, and direct experience in completing tasks. Tannenbaum and Yukl (1992) explain that workplace training is effective because participants experience actual work situations, receive immediate feedback, and understand organizational performance standards. In the hospitality industry, OJT helps trainees understand operational procedures, service standards, departmental communication patterns, and how to respond to guest needs.

Theoretically, OJT is closely related to Experiential Learning Theory developed by Kolb (1984). This theory explains that learning occurs through four stages: concrete experience, reflective observation, abstract conceptualization, and active experimentation. Trainees undergoing OJT gain concrete experience when performing hotel tasks, engage in reflection when receiving corrections from supervisors, build conceptual understanding of work standards, and then improve their performance in subsequent activities. Kolb (1984) emphasizes that the strongest form of learning occurs when individuals are directly involved in meaningful experience.

In addition to Kolb's theory, OJT can also be explained through Situated Learning Theory developed by Lave and Wenger (1991). This theory views learning as a social process that occurs within a community of practice. Trainees do not only learn from formal instruction but also from observing senior employees, interacting with coworkers, and participating in departmental activities. In hotels, trainees learn workplace culture through daily routines, informal communication, adjustment to service standards, and involvement in solving operational problems. Wenger (1998) further argues that competence develops when individuals repeatedly participate in the practices of a work community.

Previous studies have shown that OJT is positively related to work readiness. Jackson (2015) found that integrated work experience strengthens graduate skills because it provides opportunities to connect academic knowledge with professional practice. Clarke (2018) argues that work readiness is influenced by experience, career-related skills, social networks, and adaptability. Pratiwi et al. (2024) and Endaryanti and Riawan (2023) also show that industrial work practice and OJT contribute to readiness for entering the labor market. In the hospitality context, Alharethi et al. (2025) emphasize that internship experience can strengthen hospitality students' work readiness, especially when the experience is well-structured and supported by a positive learning environment.

Supervisor guidance refers to the direction, supervision, feedback, mentoring, and support provided by supervisors to trainees during workplace training. Supervisors do not only function as work monitors but also as mentors who help trainees understand tasks, correct mistakes, adapt to workplace culture, and build self-confidence. Kram (1985) explains that mentoring functions include career support and psychosocial support. In the context of hotel trainees, both functions are important because trainees need technical direction as well as emotional support when facing work pressure.

Situational Leadership Theory by Hersey and Blanchard (1969) can be used to explain the importance of supervisor guidance. This theory emphasizes that leaders or supervisors need to adjust their direction and support according to the readiness level of their subordinates. New trainees require clearer instructions, intensive supervision, and direct support. As trainees' competence increases, supervisors may provide greater autonomy. Del Pino-Marchito et al. (2025) state that the situational leadership model remains relevant to sustainable organizational development because it places leader flexibility as an important factor in individual capacity building.

Supervisor guidance is also related to Social Learning Theory proposed by Bandura (1977). This theory explains that individuals learn through observation, imitation, feedback, and social reinforcement. In a hotel work environment, trainees observe how supervisors serve guests, handle complaints, organize tasks, and build communication across departments. This observational process shapes trainees' work behavior. Bandura (1997) also emphasizes the importance of self-efficacy, namely an individual's belief in their own ability to perform tasks. When supervisors provide clear direction and constructive feedback, trainees tend to develop higher confidence in carrying out work responsibilities.

Feedback is an essential element of supervisor guidance. Hattie and Timperley (2007) explain that effective feedback helps individuals understand their current performance, the goals to be achieved, and the steps needed for improvement. In workplace training, clear feedback accelerates learning because trainees can recognize mistakes and develop improvement strategies. Govaerts et al. (2013) add that feedback in work-based learning should be dialogical rather than merely corrective. This means supervisors need to provide opportunities for trainees to ask questions, reflect on experiences, and understand work standards more deeply.

Empirical studies have shown that supervisor support influences learning, engagement, and work readiness. Eisenberger et al. (2002) explain that supervisor support can increase perceived organizational support. Allen et al. (2004) found that mentoring is related to better

career outcomes. Abdullah and Wider (2022) show that supervisor support is associated with positive work behavior. Chang et al. (2025) also emphasize that supervisor support plays an important role in developing creativity and learner capacity. In the context of vocational education and work readiness, Santi et al. (2023) and Raharjo and Marlina (2025) found that guidance from supervisors or counselors can improve students' readiness to enter the workplace.

Work readiness refers to an individual's readiness to enter, perform, and adapt to the demands of the workplace. Caballero and Walker (2010) explain that work readiness includes personal characteristics, organizational ability, work competence, and social intelligence. Caballero et al. (2011) expand this concept by emphasizing that work readiness is not only about technical skills but also personal maturity, responsibility, resilience, and the ability to work in a professional environment. Yorke and Knight (2006) link work readiness to employability, defined as a combination of skills, understanding, and personal attributes that make individuals more likely to gain and maintain employment.

Pool and Sewell (2007), through the CareerEDGE model, explain that work readiness is influenced by work experience, career development learning, subject knowledge, generic skills, emotional intelligence, reflection, and self-efficacy. This model is relevant to hotel trainees because work readiness is not only formed by technical training but also by the ability to manage oneself, communicate, collaborate, and learn from work experiences. Fugate et al. (2004) add that employability is influenced by career identity, personal adaptability, and social capital. In the OJT context, trainees who gain work experience and supervisor guidance are more likely to develop stronger social capital and adaptability.

Bridgstock (2009) highlights the importance of self-managed career development in graduate work readiness. Work-ready individuals do not merely wait for instructions; they are able to take initiative, build networks, and adapt to change. This is important in hospitality because trainees are expected not only to complete routine tasks but also to demonstrate service initiative, sensitivity to guest needs, and problem-solving ability. Rothwell and Arnold (2007) also explain that employability is related to individuals' perceptions of their ability to survive and develop in the labor market.

Work readiness in the hotel industry has specific dimensions because hotel work is service-oriented and requires professional behavior standards. Lashley (2000) explains that hospitality service quality is shaped by competence, attitude, and employees' ability to create positive guest experiences. Kusluvan et al. (2010) also emphasize that employee behavior is a crucial part of service quality in tourism and hospitality. Therefore, hotel trainees must develop

technical, psychological, social, and emotional readiness. Without such readiness, training experience may become a source of work pressure rather than a productive learning process.

The relationship between OJT and work readiness can be explained through the process of experience-based competency development. OJT provides opportunities for trainees to learn directly from work, while work readiness becomes the outcome of accumulated experience, task mastery, and adaptation to the work environment. Saks and Haccoun (2016) argue that effective training should result in the transfer of learning to the workplace. This transfer occurs when participants are able to apply learned skills in real work situations. In this study, the better the quality of OJT, the greater the possibility that trainees will develop strong work readiness.

Supervisor guidance strengthens this relationship because work experience requires direction to become meaningful learning. Without guidance, trainees may perform tasks mechanically without understanding work standards, goals, and meanings. Rees et al. (2020) explain that supervision has normative, formative, and supportive functions. The normative function maintains work standards, the formative function develops competence, and the supportive function helps participants cope with pressure. These three functions are highly relevant in developing hotel trainees' work readiness.

Simultaneously, OJT and supervisor guidance can be understood as two complementary components. OJT provides direct experience, while supervisor guidance provides structure, direction, evaluation, and psychological support. Job Demands-Resources Theory by Bakker and Demerouti (2007) enriches this explanation. OJT can be viewed as a workplace learning resource, while supervisor guidance serves as a work support resource that helps trainees manage job demands. When work resources are adequate, individuals are more likely to develop engagement, confidence, and readiness to perform professional roles.

Thus, this theoretical review confirms that trainees' work readiness does not emerge spontaneously. It develops through the interaction of direct work experience, supervisor guidance, workplace support, and individuals' ability to reflect on their experiences. Structured OJT and responsive supervisor guidance are essential factors in developing work-ready trainees, especially in the hotel industry, which requires service speed, procedural accuracy, effective communication, and high professionalism. Based on this theoretical foundation, this study views On-the-Job Training and Supervisor Guidance as important predictors of Trainees' Work Readiness at LV8 Resort Hotel Cangg.

3. RESEARCH METHOD(S)

This study employed a quantitative approach with an associative research design, as it aimed to examine the influence of On-the-Job Training and Supervisor Guidance on Trainees' Work Readiness at LV8 Resort Hotel Canggu. A quantitative approach was considered appropriate because the relationships among variables were analyzed using numerical data obtained from respondents' questionnaire responses and tested through inferential statistical techniques. The research model positioned On-the-Job Training (X1) and Supervisor Guidance (X2) as independent variables, while Work Readiness (Y) was treated as the dependent variable. Conceptually, this design is consistent with associative research, which is used to examine the relationship or influence between two or more variables (Sugiyono, 2019; Creswell & Creswell, 2018; Hair et al., 2019). The source article also explains that the study focused on the relationship between OJT, supervisor guidance, and work readiness among trainees at LV8 Resort Hotel Canggu.

The study was conducted at LV8 Resort Hotel Canggu, Badung, Bali. This location was selected because the hotel implements workplace training programs involving trainees from several operational departments. The population consisted of all trainees participating in the OJT program at LV8 Resort Hotel Canggu during the June–December 2025 period, totaling 61 trainees. Since the population was relatively small and all members could be reached, this study used saturated sampling or total sampling, meaning that the entire population was included as the research sample (Etikan et al., 2016; Sugiyono, 2019). The source article reports that the 61 trainees were distributed across six departments: Human Resources, Finance & Accounting, Front Office, Food & Beverage Product, Food & Beverage Service, and Housekeeping.

Data were collected using a closed-ended questionnaire based on a five-point Likert scale. This scale measured the respondents' level of agreement with each statement, ranging from 1 = strongly disagree to 5 = strongly agree. The Likert scale was appropriate for this study because it can measure respondents' perceptions, attitudes, and evaluations of training experience, supervisor guidance, and work readiness (Likert, 1932; Boone & Boone, 2012). In addition to the questionnaire, supporting data could be obtained through preliminary observation, trainee documentation, and departmental placement records. The respondent criteria included trainees who were actively participating in OJT during the research period, assigned to hotel operational departments, and willing to participate as respondents.

The research instrument was developed based on theoretical indicators of each variable. On-the-Job Training was measured through training objectives, training methods, relevance of training materials to job tasks, direct work practice, training duration, and training evaluation

(Noe et al., 2017; Salas et al., 2012; Tannenbaum & Yukl, 1992). Supervisor Guidance was measured through task direction, mentoring, motivation, feedback, performance evaluation, and problem-solving support (Kram, 1985; Hattie & Timperley, 2007; Rees et al., 2020). Meanwhile, Work Readiness was measured through knowledge readiness, work skills, professional attitude, self-confidence, adaptability, communication, initiative, and work responsibility (Caballero & Walker, 2010; Caballero et al., 2011; Pool & Sewell, 2007; Yorke & Knight, 2006).

Table 1. Variable Operationalization.

Variable	Operational Definition	Dimensions/Indicators	Scale	References
On-the-Job Training (X1)	A direct workplace training process that enables trainees to learn through real practice, observation, work experience, and task evaluation.	Training objectives; relevance of training materials; training methods; direct practice; training duration; training evaluation; understanding of hotel work standards.	Likert 1–5	Kolb (1984); Tannenbaum & Yukl (1992); Noe et al. (2017); Salas et al. (2012)
Supervisor Guidance (X2)	Direction, mentoring, supervision, feedback, and support provided by supervisors to trainees during the implementation of OJT.	Clarity of instruction; mentoring intensity; work motivation; feedback; performance evaluation; problem-solving support; supervisor-trainee communication.	Likert 1–5	Hersey & Blanchard (1969); Kram (1985); Hattie & Timperley (2007); Rees et al. (2020)
Work Readiness (Y)	Trainees' readiness to enter and perform professional work in terms of knowledge, skills, attitude, and workplace adaptability.	Knowledge readiness; technical skills; professional attitude; discipline; responsibility; self-confidence; communication; adaptability; work initiative.	Likert 1–5	Caballero & Walker (2010); Caballero et al. (2011); Pool & Sewell (2007); Yorke & Knight (2006)

Before hypothesis testing, the instrument was examined through validity and reliability tests. The validity test was conducted to ensure that each questionnaire item accurately measured the intended construct. Item-total correlation was used, and an item was considered valid when its correlation value exceeded the r-table value and its significance level was below 0.05 (Ghozali, 2021; Hair et al., 2019). The reliability test was conducted using Cronbach's Alpha to assess the internal consistency of each variable. The instrument was considered reliable when the Cronbach's Alpha value exceeded the minimum acceptable threshold of 0.60

for exploratory studies, while a value of 0.70 or higher was considered preferable (Nunnally & Bernstein, 1994; Hair et al., 2019).

The data analysis techniques consisted of descriptive statistical analysis and multiple linear regression analysis. Descriptive analysis was used to describe respondents' answers for each research indicator. Prior to regression analysis, the model was tested using classical assumption tests, including normality, multicollinearity, and heteroscedasticity tests. The normality test was used to determine whether the residuals were normally distributed. The multicollinearity test was performed by examining the Tolerance and Variance Inflation Factor (VIF) values, while the heteroscedasticity test was used to detect whether the residual variance was constant across observations (Gujarati & Porter, 2009; Ghazali, 2021).

The multiple linear regression model used in this study was formulated as follows:

$$Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + e$$

In this model, Y refers to Work Readiness, α is the constant, β_1 is the regression coefficient of On-the-Job Training, β_2 is the regression coefficient of Supervisor Guidance, X_1 is On-the-Job Training, X_2 is Supervisor Guidance, and e is the error term. Hypothesis testing was conducted using the t-test, F-test, and coefficient of determination. The t-test was used to examine the partial effect of each independent variable on the dependent variable. The F-test was used to examine the simultaneous effect of On-the-Job Training and Supervisor Guidance on Work Readiness. The coefficient of determination was used to determine the extent to which the independent variables explained variations in Work Readiness. The significance level was set at 5% or 0.05, meaning that the hypotheses were accepted when the significance value was less than 0.05.

4. FINDINGS AND DISCUSSION

The results indicate that the instruments used to measure On-the-Job Training, Supervisor Guidance, and Work Readiness met the required statistical criteria. The validity test showed that all questionnaire items for each variable had correlation values greater than the r-table value, indicating that all items were valid. The reliability test further showed that the Cronbach's Alpha value for On-the-Job Training was 0.641, Supervisor Guidance was 0.672, and Work Readiness was 0.742. Since all values exceeded the minimum threshold of 0.60, the research instruments were considered reliable and suitable for further analysis.

Prior to regression analysis, the classical assumption tests were also fulfilled. The normality test using Kolmogorov-Smirnov produced a significance value of 0.200, which was greater than 0.05, indicating that the residuals were normally distributed. The multicollinearity test showed a Tolerance value of 0.993 and a VIF value of 1.007 for each independent variable, suggesting that there was no multicollinearity problem. Meanwhile, the heteroscedasticity test using the Glejser method showed significance values of 0.761 for On-the-Job Training and 0.741 for Supervisor Guidance, meaning that the regression model was free from heteroscedasticity.

Based on the multiple linear regression analysis, the following regression equation was obtained:

$$Y = 10.807 + 0.654X_1 + 0.285X_2$$

This equation indicates that the constant value of 10.807 means that when On-the-Job Training and Supervisor Guidance are equal to zero, Work Readiness is at 10.807. The regression coefficient of On-the-Job Training is 0.654, meaning that every one-unit increase in OJT will increase Work Readiness by 0.654 units, assuming other variables remain constant. Meanwhile, the regression coefficient of Supervisor Guidance is 0.285, indicating that every one-unit increase in supervisor guidance will increase Work Readiness by 0.285 units. Therefore, both independent variables have a positive effect on trainees' work readiness.

Table 1. Hypothesis Testing Results

Hypothesis	Variable Relationship	Path Coefficient/Beta	t-value/F-value	p-value	Decision
H1	On-the-Job Training → Work Readiness	0.538	4.968	0.000	Accepted
H2	Supervisor Guidance → Work Readiness	0.238	2.201	0.032	Accepted
H3	On-the-Job Training and Supervisor Guidance → Work Readiness	R = 0.570; Adjusted R ² = 0.302	F = 13.958	0.000	Accepted

The partial test results show that On-the-Job Training has a positive and significant effect on Work Readiness, with a beta value of 0.538, t-value of 4.968, and p-value of 0.000. Since the p-value is less than 0.05, H1 is accepted. This result indicates that better implementation of OJT leads to higher trainees' work readiness. At the same time, Supervisor Guidance also has a positive and significant effect on Work Readiness, with a beta value of

0.238, t-value of 2.201, and p-value of 0.032. Since the p-value is less than 0.05, H2 is accepted. Simultaneously, On-the-Job Training and Supervisor Guidance significantly affect Work Readiness, as indicated by the F-value of 13.958 and p-value of 0.000, meaning that H3 is accepted. The Adjusted R Square value of 0.302 indicates that both independent variables explain 30.2% of the variation in Work Readiness, while the remaining 69.8% is explained by other factors outside the model.

The findings show that On-the-Job Training is the most dominant factor in improving trainees' Work Readiness. This can be seen from the beta value of OJT, which is 0.538, higher than the beta value of Supervisor Guidance at 0.238. This result indicates that direct work experience strongly contributes to preparing trainees for professional employment. In the context of LV8 Resort Hotel Canggu, OJT provides trainees with opportunities to understand hotel operational standards, learn workplace culture, practice technical skills, and interact directly with the hospitality work environment. Through this process, trainees do not merely understand work conceptually but also experience the real dynamics of hotel operations.

Theoretically, this finding is consistent with Experiential Learning Theory, which emphasizes that effective learning occurs through direct experience. Trainees who participate in real work activities gain practical knowledge, develop skills, and improve their adaptability through a cycle of experience, reflection, understanding, and repeated practice. OJT enables trainees to recognize the gap between what they have learned in educational institutions and the realities of hotel work. The more intensive and structured the OJT program is, the greater the possibility that trainees will develop work readiness in terms of technical competence, discipline, responsibility, communication, and confidence in performing job tasks.

The descriptive results in the source article also show that the combination of theory and practice received the highest score, while periodic evaluation received a lower score. This indicates that the OJT program has provided good practical experience, yet the evaluation system still needs improvement. Periodic evaluation is important because trainees need clear feedback to understand their performance quality, identify mistakes that need correction, and recognize the work standards they are expected to achieve. Without structured evaluation, workplace experience may become routine activity rather than a systematic learning process.

Furthermore, Supervisor Guidance is proven to have a positive and significant effect on Work Readiness. Although its effect is smaller than that of OJT, this variable remains important in strengthening trainees' readiness for work. Supervisors act as mentors who provide instruction, direction, motivation, correction, and feedback during the training process. In a hotel environment, trainees often face fast-paced work situations, service pressure, guest

communication demands, and interdepartmental coordination. Responsive supervisors help trainees understand work priorities, reduce mistakes, and increase confidence in completing tasks.

This finding is in line with Situational Leadership Theory, which explains that the effectiveness of guidance depends on the supervisor's ability to adjust leadership style according to the individual's readiness level. Trainees who are still in the learning stage require clear direction, sufficient supervision, and psychological support in order to develop. Supervisors who only assign tasks without guidance may cause trainees to feel uncertain, afraid of making mistakes, or unable to understand work standards. In contrast, supervisors who actively provide guidance can create a safer, more directed, and more productive learning process.

The descriptive findings in the source article show that feedback follow-up received the highest score, while direct mentoring received the lowest score. This indicates that supervisors have provided feedback, but the intensity of direct mentoring still needs to be improved. In hotel workplace training, direct mentoring is essential because many service skills can only be understood through demonstration, direct correction, and repeated practice. Therefore, hotel management should strengthen the role of supervisors as mentors, not merely as operational controllers.

Simultaneously, the results confirm that On-the-Job Training and Supervisor Guidance together have a significant effect on trainees' Work Readiness. This combination indicates that work readiness is not only formed through direct work experience but also through direction, evaluation, and support from supervisors. OJT provides the practical learning space, while supervisor guidance provides the structure for learning. When both aspects operate in harmony, trainees have greater opportunities to understand job tasks, develop skills, adapt to hotel culture, and strengthen their readiness for professional employment.

However, the Adjusted R Square value of 30.2% indicates that 69.8% of trainees' work readiness is influenced by other factors. These may include work motivation, self-efficacy, communication ability, soft skills, work environment, organizational culture, previous experience, coworker support, and the quality of trainees' educational background. This finding opens opportunities for future research to include additional variables in order to develop a more comprehensive explanatory model of work readiness.

Practically, the findings provide important implications for the management of LV8 Resort Hotel Canggu. The hotel should maintain the quality of the existing OJT program while improving periodic evaluation, trainee competency targets, and supervisor involvement in the

learning process. Supervisors should be provided with clearer guidance standards, including mentoring schedules, trainee performance indicators, feedback mechanisms, and mentoring strategies based on trainees' competence levels. With these improvements, the OJT program will not merely function as an administrative requirement but as a human resource development system that produces trainees who are more prepared, professional, and adaptive to the needs of the hospitality industry.

5. CONCLUSION AND RECOMMENDATION

This study concludes that On-the-Job Training and Supervisor Guidance have a positive and significant effect on Trainees' Work Readiness at LV8 Resort Hotel Canggu, both partially and simultaneously. The regression results show that OJT has a stronger influence than supervisor guidance, with a beta coefficient of 0.538 and a significance value of 0.000, while supervisor guidance has a beta coefficient of 0.238 and a significance value of 0.032. Simultaneously, both variables are also significant, as indicated by $F = 13.958$ and $p\text{-value} = 0.000$, meaning that all research hypotheses are accepted.

These findings confirm that trainees' work readiness in the hotel industry is shaped not only by direct workplace experience but also by supervisor direction, mentoring, evaluation, and feedback. The Adjusted R Square value of 0.302 indicates that OJT and supervisor guidance explain 30.2% of the variation in work readiness, while the remaining 69.8% is influenced by other factors such as motivation, self-efficacy, soft skills, workplace culture, and environmental support. Practically, hotel management should strengthen the quality of OJT programs, periodic evaluation, and supervisor mentoring intensity to prepare trainees more effectively for professional employment.

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