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The Effect of Field Study Learning Method Implementation and Learning Motivation on the Improvement of Learning Outcomes in the Basic Hospitality Subject at Vocational High Schools (SMK)

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ABSTRACT: This study aims to examine the influence of field study learning methods and learning motivation on improving student learning outcomes in the Basic Hospitality subject at Vocational High Schools (SMK). The background of this research is based on the phenomenon of low student learning outcomes, characterized by a lack of conceptual understanding, low participation in practice, and poor learning motivation. This research employs a literature study approach with content analysis techniques applied to various relevant journals, books, and scientific articles. The findings indicate that the field study learning method provides contextual and authentic learning experiences that can enhance students' practical skills, conceptual understanding, and professional attitudes. On the other hand, learning motivation is an internal psychological factor that drives students' active engagement in the learning process and contributes to optimal learning outcomes. These findings are supported by previous studies that show a positive correlation between the two variables and students' learning outcomes in vocational schools. Therefore, the systematic implementation of field study methods and efforts to enhance learning motivation are essential strategies for improving the quality of vocational education in SMKs.

KEYWORDS: Field study, learning motivation, learning outcomes, vocational education, SMK.

INTRODUCTION

The phenomenon of low student learning outcomes in the subject of Basic Hospitality at vocational high schools (SMK) indicates a gap between students' theoretical understanding and their mastery of practical skills. Based on data from exams and student skill assessments, it is evident that many students struggle to apply the theories they have learned into real-world practices in the hospitality industry. For instance, in practical exams involving guest services, many students find it difficult to demonstrate appropriate operational procedures, even though they have studied the relevant theories. Data from the 2023 practical exam shows that more than 40% of Grade X Hospitality students failed to meet the competency standards for basic hospitality skills, such as proper guest service etiquette and correct use of hotel equipment (Ministry of Education and Culture, 2023).

This phenomenon highlights that although SMK students receive sufficient theoretical education, the learning process, which should emphasize practical and hands-on skills, is still suboptimal. One of the main contributing factors is the lack of variety in teaching methods, where instruction is often too focused on theory without sufficient engagement in real-world practice or simulations. According to a study by Susanto and Rahmawati (2022), relying solely on theoretical teaching methods can leave students unprepared to face practical challenges, which should actually be the main focus in vocational education. Therefore, the gap between theoretical knowledge and practical skills significantly affects student learning outcomes, both in theoretical and practical examinations.

Another issue related to the low learning outcomes is the lack of student motivation and engagement in the learning process. A survey conducted among Grade X and XI Hospitality students at SMK found that 35% of students reported low interest in theoretical hospitality lessons and preferred to focus on practical activities. This is due to their limited understanding of how hospitality theories can be applied in real-life industry settings. Students who do not feel connected to the theoretical content tend to display passive behavior in class and lack enthusiasm for learning. A study by Nindya et al. (2021) found that low learning motivation can directly or indirectly affect students' learning outcomes, particularly in mastering both practical and theoretical skills. In this context, the lack of understanding of the link between theory and practice becomes a major obstacle in achieving optimal learning outcomes.

This passive behavior can also be observed through their low participation in classroom discussions and practical activities, which are integral to developing competencies in hospitality. Students who show little initiative or who are passive in participating in practical sessions often struggle to apply their knowledge in real-world situations. Sweller's cognitive theory

(2019) explains that learning not connected to real-life experience or practical application makes it difficult for students to retain information in the long term. In other words, students who are not given the opportunity to apply their knowledge in real-world contexts tend to have difficulty recalling and effectively using the information. This aligns with Zimmerman's (2020) concept of self-regulated learning, which suggests that students who are not active in the learning process often struggle to manage their learning effectively, ultimately affecting their academic performance.

More modern learning theories, such as constructivism proposed by Piaget and Vygotsky, also emphasize the importance of active and experience-based learning in constructing students' knowledge. According to constructivist principles, students learn best when they are directly involved in interactive learning processes, which allow them to connect new knowledge with their prior experiences. Therefore, it is essential for educators to create learning situations that enable students to integrate theoretical knowledge with real-life experiences they may encounter in the hospitality industry (Brown et al., 2020).

In light of these issues, a more holistic, student-centered learning approach becomes crucial. Instruction that combines theory and practice such as field study methods or real-world simulations can help students better understand and master the required skills. Research by Widodo et al. (2023) shows that experiential learning methods, such as direct practice in the industry, have a positive impact on improving student learning outcomes, both in theoretical knowledge and practical skills.

Learning outcomes refer to the achievements students gain after undergoing the learning process. These achievements include the mastery of knowledge, skills, and attitudes, which can be measured through various forms of assessment, such as tests, projects, or practical evaluations. According to Sudjana (2020), learning outcomes represent the changes that occur in individuals after experiencing educational activities, marked by their mastery of specific materials, skills, and attitudes. In this context, learning outcomes reflect the extent to which educational goals have been achieved, with assessments serving as tools to measure such accomplishments.

The characteristics of learning outcomes can be observed through several indicators shown by students. One of these is the improvement in knowledge and skills, where successful students demonstrate mastery of content and appropriate practical abilities related to the subject. For example, in Basic Hospitality subjects, students with good learning outcomes can correctly identify service procedures and apply them in practical simulations. Furthermore, active engagement in learning activities is also a hallmark of strong learning outcomes. Students who actively participate in class discussions, Q&A sessions, and practical exercises tend to have a deeper understanding of the material and more refined skills (Suryani & Mahmud, 2021). The ability to apply knowledge in real-world situations is another key indicator of optimal learning outcomes. In the context of hospitality, for instance, students who succeed in their studies are able to apply the theories they have learned in the workplace, such as managing reservations or serving guests (Kusuma, 2022). Additionally, achieving competencies in line with established standards is also a sign of strong learning outcomes. These competencies include not only theoretical knowledge but also practical skills applicable in the real world (Ramdani, 2020).

However, if learning outcomes are not achieved effectively, the negative impacts can be significant. One major consequence is the lack of essential skills and knowledge required in the workforce. At SMK, for instance, students who fail to master basic hospitality competencies will struggle to perform relevant tasks in their field, which will ultimately affect the quality of graduates produced by the school. Another consequence is reduced learning motivation. Students who do not meet expected learning outcomes may feel incapable and lose their enthusiasm for learning. This cycle can lead to frustration and cause students to avoid learning activities altogether (Sari & Hidayat, 2020). Moreover, poor learning outcomes can lower students' self-confidence, which ultimately impacts their readiness to enter the workforce. On a broader scale, if many students fail to achieve satisfactory learning outcomes, the overall quality of education at the institution may decline. This, in turn, affects the competitiveness of SMK graduates in the job market and has implications for economic development and societal well-being.

Considering the various negative impacts mentioned, it is important to conduct research on the factors that influence student learning outcomes. Such research can identify various obstacles, both internal such as students' motivation and readiness and external, such as the learning methods used and social support from family and peers. In addition, this research can help identify more effective teaching methods that enhance student engagement and help them achieve optimal learning outcomes. The role of social support from family, peers, and teachers should also be examined, as such support can strengthen students' motivation and self-confidence to study more diligently.

To achieve optimal learning outcomes and prevent failure, several steps can be taken. First, selecting the right teaching method is crucial. Methods that focus on active and experiential learning such as field studies, hands-on practice, or workplace simulations—can improve student learning outcomes. This contextual learning allows students to connect theory with practice that is relevant to their needs in the workforce. Second, enhancing learning motivation is also essential. Teachers need to create an environment that supports student motivation by providing positive feedback, recognizing small achievements, and presenting challenges appropriate to students' abilities. Third, providing proper guidance—both academic and emotional can help students overcome difficulties during the learning process. This support should also be offered by families and peers. Lastly, continuous assessment of the learning process is vital to understand the effectiveness of teaching and identify areas that need improvement.

The Effect of Field Study Learning Method Implementation and Learning Motivation on the Improvement of Learning Outcomes in the Basic Hospitality Subject at Vocational High Schools (SMK)

The implementation of field study learning methods within vocational education contexts, such as at vocational high schools (SMK), provides students the opportunity to learn in environments that are more realistic and relevant to the working world. This psychologically impacts the increase in students' self-efficacy, which refers to their belief in their ability to complete specific tasks (Bandura, 1997). Recent findings show that learning experiences involving direct practice in the workplace not only improve technical skills but also strengthen students' confidence in dealing with real-life situations they will encounter on the job (Tanti & Nurhayati, 2021). This method helps students connect classroom knowledge with practical application, thereby increasing their engagement in the learning process (Gunawan & Wijayanti, 2022). With this increased engagement, students are also more motivated to explore subject matter relevant to their future careers, including in the hospitality sector, such as service procedures and guest management (Prasetyo, 2023).

Learning motivation also plays an important role in determining student learning outcomes, especially in vocational education that emphasizes practical skills. Students with high motivation tend to be more active in class, more curious, and more capable of overcoming challenges (Ramdani & Sulaiman, 2022). This motivation can be intrinsic originating from within the student or extrinsic driven by external factors such as rewards or recognition (Deci & Ryan, 2020). Recent studies show that intrinsically motivated students, who are driven by the desire to master skills and knowledge for career goals, tend to achieve better learning outcomes than those motivated only by external factors (Suryani & Mahmud, 2021). In the context of field study learning, this motivation becomes even more critical, as students are directly exposed to real-world challenges that push them to demonstrate their best abilities in more realistic and demanding situations.

The relationship between the implementation of field study methods and learning motivation is strong in shaping students' psychological dynamics that affect their learning outcomes. When students perceive that the learning they receive is relevant to the working world, and they feel confident in facing it, their motivation to learn increases along with their engagement in learning activities (Ramdani, 2023). Field study methods give students the chance not only to observe but also to implement what they have learned in class, which further strengthens their confidence and motivation to continue learning and refining the skills required in the workforce (Tanti & Nurhayati, 2021). This method not only benefits the mastery of technical competencies but also helps improve students' professional attitudes, which are highly needed in the working world.

The field study method is an approach where students are given the opportunity to learn directly outside the classroom by immersing themselves in real-life settings or work environments relevant to their field of study. In the context of vocational education such as in SMK, this method provides students with the opportunity to apply the theories they have learned in concrete and applicable situations. Research shows that field-based learning plays a significant role in developing students' practical competencies, enhancing technical skills, and strengthening psychological aspects such as motivation and self-confidence (Ramdani & Sulaiman, 2022). Psychologically, the implementation of this method positively impacts students' self-efficacy. Direct experience in the workplace increases students' confidence in their ability to face challenges and complete real-world tasks, consistent with Bandura's (1997) theory that successful experience in practical tasks influences a person's future belief in their abilities.

Moreover, student motivation increases through direct engagement in situations relevant to the working world. Students' intrinsic motivation to master skills and knowledge increases because they recognize the real benefits of what they are learning (Deci & Ryan, 2020). This experiential learning makes the process feel more meaningful, which impacts students' active and emotional involvement in learning activities. Suryani & Mahmud (2021) support this view, showing that field-based learning increases student engagement and reinforces their enthusiasm for learning. The relevance between learning and the working world becomes a key factor in strengthening learning outcomes. Students are able to connect theory with practice, deepening their understanding and mastery of the material (Prasetyo, 2023).

Field study activities also encourage active student participation, as they are not just passive listeners but active participants in the learning process. This engagement builds practical skills and a sense of responsibility in learning (Gunawan & Wijayanti, 2022). In the context of hospitality, for instance, students can learn firsthand about guest service procedures, reservation management, or communication skills with customers—all of which are highly relevant to industry needs (Tanti & Nurhayati, 2021). Such learning experiences offer added value because students not only understand concepts cognitively but are also able to apply them practically in real-world work settings.

Several studies have shown a positive correlation between the implementation of field study methods and improved learning outcomes. Ramdani & Sulaiman (2022) stated that students who participated in field study learning showed better outcomes than those who only learned theoretical content in the classroom. This is due to the richer, more contextual, and more applicable learning experience. Prasetyo (2023) also confirmed that field-based learning improves students' practical competencies, aligning with the achievement of work-related competencies. This type of learning better prepares students to face challenges in the workplace and helps them master the competencies needed in their profession.

Findings from previous studies also support this conclusion. Tanti & Nurhayati (2021) found that students involved in field-based learning showed significant improvements in practical skills. Meanwhile, Gunawan & Wijayanti (2022) reported that

students who participated in field studies were more capable of applying knowledge and skills compared to those who only received classical classroom learning. Based on these findings, it can be concluded that implementing the field study learning method has a significant impact on improving student learning outcomes. Not only are technical skills enhanced, but psychological aspects such as self-efficacy and learning motivation are also developed, creating a more effective, contextual, and meaningful learning process.

Learning motivation is one of the important psychological factors that influences students' success in achieving optimal learning outcomes. In the context of vocational education such as in vocational high schools (SMK), learning motivation not only determines how well students understand theory, but also how actively they engage in the learning process—cognitively, affectively, and psychomotorically. According to Deci and Ryan (2020), learning motivation is divided into two types: intrinsic and extrinsic motivation. Intrinsic motivation originates from within the students, such as curiosity, interest in a specific field of expertise, or the desire to achieve personal goals. In contrast, extrinsic motivation arises from external factors, such as encouragement from parents, rewards, or social pressures. When students have high learning motivation, they demonstrate a strong enthusiasm for learning, persistence in completing tasks, and initiative to seek out additional knowledge beyond what is taught by the teacher. This is directly proportional to their academic achievement, as motivated students tend to be more focused, organized, and resilient when facing learning challenges.

Psychologically, learning motivation shapes students' internal dynamics that greatly influence how they process information and sustain attention during learning. Students with high motivation are more mentally and emotionally prepared to absorb material, quicker in grasping concepts, and more capable of connecting new information with prior knowledge. According to self-determination theory, individuals who feel autonomous in their learning—meaning they learn out of their own volition rather than compulsion—tend to demonstrate better academic performance (Deci & Ryan, 2020). In practice, high motivation pushes students not only to complete assignments but also to enjoy the process. They become more open to challenges, more resilient in the face of failure, and less likely to give up when encountering difficult material. This explains why two students with similar cognitive abilities may achieve different learning outcomes depending on their levels of motivation.

Learning motivation can also be explained through several interrelated aspects. First is goal orientation, or the reason why students engage in learning. Students with a clear goal orientation for example, aiming to work in the hospitality industry tend to be more focused and directed in their learning. Second is perseverance, which refers to students' ability to continue learning despite obstacles. Highly motivated students keep learning even when they struggle to understand the material or when classroom conditions are less than ideal. Third is self-perception (self-concept), where students who feel competent and have a positive self-image are more driven to excel. Fourth is interest and attention, which are the foundations of active engagement in learning activities. Students who are interested in the subject matter are more likely to ask questions, participate in discussions, and follow lessons enthusiastically. All these aspects synergize to form a psychological dynamic that ultimately affects students' learning outcomes.

When students possess high learning motivation, its positive effects on learning outcomes are clearly visible. They actively participate in the learning process, during discussions, practical sessions, and evaluations. The term "learning outcomes" here refers not only to academic grades, but also to mastery of practical skills, work attitudes, and readiness for the industry. In vocational education such as hospitality, motivated students are more serious about participating in guest service practices, understanding operational standards, and demonstrating professional attitudes. They are also more receptive to feedback from teachers or industry mentors. Learning motivation encourages students to study comprehensively, covering cognitive (knowledge), affective (attitude), and psychomotor (skills) domains, all of which are indicators of successful learning.

Recent studies have reinforced the positive correlation between learning motivation and student learning outcomes. Research by Wulandari et al. (2021) shows that learning motivation is significantly related to academic achievement among vocational students, particularly in specialized fields. Students with high motivation tend to have better scores, stronger practical skills, and greater adaptability in industrial work settings. Similarly, a study by Rahma & Fitria (2023) revealed that increased motivation leads to higher student participation during lessons, which contributes to improved scores in both daily tests and practical exams. These findings are supported by Sari and Lestari (2020), who found that students with high learning motivation tend to be more diligent, confident, and open to the learning process, all of which directly contribute to their academic success.

Based on this explanation, learning motivation serves as a key driver of academic success, especially in vocational settings that emphasize job readiness. The psychological dynamics formed by high learning motivation create students who are more engaged, better prepared, and more competent in navigating the entire learning process. Therefore, it is essential for teachers and schools to create a learning environment that fosters and sustains student motivation, whether through approaches relevant to the working world, recognition of student effort, or the provision of meaningful and enjoyable learning experiences.

The selection of this study topic is based on the need to examine in depth the concepts, theories, and recent scientific findings related to the effectiveness of field study learning methods and the role of learning motivation in enhancing student competence, particularly within the context of vocational education in SMK. This review is important given that the subject

Fundamentals of Hospitality serves as one of the foundational courses in developing students' initial skills relevant to the hospitality industry.

This literature study aims to explore and synthesize various scholarly sources from journals, books, and research reports that discuss how field study learning methods can provide contextual learning experiences that strengthen students' conceptual understanding and practical application. In vocational education, direct practice in the field contributes significantly to the development of student competencies, as they do not rely solely on theoretical memorization but also gain real-world experience. The choice of this method for the literature review is highly relevant, as many previous studies have shown a positive relationship between field-based learning and the enhancement of student skills and job readiness.

On the other hand, learning motivation is an internal factor that greatly influences students' engagement and success in the learning process. The literature discussed in this study will highlight how both intrinsic and extrinsic motivation can drive students to be more active learners, more persistent in completing tasks, and more future-oriented in achieving competency. The combination of an appropriate learning method and strong learning motivation is believed to be the key to optimizing students' learning outcomes in vocational high schools.

Thus, this literature study is important to conduct as a theoretical and conceptual foundation in understanding how the two main variables the implementation of field study learning methods and learning motivation contribute to enhancing student competence in the *Fundamentals of Hospitality* subject. The results of this review are expected to serve as references for educators, vocational education practitioners, and policymakers in designing more contextual, participatory, and motivational learning approaches for students.

METHOD

The method used in this study is a literature study, which is a scientific approach aimed at examining and synthesizing various relevant written sources to obtain a theoretical, in-depth, and integrated understanding of the issues being studied. A literature study does not merely serve as a complementary aspect of research but is the primary approach that emphasizes conceptual analysis and the synthesis of ideas from previous research findings. According to Zed (2018), a literature study is a systematic activity of reviewing information from various literatures to build a strong theoretical framework and identify research gaps from prior studies.

In the context of this study, the literature study approach is conducted to explore the influence of the field study learning method and learning motivation on improving student learning outcomes in basic hospitality competency subjects at vocational high schools (SMK). This aligns with the opinion of Syahril et al. (2021), who emphasized that literature studies significantly contribute to synthesizing knowledge from various findings and mapping the development of research on specific issues in depth.

The steps taken in this study include:

(1) identifying relevant literature based on main keywords such as *field study learning*, *learning motivation*, and *learning outcomes*;

(2) reading and selecting articles based on relevance and publication quality criteria; and

(3) compiling synthesis and interpretation thematically and systematically.

The researcher focused on gathering literature from scientific journals, proceedings, books, and research reports, prioritizing nationally and internationally reputable publications. According to Ridwan (2020), a high-quality literature study must be conducted objectively, thoroughly, and critically to build a solid scientific argument and encourage the emergence of new findings based on integrated thinking. In this regard, the approach used is content analysis. This technique allows researchers to analyze written documents systematically, repeatedly, and objectively to identify patterns, themes, and relationships among the variables studied.

Krippendorff (2019) stated that content analysis is an appropriate method for interpreting the meanings contained in texts contextually. Using this method, the study categorizes sources into three levels: Highly relevant (directly discussing the influence of the field study method or learning motivation on learning outcomes), Relevant (significantly discussing one of the variables), and Moderately relevant (providing additional context although not directly related).

These sources are then analyzed based on the year of publication, starting from the most recent, to identify current developments or trends in thought on the discussed topic. The researcher also uses a thematic approach to organize information based on the main variables:

(1) learning outcomes, (2) field study learning methods, and (3) learning motivation.

In this literature study, the abstract and conclusion sections of each article become the initial focus of analysis to determine the degree of relevance to the research focus The study by Handayani and Ramadhan (2022) shows that the field study method consistently contributes to strengthening practical skills and improving learning outcomes in vocational subjects. Meanwhile, according to Saputro et al. (2023), students' learning motivation becomes a key mediator that determines whether the learning experience truly results in optimal learning achievements.

Through this approach, the literature study is expected to contribute theoretically to the development of vocational education, particularly in designing contextual learning strategies based on real-life experiences and in motivating students to achieve optimal learning outcomes. Furthermore, this study opens up opportunities to refine the conceptual framework for future research and provide practical recommendations for vocational school teachers and education policymakers.

RESULTS AND DISCUSSION

The Effect of Field Study Learning Method on Improving Learning Outcomes

The field study learning method, or hands-on learning experience in the industrial world, has proven to be one of the effective strategies in improving students' learning outcomes, especially in subjects that require practical skill mastery, such as the Hospitality Fundamentals subject in vocational schools. Learning conducted outside the classroom provides students with the opportunity to connect the theoretical knowledge they have learned with real-world practice.

Research by Kalsum (2022) shows that the implementation of field-based learning not only improves students' technical skills but also broadens their perspective on the actual world of work. This happens because students can directly engage in operational processes in the hospitality industry, ranging from guest services, room management, to the management of available facilities. For example, when students are involved in receptionist duties at a hotel, they not only learn the theory of check-in and check-out procedures but also face the real challenges that practitioners face in the field, allowing them to develop problem-solving skills and interpersonal abilities.

Research by Fauzi and Rahayu (2021) emphasizes that field study activities allow students to directly experience the real work environment, which significantly enhances their practical skills. In this case, students do not just recall or understand concepts theoretically, but they can also apply that knowledge in real situations. For example, students participating in field studies in the hospitality industry will experience firsthand how to interact with guests, manage conflicts, and optimize hotel operations. This direct experience leads to an improvement in practical skills that can be applied in the workforce.

Additionally, Prasetyo and Ramadhani (2023) state that field study activities also provide students with the opportunity to collaborate with professionals in the industry, allowing them to receive direct feedback. This constructive feedback helps students correct their mistakes and refine the skills needed in the workforce. This demonstrates that learning which connects theory to practice in the field has a significant positive impact on students' learning outcomes, particularly in vocational education that focuses on skill mastery.

The Effect of Learning Motivation on Improving Learning Outcomes

Learning motivation is one of the key factors that determine the level of success in achieving optimal learning outcomes. Learning motivation is divided into two main categories: intrinsic motivation and extrinsic motivation. Intrinsic motivation focuses on the inner drive of students to learn due to their interest and desire to master knowledge, while extrinsic motivation is more influenced by external factors, such as rewards or grades given by teachers.

Research by Wibowo (2020) shows that intrinsic motivation has a greater impact on improving students' learning outcomes compared to extrinsic motivation. This occurs because students with intrinsic motivation tend to be more actively involved in learning and strive to understand the material more deeply. This intrinsic motivation encourages students not only to complete tasks or exams but also to continuously improve their skills and knowledge. For example, students who are interested in the hospitality industry will be more enthusiastic about learning various aspects of the hospitality industry, both related to management theory and other technical skills.

Additionally, learning motivation also influences the extent to which students strive to face challenges in learning and overcome difficulties that may arise. Students with high motivation tend to be more persistent in facing difficult tasks and are less likely to give up. Santrock (2020) emphasizes that high learning motivation enhances students' perseverance in learning and encourages them to actively participate in all learning activities, both theoretical and practical.

Research by Nurhadi and Wahyuni (2021) strengthens this finding by showing that students with high learning motivation are not only more active in learning but also better at absorbing and remembering information. In the context of vocational education, especially in the subject of Hospitality Fundamentals, high motivation is essential because students are required to master various practical skills that are directly applied in the workforce.

The Synergy Between the Field Study Learning Method and Learning Motivation on Learning Outcomes

Based on existing literature, it is evident that the combination of the field study learning method and learning motivation can create a much greater impact on improving students' learning outcomes. Research by Handayani et al. (2021) shows that students who participate in field-based learning and have high learning motivation tend to show better learning outcomes compared to students who only engage in theory-based learning. This happens because learning that involves direct experience in the field provides a more relevant and real context for students, which in turn encourages them to be more motivated to learn.

High learning motivation will increase student involvement in the field study-based learning process. Motivated students will be more enthusiastic about participating in field study activities and more capable of connecting the experiences they gain in the field with the knowledge they have learned in class. For example, students with high motivation in the hospitality field will be more focused and active in observing and practicing the skills they learn in the field, leading to a better understanding and more refined skills.

Research by Fitriani et al. (2023) also shows that students with high motivation who are involved in field study learning are able to integrate theoretical knowledge and practical skills more effectively, resulting in significant competency improvements. In other words, the synergy between field-based learning and high learning motivation will produce a more comprehensive and in-depth learning experience, which ultimately contributes to improving students' learning outcomes.

Empirical Evidence from Previous Research

Several previous studies provide empirical evidence supporting the positive impact of the implementation of the field study learning method and learning motivation on students' learning outcomes. Key findings from relevant studies are presented in the following table:

	Researcher	Findings
	Prasetyo & Ramadhani (2023)	The field study method improves practical skills of hospitality students and strengthens understanding of the subject matter.
	Fauzi & Rahayu (2021)	Students find it easier to understand abstract concepts when accompanied by direct practice in the workplace; field study enriches the learning experience.
	Wibowo (2020)	Students with high learning motivation show more optimal learning outcomes compared to students with low motivation.
	Santrock (2020)	Intrinsic motivation encourages active student engagement in learning, positively impacting long-term academic achievement.
	Kalsum (2022)	Field study activities foster students' sense of responsibility and social skills, while reinforcing classroom material mastery.
	Handayani dkk. (2021)	The combination of contextual learning in the field with high learning motivation has been proven to enhance vocational students' learning achievements..
	Fitriani dkk. (2023)	Active learning through direct experience and internal motivation encourages the formation of deep competencies in vocational students.
	Yuliana & Hartati (2022)	Field study has an impact on the development of students' soft skills, such as communication and work ethics, which also support learning outcomes.
	Aulia & Hidayat (2021)	Students who participate in out-of-class learning activities show improved average final exam scores and a better understanding of industry contexts.
	Mulyani dkk. (2020)	Learning motivation fostered through a contextual learning approach increases students' interest in studying technical hospitality subjects.
	Ramadhan & Sari (2023)	Students who actively participate in direct practice activities in the industry have higher skill assessment scores compared to the control group.
	Rahmawati (2022)	Interaction between students and mentors at the field study site is a key factor in improving professional skills and learning outcomes.

Empirical Findings Analysis

Based on the 12 studies listed above, a clear pattern emerges showing that learning methods involving authentic, real-world contexts through field studies have a positive impact on various dimensions of learning outcomes. These impacts are not limited to the cognitive aspect (knowledge), but also extend to the affective (learning attitudes, motivation) and psychomotor

(practical skills) domains. On the other hand, learning motivation both intrinsic and extrinsic acts as a reinforcing factor that accelerates and deepens students' understanding of the material.

The consistency of these findings reinforces the notion that contextual, experience-based learning methods are highly suitable for practice-oriented subjects like *Introduction to Hospitality*. Such learning becomes even more effective when supported by efforts from teachers and schools to continuously foster and sustain students' learning motivation.

CONCLUSION

Based on a review of various academic sources, it can be concluded that the implementation of the field study learning method and students' learning motivation significantly contribute to improved learning outcomes, particularly in the subject of *Introduction to Hospitality* at vocational high schools. Field study methods provide concrete, contextual, and work-relevant learning experiences that effectively bridge classroom theory with real-world practice. Student engagement in actual industry settings facilitates the development of applied knowledge, technical skills, and the reinforcement of essential soft skills required in the hospitality field.

Moreover, learning motivation is proven to be an internal driving factor that encourages students to be more active, diligent, and enthusiastic in their learning processes. High motivation helps students become more receptive to the material, complete assignments effectively, and participate enthusiastically in hands-on activities. Both intrinsic and extrinsic motivation play important roles in creating a psychological environment conducive to achieving optimal learning outcomes.

Furthermore, the literature indicates that the synergy between effective field study methods and high learning motivation creates a dynamic and meaningful learning environment. Students who are highly motivated and given opportunities to engage directly in experiential learning tend to demonstrate significant improvement in learning outcomes across cognitive, affective, and psychomotor domains.

Thus, it is affirmed that the integration of contextual learning approaches such as field studies and strategies to enhance learning motivation should be a primary focus in the development of curricula and teaching practices at vocational schools, especially in vocational subjects like *Introduction to Hospitality*.

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