

Building Better Hospitality Performance through Employee Training: Evidence from HIN Resort Bali Canggu

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ABSTRACT

This study examines the effect of training on employee performance at HIN Resort Bali Canggu. The study employed a quantitative approach involving 47 operational employees from the Front Office, Housekeeping, and Food and Beverage Service departments. Data were collected through a questionnaire using a five-point Likert scale and analyzed using descriptive analysis, classical assumption tests, simple linear regression, t-test, and coefficient of determination. The findings indicate that training was perceived positively, with a mean score of 3.70, while employee performance obtained a mean score of 3.73, both categorized as agree. The regression analysis produced the equation $Y = 8.082 + 0.994X$, indicating a positive relationship between training and employee performance. The t-test showed a t-value of 7.634 with a significance level of $0.000 < 0.05$, confirming that training has a positive and significant effect on employee performance. The coefficient of determination ($R^2 = 0.564$) indicates that training explains 56.4% of the variation in employee performance, while the remaining 43.6% is attributable to other factors outside the research model. These findings highlight the importance of relevant, practical, and well-delivered training in supporting employee performance in hospitality operations.

Keywords: Training, Employee Performance, Hospitality, Hotel Employees, Resort Bali Canggu

1. INTRODUCTION

Training is a strategic instrument in human resource management aimed at improving employees' knowledge, skills, competencies, and performance on a continuous basis. In modern management, training is not merely regarded as an administrative activity but as an organizational investment in improving human resource quality and competitiveness [33], [56]. Training programs designed according to job requirements can help employees perform their duties more effectively, increase productivity, and support the achievement of organizational service standards [26], [22]. In the hospitality industry, training plays an important role because hotel performance is closely associated with the quality of service provided by employees. Employees are expected to possess technical competencies, communication skills, professional attitudes, and the ability to respond to various guest needs and complaints. Therefore, service-oriented training is an important approach to improving employee performance and hotel service quality [8], [18]. However, the implementation of training programs does not always guarantee improved performance when the training content, duration, implementation, and evaluation are not fully aligned with job requirements [43].

This phenomenon is relevant to HIN Resort Bali Canggu. The hotel has implemented various training programs covering Guest Service Excellence, Brand Service Culture, communication and guest interaction, complaint handling, workplace safety, food safety, Front Office operations, Housekeeping, Food and Beverage, and leadership. The duration of the training programs ranges from 120 to 360 minutes per year. Although various training programs have been provided, some have relatively limited durations, raising questions regarding their effectiveness in improving employee performance. Performance-related issues can also be observed in the company's internal

data. Several departments experienced a decline in average performance scores in 2025 compared with 2024, including Housekeeping, which decreased from 82.40 to 79.85; Food & Beverage Service, from 76.85 to 74.60; Front Office, from 65.75 to 64.90; and Culinary, from 79.30 to 78.10. These conditions indicate that although the company has provided various training programs, employee performance in several departments has not shown consistent improvement. In addition, guest reviews on online platforms indicate complaints regarding room cleanliness, service timeliness, and overall comfort, suggesting a gap between expected service standards and the actual guest experience.

Previous studies have also reported different findings regarding the relationship between training and employee performance. Hosen et al. [22] found that training had a significant effect on employee performance, whereas Kim et al. [26] showed that training effectiveness depends considerably on the quality of its implementation. These differences indicate a research gap that requires further investigation, particularly within the hospitality industry. Based on these empirical phenomena and the research gap, this study aims to empirically analyze the effect of training on employee performance at HIN Resort Bali Canggu. A quantitative approach is employed, with training as the independent variable (X) and employee performance as the dependent variable (Y). Accordingly, the research question is: Does training have a significant effect on employee performance at HIN Resort Bali Canggu?

2. LITERATURE REVIEW

2.1 *Training*

Training is an important element of human resource development because it plays a role in improving employees' knowledge, skills, competencies, and work attitudes. Through training, employees are expected to perform their duties more effectively and efficiently while adapting to technological developments and changing job demands. Training can also improve productivity, professionalism, motivation, and employee career development [5], [17]. Khristian et al. [25] define training as various efforts undertaken to improve and enhance employee performance in the jobs for which they are responsible. Similarly, Putra et al. [39] explain that training is an effort to improve employees' knowledge and skills so that they can work effectively and efficiently. Yimam [55] further states that training programs are systematic processes designed to improve employees' capabilities and modify work behaviors so that organizational objectives can be achieved. Therefore, training can be defined as a structured and systematic series of activities designed to improve employees' knowledge, skills, abilities, and work attitudes so that they can make an optimal contribution to organizational goals.

Training aims to improve employee capabilities and align employees' competencies and mindsets with the organization's vision, mission, standards, and needs. According to Kasmir in Widianita et al. [48], training provides various benefits, including updating knowledge, improving competencies and technical skills, developing responsibility, increasing compliance with organizational rules, building self-confidence, strengthening organizational identification, increasing motivation and loyalty, facilitating adaptation to change, strengthening understanding of organizational values and culture, and enhancing team solidarity. Suryawati and Nugraha [53] further explain

that training can improve productivity, work quality, morale, occupational safety and health, and employee development. Training effectiveness is influenced by various factors, including the relevance of training content to job requirements, learning methods, instructor quality, participant readiness, supporting facilities, cost efficiency, and program evaluation. Salsabila and Marginingsih [48] emphasize the importance of appropriate training content, learning principles, facilities, participant characteristics, and instructor quality and teaching style. Kristina et al. [33] further highlight the importance of needs analysis, appropriate method selection, instructor competence, participant segmentation, adequate facilities, and comprehensive evaluation covering participant responses, improvements in knowledge and skills, behavioral changes, and the impact of training on work outcomes.

Training programs should also consider the principles of individual differences, job analysis, motivation, active participation, participant selection, trainer selection and development, appropriate learning methods, and alignment with job levels [4], [8]. Types of training may include skill training, re-training, cross-functional training, team training, and creativity training [37]. In the hospitality context, these types of training can be implemented through guest service, departmental operations, communication, safety, cross-departmental collaboration, and creativity development programs. In this study, the measurement of training refers to Akhiriani and Risal [6], consisting of five dimensions: Trainer, including trainer competence, the ability to motivate participants, and the provision of feedback. Trainees, including attentiveness and learning enthusiasm during the training process. Training Method, including the suitability of the method to the training content and the suitability of the method to job characteristics. Training Content, including the relevance of the content to training objectives and the ability of the content to improve employees' knowledge and skills. Training Objectives, including understanding of work ethics and skills as well as improvement of practical skills that can be applied in the workplace. These five dimensions are used to assess the extent to which training programs provided by the company are understood, accepted, and applied by employees in their daily work.

2.2 *Employee Performance*

Employee performance refers to the work results achieved by an individual in carrying out assigned duties and responsibilities according to organizational standards, both in terms of quality and quantity [41]. Performance is an important aspect of organizational operations because it is directly related to the achievement of organizational objectives. Skills development and the creation of a supportive organizational culture are among the factors that can contribute to improved employee performance [7]. Trisnawati and Firdaus [51] explain that high performance is reflected in employees' ability to perform their duties effectively and efficiently. Effectiveness refers to the achievement of work objectives, while efficiency concerns the optimal use of time, effort, and resources. Therefore, employee performance can be understood as work outcomes reflected through quality, quantity, effectiveness, and efficiency in carrying out assigned duties and responsibilities. Employee performance measurement is conducted to determine the extent to which employees achieve organizational work standards and serves as a basis for evaluation, rewards, employee development, and

training program planning. According to Arimby in Letsoin and Ratnasari [9], performance can be measured through the quantity of work, quality of work, timeliness, attendance, and teamwork.

In this study, the dimensions and indicators of employee performance are adapted from Silaen et al. [15] and adjusted to the characteristics of service work at HIN Resort Bali Canggu. They consist of five dimensions: Quality of Work, including individual work achievement, fulfillment of service standards, and work initiative. Quantity of Work, including achievement of work targets and the ability to handle additional workloads. Timeliness, including attendance, compliance with shift schedules, and adherence to work rules. Effectiveness, including effective use of labor, resources, and technology. Commitment, including responsibility and organizational commitment. These five dimensions provide a comprehensive representation of employee performance in terms of work outcomes, workload completion, punctuality, resource utilization, responsibility, and organizational commitment.

2.3 Factors Affecting Employee Performance

Employee performance is influenced by various factors originating from both individual and organizational aspects. Sutrisno in Farisi et al. [18] identifies several key factors, namely effectiveness and efficiency, authority, discipline, and initiative. In addition, training is an important factor because it provides employees with the knowledge, skills, and abilities required to perform their duties according to organizational standards. In this study, training is positioned as the independent variable (X), while employee performance is the dependent variable (Y). Conceptually, training that is designed according to job requirements and supported by competent trainers, appropriate methods, relevant content, and clear objectives is expected to improve employees' ability to achieve standards of quality, quantity, timeliness, effectiveness, and work commitment. Therefore, the relationship between training and employee performance provides the basis for empirically examining the effect of training on employee performance at HIN Resort Bali Canggu.

3. METHODS

This study uses both quantitative and qualitative data. Quantitative data are numerical data that can be statistically analyzed to examine relationships between research variables [11], [5]. In this study, quantitative data consist of respondents' scores on questionnaires measuring training and employee performance using a five-point Likert scale. Qualitative data consist of descriptive information regarding the profile of HIN Resort Bali Canggu, organizational structure, training programs, and other supporting information [32], [42]. The data sources consist of primary and secondary data. Primary data were collected directly from operational employees of HIN Resort Bali Canggu through an online questionnaire using Google Forms. The respondents were employees from the Front Office, Housekeeping, and Food & Beverage Service departments. The training variable was measured through indicators of trainer, trainees, training methods, training content, and training objectives, while employee performance was measured through work quality, work quantity, timeliness, effectiveness, and commitment. The questionnaire used a five-point Likert scale ranging from 1 = strongly disagree to 5 = strongly agree [24], [49]. Secondary data were obtained from internal documents of HIN Resort Bali Canggu, including the company profile, organizational structure, training programs, average employee performance data for 2024–2025, as well as relevant books, scientific journals, and other references [40], [42].

Data collection is a systematic procedure used to obtain data relevant to the research objectives [14]. The data collection technique used in this study was a questionnaire, distributed online to operational employees through Google Forms. This method was selected because it enables data to be collected efficiently and systematically based on the indicators of the research variables. The population consisted of all operational employees in the Front Office, Housekeeping, and Food & Beverage Service departments at HIN Resort Bali Canggu, totaling 88 employees. These departments were selected because they have direct interaction with guests and play an important role in hotel service delivery. The sample was determined using proportionate stratified random sampling, in which respondents were randomly selected while considering the proportion of employees in each department. The sample size was calculated using the Slovin formula with a 10% margin of error:

$$n = N / (1 + Ne^2)$$

$$n = 88 / [1 + (88 \times 0.1^2)] = 46.81 \approx 47 \text{ respondents}$$

4. RESULTS AND DISCUSSION

4.1 Respondent Characteristic

Based on the data, this study involved 47 respondents. In terms of gender, the majority of respondents were male, totaling 34 respondents (72.3%), while 13 respondents (27.7%) were female. Regarding age, most respondents were 25–34 years old, totaling 27 respondents (57.4%), followed by those aged 20–24 years with 11 respondents (23.4%) and those aged ≥45 years with 9 respondents (19.1%). This indicates that most respondents were within the productive-age group.

In terms of department, the largest proportion of respondents came from the Housekeeping Department, with 22 respondents (46.8%), followed by the Front Office with 14 respondents (29.8%) and Food & Beverage Service with 11 respondents (23.4%). Regarding educational background, most respondents held a Bachelor's degree, totaling 24 respondents (51.1%), followed by Diploma graduates with 15 respondents (31.9%) and senior high school/vocational school graduates with 8 respondents (17.0%). In terms of work experience, most respondents had worked for one year, totaling 29 respondents (61.7%), while those with less than one year and 2–3 years of experience each accounted for 9 respondents (19.1%). These characteristics indicate that the respondents had diverse backgrounds and relevant work experience in relation to the research setting.

4.2 Descriptive Analysis

Descriptive statistical analysis was used to provide an overview of the characteristics of the research data through minimum, maximum, mean, and standard deviation values [7].

Table 1. Results of Descriptive Statistical Analysis

Descriptive Statistics					
Variable	N	Minimum	Maximum	Mean	Std. Deviation
Training (X)	47	24	55	40.68	8.063
Employee Performance (Y)	47	29	65	48.51	10.667
Valid N (listwise)	47				

Source: Processed Data, 2026

Based on data, the training variable (X) had a minimum value of 24, a maximum value of 55, a mean of 40.68, and a standard deviation of 8.063. Meanwhile, the employee performance variable (Y) had a minimum value of 29, a maximum value of 65, a mean of 48.51, and a standard deviation of 10.667. These values provide an overall description of the distribution of respondents' responses to the two research variables.

4.3 Analysis of Respondents' Responses

The analysis of respondents' responses was conducted by grouping scores based on class intervals to identify the tendency of respondents' assessments of each research variable [27], [34]. The study employed a five-point Likert scale with the following criteria:

Table 2. Criteria and Categories for Respondents' Responses

No	Interval	Category
1	1,00 – 1,80	Strongly disagree
2	1,81 – 2,60	Disagree
3	2,61 – 3,40	Neutral
4	3,41 – 4,20	Agree
5	4,21 – 5,00	Strongly agree

Source: Sugiyono, 2023

Respondents' perceptions were measured through 11 statements for the training variable and 13 statements for the employee performance variable. The resulting score classification was then used to identify the tendency of respondents' assessments regarding training and employee performance at HIN Resort Bali Canggu.

Based on data, the training variable (X) was generally categorized as agree, with a mean score of 3.70. The highest-rated statement was "I directly experience the benefits of the instructor's competence and in-depth expertise during the training sessions," with a score of 3.81. Meanwhile, the lowest score, 3.51, was obtained for the statement "I am able to resolve daily work-related problems in my department more efficiently due to the practical skills I acquired from the training program." Both indicators remained within the "agree" category, indicating that respondents generally perceived the training implementation at HIN Resort Bali Canggu positively.

Based on data, the employee performance variable (Y) was also categorized as agree, with a mean score of 3.73. The highest score, 4.02, was recorded for the statement "I am willing to accept full consequences and take full responsibility for my work results and service-related decisions." Meanwhile, the lowest score, 3.57, was obtained for the statement "I am able to complete the entire volume of work assigned to me according to the targets set by management." These findings indicate that employees generally perceived their performance positively, particularly in terms of responsibility, although the achievement of workload targets still has room for improvement.

4.4 Classical Assumption Tests

4.4.1 Normality Test

Table 3. Normality Test

One-Sampel Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		47
Normal Parameters ^{a,b}	Mean	0.0000000
	Std. Deviation	7.04106462
Most Extreme Differences	Absolute	.117
	Positive	.085
	Negative	-.117
Test Statistic		.117
Asymp. Sig. (2-tailed)		.107

Source: Processed Data, 2026

Based on Table 3, the Asymp. Sig. (2-tailed) value was 0.107, which is greater than 0.05. Therefore, the residuals in the regression model were normally distributed, indicating that the model met the normality assumption

4.4.2 Heteroscedasticity Test

The heteroscedasticity test was conducted to determine whether there was unequal residual variance across observations. Based on data, the training variable obtained a significance value of 0.545, which is greater than 0.05. Therefore, no heteroscedasticity was detected, indicating that the regression model met the homoscedasticity assumption.

4.4.3 Linearity Test

The linearity test was conducted to determine whether a linear relationship existed between training and employee performance. Based on data, the significance value for Linearity was $0.000 < 0.05$, while the significance value for Deviation from Linearity was $0.763 > 0.05$. These results indicate a significant linear relationship between training and employee performance, with no significant deviation from linearity. Therefore, the linearity assumption was satisfied.

4.4.4 Simple Linear Regression Analysis

Simple linear regression analysis was used to determine the direction and magnitude of the effect of training on employee performance. The results produced the following regression equation:

$$Y = 8.082 + 0.994X$$

The constant value of 8.082 indicates that when the training variable is assumed to remain constant, the predicted value of employee performance is 8.082. The regression coefficient for training was 0.994, which was positive, indicating a positive relationship between training and employee performance. This means that an increase in the training score is associated with an increase of 0.994 units in employee performance within the research model.

Tabel 4 T-test Result

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	8.082	5.397		1.498	.141
	Training	.994	.130	.751	7.634	.000

a. Dependent Variable: Kinerja Karyawan

Source: Processed Data, 2026

The t-test was conducted to examine the partial effect of training on employee performance. Based on Table 4, the training variable obtained a t-value of 7.634 with a significance value of 0.000. Since the significance value is lower than 0.05, H_0 is rejected and H_1 is accepted. These findings indicate that training has a positive and statistically significant effect on employee performance at HIN Resort Bali Cangu. The regression coefficient of 0.994 indicates a positive direction of the relationship, meaning that improvements in training quality are associated with higher employee performance within the model.

4.4.5 Coefficient of Determination (R^2)

Table 5. Coefficient Determinant Analysis

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.751a	.564	.555	7.119

a. Predictors: (Constant), Training

Source: Processed Data, 2026

The coefficient of determination was used to determine the extent to which training explains variations in employee performance. Based on Table 5, the results showed $R = 0.751$, $R^2 = 0.564$, and Adjusted $R^2 = 0.555$. The R^2 value of 0.564 or 56.4% indicates that training explains 56.4% of the variance in employee performance, while the remaining 43.6% is explained by other factors not included in the research model. Based on the criteria used in this study, this value falls within the moderate category [20]. Thus, training makes a substantial contribution to explaining variations in employee performance at HIN Resort Bali Canggu. Overall, the findings indicate that the data satisfied the normality assumption, showed no evidence of heteroscedasticity, and demonstrated a linear relationship between training and employee performance. The regression analysis produced a positive coefficient of 0.994, while the t-test yielded $t = 7.634$ with $\text{Sig.} = 0.000$, indicating that the research hypothesis stating that training affects employee performance is supported by the statistical findings. The R^2 value of 56.4% indicates that training explains a substantial proportion of the variance in employee performance, while the remaining 43.6% is attributable to other factors outside the research model.

Discussion

The findings show that the training variable obtained an overall mean score of 3.70, which falls into the agree category. This indicates that the training provided to employees at HIN Resort Bali Canggu was generally perceived as good and helpful in supporting employees' understanding and performance of their work. The highest-rated statement concerned the provision of clear and constructive feedback from trainers, with a mean score of 3.96, followed by the benefits of trainer competence (3.81) and the on-the-job training method (3.79). These findings indicate that trainer competence, feedback, and direct practical experience were the aspects of training most strongly perceived by employees. In contrast, the lowest score concerned employees' ability to resolve daily work-related problems using skills acquired through training (3.51), followed by their understanding of grooming and hospitality attitude standards (3.57). This suggests that the application of training outcomes to real workplace problems still needs to be strengthened through additional practice, simulations, and case studies relevant to each department.

The employee performance variable obtained an overall mean score of 3.73, also categorized as agree. The highest-rated aspect was employees' willingness to take responsibility for their work results and service-related decisions, with a mean score of 4.02, indicating a strong sense of responsibility in performing their duties. Employees' willingness to contribute their best abilities to support the resort's business continuity and positive reputation obtained a mean score of 3.89, while accuracy in completing service-related tasks scored 3.81. Meanwhile, the lowest score concerned employees' ability to complete the entire workload according to management targets (3.57), followed by their ability to maintain service speed and quality during high occupancy periods (3.62). These findings indicate that although employee performance was generally good, workload management, task distribution, and the ability to maintain service quality during periods of high operational demand still require attention.

The hypothesis testing results demonstrate that training has a positive and significant effect on employee performance at HIN Resort Bali Canggu. This is indicated by a regression coefficient of 0.994, a t-value of 7.634, and a significance value of $0.000 < 0.05$. Therefore, better implementation of training is associated with higher employee performance. This finding is consistent with Khristian et al. (2025), who stated that training is an effort to improve employees' capabilities in carrying out their responsibilities. Training enables employees to better understand operational standards, service procedures, and work completion techniques, thereby contributing to improved competence, productivity, and service quality (Sari et al., 2025).

The findings are also consistent with previous studies by Meha et al. [31], Lestari and Afifah [28], Hartomo and Luturlean [21], and Tarigan [50], which found that training has a positive and significant effect on employee performance. Parta et al. [37] similarly reported that training, together with work discipline, has a positive and highly significant effect on employee performance. Overall, the findings confirm that training is an important factor in supporting employee performance at HIN Resort Bali Canggu, particularly when training goes beyond the delivery of theoretical material and incorporates practical activities, feedback, simulations, and problem-solving activities relevant to employees' actual work conditions.

5. CONCLUSION

The study concludes that training at HIN Resort Bali Canggu is generally perceived positively, with a mean score of 3.70, while employee performance obtained a mean score of 3.73, both falling into the agree category. The strongest aspect of training was the provision of clear and constructive feedback from trainers, whereas the application of acquired practical skills to solve daily work-related problems remained an area requiring further improvement. In terms of employee performance, the highest aspect was employees' willingness to take responsibility for their work results and service-related decisions, while the ability to complete workloads according to management targets still requires attention.

The hypothesis testing results demonstrate that training has a positive and significant effect on employee performance, as indicated by a regression coefficient of 0.994, a t-value of 7.634, and a significance value of $0.000 < 0.05$. Furthermore, the R^2 value of 0.564 indicates that training accounts for 56.4% of the variation in employee performance, while 43.6% is explained by other factors not included in the model. Therefore, training should not focus solely on theoretical knowledge but should also incorporate practical exercises, simulations, constructive feedback, and workplace-based problem solving to strengthen the transfer of learning into daily hospitality operations.

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