

The Effectiveness of Training Programs in Improving Employee Performance in the Hospitality Industry in Jakarta (A Case Study of Three Five-Star Hotels in Jakarta)

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ABSTRACT: The hospitality industry relies heavily on human capital as a critical factor in creating service excellence and maintaining organizational competitiveness. This study aims to analyze the effectiveness of training programs in improving employee performance in the five-star hotel industry by examining the roles of training materials, training methods, instructor competency, employee motivation, and employee competency. This study employed a quantitative approach using an explanatory research design. Data were collected through questionnaires distributed to 171 employees from three five-star hotels in Jakarta and analyzed using Partial Least Squares Structural Equation Modeling (PLS-SEM) with SmartPLS 4. The results indicate that training materials have a positive and significant effect on both employee motivation and competency. Training methods significantly influence employee competency but do not significantly affect motivation. Instructor competency demonstrates the strongest positive influence on employee motivation but does not directly influence employee competency. Furthermore, motivation and competency positively influence employee performance, with motivation showing the strongest relationship. The findings highlight that training effectiveness in hospitality should not be viewed merely as knowledge transfer but as a human capital development process involving capability enhancement and psychological readiness. This study provides practical implications for hotel management to design competency-based training programs, strengthen trainer capabilities, and establish post-training mechanisms to support sustainable employee performance improvement.

KEYWORDS: training effectiveness; training materials; training methods; instructor competency; employee motivation; employee competency; employee performance; hospitality industry

I. INTRODUCTION

The hospitality industry is a service sector characterized by a high level of human interaction, where the quality of customer experience is strongly determined by direct interactions between employees and guests. Unlike manufacturing industries that rely heavily on technological capabilities and production systems, hospitality organizations depend significantly on human resources to create service value. In five-star hotels, service excellence is not only determined by physical facilities and operational standards but also by employees' ability to deliver consistent, personalized, responsive, and customer-oriented services that meet international expectations (Kusuma, 2026). Therefore, human resource development has become a strategic priority for maintaining competitiveness in the hospitality industry.

The increasingly competitive business environment in hospitality requires hotel organizations to move beyond standardized operational procedures and develop employees with adaptive competencies, problem-solving capabilities, creativity, and strong service orientation. From the perspective of Human Capital Theory, employees' knowledge, skills, and abilities represent valuable organizational investments that contribute to productivity improvement and economic value creation (Becker, 1964). Furthermore, the Resource-Based View (RBV) emphasizes that competent human resources represent strategic organizational assets that are valuable, rare, difficult to imitate, and capable of generating sustainable competitive advantages (Barney, 1991).

One of the primary strategies for developing human capital is through employee training programs. Training is not merely a mechanism for transferring knowledge but also a process of developing competencies, strengthening motivation, and improving work-related behaviors. Baldwin and Ford (1988) highlighted that training effectiveness is influenced by training design, trainee characteristics, and work environment factors that determine the extent to which learning outcomes can be transferred into workplace performance. Therefore, the effectiveness of training programs should not only be evaluated based on training implementation but also on their ability to enhance employee competencies, motivation, and performance outcomes.

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Previous studies have demonstrated the significant role of training in improving human resource capabilities within the hospitality sector. Horng and Lin (2013) found that competency-based training needs assessment enables hotel organizations to design training programs that are more aligned with job requirements and organizational objectives. Similarly, Choi and Dickson (2009) revealed that management training programs in the hotel industry contributed to improved employee satisfaction and reduced turnover intention. Furthermore, Adriyanto and Subakti (2020) confirmed that training, motivation, and competency positively influence employee performance in the hospitality industry.

However, training effectiveness remains a complex organizational issue because training participation does not automatically guarantee improved employee performance. Previous studies suggest that successful training outcomes depend on internal psychological mechanisms, particularly motivation and competency, which serve as transformation processes between learning acquisition and workplace application (Noe, 2020). Employees who receive high-quality training but lack motivation to apply acquired knowledge may not demonstrate significant performance improvements. Conversely, strong motivation without sufficient competency may also limit employees' ability to achieve optimal performance.

In addition, instructor competency represents another critical factor influencing training effectiveness. A competent trainer should possess technical expertise, industry experience, communication skills, and the ability to create meaningful learning experiences relevant to employees' operational needs. Truong et al. (2024) emphasized that human capital development through organizational learning plays an important role in improving hospitality firm performance. Nevertheless, most previous studies have predominantly examined the direct relationship between training and employee performance, while limited studies have investigated the underlying mechanisms through which training components influence motivation and competency before ultimately improving employee performance.

Based on these arguments, a research gap exists regarding the need to understand training effectiveness not merely as a direct relationship between training programs and performance outcomes but as a human capital transformation process involving psychological and capability development mechanisms. Previous studies have generally examined training variables separately, while an integrated model incorporating training materials, training methods, instructor competency, motivation, competency, and employee performance remains limited, particularly within the context of five-star hotels in Indonesia.

Therefore, this study aims to analyze the effectiveness of training programs in improving employee performance in the hospitality industry by examining the mediating roles of motivation and competency. This research contributes theoretically by extending the understanding of human capital development mechanisms in hospitality organizations. Practically, the findings provide valuable implications for hotel managers in designing more effective training strategies based on competency requirements, instructor quality, learning methods, and performance improvement objectives.

II. LITERATURE REVIEW

Human Capital Theory

Human capital represents the knowledge, skills, abilities, and experiences possessed by individuals that can generate economic value for organizations. According to Human Capital Theory, investment in employee development through education and training increases individual productivity and contributes to organizational performance (Becker, 1964). In service-oriented industries, particularly hospitality, human capital plays a critical role because service delivery depends heavily on employees' capability to interact with customers and create memorable experiences. The hospitality industry is characterized by intensive human involvement, where employee competence and behavioral capabilities determine service quality and customer satisfaction. Therefore, investment in training and employee development becomes an important strategic mechanism for strengthening organizational competitiveness. Recent hospitality studies indicate that competency development programs aligned with industry requirements can reduce skill gaps and improve workforce performance (Rusli et al., 2026). Furthermore, from the perspective of the Resource-Based View (RBV), human capital is considered a strategic organizational resource because valuable knowledge and competencies possessed by employees are difficult for competitors to replicate (Barney, 1991). Consequently, effective training programs should be designed not only to improve technical abilities but also to develop psychological readiness, motivation, and behavioral competencies required for superior performance.

Training Program Effectiveness

Training effectiveness refers to the extent to which organizational training activities successfully improve employees' knowledge, skills, attitudes, and job performance. Training is considered effective when employees are able to transfer acquired knowledge and skills into workplace practices (Baldwin & Ford, 1988). Therefore, training effectiveness is not merely determined by the existence of training activities but by the quality of training design, learning processes, and organizational support. In the hospitality industry, training programs are essential because employees must continuously adapt to changing customer expectations, technological developments, and service standards. Horng and Lin (2013) emphasized that systematic training needs assessment is necessary to ensure that hotel training programs are aligned with competency requirements and operational

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demands. Their study demonstrated that competency-based training frameworks can assist hotels in identifying employee capability gaps and designing more effective development programs. Previous research has demonstrated that training positively contributes to employee performance. A study conducted at Hotel Sahid Jaya Lippo Cikarang found that training, motivation, and competency significantly influenced employee performance, confirming the importance of employee development practices in hospitality organizations (Adriyanto & Subakti, 2020).

Training Materials

Training materials represent the content, knowledge, information, and learning resources provided during training activities. Effective training materials should be relevant to employees' job responsibilities, organizational objectives, and current industry requirements. According to Noe (2020), training content must be designed based on competency gaps to ensure that employees acquire knowledge and skills that can be applied directly in their workplace. In hospitality organizations, training materials commonly include operational procedures, service standards, customer handling, problem-solving techniques, safety procedures, and product knowledge. Well-designed training materials enable employees to understand job expectations and increase their confidence in performing tasks. Horng and Lin (2013) found that competency-based training programs require accurate identification of employee capability gaps so that training content can effectively address organizational needs. Therefore, relevant and structured training materials are expected to improve employee motivation and competency.

H1: Training materials have a positive and significant effect on employee motivation

H2: Training materials have a positive and significant effect on employee competency

Training Methods

Training methods refer to the approaches and techniques used to deliver learning experiences, including lectures, simulations, role-play, case studies, coaching, mentoring, and on-the-job training. The selection of appropriate training methods influences employees' ability to understand, retain, and apply knowledge. Baldwin and Ford (1988) stated that effective knowledge transfer requires training methods that facilitate learning retention and workplace application. In hospitality organizations, practical learning methods are particularly important because employees must demonstrate service behaviors and operational skills rather than merely understand theoretical concepts. Recent studies in hotel contexts show that training approaches combining practical exercises and competency development contribute significantly to improving employee capabilities. For example, research at Tugu Bali Hotel demonstrated that training positively influenced employee performance through employee engagement mechanisms, highlighting the importance of effective training approaches in hospitality settings. Therefore, appropriate training methods are expected to strengthen employee motivation and competency.

H3: Training methods have a positive and significant effect on employee motivation

H4: Training methods have a positive and significant effect on employee competency

Instructor Competency

Instructor competency represents the knowledge, skills, experience, communication ability, and facilitation capability possessed by trainers in delivering effective learning experiences. Trainers play an important role because they influence how employees perceive, understand, and internalize training content. Kusuma (2026) identified that hospitality trainers require multiple competencies, including technical expertise, interpersonal skills, commitment, and quality awareness, to effectively support employee development. A competent instructor is not only responsible for delivering information but also for motivating participants, facilitating interaction, and connecting learning materials with real workplace situations. In hospitality organizations, trainers with strong industry experience are more capable of transferring practical knowledge and encouraging employees to apply learning outcomes. Therefore, instructor competency is expected to influence employee motivation and competency development.

H5: Instructor competency has a positive and significant effect on employee motivation

H6: Instructor competency has a positive and significant effect on employee competency

Employee Motivation

Employee motivation refers to the internal and external forces that encourage individuals to exert effort and maintain commitment toward achieving organizational goals. Motivation plays an important role in determining whether employees are willing to apply knowledge and skills gained from training programs. According to Herzberg's Motivation Theory, employee motivation is influenced by factors such as achievement, recognition, responsibility, and opportunities for development. Training programs can enhance motivation by increasing employees' confidence, perceived competence, and career development opportunities. In hospitality organizations, motivated employees tend to demonstrate higher service commitment, better customer orientation, and stronger willingness to improve performance. Adriyanto and Subakti (2020) found that motivation significantly influenced hotel employee performance, confirming the importance of psychological factors in hospitality human resource management.

H7: Employee motivation has a positive and significant effect on employee performance

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Employee Competency

Employee competency refers to the combination of knowledge, skills, abilities, and behavioral characteristics required to perform tasks effectively. Competency is a fundamental element in hospitality because service quality depends on employees' ability to execute operational procedures and interact professionally with guests. Competency-based human resource development enables organizations to ensure that employees possess capabilities aligned with organizational standards. Studies in hospitality environments have demonstrated that training and competency significantly contribute to employee performance improvement. Furthermore, competency development allows employees to respond effectively to complex service situations, including customer complaints, operational challenges, and changing market expectations.

H8: Employee competency has a positive and significant effect on employee performance

III. RESEARCH METHOD

This study employed a quantitative approach with an explanatory research design to examine the relationship between training program effectiveness, employee motivation, employee competency, and employee performance in the hospitality industry. The explanatory design was selected because this study aims to investigate the mechanism through which training components influence employee performance through intervening variables. The research framework was developed based on Human Capital Theory, which explains that investment in employee knowledge, skills, and abilities through training contributes to individual productivity and organizational performance (Becker, 1964), as well as the Resource-Based View (RBV), which considers employee competency as a strategic organizational resource capable of generating sustainable competitive advantage (Barney, 1991).

The research was conducted in three five-star hotels located in Jakarta, involving employees from various departments, including Food and Beverage, Housekeeping, Guest Service, Engineering, Human Resources, Finance, and Sales Marketing. The total population consisted of 300 employees, and the sample size was determined using the Slovin formula with a 5% margin of error, resulting in 171 respondents. The sampling technique used was purposive sampling, with respondent criteria including employees who had participated in organizational training programs, had sufficient working experience to understand hotel operational practices, and were directly involved in service delivery activities. The selected respondents were considered appropriate because five-star hotels require employees with high service competencies and continuous professional development.

Data were collected using a structured questionnaire developed from previous theoretical and empirical studies related to training effectiveness, motivation, competency, and employee performance. The questionnaire employed a five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). The research instrument consisted of six constructs: Training Materials, Training Methods, Instructor Competency, Employee Motivation, Employee Competency, and Employee Performance. Training Materials measured the relevance and applicability of training content, Training Methods evaluated the effectiveness of learning approaches used during training, and Instructor Competency assessed trainers' knowledge, communication ability, and facilitation skills. Meanwhile, Employee Motivation and Employee Competency represented the internal transformation mechanisms resulting from training implementation, while Employee Performance reflected employees' achievement of organizational work objectives.

The measurement indicators were adapted from established literature. Training effectiveness dimensions were developed based on the concept of training transfer, which emphasizes that successful training requires appropriate design, learning processes, and workplace application (Baldwin & Ford, 1988). Training materials were evaluated based on their relevance to employee responsibilities and organizational needs (Noe, 2020), while instructor competency was measured through trainer expertise, communication capability, and learning facilitation ability (Kusuma, 2026). Employee motivation was assessed as the psychological force that encourages employees to apply their abilities and achieve organizational goals, whereas employee competency was measured through employees' knowledge, skills, and behavioral capabilities required for effective job performance (Boyatzis, 1982).

Data analysis was conducted using Partial Least Squares Structural Equation Modeling (PLS-SEM) with SmartPLS 4 software. PLS-SEM was selected because it is appropriate for examining complex structural models involving multiple latent constructs and assessing relationships among variables (Hair et al., 2022). The analysis was performed through two stages: the evaluation of the measurement model (outer model) and the structural model (inner model). The measurement model was assessed by examining indicator reliability through outer loading values, internal consistency reliability using Cronbach's Alpha and Composite Reliability, convergent validity through Average Variance Extracted (AVE), and discriminant validity using HTMT and Fornell-Larcker criteria. The structural model was evaluated through coefficient of determination (R^2), path coefficient analysis, and bootstrapping procedures to examine the significance of direct relationships among constructs. Hypothesis testing was conducted to analyze the effects of Training Materials, Training Methods, and Instructor Competency on Motivation and Competency, as well as the effects of Motivation and Competency on Employee Performance. The analysis also examined indirect effect coefficients to explore potential mediation pathways; however, mediation significance was interpreted cautiously because

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complete statistical evidence from specific indirect effect testing was not available. Although the model demonstrated high explanatory capability, reflected by the R^2 values of endogenous constructs, the structural results were interpreted carefully due to potential discriminant validity and multicollinearity issues identified in several constructs.

IV. RESULT

Table 1. Characteristics of Respondents

Characteristics	Dominant Category	Frequency	Percentage
Gender	Male	108	63.16%
Age	25–34 years	96	56.14%
Department	Food and Beverage	48	28.07%
Working Period	>6 years	59	34.50%
Training Frequency	>3 times	108	63.16%

Source: Data processed by the researcher (2026)

The respondent characteristics presented in Table 1 indicate that the majority of participants were male (63.16%) and belonged to the productive age group of 25–34 years (56.14%). Respondents were primarily from the Food and Beverage department (28.07%), representing the operational function with intensive guest interaction. Furthermore, most respondents had more than six years of working experience (34.50%) and had participated in training programs more than three times (63.16%). These characteristics indicate that respondents possessed sufficient organizational experience and exposure to training activities, enabling them to provide relevant assessments regarding training effectiveness, competency development, motivation, and employee performance. However, since the data were collected using self-reported questionnaires, the findings represent employees' perceptions rather than objective performance measurements.

Table 2. Measurement Model Assessment

Construct	Outer Loading	Cronbach's Alpha	Composite Reliability	AVE
Training Materials	0.854–0.948	0.932	0.952	0.832
Training Methods	0.916–0.936	0.942	0.959	0.853
Instructor Competency	0.829–0.959	0.942	0.959	0.854
Employee Performance	0.731–0.976	0.983	0.985	0.847
Motivation	0.739–0.981	0.979	0.982	0.875
Competency	0.784–0.928	0.965	0.970	0.804

Source: Data processed by the researcher (2026)

The measurement model evaluation results presented in Table 2 demonstrate that all constructs achieved satisfactory reliability and convergent validity. The outer loading values ranged from 0.731 to 0.981, indicating that all indicators adequately represented their respective constructs. In addition, Cronbach's Alpha values (0.932–0.983), Composite Reliability values (0.952–0.985), and AVE values (0.804–0.875) exceeded the recommended thresholds, confirming strong internal consistency and convergent validity. However, the discriminant validity assessment indicated potential concerns, as several HTMT values exceeded the recommended threshold and some constructs showed high correlations based on the Fornell–Larcker criterion. Furthermore, high VIF values were identified in several indicators, particularly in Motivation and Employee Performance constructs. Therefore, the structural model results should be interpreted cautiously by considering possible construct overlap and multicollinearity issues.

Table 3. Coefficient of Determination (R^2)

Endogenous Construct	R^2	Adjusted R^2
Employee Performance	0.992	0.992
Motivation	0.910	0.909
Competency	1.000	1.000

Source: Data processed by the researcher (2026)

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The structural model evaluation presented in Table 3 shows that the proposed model has a very high explanatory capability. Employee Performance obtained an R^2 value of 0.992, indicating that 99.2% of the variance in employee performance can be explained by the proposed predictors. Similarly, Motivation achieved an R^2 value of 0.910, while Competency reached an R^2 value of 1.000. Although these values indicate strong explanatory power, the extremely high R^2 value for Competency should be interpreted carefully because it may be influenced by the high correlations among constructs and potential multicollinearity problems identified during measurement model evaluation. Therefore, these findings should be understood as statistical explanatory relationships rather than evidence of a perfect predictive model.

Table 4. Hypothesis Testing Results

Hypothesis Path	β	t-val	p-value	Decision
H1 Training Materials $\rightarrow$ Motivation	0.334	2.687	0.007	Supported
H2 Training Materials $\rightarrow$ Competency	0.502	55.372	<0.001	Supported
H3 Training Methods $\rightarrow$ Motivation	-0.209	1.283	0.199	Not Supported
H4 Training Methods $\rightarrow$ Competency	0.521	52.116	<0.001	Supported
H5 Instructor Competency $\rightarrow$ Motivation	0.845	7.949	<0.001	Supported
H6 Instructor Competency $\rightarrow$ Competency	0.000	0.813	0.416	Not Supported
H7 Motivation $\rightarrow$ Employee Performance	0.865	25.256	<0.001	Supported
H8 Competency $\rightarrow$ Employee Performance	0.141	3.875	<0.001	Supported

Source: Data processed by the researcher (2026)

The hypothesis testing results in Table 4 reveal that the influence of training dimensions varies across different employee outcomes. Training Materials significantly influenced both Motivation ($\beta = 0.334$, $p = 0.007$) and Competency ($\beta = 0.502$, $p < 0.001$), indicating that relevant and structured training content contributes to employee psychological readiness and capability development. Training Methods significantly affected Competency ($\beta = 0.521$, $p < 0.001$) but did not significantly influence Motivation ($\beta = -0.209$, $p = 0.199$), suggesting that training approaches are more strongly associated with skill development than motivational improvement. Instructor Competency showed the strongest influence on Motivation ($\beta = 0.845$, $p < 0.001$), highlighting the importance of trainers in building employee confidence and engagement. However, Instructor Competency did not significantly affect Competency ($\beta = 0.000$, $p = 0.416$), indicating that trainer expertise alone does not automatically guarantee competency improvement without sufficient learning transfer opportunities. Furthermore, Motivation demonstrated the strongest relationship with Employee Performance ($\beta = 0.865$, $p < 0.001$), followed by Competency ($\beta = 0.141$, $p < 0.001$). These findings indicate that employee performance in five-star hotels is strongly associated with employees' motivation and capability development.

Table 5. Indirect Effect Results

Mediation Path	Specific Indirect Effect
Training Materials $\rightarrow$ Motivation $\rightarrow$ Employee Performance	0.289
Training Materials $\rightarrow$ Competency $\rightarrow$ Employee Performance	0.071
Training Methods $\rightarrow$ Motivation $\rightarrow$ Employee Performance	-0.181
Training Methods $\rightarrow$ Competency $\rightarrow$ Employee Performance	0.074
Instructor Competency $\rightarrow$ Motivation $\rightarrow$ Employee Performance	0.731
Instructor Competency $\rightarrow$ Competency $\rightarrow$ Employee Performance	0.000

Source: Data processed by the researcher (2026)

The indirect effect analysis presented in Table 5 shows that the strongest indirect relationship was found in the pathway of Instructor Competency $\rightarrow$ Motivation $\rightarrow$ Employee Performance, with a coefficient of 0.731. This result indicates that instructor competency may contribute to improved employee performance primarily through strengthening employee motivation. However, because statistical significance testing for the specific indirect effects (t-statistics and p-values) was not available, the mediation effects cannot be conclusively categorized as full or partial mediation. Therefore, the indirect effect findings should be interpreted as potential mediation pathways rather than definitive causal mediation effects.

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V. DISCUSSION

These results demonstrate that the quality, relevance, and applicability of training content play an important role in strengthening employees' psychological readiness and work capabilities. In the hospitality industry, training materials that are closely related to operational procedures, service standards, customer handling, and problem-solving skills enable employees to better understand their responsibilities and improve their confidence in performing tasks. This finding supports the concept of Human Capital Theory, which emphasizes that investment in employee knowledge and skills through structured learning activities can enhance individual productivity and organizational value (Becker, 1964). Previous research by Horng and Lin (2013) also highlighted that competency-based training programs are more effective when training content is aligned with employees' competency gaps and organizational requirements. Furthermore, Adriyanto and Subakti (2020) found that training programs significantly contributed to employee performance improvement in the hotel industry, confirming the strategic role of employee development initiatives in hospitality organizations. Therefore, the results suggest that hotel management should prioritize training materials that are practical, relevant, and directly connected to employees' operational challenges.

This finding indicates that training methods are more effective in developing employees' technical abilities and work-related skills rather than directly increasing their psychological motivation. Practical approaches such as simulations, role-playing, case-based learning, and on-the-job training may provide employees with opportunities to practice and improve their capabilities, but motivational improvement requires additional organizational factors such as recognition, career opportunities, leadership support, and reward systems. This finding is consistent with Baldwin and Ford's (1988) Training Transfer Theory, which explains that effective training methods facilitate knowledge transfer when employees have opportunities to apply learning outcomes in their workplace. Previous hospitality research also indicates that training quality and practical learning approaches contribute significantly to employee capability development and performance improvement. However, the insignificant relationship between training methods and motivation suggests that technical learning approaches alone are insufficient to create sustained employee motivation. Therefore, hospitality organizations should integrate training methods with motivational strategies to maximize training outcomes.

Competent instructors who possess industry experience, communication skills, and facilitation abilities are more capable of creating meaningful learning experiences that encourage employee engagement and confidence. This finding suggests that trainer capability alone does not automatically translate into improved employee competency. The development of competency requires not only effective knowledge delivery but also opportunities for practice, coaching, feedback, and workplace application. Baldwin and Ford (1988) emphasized that successful training transfer depends on various factors beyond the trainer, including employee characteristics and organizational support. This finding provides an important implication for hospitality organizations. While investing in trainer development is essential, hotels should also establish post-training mechanisms such as coaching, mentoring, competency assessment, and performance monitoring to ensure that training outcomes are transferred into actual workplace behavior.

This result indicates that employee performance in five-star hotels is strongly influenced by employees' willingness, commitment, and psychological readiness to apply their abilities in delivering quality services. The dominant role of motivation is consistent with previous hospitality studies emphasizing that motivated employees demonstrate stronger service orientation, higher commitment, and better performance outcomes. Adriyanto and Subakti (2020) found that motivation and competency significantly influenced employee performance in the hotel industry. Similarly, research conducted in star-rated hotels showed that motivation and training contributed positively to employee performance improvement. From a theoretical perspective, these findings support the Human Capital Theory perspective that employee capability alone is insufficient unless supported by individual motivation to utilize knowledge and skills effectively. Therefore, hotel organizations should not only focus on competency development but also create motivational environments through recognition, career development opportunities, feedback systems, and employee involvement.

The indirect effect analysis shows that the strongest indirect relationship occurs through the pathway of Instructor Competency on Employee Performance through Motivation. This finding indicates that instructor competency contributes to employee performance primarily by strengthening employee motivation rather than directly improving competency. In other words, effective trainers function not only as knowledge providers but also as catalysts who encourage employees to engage in continuous learning and performance improvement. This finding extends previous hospitality training research by emphasizing the psychological mechanism underlying training effectiveness. While previous studies have mainly examined direct relationships between training and performance, this study highlights that motivation represents an important pathway through which training investment generates performance outcomes. Research on hospitality employees has similarly demonstrated that motivation can act as an important mechanism linking employee development practices and performance outcomes. However, the mediation effect should be interpreted carefully because statistical significance testing for specific indirect effects was not fully available. Therefore, the indirect effect results should be considered as evidence of potential mediation pathways rather than definitive causal mediation relationships.

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VI. CONCLUSIONS

This study concludes that training effectiveness plays an important role in developing employee capabilities and improving performance in the five-star hotel industry. The findings demonstrate that Training Materials significantly influence both Employee Motivation and Employee Competency, indicating that relevant and applicable training content contributes to employees' psychological readiness and capability development. Training Methods significantly enhance Employee Competency but do not directly influence Motivation, suggesting that practical learning approaches are more effective in developing skills rather than improving motivational aspects. Furthermore, Instructor Competency has the strongest influence on Employee Motivation, highlighting the strategic role of trainers in creating meaningful learning experiences and encouraging employee engagement. However, Instructor Competency does not directly contribute to Competency development, indicating that competency improvement requires additional mechanisms such as practice, coaching, feedback, and workplace application. Among all variables, Motivation demonstrates the strongest relationship with Employee Performance, followed by Competency, confirming that employee performance in hospitality is influenced not only by technical capabilities but also by employees' willingness and commitment to apply their abilities. Overall, this study emphasizes that training effectiveness should be viewed as a human capital development process that integrates knowledge, skills, and psychological factors to support sustainable employee performance improvement.

Based on the findings, hotel management is recommended to design training programs that are strategically aligned with employee competency gaps and operational requirements. Training materials should be continuously updated to reflect service standards, customer expectations, and organizational needs, while training methods should emphasize experiential learning approaches such as simulations, coaching, role-playing, and on-the-job training to strengthen competency development. Considering the strong influence of instructor competency on employee motivation, hotels should prioritize the development of qualified trainers with strong industry experience, communication skills, and facilitation capabilities. In addition, post-training evaluation mechanisms, including coaching, mentoring, competency assessments, and performance monitoring, should be implemented to ensure effective transfer of learning into workplace practices. Future research is recommended to employ longitudinal designs, objective performance indicators such as Key Performance Indicators (KPI) and guest satisfaction data, and broader samples across different hotel categories to validate and extend the findings of this study.

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