



---

## Employees' Perception towards Online Training Program: A Case from A Hotel

Ni Komang Niko Pandeani<sup>1</sup>, I Gusti Ngurah Agung Suprastayasa<sup>2\*</sup>, Luh Putu Kartini<sup>3</sup>

<sup>1,2,3</sup> Program Studi Manajemen Bisnis Perjalanan, Politeknik Pariwisata Bali  
Jl. Dharmawangsa, Benoa, Kec. Kuta Sel., Kabupaten Badung, Bali 80361

<sup>2</sup>\*e-mail: [agung.suprastayasa@ppb.ac.id](mailto:agung.suprastayasa@ppb.ac.id)

\*Corresponding author

---

Received: January, 2022

Revised: May, 2022

Accepted: June, 2022

---

### **Abstract**

*Training has become a fundamental aspect in maintaining and even developing human resources in an organization. Training is a serious program that cost a lot, therefore the training program provided should be formulated based on the employee's needs. Online training is one of the methods that is expected to give more flexibility and efficiency to the employees and the employers. As a luxury resort, Hotel X conducts online training and sets minimum hours to be achieved by the employees. However, based on the data obtained, most of employees do not achieve the minimum hours. Therefore, this research aims to analyse the online training program conducted at Hotel X in Bali. This research employed quantitative and qualitative methods to obtain the employees' perceptions regarding the training course, content, instructor, and its relevance to their job. The quantitative data were obtained through a set of questionnaires administered to 180 samples and qualitative data were obtained by conducting interview with some employees and some managerial and senior staff. The result showed that, the training course and the training content provided are very good, the training instructor is qualified and very good, and the online training materials are relevant to the respondent's job.*

**Keywords:** *human resources, hospitality, online training*

### **1. INTRODUCTION**

Training becomes a key element to improve performance. It is defined by (Robbins and DeCenzo, 1998) cited in (Zahid, 2011) as the process of individuals change their skills, knowledge, attitudes, and/or behavior. Primarily, the role of training is to improve people's skills for current and future duties as well as responsibilities. Moreover, training has been known as the most important factor in any businesses since it increases the efficiency and effectiveness of both the organization and employees. Furthermore, recent researchers reveal that training enables most organizations reach their goals and objectives. Thereby, employees are able to learn new concepts, refresh their skills, improve their work attitude, as well as boost productivity.

According to (Noe, 2010, p.7), training methods often used is traditional (offline training) and e-learning (online training). There is significant difference between offline

and online training. Offline training required the participants to travel to the training location, particularly a meeting room or hall, while online training on the other hand, it is the training which can be conducted from practically anywhere, (CPD - The CPD Certification Service, 2020). Both of these trainings are very important. However, the researcher is focusing in to online training.

Online training is important because it has some advantages. Unlike offline training that is typically carried out between office hours, carrying out online training or e-learning offers more flexibility in timescale, (Syaodih, 2007). Providing online training can eliminate accommodation, food, venue rental, and transport. Online training also helps to enhance personalization of the employees as their training can be tracked down, (CPD - The CPD Certification Service, 2020). The employers can see which units they are struggling with, how fast they finish, and/or when they lose internet. This shows which areas of training units need to be improved. Therefore, the employers can get maximum benefit from online training course. Furthermore, since the nature of offline training is focusing on one subject area and busy working hours often disrupting, online training enables to conduct more than one learning courses and it does not have to be done during work hours, (Pappas, 2020).

As one of the most luxurious resort in Bali (registered as a five-star hotel), Hotel X has been conducting both of offline training and online training method. Offline training methods conducted were case study, games-based training, internship, job rotation, job shadowing, monitoring and apprenticeship, role play, simulation, and team-training. However, since those offline training methods require much time and energy, Hotel X conducts online training method by setting minimum online training hours per month to be achieved by all employees.

Despite of many other factors that might be affecting the employees underperformed, online training method as it is the most often of training method conducted in Hotel X should become a way to improve service and in return minimize guest complaints. Online training program that has been set by the management costs a lot for the company. This program has been designed to maintain and even develop the employee's skills and knowledge in order to contribute maximum result for the company. In other words, if the employees are skillful and knowledgeable, it will help them to be more productive and have better performance to minimize guest complaints. However, the perception of the employees has never been analysed. Therefore, based on this interest and urgency, this research is conducted to analyze online training conducted in Hotel X.

Referring to (Noe, 2017, p.8), the Robert and Anne Hoyt, training in business role is defined as a planned effort by company in order to facilitate learning of job-related competencies, knowledge, skills, as well as behaviors of employees. Besides that, (Goldstein and Ford, 2002, p.216) stated that training is a systematic approach to learning and development to improve individual, team, as well as organizational effectiveness. Moreover, (Mathis and Jackson, 2002, p.5) defined training as a process in which people reach a certain ability to achieve the organization's goals. In line with these opinions, (Simamora, 2006, p.273) found that training is a learning process which involves the acquisition of skills, concepts, rules, or attitude in order to improve employee performance. Therefore, the more employees receive training, the more efficient their level of performance would be, (Hafeez and Akbar, 2015). Training is aimed for employees to master knowledge, skills, as well as behavior emphasized in training as well as apply them to their day-to-day activities, (Noe, 2017, p.8). (Elnaga and Imran, 2013) also argued that training is aimed to provide employees with required information, new skills in order to enhance the opportunities of professional development. In line to these opinions, (Buckley and Caple, 2000, p.15) stated that training is aimed to help employees learn how to be more productive at the workplace by improving their knowledge, skills or behaviors through beneficial programs.

By conducting training, intrinsically the employee will perform tasks well and they are able to implement new skills, while extrinsically they may lead to a better job

satisfaction and at the end, they may get promotion prospect. Moreover, training reinforces the degree of competences among employees, (Bhat, 2013). It helps employees to master their knowledge and skills, behaviors, as well as gain a sense of being valued and confident to perform effectively and efficiently to sustain the organizational performance. Furthermore, (Aguinis and Kraiger, 2009) described benefits of training into three sections; benefits training for individuals and teams, benefits training for organizations, and benefits training for society. After reviewing some studies first, (Aguinis and Kraiger, 2009) revealed benefits training for individuals and teams includes performance and variables which relate to performance directly (such as innovation and tacit skills, adaptive expertise, technical skills, self-management skills, cross cultural adjustment), or indirectly (such as empowerment; communication, planning, as well as task coordination in teams). Second, the benefits of training for organizations include organizational performance improvement (for instance, profitability, effectiveness, productivity, operating revenue per employee), and other outcomes which relate directly (such as reduced costs, improved quality and quantity), or indirectly (such as employee turnover, organization's reputation, social capital) to performance. Lastly, the recognition of benefits of training activities for society has guided many countries to adopt national policies to encourage the design as well as delivery of training programs at the national level. The policies are aimed to improve a nation's human resources, which in turn is related to improve the economic prosperity.

Since training is a costly investment, evaluation became an essential part of the process. Measuring the training is beneficial for the company, for instance it can be used as a diagnostic method (to identify a specific area) in order to meet certain goals and objectives. In this research, the evaluation on training is referred to Kirkpatrick Four Levels of Evaluation, particularly using Reaction Evaluation (Level 1). Based on American Society for Training Development (ASTD's) survey, it reports feedback from almost 300 Human Resources executives as well as managers, revealed that 67% of organizations which conduct training evaluations are using the Kirkpatrick's model, (Stone J and Watson V, 1999) cited in (Ahammad, 2013).

Refers to (Kirkpatrick and Kirkpatrick, 2007, p.9), Kirkpatrick's four level of evaluation includes; reaction (a measure of satisfaction), learning (a measure of learning), behavior (a measure of behavior changes results), and a measure of results. The following is a deeper explanation regarding Reaction Evaluation (Level 1) which is being carried out in this research. Reaction Evaluation is about how the trainee's personal reaction towards the training or learning experience. On the other word, this is use to measure the participant's satisfaction. The reason of this reaction evaluation is to know how the participants feel about the program as well as to make necessary changes to improve it.

This reaction evaluation is important for the trainers to know if what they are doing is effective for the participants. (Kirkpatrick and Kirkpatrick, 2007, p. 9) gave the guidelines for developing a form that will get maximum information in the minimum time needed in order to complete the form. First, the trainer needs to list the items of what is needed for the feedback. He suggested from eight to fifteen items. Second, the trainer needs to design quantifiable reactions. (Kirkpatrick and Kirkpatrick, 2007, p. 9) stated that the most common forms used are the 5-point scale and Likert Scale. Third, the trainer ends the form by asking for suggestions for improvement. Fourth, the trainers should not ask the participants to sign or put their names on the forms. The trainers may want to say that a signature is optional in case someone makes a suggestion that trainers may want to pursue. Fifth, try to get 100% responds at the end of the program. If the training program is using e-learning, it makes it easier to respond and stress the importance of 100% response. On the other hand, if the training program is led by an instructor (traditional training), the trainer needs to give the participants time to fill out the form.

This research variable is Evaluating Training program. Therefore, the indicators used for this research is referred to Four Level of Evaluation Theory by Kirkpatrick. (Kirkpatrick

and Kirkpatrick, 2007, p. 32) stated "questions developed for the reaction-level evaluation must measure the course, content, instructor, and relevancy to the job immediately following the experience in order to initiate continuous improvement of training experiences".

## **2. RESEARCH METHOD**

This research used mixed method approach which combines the quantitative and qualitative method. Primary and secondary data were collected. Primary data was obtained through questionnaire and interview, meanwhile secondary data was acquired in the form of number of employees and year to date online training hours from the hotel.

The population of this research are 328 employees out of 18 departments who attended the online training program. Using Slovin's formula to find out sample to representing the population, the sample obtained is 180. Margin of error proposed is 5% which is considered an industry-standard in business and management research (Saunders et al., 2016).

Furthermore, a set of questionnaire distributed consists of 20 items of statement. Those statements are used to obtain respondent's level of agreement using Likert Scale. According to (Joshi, 2015) Likert Scale is used for measuring attitude (thinking, feeling and action) of respondent in validated and reliable manner. Likert scale offers quantifiable scale with range of strongly disagree, disagree, neutral, agree, strongly agree, etc. In this research, the researcher is using 5 point of interval scale with range of 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, 5 = strongly agree. Besides 20 items of statement, one open question is also distributed in the questionnaire regarding what improvement could be done to improve the online training program. Questionnaires are distributed through accessible Google Form.

Before distributing the questionnaires, the instrument's validity and reliability were tested to 30 employees as it is the minimum amount for the trial according to (Singarimbun and Efendi, 1995). The instrument was tested with Pearson Product-Moment Correlation combined with SPSS system to find if the  $r$  count is bigger than the  $r$  table. The results have shown that  $r$  count higher than 0,361 which means that all items on the questionnaire are valid. The reliability was tested with Cronbach Alpha value. According to (Sujarweni, 2014), an item is reliable when the Cronbach's Alpha score is  $> 0,60$ . Reliability testing result indicates that Cronbach Alpha score is 0,948 which means reliable.

Data analysis technique used in this research is descriptive statistics combined with qualitative descriptive. To describe quantitative data, using Mean Score will help the reader to understand better. Mean Score is used for measuring the average score, (Kothari, 2009). In this research, the number of questionnaire items is 20 which is using Likert Scale from score 1 to 5. After the average scores of each item are obtained, they are interpreted into interval class criteria (poor, fair, good, very good, excellent).

## **3. RESULTS AND DISCUSSION**

### **3.1 Result**

The data collected reaches the desired number which were 180 sample with the characteristics based on gender, age group, and department as shown in table 1. There are 180 sample examined which consists of 64% males and 36% females. The respondents are dominantly from age group of 20-30 years (70,5%). Furthermore, culinary contributed the biggest number of respondents, 33 respondents (18,3%).

Tabel 1: Characteristics of Respondents

Characteristics	Frequency (n=180)	Percentage (%)
<b>Gender</b>	-	-
Male	108	64%
Female	72	36%
<b>Age Group</b>	-	-
20-30	121	70,5%
31-40	47	23,5%
41--55	12	6%
<b>Department</b>	-	-
Admin & General	2	1,1 %
Culinary	33	18,3%
Engineering	14	7,7%
Events/Banquet	3	1,6%
F & B Service	32	17,7%
Finance	7	3,8%
Front Office	22	12,2%
Housekeeping	21	11,6%
Human Resource	2	1,1%
Info & Telecom System	1	0,5%
Loss Prevention	12	6,6%
Mansion	7	3,8%
Reservation	3	1,6%
Rooms & Rooms Admin	3	1,6%
Revenue	1	0,5%
Sales & Marketing	5	2,7%
Spa, Retail, Gym, Recreation	12	6,6%

As stated previously mean score is used for measuring the average score of each indicator and each item. The mean score then categorized into interval class criteria (poor, fair, good, very good, excellent) as follows:

Table 2: Interval Class of Criteria

NO	Mean Score	Criteria
1	1.00 – 1.80	Poor
2	1.81 – 2.60	Fair
3	2.61 – 3.40	Good
4	3.41 – 4.20	Very Good
5	4.21 – 5.00	Excellent

Refer to criteria of mean score on table 2, the results of the analysis are summarized in table 3.

Table 3: Mean Score of Each Indicator

No	Indicators	Mean Score	Criteria
1	Course	3,92	Very Good
2	Content	3,98	Very Good
3	Training Instructor	3,89	Very Good
4	Relevancy to the Job	3,86	Very Good

<b>TOTAL</b>	<b>3,91</b>	<b>Very Good</b>
--------------	-------------	------------------

Table 3 reveals mean scores per indicator. Mean score for course indicator is 3,92 which means that the course given is very good. Mean score for content indicator is 3,98, for training instructor is 3,89, and for relevancy to the job is 3,86 that means very good. Overall, the total mean score is 3,91 meaning all indicators are implemented in a very good level. In order to deeply explore the indicators, each indicator item is represented in following tables.

Table 4: Respondent Assessment on Course Indicator

<b>Indicator</b>	<b>Item</b>	<b>Mean Score</b>	<b>Criteria</b>
<b>Course</b>	Online training in accordance with the needs of your competency improvement.	4,31	Excellent
	Benefits are gained when you have done the online training.	4,09	Very Good
	The online training objectives have been clearly formulated.	4,48	Excellent
	The duration of online training is arranged accordingly (not too long and not too short).	3,27	Good
	An evaluation of the online training is conducted shortly after the training is completed.	3,44	Very Good
	<b>Total</b>		<b>3,92</b>

As presented on table 4, it shows that the needs of the respondents are accordance to the training given, and the training objective is clearly formulated. Furthermore, the respondents feel that they gain benefits because of the online training and an evaluation after the training is conducted in the very good level. In the interview, respondent 2 (R2) stated that during the lineup (briefing), the department head usually reminds the employees regarding standard operating procedure and even giving training material. Basically, the department head is evaluating the online training process during the lineup. However, the respondents gave lower score (3,27) in terms of the duration on the online training. In the interview, respondent 1 (R1) stated that the "target online training hours is too many". Therefore, when the hotel is in high occupancy, it is hard to find the time to do the online training. Overall, the score for training course is 3,92 which indicates that the training course is very good.

Table 5: Respondent Assessment on Content Indicator

<b>Indicators</b>	<b>Item</b>	<b>Score</b>	<b>Criteria</b>
<b>Content</b>	The online training content is helpful to improve your performance	4,22	Excellent
	The online training content provided is based on your abilities or learning needs.	4,03	Very Good
	The online training provided is very interesting and fun.	3,96	Very Good
	You are enthusiastically and motivated to learn through online training.	3,86	Very Good
	You will be happy to do online training again on the next opportunity.	3,81	Very Good
	<b>Total</b>		<b>3,98</b>

According to table 5, result of online training content is very good. It indicates it is very helpful to improve employee's performance. The online training content provided is also very good and it is formulated based on their abilities or leaning skills. Furthermore, the online training content is very good. Overall, the score of training content is 3,98 which indicates the training content provided is very good. In addition, respondent 3 (R3) stated that the trainees can customize the online training material based on their department.

Table 6: Respondent Assessment on Training Instructor Indicator

Indicators	Item	Score	Criteria
<b>Training Instructor</b>	The time chosen for the online training does not interfere with working hours.	3,19	Good
	The online training can be done anywhere and it is very flexible.	4,74	Excellent
	The online training is conducted in a comfortable and easily accessible place.	4,16	Very Good
	The online training is supported by proper facilities as needed during the training.	4,07	Very Good
	Discussion section is given after the training in order to evaluate the implementation of online training.	3,31	Good
<b>Total</b>		<b>3,89</b>	<b>Very Good</b>

Table 6 reveals that the method of online training is very good designed. It gives flexibility and it makes the employees comfortable in doing the online training. Moreover, facilities needed is also provided by the human resource department. However, compare to the other scores, there is one item with lowest score in terms of time chosen for the online training interferes with their working hours, and discussion section is enabled to evaluate the implementation of training. According to the interview, respondent 1 and 4 stated that it is hard to find time when the hotel is running in high occupancy. Overall, the score for training instructor is 3,89 which indicates very good.

Table 7: Respondent Assessment on Relevancy to the Job Indicator

Indicators	Item	Score	Criteria
<b>Relevancy to the Job</b>	The online training is delivered in the right timing.	3,27	Good
	The material taught in online training is easy to apply in carrying out work.	4,02	Very Good
	Online training method makes you understand the content easily	4,08	Very Good
	The online training content is provided in accordance to your work needs.	4,11	Very Good
	You found it is easier to complete tasks because of the online training.	3,83	Very Good
<b>Total</b>		<b>3,86</b>	<b>Very Good</b>

Table 7 shows that the material provided in online training is very good and easy to apply in carrying out work. This means the online training given is relevant to the respondent's job. Moreover, it is clearly stated that the online training content provided is accordance to their work

needs, it makes them understand the content easily, and makes them to complete tasks easier. This indicates that the online training has been well designed based on their job needs. However, the respondents gave lower score in terms of the timing of online training delivery.

Based on the qualitative data, there are several improvements needed for each indicator in which the results are analyzed into each indicator as follows:

1) Course

As stated previously, statement of “the duration of online training is arranged accordingly (not too long and not too short)” got lowest score from the respondents. That indicates that there is improvement needed in order to increase the score. Therefore, the trainer needs to conduct an observation regarding the situation of each departments in order to find out how long the training online needs to be set. This can be done through observing the occupancy history so that the trainer would be able to determine when the training should be conducted, and observing job description might help to determine how much workload the employees have. Furthermore, respondent also stated that “the situation of the operational should be considered in deciding the online training duration”.

2) Content

As showed previously, the content provided is very good and it is based on employee's needs. However, to improve the score, there are some improvements can be done by the management. Respondent suggested to provide more video and illustration, giving the trainee modules and supervision of learning training would improve the online training program and one of respondent stated that “the online training will be easier to understand and implement if the online training is not only presented on audio visual and case study but must be equipped with video example of its application”.

3) Training Instructor

As revealed on previous table 5.7, the respondents gave lowest score on both statements of “time chosen for the online training does not interfere with your working hours”, and “discussion section is given after the training in order to evaluate the implementation”. In order to cope with this issue, respondent suggested to create more flexible training hours and have discussion about the topic learned so that the online training program is more effective.

4) Relevancy to the Job

As shown on previous table 5.8, overall, the online training program given is very good. It is relevant to the respondent's job and they gain benefits from it. However, the respondents gave lowest score on statement of “the online training is delivered in the right timing”. As the time of delivery for the online training program should be formulated based on trainee's needs, this means an observation regarding the job description and occupancy is needed. Therefore, the trainer does not deliver the online training program on high season so that it would be more effective.

#### **4. CONCLUSION**

According to the result of data analysis, the online training course, content, and relevancy to the job are in the very good level and they are provided based on employee's needs. The training instructor is qualified and able to communicate effectively. That means, the online training program in Hotel X has been designed based on the indicators needed. In details, the mean score obtained for course indicator is 3,92 indicating very good, mean score obtained for content indicator is 3,98 indicating very good, mean score for training instructor indicator is 3,89 indicating very good, and mean score for relevancy to the job training is 3,86 indicating very good.



Furthermore, based on the answers of the open question in the questionnaire, there are some improvements that are suggested such as considering online training duration, providing more video and illustration, giving trainees modules and supervision, giving flexible training hours, and delivering online training on the right timing.

## DAFTAR PUSTAKA

- Aguinis, H. & Kraiger, K., (2009). Benefits of Training and Development for Individuals and Teams, Organizations, and Society. *Annual Review of Psychology*, 60 (1), 451-474. <https://www.annualreviews.org/doi/pdf/10.1146/annurev.psych.60.110707.163505>.
- Ahammad, S., (2013). Importance of Training in Hotel industry. p.11. <https://www.diva-portal.org/smash/get/diva2:651957/FULLTEXT01.pdf>.
- Barney, J. (1991). Firm resources and sustained competitive advantage. *Journal of management*, 17(1), 101.
- Bergo, C., Bogdandi, I., Fischer, U., Gombkoto, E. & Jung, C., (2006). *Training Concept*. Luxemburg: Centre de Pevention des Toxicomanies, pp.1-62. [https://www.proskills.eu/manual/ProSkills\\_Manual\\_English.pdf](https://www.proskills.eu/manual/ProSkills_Manual_English.pdf).
- Bhat, Z. H. (2013). Impact of training on employee performance: A Study of retail banking sector in India. *Indian Journal of Applied Research*, 3(6), 292-293.
- Buckley, R., & Caple, J. (2009). The theory and practice of training. 6th Ed. Kogan Page Publishers, p.15.
- Collinsdictionary.com. (2020). *Training Course Definition And Meaning | Collins English Dictionary*. <https://www.collinsdictionary.com/dictionary/english/training-course#:~:text=A%20training%20course%20is%20a,%20particular%20job%20or%20activity>.
- CPD - The CPD Certification Service. (2020). *The Key Differences Between Online Learning And Offline Learning*. <https://cpduk.co.uk/news-articles/the-key-differences-between-online-learning-and-offline-learning>.
- Goldstein IL, Ford JK. (2002). Training in Organizations. Belmont, CA: Wadsworth. 4th ed, p.216.
- Hafeez, U., & Akbar, W. (2015). "Impact of training on employee's performance" (Evidence from pharmaceutical companies in Karachi, Pakistan). *Business Management and Strategy*, 6(1), pp.49-64.
- Hayes, D., K. & Ninemeier, J., D. (2009). *Human Resources Management in the Hospitality Industry*. New Jersey: John Wiley & Sons, Inc.
- Joshi, A., Kale, S., Chandel, S. & Pal, D., (2015). Likert Scale: Explored and Explained. *British Journal of Applied Science & Technology*, 7(4), 396-403.
- Kirkpatrick, D. & Kirkpatrick, J., (2007). *Implementing The Four Levels*. 1st ed. San Fransisco: Berrett-Koehler Publishers.
- Kothari, C., (2009). Research Methodology. *Methods & Techniques*. In;C. Kothari, ed. *Research Methodology*. Methods & Techniques. Jaipur : New Age International (P) Limited, Publishers. <https://www.modares.ac.ir/uploads/Agr.Oth.Lib.17.pdf>
- Martin, B., Kolomitro, K. & Lam, T. (2013). Training Methods. *Human Resource Development Review*, 13(1), 11-35.
- Mathis, R. L., & Jackson, H. J. (2002). *Human Resource Management*. Jakarta: Salemba Four, p. 5.
- Noe, R.A. (2010). *Employee Training And Development*. 5th ed. New York: Paul Ducham, p.7.
- Noe, R. A. (2017). *Employee training and development*. 7th ed. New York: Paul Ducham, p.8.
- Pappas, C. (2020). *Online Vs. Offline Learning: Mobile Learning - Elearning Industry*. eLearning Industry. <https://elearningindustry.com/online-vs-offline-learning-key-benefits>.
- Simamora, H. (2006). *Human Resource Management (3rd ed.)*. Yogyakarta: Publisher STIE YKPN, p.273.
- Stone, J. & Watson V. (1999). "Evaluation of Training".

- Sullivan, J. (1999). "Why Corporate Training Does not Work"
- Sujarweni, V. W. (2014). *Metode Penelitian: Lengkap, Praktis dan Mudah Dipahami*. Yogyakarta: Pustaka Baru Press.
- Sukmadinata, N. S. (2007). *Metode Penelitian dan Pendidikan*. Bandung: PT. Remaja Rosdakarya, pp. 206-207.
- Woods, R., H. (2006). *Managing Hospitality Human Resources*. Michigan: The Educational Institute of the American Hotel & Lodging Association.
- Zahid Hussain Bhat, Z. (2011). Impact of Training on Employee Performance: A Study of Retail Banking Sector in India. *Indian Journal of Applied Research*, 3(6), 292.