The Effect of Employee Education and Training on Employee Performance through Work Motivation at X and Y Hotels in Jember

Chlorida Metana Ayu[1], Purnamie Titisari[2] and Sumani[3]

Department of Management, Faculty of Economy and Business, University of Jember, Indonesia

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Abstract: This research aims to examine the role of education and training on employee performance through motivation at X and Y Hotel Jember. This research design employs a descriptive quantitative approach. The population being investigated consists of all staff employees at X and Y hotel, located in Jember. This includes 50 employees from X Hotel and 75 employees from Y Hotel, resulting in a total population of 125 individuals. Thus, the use of the entire population without requiring sampling as the unit of observation is referred to as census sampling. This research was analyzed using SEM-PLS. There are some conclusions from this research: 1) Functional employee training exerts a positive and statistically significant direct effect on employee performance at X Hotel. Conversely, formal employee education does not have a statistically significant direct impact on employee performance; 2) Functional training programs at Y Hotel show a positive and highly significant direct relationship with frontline employee performance. Meanwhile, formal education levels fail to demonstrate a statistically significant direct influence on immediate task outputs and operational efficiency; 3) While both hotels exhibit identical statistical significance paths (where training is directly significant and education is directly non-significant), institutional differences shape their practical performance outcomes; 4) Work motivation fully and significantly mediates the relationship between employee training and employee performance at X Hotel. However, work motivation does not significantly mediate the relationship between formal education and performance at X; 5) At Y Hotel, work motivation functions as a vital, highly significant mediator connecting operational training to performance outcomes. The interactive, mentorship-driven training climate at Y drastically accelerates employee engagement and motivation; 6) The fundamental difference in the mediating mechanism lies in the contextual motivational drivers activated by each hotel's unique climate.

Keywords: Employee Education; Employee Performance; Training; Work Motivation

1. Introduction

Human Resources (HR) in the Hospitality Sector in Indonesia Reflect Significant Challenges and Opportunities. The rapid growth of the tourism industry, the demand for skilled and professional labor in the hospitality field is increasing. Although Indonesia has great potential as a tourist destination, the quality of HR in this sector often does not meet international standards. Many hotels face difficulties in finding employees who possess adequate skills and knowledge, particularly in customer service, management, and leadership. Human Resource Management (HRM) plays a crucial role in the hospitality industry, especially in enhancing employee performance and customer satisfaction. First, HRM is responsible for recruiting and selecting the right employees, ensuring that the services provided to guests are optimal. Additionally, training and development of employees are essential for improving their skills and knowledge, which in turn contributes to guest satisfaction. HRM also establishes a performance evaluation system for employees that helps measure their contributions and constructive feedback.

X and Y Hotels in Jember present distinct organizational contexts that make them suitable comparative cases for examining how employee education and training influence employee performance via work motivation. X operates as a mid-to-upper scale hotel with a more hierarchical structure, standardized service protocols, and heavier reliance on formal training curricula delivered through central human resources programs. In contrast, Y positions itself as a locally rooted, boutique-style property emphasizing flexible service, informal knowledge

transfer, and strong community ties that encourage on-the-job learning and peer mentoring. These institutional differences likely shape both the content and delivery of educational interventions (formal classroom-based training versus experiential, mentorship-driven development), employees' perceptions of developmental support, and the motivational mechanisms activated by training (e.g., increased competence and career aspirations versus enhanced belonging and intrinsic satisfaction). Moreover, variations in workforce composition such as differences in tenure, education levels, and role specialization affect how training translates into performance outcomes across the two hotels. By contrasting a standardized, policy-driven training environment (X) with a more personalized, relational learning climate (Y), this study can isolate whether and how the formality of education and training, coupled with contextual motivational drivers, moderates the pathway from training inputs to employee performance. Such a comparison contributes to theory by clarifying boundary conditions for training effectiveness and offers practical insights for hotel managers tailoring development programs to organizational culture and employee needs.

In the era of globalization and increasing competition in the hospitality industry, companies are required to continuously innovate and improve service quality to maintain their sustainability and growth. One key factor influencing employee performance is human resources. Skilled and qualified employees play a crucial role in delivering optimal service, which in turn can enhance customer satisfaction and loyalty. The following Table 1.1 presents a comparative summary of selected Key Performance Indicators (KPI) for Hotel X and Y in Jember. These performance metrics collected for the reporting period ending September 26, 2025 include monthly sales, customer satisfaction and retention rates, project completion time, and employee productivity. The table juxtaposes each KPI's target against the actual realization and assigns a qualitative status to facilitate a concise evaluation of operational effectiveness and areas requiring managerial intervention.

Table 1. Key Performance Indicators (KPI) of Hotel X dan Y in Jember

Date & Time	KPI	Target	Realization	Status
September 26, 2025	Monthly Sales	Rp. 600.000.000	Rp. 450.000.000	Poor
	Customer Satisfaction Rate	85%	75%	Fair
	Customer Retention Rate	80%	70%	Fair
	Project Completion Time	30 days	40 days	Poor
	Employee Productivity	90%	80%	Good

Source: Proceed Data of Average KPI's Hotel X dan Y (2025)

Key Performance Indicators (KPI) for three-star hotels in Jember encompass several critical dimensions that reflect the financial performance of these establishments. For instance, if the monthly sales target is established at Rp 600,000,000, but actual sales realize only Rp 450,000,000, this discrepancy indicates suboptimal performance. Other KPIs, including customer satisfaction rates, customer retention, project completion times, and employee productivity, are equally significant and warrant careful consideration.

Several factors may contribute to inconsistencies or fluctuations in these performance metrics. These include the quality of products failing to meet established standards, subpar customer service, and ineffective marketing strategies. Furthermore, issues such as inefficient project management, unstable economic conditions, and low employee satisfaction levels can exacerbate these challenges. A comprehensive understanding of KPI and the underlying factors influencing performance will enable both X Hotel and Y to implement precise strategic interventions aimed at improving operational efficacy. In the context of enhancing service quality, employee performance emerges as a pivotal aspect. To improve employee performance quality, systematic education and training initiatives are imperative.

The hospitality industry in Indonesia faces heightened competitive pressure and rising guest expectations, which places substantial demands on mid-scale hotels such as X and Y Hotels in Jember. Recent evidence indicates three recurring and mutually reinforcing problem domains in these hotels: operational weaknesses in Food & Beverage (F&B) and housekeeping, low employee motivation, and frequent guest complaints concerning staff rudeness or lack of warmth. These issues reduce service quality, damage reputation on review platforms, and impair business

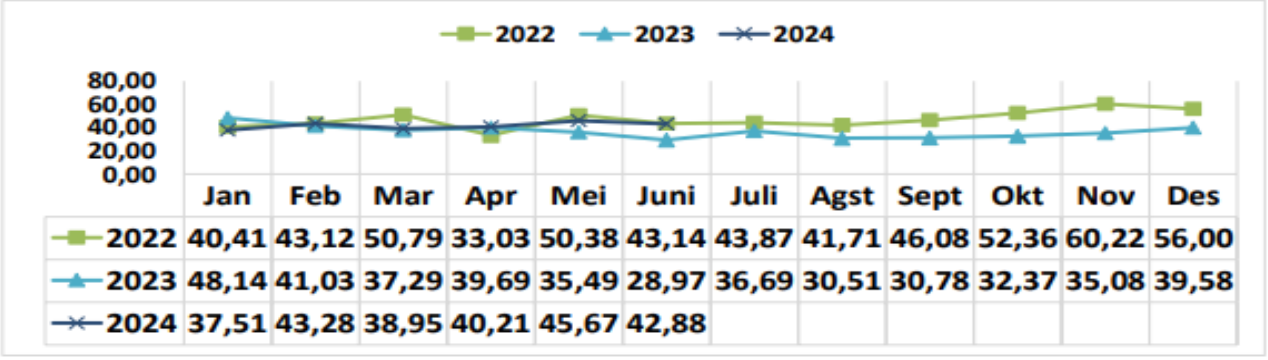
outcomes such as occupancy, guest retention, and F&B revenue.

Operational shortfalls in F&B and housekeeping directly undermine perceived service quality. Contemporary service-quality research highlights that inconsistent service delivery, order errors, delayed service, and poor inventory management in F&B undermine guests' perceptions of reliability and responsiveness. Equally, housekeeping failures, such as inadequate cleanliness, missing amenities, and slow room turnover are strongly associated with lower satisfaction and negative online reviews, which in turn reduce repeat bookings. Process inefficiencies in these departments also increase workload peaks that strain staff and operational capacity (Webster & Ivanov, 2020). Guest complaints about staff unfriendly behavior constitute a critical reputational risk.

Education plays a pivotal role in providing foundational knowledge regarding the hospitality industry, encompassing service standards, management practices, and best practices. Employees who possess a comprehensive understanding of the industry are better equipped to deliver superior service and adapt to evolving trends and guest needs. Conversely, training focuses on the development of specific practical skills, including customer service techniques, the use of reservation systems, and conflict management. With appropriate training, employees can learn effective strategies for handling challenging situations, communicating proficiently with guests, and utilizing the latest technology to enhance operational efficiency. Well-trained employees typically exhibit increased confidence and motivation, positively influencing their interactions with guests. This enhanced engagement contributes to higher levels of guest satisfaction, which is a critical aspect within the hospitality sector. Furthermore, investing in education and training can reduce employee turnover, as individuals feel valued and perceive opportunities for career advancement.

In the context of the workplace, performance is intrinsically linked to the quality of output produced, as well as the employees' ability to execute their duties and responsibilities effectively. This phenomenon has garnered increasing attention amid the intensifying competition within the global industry, where companies are compelled to continuously innovate and enhance their services. Several factors influence performance, including education, training, motivation, and the working environment. An examination of performance variables becomes crucial, particularly in devising human resource development strategies aimed at improving productivity and job satisfaction. Ultimately, such enhancements contribute positively to the growth of the organization.

The impact of education and training on employee performance may be mediated by several factors, one of which is motivation. Quality education and training can enhance employees' knowledge and skills; however, if employees lack motivation, the outcomes achieved may not be optimal. Motivation acts as a driving force that encourages employees to apply what they have learned. Therefore, it is essential for organizations to foster an environment that supports motivation, such as providing positive feedback, recognition, and opportunities for career development. Such efforts ensure that education and training have a significant impact on employee performance.



	Jan	Feb	Mar	Apr	Mei	Juni	Juli	Agst	Sept	Okt	Nov	Des
2022	40,41	43,12	50,79	33,03	50,38	43,14	43,87	41,71	46,08	52,36	60,22	56,00
2023	48,14	41,03	37,29	39,69	35,49	28,97	36,69	30,51	30,78	32,37	35,08	39,58
2024	37,51	43,28	38,95	40,21	45,67	42,88						

Figure 1. TPK Hotel Setara Bintang di Jember (2002-2024)
Sumber: BPS Jember Regency (2024)

Based on Figure 1, the state of hospitality in Jember as of June 2024 presents intriguing dynamics. The Room

Occupancy Rate (ROR) for star-rated hotels reached 42.88 percent, while non-star-rated hotels recorded 25.12 percent. Although there was a decline in the ROR of 0.81 points compared to May 2024, this figure remains an improvement over the previous year, reflecting an increase of 13.91 points from June 2023. The average length of stay in star-rated hotels is 1.25 days, whereas in non-star-rated hotels it is 1.00 day. Furthermore, the dominance of domestic visitors, constituting 99.99 percent of total guests, indicates a robust local market.

Overall, the accommodation services in Jember support regional tourism; however, the Room Occupancy Rate (ROR) for star-rated hotels remains below the East Java average of 55.02 percent. Both X Hotel and Y, with an ROR of 42.88 percent, face challenges in enhancing their appeal and service delivery. Efforts to improve service quality and promotional activities are anticipated to attract a greater number of guests. Employees who exhibit high performance and are well-trained can provide superior service, effectively meet guest needs, and create positive experiences, particularly in handling complaints. Furthermore, good employee performance contributes to a positive work atmosphere within the hotel. Motivated employees who are satisfied with their jobs are more likely to interact with guests in a friendly and professional manner, thereby enhancing the overall guest experience. Improvements in service quality can also be reflected in higher guest loyalty. When employees consistently provide quality service, guests are more inclined to return and recommend the hotel to others. Thus, high employee performance not only enhances hotel service but also contributes to the reputation and long-term success of the establishment within the hospitality industry.

Preliminary research findings conducted at X Hotel and Y indicate that education and training have a significant impact on employee performance, mediated by work motivation. The survey revealed that employees who regularly participate in training programs feel more motivated and competitive in executing their duties. Furthermore, the two hotels have implemented different approaches to training delivery: X Hotel focuses on the development of soft skills, while Y emphasizes technical skills. These findings suggest that investment in education and training not only enhances employee capabilities but also contributes to increased motivation, which, in turn, positively influences employee performance at both hotels.

In this study, the Job Demands-Resources (JDR) model serves as a framework for analyzing the impact of education and training on employee performance through the mediation of work motivation. The JDR theory posits that there are two categories of factors that influence individual performance in the workplace: job demands and job resources. Job demands refer to the pressures or workload experienced by employees, while job resources encompass facilities, support, and training that can assist employees in coping with these demands. Job demands in hotels refer to the physical, mental, and emotional requirements of daily work that employees must meet to deliver guest services. In hotel settings these demands often include long hours and shift work, heavy physical tasks (lifting luggage, cleaning rooms), fast-paced multitasking during peak periods (check-ins, banquets, rush service in F&B), and frequent emotional labor of staff have to regulate feelings to appear friendly and calm even under stress. Operational factors such as understaffing, poorly designed workflows, and unpredictable demand surges (events, seasonality) increase these pressures. When such demands exceed available supports like adequate staffing, training, supervisory backing, and proper equipment employees face fatigue, reduced service quality, and higher error rates, which can lead to more guest complaints and greater turnover. Reducing job demands or strengthening resources helps maintain employee well-being and improves overall service performance.

The research gap concerning the impact of education and training on employee performance indicates that, although numerous studies have identified a positive relationship between the two, the mediating aspects influencing this relationship remain underexplored. One pertinent study conducted by Audah (2020) found that education and training have a significant positive effect on performance; however, it did not address mediating factors such as motivation, managerial support, or the working environment. Therefore, this study aims to fill this gap by investigating whether motivation, managerial support, and the working environment serve as mediating variables in the relationship between education, training, and employee performance.

The research conducted by Sari (2021) concludes that education and training do not significantly impact employee performance. The influence of the variables of education and training accounts for only 0.49% of the variation in employee performance, while the remaining 99.51% is attributed to other variables outside the scope of the

study's model. The diverse educational backgrounds of employees contribute to the variability in performance outcomes. The study from Chauhan & Mishra (2026) shown that well-designed training programs to improved service quality and overall organizational effectiveness. Furthermore, the role of work motivation as a mediator in the relationship between training and employee performance has been investigated, with several studies indicating that motivation plays a crucial role in translating training into tangible performance outcomes.

Through this case study, it is anticipated that in-depth insights will be gained regarding the relationship between employee education and training and company growth. Furthermore, the research aims to provide recommendations for the management of X Hotel and Y in Jember in designing effective human resource development programs. Consequently, this study is expected to contribute not only to X Hotel and Y but also to the hospitality industry as a whole.

2. Literature Review

2.1 Theoritical review

2.1.1 Education

Education, as defined by Fuad (2011, cited in Saputra & Lina, 2020), is the human effort to nurture and develop existing potential as effectively as possible, while incorporating the values inherent in society and culture. In contrast, (Hidayat et al., 2021) describes education as the activity of maintaining and enhancing the quality and competencies of employees to achieve organizational effectiveness through career development, education, and training. Furthermore, Noe (2020) elucidate that education within organizations encompasses not only formal training but also informal learning and mentoring. They emphasize that effective educational programs can enhance productivity and innovation, as well as create a better work environment. Thus, education plays a crucial role in shaping employee competencies and supporting organizational success.

2.1.2 Training

Training is a systematic process designed to enhance the abilities, skills, and knowledge of individuals or groups within a specific context, typically related to particular jobs or tasks (Yoesdiarti et al., 2021). Employee training can be defined as a systematic process aimed at improving the skills, knowledge, and competencies necessary for performing work tasks more effectively. According to Noe (2020), continuous training is crucial for enhancing employee productivity and adaptability in a dynamic work environment. Saks and Burke (2014) further emphasize that training is designed to improve individuals' capabilities in executing specific tasks, and relevant training can also increase employee motivation and commitment to the organization.

2.1.3 Work Motivation

According to Robbins and Judge (2017:19), work motivation can be defined as the process that initiates, directs, and sustains behavior toward achieving specific goals. This motivation encompasses both internal and external factors that influence an employee's desire to perform well, including individual needs, expectations, and objectives. Herzberg (1959, cited in Pianda, 2018), in his two-factor theory, posits that there are motivator factors that can enhance job satisfaction, such as achievement, recognition, and responsibility, as well as hygiene factors that can lead to dissatisfaction, such as salary and working conditions. Employees with high motivation tend to be more productive and committed to their work, contributing to the overall performance of the organization.

2.1.3 Employee Performance

Performance is defined by Colquitt (2018:33) as "the value of a set of employee behaviors that contribute, both positively and negatively, to the achievement of organizational goals." This definition emphasizes that performance is not merely the end result achieved, but also encompasses the various behaviors and actions undertaken by employees during the work process. Employee behaviors can significantly impact the effectiveness and efficiency of the organization. For instance, proactive, innovative, and collaborative actions can enhance

productivity and accelerate the achievement of organizational goals.

2.2 Conceptual Framework

The conceptual framework in research serves as a structure or plan used to explain and organize the ideas, concepts, and variables to be studied. It functions as a guide to understanding how various elements within the research are interrelated and influence one another. The conceptual framework typically includes definitions of variables, the relationships among those variables, as well as the theories or concepts underpinning the research (Fauzi et al., 2022). In the context of research, the conceptual framework aids researchers in formulating hypotheses, designing methodologies, and analyzing data. By having a clear conceptual framework, researchers can ensure that their studies are focused, systematic, and relevant to the objectives they aim to achieve. Based on the explanation above, the conceptual framework for this study is as follows:

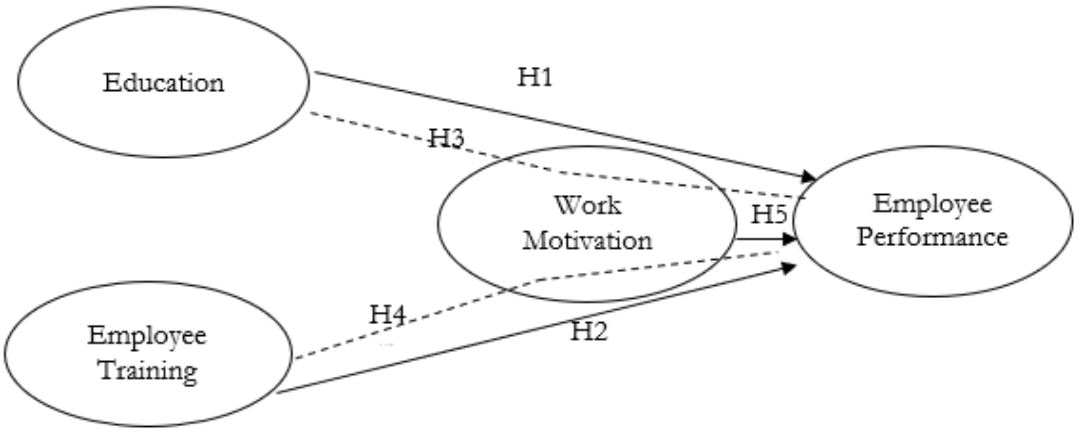


Figure 2. Conceptual Framework

2.3 Development of Research Hypothesis

Quality education provides employees with the foundational knowledge and skills necessary to perform their tasks effectively. Research conducted by Audah (2020) and cited by Mauliza & Hanum (2022) indicates that education significantly impacts employees' work capabilities. Consequently, the higher the level of education attained by employees, the better their ability to carry out their job responsibilities. Thus, the hypothesis can be formulated:
H_1: Employee education has a significant impact on employee performance at X Hotel and Y in Jember.

Effective training provides employees with the practical skills and knowledge necessary to perform their tasks well, thereby enhancing productivity and work efficiency. Research conducted by Dwinanda (2020) and cited by Elshifa et al. (2022) indicates that training has a significant impact on employees' work capabilities. This implies that training is essential for supporting employees in completing their assigned tasks effectively. Therefore, the hypothesis can be formulated:
H2: Employee training has a significant impact on employee performance at X Hotel and Y in Jember.

Education equips employees with the knowledge necessary to feel competent in their roles, which contributes to their work motivation. Research conducted by Handayani et al. (2020) and referenced by Kuvaas (2006) indicates that individuals who feel more capable are generally more motivated. Therefore, the hypothesis can be formulated:
H3: Employee education has a significant impact on the work motivation of employees at X Hotel and Y in Jember.

Effective training can enhance employees' skills and knowledge, contributing to increased work motivation. Research by Hutagalung (2022), indicates that employees who participate in relevant training feel more valued and recognized by the organization, which enhances their sense of engagement. Therefore, the hypothesis can be formulated:
H4: Employee training has a significant impact on the work motivation of employees at X Hotel and Y in Jember.
Effective training can enhance employees' skills and knowledge, contributing to increased work motivation.

Research conducted by Tannenbaum et al. (2010) and Baldwin and Ford (1988, cited in Hutagalung, 2022) indicates that employees who participate in relevant training feel more valued and acknowledged by the organization, which enhances their sense of engagement. Therefore, the hypothesis can be formulated:
H5: Work motivation has a significant impact on the performance of employees at X Hotel and Y in Jember.

Work motivation serves as an important mediator in the relationship between education, training, and performance. According to research by Fauzi et al. (2022), citing Judge and Bono (2001) and Sari et al. (2021), intrinsic motivation can enhance performance, as motivated employees tend to be more engaged and committed to their work. Therefore, the hypothesis can be formulated:
H6: Employee education has a significant impact on employee performance, mediated by the work motivation of employees at X Hotel and Y in Jember.

Work motivation acts as a crucial mediator in the relationship between training, education, and performance. According to research by Fauzi et al. (2022), citing Judge and Bono (2001) and Sari et al. (2021), intrinsic motivation can enhance performance, as motivated employees tend to be more engaged and committed to their work. Therefore, the hypothesis can be formulated:
H7: Employee training has a significant impact on employee performance, mediated by the work motivation of employees at X Hotel and Y in Jember

3. Method

Research Design

In this study, the research method employed is associative research. According to Sugiyono (2012:20), associative research is a method that focuses on the relationships between two or more variables. In associative research, the researcher not only describes the data but also aims to analyze and test the existing hypotheses. This research design employs a descriptive quantitative approach, which aims to describe or explain the characteristics of a particular phenomenon. The numerical information collected is non-random and is intended to draw conclusions or generalizations that are broadly applicable. Descriptive insights include the presentation of information in the form of tables, diagrams, pie charts, and pictograms, as well as calculations of mode, median, and mean.

3.2 Population and Sample

In this study, the population being investigated consists of all staff employees at X Hotel and Y, located in Jember. This includes 50 employees from X Hotel and 75 employees from Y Hotel, resulting in a total population of 125 individuals. There are allocations acros hotel departments for the total of populations.

Table 2. Depatments of Populations

Department	Y	X
Management and leadership	3	2
Front office	18	12
Housekeeping	26	15
Food and Beverage	20	13
Sales Marketing	10	6
Human Resources and training	3	2
Total	**75**	**50**

In this study, since the population chosen to include 100% of the population from X Hotel and Y, totaling 125 respondents. Thus, the use of the entire population without requiring sampling as the unit of observation is referred to as census sampling.

3.3 Types and Sources Data

The primary data were collected from employees in Front Office, Housekeeping, Food and Beverage, and Sales &

Marketing because these departments interact directly with guests and have the greatest impact on hotel operational performance. Secondary data were obtained from Management & Leadership and Human Resources & Training through personnel records, performance appraisals, and training documentation. In this study, the techniques used for data collection include interviews, and questionnaires.

1) Interviews, during the interview, the researcher poses questions to respondents to explore information, experiences, opinions, or perceptions related to the topic being studied. In this research, the researcher employs semi-structured interviews.
2) Questionnaires, are typically used in quantitative research but can also be employed in qualitative research, depending on the type of questions being asked.

3.4 Data Analysis Method

3.4.1 Measurement Model (Outer Model)

According to Ghozali and Latan (2020:67), the outer model or measurement model describes the relationship between each block of indicators and its latent variable. The outer model is used to test construct validity and the reliability of the instrument. According to Ghozali and Latan (2020:68), the measurements performed through the measurement model are:

I. Convergent Validity, this validity relates to the principle that measures of the same construct should be highly correlated, the test is assessed from the loading factor values for each construct indicator.
II. Discriminant Validity, this validity concerns the principle that measures of different constructs should not be highly correlated. that are intended to measure two predicted different constructs produce scores that are indeed not highly correlated.
III. Composite Reliability (Cronbach's Alpha), the measurement model also conducts reliability tests for a construct to demonstrate the accuracy and consistency of the instrument in measuring the construct.

Table 3. Rules of Thumb Outer Model

Criteria	Parameter	Rule of Thumb
Convergent validity	Loading factor	>0.70
	Average Variance Extracted (AVE)	>0.50
Discriminant validity	Cross loading	>0.70 for each variabels
Reliabilities	Cronbach's Alpha	>0.70
	Composite Reliability	>0.70

Source: Ghozali and Latan (2020:71)

3.4.2 Structural Model (Inner Model)

According to Ghozali and Latan (2020:73), the inner model or structural model describes the relationships or the strength of estimations among latent variables or constructs that are built on theoretical substance. The inner model is a structural model used to predict causal relationships among latent variables.

Table 4. Rule of Thumb Inner Model

Criteria	Rule of Tumb
R-square	0.75, 0,50, and 0.25 indicated strong effect, moderate effect and weak effect (Hair et al, 2011)

Source: Ghozali and Latan (2020:75)

3.4.3 Hypothesis Testing

In this study SEM-PLS (Partial Least Squares) used as data analytical techniques. After the model has been tested

both as a whole and partially, the next step is hypothesis testing. According to Ghozali and Latan (2020:147), hypothesis testing is conducted by comparing the T-statistic value with the critical T-table value = 1.96 at a significance level of p = 0.05. If the T-statistic > T-table, it can be concluded that the exogenous variable has a significant effect on the endogenous variable.

4. Results and Discussion

4.1 Overview

X and Y Hotels are the three-stars hotels in Jember. X is a comfortable retreat located near Jember University, making it a convenient choice for both leisure and academic travelers. Rebuilt and refreshed around 2020, this property blends cozy accommodations with a relaxing environment. It features a lush garden, an outdoor swimming pool, a wellness spa, and an on-site cafe. Offering a mix of standard rooms and spacious suites across its older and newer wings, it is highly regarded for its peaceful atmosphere and helpful amenities.

Then, Y Hotel is a stylish "artisan" hotel centrally situated in the heart of Jember's major business district. It stands within walking distance of traditional markets like Pasar Tanjung and is less than a kilometer from the Jember Train Station. The hotel features 130 modern guest rooms and suites equipped with elegant handmade furniture. Guests can enjoy its standout rooftop Sky Lounge, an infinity swimming pool with panoramic city views, the makanKOE Restaurant, and extensive meeting or ballroom facilities perfect for corporate events.

4.2 Data Analysis Results

4.2.1 Measurement Model (Outer model)

a. Convergent validity

This validity relates to the principle that measures of the same construct should be highly correlated. The convergent validity test for reflective indicators is assessed from the loading factor values is 0.50.

Table 5. Outer Loading (Measurement Model)

Indicators	Results of Outer Loading	Desc
X1.1	0,588889	Valid
X1.2	0,649306	Valid
X1.3	0,638194	Valid
X2.1	0,598611	Valid
X2.2	0,642361	Valid
X2.3	0,647222	Valid
X2.4	0,640972	Valid
X2.5	0,624306	Valid
X2.6	0,626389	Valid
X2.7	0,625000	Valid
Y.1	0,649306	Valid
Y.2	0,627778	Valid
Y.3	0,628472	Valid
Z.1	0,655556	Valid
Z.2	0,636806	Valid
Z.3	0,655556	Valid
Z.4	0,637500	Valid
Z.5	0,633333	Valid
Z.6	0,640972	Valid
Z.7	0,629861	Valid

Z.8	0,647917	Valid

Source: *Data Processing using SEM-PLS 3.0 (2026)*

The results of data processing using SEM-PLS in Table 5 show that the values of the outer model or the correlation between constructs and variables all meet convergent validity, with all loading factors above 0.50, so there is no need to modify the model to remove indicators with loading factor values below 0.50. In addition to examining convergent validity, in testing the validity of the indicators, this study also needs to test the AVE (*Average Variance Extracted*) values.

Table 6. Average Variance Extracted (AVE)

Variable	Average variance extracted (AVE)
Education (X1)	0,625463
Training (X2)	0,629266
Employee Performance (Y)	0,635185
Work Motivation (Z)	0,642188

Source: *Data Processing using SEM-PLS 3.0 (2026)*

The table 6. above shows the Average Variance Extracted (AVE) for four variables: Education (X1), Training (X2), Employee Performance (Y), and Work Motivation (Z). The AVE values are 0.625463, 0.629266, 0.635185, and 0.642188. Since all AVE values are above 0.50, this indicates that each variable explains more than half of the variance in its indicators, meaning the constructs have good convergent validity. In other words, the measurement for each variable is sufficiently strong, and the indicators used to represent each construct are appropriate.

b. Discriminant Validity

Discriminant validity is used to ensure that each concept of each latent variable is different from other variables. A model is said to have good discriminant validity if each loading value of each variable indicator has the highest value compared to the loading values of other latent variables.

Table 7. Discriminant Validity (Cross Loading)

	Education	Training	Employee Performance	Work Motivation
X1.1	0,588889	0,468056	0,447917	0,457639
X1.2	0,649306	0,590278	0,581250	0,592361
X1.3	0,638194	0,59375	0,595833	0,611806
X2.1	0,56875	0,598611	0,561806	0,575694
X2.2	0,584722	0,642361	0,595833	0,613889
X2.3	0,55625	0,647222	0,590278	0,597222
X2.4	0,568056	0,640972	0,595833	0,604167
X2.5	0,532639	0,624306	0,573611	0,555556
X2.6	0,549306	0,626389	0,575694	0,571528
X2.7	0,549306	0,625000	0,610417	0,603472
Y.1	0,582639	0,61875	0,649306	0,625694
Y.2	0,546528	0,575694	0,627778	0,592361
Y.3	0,536111	0,579861	0,628472	0,586806
Z.1	0,597917	0,625000	0,636806	0,655556
Z.2	0,566667	0,597222	0,592361	0,636806
Z.3	0,587500	0,613889	0,620139	0,655556
Z.4	0,571528	0,610417	0,603472	0,637500

Z.5	0,563194	0,586806	0,597222	0,633333
Z.6	0,579861	0,600694	0,607639	0,640972
Z.7	0,556250	0,572222	0,596528	0,629861
Z.8	0,572222	0,600694	0,614583	0,647917

Source: *Data Processing using SEM-PLS 3.0 (2026)*

The table above presents the assessment of discriminant validity for the measurement model using the cross-loading approach in PLS-SEM. Discriminant validity is supported when each indicator demonstrates a substantially higher loading on its hypothesized construct than on the other constructs. Examination of the reported cross-loadings for Education (X1), Training (X2), Employee Performance (Y), and Work Motivation (Z) indicates that, for all indicators (X1.1–X1.3, X2.1–X2.7, Y.1–Y.3, and Z.1–Z.8), the highest loading occurs on the corresponding construct. This pattern implies that the indicators are more strongly associated with their intended latent variables than with alternative latent variables, thereby evidencing adequate discriminant validity and suggesting that the constructs are empirically distinguishable within the model

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c. Composite Realiability (Cronbach's Alpha)

Composite reliability is used to prove the accuracy, consistency, and stability of an instrument in measuring a construct. A construct is said to have high reliability if the composite reliability is more than 0.70 and the Cronbach's alpha value is at least 0.60. The results can be seen in Table 8 below.

Table 8. Composite Realiability and Cronbach's Alpha

	Cronbach's Alpha	*Composite Reliability*	*Desc*
Education			Reliable
Training	0,614583	0,645139	Reliable
Employee Performance	0,669444	0,673611	Reliable
Work Motivasion	0,626389	0,652083	Reliable
		0,679861	
	0,677778		

Source: *Data Processing using SEM-PLS 3.0 (2026)*

Table 8 shows that all constructs meet the reliability criteria. The results are indicated by the Cronbach's Alpha values for each construct, which are relatively consistent and suggest acceptable internal consistency. In addition, the Composite Reliability values for every construct are slightly higher than the corresponding Cronbach's Alpha values, reflecting strong overall measurement reliability in the SEM-PLS assessment. Specifically, for Education, Training, Employee Performance, and Work Motivation, both reliability indicators remain within a reasonable range, which implies that the questionnaire items used to measure each construct are reliable and consistent.

4.3.2 Structural Model (Inner model)

The outer model testing has been completed, then the inner model (structural model) testing is conducted. Inner model testing is used to examine the relationships between constructs, R-Square, F-Square, and GoF values.

a. R-Square Analysis

In the SEM testing results using PLS (The SEM coefficient results can be seen in Figure 3, there are several categories of numbers that appear: (1) Numbers in circles: Indicate how much of the variance of a latent variable is explained by other latent variables; (2) Numbers on the arrows: The assessment of the inner model suitability in this study was carried out by looking at the values of R-Square in the Table 9.

Table 9. Value of R-Square

Variable	*R-Square*	*R-Square Adjusted*
Education	-	
Training	-	
Employee Performance	0.915	0.913
Work motivation	0.895	0.894

Source: *Data Processing using SEM-PLS 3.0 (2026)*

The structural model results reported in Table 9 indicate the explanatory power of the model in terms of the R-Square values. Employee Performance has an R-Square of 0.915, which means that approximately 91.5% of the variance in Employee Performance can be explained by the predictors included in the model (such as Education and Training). In addition, Work Motivation has an R-Square of 0.894, suggesting that around 89.4% of the variance in Work Motivation is explained by the variables in the structural model. Overall, these R-Square values reflect a strong level of predictive ability.

b. F-Square Analysis

Then, there is F-Square results is used for measuring the influence/impact of exogenous variables on other variables, indicated by the f-square value. For example, if the value is 0.35, it means a fairly large impact (large), while 0.15 means a moderate impact (moderate) and 0.02 means a small impact.

Table 10. Value of F-Square

	Education	Training	Employee Performance	Work Motivation
Education	-	-	0.005	0.184
Training	-	-	0.152	0.911
Employee Performance	-	-	-	-
Work motivation	-	-	0.424	-

Source: *Data Processing using SEM-PLS 3.0 (2026)*

The F-square (f^2) values in the table explain the effect size of each exogenous (independent) variable on the endogenous (dependent) variable in the model. In this table, the strongest influence is shown by Education → Employee Performance with an f^2 of 0.152, which indicates a moderate impact. Next, Education → Work Motivation has an f^2 of 0.184, which is also a moderate impact, meaning education contributes meaningfully to employee motivation. The table also shows that Training → Employee Performance has an f^2 of 0.005, which suggests a very small impact (almost negligible). Meanwhile, Training → Work Motivation has an f^2 of 0.911, which indicates a large impact, meaning training is highly influential in shaping work motivation. Finally, Work Motivation → Employee Performance has an f^2 of 0.424, which reflects a large impact, indicating that work motivation strongly affects employee performance. Overall, the results suggest that training and work motivation are key drivers in the model, while the effect of training on employee performance is minimal.

c. Goodness of Fit (GoF)

Goodness of fit measures the match between the observed input or reality (covariance or correlation matrix) and the predictions from the proposed model. There are three types of Goodness of fit measures: absolute fit measures, incremental fit measures, and parsimonious fit measures.

Table 11. Goodness of fit Results

	Saturated Model	Estimated Model
SRMR	0.041	0.041
d_ULS	0,266666667	0,266666667
d_G	0,422222222	0,422222222

Chi-Square	393.268	393.268
NFI	0,623611111	0,623611111

Source: *Data Processing using SEM-PLS 3.0 (2026)*

Based on Table 11 the results of the model fit test, SRMR is the *Standardized Root Mean Square Residual*. This value is a measure of model fit, which is the difference between the data correlation matrix and the model estimated correlation matrix. An SRMR value of 0.041< 0.10 indicates that the model fits (is appropriate).

4.3.3 Hyphotesis Testing

The significance of the estimated parameters provides very useful information regarding the relationship between one variable and another variable in this study. The basis used in hypothesis testing is the value in the output result for inner weight, which provides estimation output in testing the structural model.

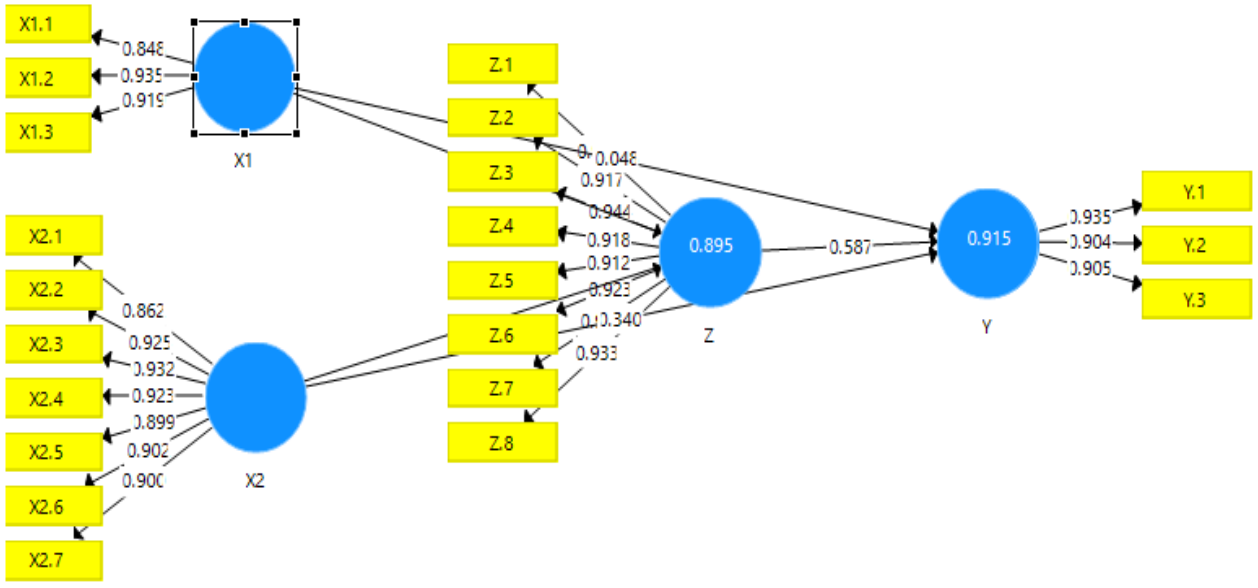

Figure 3. Graphic Output Result On the following table is the results of Path Coefficient on hyphotesis testing based on figure 3

Table 12. Path Coefficient value on hyphotesis testing

	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistic (O/STDEV)	P Values	Result
Education>Employee performance	0.048	0.049	0.062	0,542361111	0,302	Not significant
Education>Work Experience	0,209027778	0,20555555	0.088	3.412	0.001	Significant
Training>employee Performance	0,236111111	0,24305555	0,07916666	2.982	0.003	Significant
Training>Work Motivation	0,464583333	0,46736111	0.086	7.794	0.000	Significant
Work motivation>Employee Performance	0,407638889	0,4	0,06944444	5.871	0.000	Significant

This study initially formulated 5 main hypotheses related to the direct relationships between variables. However, since this study also used work motivation mediation variables, this automatically generated 2 additional hypotheses that test the indirect (mediation) effects of the live interactivity variable on purchase intention through this variable. Thus, the total hypotheses tested in this study amounted to 7 hypotheses. The two additional hypotheses are explained as follows:

Table 13. Path Coefficient value on hyphotesis testing

	Education/training>work motivation (β1)	Work motivation>employee Performance (β2)	Indirect Effect (β1xβ2)	Result
Education>Work Motivation>Employee performance	0.049	0.407638889	0.0200	Not significant
Education>Work Experience	0.464583333	0.407638889	0.1892	Significant

4.4 Findings

The PLS-SEM analysis reveals that the direct path coefficient for Education → Employee Performance is 0.048 with a p-value of 0.302. Because the *p-value* exceeds the 0.05 threshold, employee education does not have a statistically significant direct effect on employee performance at X and Y Hotels in Jember. This indicates that a higher formal education level (such as holding an undergraduate degree, which represents 52% of the surveyed workforce) does not automatically yield superior operational execution in day-to-day hospitality roles. This finding aligns directly with the empirical study by Sari (2021), which concluded that formal education does not significantly impact performance, accounting for less than 1% of its variance. This lack of significance may occur because formal academic degrees supply broad baseline knowledge rather than the specialized, agile customer service and practical technical skills required to navigate immediate field demands in the hospitality sector.

In contrast to formal education, the statistical analysis indicates that employee training exerts a positive and statistically significant direct influence on employee performance. The path coefficient is 0.236 with a significant p-value of 0.003 ($p < 0.05$). This demonstrates that systematic training programs implemented by X and Y Hotels are highly effective at elevating their staff's operational capabilities, timeliness, efficiency, and role independence. This positive result is strongly supported by the works of Chauhan & Mishra (2026), who noted that well-designed training programs directly enhance frontline attitudes and service quality.

The structural model indicates that employee education has a positive and significant direct impact on work motivation, yielding a path coefficient of 0.209 and a p-value of 0.001. This confirms that a solid formal educational background instills a deeper sense of fundamental competence, cognitive engagement, and career aspiration in hotel staff. Employees with higher education look toward long-term developmental paths, making them more receptive to organizational growth. This result validates the theoretical assertions of Handayani et al. (2020) and Kuvaas (2006), who established that formal education builds conceptual self-efficacy, making individuals feel more capable and intrinsically driven to take initiative within their roles.

The analysis demonstrates that employee training is an exceptionally strong driver of work motivation, showing a path coefficient of 0.464 and a p-value of 0.000. Furthermore, the f2 effect size for Training → Work Motivation is 0.911, which represents a massive substantive impact. This underscores that when X and Y Hotels invest in technical skills and soft skills training, employees feel deeply valued, supported, and professionalized, which drastically elevates their drive to achieve targets. This finding stands in perfect alignment with the Job Demands-Resources (JDR) theory, where training acts as a critical institutional resource that transforms workplace pressures into motivating personal milestones.

The PLS-SEM path coefficient for Work Motivation → Employee Performance is 0.407 with a p-value of 0.000, signaling a highly significant and strong direct relationship. This is further reinforced by a substantial f2 effect size

of 0.424. These metrics show that highly motivated hotel staff who display strong perseverance and a strict task-completion orientation consistently achieve superior operational results, meet targets on schedule, and handle guest complaints with greater warmth. This outcome confirms the core tenets of Herzberg's Two-Factor Theory regarding motivator factors like recognition and achievement.

The mediation analysis yields an indirect path coefficient of 0.020 for the route Education →Work Motivation → Employee Performance. This pathway is determined to be statistically non-significant. Although education successfully builds employee motivation directly, this combined indirect mechanism fails to generate a statistically meaningful downstream shift in tangible day-to-day task performance within this specific hotel sample. This implies that while formal education shapes long-term career mindsets, it does not act as an immediate mediator tool for day-to-day operational hospitality outputs.

In sharp contrast to the education pathway, the indirect effect for Training → Work Motivation → Employee Performance is highly substantial and statistically significant, showing a mediated path coefficient of 0.189. Because both the direct link from training to motivation and the link from motivation to performance are highly significant, work motivation functions as a critical, vibrant mediator. Training directly builds functional competence and psychological resources, which rapidly boosts employee motivation, and this heightened motivation ultimately secures high performance. This finding strongly confirms the assertions of Chauhan & Mishra (2026) regarding the vital role of motivation in translating training investments into concrete organizational performance.

5. Conclusions

According to results and discussion, there are some conclusion from this research: 1) Functional employee training exerts a positive and statistically significant direct effect on employee performance at X Hotel. Conversely, formal employee education does not have a statistically significant direct impact on employee performance; 2) Similar to X, functional training programs at Y Hotel show a positive and highly significant direct relationship with frontline employee performance. Meanwhile, formal education levels fail to demonstrate a statistically significant direct influence on immediate task outputs and operational efficiency; 3) While both hotels exhibit identical statistical significance paths (where training is directly significant and education is directly non-significant), institutional differences shape their practical performance outcomes; 4) Work motivation fully and significantly mediates the relationship between employee training and employee performance at X Hotel. However, work motivation does not significantly mediate the relationship between formal education and performance at X; 5) At Y Hotel, work motivation functions as a vital, highly significant mediator connecting operational training to performance outcomes. The interactive, mentorship-driven training climate at Y drastically accelerates employee engagement and motivation; 6) The fundamental difference in the mediating mechanism lies in the contextual motivational drivers activated by each hotel's unique climate. At X, the structured and policy-driven training environment elevates motivation by enhancing formal job clarity, technical competence, and clear career aspirations. At Y, the relational, boutique-style learning climate triggers motivation by satisfying employees' psychological needs for a sense of belonging, workplace autonomy, and intrinsic satisfaction through experiential peer mentoring.

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