

## **The Effect of Training and Competency on Employee Performance Through Employee Engagement as a Mediating Variable at the Tugu Canggu Hotel, Bali**

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### *Abstract*

This research aims to investigate the impact of training and competency on employee performance, with employee engagement serving as a mediating factor at the Tugu Bali Hotel. The study's population consists of 103 employees of the Tugu Bali Hotel, selected using the probability sampling method. Path analysis was employed to test the research hypotheses. The findings reveal that: 1) Training has a positive and significant impact on employee engagement at the Tugu Bali Hotel; 2) Competency has a positive and significant effect on employee engagement at the Tugu Bali Hotel; 3) Training positively and significantly affects employee performance at the Tugu Bali Hotel; 4) Competency positively influences employee performance at the Tugu Bali Hotel; 5) Employee engagement positively affects employee performance at the Tugu Bali Hotel; 6) Employee engagement serves as a mediating variable in the relationship between training and employee performance at the Tugu Bali Hotel; and 7) Employee engagement acts as a mediating variable in the connection between competency and employee performance at the Tugu Bali Hotel. Based on these findings, it is recommended that the management of the Tugu Bali Hotel focus on enhancing employee training, competency, and engagement to boost overall employee performance.

**Keywords:** *Training, Competency, Employee Engagement, Performance.*

### **Introduction**

Training is a process aimed at improving individuals' performance in their roles (Pramudyo, 2017). When organizations offer effective training, it helps employees acquire new knowledge, skills, abilities, and behaviors that ultimately enhance their performance, enabling them to contribute optimally towards achieving organizational objectives. According to Wibowo (2012), competence refers to the ability to perform a job effectively, relying on a combination of skills, knowledge, and the appropriate work attitudes necessary for the role. In addition to training and competence, employee engagement is another factor that can influence

performance. Employee engagement refers to the level of motivation employees have to contribute to the success of the organization, and their willingness to exercise autonomy in decision-making to complete critical tasks that support the organization's goals (Albrecht, 2010).

Employee engagement plays a crucial role in encouraging employees to align with organizational goals and motivates them to contribute to the organization's success, with the understanding that such contributions benefit everyone within the organization. Tugu Bali Hotel is a renowned star hotel located in the Canggu Traditional Village area, near Batu Bolong Canggu Beach. The hotel's operations are overseen by department heads, who report to the General Manager. According to Regulation Number 55 of 2021, issued by the General Manager, which outlines the roles, organizational structure, responsibilities, and work procedures for department heads, supervisors, and captains, the department heads assist the General Manager in formulating policies and ensuring administrative coordination related to employees' duties and guest services.

Currently, Tugu Bali Hotel is staffed by 139 employees. To achieve optimal performance, the hotel needs employees with the right expertise and competencies. Observations have revealed that many employees do not meet the competency standards outlined for their respective roles, and there is low employee participation in training programs. This lack of training participation negatively affects employee engagement and overall performance. The objectives of this study are: 1) To examine the impact of training and competency on employee engagement, 2) To analyze how training, competency, and employee engagement influence employee performance, and 3) To assess how training and competency affect employee performance through employee engagement at Tugu Bali Hotel.

## **Literature Review**

### **Training**

Training is a strategy implemented by organizations to enhance the development of their human resources. According to Hesein Umar (2017), "The purpose of a training program is to improve the mastery of various skills and techniques needed for specific tasks in line with current requirements." Oemar Hamalik (2018) further explained that "Training is a process involving a series of deliberate actions (efforts) to provide assistance to workers, conducted by

professional trainers within a specific time frame, with the goal of enhancing the work capabilities of participants in certain fields to improve organizational effectiveness and productivity." Andrew E. Sikula (as cited by Anwar Prabu Mangkunegara, 2018) described training as "a short-term educational process that utilizes a systematic and organized approach, enabling non-managerial employees to acquire technical knowledge and skills for a specific purpose," emphasizing that training is a focused educational effort aimed at equipping employees with technical skills and knowledge. The labor commission (as quoted by Barry Cushway, 2017) provides a broader definition: "A planned process designed to change attitudes, knowledge, or behavior through experience, to achieve effective performance across various activities. In a work context, the goal is to develop individual capabilities and meet the current and future workforce needs of the organization." From these definitions, it is clear that training involves a structured effort to enhance job mastery, ensuring employees become more professional and aligned with the company's goals.

Training, as defined by Afandi (2018), is a learning process aimed at improving an individual's performance in their job. It is often conducted by a company after the recruitment of employees, as training is specifically provided to the company's staff. Sometimes, training occurs after employees have been assigned to their respective roles. In general, job training is intended to enhance employees' knowledge, skills, and abilities, enabling them to perform their assigned tasks efficiently and effectively.

Essentially, training is an effort to equip individuals with the necessary knowledge, skills, and attitudes, ensuring they are capable of carrying out organizational tasks or activities on a daily basis. The knowledge, skills, and attitudes gained from training help employees or organization members gain confidence in tackling challenges they face in their roles. According to Hasibuan (2012:23), training is a component of education that involves a learning process aimed at acquiring or improving skills outside of formal education systems, typically in a short time span, with a focus on practical application rather than theory. To achieve positive outcomes, it is essential for the workforce to receive adequate knowledge and skill development.

According to Widodo (2015:82), training is a series of activities aimed at enhancing an individual's skills and knowledge in a systematic manner, enabling them to perform professionally in their respective fields. It is a learning process that helps employees meet

current work standards. Rivai and Sagala (2011:212) define training as a systematic process aimed at altering employee behavior to achieve organizational objectives. Training focuses on improving the skills and abilities required to perform present tasks. Mangkunegara (2017) describes training as a short-term educational process that follows a structured and organized approach, where non-managerial employees acquire technical knowledge and skills for specific, limited purposes.

### **Objectives and Benefits of Training**

The primary reason organizations invest in training is to ensure they receive the best return on their investment in their most valuable and often costly resource: their employees. According to Garry Cushway (2017), the goal of training is to foster changes in knowledge, skills, experience, behavior, or attitudes that enhance employee effectiveness, ultimately maximizing the organization's return. Mulia Nasution (2017) states that the objectives and advantages of training include enhancing employees' knowledge and facilitating the completion of their tasks or responsibilities. Training ensures that employees possess practical skills and knowledge required for their roles.

Oemar Hamalik (2017) identified several benefits of training, including:

1. For the organization: a. The promotion of harmonious relationships. b. Improved productivity. c. A quicker decision-making process. d. Enhanced work enthusiasm. e. Better communication efficiency.
2. For employees: a. Assistance in decision-making. b. Improved problem-solving skills. c. Increased motivation to enhance job skills.

In conclusion, training serves the purpose of improving and developing both employee and organizational behavior, as well as their skills and knowledge.

### **Training Methods**

There are two primary training methods commonly used for employee development in companies, as identified by Garry Cushway (2017):

1. **On-the-job training:** The main techniques for on-the-job training include: a) **Demonstration**, often referred to as "sitting next to Nellie," where an experienced employee shows the participant how to perform a task, and then the participant continues

on their own. b) **Guided training**, which involves providing participants with general guidance and support, allowing them to learn by themselves while ensuring they acquire the required knowledge, skills, and experience. c) **Self-directed learning**, where participants are encouraged to discover solutions on their own, assuming that hands-on experience is the most effective way to learn. d) **Job rotation**, which involves moving employees to different roles within a set period, helping them develop a broader set of skills. This method is particularly useful in modern organizations that require employees to be adaptable and versatile. e) **Technology-based training (TBT)** involves using interactive computer programs, videos, or CDs to deliver training. As multimedia systems continue to evolve, this type of training is expected to grow, especially with the increasing need for computer-related skills.

2. **Off-the-job training:** Several off-the-job training techniques include: a) **Lectures**, one of the most common methods for sharing knowledge, especially in educational settings. To be effective, lectures must be engaging, and participants should be encouraged to participate. However, it is generally believed that only about 20 percent of spoken content is retained. b) **Case studies**, which are brief stories or descriptions, often based on real-world events, used to explore problem-solving. This technique helps participants understand what questions to ask and which factors to consider. c) **Role-playing**, where participants take on different roles to explore a problem, similar to a case study. This approach is valuable because it provides insight from various perspectives. d) **Active discussion groups**, which allow participants to share diverse viewpoints on a specific topic, keeping the participants engaged. e) **Development centers**, a variation of assessment centers, where various tests, including psychometric assessments and group discussions, are used to evaluate participants' skills, competencies, and suitability for specific roles. f) **Group dynamics**, which refers to techniques designed to improve group performance based on behavioral research. One well-known method is the training group (T-group). g) **Learning through action**, which focuses on addressing real issues that require managerial responses rather than just making recommendations or conducting analysis. h) **Projects**, where individuals or teams are tasked with designing and conducting projects that build knowledge and research skills. Ideally, these projects

should hold practical value for the organization to encourage participant engagement. i) **Business games or exercises**, which often involve competing teams simulating real-world or abstract situations to learn key concepts. j) **Outdoor training**, which has gained popularity in recent years. The idea behind this approach is that placing people in challenging outdoor scenarios can enhance their leadership and teamwork skills.

## **Training Objectives**

According to Mangkunegara (2017), the goals of training are as follows:

1. Enhancing the understanding of values and organizational ideology.
2. Boosting productivity in the workplace.
3. Improving the quality of work.
4. Strengthening human resource planning.
5. Elevating morale and enthusiasm at work.
6. Fostering personal development among employees.

## **Training Indicators**

According to (Mangkunegara, 2017) the indicators of job training are as follows:

### **1. Instructors**

Trainers should be selected based on their qualifications and expertise in the relevant field. They must be not only competent and experienced but also possess the necessary educational background to effectively deliver training.

### **2. Participants**

Training participants must meet specific criteria and qualifications. Additionally, they should be motivated and eager to engage in the training process.

### **3. Material**

The training materials should be aligned with the goals the company aims to achieve through human resources development. These materials must be relevant and up-to-date to ensure participants can address current issues effectively.

### **4. Method**

The training method plays a crucial role in ensuring the success of the program. It should

be chosen to match both the type of material being taught and the profile of the participants to maximize the effectiveness of the training.

## 5. Objectives

Each training session should have clear objectives, particularly in terms of action plans and target outcomes. These goals must be communicated to the participants beforehand so they understand the purpose of the training. Proper management of training is essential, as it directly contributes to improved employee performance, helping the organization achieve its objectives.

## Training Indicators

According to Mangkunegara (2018) there are 5 components commonly used in training, including:

- 1) Training Instructor.
- 2) Training Participants.
- 3) Training Material.
- 4) Training Method.
- 5) Training Objectives.

## Competence

Competence, derived from the English word "competence," refers to an individual's ability or skill. In a broader sense, competence can be defined as a characteristic that influences a person's performance in their job, encompassing factors such as motivation, personality traits, self-concept, knowledge, behavior, and skills.

Spencer, as cited by Moehariono (2010), defines competence as a fundamental characteristic that impacts the effectiveness of an individual's performance in the workplace. It represents qualities that directly influence performance, with a causal relationship to criteria that define excellence or superior performance in specific situations. Wibowo (2012) further explains that competence involves the ability to perform tasks based on one's skills and knowledge, along with the work attitude required for the job.

According to Mulyasa (2013: 66), competence is the integration of knowledge, skills, values, and attitudes, which manifests in habitual patterns of thinking and action. It reflects a

person's professional expertise in a specific field, representing the most crucial and superior attributes in that area. Arifin (2011: 113) also defines competence as a unique combination of knowledge, skills, attitudes, and values, all of which shape one's thought processes and actions.

## **Factors Affecting Competence**

According to Zwell (as cited in Wibowo, 2012), several factors influence an individual's competence, including:

1. Personal beliefs and values.
2. Skillset.
3. Work experience.
4. Individual traits.
5. Motivation.
6. Cognitive abilities.

## **Indicators Affecting Competence**

According to Hutapea (2008), there are three key components in the development of competence:

### **1. Knowledge**

The information that an employee possesses to perform their tasks and responsibilities in their specific field. An employee's knowledge is crucial to the success or failure of the tasks assigned to them. Employees with adequate knowledge contribute to the increased efficiency of the company.

### **2. Skills**

The ability to carry out tasks and responsibilities given by the organization in a proper and optimal manner.

### **3. Attitude**

The behavior displayed by an employee in performing their duties, in line with company regulations.

In conclusion, competence can be defined as the capability and willingness of an employee to execute their tasks effectively and efficiently, helping to achieve organizational objectives.

## **Employee Engagement**

The concept of employee engagement was first introduced by Kahn (1990), who argued that individuals can engage various levels of their physical, cognitive, and emotional selves in the roles they perform. They are able to maintain a boundary between the role they are playing and their true self. Employee engagement involves employees expressing themselves fully—physically, cognitively, and emotionally—while demonstrating their performance. The cognitive aspect involves the beliefs employees hold about their organization, leadership, and work conditions. The emotional aspect reflects how employees feel about the company and its leaders, while the physical aspect relates to the energy employees expend in fulfilling their job responsibilities (Kahn, 1990). Robbins (2015) describes employee engagement as the level of involvement, satisfaction, and enthusiasm an individual has toward their work. Dessler (2016) views engagement as psychological involvement and commitment to achieving one's work goals. Engaged employees feel strongly connected to their tasks and work diligently to meet their objectives. Macey (2008) defines employee engagement as a psychological state (e.g., involvement, commitment, mood, and attachment) that contributes to performance (such as effort, behavior, or organizational citizenship), or a combination of these elements.

Employee engagement refers to the degree to which employees are motivated to help the organization succeed and are willing to take independent decisions to accomplish tasks crucial for achieving organizational objectives (Albrecht, 2010). Schaufeli (2003) describes employee engagement as a positive emotional connection individuals have with their work, characterized by a willingness to dedicate their energy and abilities. This is evident through behaviors where employees show interest, focus, intense emotional involvement, and high enthusiasm for their tasks. Engaged employees typically possess traits such as confidence in their abilities and a belief that "work is fun." This positive outlook is reflected in three main dimensions: vigor, dedication, and absorption. Vigor refers to high energy and resilience, including the willingness to exert effort, persist, and not tire easily. Dedication involves a strong commitment to the work, marked by pride, enthusiasm, and inspiration. Absorption is a state of deep involvement where employees lose track of time and find it hard to detach themselves from their tasks. These characteristics represent a highly positive motivational state among employees.

Measuring employee engagement is crucial for determining the level of commitment and attachment employees have within an organization. According to Schaufeli (2003), employee engagement is measured by three key indicators:

1. **Vigor**

This refers to the physical and mental strength employees demonstrate while performing their tasks. Vigor is characterized by high energy, resilience, and determination to exert effort. It reflects an employee's willingness to strive for excellence in their work, remain persistent despite challenges, and maintain enthusiasm while working through difficulties.

2. **Dedication**

Dedication represents an emotional attachment to the work itself. It is reflected in the employee's feelings of pride, enthusiasm, and inspiration toward their tasks. Employees with high dedication are typically motivated and passionate about their work and the organization, feeling energized and committed even in the face of obstacles.

3. **Absorption**

Absorption refers to an employee's complete focus and attention while working. Employees with high absorption are deeply immersed in their tasks, often losing track of time and struggling to disengage from work. This state of total concentration shows the employee's serious commitment to their work and their ability to concentrate fully on their responsibilities.

## **Employee Performance**

### **Employee Performance Definition**

Performance refers to the work output produced by employees, which is typically used to evaluate both individual and organizational achievements. Achieving strong performance is essential for accomplishing organizational objectives, making it necessary to focus on improving employee performance. However, enhancing performance is a challenging task, as it is influenced by various factors. In this context, performance is linked to leadership, motivation, and discipline within the organization.

Human resource performance refers to the accomplishments or outcomes (both in terms of quality and quantity) achieved by employees over a specific period, in relation to their assigned duties and responsibilities (Mangkunegara, 2018). Performance reflects the level of achievement in completing job requirements (Simamora, 2019). It represents the actual behavior exhibited by individuals and their work outcomes according to their roles in the company (Rivai, 2018).

Employee performance serves as a key indicator of job success or failure, considering factors such as quantity, quality, and timeliness. It is the reflection of the work conducted by employees or the organization itself. From these definitions, it can be concluded that performance is the ability to achieve established goals, expressed through results that align with job standards. It is also a record of work completed over a specific time period. Overall, performance encompasses both the quality and quantity of work achieved by an employee, reflecting their real behavior and concrete outcomes, measured against predetermined standards, and indicating the achievement level of their responsibilities in the organization.

Performance refers to the improvement in quality that allows individuals (employees) within an organization to complete tasks on time. According to Marlinawati (2013), employee performance is the overall result or success level of an individual over a certain period, assessed against various criteria such as work standards, targets, or predetermined goals that have been mutually agreed upon. An employee's performance can be considered good if they possess high expertise, motivation to work, adequate compensation, and a positive outlook on the future (Mercika, 2014).

Armstrong (2014) defines performance as behavior that contributes to achieving outcomes. Brumbach, as cited by Armstrong (2014), emphasizes that performance is directly linked to both results and behavior, making it essential to consider both factors when assessing and rewarding performance achievements. From the employee's perspective, Shields (2016) explains that employee performance is an output generated through actions or efforts that reflect the application of the knowledge, skills, and competencies the individual has acquired.

According to Mangkunegara (2017), performance refers to the quality and quantity of work achieved by an employee in completing their duties as per the responsibilities assigned. Hasibuan (2014) views performance as the service, both physically and mentally, provided to

produce goods and services in exchange for certain performance rewards. Sedarmayanti (2014) states that performance is the output resulting from a process, whether human or otherwise. Robbins (2016) defines performance as the results employees achieve in their work according to specific criteria relevant to their job.

### **Performance Assessment System**

In her book "Human Resource Management," Sedarmayanti (2017) explains that performance evaluation is a structured process that outlines an individual's or group's strengths and weaknesses in relation to their work. A successful evaluation system should recognize performance that meets established standards, assess the necessary criteria, and offer feedback to employees or staff through the human resources department (Rivai, 2018).

### **Performance Measurement Criteria**

The criteria for evaluating employee performance are based on and tailored to the type of work being assessed. There are three key variables to consider: the actor (input), behavior (process), and work outcomes (output) (Mahmudi, 2019).

#### **1. Performance Based on the Actor.**

This approach focuses primarily on the input, meaning the employee who is performing the task. The performance assessment centers on the individual, considering their attributes, characteristics, and personal qualities as the key factors influencing their performance.

#### **2. Behavior-Based Performance**

In this approach, performance is not only concerned with the individual factors but also with the behaviors or processes the person follows in carrying out their job duties.

#### **3. Performance Based on Work Results**

While actor and behavior-based performance assessments measure input and output, performance management techniques are often developed with an emphasis on evaluating results. A comprehensive performance management approach combines these three perspectives, recognizing that alongside focusing on outcomes, attention must also be given to the process and input involved.

### **Factors Affecting Performance**

Individual performance refers to the output of an employee's work in terms of both quality and quantity, measured against the established work standards. According to Mahmudi (2019), several factors influence performance, including:

1. **Individual Personal Factors:** These encompass knowledge, skills, abilities, self-confidence, motivation, and commitment that each individual brings to their work.
2. **Leadership Factors:** These involve the ability of managers and team leaders to provide encouragement, motivation, direction, and support.
3. **Team Factors:** These are related to the quality of support and enthusiasm from colleagues, mutual trust among team members, and the level of cohesion and closeness within the team.
4. **System Factors:** These include the work systems, infrastructure, and facilities provided by the organization, as well as organizational processes and the performance culture within the organization.
5. **Contextual (Situational) Factors:** These refer to external and internal environmental pressures and changes.

Simanjuntak (2019) identifies factors affecting performance as follows:

1. **Organizational Support:** This includes the organizational structure, available technology and equipment, and working conditions.
2. **Management Support:** This involves industrial relations and leadership quality.
3. **Individual Competencies:** These encompass abilities, skills, motivation, and attitude.

## **Employee Performance Indicators**

According to Robbins (2016), performance can be evaluated using several indicators:

1. **Quality:** This refers to how employees perceive the quality of their work and the perfection of tasks based on their skills and abilities.
2. **Quantity:** This measures the amount of work produced, often expressed in terms of completed units or activity cycles.
3. **Timeliness:** This indicator reflects how well activities are completed within the specified time frame, considering the coordination of output and optimizing time for other tasks.

4. **Effectiveness:** This measures the efficient use of organizational resources (such as labor, money, technology, and raw materials) to enhance the output per unit of resources used.
5. **Independence:** This gauges the level at which an employee can perform their duties autonomously.

In terms of employee performance indicators, Keban (2019), as referenced by Pasolong (2019), emphasizes the importance of measuring employee performance in public service agencies. Understanding strengths, weaknesses, challenges, and success factors can help guide professional growth by identifying and correcting past mistakes. Fadel (2019) outlines several key indicators for assessing employee performance:

- **Understanding of Duties:** Employees must have a clear understanding of their main responsibilities and carry out tasks accordingly.
- **Innovation:** The ability to generate positive innovations and discuss them with superiors and colleagues.
- **Work Speed:** Speed in completing tasks, while utilizing the most efficient work methods.
- **Work Accuracy:** While working quickly, employees should also be meticulous, ensuring tasks are performed carefully and revisited for accuracy.
- **Cooperation:** The ability to work well with others, showing respect and appreciation for their opinions.
- **Quality of Service (Quality of Work):** The degree to which the work produced meets the satisfaction of its users and serves as a standard for performance.

## **METODE PENELITIAN**

The research variables in this study are independent variables, dependent variables and intervening variables. The independent variables in this study are training (X1) and competence (X2). The dependent variable is the performance of Tugu Bali Hotel employees and the intervening variable in this study is employee engagement. The population in this study were all Tugu Bali Hotel employees totaling 139 people. The sample of this study used the probability sampling method, so the sample in this study was 103 people. Testing of the research instrument used validity and reliability tests. The data analysis technique used path analysis.

## **RESULTS AND DISCUSSION**

### Karakteristik Responden

Tugu Bali Hotel employees are dominated by male employees, namely 58.3 percent and have worked for more than 5 years. Judging from age, it is dominated by employees over 40 years old (61.2 percent). This means that Tugu Bali Hotel employees are still relatively productive. The education level of employees is mostly Bachelor's degree, namely 55.3 percent and more employees have had a work period of more than 15 years (55.3 percent).

### Hypothesis test

The test results of substructure 1 and substructure 2 regarding the Influence of Training and Competency on Employee Performance through Employee Engagement as a Mediating Variable at Tugu Bali Hotel are presented in table 1 below:

Source: Processed Data, 2024

### Discussion

Table 1

#### Direct and Indirect Effect Test Results

No	Relationship Between Variables	Immediat e Effect	Indirect Effects	Total Effect	Sig	Informatio n
1	Training (X1) → <i>Employee</i> <i>Engagement</i> (Y1)	0,277	-	0,277	0,008	H1
2	Competence (X2) → <i>Employee</i> <i>Engagement</i> (Y1)	0,374	-	0,374	0,000	H2 accepted
3	Training (X1) → Employee performance (Y2)	0,271	-	0,271	0,002	H3 accepted
4	Competence (X2) → Employee performance (Y2)	0,333	-	0,333	0,000	H4 accepted

5	<i>Employee</i>					
	<i>Engagement (Y1)</i>	0,313	-	0,313	0,000	H5 accepted
	→ <i>Employee</i>					
	<i>performance (Y2)</i>					
6	<i>Training (X1)</i>					
	<i>Employee</i>		0,087			
	<i>Engagement (Y1)</i>	-	(0,277 x	0,087		H6 accepted
	→ <i>Employee</i>		0,313)			
	<i>performance (Y2)</i>					
7	<i>Competence (X2)</i>					
	→ <i>Employee</i>		0,117			
	<i>Engagement (Y1)</i>	-	(0,374 x	0,117		H7 accepted
	→ <i>Employee</i>		0,313)			
	<i>performance (Y2)</i>					

### 1. Impact of Training on Employee Engagement at Tugu Bali Hotel

Training positively and significantly influences employee engagement at Tugu Bali Hotel. This means that an increase in training leads to a rise in employee engagement, while a decrease in training will result in lower employee engagement. These findings align with studies by Kosali (2023), and Paluta & Suprpto (2021), which show that training has a significant positive impact on employee engagement.

### 2. Impact of Competency on Employee Engagement at Tugu Bali Hotel

Competency has a positive and significant effect on employee engagement at Tugu Bali Hotel. The results suggest that higher competency levels lead to greater employee engagement, while lower competency levels lead to decreased employee engagement. This is consistent with the findings of Fakhri et al. (2020) and Paluta & Suprpto (2021), which show that competency positively influences employee engagement.

### 3. Impact of Training on Employee Performance at Tugu Bali Hotel

Training positively and significantly affects employee performance at Tugu Bali Hotel. The results indicate that an increase in training improves employee performance, while

insufficient training can lead to a decline in performance. This finding supports research by Sultana et al. (2012), who emphasized that training is a key factor in improving performance, and Triasmoko et al. (2014), who found a positive correlation between training and employee performance. Fakhri et al. (2020) also identified a positive and significant relationship between training and employee performance.

**4. Impact of Competency on Employee Performance at Tugu Bali Hotel**

The analysis reveals that competency has a positive and significant effect on employee performance at Tugu Bali Hotel. Higher competency results in improved employee performance, while lower competency leads to reduced performance. These findings align with studies by Syahputra & Tanjung (2020), Fakhri et al. (2020), and Santoso et al. (2022), all of which demonstrate a positive effect of competency on performance.

**5. Impact of Employee Engagement on Employee Performance at Tugu Bali Hotel**

Employee engagement positively and significantly affects employee performance at Tugu Bali Hotel. The results suggest that increased employee engagement leads to enhanced performance, while decreased engagement results in lower performance. This is in line with research by Santoso et al. (2022), Paluta & Suprpto (2021), and Arslan (2018), which show that employee engagement has a positive and significant impact on performance.

**6. Impact of Training on Employee Performance through Employee Engagement at Tugu Bali Hotel**

The analysis shows that training positively influences employee performance through employee engagement at Tugu Bali Hotel. The indirect effect of training on performance via employee engagement is 0.087, with a Sobel test value of 2.23, which is greater than the threshold of 1.98. This suggests that employee engagement acts as a mediator between training and employee performance. These results align with research by Kosali (2023), Fakhri et al. (2020), and Paluta & Suprpto (2021), which confirm that employee engagement significantly mediates the effect of training on performance.

**7. Impact of Competency on Employee Performance through Employee Engagement at Tugu Bali Hotel**

The analysis indicates that competency positively affects employee performance through employee engagement at Tugu Bali Hotel. The indirect effect of competency on performance through employee engagement is 0.117, with a Sobel test value of 2.67, which exceeds the 1.98 threshold. This suggests that employee engagement mediates the relationship between competency and employee performance. These findings are consistent with the research of Paluta & Suprpto (2021) and Fakhri et al. (2020), which found that employee engagement significantly mediates the effect of competency on performance.

## **CONCLUSION AND SUGGESTIONS**

### **Conclusion**

Based on the analysis and discussion, the conclusions of the study are as follows:

1. Training has a positive and significant impact on employee engagement at Tugu Bali Hotel. This indicates that enhancing the provision of training programs can effectively boost employee engagement at the hotel.
2. Competence has a positive and significant effect on employee engagement at the Regional Secretariat of Jembrana Regency. This means that improving employees' competencies can enhance their engagement at Tugu Bali Hotel.
3. Training positively and significantly influences employee performance at Tugu Bali Hotel. This suggests that increasing the frequency and quality of training programs can lead to better employee performance at the hotel.
4. Competence has a positive and significant effect on employee performance at Tugu Bali Hotel. This implies that higher competency levels contribute to improved performance among employees at the hotel.
5. Employee engagement has a positive and significant impact on employee performance at Tugu Bali Hotel. This means that increasing employee engagement can enhance their performance at the hotel.
6. Employee engagement acts as a mediating variable in the relationship between training and employee performance at Tugu Bali Hotel.

7. Employee engagement also serves as a mediating variable in the relationship between competence and employee performance at Tugu Bali Hotel.

## **Suggestions**

Based on the conclusions drawn from this study, the following recommendations are proposed:

1. It is recommended that Tugu Bali Hotel's management focus on enhancing training programs, boosting employee competence, and fostering employee engagement to improve overall employee performance.
2. Tugu Bali Hotel's management should aim to enhance training by first assessing the needs of training participants. Trainers or instructors should deliver more practical content to keep employees engaged and help them better understand the material being presented.
3. To improve employee competence, it is essential to increase employees' knowledge in their respective fields by providing training and encouraging them to pursue higher education.
4. Employee engagement at Tugu Bali Hotel should be maintained by enhancing absorption levels. This can be achieved through personalized attention or approaches aligned with the organization's culture, with leaders demonstrating genuine concern for the well-being of their employees.

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