



**TECHNIUM**  
**SOCIAL SCIENCES JOURNAL**

**Vol. 17, 2021**

**A new decade  
for social changes**

[www.techniumscience.com](http://www.techniumscience.com)

ISSN 2668-7798



9 772668 779000

## **How important are training management quality and environmental conditions in influencing the effectiveness of tourism training?**

**Rahmat Ingkadijaya**

Sekolah Tinggi Pariwisata Trisakti, Indonesia  
[rachmatingkadijaya@stptrisakti.ac.id](mailto:rachmatingkadijaya@stptrisakti.ac.id)

**Linda Desafitri RB**

Sekolah Tinggi Pariwisata Trisakti, Indonesia

**Sundring Pantja Djati**

Sekolah Tinggi Pariwisata Trisakti, Indonesia

**Mohammad Moudika Akbar**

PPPPTK Bisnis dan Pariwisata, Indonesia

**Abstract.** The implementation of training should be managed properly so that the objectives or benefits of the training can be achieved effectively. The purpose of this study was to analyze (1) the effect of training management quality on training effectiveness, (2) the influence of environmental conditions on training effectiveness, and (3) the effect of training management quality and environmental conditions simultaneously on training effectiveness. This study used a survey method. Data collection was carried out through distributing questionnaires directly to participants who had attended training at a training center for educators and educational personnel in business and tourism owned by the Indonesian government from 2017 to 2019, totaling 100 people who were selected by purposive sampling. The data analysis used is descriptive analysis and multiple linear regression analysis. The results of this study indicate that the quality of training management has a significant effect on the effectiveness of training, environmental conditions have a significant effect on the effectiveness of training, and the quality of training management and environmental conditions simultaneously have a significant effect on the effectiveness of training.

**Keywords.** event management, training management, training environment, training effectiveness

### **1. Introduction**

The implementation of education and training is an effort to improve the quality of human resources according to job needs [1]. In its further development, this training has become increasingly diverse in accordance with the increasingly complex and sequential socio-

economic development. Training can be held by anyone, be it government agencies or non-governmental organizations. Training is a major part of a strategy for an organization to improve the performance, abilities, skills, and behavior of its employees, but often in its implementation it is not carried out effectively and efficiently[2].

In organizing a training, of course, the funds spent are not small, with the hope that there will be an increase in performance and competence according to what has been determined. However, in reality, after participating in training and development, it is not uncommon for the trainees to be unable to implement what they gained during the training. Many factors can affect the effectiveness of a training, including the management of the implementation and conditions of the training environment that can create a conducive learning atmosphere [3][4].

Organizing an activity/event requires careful organization starting from planning, implementation, to evaluation of activities. These stages are needed to measure the success of these activities [2]. Whatever the type of training, these three elements are absolutely necessary to achieve the specific objectives of the training, and in general its impact on the organization. In fact, many trainings are conducted on an outdated fashion, and are not targeted at the specific objectives and needs of participants. Moreover, for trainings organized by the government, many training activities are held only to catch up on the absorption capacity of the existing activity budget. This of course will greatly impact the quality and effectiveness of the training itself.

Organizing an activity/event requires a professional event management so that the activity can take place successfully in order to achieve the objectives of the activity. Meeting, Incentive, Convention, Exhibition or hereinafter referred to as MICE is a field of event management which accommodates the gathering of many people to achieve a common interest. The forms of MICE activities are very diverse, one of which is in the field of education such as training, workshops, seminars, and others [5][6]. Training itself is a short-term educational process that uses a systematic and organized procedure. This definition illustrates that training is an activity designed to develop human resources through a series of identification activities, assessment and a planned learning process.

The holding of training certainly has its own objectives. The objectives of the training carried out by the company include increasing productivity, improving quality, supporting HR planning, increasing member morale, providing indirect compensation, improving occupational health and safety, preventing expiration of skills and knowledge, increasing the development of competence of training participants. With the complexity of the objectives of the training that must be achieved, it is necessary for a professional training management to be achieved so that the results of the training can be achieved effectively and efficiently.

The object of this research is a training center for educators and education personnel in business and tourism owned by the Indonesian government. This training center is tasked with implementing the development and empowerment of educators and education personnel in accordance with their fields. By carrying out these tasks, it has a very strategic and central role in improving the quality and professionalism of educators and education staff in the tourism sector in Indonesia.

In reality, the success of organizing activities, be it meetings, conferences and others, cannot be separated from the role of good and capable event management. Where a careful planning is needed, professional implementation up to the evaluation and supervision stage. Management of training activities is not much different from holding similar meeting events. Three elements of management, such as planning, implementing, and evaluating, are embedded in almost all planned activities. Often the management of education and training management is seen as a simple matter so that it is often overlooked.

Training is held because it has goals and benefits. In order for these goals and benefits to be achieved properly in accordance with predetermined targets, training must be well managed. Optimal training management will result in the effectiveness of achieving training targets. The implementation of training can be managed optimally because it affects the quality of the training output in accordance with the regulations that have been made as training management guidelines. The management of the training administration needs to be well managed because it is a determining factor for the success and achievement of training objectives [1].

Even though the training conducted at this training center was well planned, the results of the training evaluations carried out still contained many complaints from the training participants. The low effectiveness of training is indicated by the number of complaints, which indicates that the quality and environment of the training is indicated to have an effect on the dissatisfied response of the training participants. The quality of training includes the management of training operations from research, design, planning, coordination and evaluation carried out. The training environment includes both physical environments, such as buildings and learning facilities, and non-physical environments, such as room atmosphere, lighting and cleanliness. A conducive training environment is able to support participants to receive training materials well, and conversely a less conducive environment makes participants uncomfortable and will interfere with the training process [4].

Departing from the results of the evaluation of the training activities held, it is necessary to have further research related to the management of training. This study aims to analyze (1) the effect of training management quality on training effectiveness, (2) the effect of environmental conditions on training effectiveness, and (3) the influence of training management quality and environmental conditions on training effectiveness.

## 2. Literature Review

### 2.1. Training Management and Event Management

Planned events are very diverse and interesting activities with an almost unlimited scope of variations in terms of form, function, and experience [5]. The types or types of planned events are grouped as shown in Figure 1.

The events studied in this study were based on training events or entered into the educational & scientific types. This activity is manifested in various types depending on the purpose of its implementation. One of them is a training event. Often training activities are held with an emphasis on planning training materials and training resource persons. In fact, if we look at it from the point of view of planned events, training activities should be packaged attractively and managed properly and professionally.

Informal education and learning is manifested in many types of planned events, mainly meetings and conventions, but little attention is paid to education [5]. This indicates that the management of planned events rarely focuses on providing education such as training. Planned events usually only take the form of meetings, incentive travels, conventions, congresses, conferences and exhibitions [7].

Cultural celebration	Business and trade	Arts and entertainment	Sport and recreation	Political and state	Private functions
Festivals, heritage commemorations	Meetings, conventions	Scheduled concerts, shows, theatre	League play, championships	Summits	Rites of passage
Carnivals, mardi gras	Fairs, exhibitions		One-off meets, tours	Royal spectacles	Parties
Religious rites	Markets	Art exhibits		VIP visits	

Pilgrimage	Corporate events	Installations and temporary art	Fun events	Military (tattoos)	Reunions
Parades	Educational, scientific congresses	Award ceremonies	Sport festivals	Political congresses	Weddings

Figure 1. Typologi of Planned Event (Getz & Page, 2016)

Fenich (2015) explains that the types of activities called MICE or MEEC are very diverse, one of which is meetings. Meeting is an event where the main activity or objective of the participants is to attend an educational session, discuss or social function or attend organized activities, but there is no exhibition component in it. By type, events related to education and science are intended for educational purposes, such as training, workshops or seminars. These kinds of activities are often grouped into meetings and conventions, but the purpose of their activities leads to different requirements [8].

Event management is a professional activity of gathering and bringing together a group of people for the purposes of celebration, education, marketing and reunion, and is responsible for conducting research, designing activities, planning and carrying out coordination and supervision to realize the presence of an activity [9]. Thus, event management can be defined as organizing an activity that is managed professionally, systematically, efficiently and effectively. Its activities include planning, implementation, and supervision. According to Goldblatt [10], all successful or successful events have the same five critical stages, to ensure consistency effectiveness. The five phases or stages of successful event management are research, design, planning, coordination, and evaluation.

Every event, regardless of type and type, can be successful or unsuccessful. Even the smallest program in its implementation needs to be done well, orderly and planned. Moreover, if the event is large and invites a large number of participants, then it should have been carefully prepared before it was held. Each event, planning, requirements, implementation, may vary slightly depending on the type and purpose of the activity. For the implementation of training so that it can run effectively and efficiently, it is necessary to consider the following indicators.

Table 1. The Relationship of Event Management and Training Effectiveness

Dimensions of Event Management	Determinants of Training Effectiveness
Research	Determine needs Setting goals
Design	Determine training content Determine the participants
Planning	Determine the schedule Choose the appropriate facilities Choose a suitable instructor Select and prepare audiovisual aids
Coordination	Coordinating activities
Evaluation	Evaluating activities

(Goldblatt, 2013)

(Kirkpatrick & Kirkpatrick, 2006)

## 2.2. Training Environmental Conditions

Setting up a conducive training environment is an important step in conducting training. Specifically, the conditions of the training environment have been shown to significantly influence the transfer of knowledge in training[12]. The training environment in general can be

defined as all kinds of conditions and places that can support the training process. The training environment is divided into two, namely the physical environment and the non-physical environment. The physical environment refers to the place and all physical objects that support training, for example classrooms, lodging, and so on, while the non-physical environment is anything that supports non-physical training, such as classroom atmosphere, lighting, and so on.

According to Na-nan, et al. (2017) indicators of the training environment include organizational support, material and supervisor support, peer support, technology support, and also opportunities to use the training obtained. A conducive training environment is believed to have a positive influence on the effectiveness of training and conversely, a non-conducive environment is believed to have a negative influence on training [12].

To be able to support the goals and needs of education and training, the place or room to be used needs to pay attention to several criteria. In simple terms, Noe (2002) suggests three things that must be considered in determining the place of education and training, namely (1) physically and psychologically comfortable and geographically easy to reach, (2) calm, protected from various disturbances, both sound, air, and others, and (3) has a space that makes it easier for trainees to move around, see other participants, and impressions displayed in the training [13].

### 2.3. *Training Effectiveness*

Training is a learning process that involves acquiring skills, concepts, rules, or attitudes to improve performance [14]. Training is one way to be able to develop the abilities and expertise of employees so that they can adapt and understand technology that is constantly evolving from time to time [15]. So, training is an intermediary tool for training participants to acquire knowledge and skills so that they are capable and competent in their respective fields of work.

The most popular training evaluation approach is the model of Kirkpatrick & Kirkpatrick (2006). This model divides training evaluation into four levels, namely reactions, learning, behavior, and results [16]. Here's the explanation.

- a. *Reactions*. At this level, what is assessed is the participants' reactions to the training program.
- b. *Learning*. This level is an indicator of the increase in knowledge, skills or attitudes that the participants acquire after attending the training.
- c. *Behaviors*. This level is to determine the increase in knowledge, skills, attitude obtained in training, applied to work.
- d. *Result*. This level is intended to provide information about the effect of training on organizational goals and objectives on a broader scale.

From the aforementioned opinions, it can be concluded that (1) training is a learning process carried out to acquire knowledge and expertise that can be used by trainees in their fields in the future; (2) measuring the effectiveness of training is carried out through four levels, namely reactions, learning, behavior, and results; and (3) training effectiveness is the level of success of a training organization in achieving objectives, both objectives related to participants and their organizations.

This research was conducted to determine the effect of management quality and training environmental conditions on training effectiveness. The following is the formulation of the hypothesis from this study.

- H1: There is an influence of training management quality on training effectiveness.
- H2: There is an influence of environmental conditions on training effectiveness.
- H3: There is a simultaneous influence of training management quality and environmental conditions on training effectiveness.

### 3. Research Method

This study uses an associative descriptive method in order to determine the effect of the quality of training management and environmental conditions on the effectiveness of training. The questionnaire was used as the main instrument for data collection, which was distributed to 100 educators and educational personnel who had attended training at a training center in business and tourism owned by the Indonesian government in the 2017-2019 period. The training participants selected as respondents are participants who have attended training organized by the training center more than once. The respondents were selected by purposive sampling.

The data analysis method used is descriptive data analysis and multiple linear regression. Data processing using SPSS software.

### 4. Result and Discussion

The characteristics of the respondents were seen in terms of gender, age, occupation, and frequency of attending training. The majority of respondents were female, namely 73%, while the remaining 27% were male. The largest age range was 46-65 years, namely 57%, then 26-45 years old at 43%.

Judging from their work, the majority of respondents are educators, namely as much as 97%, whereas when viewed from the number of trainings that have been attended, the majority of respondents (74%) have attended training organized by the training center 2 to 4 times and the rest (26%) have attended training more than 5 times.

Table 2. Respondent Profile

Characteristics	Percentage
Gender	
• Man	27.0
• Woman	73.0
Age	
• 26 - 45 years	43.0
• 46 - 65 years	57.0
Profession	
• Educators	97.0
• Educational personnel	3.0
Number of trainings that have been attended	
• 2 - 4 times	74.0
• > 5 times	26.0

All indicators of the research variables (quality of training management, environmental conditions, and training effectiveness) were measured in the range 1-5, with 1 being the lowest and 5 being the highest. From this assessment, the average value is calculated for each indicator. This mean value is used to determine the results of the training participants' assessment. The following are the grading categories for interpreting the mean results.

- < 1.5 : Very bad
- 1.5 – 2.3 : Bad
- 2.4 – 3.2 : Moderate
- 3.3 – 4.1 : Good
- 4.2 - 5 : Very good

The quality of training management is measured by indicators of research, design, planning, coordination and evaluation. Of the five indicators, the highest score was planning with an

average score of 3.35. This indicates that the training planning carried out by the training center is considered good. The design, research, evaluation and coordination indicators score in the 2.4-3.2 range. This indicates that the four indicators are considered by respondents to be quite good.

The training environment conditions are divided into two indicators, namely the physical environment and the non-physical environment. The scores for both indicators are in the range 2.4-3.2. So the respondents considered the physical and non-physical environments of the training that had been held by the training center to be quite good. They also perceive the physical environment to be better than the non-physical one.

Training effectiveness is measured by four indicators, namely reaction, learning, behavior and results. The scores for the four indicators are in the 2.4-3.2 range. This shows that the training carried out by the training center is on average the indicators can be said to be quite effective, according to the established criteria.

Table 3. Average Score of Training Management, Environmental Conditions, and Training Effectiveness

Variables	Indicators	Mean Score
Management training quality	Research	2.89
	Design	3.15
	Planning	3.35
	Coordination	2.58
	Evaluation	2.71
Environmental conditions	Physical environment	2.90
	Non-physical environment	2.66
Training effectiveness	Reactions	2.62
	Learning	3.04
	Behaviors	2.51
	Result	2.83

The results of the calculation of the first hypothesis test ( $H_1$ ) show that the p-value obtained is 0.002. With a significance level of 0.05, it can be concluded that there is a significant effect of the quality of training management on the effectiveness of training. This means that the quality of training management is one of the important factors in creating training effectiveness and cannot be ignored.

The result of the calculation of the second hypothesis test ( $H_2$ ) shows the p-value obtained is 0.015. With a significance level of 0.05, it can be concluded that there is a significant effect of environmental conditions on the effectiveness of training. Similar to the quality of training management, environmental conditions are also an important factor in creating training effectiveness that cannot be ignored.

The result of the calculation of the third hypothesis test ( $H_3$ ) shows that the p-value obtained is 0.000. With a significance level of 0.05, it can be concluded that the quality of training management and environmental conditions simultaneously have a significant effect on training effectiveness. This means that the quality of training management and environmental conditions are crucial for the creation of effective training so that it must be carefully considered in the design of a training.

Table 4. Hypothesis Test Results

	Hypothesis	Sig.	Accepted / Rejected
$H_1$	There is an influence of training management quality on training effectiveness	0.002	Accepted

H <sub>2</sub>	There is an influence of environmental conditions on training effectiveness	0.015	Accepted
H <sub>3</sub>	There is an influence of training management quality and environmental conditions simultaneously on training effectiveness	0.000	Accepted

Sig. level: 0.05

## 5. Conclusion

The results showed that the quality of training management and environmental conditions were crucial for creating effective training. In addition, training management will be of quality if the elements which include research, design, planning, coordination and evaluation are carried out properly. Environmental conditions will support the success of the training if the physical environment such as the place, training room, lodging, and other supports is prepared according to the needs of the participants and the training itself. A non-physical environment such as a training atmosphere needs to be conditioned so that psychologically it has a positive effect on the mood of the trainees.

However, this study has limitations, namely that it only assesses the independent variables from the point of view of the training provider (training management and environmental conditions), while from the perspective of training participants such as participant motivation is not involved. This is a note for further research.

## References

- [1] Tracey, B. and Swart, M.P.(N). (2020), Training and development research in tourism and hospitality: a perspective paper, *Tourism Review*, Vol. 75 No. 1, pp. 256-259. <https://doi.org/10.1108/TR-06-2019-0206>
- [2] Punia, B. K., & Kant, S. (2013). A review of factors affecting training effectiveness vis-à-vis managerial implications and future research directions. *International Journal of Advanced Research in Management and Social Sciences*, 2(1), 151-164.
- [3] Mohanty, P. C., Dash, M., Dash, M., & Das, S. (2019). A study on factors influencing training effectiveness. *Revista Espacios*,(40), 7-15.
- [4] Septari, N. (2019). Pengaruh Kondisi Lingkungan Pelatihan terhadap Efektivitas Pembelajaran Diklat Kepemimpinan Tingkat III pada Badan Pengembangan Sumber Daya Manusia Provinsi Jawa Barat (Doctoral dissertation, Universitas Pendidikan Indonesia).
- [5] Getz, D. (2007). *Event studies: theory, research and policy for planned events*. Elsevier.
- [6] Getz, D., & Page, S. J. (2016). *Event studies: Theory, research and policy for planned events*. Routledge.
- [7] Kesrul, M. (2004). *Meeting Incentive Trip Conference Exhibition*. Yogyakarta: Graha Ilmu.
- [8] Fenich, G.G. (2015). *Planning and Management of Meetings, Expositions, Events and Conventions*. Pearson, Boston.
- [9] Goldblatt, J. (2013). *Special events: creating and sustaining a new world for celebration*. Wiley Global Education.
- [10] Goldblatt, J. (2002). *Special events: twenty-first century global event management* Wiley.
- [11] Kirkpatrick, D., & Kirkpatrick, J. (2006). *Evaluating training programs: the four levels*. San Francisco, CA: Berrett-Koehler Publishers.
- [12] Na-nan, K., Chaiprasit, K. and Pukkeeree, P. (2017). Influences of workplace environment factors on employees' training transfer. *Industrial and Commercial Training*, Vol. 49 No. 6, pp. 303-314. <https://doi.org/10.1108/ICT-02-2017-0010>

- [13] Noe, Raymond A. (2002). Employee Training and Development. Second Edition. New York: McGraw-Hill Companies.
- [14] Simamora, Henry. (2006). Manajemen sumber daya manusia: Yogyakarta: STIE YKPN.
- [15] Sembiring, M. (2012). Budaya dan Kinerja Organisasi. Cetakan Pertama. Bandung: Fokusmedia.
- [16] Kirkpatrick, D.L. & Kirkpatrick, J.D. (2006). Implementing the four levels: a practical guide for effective evaluation of training programs. California: Berrett-Koehler Publishers.