

## THE INFLUENCE OF TRAINING AND DEVELOPMENT ON EMPLOYEE PERFORMANCE : A Study On Employees Of MSME Restaurant In Bandung City

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### ABSTRACT

The food and beverage (F&B) industry in Bandung City, particularly among micro, small, and medium enterprises (MSMEs), has shown rapid growth. However, many restaurants still struggle to maintain service quality due to the lack of structured employee training and development programs. This study aims to analyze the influence of training and development on employee performance in MSME restaurants in Bandung. A quantitative descriptive approach was applied using questionnaires distributed to 80 randomly selected respondents. The training and development variable (X) was measured using indicators such as knowledge, attitude, skills, and competence, while employee performance (Y) was assessed through work quality, quantity, task execution, and responsibility. Data were analyzed using validity and reliability tests, descriptive statistics, and regression analysis via SmartPLS 4. The results show that training and development have a positive and significant impact on employee performance, with a path coefficient of 0.791 and an R-square value of 0.625. This indicates that 62.5% of the variation in employee performance can be explained by training and development. These findings highlight the importance of structured training programs in improving human resource quality and supporting the sustainability of MSMEs in the F&B sector.

**Keywords:** Training, Development, Employee Performance, MSMEs, Restaurants

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### BACKGROUND

The food and beverage (F&B) industry among micro, small, and medium enterprises (MSMEs) in Bandung City has experienced rapid growth in recent years. As one of Indonesia's most popular culinary destinations, the city has attracted many entrepreneurs to open restaurants, cafés, and various dining establishments across different scales. This development not only boosts the local economy but also creates new employment opportunities for the community.

However, despite this growth, many MSME restaurants still face challenges in service quality. Customers often complain about inconsistent service, slow response times, and unprofessional employee attitudes. These issues highlight weaknesses in human resource management, particularly in terms of employee training and development.

According to Yusuf and Hendra (2023), training is an effort to improve short-term skills, while development focuses on building long-term competencies to prepare employees for greater responsibilities. Both are key components of human resource management that directly influence employee performance. Through training, employees can better understand standard operating procedures, enhance communication skills, and develop professional work attitudes. Meanwhile, development programs aim to nurture individual potential, such as leadership and problem-solving abilities.

Unfortunately, not all MSME owners have sufficient understanding or resources to implement structured training programs. Many still rely on informal, on-the-job learning without proper guidance or evaluation. As a result, employee performance often falls short of optimal standards, ultimately affecting customer satisfaction and the business's overall image.

Given these conditions, it is important to examine the extent to which training and development influence employee performance, particularly in MSME restaurants in Bandung. This research is expected to provide a clearer understanding of the importance of investing in training as a strategy to improve service quality and support the sustainability of MSMEs in the F&B sector.

## LITERATURE REVIEW

### Training and Development

Training and development are essential components in human resource management, especially for improving employees' ability to carry out their tasks effectively. Yusuf and Hendra (2023) state that training focuses more on short-term practical skill improvement, while development prepares individuals for greater responsibilities in the future. Supporting this, Gustiana et al. (2022) explain that training and development complement each other as a strategic effort to enhance overall organizational performance.

The objectives of training and development go beyond just technical improvement; they also cover cognitive (knowledge), affective (attitude), and psychomotor (skills) dimensions. According to Simarmata et al. (2021), effective training can shape positive mindsets, boost self-confidence, and foster work motivation. The success of a training program is reflected in employees' ability to absorb the material, apply it in their daily tasks, and show comprehensive improvement in their competencies.

Generally, training in organizations is divided into two main approaches: on-the-job training and off-the-job training. On-the-job training is conducted directly at the workplace, allowing for immediate application, while off-the-job training takes place outside of regular work hours or settings—such as in seminars, workshops, or labs. Both methods have their own advantages and can be tailored to fit the organization's needs and resources.

In an organizational context, the benefits of training are not only felt by individuals. Well-trained employees are more capable of making sound decisions, solving problems efficiently, and experiencing greater job satisfaction. For the organization, this leads to increased productivity, service quality, and corporate image. Training also helps strengthen employee relationships through better communication and collaboration (Simarmata et al., 2021).

### Employee Performance

Employee performance reflects an individual's actual contribution to achieving organizational goals. According to Mangkunegara (2019), performance is the level of achievement based on the responsibilities assigned. Key aspects used to measure performance include work quality, quantity of output, task execution ability, and individual responsibility.

Suharjo and Krisyanto (2024) emphasize that employee performance is a reflection of effectiveness and efficiency in completing tasks according to organizational standards.

Several factors influence performance, such as motivation, leadership style, organizational culture, work environment, training, and individual competence. Meilani (2023) highlights motivation as a key driver of optimal work outcomes, while participative leadership enhances employee involvement and commitment. Moreover, a supportive organizational culture and a conducive work environment positively impact employee performance (Putri, 2020; Dunggio, 2020).

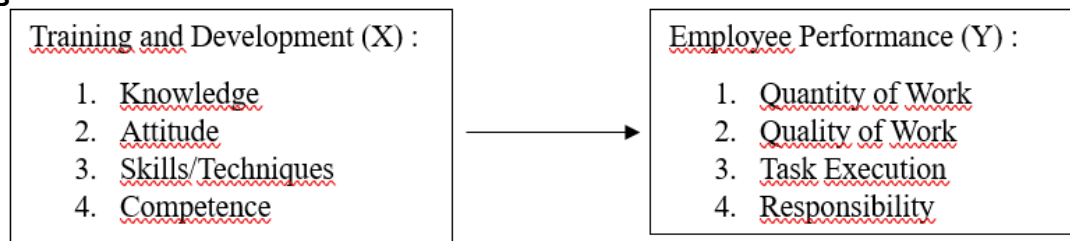
## The Relationship Between Training and Development and Employee Performance

The link between training and development and employee performance has been widely studied with consistent results. Sahputra et al. (2024) found that training significantly improves individual performance, particularly in productivity and work responsibility. This is supported by Human Capital Theory, which views human resources as the main asset of an organization, where investing in employee competence leads to greater work effectiveness.

Mozael (in Kanapathipillai, 2020) also emphasizes that training and development are integral to modern management. Well-designed training programs help create a skilled and adaptable workforce, which in the long run contributes to a company's competitive advantage.

Therefore, training and development are not just tools for enhancing technical skills, but also shape a results- and quality-oriented work culture. Employees who receive appropriate training tend to perform better, show greater initiative, and contribute more significantly to organizational goals.

## Kerangka Pemikiran



H<sub>0</sub>: There is no significant influence of training and development on employee performance.

H<sub>1</sub>: Training and development have a significant effect on employee performance.

## RESEARCH METHOD

### Research Object and Subject

According to Chaniago et al. (2023), the research object refers to the variables being studied, while the research subject refers to the individuals or groups providing data related to those variables. In this study, the object is the influence of *Training and Development* on *Employee Performance*. The subjects are restaurant employees in Bandung who are directly involved in training programs and whose performance can be observed.

### Research Method

According to Chaniago et al. (2023), the descriptive quantitative method is used to systematically observe and evaluate phenomena using numerical data. This study applies a descriptive quantitative approach to analyze the influence of *Training and Development* on *Employee Performance*. Data is collected through questionnaires distributed to restaurant employees in Bandung, focusing on their perceptions of training and their performance. The results are analyzed statistically to test the hypothesis and determine the effect of training and development on employee performance.

### Population and Sampling

According to Sugiyono (2020), a population is a group of subjects or objects with specific characteristics defined by the researcher. The population in this study consists of restaurant

employees in Bandung. The sampling technique used is random sampling, ensuring each individual has an equal chance of being selected, thus enhancing the validity and representativeness of the data. The minimum sample size is determined using the formula proposed by Hair et al. (2010).

$$N = (5 - 10 \times \text{number of indicators used}) \\ = 10 \times 8 = 80$$

Based on the calculation, this study requires 80 respondents as the sample. Data is collected using a questionnaire developed from relevant indicators and measured using a Likert scale. The questionnaire will be randomly distributed to restaurant employees across Bandung.

### Data Collection Method

This study uses a questionnaire as the research instrument to collect data. Respondents will be asked to answer questions regarding the influence of *Training and Development* on *Employee Performance* in restaurants in Bandung. The questionnaire items are designed based on indicators of each variable: *Training and Development* (X) and *Employee Performance* (Y). Responses will be measured using a Likert scale, ranging from 1 (Strongly Disagree) to 5 (Strongly Agree), with categories: STS (Strongly Disagree), TS (Disagree), N (Neutral), S (Agree), and SS (Strongly Agree).

### Operasional Variabel

Variabel	Indikator
Training and Development (X)	<ul style="list-style-type: none"><li>- Knowledge (X1)</li><li>- Attitude (X2)</li><li>- Skill/Technique (X3)</li><li>- Competence (X4)</li></ul>
Employee Performance (Y)	<ul style="list-style-type: none"><li>- Work quality (Y1)</li><li>- Work quantity (Y2)</li><li>- Task execution (Y3)</li><li>- Responsibility (Y4)</li></ul>

### Research Instrument Testing

This study includes instrument testing to ensure the quality of the questionnaire used for data collection. Instrument testing is essential to guarantee the accuracy and consistency of the collected data, ensure the validity and reliability of the instrument, reduce bias, and provide a solid basis for decision-making. To test the questionnaire, both validity and reliability tests will be conducted.

### Data Analysis Technique

In this study, data analysis is conducted using two tools. SPSS is used for descriptive statistics, including means, standard deviations, reliability testing and validity testing (e.g., Cronbach's Alpha).

Additionally, SmartPLS 4 is used specifically for analyzing the structural model to assess the effect of the independent variable (*Training and Development*) on the dependent variable (*Employee Performance*). The analysis includes evaluating path coefficients and R-square values to measure the strength and significance of relationships between variables.

## RESULTS AND DISCUSSION

### Validity Testing

Validity testing is used to measure whether a questionnaire is legitimate or valid (Ghozali, 2016). In this study, the validity test is applied to assess the accuracy of the

questionnaire. Validity refers to the extent to which an instrument precisely and accurately performs its measurement function. This instrument is tested using the Product Moment formula, with the following criteria:

1. If the significance value (Sig) is  $< 0.05$ , the item is declared valid
2. If the significance value (Sig) is  $> 0.05$ , the item is declared not valid

Variables	Indicators	Number of Questions	Sig. (2-tailed)	Results
X	X1 (Knowledge)	1	0.000	Valid
		2	0.000	Valid
		3	0.000	Valid
	X2 (Attitude)	4	0.000	Valid
		5	0.000	Valid
		6	0.000	Valid
	X3 (Skills/Techniques)	7	0.000	Valid
		8	0.000	Valid
		9	0.000	Valid
	X4 (Competence)	10	0.000	Valid
		11	0.000	Valid
		12	0.000	Valid
Y	Y1 (Work's quality)	13	0.000	Valid
		14	0.000	Valid
		15	0.000	Valid
	Y2 (Work's quantity)	16	0.000	Valid
		17	0.000	Valid
		18	0.000	Valid
	Y3 (Task execution)	19	0.000	Valid
		20	0.000	Valid
		21	0.000	Valid
	Y4 (Responsibility)	22	0.000	Valid
		23	0.000	Valid
		24	0.000	Valid

## Reliability Testing

Reliability testing ensures response consistency within a questionnaire. According to Ghozali (2016), an instrument is considered reliable if the Cronbach's Alpha value is greater than 0.60. Meanwhile, Hair et al. (2014) state that good reliability requires both Composite Reliability and Cronbach's Alpha values above 0.70. Therefore, a value between 0.60-0.70 is generally acceptable, while above 0.70 is preferred.

### Variabel Training and Development (X)

Cronbach's Alpha	N of Items
,823	12

### Variabel Kinerja Karyawan(Y)

Cronbach's Alpha	N of Items
,847	12

This reliability test was conducted using statistical analysis in SPSS, where a Cronbach's Alpha ( $\alpha$ ) value greater than 0.6 indicates that the data is considered reliable. The reliability test result for the *Training and Development* variable (X) is 0.823, which is above 0.6. Therefore, it can be concluded that variable X meets the reliability criteria. Furthermore, the reliability test result for the *Employee Performance* variable (Y) is 0.847, also exceeding the 0.6 threshold. Thus, it can be concluded that the *Employee Performance* variable (Y) is considered reliable.

## Normality Testing

According to Yuliana et al. (2023), the normality test is conducted to assess the distribution of data within a certain dataset or variable, specifically to determine whether the data is normally distributed or not.

To determine whether the respondents answers are normally distributed or not, the author has conducted a normality test using SPSS presented in the table below:

## One-Sample Kolmogorov-Smirnov Test

Statistik Uji	Nilai
N (Jumlah Sampel)	80
Parameter Normal (a, b)	
- Mean	0,0000000
- Std. Deviation	2,58182423
Perbedaan Paling Ekstrem	
- Absolute	0,114
- Positive	0,114
- Negative	-0,099
Nilai Uji (Test Statistic)	0,114
Asymp. Sig. (2-tailed)	<b>0,012 (c)</b>

The Kolmogorov-Smirnov test is part of the classical assumption tests used to determine whether the residual values in a regression model are normally distributed or not. Residual normality is important to ensure that the regression model is suitable for decision-making purposes. Based on the results of the Kolmogorov-Smirnov test, the significance value obtained was 0.012. According to the decision-making criteria, if the significance value is greater than 0.05, the residuals are normally distributed, and if the significance value is less than or equal to 0.05, the residuals are not normally distributed. Therefore, it can be concluded that the residuals in this study are not normally distributed because the significance value of 0.012 is less than 0.05.

## Descriptive Statistics

Descriptive statistics is a statistical method used to analyze data by describing or presenting the collected data without intending to draw general conclusions or make generalizations. This method plays a role in providing a description and overview of the research subject based on data from a sample or population (Sugiyono, 2020).

**Descriptive Statistics**

	N	Minimum	Maximum	Mean	Std. Deviation
X1	80	9	15	13.70	1.277
X2	80	9	15	13.34	1.559
X3	80	9	15	13.44	1.377
X4	80	9	15	13.74	1.270
Y1	80	8	15	13.54	1.475
Y2	80	9	15	14.10	1.228
Y3	80	9	15	14.09	1.255
Y4	80	9	15	14.21	1.155
Valid N (listwise)	80				

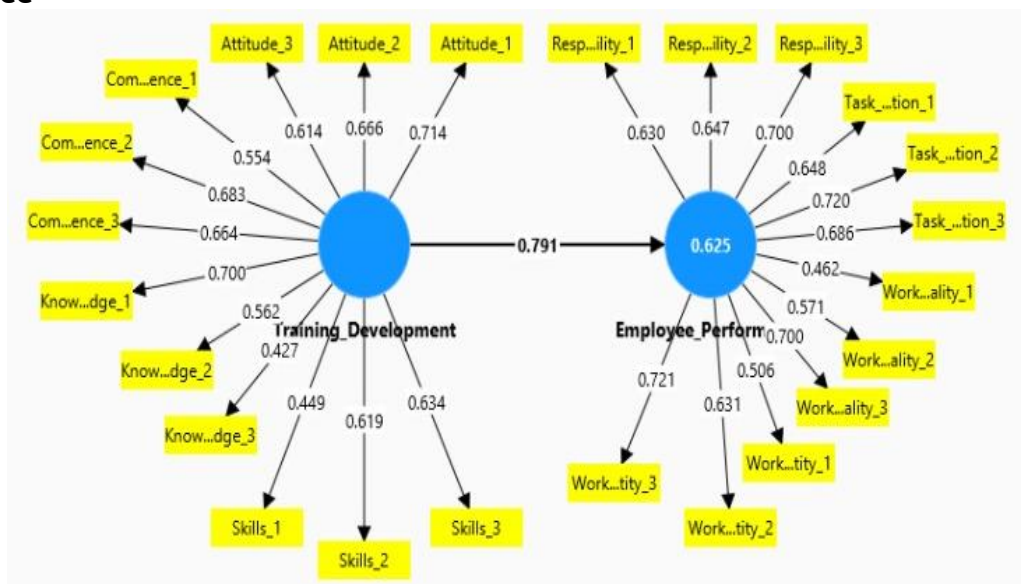
Based on data from 80 respondents, the descriptive statistics indicate positive results for both the independent variable (*Training and Development*) and the dependent variable (*Employee Performance*). *Training and Development* was measured using four indicators: knowledge, attitude, skills, and competence, with average scores ranging from 13.34 to 13.74. *Competence* received the highest score, while *attitude* scored the lowest, though it still reflected a positive perception. *Employee Performance* was assessed through work quantity, work quality, task execution, and responsibility, with average scores ranging from 13.54 to 14.21. *Responsibility* had the highest score, indicating a strong perception of employee accountability.

All indicators showed relatively low standard deviations (ranging from 1.155 to 1.559), suggesting consistency in respondents' answers and a high level of agreement. Overall, both training and development and employee performance were perceived positively by the respondents.

## PLS-SEM Analysis Results

Based on the data processing using SmartPLS 4, it was found that the construct *Training and Development* has a significant influence on *Employee Performance*, with a path coefficient value of 0.791. This indicates that the more effective the training and development provided to employees, the better their resulting performance.

## PLS-SEM Model Visualization: The Influence of Training and Development on Employee Performance



The R-square ( $R^2$ ) value for the *Employee Performance* construct is 0.625, indicating that 62.5% of the variance in employee performance can be explained by the *Training and Development* factor, while the remaining variance is influenced by other variables outside this model. In the measurement model, most indicators have outer loading values  $\geq 0.6$ , showing that they adequately represent their respective constructs. However, there are a few indicators with loading values below 0.5—such as *Knowledge\_2* (0.427) which should be further evaluated to improve construct validity.

Based on these results, the alternative hypothesis ( $H_1$ ) is accepted, indicating that training and development have a positive and significant effect on employee performance.

## CONCLUSION

The research findings show that training and development contribute 62.5% to the improvement of restaurant employee performance in Bandung, with a positive and significant effect. This means that the better the training and development provided, the higher the employee performance. Structured and continuous training plays a key role in supporting this improvement. The implication is that restaurant management should view training as a strategic investment rather than a mere formality. Training programs should be tailored to actual work needs, including enhancing technical skills, service attitude, and individual competencies. In doing so, the company not only boosts productivity but also fosters a work environment that supports employee growth and loyalty.

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