

Evaluating Homestay Management Training Using the Kirkpatrick Model in Kuta Village, SEZ Mandalika-Indonesia

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Abstract: The development of community-based tourism increasingly relies on training programs to enhance local capacity; however, their effectiveness often remains limited to short-term learning outcomes. This study evaluates the effectiveness of homestay management training in Kuta Village, Mandalika Special Economic Zone, by addressing the gap between learning outcomes and business performance. Using a convergent mixed-methods design based on the Kirkpatrick Model, quantitative data were collected from 50 homestay managers through Likert-scale questionnaires, complemented by in-depth interviews with 15 key stakeholders. The results show high participant satisfaction (Level 1) and strong learning outcomes (Level 2), with 66%–70% of respondents rating training on guest service, room cleanliness, and food management as effective to highly effective. However, effectiveness declines in strategic competencies, with only 42% reporting effectiveness in digital marketing and 34% in foreign language skills. At the behavioral level (Level 3), improvements are evident in service and cleanliness practices, but remain inconsistent in business management and in digital marketing adoption, with 52% of respondents still facing difficulties with digital promotion. At the results level (Level 4), training contributes to improved service quality and homestay image. Nevertheless, its impact on occupancy and income remains moderate, as 48% of respondents report constraints related to infrastructure and capital. This study offers a novel contribution by empirically demonstrating the training transfer gap (Level 2 to Level 3) in community-based homestay contexts within a super-priority tourism destination. It extends the Kirkpatrick Model by integrating structural constraints into training evaluation. Practically, the findings highlight the need to combine training with continuous mentoring and institutional support to achieve sustainable tourism outcomes.

Keywords: *homestay training, training effectiveness, Kirkpatrick model, community-based tourism, SEZ Mandalika*

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INTRODUCTION

Community training and capacity building are widely recognized as critical tools for developing community-based tourism (CBT), particularly in destinations where local communities serve as primary service providers. Prior studies emphasize that training can enhance service quality, improve the competitiveness of small-scale businesses, and support local economic sustainability (Amoah et al., 2023; Dhar, 2015; Eppang et al., 2024). However, contemporary training evaluation literature highlights a persistent limitation: most tourism training programs are assessed primarily at the level of participant satisfaction and knowledge acquisition, with insufficient attention to



behavioral change and long-term business outcomes (Ho et al., 2016; Rodríguez & Gregory, 2005; Tanemura & Nagaishi, 2022). This indicates a theoretical imbalance in evaluating training effectiveness, where higher-level impacts remain underexplored

Within the framework of the Kirkpatrick Model, this imbalance reflects the dominance of evaluation at Level 1 (reaction) and Level 2 (learning), while Level 3 (behavior) and Level 4 (results) remain under-investigated, particularly in small-scale and community-based tourism enterprises (Alsalamah & Callinan, 2021; Faisal & Islam, 2025). Existing studies in hospitality and tourism confirm that training success should not be measured solely by knowledge improvement, but by the extent to which learning is transferred into managerial practices and generates measurable business outcomes (Wikström et al., 2023). Despite this, empirical research examining the training transfer process, the transition from learning to sustained behavioral and economic impact, remains limited, especially in developing tourism destinations. This gap underscores the need for a more comprehensive, context-sensitive evaluation approach.

In Indonesia, the Mandalika Special Economic Zone (SEZ) has emerged as a strategic tourism destination, aiming to accelerate regional development through large-scale investment and international events. This development has spurred rapid growth in community-based accommodation, particularly homestays, through government-led initiatives such as the Tourism Housing Facilities (Sarhunta) program. While this program has increased the availability of accommodation, it simultaneously exposes critical challenges related to the managerial capacity of local communities, especially in areas such as digital marketing, business management, and service standardization (Alfian et al., 2022; Caraka et al., 2023; Kanom, 2015; Widjaja et al., 2023).

To address these capacity gaps, various homestay management training programs have been implemented by government institutions, universities, and industry actors. Although these programs have improved basic technical skills, preliminary evidence suggests that many homestay operators struggle to apply the training outcomes in real business practices consistently. Issues such as low occupancy rates, limited digital adoption, and inconsistent service quality indicate that training outcomes are not fully translated into sustainable performance improvements. This condition reflects a classic training transfer problem, where learning gains fail to produce meaningful behavioral and organizational change.

Despite the growing body of literature on community-based tourism and homestay development, existing studies have predominantly focused on development strategies, economic impacts, governance, and marketing aspects (Akbar et al., 2024; Dewi & Toha, 2021; Hamid et al., 2025; Koynja, 2023; Mahsar, 2019; Marswandi et al., 2024; Nurfaizah et al., 2023). Systematic evaluation of training effectiveness, particularly using an integrated framework that captures learning, behavior, and business outcomes, remains scarce. More importantly, no prior study has explicitly examined how structural constraints (e.g., infrastructure, capital, and market access) interact with the training transfer process in community-based homestay contexts. This study addresses this gap by offering a novel contribution: it integrates the Kirkpatrick Model with a mixed-methods approach to analyze not only training outcomes across all four levels, but also the structural factors influencing the transition from learning (Level 2) to behavior (Level 3) and results (Level 4) in a super-priority tourism destination.

Based on these gaps, this study aims to evaluate the effectiveness of homestay management training in Kuta Village, Mandalika SEZ, by addressing three key questions: (1) to what extent training is effective across the four levels of the Kirkpatrick Model; (2)

what constraints hinder the transfer of training into practice; and (3) how training effectiveness can be enhanced to support sustainable homestay development. Theoretically, this study extends the application of the Kirkpatrick Model by emphasizing the importance of training transfer and contextual constraints in CBT settings. Practically, it provides evidence-based insights for designing more effective, context-driven training interventions that align with the broader ecosystem of sustainable tourism development.

RESEARCH METHODS

Research Design & Mixed-Method Integration Strengthened

This study adopts a sequential explanatory mixed-method design, in which quantitative data are collected and analyzed in the first phase, followed by a qualitative inquiry to explain and deepen the quantitative findings. This design is particularly suitable for evaluating training effectiveness, as it allows measurement of outcomes across the four levels of the Kirkpatrick Model while also capturing contextual and behavioral dynamics that cannot be fully captured by numerical data alone. The integration occurs at the interpretation stage, where qualitative findings are used to explain discrepancies and reinforce patterns identified in the quantitative results.

Sampling Justification Strengthened

The study was conducted in Kuta Village, Mandalika Special Economic Zone, involving homestay owners who had participated in the homestay management training program. A purposive sampling technique was employed to ensure that only respondents with direct experience of the training were included. The selection criteria consisted of: (1) active homestay operators, (2) participation in at least one formal training program, and (3) active involvement in homestay management operations. A total of 50 respondents were included in the quantitative phase, which meets the minimum sample size requirements for descriptive and inferential analysis in small-population studies (Hair et al., 2019). For the qualitative phase, 15 key informants were selected using purposive and snowball sampling, including homestay owners, local tourism stakeholders, and training facilitators. This approach ensures data richness and triangulation from multiple perspectives.

Data Collection Procedures Clarified

Quantitative data were collected using a structured questionnaire designed based on the four levels of the Kirkpatrick Model: reaction, learning, behavior, and results. The questionnaire employed a Likert scale (1–5) to measure respondents' perceptions of training effectiveness. Meanwhile, qualitative data were collected through in-depth interviews and field observations to capture behavioral changes, operational challenges, and contextual constraints affecting the implementation of training. Data collection was conducted from January 2024 to June 2025, ensuring sufficient coverage of post-training conditions.

Instrument Validity and Reliability Strengthened

To ensure instrument validity, the questionnaire items were developed based on established literature and were reviewed by experts in tourism management and training evaluation (content validity). A pilot test was conducted with a small group of respondents to refine item clarity and relevance. Construct validity was assessed using factor analysis, ensuring that each item properly loaded onto its respective dimension within the Kirkpatrick framework. Reliability was tested using Cronbach's Alpha, with a

threshold of 0.70 indicating acceptable internal consistency (Tavakol et al., 2011). All variables in this study achieved reliability coefficients above the acceptable threshold, confirming that the instrument is statistically reliable for measuring training effectiveness.

Data Analysis Techniques Clarified and Deepened

Quantitative data were analyzed using descriptive statistics and, where applicable, inferential analysis to assess differences and relationships between variables across the four Kirkpatrick levels. The results were interpreted to identify patterns of training effectiveness, with particular focus on the gap between learning outcomes (Level 2) and behavioral application (Level 3). Qualitative data were analyzed using thematic analysis, involving data coding, categorization, and interpretation to identify recurring themes related to training transfer, operational barriers, and contextual constraints. This approach enables a deeper understanding of why certain training outcomes are not fully realized in practice.

Mixed-Method Integration Explicitly Explained

The integration of quantitative and qualitative findings was conducted using a connecting-and-merging approach. Quantitative results informed the selection of qualitative informants (connecting), while qualitative findings were used to explain unexpected or inconsistent quantitative patterns (merging). For example, when quantitative data indicated high learning scores but low behavioral implementation, qualitative insights were used to identify underlying barriers such as limited capital, lack of digital skills, or market access constraints. This integration strengthens the study's explanatory power and enhances its validity.

Kirkpatrick Model Standardization & Conceptual Clarity

The Kirkpatrick Model was operationalized into four measurable dimensions: (1) Reaction, referring to participants' satisfaction with the training; (2) Learning, indicating knowledge and skill acquisition; (3) Behavior, reflecting the application of learned competencies in homestay management practices; and (4) Results, representing the impact on business performance, such as occupancy rates and income changes (Kirkpatrick, 2016). Each dimension was translated into measurable indicators to ensure consistency and clarity in evaluation. To improve clarity and avoid redundancy, the model is presented conceptually rather than through complex or non-standardized figures, ensuring alignment with international journal standards.

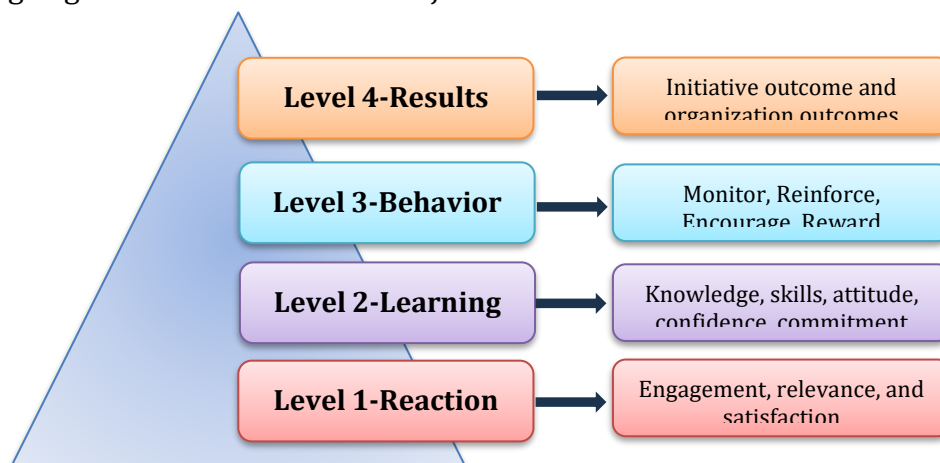


Figure 1. Model Kirkpatrick (Source: Kirkpatrick, 2016)

Ethical Consideration & Rigor Added

This study adheres to ethical research standards by ensuring informed consent, confidentiality, and voluntary participation of all respondents. Additionally, methodological rigor was enhanced through data triangulation, member checking in qualitative analysis, and the use of validated instruments. These measures ensure the credibility, reliability, and trustworthiness of the research findings.

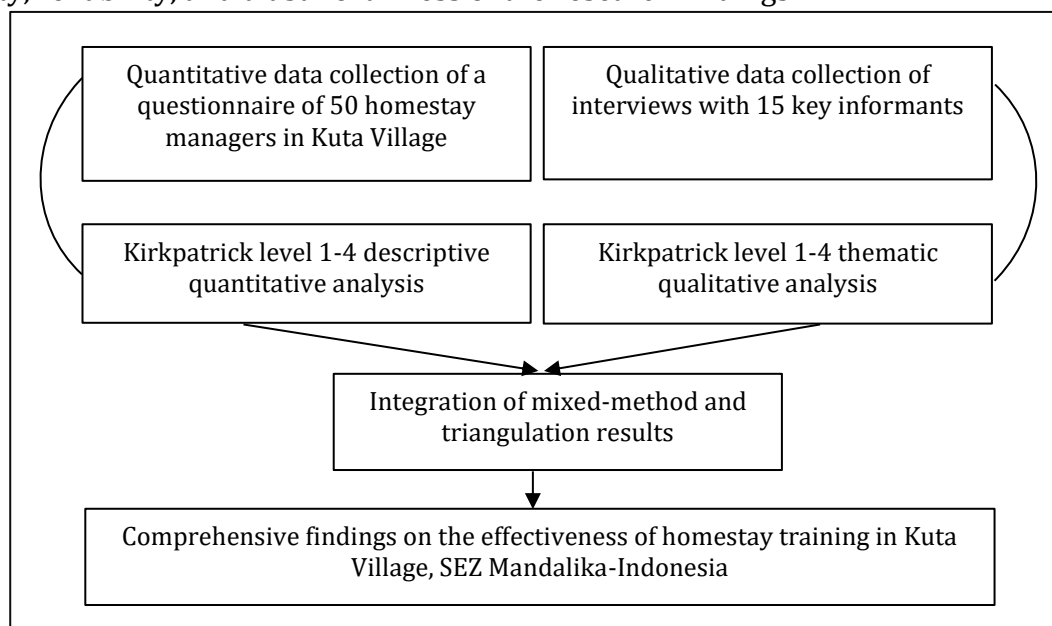


Figure 3. Flow diagram of the data analysis process with the Kirkpatrick Model and mixed-method convergent design
Source: Authors, 2025

RESULTS AND DISCUSSION

Overview of the Implementation of Homestay Training in Kuta Village

Kuta Village is located in the Mandalika SEZ, a super-priority destination area. This village, located in Central Lombok Regency, has a great opportunity to improve its economy, as various tourism activities are available in the area, including the MotoGP at the Pertamina Mandalika International Street Circuit. This condition encourages the government to prepare accommodation that can be managed directly by the people of Kuta village, namely, homestays. Various training sessions are organized by various parties to ensure that community managers have the skills they need to provide services to guests. However, field observations and previous research findings show that the community still experiences difficulties in managing homestays caused by various aspects, including still weak mastery of English, digital marketing, and aspects of managing homestay businesses in Kuta Village and even stopped operating, thus raising questions about the extent to which training is really effective in improving the ability to manage homestays in the village Kuta. In line with the framework of the Kirkpatrick Model, the results of this study are presented based on four levels of evaluation: reaction, learning, behavior, and outcomes, then complemented by constraint analysis and strategic recommendations based on quantitative and qualitative data. This approach is consistent with training evaluation practices in the hospitality and tourism sectors, which emphasize integrating numerical indicators and field narratives to capture the complexity of post-training change.

Level 1 – Participant's Reaction to Training.

In general, the participants responded positively to the homestay training they had attended. The results of the in-depth interviews showed that the participants felt the material presented, particularly that relating to guest service and room preparation, was easy to understand and provided knowledge and skills that met the needs of the trainees. One informant stated that:

"I am personally very grateful for the training provided by the Ministry of Tourism and the Lombok Polytechnic. From this training, it gave me knowledge and skills to provide services to guests, especially guest arrival services and room arrangements" (Results of informant interviews).

The training provided to participants was well-received. The training was delivered practically through simulations and live demonstrations by the trainers. The participants emphasised that the training boosted their confidence when welcoming guests and managing the check-in process. They provided a clearer understanding of the standards for guest room cleanliness and comfort. These findings align with a training evaluation study in the hospitality sector, which shows that the relevance of the material and *the hands-on approach* are the determining factors for participants' positive reactions, which, in turn, are a prerequisite for achieving learning at the next level (Lassoued et al., 2022). The results of the Level 1 evaluation of participants' responses to the training provided are shown in Table 1 below:

Table 1: Results of Level 1 Evaluation (Reaction)

Indicator	Mean	Std. Dev	Category
Quality of training materials	4.32	0.61	High
Facilitator competencies	4.45	0.58	High
Delivery method	4.28	0.64	High
Suitability for requirements	3.89	0.72	Medium
Overall satisfaction	4.36	0.55	High

Source: Authors, 2025

Although the training provided was generally well received, the interviews revealed that this satisfaction was largely linked to an enjoyable training experience rather than to the long-term relevance to the homestay business's needs. Some participants felt that the material was still too general and did not fully align with the actual conditions of homestay management in Mandalika. This indicates the presence of a 'superficial satisfaction effect', where satisfaction does not always reflect the substantial effectiveness of the training (Caferra et al., 2025; Pei et al., 2020).

Level 2 – Learning: Knowledge and Skills Enhancement.

At Level 2, the questionnaire results indicate that the training is highly effective in improving the knowledge and technical skills of homestay managers, especially in the dimensions of guest service, room arrangement and cleanliness, and food and beverage management. More than 60% of respondents rated training on these three aspects as effective–very effective (Table 1), indicating that direct, contextual technical content is relatively easy to understand and internalize. In contrast, the effectiveness of training decreased in aspects of homestay business management, digital marketing, and English language skills. On digital marketing indicators, 42% of respondents rated training

effective or very effective, but 34% only rated it as quite effective, and 24% rated it as less or less effective; on English language skills, 34% of respondents rated it effective-very effective, while 38% rated it as less or ineffective. This pattern indicates that conceptual and technology-based materials require longer durations, different pedagogical approaches, and support for sustainable practices to contribute significantly to learning improvement.

Table 2. Managers' perceptions of the effectiveness of training (Level 2 – Learning)

Aspects assessed	Highly effective	Effective	Quite effective	Less effective	Ineffective
Guest service & front office	20%	46%	24%	10%	0%
Room layout & cleanliness	28%	42%	20%	10%	0%
Food & beverage management	24%	40%	26%	10%	0%
Homestay business management	18%	36%	30%	16%	0%
Marketing & digital marketing	12%	30%	34%	20%	4%
Foreign language (English)	10%	24%	28%	30%	8%

Source: Authors, 2025

Interview excerpts reinforce these quantitative findings; The informant said that:

"Our foreign language skills need to be improved again, because what we master here is, on average, foreign languages that work in our homestay. If we talk outside the context of homestay services, then we have difficulty understanding".

Another informant said that:

"The homestay management community around our area is actually not fully able to market their homestays online (digital). Sometimes they ask for the help of someone else who is more competent to market it."

These findings are consistent with the literature that states that foreign language training and digital literacy in small businesses often require a gradual approach and long-term mentoring to produce meaningful learning outcomes (Karnando et al., 2025)

Level 3 – Behavior: Application of Training Results in the Field.

The results of the Level 3 evaluation indicate that participants' behavioural changes following the training remain suboptimal, particularly in business management, digital marketing, and English use. Although there have been some improvements in service delivery practices, the application of more complex skills remains limited and inconsistent. The results of the Level 3 analysis are shown in Table 3 below:

Table 3. Level 3 Evaluation Results (Behavior)

Indicator	Mean	Std. Dev	Category
Implementation of business management	3.18	0.82	Low
The use of digital marketing	3.05	0.87	Low
Digital account management (OTA/social media)	3.12	0.85	Low



Indicator	Mean	Std. Dev	Category
The use of English in customer service	3.09	0.83	Low
Consistency in applying what has been learnt during training	3.21	0.80	Low

Source: Authors, 2025.

The findings above show that almost all indicators at Level 3 fall into the 'low' category, suggesting a weak transfer of training into actual practice. This is reinforced by qualitative findings indicating that some homestay managers still rely on traditional word-of-mouth promotion and seek assistance from others in managing their digital accounts. Furthermore, business management practices such as financial record-keeping, pricing, and service packaging are not yet carried out consistently.

Further interviews revealed that factors such as low self-confidence, ingrained habits, and limited time to learn technology are the main barriers to behavioural change. This situation shows that although knowledge has been acquired at Level 2, the processes of internalisation and application still face various practical obstacles. These findings are consistent with various training evaluation studies, which confirm that post-training behavioural change is heavily influenced by workplace support, incentives, and the availability of ongoing mentoring, rather than solely the quality of the training itself (Faisal-E-Alam et al., 2025; Nielsen & Shepherd, 2022; Wikström et al., 2023). Thus, the low achievement at Level 3 in this study highlights a critical gap in training transfer, the key link between learning and tangible impacts on business performance.

Level 4 – Outcomes: Impact on Homestay and Community Performance

The evaluation results at Level 4 indicate that the training's impact on homestay performance and community well-being falls into the moderate category. Generally speaking, the most noticeable improvements were seen in service quality, particularly in cleanliness and room presentation, whilst the impact on economic indicators, such as occupancy rates and revenue, remains uneven.

Table 4. Level 4 Evaluation Results (Results).

Indicator	Mean	Std. Dev	Category
Improvements to service quality (cleanliness and layout)	3.78	0.68	Medium
Improved guest satisfaction (reviews/feedback)	3.65	0.72	Medium
Increase in occupancy rates	3.12	0.85	Low
Increase in revenue	3.08	0.88	Low
Contribution to household well-being	3.21	0.80	Low

Source: Authors, 2025.

Quantitative findings suggest that the impact of the training was more pronounced on service quality than on economic performance. This indicates that the training succeeded in improving basic operational aspects, but has not yet been fully able to drive a significant improvement in business performance. Qualitative findings reinforce these results, with homestay managers reporting that guests were more satisfied with the cleanliness and tidiness of the rooms following the training. Some homestays also experienced an increase in positive reviews from tourists, although quantitative data regarding occupancy rates have not yet been systematically documented.

However, the impact on increased occupancy and revenue was not felt uniformly. Homestays with better infrastructure, adequate internet access, and locations close to

major attractions tended to benefit more than those with limited facilities and minimal digital promotion. Furthermore, it was found that some government-assisted homestays had actually switched to other businesses due to low occupancy rates and the managers' limited capacity in marketing and business management.

This situation underscores that structural factors, such as access to capital, infrastructure, market networks, and institutional support, heavily influence the success of Level 4 training. Consequently, training cannot be positioned as the sole intervention to improve homestay performance; it must be supported by strengthening the broader tourism ecosystem.

Major Obstacles in the Implementation of Training Results.

A combined analysis of questionnaires and interviews identified five main groups of obstacles in the implementation of training results by homestay managers in Kuta Village. First, limited human resources and foreign language skills are the most significant obstacles, with 64% of respondents reporting difficulty communicating with foreign tourists due to limited English proficiency. Second, 52% of respondents face digital marketing barriers due to low technology literacy and limited experience with OTA and social media for promotion.

Third, 48% of respondents cited limited capital and infrastructure as obstacles, including non-standard bathroom facilities, simple interiors, and limited WiFi access. Fourth, 34% of respondents identified cultural factors and traditional service habits that are not fully aligned with global tourism service standards as obstacles. Fifth, 28% of respondents stated that it was difficult to maintain consistency and motivation in implementing training results, especially when there was no follow-up assistance or clear economic incentives.

Table 5. The main obstacles to the implementation of the homestay training results

Types of constraints	Field indicators	Percentage of respondents (N=50)
HR & foreign languages	Lack of English skills; difficulty communicating with tourists	64%
Digital marketing	Not used to OTAs; low social media literacy	52%
Homestay capital & infrastructure	Bathrooms are not yet standard; WiFi and a limited interior	48%
Cultural and customary factors	Traditional service patterns are not in accordance with global tourism service standards	34%
Consistency & motivation	Inconsistency in applying training results	28%

Source: Authors, 2025

These findings are in line with studies that have been conducted on homestay and tourism management which emphasizes that increasing the capacity of individuals (managers) through training must be accompanied by structural interventions, such as access to capital, business assistance, and strengthening market networks in order to produce sustainable impacts (Kiswantoro et al., 2024; Luekveerawattana, 2024; Qiu et al., 2024)

Strategic Recommendations for Improving the Effectiveness of Homestay Training.

Based on the results from the four levels of Kirkpatrick's and the constraint analysis, the researchers formulated five strategic recommendations to improve the effectiveness of homestay training in the future. First, training design needs to be strengthened with more applicable materials, grounded in local case studies and hands-on practice, especially in business management, digital marketing, and conversational English. Second, continuous mentoring through mentoring and post-training monitoring is needed so that behavior changes can be maintained and strengthened in the long term (Faisal & Islam, 2025; Karnando et al., 2025)

Third, concrete support from the government and the private sector in the form of capital assistance for homestay renovation, improving the quality of basic infrastructure (bathrooms, WiFi), and facilitating access to the Online Travel Agent (OTA) platform is the key to converting the results of the training into improving business performance. Fourth, strengthening collaboration networks with local and national travel agents, local surfing communities, and international event organizers in Mandalika, namely InJourney Tourism Development Corporation (ITDC), can expand the homestay market and increase product visibility. Fifth, improving foreign language literacy through conversation-based intensive courses and supporting lecturers and students through community service programs can be a practical strategy to overcome the gap in communication skills with foreign tourists (Kiswanto et al., 2024; Luekveerawattana, 2024; Qiu et al., 2024).

Table 6. Strategic Recommendations for Increasing the Effectiveness of Homestay Training.

Strategic Recommendations	Field Implementation	Parties Involved
Training Design Improvements	More applicable material, hands-on practice, and real case studies	University of Mataram, Poltekpar, and Central Lombok Regency Tourism Office
Continuous Assistance	Post-training mentoring, periodic monitoring	Local Government, ITDC Mandalika
Government & Private Support	Capital renovation assistance, digital promotion, and OTA platform subsidies	Local Government, Bank Indonesia, OTA
Strengthening Collaboration Networks	Cooperation with travel agents, surfing communities, and MotoGP organizers	ITDC, a tourism actor
Improving Foreign Language Literacy	Intensive English courses, volunteer lecturers, and tourism students	Universities, NGOs, communities

Source: Authors, 2025

The recommendations that the researchers have formulated are in line with the latest literature on training and capacity building in the tourism sector, which emphasizes the importance of contextual training design, structural support, and integration with the local tourism ecosystem to achieve sustainable outcomes (Kurtaliqui et al., 2024; Luekveerawattana, 2024; Qiu et al., 2024).

Discussion

The results demonstrate that the homestay management training program in Kuta Village has a stronger impact on operational technical skills than on strategic



competencies such as business management, digital marketing, and foreign language proficiency. This pattern is consistent with prior studies in the hospitality and tourism sectors, which indicate that hands-on, routine-based skills are more readily internalized than abstract, cognitive, and technology-driven competencies (Ayu et al., 2022; Faisal & Islam, 2025). From a theoretical standpoint, this finding reinforces the distinction between procedural learning and strategic capability development, suggesting that conventional training models tend to be more effective at enhancing short-term operational performance than at fostering long-term strategic adaptability. Consequently, this study contributes to the literature by highlighting the need to differentiate learning domains within the Kirkpatrick framework, particularly in community-based tourism settings.

A key theoretical contribution of this study is its explicit identification of the learning-behavior gap between Levels 2 and 3, which substantiates the persistent issue of training transfer in community-based tourism contexts. While previous studies have acknowledged this gap (Karnando et al., 2025; Qiu et al., 2024), this research provides empirical evidence of how it manifests in small-scale homestay operations characterized by informality and resource limitations. Unlike findings from more formal hospitality settings, where organizational systems can facilitate behavioral change, this study demonstrates that in community-based contexts, the transfer process is significantly constrained by socio-economic realities. This extends existing theories of training evaluation by emphasizing that training transfer is not merely an individual cognitive process but a socially and structurally embedded phenomenon.

The limited behavioral change observed in this study aligns with findings from rural tourism and homestay research in developing countries, where training outcomes are often moderated by contextual constraints such as low digital literacy and weak institutional support (Kiswanto et al., 2024; Luekveerawattana, 2024; Qiu et al., 2024). However, this study advances the literature by demonstrating that even within a super-priority tourism destination such as Mandalika, structural inequalities persist and shape training outcomes unevenly. This contrasts with assumptions in some tourism development studies that infrastructure investment automatically enhances local capacity. Instead, the findings suggest that capacity development and structural readiness do not progress in parallel, leading to a misalignment between training inputs and actual performance outcomes.

At Level 4, the moderate and uneven impact of training on business performance further supports the argument that training effectiveness must be understood as an interaction between individual capacity and structural conditions. This finding corroborates and extends previous studies (Kiswanto et al., 2024; Qiu et al., 2024) by providing a more nuanced explanation of how structural factors such as capital access, infrastructure quality, and market connectivity mediate the relationship between training and economic outcomes. Theoretically, this study contributes by integrating the concept of structural constraints into the Kirkpatrick Model, which traditionally focuses on individual-level outcomes. This integration offers a more comprehensive framework for evaluating training effectiveness in community-based tourism.

The findings also contribute to the broader discourse on community capacity building by confirming that training, as a standalone intervention, has inherent limitations. Consistent with the capacity-building literature (Eade, 1997; Eade & Ireland, 1997; Moscardo, 2008). This study demonstrates that sustainable behavioral and economic change requires a combination of training, ongoing mentoring, access to

resources, and institutional strengthening. However, this study adds empirical depth by illustrating how the absence of these complementary factors leads to fragmented, unsustainable outcomes. Therefore, the study advances theory by positioning training not as an endpoint, but as one component within a multi-layered capacity development ecosystem. These findings suggest the need to reconceptualize the Kirkpatrick Model in community-based tourism contexts by incorporating intermediary variables that capture environmental and structural influences. While the original model assumes a relatively linear progression from reaction to results, this study demonstrates that contextual barriers often disrupt such a progression. This aligns with recent critiques advocating a more dynamic, context-sensitive interpretation of training evaluation models (Wikström et al., 2023). Thus, this study contributes to model refinement by proposing that Levels 3 and 4 should be interpreted through a contextual lens, rather than as direct outcomes of training alone.

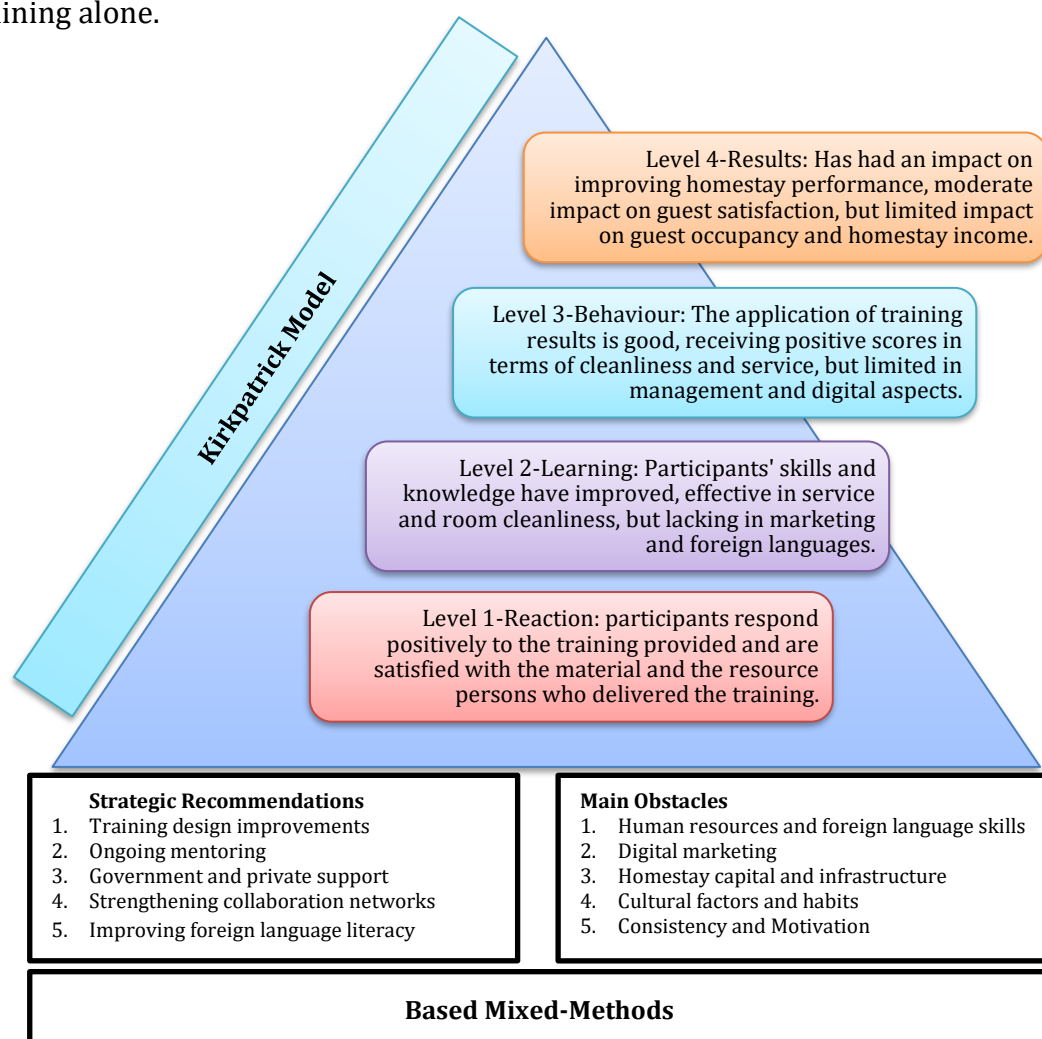


Figure 4: Evaluation of the Effectiveness of Community-Based Homestay Training in Kuta-Mandalika Village using Kirkpatrick-Based Mixed-Methods
Source: Authors, 2025

From a methodological perspective, this study supports and extends prior research advocating the use of mixed-method approaches in training evaluation. Click or tap here to enter text. By integrating quantitative and qualitative data, this study demonstrates how numerical indicators of training effectiveness can be contextualized and explained

through narrative evidence. Compared to previous studies that rely predominantly on quantitative measures, this approach provides a more holistic understanding of the discrepancies between learning outcomes and real-world implementation. Therefore, this study contributes methodologically by validating the use of mixed-method designs as a robust approach for capturing the complexity of training effectiveness in tourism contexts.

In conclusion, this study advances the theoretical discourse on training evaluation by demonstrating that a complex interaction between learning processes, behavioral dynamics, and structural conditions shapes effectiveness in community-based tourism. By bridging the Kirkpatrick Model with perspectives on capacity-building and structural constraints, this research offers a more integrative framework for understanding why training interventions often fail to produce sustained impacts. This highlights the need for future research to move beyond training-centric approaches and adopt a system-oriented perspective when evaluating and designing community-based tourism development programs.

CONCLUSION AND RECOMMENDATIONS

This study concludes that the homestay management training program in Kuta Village, Mandalika Special Economic Zone, demonstrates moderate effectiveness, characterized by strong performance at the levels of reaction and learning, but more limited outcomes at the levels of behavior and results. The training successfully enhanced participants' technical competencies, particularly in guest service, cleanliness, and room arrangement, indicating that operational skills are more readily internalized. However, improvements in strategic competencies, including business management, digital marketing, and English proficiency, remain limited, reflecting an uneven learning outcome across competency domains.

The findings highlight a critical training transfer gap, where knowledge and skills acquired at Level 2 are not consistently translated into sustained behavioral change at Level 3. This gap is further reflected at Level 4, where improvements in service quality and homestay image do not translate proportionally into increased occupancy rates and income. The study identifies structural constraints, including limited infrastructure, low digital literacy, restricted access to capital, and weak market connectivity, as key mediating factors that shape the relationship between training and business performance. These results confirm that training effectiveness in community-based tourism cannot be understood solely at the individual level but must be analyzed within its broader socio-economic context.

Theoretically, this study makes three key contributions. First, it extends the application of the Kirkpatrick Model by demonstrating that the transition between Level 2 (learning) and Level 3 (behavior) is not linear, but highly dependent on contextual and structural conditions. Second, it advances the concept of training transfer by situating it within community-based tourism settings, where informal business structures and resource limitations significantly influence behavioral outcomes. Third, the study integrates capacity-building and structural constraint perspectives into training evaluation, thereby offering a more holistic and context-sensitive framework for assessing training effectiveness. This contributes to the growing body of literature that calls for a shift from training-centric to system-oriented evaluation approaches.

In practice, the findings suggest that homestay training programs should not be implemented as standalone interventions but rather as part of a broader, integrated

development strategy. Training should be complemented with continuous mentoring, especially in strategic areas such as digital marketing, financial management, and foreign language skills. In addition, policymakers and stakeholders need to address structural barriers by improving access to infrastructure, digital connectivity, financing mechanisms, and market networks. Without such support, training programs risk generating short-term improvements in service quality without achieving sustainable business performance.

Based on these findings, several recommendations are proposed. First, future training programs should adopt a contextualized, adaptive design tailored to the socio-economic conditions of community-based homestay operators. Second, integrating post-training support mechanisms, such as mentoring and coaching, is essential to strengthen training transfer. Third, tourism development policies should prioritize ecosystem strengthening, including the integration of digital platforms, access to capital, and destination-level promotion strategies. These measures are crucial to ensure that improvements in individual capacity can translate into tangible economic outcomes.

Future research is recommended to incorporate more objective, longitudinal performance indicators, such as occupancy rates, income growth, and verified tourist reviews, to capture the long-term impact of training better. Additionally, involving multiple stakeholders, including tourists, platform providers, and local institutions, would provide a more comprehensive understanding of the dynamics of community-based tourism development. Such approaches will help refine training evaluation models and support the design of more inclusive and sustainable tourism development strategies.

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