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THE INFLUENCE OF ONLINE TRAINING AND COMPENSATION ON EMPLOYEE PERFORMANCE (A STUDY ON EMPLOYEE OF EFISHERY START-UP)

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ABSTRACT

This study aims to evaluate the impact of online-based training and compensation on employee performance within the operational division of eFishery, a technology-driven agritech startup in Indonesia. The primary motivation for this research stems from operational performance issues related to the effectiveness of training programs and compensation structures. The study focuses on identifying the direct relationship between online training and forms of compensation on the quality of employee performance, emphasizing the importance of competence enhancement as a strategic effort to boost productivity in a digital environment. A quantitative approach was employed, with data collected through a survey method targeting all employees in the operational division. Multiple linear regression analysis was utilized to test the influence of independent variables on the dependent variable. The findings indicate that online training and compensation significantly and positively contribute to improved employee performance. This study enriches human resource management literature, particularly in the context of employee development within the startup industry, and provides practical implications for organizations in formulating effective training strategies and compensation systems.

JEL Classifiaction : M12; M51

Introduction

In the era of technological and digital industry development, organizations are required to continuously maintain and enhance employee performance. Employee performance serves as a key indicator in assessing an organization's achievement of operational and strategic objectives. According to Hasibuan (2007:94), performance reflects an individual's accomplishment in completing assigned tasks, which is influenced by their ability, experience, dedication, and time utilization. In the reality of modern organizations, low performance is often attributed to insufficient employee capacity development through training programs and an unfair compensation system. Suboptimal performance can have implications for work achievements and customer satisfaction. Therefore, relevant human resource development strategies, such as online training programs and appropriate compensation systems, are necessary (Rahmayanti & Johan, 2024). Training programs are

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considered a means to enhance employee skills and knowledge. Bray, as cited by Yahman (2020), explains that training is a systematically designed form of learning aimed at increasing employees' professional capacity.

Aside from training programs, compensation also play a crucial role in driving performance. Armstrong and Taylor (2020) state that strategically designed compensation systems can enhance employee motivation and loyalty. Fair and transparent compensation are a determining factor in job satisfaction, which ultimately impacts performance improvement. In the context of eFishery as a technology-based agritech company, this challenge is particularly significant because employees, especially in the operational division, are directly involved in processes that determine the quality of services provided to customers. Based on this background, this research aims to analyze the impact of online training programs and compensation on employee performance in eFishery's operational division. This study is expected to contribute to the development of human resource management, especially within the context of digital-based startup companies.

Literature Review

Online Training Programs

In Act No. 13 of 2003, job training programs are defined as activities aimed at providing, acquiring, improving, and developing work competencies in accordance with specific job qualifications. Bray (in Yahman, 2020:94) explains that training programs are all forms of learning activities designed to facilitate the learning process for participants. In the context of eFishery, an agritech startup, online training programs specifically focus on live fish handling, which is considered a critical competency in the company's operations. Supriyati and Abraham (2021) state that online training programs have three main dimensions: training program material, instructor's role, and training program facilities. These three aspects serve as indicators for evaluating the effectiveness of training programs in improving work capabilities and performance. The effectiveness of online training programs is further supported by the Kirkpatrick Level 5 evaluation model (Return on Training Investment), which is used as a reference for measuring program outcomes within the corporate context.

Compensation

Compensation refers to all forms of remuneration provided by a company to employees as a reward for their contributions to the organization. Hasibuan (2008) emphasizes that compensation must be based on principles of fairness and appropriateness. In practice, compensation can be either financial (salaries, allowances, incentives) or non-financial (promotion opportunities, work recognition). Carolina et al. (2023) categorize compensation into two main dimensions: financial compensation and non-financial compensation. Armstrong and Taylor (2020) explain that a fair and competitive compensation system will influence employee motivation, commitment, and productivity. Meanwhile, Adams's (1965) Equity Theory states that the perception of fairness in compensation affects employee attitudes and work behavior.

Employee Performance

Performansi pegawai adalah hasil kerja yang dicapai oleh individu berdasarkan standar kerja Employee performance is the work output achieved by individuals based on predetermined work standards. Kasmir (2017) states that performance is influenced by competence, motivation, and a conducive work environment. Munandar (in Meithiana, 2017) divides performance dimensions into three main aspects: job identification, work outcome measurement, and work relationship management. Furthermore, Armstrong and Taylor (2020) and Rowley and Jackson (2012) highlight the crucial role of Human Resource Management (HRM) functions in supporting performance enhancement, especially through well-structured training programs and compensation.

Hypothesis Development

Online Training Programs and Employee Performance

Bray (in Yahman, 2020) states that a training program is an organized form of learning aimed at improving the knowledge and work skills of its participants. For technology-based startups like eFishery, online training programs represent the company's adaptation to the need for efficiency and rapid competency development. Employee performance is understood as the key to a company's success. Research by Supriyati

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and Abraham (2021) also indicates that structured online training programs positively impact the enhancement of employees' technical abilities and productivity.
H1: Online training programs affect employee performance.

Compensation and Employee Performance

Compensation is a form of reward given by a company to employees for their contributions to achieving organizational goals. Hasibuan (2008) asserts that appropriate compensation will influence employee satisfaction and work motivation. Armstrong and Taylor (2020) also explain that a fairly and transparently designed compensation system can increase employee loyalty and productivity. Research by Carolina et al. (2023) indicates that both financial and non-financial compensation significantly affect employee performance across various sectors.
H2: Compensation affects employee performance

Online Training Programs and Compensation on Employee Performance

Employee performance can be defined as the final outcome of carrying out assigned tasks. This achievement is not solely determined by personal capabilities but is also significantly influenced by organizational interventions through appropriate training and incentive provision (Kasmir, 2017). According to Chatab (2007), two of the three main factors influencing performance are: (1) Ability/ Competency, which can be improved through training, and (2) a fair compensation system from the company. In the context of eFishery, improving the quality of operational services is highly dependent on the technical ability's employees acquire through training programs and the incentives provided as a form of recognition for work performance.
H3: Online training programs and compensation simultaneously affect employee performance

Conceptual Framework

This research draws upon concepts from Bray (in Yahman, 2020), Armstrong and Taylor (2020), and Hasibuan (2008), all of whom posit that training programs and compensation are two crucial elements in workforce management that directly impact employee performance. This study aims to analyze the relationship between online training programs and compensation on employee performance within eFishery's operational division, both partially and simultaneously. The variables utilized in this study consist of:

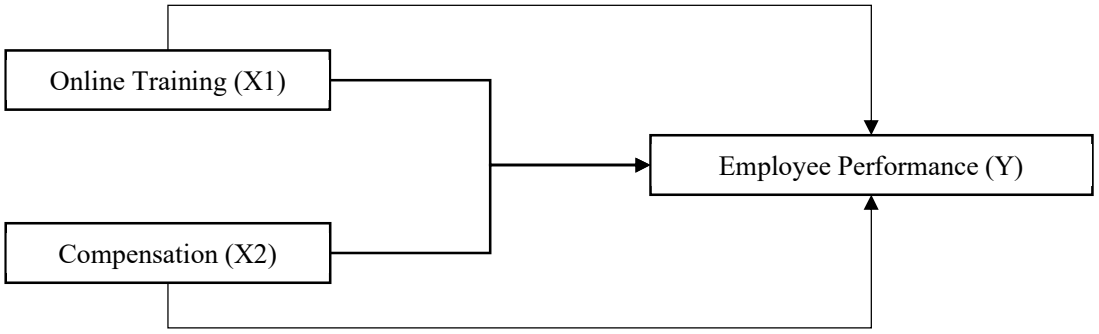


Figure 1. Reseacrh Paradigm
Source: Developed by the researchers,2025

Methodology

This research employed a quantitative approach with an associative-causal design. This method was chosen to analyze the relationship between online training programs and compensation (independent variables) and employee performance (dependent variable). The study is explanatory, aiming to clarify the partial and simultaneous impact of each variable within the operational context of an agritech startup. The study's population included all employees in eFishery's operational division. A census sampling technique was used, meaning all employees in the population were included as respondents due to their relatively small and accessible number. Data were collected through closed questionnaires using a Likert scale with five response options, measuring respondents' perceptions of online training programs, compensation, and performance. Data collection was conducted via a survey method, distributing digital questionnaires through the company's internal communication channels. This research utilized a cross-sectional approach, with data collected at a

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single point in time. For data analysis, multiple linear regression was applied to test the impact of the two independent variables on the single dependent variable. The analysis was performed using statistical software and was preceded by classical assumption tests, including normality, multicollinearity, and heteroscedasticity tests, to ensure the model's validity.

Result and Discussion

Measurement Instrument Test

Measurement scales underwent an instrument testing phase comprising validity and reliability tests. The validity of the instruments was assessed using the Product Moment Pearson correlation test. An item was considered valid if its calculated r-value was greater than 0.2133 (r-table for df = N-2; sig 0.05). Conversely, an item was considered invalid if its calculated r-value was less than 0.2133 (r-table for df = N-2; sig 0.05). For reliability, Cronbach's Alpha technique was used, with a minimum reliability coefficient criterion of 0.6 (Sugiyono, 2019). The results of the validity and reliability tests for the online training program scale (X1) are as follows:

Table 1. Validity Test Output of the Online Training Program Scale

Item Number	Sig	r-value	r-table	Description
X1.1	0.000	.795**	0.213	Valid
X1.2	0.000	.662**	0.213	Valid
X1.3	0.008	.286**	0.213	Valid
X1.4	0.000	.514**	0.213	Valid
X1.5	0.000	.577**	0.213	Valid
X1.6	0.000	.803**	0.213	Valid
X1.7	0.000	.627**	0.213	Valid
X1.8	0.000	.482**	0.213	Valid
X1.9	0.033	.231*	0.213	Valid
X1.10	0.008	.286**	0.213	Valid
X1.11	0.001	.357**	0.213	Valid
X1.12	0.000	.798**	0.213	Valid
X1.13	0.000	.729**	0.213	Valid
X1.14	0.000	.507**	0.213	Valid

Source: Analyzed by the researchers using SPSS, 2025

Next, for the compensation scale (X2), which has 12 items, the validity test showed that all items are valid, with coefficients ranging from 0.254 to 0.840. The reliability test for this scale yielded a coefficient of 0.779, confirming its reliability. Next, the results of the validity and reliability tests for the employee performance scale (Y) are as follows:

Table 2. Validity Test Output of the Online Training Program Scale

Item Number	Sig	r-value	r-table	Description
Y1	0.000	.602**	0.213	Valid
Y2	0.000	.540**	0.213	Valid
Y3	0.000	.415**	0.213	Valid
Y4	0.000	.596**	0.213	Valid
Y5	0.000	.602**	0.213	Valid
Y6	0.004	.312**	0.213	Valid
Y7	0.000	.541**	0.213	Valid

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Y8	0.018	.255*	0.213	Valid
Y9	0.000	.395**	0.213	Valid
Y10	0.000	.463**	0.213	Valid
Y11	0.000	.499**	0.213	Valid

Source: Analyzed by the researchers using SPSS, 2025

Finally, for the employee performance scale (Y), consisting of 11 items, all were found to be valid, with validity coefficients ranging from 0.255 to 0.602. The reliability coefficient for this scale was 0.646, indicating it is sufficiently reliable.

Data Analysis Technique

The data analysis employed Multiple Linear Regression, with hypothesis testing conducted using t-test statistics method. Since multiple linear regression is a parametric statistical method, classical assumption tests were performed prior to hypothesis testing to ensure that the parametric requirements were met. These parametric requirements include:

1. Normality: Data should be normally distributed, assessed via a normality test;
2. Linearity: The relationship between independent and dependent variables should be linear, assessed via a linearity test;
3. No Heteroscedasticity: There should be no signs of heteroscedasticity, assessed via a heteroscedasticity test;
4. No Multicollinearity: There should be no signs of multicollinearity, assessed via a multicollinearity test.

If all four parametric assumptions are met, multiple linear regression analysis and hypothesis testing can proceed. The multiple linear regression equation used is:

$$Y = \alpha + \beta 1X1 + \beta 2X2$$

Note:
Y = Employee Performance Variable
α = Constant Coeffient
β = Regression Coefficient
X1 = Online Traing Program Variable
X2 = Compensation Variable

The decision criteria for accepting or rejecting a hypothesis based on the t-statistical test are as follows:

1. If the obtained t-statistic is > t-table or the significance value (sig) is < 0.05, then H1 is accepted, and H0 is rejected. This indicates that the independent variable has a significant effect on the dependent variable.
2. If the obtained t-statistic is < t-table or the significance value (sig) is > 0.05, then H1 is rejected, and H0 is accepted. This indicates that the independent variable does not have a significant effect on the dependent variable.

Index Value

Table 3. Index Values for the Online Training Program Scale

Item Number	Answer Option				Index	Interpretation
	(1)	(2)	(3)	(4)	(%)	
X1.1	0	12	53	20	65.75	High
X1.2	0	8	53	24	67.75	High
X1.3	0	5	46	34	71.00	High
X1.4	0	3	57	25	69.25	High
X1.5	0	2	60	23	69.00	High

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X1.6	0	14	54	17	64.50	High
X1.7	0	10	54	21	66.50	High
X1.8	0	18	52	15	63.00	Intermediate
X1.9	0	16	55	14	63.25	Intermediate
X1.10	0	0	38	47	75.50	High
X1.11	0	0	38	47	75.50	High
X1.12	0	11	58	16	65.00	High
X1.13	0	11	54	20	66.00	High
X1.14	0	3	59	23	68.75	High
Index Value Average of Online Training Scale (X1)					**67.91**	**High**

Source: Primary Data Processed, 2025

The online training program scale had an average index value of 67.91, categorized as High (the lowest among the three variables). The three items with the highest index values were: (1) X1.10 and X1.11 (75.50; High); (2) X1.3 (71.00; High); and (3) X1.4 (69.25; High). Items X1.10 and X1.11, which measure platform accessibility and material clarity, received the most positive responses, indicating that employees highly value the ease of use and comprehensiveness of the online training program materials. Meanwhile, item X1.3, concerning the relevance of content to operational tasks, also scored high, signifying that the material is tailored to job requirements. Next, the index values for the compensation scale (X2) are as follows:

Table 4. Index Values for the Compensation Scale

Item Number	Answer Option				Index	Interpretation
	(1)	(2)	(3)	(4)	(1)	(2)
X2.1	0	0	36	49	76.00	High
X2.2	0	0	39	46	75.25	High
X2.3	0	0	37	48	75.75	High
X2.4	0	0	41	44	74.75	High
X2.5	0	0	38	47	75.50	High
X2.6	0	0	38	47	75.50	High
X2.7	0	0	46	39	73.50	High
X2.8	0	9	58	18	66.00	High
X2.9	0	1	43	41	73.75	High
X2.10	0	0	38	47	75.50	High
X2.11	0	0	43	42	74.25	High
X2.12	0	0	33	52	76.75	High
Index Value Average of Compensation Scale (X2)					**74.38**	**High**

Source: Primary Data Processed, 2025

The X2 (compensation) scale had an average index value of 74.38, categorized as High (the highest among the three variables). The response distribution showed a tendency towards "Appropriate" and "Very Appropriate" options. The researchers highlighted three items with the highest index values: (1) X2.12 (76.75; High); (2) X2.1 (76.00; High); and (3) X2.3 (75.75; High). Item X2.12 (non-monetary benefits like insurance

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and health benefits) led, followed by X2.1 (suitability of basic salary) and X2.3 (fairness of bonuses). This suggests that both financial and non-financial compensation are highly appreciated by employees and contribute to high performance. Next, the index values for the employee performance scale (Y) are as follows:

Table 5. Index Values for the Compensation Scale

Item Number	Answer Option				Index (%)	Interpretation
	(1)	(2)	(3)	(4)		
Y1	0	18	52	15	63.00	Intermediate
Y2	0	0	27	58	78.25	High
Y3	0	0	15	70	81.25	High
Y4	0	1	24	60	78.50	High
Y5	0	18	52	15	63.00	Intermediate
Y6	0	1	26	58	78.00	High
Y7	0	1	21	63	79.25	High
Y8	0	6	43	36	71.25	High
Y9	0	5	30	50	75.00	High
Y10	0	14	54	17	64.50	High
Y11	0	0	31	54	77.25	High
Index Value Average of Employee Performance Scale (Y)					**73.57**	**High**

Source: Primary Data Processed, 2025

The employee performance scale had an average index value of 73.57, categorized as High (second highest after the X2 scale). The response distribution showed a tendency towards "Appropriate" and "Very Appropriate" options. The researchers highlighted three items with the highest index values: (1) Y3 (81.25; High); (2) Y7 (79.25; High); and (3) Y4 (78.50; High). Items Y3 and Y4 contained statements where respondents acknowledged their duties and responsibilities and expressed confidence in completing them; respondent answers were consistent in indicating awareness of duties and responsibilities and confidence in completing their responsibility.

Classical Assumption Test

The researchers conducted all four classical assumption tests to determine whether the parametric requirements were met. The results of each classical assumption test are explained below.

1. Normality Test

The normality test in this study used the Kolmogorov-Smirnov test for residual values, with the following decision criteria:

a. Data are considered normally distributed if the significance value (sig) is > 0.05.

b. Data are considered not normally distributed if the significance value (sig) is < 0.05.

c. Based on the normality test calculation, the p-value obtained was 0.2 (> 0.05), meaning the data are normally distributed. Therefore, the parametric requirement for normality is fulfilled.

2. Linearity Test

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The linearity test was performed using the "test for linearity" feature, with the following decision criteria:

a. Data are considered to have a linear relationship if the significance value (sig) is < 0.05.
b. Data are considered to have a non-linear relationship if the significance value (sig) is > 0.05.

Referring to the linearity analysis conducted, each relationship is described as follows:

Table 6. Linearity Test Results

No	Variable Relationships			p-value	Parameters	Interpretation
1	Online Training (X1)	◄►	Employee Performance (Y)	0.000	<0.05	**Linier**
2	Compensation (X2)	◄►		0.000	<0.05	**Linier**

Source: SPSS Data Processing, 2025

Based on Table 7, both independent variables each have a linear relationship with the dependent variable. Therefore, the second parametric statistical parameter for Linearity is fulfilled.

3. Heteroscedasticity Test

A heteroscedasticity test was conducted using the Glejser test, with the following decision criteria:

a. Data are declared free from heteroscedasticity symptoms if the significance value (sig) is > 0.05;
b. Data are declared to have heteroscedasticity symptoms if the significance value (sig) is < 0.05.

The results of the heteroscedasticity test in this study are as follows:

Table 7. Heteroscedasticity Test Results

No	Variable	p-value	Parameters	Interpretation
1	Online Training (X1)	0.427	> 0.05	No Sympton of heteroscedasticity
2	Compensation (X2)	0.068	> 0.05	

Source: SPSS Data Processing, 2025

Based on Table 8, it's known that each independent variable has a p-value > 0.05, meaning there are no symptoms of heteroscedasticity; in other words, the data are homoscedastic. Thus, the parametric statistical parameter regarding the absence of heteroscedasticity symptoms is fulfilled.

4. Multicollinearity Test

Based on the multicollinearity test performed, the VIF (Variance Inflation Factor) and tolerance values for each independent variable are as follows:

Table 8. Multicollinearity Test Results

No	Variables	VIF	Tolerance
1	Online Training (X1)	0.809 (>0.1)	1.235 (<10)
2	Compensation (X2)	0.809 (>0.1)	1.235 (<10)

Source: SPSS Data Processing, 2025

Based on Table 14, it is known that both independent variables have VIF values < 10 and tolerance values > 0.1, meaning neither variable exhibits multicollinearity symptoms. Therefore, the parametric statistical parameter related to the absence of multicollinearity symptoms is fulfilled. After ensuring that all four parametric requirements are met, it is confirmed that multiple linear regression analysis can be performed. Here are the results from the multiple linear regression analysis:

Table 9. Multiple Linear Regression Analysis Results

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Coefficients[a]						
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	15.535	3.346		4.643	.000
	Online Training	.294	.062	.459	4.764	.000
	Compensation	.224	.082	.263	2.737	.008
a. Dependent Variable: Employee performance						

Source: SPSS Data Processing, 2025

The results of the regression analysis in the multiple linear regression equation formula are as follows:

$$Y = 15.535 + 0.459X1 + 0.263X2$$

The simultaneous F-test indicates that the model has good overall fit. This conclusion is based on comparing the calculated F-value to the F-table value; a regression model is considered well-fitting if the calculated F-value exceeds the F-table value. Our data analysis shows an F-calculated value of 25.676, which is greater than the F-table value of 3.10 (df = 2; N = 85). Additionally, the p-value is 0.000 ($p < 0.05$). Both the F-calculated value and the p-value confirm that the established multiple linear regression model possesses good model fit. Beyond evaluating model fit through the simultaneous F-test, we also examined the coefficient of determination (R^2). In multiple linear regression analysis, R^2 reveals the proportion of variance in the dependent variable explained by the independent variables, expressed as a percentage with a perfect value of 100%. This study's R^2 value is 0.385, or 38.5%. This means that 38.5% of the variation in the dependent variable can be explained by the independent variables in this research, while the remaining 61.5% is attributed to other employee performance factors not included as independent variables in this study. To determine whether the proposed research hypotheses are accepted or rejected, we refer to the coefficient table for the t-values and significance (refer to Table 10). Based on the t-analysis presented in Table 10, the research findings are as follows:

1. Impact of Online Training Programs (X1) on Employee Performance (Y) at eFishery

   The t-statistical test results for online training programs (X1) yielded a t-value of 4.764, which is greater than the t-table value of 1.99, and a p-value of 0.000 ($p < 0.05$). This signifies that the online training program variable (X1) has a statistically significant impact on employee performance (Y) at eFishery. Therefore, Hypothesis 1 is accepted. This implies that greater success in online training programs leads to higher employee performance, and vice-versa.

2. Impact of Compensation (X2) on Employee Performance (Y) at eFishery

   The t-statistical test results for compensation (X2) yielded a t-value of 2.737, which is greater than the t-table value of 1.99, and a p-value of 0.008 ($p < 0.05$). This indicates that the compensation variable (X2) has a statistically significant impact on employee performance (Y) at eFishery. Therefore, Hypothesis 2 is accepted. This means that higher compensation received correlates with higher employee performance at eFishery, and vice-versa.

3. Simultaneous Impact of Online Training Programs (X1) and Compensation (X2) on Employee Performance (Y) at eFishery

   The simultaneous t-statistical test for the independent variables yielded a t-value of 4.643, which is greater than the t-table value of 1.99, and a p-value of 0.000 ($p < 0.05$). This confirms that both the online training program (X1) and compensation (X2) variables significantly impact employee performance (Y) at eFishery. Therefore, Hypothesis 3 is accepted. This suggests that greater success in online training programs and higher compensation received collectively lead to higher employee performance at eFishery, and vice-versa.

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DISSCUSION

Impact of Online Training Programs on Employee Performance

Statistical analysis indicates that online training programs positively and significantly impact employee performance at eFishery. This is evidenced by a calculated t-statistic of 4.764, which is greater than the t-table value of 1.99, and a p-value of 0.000. Consequently, the first hypothesis is accepted. This finding suggests that the company's online training initiatives effectively enhance employee work efficiency. Specifically, respondents highly rated aspects of training interaction (opportunities for questions and discussion), satisfaction with trainer responses, and the practical utility of materials in their jobs. This is reflected in high index scores for items like "I have the opportunity to ask questions and express opinions" and "The knowledge and skills gained can be applied in my work." This explanation aligns with Bandura's (1997) self-efficacy theory, which states that effective training programs boost an individual's confidence in completing tasks. Furthermore, Kirkpatrick's Level 3 evaluation model emphasizes that effective training fosters behavioral change, which, in this context, is evident in improved work performance.

Impact of Compensation on Employee Performance

Referring to the t-analysis, compensation also significantly influences performance improvement, with a calculated t-statistic of 2.737 and a p-value of 0.008. Therefore, the second hypothesis is accepted. This finding is consistent with Armstrong and Taylor's (2020) work and the principle of equity in Adams's (1965) theory. Index data reveal that the most appreciated compensation components by employees include non-monetary benefits like insurance and health, the suitability of basic salary to workload, and the fairness of bonus distribution. All three fell into the high index category. These findings reinforce the equity theory, where the perception of fairness in rewards motivates employees to deliver their best performance. Appropriate compensation not only has a financial impact but also enhances job satisfaction and loyalty to the company.

Simultaneous Impact of Online Training Programs and Compensation on Employee Performance

Simultaneous regression testing demonstrates that online training programs and compensation jointly have a significant impact on performance. An F-calculated value of 25.676 (greater than the F-table value) and a p-value of 0.000 indicate good model fit. The coefficient of determination (R2) of 0.385 suggests that 38.5% of the variance in employee performance can be explained by these two independent variables. This concept is reinforced by studies from Gupta et al. (2022) and Salas and Tannenbaum (2021) on the combination of HR interventions in modern organizations. These results support the person-environment fit concept by Dawis & Lofquist (1984), which posits that alignment between individual abilities and working conditions (in this case, training programs and compensation) leads to optimal performance. A meta-analysis by Gupta et al. (2022) also confirms that combining training programs and rewards can boost performance by up to 35%, which is higher than when implemented separately. From a performance indicator standpoint, respondents showed high scores on aspects like awareness of responsibilities, decision-making ability, and self-confidence in completing tasks. This suggests that training programs and compensation not only strengthen technical aspects but also the psychological dimensions of performance.

Conclusion

Based on the research findings and discussion, the researchers conclude five key points. The online training program variable has a statistically significant impact on employee performance at eFishery. The better the online training program is received by employees, the higher their performance, and vice-versa. The compensation variable has a statistically significant impact on employee performance at eFishery. The higher the compensation received by employees, the better their performance, and vice-versa There is a simultaneous significant impact of two employee performance factors which is online training programs and compensation on employee performance at eFishery.

The implications of this study suggest that online training programs and compensation schemes play a pivotal role in enhancing employee performance, thereby reinforcing the theoretical perspective of human capital development. The findings contribute to the literature by highlighting how technology-enabled learning, when combined with equitable and performance-based compensation, serves as a critical driver of workforce productivity. From a managerial standpoint, organizations are encouraged to institutionalize structured digital training and transparent reward systems to foster sustained motivation, retention, and competitive advantage in dynamic business environments.

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