

Human Resource Management Learning in Premium Maritime Tourism Through the Komodo Luxury Case Study

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Abstract: This study examined how human resource management learning can be designed from a premium maritime tourism case, with Komodo Luxury positioned as a bounded educational case within Indonesia's phinisi-based charter ecosystem. The problem addressed was the limited availability of human, contextual, and industry-grounded learning models for preparing maritime tourism personnel who must combine service excellence, safety awareness, cultural sensitivity, and sustainability responsibility. A qualitative-dominant embedded case study was conducted using documentary analysis of Komodo Luxury and phinisi-related materials, structured coding, and descriptive statistics. Forty-eight evidence statements were coded into six human resource management domains: recruitment orientation, service training, safety readiness, cultural communication, sustainability literacy, and performance learning. Results showed that service training (20.83%), safety readiness (18.75%), cultural communication (16.67%), and performance learning (16.67%) formed the strongest observable learning domains. The proposed model integrates high-performance work systems, experiential learning, service climate, and place-based maritime education. The study concludes that Komodo Luxury can be used humanely and proportionally as an educational case for developing reflective, skilled, and locally rooted human resources in premium maritime tourism.

Keywords: Human Resource Management, Maritime Tourism Education, Komodo Luxury, Phinisi, Case Study, Experiential Learning

Abstrak: Penelitian ini mengkaji bagaimana pembelajaran manajemen sumber daya manusia dapat dirancang dari kasus pariwisata bahari premium, dengan Komodo Luxury ditempatkan sebagai kasus pendidikan yang terbatas dalam ekosistem charter phinisi Indonesia. Masalah yang dikaji adalah terbatasnya model pembelajaran yang manusiawi, kontekstual, dan dekat dengan praktik industri untuk menyiapkan tenaga pariwisata bahari yang mampu memadukan mutu layanan, kesadaran keselamatan, kepekaan budaya, dan tanggung jawab keberlanjutan. Metode yang digunakan adalah studi kasus tertanam dengan dominasi kualitatif melalui analisis dokumen, pengodean terstruktur, dan statistik deskriptif. Empat puluh delapan pernyataan bukti dikodekan ke dalam enam domain manajemen sumber daya manusia. Hasil menunjukkan bahwa pelatihan layanan (20,83%), kesiapan keselamatan (18,75%), komunikasi budaya (16,67%), dan pembelajaran kinerja (16,67%) menjadi domain pembelajaran yang paling kuat terlihat. Model yang dihasilkan mengintegrasikan sistem kerja berkinerja tinggi, pembelajaran pengalaman, iklim layanan, dan pendidikan bahari berbasis tempat. Penelitian ini menyimpulkan bahwa Komodo Luxury dapat digunakan secara proporsional sebagai kasus pendidikan untuk membangun sumber daya manusia pariwisata bahari yang reflektif, terampil, dan berakar pada konteks lokal.

Kata Kunci: Manajemen Sumber Daya Manusia, Pendidikan Pariwisata Bahari, Komodo Luxury, Phinisi, Studi Kasus, Pembelajaran Pengalaman

INTRODUCTION

Premium maritime tourism is never only a matter of vessels, scenery, and commercial itineraries. Behind every memorable voyage there is a human system: recruitment that chooses

people carefully, training that builds service confidence, safety routines that protect guests and crew, and leadership that turns local maritime knowledge into responsible hospitality. In Indonesia, this human system is especially important because phinisi-based tourism carries cultural heritage, environmental sensitivity, and high guest expectations at the same time. Komodo Luxury offers a meaningful case because it works in the Labuan Bajo and Komodo tourism corridor where local identity, marine conservation, and premium service meet in daily operations.

Human resource management has long been understood as a strategic source of organizational capability rather than a narrow administrative function. High-performance work systems, human capital development, and coherent HRM signals influence employee behavior, motivation, service quality, and organizational outcomes (Huselid, 1995; Becker & Gerhart, 1996; Delery & Doty, 1996; Wright & McMahan, 1992; Bowen & Ostroff, 2004; Lepak & Snell, 1999). In hospitality and tourism, however, HRM is also deeply relational: guests judge quality through the warmth, attentiveness, knowledge, and emotional labor of frontline personnel (Baum, 2007; Kusluvan et al., 2010; Cronin & Taylor, 1992; Hartline & Ferrell, 1996; Schneider et al., 1998). A luxury phinisi operation therefore requires more than technical staffing; it requires an educational system that helps people become reliable, hospitable, safety-conscious, and culturally grounded.

The educational relevance of Komodo Luxury appears in the way the case connects classroom concepts with industry evidence. Students in educational management, vocational education, tourism education, and human resource development often study HRM through abstract models. Yet premium maritime tourism is rich with lived problems: how to train crew for unpredictable guest needs, how to maintain service consistency on board, how to align local cultural storytelling with professional standards, and how to practice sustainability without reducing hospitality to slogans. These questions align with active learning, problem-based learning, constructive alignment, feedback literacy, and the interactive construction of understanding (Prince, 2004; Hmelo-Silver, 2004; Biggs, 1996; Nicol & Macfarlane-Dick, 2006; Hattie & Timperley, 2007; Freeman et al., 2014; Chi & Wylie, 2014).

Research on tourism sustainability also suggests that learning should be placed within real destinations, communities, and governance pressures. Marine tourism in eastern Indonesia is shaped by conservation expectations, community participation, visitor management, and the social meaning of place (Erb, 2000; Cole, 2007; Damanik et al., 2022; Scheyvens, 1999; Jamal & Stronza, 2009; Buckley, 2012; Gössling et al., 2012; Hall, 2011; Bramwell & Lane, 2011; Saarinen, 2006; Budeanu, 2005; Gursoy & Rutherford, 2004). For this reason, Komodo Luxury is not treated in this article as promotional content. It is treated as a bounded case for educational analysis: one operator context through which HRM learning can be translated into curriculum, training design, and reflective professional practice.

The research problem is formulated as follows: how can the Komodo Luxury case be used to design a human, clear, and statistically transparent HRM learning model for premium maritime tourism education? The objectives are to identify HRM learning domains visible in the provided case materials, calculate descriptive statistics for those domains, interpret their educational meaning, and propose a practical learning model that can be used by educators and training designers. The study contributes to educational methodology by showing how industry documents can be transformed into case-based HRM learning while keeping the analysis ethical, contextual, and proportionate.

METHOD

This research used a qualitative-dominant embedded case study design supported by descriptive statistics. The case was Komodo Luxury as a premium maritime tourism operator context, while the embedded units were HRM-related evidence statements found in the provided project materials. A case study approach was appropriate because the research investigated a contemporary phenomenon in its real educational and organizational context, and because the focus was on meaning, pattern, and practical learning design rather than hypothesis testing alone (Eisenhardt, 1989; Gioia et al., 2013; Braun & Clarke, 2006; Elo & Kyngäs, 2008; Venkatesh et al., 2013; O'Connor & Joffe, 2020).

The documentary corpus consisted of three categories of materials. First, premium phinisi tourism materials described yacht facilities, crew service, activities, routes, itinerary flexibility, safety-related diving arrangements, and destination experiences. Second, phinisi and maritime research materials described the wider Indonesian phinisi sector, vessel size classes, operational envelopes, sustainability considerations, and the role of premium charter operators in contemporary maritime tourism (Jasak, 2009; Mahmuddin et al., 2019). Third, project guidance materials described how Komodo Luxury should be positioned academically as a contextual case rather than as excessive company promotion. These materials were treated as research documents, not as independent proof of all company claims. Their role was to provide a grounded educational case for HRM learning design.

Table 1. Corpus and analytical use in the Komodo Luxury HRM case study

Data source category	Evidence focus	Use in HRM learning analysis
Premium phinisi tourism materials	Crew friendliness, fine dining, relaxation, diving, watersports, route experience	Identifying service roles, guest interaction, safety awareness, and experiential learning tasks
Phinisi and maritime research materials	Vessel classes, sustainable tourism, fuel and operational implications, industry context	Connecting HRM to maritime safety, sustainability literacy, and premium charter operations
Project guidance materials	Academic positioning, proportional company use, multi-operator awareness	Maintaining ethical boundaries and preventing promotional overstatement

The unit of analysis was an evidence statement, defined as one sentence or table item that expressed a human resource issue, such as crew friendliness, guest service, diving instruction, safety equipment, route coordination, operational flexibility, sustainability responsibility, or collaboration with shipbuilding and maritime partners. Forty-eight evidence statements were extracted and coded. The coding frame contained six HRM learning domains: recruitment and role orientation, service training, safety readiness, cultural communication, sustainability literacy, and performance learning. The six domains were derived from strategic HRM, service climate, team training, leadership, and tourism education literature (Combs et al., 2006; Jiang et al., 2012a; Jiang et al., 2012b; Subramony, 2009; Nishii et al., 2008; Sun et al., 2007; Takeuchi et al., 2007; Collins

& Smith, 2006; Kehoe & Wright, 2013; Alfes et al., 2013; Kooij et al., 2013; Boselie et al., 2005; Paauwe, 2009; Guest, 1997).

The procedure was conducted in five steps. First, the researchers read the corpus and marked statements connected to crew, service, safety, guest learning, environmental responsibility, and organizational coordination. Second, each statement was assigned to one dominant HRM learning domain. Third, the frequency of each domain was counted. Fourth, percentages were calculated using the formula: percentage equals domain frequency divided by forty-eight total coded statements multiplied by one hundred. Fifth, the coded pattern was interpreted against HRM theory and educational design principles. Because the study was document-based, no personal employee data, guest identity, or confidential financial information was used.

The statistical analysis was descriptive. The study calculated frequency, percentage, rank order, and cumulative percentage for each HRM learning domain. Descriptive statistics were selected because the purpose was to map the emphasis of the case materials, not to generalize to all Indonesian phinisi operators. To improve trustworthiness, the analysis used a transparent coding definition, a fixed denominator, and a matrix that links evidence types with learning outcomes. In the Komodo Luxury case, the statistics are therefore used as an educational diagnostic tool: they show which HRM themes are most visible and which themes require stronger curriculum reinforcement.

RESULTS AND DISCUSSION

Table 2. Descriptive statistics of HRM learning domains in the Komodo Luxury case

HRM learning domain	Frequency	Percentage	Rank	Educational interpretation
Service training	10	20.83%	1	Strongest visible domain; supports hospitality scripts, empathy, and guest-care practice
Safety readiness	9	18.75%	2	Critical for diving, watersports, navigation, and on-board risk communication
Cultural communication	8	16.67%	3	Connects local maritime identity, destination storytelling, and respectful guest interaction
Performance learning	8	16.67%	3	Supports feedback, coordination, and continuous improvement in charter operations
Recruitment and role orientation	7	14.58%	5	Shows need for clearer role standards and onboarding competencies
Sustainability literacy	6	12.50%	6	Visible but should be strengthened as conservation practice and ethical tourism learning
Total	48	100%	-	All domains form the Komodo Luxury HRM learning case framework

The first result is that the Komodo Luxury case is most useful educationally when HRM is taught as an integrated human capability system rather than as separate personnel functions. The coded evidence did not point only to hiring or administration. It pointed to a living service environment where crew roles, guest comfort, safety practice, cultural communication, and destination knowledge must work together. This finding is consistent with HRM theory that emphasizes bundles of mutually reinforcing practices rather than isolated practices (Huselid, 1995; Delery & Doty, 1996; Bowen & Ostroff, 2004; Jiang et al., 2012a).

Table 2 shows that service training was the most visible HRM learning domain, representing 20.83% of all coded evidence. This result is understandable because premium maritime tourism depends on face-to-face service encounters. On a phinisi, service is not limited to hotel-like politeness. It includes meal service, cabin care, itinerary explanation, emotional reassurance, and the ability to respond calmly when guests experience fatigue, seasickness, fear of water, or cultural unfamiliarity. The human side of Komodo Luxury therefore offers a strong case for teaching service climate, frontline empowerment, and service recovery (Cronin & Taylor, 1992; Hartline & Ferrell, 1996; Schneider et al., 1998).

Safety readiness ranked second with 18.75%. This domain is important because premium tourism should never separate comfort from protection. Activities such as snorkeling, diving, kayaking, paddle boarding, and beach excursions require staff who understand equipment, risk communication, guest ability, weather uncertainty, and emergency coordination. Team training theory explains that safety performance depends on shared mental models, adaptive coordination, and leadership that allows people to speak up when something is unsafe (Salas et al., 2008; Burke et al., 2006; Edmondson, 1999; Detert & Burris, 2007). In the Komodo Luxury learning model, safety is therefore taught as care, not as fear.

Cultural communication and performance learning each represented 16.67% of the coded evidence. This balance is educationally significant. Cultural communication reminds students that maritime tourism is embedded in local histories, islands, languages, crafts, foodways, and conservation values. Performance learning reminds them that professional service improves through briefing, debriefing, feedback, and disciplined reflection. Together, these domains show why experiential learning must be structured. Students should not only visit an industry site; they should observe, code, discuss, and redesign HRM practices through guided reflection (Prince, 2004; Hmelo-Silver, 2004; Biggs, 1996; Hattie & Timperley, 2007; Chi & Wylie, 2014).

Recruitment and role orientation accounted for 14.58%. This lower percentage does not mean that recruitment is unimportant. It means that the available documents described visible service and operational experiences more strongly than behind-the-scenes selection processes. For educators, this is a useful gap. A Komodo Luxury based case can ask students to design a role profile for deck crew, guest relations staff, dive support personnel, chef teams, or operations coordinators. Students can then align role profiles with competencies such as English communication, maritime discipline, environmental sensitivity, teamwork, and local cultural knowledge.

Sustainability literacy was the least visible domain at 12.50%, but it has high strategic importance. Premium maritime tourism operates in fragile seascapes, and HRM must translate sustainability into daily behavior. Crew and managers need to understand waste control, fuel awareness, responsible wildlife viewing, reef protection, respectful village visits, and guest education. Tourism studies emphasize that sustainability depends on governance, community benefit, visitor behavior, and operator responsibility, not only on technical environmental rules (Buckley, 2012; Gössling et al., 2012; Hall, 2011; Bramwell & Lane, 2011; Saarinen, 2006;

Budeanu, 2005). For this reason, the Komodo Luxury case should be used to strengthen sustainability learning rather than merely describe luxury service.

Table 3. Proposed HRM learning model from the Komodo Luxury case

Learning phase	Main activity	HRM competence developed	Assessment evidence
Context reading	Students review Komodo Luxury and phinisi case materials	Industry awareness and ethical case interpretation	Annotated evidence map
Role mapping	Students identify crew, service, safety, and operations roles	Recruitment orientation and competency profiling	Role profile and competency rubric
Service simulation	Students practice guest briefing, complaint response, and itinerary explanation	Service training and communication empathy	Observed simulation score and reflection note
Safety scenario	Students respond to diving, weather, or watersport risk situations	Safety readiness and team coordination	Scenario checklist and peer feedback
Sustainability redesign	Students redesign one itinerary or service routine for lower impact	Sustainability literacy and responsible tourism reasoning	Action plan with justification
Performance debrief	Students conduct after-action review and improvement planning	Performance learning and reflective leadership	Debrief report and improvement metrics

The proposed model in Table 3 turns the Komodo Luxury case into a learning sequence. It begins with context reading because students must first understand that an industry case is not a brand advertisement. It then moves to role mapping, service simulation, safety scenario work, sustainability redesign, and performance debriefing. This sequence follows constructive alignment: learning outcomes, activities, and assessment evidence are connected to one another (Biggs, 1996). It also reflects active learning evidence showing that students learn more deeply when they analyze and perform tasks rather than only listen to lectures (Prince, 2004; Freeman et al., 2014).

The HRM implication is that premium maritime tourism requires ambidextrous human resources. Employees must be warm and disciplined, flexible and procedural, local and globally communicative, service-oriented and environmentally responsible. Transformational and ethical leadership are important because leaders shape whether staff treat guests with dignity, report safety concerns, and continue learning after mistakes (Avolio et al., 2009; Judge & Piccolo, 2004; Wang et al., 2011). In a Komodo Luxury oriented classroom case, leadership should therefore be taught through everyday routines: briefing before sailing, cross-checking equipment, communicating guest preferences, and reflecting after each service day.

The educational implication is that HRM learning should be humanistic. A humanistic approach does not reduce workers to instruments of luxury branding. It asks how training can protect crew wellbeing, build pride in local maritime identity, open pathways for young people in Labuan Bajo and surrounding regions, and create professional standards without erasing local wisdom. This is consistent with tourism research that emphasizes host communities, empowerment,

collaboration, and place-based development (Scheyvens, 1999; Jamal & Stronza, 2009; Cole, 2007; Erb, 2000; Damanik et al., 2022).

The study also shows the limit of document-based analysis. The statistics describe what is visible in the corpus, not the full reality of Komodo Luxury operations. Future research should add interviews with crew, managers, trainers, guests, local community representatives, and maritime regulators. It should also collect observation notes and training documents so that the HRM domains can be tested with stronger evidence. However, the present study is still useful for educational practice because it provides a transparent first model for converting industry materials into HRM learning resources.

Finally, the Komodo Luxury case encourages educators to design assessment that is practical and reflective. Students can be asked to produce a competency matrix, a training module, a guest-service script, a safety briefing, a sustainability checklist, and a debriefing report. Each product can be assessed with a rubric that values accuracy, empathy, ethical reasoning, and feasibility. This shifts HRM learning from memorizing definitions to preparing people for complex service environments where human judgment matters

CONCLUSION

This study concludes that the Komodo Luxury case can be used as a proportional and humanistic learning case for human resource management in premium maritime tourism education. The document-based case analysis identified six HRM learning domains: service training, safety readiness, cultural communication, performance learning, recruitment and role orientation, and sustainability literacy. Descriptive statistics showed that service training was the most visible domain, followed by safety readiness, while sustainability literacy required further strengthening. The proposed learning model connects case reading, role mapping, service simulation, safety scenario work, sustainability redesign, and performance debriefing. Its main contribution is methodological: it shows how educators can transform industry materials into clear, ethical, and statistically transparent HRM learning resources. The study recommends that future research extend the model through interviews, observation, and multi-operator comparison so that Komodo Luxury remains one contextual example within the wider Indonesian phinisi tourism sector.

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