



## Impact Self-Efficacy and Supervisor Support on Transfer of Training: Two-Stage Approach Analysis

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### Abstract

This study aims to determine the effect of Self-Efficacy and Supervisor support on Transfer Training through Motivation to Transfer. The sample in this research is the PMQ employee at PT. Sumatra Prima Fibreboard. The sample technique used was purposive sampling, namely employees who had participated in the PMQ Skills training program with a valid total response of 203 respondents. Data collection was done by collecting questionnaires using the 5 Likert point scale. The data analysis method used in this study was Partial Least Squares-Structural Equation Modeling (PLS-SEM) using WarpPLS version 5. The results showed that Self-Efficacy, Supervisor Support, and Motivation to Transfer from a positive and significant provider for Transfers of Training. Self-Efficacy and Supervisor Support are positive and significant variables in influencing Motivation to Transfer. The results of the study also showed that Self-Efficacy and Supervisor support had a significant and significant effect on Transfer Training through Motivation to Transfer.

### Abstrak

Penelitian ini bertujuan untuk mengetahui pengaruh Self-Efficacy dan dukungan Supervisor terhadap Pelatihan Transfer melalui Motivasi untuk Transfer. Sampel penelitian ini adalah karyawan PMQ di PT. Sumatra Prima Fibreboard. Teknik sampel yang digunakan adalah purposive sampling, yaitu karyawan yang telah berpartisipasi dalam program pelatihan Keterampilan PMQ dengan jumlah 203 responden. Data dikumpulkan menggunakan kuesioner dengan skala 5 Likert point. Metode analisis data yang digunakan adalah Partial Least Squares-Structural Equation Modeling (PLS-SEM) menggunakan WarpPLS versi 5. Hasil penelitian menunjukkan bahwa Self-Efficacy, Dukungan Supervisor, dan Motivasi untuk Transfer dari penyedia positif dan signifikan untuk Transfer dari Latihan. Self-Efficacy dan Dukungan Supervisor adalah variabel positif dan signifikan dalam mempengaruhi Motivasi untuk Transfer. Hasil penelitian juga menunjukkan bahwa Self-Efficacy dan dukungan Supervisor memiliki pengaruh yang signifikan dan signifikan pada Pelatihan Transfer melalui Motivasi untuk Transfer.

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## INTRODUCTION

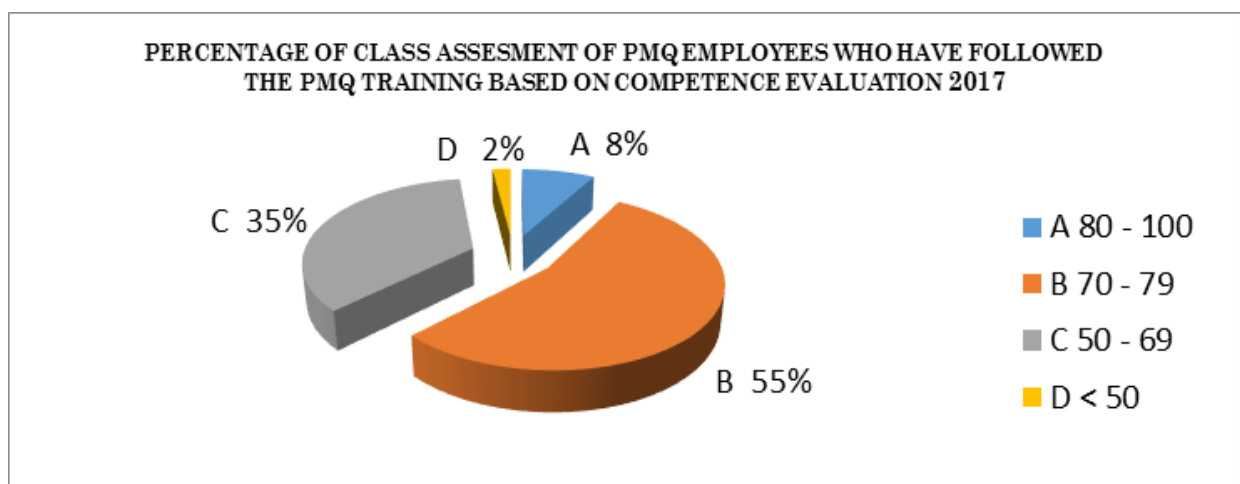
Rapid technological developments, dynamic changes in the global environment and tight market competition, require companies to adapt quickly to achieve a competitive advantage. In response to the ever-changing demands of businesses, the company has invested heavily in various training programs aimed at strategies to improve employee competencies (Salas et al., 2012; Hurt, 2016). Competent employees are more productive and will make the best contribution. Therefore employees need to improve competencies relevant to business and technology development.

Noe (2017: 17) explains that training and development can help a company's competitiveness as well as directly increase the value of the company through contributions to intangible assets. The training program has the ultimate goal, namely the new of knowledge, skills, and traits acquired in training can be transferred back into the work and sustainably maintained in such a period (Baldwin & Ford, 1988; Broad & Newstrom, 1992). In other words, a decisive transfer process occurs when trainees effectively apply the training results learned in their work (Blume et al., 2010). Training transfer (transfer of training) is one way to evaluate the effectiveness of training programs (Noe et al., 2018). Therefore, the results of training are so important for organizations that they need to find ways to maximize them (Grossman & Salas, 2011).

The manufacturing industry is one industry that requires many training programs as an effort to develop its employees. One company in the manufacturing industry, PT. Sumatera Prima Fibreboard (PT. SPF), where the company is engaged in the wood processing industry with fibreboard panels and is the largest producer in Indonesia for medium density fiberboard product lines. PT. The SPF has a competency-based training program for technical employees called PMQ Skill-up Training. The training which took place since 2014 aims to overcome the competency gap and improve the knowledge and skills of employees in the Production, Maintenance and Quality Control section.

The management of PT Sumatera Prima Fibreboard considers that the training and development programs that have been made and carried out so far have not been effective and by what is expected to support the company's vision and mission. Training evaluation is only done to see the effectiveness of the training but has not evaluated the benefits of training on improving employee competencies.

Figure 1 is the 2017 PMQ employee competency assessment report, which shows that the competencies of technical employees in the three departments are in the position of a value of 80-100 (class A) reaching only 8% with an average value of 82.61. PMQ employee competencies are



Source: Data Processing of HRD PT. Sumatera Prima Fibreboard

Figure 1. PMQ Competency Assessment Report 2017

in the position of 70-79 (class B) at 55% with an average value of 73.05. PMQ employee competencies are in the position of values 50-69 (class C) of 35% with an average value of 63.02. While PMQ employee competencies are below the value of 50 (class D) of 2% with an average value of 45.02, this means that there are still many employees who are in class C positions, far from the management targets who want to achieve increased competence of PMQ employees who have participated in the PMQ Skill-up training program.

The facts illustrated in the company PT. SPF is a classic problem that often arises in transfer of training, generally participants cannot master training material or only understand some training material and forget how to implement it so that they are unable to transfer it to work, and lack of support or motivation that makes participants felt that what he got during the training did not have to be transferred to work. If these things happen, it means that the training program practiced by the company is ineffective in achieving the training goals and objectives, namely to improve their competency.

The Baldwin and Ford Study (1988) is a starting point highlighting the problem of training transfer, they develop a conceptual framework that identifies critical aspects of the learning transfer process, namely the characteristics of training participants, design training, and work environment as training inputs, learning and retention explained as training outputs, generalization and maintenance (sustainable use) of learning outcomes as part of the transfer conditions.

According to Noe (2017: 159) transfers of training are defined as training participants effectively and continuously applying what they have learned in training to their work. This means that trainees can apply what they have learned in training and successfully apply learning outcomes to their work on an ongoing basis. Transfers of training apply when new knowledge, skills, and behaviors are managed by training participants after the training ends and are implemented into the workplace after the trainees return to their jobs (Colquitt et al., 2015: 264).

The participants' confidence in applying the results of the training was related to how the trainees felt, thought, behaved, and motivated themselves. According to (Mcshane et al., 2010; Greenberg, 2011; Colquitt et al., 2015; Konopaske et al., 2018) defining self-efficacy as a moment where a person's beliefs have the abilities, capacities, and competencies needed to carry out the necessary behavior to complete the task successfully. Therefore, they will tend to transfer the new knowledge, attitudes, and skills that they get during training into their work environment when they feel confident in their abilities. High self-efficacy levels will give employees the power to work optimally even if under pressure. Also, self-efficacy also increases the ability of employees to learn and adapt to situations.

As in the research conducted by Iqbal and Dastgeer (2017), where they tried to see how much influence self-efficacy had to make training transfers in the work environment, the results of the study revealed that there was a positive and significant relationship between self-efficacy and transfer of training. Based on the theory and previous research, the first hypothesis ( $H_1$ ) is self-efficacy affecting transfers of training.

The attitude and behavior of supervisors who are open to something new and creativity from their subordinates are one of the supports that can determine the effective transfer of training. A supervisor must develop a climate of individual participation, provide direction for how the new skills of his subordinates will be used, and how quickly it can change the expected performance targets.

According to Nijman et al. (2006) supervisor support is defined as "the extent to which supervisors behave by optimizing the potential of employees in the workplace through the knowledge, skills, and attitudes they obtain in training." This means that a supervisor has a significant role in maximizing the new potential gained by his subordinates through support that always boosted employee motivation.

According to Chauhan et al. (2016), supervisor support is support of superiors through the provision of resources and contributes to removing obstacles in the implementation of training transfers. This implies that all forms of support are given by supervisors to their employees both

facilities and infrastructure, both at the time of receiving learning and when using learning outcomes.

Previous research on the effect of supervisor support for the success of training transfers has been carried out by Bawono and Purnomo (2016) who found that supervisor support had a significant direct effect on training transfers. Based on the theory and previous research, the second hypothesis (H<sub>2</sub>) is supervisor support affecting transfers of training.

Motivation is one of the driving factors in conducting training transfers; the motivation to transfer can be defined as the willingness of trainees to use the knowledge, skills, and attitudes that have been learned in actual training programs at work (Axtell et al., 1997; Holton et al., 2007). Whereas according to Gegenfurtner (2011 & 2013) the motivation to transfer is defined as "productive desire to use the knowledge and skills learned in training programs in the workplace." This means that the training participants after completing their training have a strong motivation to use their new knowledge and skills that are real in their work environment.

Madagamage et al. (2014) conducted a study on the role of self-efficacy on the motivation to conduct training transfers, namely the Sri Lankan administrative service officers who had participated in the Capacity Building Training (CBT) program were analyzed and showed that there was a positive and significant relationship of the variable self-efficacy to motivation to transfer) Based on the theory and previous research, the third hypothesis (H<sub>3</sub>) is self-efficacy that affects motivation to transfer.

Previous research on the effect of supervisor support on the occurrence of motivation to carry out training transfers were carried out by Maung and Chemsripong (2014). The results of the study show that trainees, namely private transformer manufacturing employees located in the Yangon, Myanmar area, will show significantly the level of motivation to transfer training results to their work if they receive support from their superiors. Based on theory and previous research, the fourth hypothesis (H<sub>4</sub>) is supervisor support influencing motivation to transfer.

The results of training evaluation studies in the manufacturing industry sector explain that the motivation to transfer has a positive effect on training transfers (Wen & Lin, 2014; Maung & Chemsripong, 2014). Based on the theory and previous research, the fifth hypothesis (H<sub>5</sub>) is the motivation to transfer affect training transfers.

A study of the role of motivational variables to transfer as an intervening variable (mediation) was carried out by Iqbal and Dastgeer (2017). The results of his analysis indicate that the motivation to transfer mediates the relationship between self-efficacy and training transfer. Previously this research was conducted by Bhatti et al. (2014). Based on the theory and previous research, the sixth hypothesis (H<sub>6</sub>) is that self-efficacy influences the transfer of training through motivation to transfer.

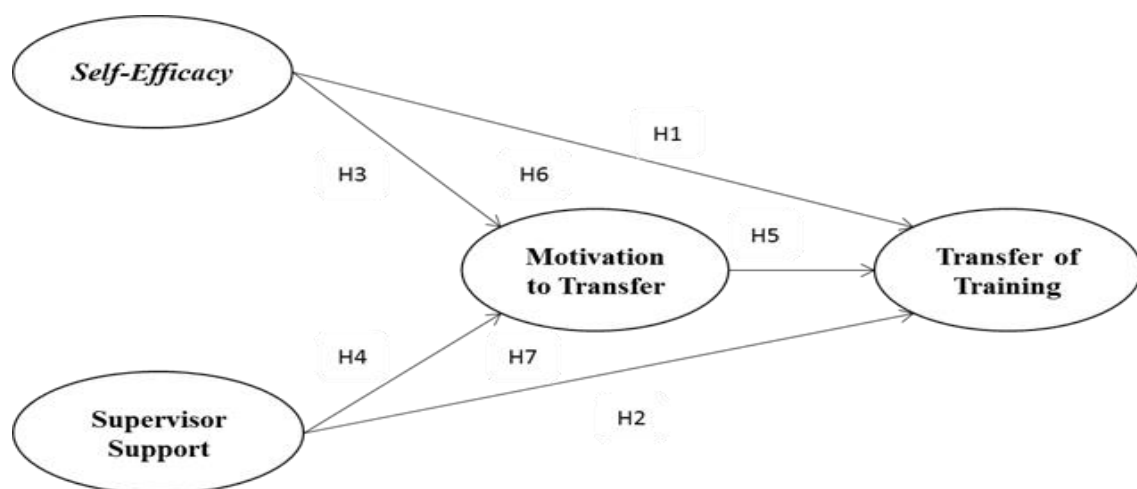


Figure 2. Theoretical Framework of The Study

According to Maung and Chemsripong (2014), supervisor support has a positive and significant effect on the transfer of training through motivation to transfer. The study is by the results of previous studies which revealed that the motivation to transfer mediates the relationship between supervisor support and training transfer (Bhatti et al., 2014; Bhatti et al., 2013). Based on the theory and previous research, the seventh hypothesis (H7) is supervisor support influences the transfer of training through motivation to transfer.

In this study, researchers also intended to confirm previous research because there were differences in conclusions. From the previous research study found differences in the results of research conclusions regarding the role of supervisor support for training transfers. Bawono and Purnomo (2016) argue that supervisor support has a positive and significant effect on training transfer, while in another study conducted by Maung and Chemsripong (2014) stated that supervisor support did not significantly influence training transfers.

To clarify the direction of this study which shows a direct influence of self-efficacy, supervisor support, and motivation to transfer training transfers, and indirect influence of self-efficacy, supervisor support for transfer training with motivation to transfer as an intervening variable (mediation). Then the research framework can be seen in figure 2.

Table 1. Characteristics of Respondents

Categories	Characteristics	Frequencies	Percentages (%)
Gender	M	187	92,1
	F	16	7,9
Education	SMA	138	68
	D3	38	18,7
	S1	27	13,3
Age	S2	0	0
	< 25 years	24	11,8
	26-35 years	123	60,6
	36-45 years	55	27,1
	46-55 years	1	0,5
Job Tenure	> 55 years	0	0
	< 1 years	14	6,9
	1-2 years	14	6,9
	3-5 years	52	25,6
	6-10 years	86	42,4
Position	11-15 years	32	15,8
	> 15 years	5	2,5
	Operator	162	79,8
Department	Foreman	21	10,3
	Staff	20	9,9
	Production	115	56,7
Department	Maintenance	45	22,2
	QC	43	21,2

## METHOD

The cross-sectional study time method was chosen in this study, where data was collected from May to November 2018. This period was used to solve problems, compile research instruments, and carry out surveys. The sample size in this study used a purposive sampling technique, namely 337 employees taken from the PMQ (Production, Maintenance, Quality) employees who had participated in the PMQ Skills training program.

The type of data used in this study is primary data that is quantitative. In this study the variables to be discussed are training transfer (transfer of training), motivation to transfer training results (motivation for transfer), self-efficacy (self-efficacy), and supervisor support (supervisor support). Measurement of research variables (constructs) is done by breaking down the construct into operational variables. Each construct can be described in dimensions which are then asked by several indicators, then each of these indicators will be discussed in the form of agreement so that it will become a research instrument.

The data analysis method used in this study included descriptive statistical analysis and nonparametric statistical analysis. Data analysis techniques in this study using the Partial Least Square (PLS) approach using WarpPLS version 5.0 software. The PLS approach does not require data to be normally distributed, can handle all types of measurement scales (intervals, nominal, ordinal, ratio) and can be used on small samples. PLS can simultaneously analyze constructs formed with reflexive and formative indicators. This cannot be done by covariance-based SEM because it will become an unidentified model. In reporting the results of the PLS analysis, we can use a two-step approach called the two-step approach. With a two-step approach, we will start by reporting all the results of the outer model then proceed with the inner model.

## RESULTS AND DISCUSSION

Respondents from this study were employees of PT. Sumatra Prima Fibreboard. Employees chosen as respondents are employees who work at PMQ (Production, Maintenance, Quality Control) and have participated in the PMQ Skill-Up training program, which is training aimed at improving the skills and competencies of employees in the production, maintenance, and product quality. Of the 337 questionnaires distributed, only 250 questionnaires were returned (response rate 74%), and as many as 203 were feasible to be analyzed (validity rate 60%).

Furthermore, respondents were identified based on gender, education, age, years of service, position (position), and section. This identification needs to be done to find out the general characteristics of the respondents. Descriptive data about the general characteristics of respondents can be seen in Table 1.

Before analyzing the structural model, it must first make a measurement model; this is intended to test the reliability and validity of the indicators forming latent constructs by conducting confirmatory factor analysis (CFA). Conceptually, latent constructs can be formed in unidimensional and multidimensional ways. This study uses constructs formed in a multidimensional manner, so to test reliability and construct validity can be done by second-order confirmatory factor analysis. The second-order construct test is done by two-level testing. First, the analysis is done from the latent construct dimension with the indicators and second, the analysis is done from the latent construct with the dimensions construct.

The approach to analyzing CFA second-order constructs using the Warp PLS program as suggested by Kock (2011) is to use a two-stage approach. Based on the results of processing the data above, it can be seen that all items forming the dimensional construct are valid with the resulting factor loading value  $>0.7$ . There are only a few indicators that have a loading factor value of  $>0.6$  which is still acceptable for exploratory research. Furthermore, the AVE value for each dimensional construct is excellent at  $>0.5$  so that it meets the convergent validity criteria. Likewise, the composite reliability value produced by each dimension construct is also excellent, namely  $>0.7$  so that it meets the reliability of internal consistency. The next step, the researcher analyzed the indicators forming the second-order construct. Means the analysis is done from latent constructs and dimensions of the construct.

Based on the results of the second-order confirmatory factor analysis above (table 2), it can be seen that the dimensions forming all latent constructs are valid with the resulting loading factor values between 0.813-0.936 ( $>0.7$ ). Furthermore, the AVE value for each latent construct is also excellent, which is between 0.694-0.875 ( $>0.5$ ), meaning that it meets the criteria for convergent validity. Likewise, the Composite Reliability (CR) value is between 0.872-0.934, and the value of Cronbach's Alpha ( $\alpha$ ) is between 0.779-0.861, which means that the reliability value generated by each latent construct is also excellent at  $>0.7$  so that it meets internal consistency

Table 2. First Order CFA

Indicators	Loading Factor	Dimensions	CR	AVE	$\sqrt{\text{AVE}}$
SE1	0,869				
SE2	0,778	Level	0,838	0,634	0,796
SE3	0,736				
SE4	0,887	Strength	0,881	0,787	0,887
SE5	0,887				
SE6	0,856	Generality	0,846	0,733	0,856
SE7	0,856				
DS1	0,673	Intrumental			
DS2	0,677	Supervisor	0,767	0,525	0,725
DS3	0,815	Support			
DS4	0,761	Informationa			
DS5	0,726	l Supervisor	0,772	0,530	0,728
DS6	0,696	Support			
DS7	0,696				
DS8	0,664	Appraisal	0,762	0,518	0,720
DS9	0,793	Spv. Support			
DS10	0,81	Emotional			
DS11	0,727	Supervisor	0,773	0,534	0,730
DS12	0,644	Support			
MUT1	0,77	Autonomous			
MUT2	0,874	Motivation to	0,869	0,689	0,830
MUT3	0,842	Transfer			
MUT4	0,846	Controlled	0,834	0,716	0,846
MUT5	0,846	Mtv. to Trf			
MUT6	0,746				
MUT7	0,853	Intention to	0,846	0,647	0,804
MUT8	0,811	Transfer			
TP1	0,786				
TP2	0,807	Generalizati	0,872	0,630	0,794
TP3	0,768	on			
TP4	0,814				
TP5	0,817				
TP6	0,881	Maintenance	0,895	0,740	0,860
TP7	0,881				

reliability. The value of Full Collinearity VIF for each latent construct is also very good, which is <3.3, there is only one variable, namely Motivation for Transfer which has a value of >3.3, but still below <5 for traditional VIF sizes so it is still accepted (Latan & Ghozali, 2017).

Furthermore, latent constructs (variables) in the study will also be tested for discriminant validity. One way to look at discriminant validity is by comparing the correlation between variables with the square root of variance extracted (the value of the square root AVE).

From the table 4, we can be seen that all correlation values between variables (latent constructs) are below the AVE square root value (see diagonal lines, marked “\*”). Thus it can be concluded that all variables meet discriminant validity criteria and can be said to be a perfect model.

Based on Figure 3 above, there is a positive Self-Efficacy (SELFEFCY) effect on Training Transfer (TOT) with a regression coefficient of 0.141 and significant at 0.003 (P <0.01). Supervisor Support (SPVSPRT) has a positive effect on Transfer Training (TOT) with a regression coefficient of 0.147 and significant at 0.007 (P <0.01). The motivation for Transfer (MTVT) has a positive effect on Training Transfer (TOT) with a regression coefficient of 0.619

Table 3. Second Order CFA

Dimensions	Loading Factor	Variables	CR	$\alpha$	AVE	$\sqrt{AVE}$	Full Collin. VIF
Level	0,863	Self-Efficacy	0,872	0,779	0,694	0,833	1,741
Strength	0,822						
Generality	0,813						
Instrumental	0,830	Supervisor Support	0,905	0,861	0,705	0,840	2,092
Informational	0,826						
Appraisal	0,842						
Emotional	0,861	Motivation to Transfer	0,886	0,806	0,722	0,849	3,368
Autonomous	0,816						
Controlled	0,842						
Intention	0,889	Transfer of Training	0,934	0,858	0,875	0,936	3,071
Generalization	0,936						
Maintenance	0,936						

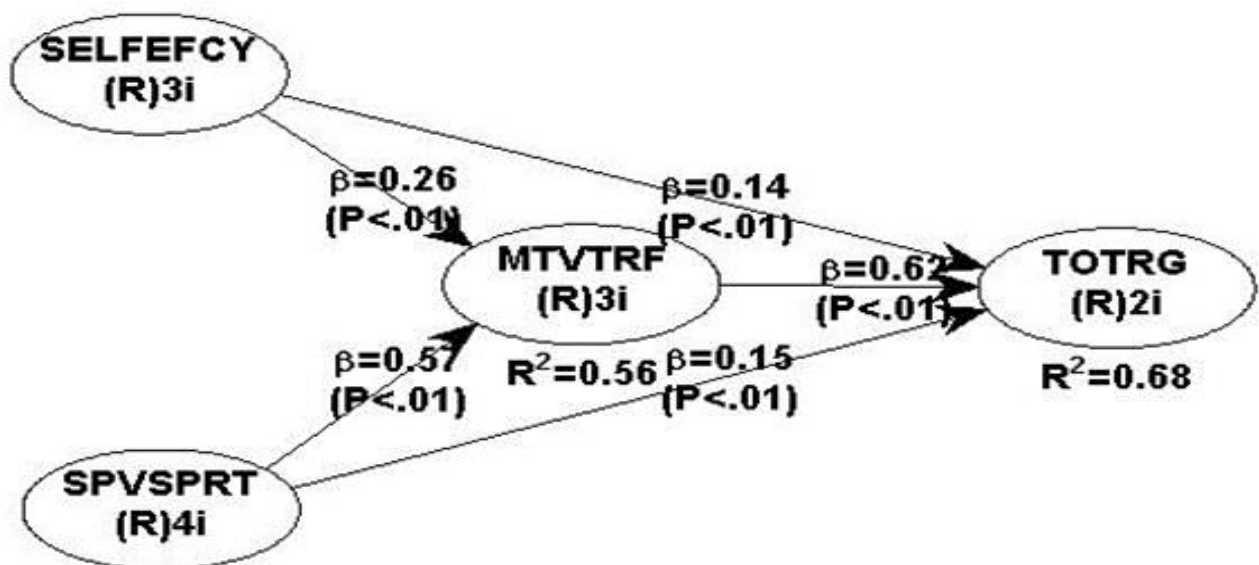


Figure 3. Results of Structural Model Analysis



and significant <0.001. Self-Efficacy (SELFEFCY) has a positive effect on Motivation for Transfer (MTVT) with a regression coefficient of 0.259 and significant <0.001. While Support Supervisor (SPVSPRT) has a positive effect on Motivation for Transfer (MTVT) with a regression coefficient of 0.568 and significant <0.001, the Coefficient of Adjusted R-squared for Motivation for Transfer is 0.561 which means that the variation of Motivation for Transfer can be explained by Self-Efficacy and Supervisor Support of 56.1% and the remaining 43.9% is explained by other variables outside the model. The Adjusted R-squared coefficient for Training Transfer is 0.680 which means that the three Self-Efficacy variables, Supervisor Support, and Motivation for Transfer can explain variations in Training Transfer by 68% and the remaining 32% explained

Table 4. Discriminant Validity

Variable	Self-Efficacy	Supervisor Support	Motivation to Transfer	Training Transfer
Self-Efficacy	0,833*			
Supervisor Support	0,585	0,840*		
Motivasi Motivation to Transfer	0,585	0,677	0,849*	
Training Transfer	0,579	0,632	0,807	0,936*

Table 5. Summary of Structural Model Evaluation

Criteria	Rule of Thumb	Results	Conclusions
R-squared	$\leq 0,70, \leq 0,45, \text{ and } \leq 0,25$ (strong, moderate, weak)	0,684 (TOT), and 0,565 (MTVT)	Strong
Adjusted R-squared	$\leq 0,70, \leq 0,45, \text{ and } \leq 0,25$ (strong, moderate, weak)	0,680 (TOT), and 0,561 (MTVT)	Strong
Q-squared	$\geq 0,02, \geq 0,15, \text{ and } \geq 0,35$ (weak, moderate, and strong)	0,685 (TOT), and 0,566 (MTVT)	Strong
APC	P-value $\leq 0,05$	P < 0,001	Very Good
ARS	P-value $\leq 0,05$	P < 0,001	Very Good
AARS	P-value $\leq 0,05$	P < 0,001	Very Good
AVIF	$\leq 3,3$	1,878	Ideal
AFVIF	$\leq 3,3$	2,701	Ideal
Goodness Tenenhaus (GoF)	$\geq 0,10, \geq 0,25, \text{ and } \geq 0,36$ (small, middle, and large)	0,683	Large
SPR	Ideal = 1, acceptable if $\geq 0,7$	1	Ideal
RSCR	Ideal = 1, acceptable if $\geq 0,7$	1	Ideal
SSR	acceptable if $\geq 0,7$	1	Ideal
NLBCDR	acceptable if $\geq 0,7$	1	Ideal

by other variables outside the model. A summary of the evaluation of the structural model above shows that the model is perfect because it meets all the Rule of Thumb criteria recommended by experts and can be used for further analysis.

From table 6 above, it can be seen that all hypotheses starting from the first hypothesis (H<sub>1</sub>) to the seventh hypothesis (H<sub>7</sub>) the decision is accepted, this is because the value of the P-value produced is at  $P < 0.01$  and the t-value is calculated  $> 1.96$ .

The results of this study corroborate the results of previous studies conducted by Iqbal and Dastgeer (2017). The results of his research show that self-efficacy has a positive and significant effect on the transfer of training. This research is in line with the study conducted by Selamat et al. (2016), Gita and Sariyathi (2016) and Kimbal and Rahyuda (2015) which show empirical evidence that the higher a person's self-efficacy will increase the transfer of training.

The results of this study support the opinions of Bawono and Purnomo (2016). The results of his research show that supervisor support (supervisor support) has a significant effect on the transfer of training. Research that is similar to Kimbal and Rahyuda (2015), who concluded that supervisor support has a positive and significant effect on transfers of training. The results of this study are in line with the conclusions of the research conducted by Jamaludin (2012) which states that supervisor support significantly influences transfers of training.

On the other hand, this study does not support the results of research by Maung and Chemsripong (2014) and Manju and Suresh (2011) which state that supervisor support does not significantly influence transfers of training. It means that with the results of this latest study, researchers confirm and corroborate the theory and empirical studies which state that supervisor support positively and significantly affects training transfers.

The results of this study corroborate previous research conducted by Iqbal and Dastgeer (2017) which states that self-efficacy influences motivation to transfer. In line with the research conducted by Madagamage et al. (2014), which shows the results that self-efficacy influences motivation to transfer significantly. Moreover, the research conducted by Chiaburu et al. (2010) concluded that self-efficacy had a significant effect on motivation to transfer.

The results of this study support the results of previous studies conducted by Na-nan et al. (2017). The results of his research show supervisor support as one of the essential factors in increasing motivation to transfer learning outcomes. This means supervisor support can influence motivation to transfer positively and significantly. This research is similar to the

Table 6. Summary of Structural Model Evaluation

Hypothesis	Path	t-value	P-value	Conclusions
H <sub>1</sub>	Self-Efficacy" Transfer of Training	2,82	0,003	Accepted
H <sub>2</sub>	Supervisor Support " Transfer of Training	2,45	0,007	Accepted
H <sub>3</sub>	Self-Efficacy " Motivation to Transfer	4,05	< 0,001	Accepted
H <sub>4</sub>	Supervisor Support " Motivation to Transfer	10,14	< 0,001	Accepted
H <sub>5</sub>	Motivation to Transfer " Transfer of Training	12,38	< 0,001	Accepted
H <sub>6</sub>	Self-Efficacy " Motivation to Transfer " Transfer of Training	3,84	< 0,001	Accepted
H <sub>7</sub>	<i>Supervisor</i> Support " Motivation to Transfer " Transfer of Training	7,83	< 0,001	Accepted

empirical study conducted by Chauhan et al. (2016) and Maung and Chemsripong (2014). The results of his study showed that supervisor support had a positive and significant effect on motivation to transfer.

The results of this study corroborate the results of previous studies conducted by Iqbal and Dastgeer (2017) which state that motivation to transfer has a significant effect on transfers of training. In line with Na-nan et al. (2017) who concluded the results of the study that training transfers will increase if the motivation to transfer learning outcomes to students is getting better. This research is in line with the research conducted by Wen and Lin (2014). The results of his research show that motivation to transfer has a positive and significant effect on the transfer of training.

The results of this study corroborate the results of previous studies conducted by Iqbal and Dastgeer (2017), who concluded that there was a mediating effect of motivation variables to transfer to the relationship between self-efficacy and transfer of training. Moreover, research conducted by Bhatti et al. (2014), which concluded that motivation to transfer mediates the relationship between self-efficacy and transfer of training.

The results of this study corroborate the results of a previous study conducted by Suleiman et al. (2017). In his research, it was concluded that the motivation for transfer mediates the relationship between supervisor support and transfer of training. These results are in line with Chauhan et al. (2016), which shows the results of research that there is a mediating effect of motivation variables to transfer to the relationship between supervisor support and transfer of training. This research is in line with the empirical study conducted by Maung and Chemsripong (2014), Bhatti et al. (2014), and Bhatti et al. (2013), which concluded that the motivation to transfer mediates the relationship between supervisor support and transfer of training.

## CONCLUSIONS AND RECOMMENDATIONS

Based on the results of the research and discussions can be concluded as follows: First, self-efficacy has a positive and significant influence on transfers of training. Second, supervisor support has a positive and significant influence on transfers of training. Third, self-efficacy has a positive and significant influence on motivation to transfer. Fourth, supervisor support has a positive and significant influence on motivation to transfer. Fifth, motivation to transfer has a positive and significant effect on transfers of training. Sixth, self-efficacy has a positive and significant influence on the transfer of training through motivation to transfer. Seventh, supervisor support has a positive and significant influence on the transfer of training through motivation to transfer.

Based on the above conclusions, it can be given some ideas as follows: First, the effectiveness of transfers of training to manufacturing employees is obtained through self-efficacy, supervisor support, and motivation to transfer, so management needs to pay attention to these aspects in improving the training transfer process in the workplace. It starts with paying attention to the trainees according to the characteristics of each. The level of self-efficacy (self-confidence) each one with another individual is different, for that we need a psychological approach that can improve employee self-efficacy.

Second, giving rewards, giving feedback, and providing needed support resources to employees so that they can stimulate the enthusiasm of employees to implement the new knowledge, skills, and attitudes that they obtain in training to the maximum in their workplaces. Strong motivation to transfer training results will have an impact on increasing the achievement of general corporate targets; this is related to the manufacturing business sector which is focused on producing products for consumers.

This study has limitations on the object of research. The data used in this study only comes from one manufacturing company, namely a factory that produces MDF (medium density fibreboard) products located in Palembang, Indonesia. Thus it must be careful when generalizing research results. Another limitation is the number of variables used to predict the effectiveness of

training transfers that are focused on the variables of self-efficacy, supervisor support, and motivation to transfer. There are still many other variables which can contribute to the transfer of training such as personality, abilities, learner readiness, perceived content validity, intrinsic rewards, work environment, peer support, training design, and so on. Development of new dimensions in the transfer of training model is also needed because previous studies only tested unidimensional constructs. While in this study researchers have contributed to the results of research with constructs in the form of multidimensional and are expected to be continued for subsequent studies.

This research provides the basis for subsequent studies in the field of human resource management, especially in the training and development sectors to further research using larger samples. This is expected so that the concept can be built more mature and perfect in the future. Although it has limitations, researchers have presented empirical findings for researchers related to the model of transfer of training, and confirmation of differences in conclusions (research gap) the results of previous research.

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