

THE ANTECEDENTS OF TRAINING OF TRANSFER EFFECTIVENESS AT PUBLIC SECTOR IN INDONESIA

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ABSTRACTS

Low worker productivity has become the main problem in the public sector in Indonesia due to less qualified human resources. One of the causes is there are many ineffective training programs that are unable to improve the quality and productivity of the public sector workforce. This ineffectiveness is a result of the training which is not designed properly, and is not transferred into daily work. The main purpose of this study is to examine the effect of training motivation, learning orientation, self-efficacy, training retention, and effective design of training programs on effective training outcomes.

This study uses a survey design with the respondents being nurses from government-owned hospitals in Indonesia. The results of hypothesis testing shows that the effective training transfer is determined by factors such as training motivation, learning orientation, training retention, training design, and self-efficacy of the individuals. These factors will be the determinants of the success of training transfer to medical personnel in government-owned hospitals in Indonesia.

Keywords: *Transfer of Training, Effective Design, Self-efficacy, Public Sector Institution, Training Design, Training Motivation*

Introduction

One of the indicators of the success of training programs held by the public sector institutions for the employees is an increase in employee performance. Performance improvement can be achieved when employees learn to apply the knowledge, expertise and skills that are acquired during training to do their daily work within a specified period. This is referred to as transfer of training. Burke and Hutchins (2008) stated that the transfer of training is important for human resource development. Recent studies show that the transfer of training is determined by many factors including the work environment, training design and characteristics of the individual (e.g. Velada et al, 2007). Saks and Belcourt (2006) showed that the transfer of training can improve the performance of the individual if training pays attention to activities before, during and after providing the training. One of the before training activities is the participants' preparation, such as the motivation and the support from the employers. For training activities related to the trainer, training materials, and training atmosphere are important. After training activities related to the support of employers and post-training evaluation by supervisors are also important. In addition, the transfer of training that is able to improve work productivity is also determined by the self-efficacy of the individual (Chiaburu and Lindsay, 2008). Self-efficacy deals with the individual's belief that he or she is able to attend the training program as well as being able to apply it in his or her daily work.

The main objective of this study is to examine the factors that are antecedents of effective transfer of training. Factors examined include individual characteristics (learning orientation and training motivation), training design (effective design and training retention), and self-efficacy. The selection of those antecedent factors is based on the results of previous studies (Hariyanto and Dharmawan, 2010). This research is conducted in a regional public hospital, which represents a public institution owned by the government. This institution is chosen because its employees have performance problems, especially related to the quality of health services provided to the society. One main problem in public hospitals is that the training programs are unable to improve the quality and the productivity of the health sector workforce. This ineffectiveness is caused by training programs that are not appropriately designed, and are not being transferred

in daily work activities of the nurses. Therefore, the testing of training transfer model which considers the important factors for effective training to improve workforce productivity in public organisations is used as the framework for our study.

Literature Review

Transfer of Training

Transfer of training is defined as the extent of knowledge, skills, and learning behaviors in training that are applied to the job (Noe et al., 2003). Saks and Belcourt (2008) define the transfer of training as the application of knowledge, skills, and behaviors learned in training, applied to work situations and it is maintained for a certain period of time. The final purpose of any training program is that the learning that occurs during training is re-transferred into daily work activities. The success of the individual in applying the training results is influenced by several key factors such as work environment, effective training design, and the characteristics of the participants. These variables are grouped together as the input factor that affects training.

Training inputs are factors that influence the occurrence of transfer of training. Velada et al., (2007), Burke and Hutchins (2008) and Saks and Belcourt (2006) mentioned that the training input consists of three main factors, which are: individual characteristics, training design and work environment. Each factor consists of two main variables. The individual characteristic consists of the motivation in attending the training and the learning orientation. Meanwhile, design of the training consists of training retention and effective training design, and the work environment consists of organisational and supervisor support.

Training motivation is the trainees' high curiosity to learn the material from the training program (Chiaburu and Lindsay, 2008). The manager or supervisor plays an important role to encourage his subordinates to have high motivation to participate in the learning process during training programs. This motivation can determine the success of the training program itself. Therefore, managers must ensure that subordinates who undergo

the training programs are those who have high motivation. Managers can expend efforts to increase motivation, namely, among others, by providing an understanding of the benefits of training and helping to raise awareness about the importance of training. Besides, managers can also provide guidance by indicating that the training will determine the career in the future, and explaining the purpose of the training program (Noe et al., 2003). The results of research conducted by Kang (2007) showed that the organisation plays an important role in the formation of individual motivation to participate in training. The organisation should establish fair policy related to the provision of a reward, reward delivery processes, and interpersonal relationships at the time of doing the job. Organisations should also explain to the individuals the benefits to be gained after the training (Kang, 2007).

A characteristic of good learning orientation is an individual who likes a challenge and enjoys learning new things (Greenberg and Baron, 2003). Managers should be aware that the training will be successful if those who are characterized as learners join the training program. Individuals with such character will always be serious learners in the training programs, because they are happy to learn new things and feel challenged to do these new things in their daily work.

Training retention is the extent to which trainees are able to maintain and master the knowledge and skills they have gained after training (Velada et al., 2007). It is important that participants do not easily forget the training materials and their experience with the training program. This is also important for the success of training transfer process because the individual is required to master the course material. The trainees are expected to retain the knowledge learned during training for a certain period of time, so it can be applied to their daily work.

Training design refers to the preparation of training programs that takes into account organisational aspects, jobs, and the individuals. An effective training design means a training program that is able to produce outcomes such as cognitive outcomes, skill-based outcomes, affective outcomes, and the reaction outcomes (Noe et al., 2003). Cognitive outcomes refer to the extent to which participants are mastering the principles, facts, techniques, procedures, and processes emphasised in the training. This cognitive

measure reflects the level of participants' understanding in the learning process in the training. Skill-based outcomes are associated with the extent to which participants use the skills gained in their daily work. A manager or supervisor is able to recognise the effects of training by observing the behavior of his subordinates to infer whether or not they apply the skills acquired during the training. Affective outcome refers to the individual's attitudes towards training facilities, trainers, and training materials. This is affected by the individual's comfort with the training facilities, knowledge acquired during the training, a positive attitude toward the trainer and satisfaction with the material obtained.

Self-Efficacy

Self-efficacy is a perception or belief about oneself. According to Noe et al. (2000) self-efficacy is the confidence level of employees that they can successfully learn the content of the training program. Bandura (1991) states that self-efficacy is one's belief that he/she can run a task on a certain level, which affects personal activities to the achievement of goals. Self-efficacy is one's belief on his/her ability to perform a specific job as his/her responsibility.

Kanger and Kanfer (1990) and Greenberg and Baron (2003) state that self-efficacy consists of three basic components, they are: magnitude, strength, and generality. Magnitude relates to the level of individual's confidence in his/her abilities. Strength relates to one's beliefs in his ability to do something at a certain level. Generality relates to how far one's self-efficacy for a certain job and situation may also be applied to other situations and jobs. Albert Bandura as described by Robbins and Judge (2011) mentioned four main factors that can be used to enhance self-efficacy, namely enactive mastery, vicarious modeling, verbal persuasion, and arousal. Enactive mastery deals with individual's previous performance which will affect his/her next performance as well as will increase one's confidence in carrying out other specific tasks. Vicarious modeling deals with the learning process done by individuals, by observing and imitating others and also learning the consequences of any behavior that would be done. Verbal persuasion relates to the interaction between individuals which is mutually beneficial to do a job better. An Individual will be increasingly sure that he/she can perform a specific job if there is support from others. Arousal relates to the circumstances that generate energy that can lead a person to complete a job.

Hypothesis

Based on figure 1 (see appendix), it is known that transfer of training can be determined directly by two major factors, they are: individual characteristics and the design of training (Baldwin and Ford, 1988; Velada et al., 2007; Burke and Hutchins (2008). Scaduto et.al (2008) state that an effective training is the function of individual characteristics, training design and contextual factors or work environment. In addition, figure 1 also explains that those two input factors can enhance self-efficacy, that is, an individual belief that he/she is able to do the tasks as their responsibility. Training input will have positive influence on self-efficacy, which then determines the effectiveness of the transfer of training.

In more detail, the transfer of training is determined by two main variables of individual characteristics, namely the training motivation and learning orientation. The results from Chiaburu and Lindsay (2008) study show that training motivation, motivation to learn and self-efficacy have a significant effect on the transfer of training. Transfer of training would be more effective. It means that the individual will use his new skills and knowledge at work if he/she has high motivation and is learning process-oriented. In addition, two individual characteristics may also determine one's self-efficacy. This means that the level of an individual's confidence to do the job with some new activities is determined by personal high motivation to participate in training and high learning enthusiasm during the training program. This is supported by research conducted by Scaduto et al. (2008) which states that a high motivation to participate in the learning process determines the success of transfer of training. Similarly, a research conducted by Chiaburu and Marinova (2005) show that the transfer of new skills to the job is determined by supervisor support and self-efficacy.

An effective transfer of training is also determined by the design of the training itself. An effective training design which is able to generate a positive cognitive outcome, affective outcome, skills and new knowledge will determine the success of the transfer of training. Cognitive outcomes show that the trainee can master and understand the various principles, facts, procedures and processes given during the course. Affective outcomes show an increase in motivation and the creation of the participants positive attitudes during and after the training. In addition, the design of effective

training also shows that the trainees are able to understand and to use new skills in their daily work. Training design is also related to the training retention to ensure that training materials obtained by the participants can be maintained for a certain period of time. Training retention shows the capacity of one's ability in understanding and maintaining the obtained training materials. Velada et al. (2007) shows that the retention of the training is an important factor that determines the transfer of effective training. The point is that an effective training design will be able to improve an individual's performance when skills and knowledge acquired from the training are really applied at work (Velada et al. 2007).

Based on various results of previous empirical researches, the hypothesis presented in this study are as follows:

- H1: Training motivation and learning orientation will have a significant and positive effect on the transfer of training.
- H2: Effective training design and training retention will have a significant and positive effect on the transfer of training.
- H3: Training motivation and learning orientation will have a significant and positive effect on self-efficacy.
- H4: Effective training design and training retention will have a significant and positive effect on self-efficacy.
- H5: Self-efficacy will have a significant and positive effect on the transfer of training.
- H6: Self-efficacy has a mediating influence on the relationship between training input and transfer of training.

Research Methods

This is a survey research. A purposive sampling method is used in which the sample is selected based-on specific criteria (Cooper & Schindler, 2003), in order to obtain an adequate sample. The criteria for the sample

selection are: the respondent should have a minimum of two-year work experience, and should have attended training programs held by hospitals. Data collection includes the identification of potential respondents, coding, preparing of a list of questions and questionnaire distribution to hospitals. The respondent consists of medical staff in regional public hospitals in five Districts in the Central Java province. The sample selection is similar to the study conducted by Mustafa and Darmawan (2009).

The samples of this study were nurses and or other medical personnel who worked in five regional public hospitals (RSUD), namely: RSUD Purbalingga, RSUD Banjarnegara, RSUD Majenang, RSUD Ajibarang, and RSUD Kebumen. A Total number of 630 questionnaires were distributed with the following details: RSUD Purbalingga: 133 questionnaires; RSUD Banjarnegara: 164 questionnaires; RSUD Majenang: 93 questionnaires, RSUD Ajibarang: 120 questionnaires, and RSUD Kebumen: 120 questionnaires. Of 630 questionnaires, 491 responded which is equal to a response rate of 77.94 percent. The number of complete questionnaires used in data analysis is 346, which is equal to 70.46 percent of those surveyed. This study measures six variables. Independent variables consist of training motivation, learning orientation, effective training design, and training retention. The dependent variable is the transfer of training, whereas self-efficacy is the mediating variable. Measurement of transfer of training is done using eight-point statement developed by Tesluk et al. (1995). Self-efficacy measurement is performed by using four-point statement developed by Holton et al. (2000). These measurements are also used by Velada et al. (2007). Measurement of training motivation is done by using ten-point statement developed by Bartlett (2001). The learning orientation measurements are performed by using seven-point statement developed by Dweck and Legget (1988). Training retention measurements is performed by using three-point statement developed by Velada et al. (2007). An effective training design means that the training program is able to produce cognitive outcomes, skill-based outcomes, affective outcomes and reaction outcomes (Noe et al. 2003). The measurement is performed by using a Likert scale of 5 (1=strongly disagree, 2 =disagree; 3=neutral, 4 =agree, and 5=strongly agree).

Validity test is conducted to test the suitability of the research instruments (question or statement item) to the construct to be measured (Sekaran, 2003).

Factor analysis is used to test the validity of the constructs. Reliability test is conducted to test the consistency of the research instruments. A common and popular internal consistency test is the Cronbach alpha coefficient. The acceptable level for the Cronbach alpha coefficient is 0.7 (Hair et al. 1998) or 0.6 (Nunnaly, 1978). Sekaran (2003) classifies the level of reliability coefficient into three levels, they are: Cronbach alpha coefficient less than 0.6 indicating poor reliability, Cronbach alpha 0.6 to 0.8 indicating an acceptable level of reliability, and above 0.8 indicating a good reliability. Regression analysis with mediation variable (mediated regression analysis) is used to test the hypotheses presented in this study.

Results

Factor analysis is conducted to test the validity of the research instruments. An item is considered valid if it fulfills the loading factor coefficient of equal or more than 0.4 (Sekaran, 2003). Table 1 (see appendix) shows the result of validity test. The statement items considered as valid consist of 12 items to measure effective design (loading factor as between 0.612 up to 0.862), 3 items to measure training retention (loading factor as between 0.598 up to 0.759), 10 items to measure training motivation (loading factor as between 0.475 up to 0.743), 7 items to measure learning orientation (loading factor as between 0.434 up to 0.769), 4 items to measure self-efficacy (loading factor as between 0.756 up to 0.817), and 8 items to measure the transfer of training (loading factor as between 0.717 up to 0.787). Overall, there are 44 items that are considered as valid statements to be used in the next data analysis of reliability test.

Reliability test is conducted to test the consistency of the research instruments. Table 2 (see appendix) shows a summary of the results of reliability test on 44 items of statements considered as valid ones in the previous stage. Based on these statistical results, all of 44 statements are considered to be reliable to measure a particular variable. Respectively, the number of items per variable that is considered reliable are as follows: 12 items to measure the effective training design with Cronbach alpha 0.934, 3 items to measure the training retention with Cronbach alpha 0.458, 10 items to measure training motivation with Cronbach alpha 0.848, 7 items to measure learning orientation with Cronbach alpha 0.768, 4 items to measure self-efficacy with Cronbach alpha 0.772, and 8 items to measure transfer of training with Cronbach alpha 0.891.

Hypothesis Test Results

Table 3 shows the summary of regression test results. Hypothesis 1 is used to test the effect of training motivation and learning orientation on the transfer of training. Based on the results of regression analysis, training motivation has a significant and positive effect on the transfer of training ($\beta = 0.282$, $p < 0.001$) and learning orientation also has a significant and positive influence on the transfer of training ($\beta = 0.312$, $p < 0.001$). This shows that hypothesis 1 is supported. It means that the motivation of medical personnel to seriously attend the training will determine the result of the effectiveness of the training they attend. In addition, medical personnel who have a learning orientation or a tendency of willingness to learn something new will also influence the success of the transfer of training in daily work.

Hypothesis 2 is used to test the effect of the effective training design and training retention on the transfer of training. Based on the results of regression analysis (see table 3), the effective training design has a significant and positive influence on the transfer of training ($\beta = 0.458$, $p < 0.001$) and training retention also has significant and positive influence on transfer of training ($\beta = 0.178$, $p < 0.001$). It shows that hypothesis 2 is supported. It means that the success of medical personnel to realise and to use the training materials they have gained in their daily work activities is largely determined by the design of the training which is appropriate to the needs of medical personnel. In addition, the ability of medical personnel to remember the material they have acquired in the training will also determine the success of transfer of training.

Hypothesis 3 is used to test the effect of training motivation and learning orientation on self-efficacy. Based on the results of regression analysis (see table 3), training motivation has a significant and positive effect on self-efficacy ($\beta = 0.492$, $p < 0.001$), but learning orientation has no significant and positive effect on self-efficacy ($\beta = 0.086$, $p > 0.1$). It shows that hypothesis 3 is partially supported. It means that the motivation of medical personnel to take seriously the training material will determine an individual's confidence to do the job they are responsible for. However, learning orientation is not a determinant of self-efficacy of medical personnel.

Hypothesis 4 is used to test the effect of effective training design and training retention of self-efficacy. Based on the results of regression analysis (see table 3 in the appendix), the effective training design has a significant and positive effect on self-efficacy ($\beta = 0.278$, $p < 0.001$) and training retention also has a significant and positive effect on training transfer ($\beta = 0.103$, $p < 0.1$). It shows that hypothesis 4 is supported. It means that the beliefs of medical workers to perform the work they are responsible for, is determined by the design of training which is appropriate to the needs of medical personnel. In addition, the ability of medical personnel to remember the materials they have gained in the training will also determine an individual's self-efficacy.

Hypothesis 5 is used to test the effect of self-efficacy on transfer of training. Regression analysis is used to test the hypothesis. Based on the results of regression analysis (see table 3), self-efficacy has a significant and positive effect on transfer of training ($\beta = 0.316$, $p < 0.001$). These results indicate that hypothesis 5 is supported. It means that the realisation and utilisation of skills as the result of the training in daily work is largely determined by the individual's self-confidence to perform certain jobs.

Hypothesis 6 is used to test the mediating effect of self-efficacy. There are several steps and requirements to test this mediating effect (Baron and Kenny, 1986). A variable functions as mediator when meeting the conditions as follows: First, the variance of independent variables influences the variance of the mediating variables. Second, the variance of mediating variables significantly influences the variance of the dependent variable. Third, when the first and the second relationship are controlled, the relationship between the independent variables and dependent variables that are initially significant becomes insignificant or zero (Baron and Kenny, 1986).

The results of regression analysis to test hypothesis one to five are used to test hypothesis 6. The test of hypothesis 6 consists of two parts. The first part is the testing of the effect of mediating self-efficacy on the relationship between training motivation and learning orientation with the transfer of training. The second part is the testing of mediating effect of self-efficacy on the relationship between effective training design and training retention with the transfer of training. Overall, hypothesis 6 is partially supported

because there are only three variables that can be used to test the effect of mediating self-efficacy. Those three variables are: training motivation, effective training design, and training retention. These results indicate that the training motivation among medical personnel will create individual self-confidence to do the job. This self-efficacy will determine the transfer of training. Similarly, effective training design and training retention will shape the individual self-efficacy. This creates the transfer of training. Thus, training motivation, effective training design, and training retention have both direct and indirect effect on the transfer of training.

Discussion and Conclusion

Training programs are a long-term investment for an organisation for their human resource development. The resulting effect of the training is not directly perceived by the organisation because the individual needs to take the time to realise the training they have attended in their daily work. The realisation of training into daily work is called the transfer of training. It means that individuals who have attended the training are considered to understand, remember, and be able to carry out various training materials that have been obtained. If the individuals in the organisation realise the training, the effective transfer of training exists. Effective transfer of training in the long run will be the main trigger for achieving an improving the productivity of the employees.

The general objective of this study is to examine several factors that determine the effective transfer of training, especially for workers in the health sector. Based on the theoretical study, an effective training transfer is determined by two main aspects, they are: individual characteristics and training design. Individual characteristics consist of two dimensions, namely training motivation and learning orientation. Meanwhile, training design consists of two dimensions, namely the effective training design and training retention. These four factors not only become the determinant of an effective transfer of training but also become the determinant of individual self-efficacy. Self-efficacy, defined as the belief of the individual to perform a specific job will also be a determinant of an effective training transfer.

The results of hypothesis testing using regression analysis show that the effective transfer of training is determined by the factors of training motivation, learning orientation, effective training design, training retention and self-efficacy. The results of this study support previous research conducted by Velada et al. (2007), Chiaburu and Lindsay (2008) and Saks and Belcourt (2006). An effective transfer of training is determined by the training motivation. It means that the medical work force who realise and apply the training results they have learned are those who have training motivation. Training motivation shows that those persons have willingness to continuously improve their skills and competencies through training. Furthermore, individuals who have training motivation are those who believe that the training they have attended will enhance their knowledge and ability in work. The results of the hypothesis test of this study also show that the effective transfer of training is determined by learning orientation. Learning orientation is one of the characteristics of individuals that show the excitement of the challenge and of gaining new knowledge that can be applied in their job. It means that the medical personnel who use the opportunity to do a more challenging job and to enhance their ability tend to have more ability to apply the training material they have obtained. In addition, individuals who have learning orientation will always work hard to improve their performance from time to time and always try to use a new approach in solving the problem. Such persons will also tend to realise the results of the training they have attended.

The test results in this study also show that the training retention and effective training design determine the effective transfer of training (Velada et al., 2007). Training retention is the extent to which the trainees are able to maintain and master the knowledge and skills they have gained after the training. It means that transfer of training effectiveness is highly determined by the individual's ability to absorb, to understand, and to remember the training materials they have obtained. Understanding and ability to retain the knowledge gained in the training by the individual are an important factor in the successful realisation of the knowledge in the daily work. In addition, effective training design is also a determinant of the effectiveness of transfer of training. Some indicators of effective training design include: the materials taught during the learning process is appropriate to the needs of the medical personnel; the training given teaches new skills and is able to encourage participants to apply those new skills in their daily work;

the trainer or the coach employed in the training is able to encourage participants' work morale and to effectively use the training facilities during the training to meet the needs of participants. It means that hospital management should consider these indicators in designing the training program to be implemented because it is empirically shown that an effective training design determines the success of an effective transfer of training.

In addition to the individual characteristic which consists of training motivation and learning orientation and training design consisting of training retention and effective design, another important factor that also determines an effective transfer of training is self-efficacy. These results support previous research conducted by Chiaburu and Lindsay (2008). Self-efficacy is one's belief about his or her ability to perform a specific job as his responsibility. Related to the transfer of training, self-efficacy is a person's self confidence in his ability to realise the training he has attended. Individuals with self-efficacy are those who always think positively and are sure with their ability in doing their jobs and discharge their responsibilities well. Thus, transfer of training will be effective, and the application and realisation of the training will occur as well if the hospital has a medical staff with high self-efficacy. The results of this study indicate that self-efficacy itself is determined by the training motivation, training retention and effective training design. It means that individuals with high curiosity to attend training and who have a strong motivation to learn new skills tend to have a strong confidence to perform their tasks and responsibilities well. Individuals who are able to understand and to maintain training materials in a certain period of time will also tend to have high self-efficacy.

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APPENDIX 1

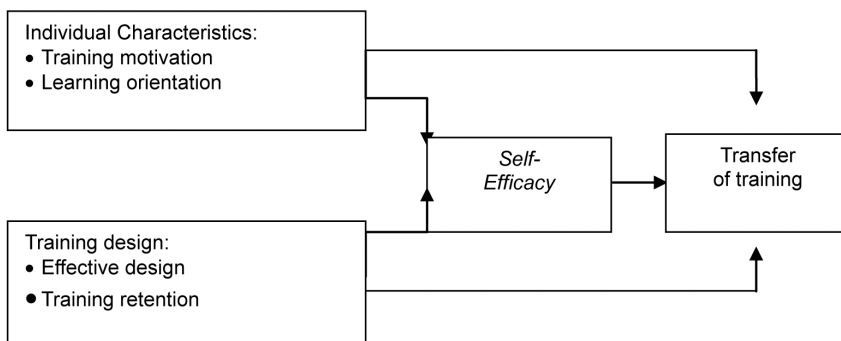


Figure 1: Transfer of Training Model

Table 1: Summary of Validity Test Results

| Item Numb | ED (12 item) | TR (3 item) | TM (10 item) | LO (7 item) | SE (4 item) | TT (8 item) |
|-----------|--------------|-------------|--------------|-------------|-------------|-------------|
| 1 | 0.802 | 0.771 | 0.695 | 0.649 | 0.756 | 0.781 |
| 2 | 0.862 | 0.759 | 0.670 | 0.745 | 0.756 | 0.747 |
| 3 | 0.803 | 0.598 | 0.712 | 0.434 | 0.771 | 0.787 |
| 4 | 0.817 | | 0.743 | 0.769 | 0.817 | 0.777 |
| 5 | 0.733 | | 0.475 | 0.723 | | 0.717 |
| 6 | 0.694 | | 0.620 | 0.680 | | 0.741 |
| 7 | 0.708 | | 0.675 | 0.679 | | 0.778 |
| 8 | 0.822 | | 0.717 | | | 0.727 |
| 9 | 0.612 | | 0.729 | | | |
| 10 | 0.773 | | 0.633 | | | |
| 11 | 0.748 | | | | | |
| 12 | 0.798 | | | | | |

Note: TM (training motivation), LO (Learning Orientation), ED (Effective Design), TR (Training Retention), SE (Self-Efficacy), TT (Training Transfer).

Table 2: Summary of Reliability Test Result

| Name of Variables | Number of Item | Coefficient Alpha Cronbach | Notes |
|---------------------------|----------------|----------------------------|------------|
| Effective Training Design | 12 | 0.934 | Good |
| Training Retention | 3 | 0.458 | Poor |
| Training Motivation | 10 | 0.848 | Good |
| Learning Orientation | 7 | 0.768 | Acceptable |
| Self-efficacy | 4 | 0.772 | Acceptable |
| Transfer of Training | 8 | 0.891 | Good |

Table 3: Summary of Regression Test Results

| Variables | Dependent Variables | |
|----------------------|---------------------------|-------------------------------|
| | Self-efficacy (β) | Training Transfer (β) |
| Effective Design | 0.278*** | 0.485*** |
| Training Retention | 0.103* | 0.178*** |
| Training Motivation | 0.492*** | 0.282*** |
| Learning Orientation | 0.086 | 0.312*** |
| <i>Self-efficacy</i> | | 0,316*** |

Note: * $p < 0,1$ ** $p < 0,01$ *** $p < 0,001$

APPENDIX 2 (Questionnaire Items)

Training Retention (Velada, 2007).

1. Remember the main topics learned in the training.
2. Easily say several things learned in the training.
3. Never thought again about the training content.

Self-efficacy (Holton, 2000).

1. Ability to use newly learned skills on the job.
2. Confidence in the ability to use new skills at work.
3. Using learning even difficult situations.
4. Overcoming obstacles to use new skills or knowledge.

Training Motivation (Bartlett, 2001).

1. I try to learn as much as I can from education/training programs.
2. I believe I learn more from education/training programs than other.

3. I am inclined to be motivated to learn the skills emphasised in education/training programs.
4. I am willing to exert considerable effort in education/training programs in order to improve my skills.
5. I believe I can improve my skills by participating in education/training programs.
6. I am able to learn the materials presented in most education/training programs.
7. I am willing to invest effort to improve my skills and competencies related to my current job.
8. I am willing to invest effort to improve skills and competencies for learning purposes.
9. I am willing to invest effort to improve skills and competencies for promotion purposes.
10. Education/ training programs are not helpful to me because I have all the knowledge and skills that are required to successfully perform my job

Training Transfer (Tesluk et al., 1995).

1. After training, I can do the job better with better results.
2. After the training, I was able to deal with problems that occur on the job as effectively as possible.
3. After training, I was able to add capabilities and expertise in completing the work.
4. After the training, I am more confident in the face of problems that occur in the work.

5. I follow training in accordance with my work.
6. I always use new skills being taught during training to smooth my work.
7. The training that I follow is very helpful in improving my performance.
8. I used the skills I gained while training for the daily work.

Learning Orientation (Dweck and Legget, 1988).

1. The opportunity to do challenging work that is very important to me.
2. If I fail in doing tasks that are difficult, I will try to work more actively again.
3. I prefer a job that fits my skills.
4. An opportunity to learn new things is very important to me.
5. I always strive to improve future performance.
6. The opportunity to add capabilities is very important to me.
7. When I have a problem that has not yet found a solution, I will try a new approach to solve the problem.

Effective Design (Noe et al., 2003).

1. I have followed the training that teaches the techniques to suit the needs of my work.
2. I have been following training with the learning process to suit the needs of my work.
3. I have followed the training that teaches the principles that relate to my work.

4. I have followed the training that teaches new skills to suit the demands of my job.
5. I have followed the training that can encourage the use of new skills on the job.
6. I have followed the training that can enhance our commitment to the organisation.
7. I have followed the training that can enhance work motivation.
8. I get great benefits from the training I ever follow.
9. I get the training facilities in accordance with my expectations.
10. I have followed the training material in accordance with the demands of my job.
11. The coach has given to the trainee's motivation to work more actively again.
12. Coaches have encouraged trainees to apply new skills in their daily work.