

Antecedents and consequences of transfer of training in public sector organizations

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ABSTRACT

Previous studies only focused on antecedent factors of transfer of training and only a few of them focused on the consequence factors. The main objectives of this research were to examine the antecedents and consequence of transfer of training. The antecedent factors consist of individual characteristics, training design, and organizational environment. The consequence factor is individual performance. Since the previous studies used transfer of training as unidimensional construct, this research used multidimensional construct consist of knowledge sharing, training retention and training generalization. Survey with questionnaire is used as design research method. The respondents are employee who worked in state-owned hospitals (N=202). Multiple regressions was used to examine the hypothesis. The result showed that individual performance was determined by training transfer consists of three factors such as knowledge sharing, training retention, and training generalization. Training of transfer itself was determined by some factors such as individual characteristics (i.e. self-efficacy and learning orientation), training design (trainer and training material), and organizational environment (organizational support, supervisor support and peer support). Specific for organizational support, it's only had significant effect on training retention but not on knowledge sharing and training generalization. Since transfer of training has important effect on individual performance, organization must consider the three antecedent factors.

ABSTRAK

Penelitian sebelumnya hanya fokus pada faktor anteseden transfer pelatihan dan sedikit yang mengkaji faktor konsekuensinya. Tujuan utama penelitian ini adalah untuk menguji faktor anteseden dan konsekuensi transfer pelatihan. Faktor anteseden terdiri dari karakteristik individual, desain pelatihan, dan lingkungan organisasional. Faktor konsekuensinya adalah kinerja individual. Penelitian sebelumnya menggunakan transfer pelatihan sebagai variabel unidimensional, sedangkan penelitian ini menggunakan pendekatan multidimensional yang terdiri dari berbagi pengetahuan, retensi pelatihan dan aplikasi pelatihan. Desain riset yang digunakan adalah survei dengan kuesioner. Respondennya adalah karyawan yang bekerja di rumah sakit umum daerah (N=202). Pengujian hipotesis menggunakan analisis regresi berganda. Hasil penelitian menunjukkan bahwa kinerja individu ditentukan oleh ketiga dimensi transfer pelatihan. Selain itu, karakteristik individu (self-efficacy dan orientasi pembelajaran), desain pelatihan (pelatih dan materi pelatihan), dan lingkungan organisasional (dukungan organisasi, dukungan supervisor, dan dukungan rekan kerja) berpengaruh signifikan terhadap transfer pelatihan. Khusus untuk dukungan organisasi, pengaruhnya signifikan terhadap retensi pelatihan tetapi tidak signifikan terhadap berbagi pengetahuan dan aplikasi pelatihan. Organisasi harus mempertimbangkan ketiga faktor anteseden tersebut karena transfer pelatihan berperan penting untuk peningkatan kinerja individual.

1. INTRODUCTION

There is an emphasis on regional autonomy policy that puts the district and the city as a center of autonomy gravity. This emphasis is stated in the

enactment of Law No. 32 of 2004 on Regional Government and Law No. 33 of 2004 on Financial Balance between Central and Regional Government. In this case, regional autonomy seeks to provide an

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opportunity for regions to develop themselves and encourage the people to be able to enjoy better public services through local policies more attention to the interests of local and regional communities. Therefore, the logical consequence that must be borne by local governments and public agencies in their area are measures to increase services to the community.

The efforts to improve the quality of service to the community require public agencies to implement good governance institutions. The implementation of the governance of public institutions can be either much related to the effectiveness or efficiency of institutions that include financial systems, operational systems, service systems, and human resource systems. The effectiveness and efficiency of such systems are expected to meet the criteria of good governance, namely fairness, responsibility, transparency, and accountability.

In contrast to the above condition, local public services still have a few problems, such as the low performance of the workforce in the public sector. One measure is not maximal public service performed institutions such as the local government district hospitals, district office, district offices, and the multiple agencies that serve the public interest. There are still many public complaints about services provided by the regional public agencies such as slowness, unfriendly, unresponsive, complicated, and not informative. There are still many reports such as the manufacture of identity cards and family cards which exceed the minimum amount of time, patient waiting times in hospital areas that exceed 60 minutes, and community satisfaction index is still low (Bawono and Purnomo 2014).

In connection with the above condition, some efforts are required to improve the performance of the work. One of these efforts is by organizing training programs for the public sector workforce. The training can provide a positive impact when considering factors such as the effectiveness of training needs analysis, participant readiness training, design training, and evaluation of training (Noe et al. 2011). However, the problem is a lot of training programs that do not consider these factors so as not to improve the quality and performance of the public sector workforce. In addition, the ineffectiveness occurs because training is not designed properly and it is done and transferred in everyday work. Training in public institutions also tends to do just for formality without doing a training need analysis itself. The knowledge and skills acquired during the training are less likely to be realized in the daily work for the public service (Haryanto, Purnomo &

Bawono 2011).

The realization and implementation of the training results into everyday work is known for transfer of training. Transfer of training is one way to evaluate the effectiveness of training programs (Noe et al. 2011) in addition to the satisfaction of training, improvement of knowledge and skills, and increase individual performance. Burke and Hutchins (2008) argued that the transfer of training has a positive impact on performance improvement for the individual to do his job with the skills, knowledge and new capabilities. Transfer of training is one of the measures that the training program and it has been carried out effectively. Besides, it also has a positive impact on individual performance. Therefore, it is important to encourage individuals who have been trained to apply the results of the training they have followed into the daily work.

The successful transfer of the training is determined by three main factors, namely individual characteristics, training design, and the organizational environment (Grossman & Salas 2011; Blume et al. 2010, Burke & Hutchins 2008; Velada et al. 2007). The results of the review was carried out by Blume et al. (2010) to transfer some research training opportunities for future research. First, previous studies have examined the factors many antecedents transfer of training and has not tested the effect of the transfer of the training itself on the performance of individuals. Second, previous studies have not considered the dimensions of such training as transfer of knowledge sharing, training, maintenance, and training generalization. Thirdly, previous studies were carried out in the context of profit-oriented organizations (private). Therefore, this study tries to examine the effect of factors antecedent to the dimensions of the transfer of training and their impact on the performance of individuals in the public sector organizations.

2. THEORETICAL FRAMEWORK AND HYPOTHESES

One of the indicators of the success of training programs is an increase in the employees' performance that can also increase their productivity and job performance. This increased performance can be achieved when the employees can absorb, retain, and apply the knowledge, expertise, and skills they acquired during the training into daily work within a certain period. It is known for training transfer (transfer or training). Burke and Hutchins (2008) states that the transfer of training is one of the activities that is important to the organization, especially with regard to human resource development. Various recent research results show that the transfer of

training is determined by many factors such as work environment, training design and characteristics of the individual (Velada et al. 2007; Grossman & Salas 2011).

The finding in a study by Saks and Belcourt (2006) showed that the transfer of training can improve the individuals' performance that they have to pay attention to the activity before training, during training, and after training. The activities before the training include: the preparation of trainees such as providing motivation and support from superiors. The activities during training are related to the trainers, training materials, and training atmosphere. The activities after training are concerned with the employer support and training evaluation (Jaidev & Chirayath 2012).

Again, the transfer of training is to increase labor productivity and it is also determined by the self-efficacy of the individual (Chiaburu & Lindsay 2008). Self-efficacy with respect to an individual's belief can make individuals able to follow the training program and apply it in their daily work. The result of research conducted by Haryanto, Purnomo and Bawono (2011) can support it. The self-efficacy is an important factor the emergence of transfer of training. Some studies also show that the design of training and individual characteristics also determines the effectiveness of training transfer. However, previous studies only used the transfer of training as one-dimensional, focusing on factors antecedents and context dominated by profit-oriented organizations (Blume et al. 2010). Further research is still needed more comprehensive by not only considering factor of antecedent and consequent transfer but also factors such as the performance of individual training.

The model of effective training design consists of three main components, namely input, process and output (Baldwin, Ford & Blume 2009). Input factors are various factors that should be considered and designed before the training process is done. Input factor consists of the characteristics of the training (e.g. training and trainer), characteristics of participants (trainees), and the support of the working environment. Process factors are factors that encourage the trainees to apply the knowledge and skills acquired in the training into everyday work. These factors consist of knowledge sharing, training maintenance, and training application (training generalization). The output factors are those showing the results of the design of effective training through transfer approach to training can be seen from the performance of individuals such as job performance, productivity or performance.

Input of the Training

Training inputs are the various factors determining the transfer of training. For example, Baldwin, Ford and Blume (2009), Velada et al. (2007) and Jaidev and Chirayath (2012) stated that training inputs consist of three main factors, namely individual characteristics, training design and the work environment. Individual characteristics consist of self-efficacy and learning orientation. Training design consists of the characteristics of the coach; work environment consists of the organizational support and support direct supervisor.

Self efficacy is the perception or belief about oneself ability to perform certain activities and this can produce a certain performance (Mosley et al. 2008). According to Noe et al. (2011) self-efficacy is the level of employee confidence, that they can successfully learn the content of the training program. Bandura (1991) stated that self-efficacy is a person's belief that he can perform a task at a certain level, which affects the activity personal against objectives. Self efficacy is a person's belief in the ability of him to do something or a specific job which it is responsible.

Kanger and Kanfer in Greenberg and Baron (2008) suggested that self-efficacy should be composed of three basic components, namely: magnitude, strength and generality. Magnitude is associated with the level of confidence in the ability of the individual himself. Strength associated with a person's belief in its capacity to do something at a certain level. Generality is related to how far one's own self-efficacy for jobs and certain situations can be applied to the situation and the work with others.

Self efficacy is formed by two main factors, namely: direct and vicarious experience. Direct experience related to the experience of mutual acceptance of the work that has been done repeatedly. Vicarious experience related to the assessment of the performance of others in the implementation and completion of certain tasks. In addition, self-efficacy plays an important role in the behavior in an organization. For example, individuals with high self-efficacy tend to be happy in their work and life in general. In addition, these individuals are also more likely to innovate in their work.

Learning orientation is a characteristic in which individuals like to challenge and enjoy learning the new things (Greenberg & Baron 2008). For that reason, managers should realize that training will be successful if followed by individuals who have the character as a learner. Individuals with this character will always be serious in the learning process in training programs because he does feel happy with

the things that are new and are challenged to do the new job.

Organizational support toward their employees is the conviction of how far organizations is concerned with the welfare and deliver value to the contribution their employees have given to the organization. Organizational support of the management is associated with the desire to provide compensation to the efforts of employees, provide welfare assistance, provide solutions to problems in the work, and ensures a comfortable working environment (Aube, Rousseau and Morin 2007). On the other hand, support the direct supervisor is the confidence of employees about how far employers concerned about the welfare and deliver value to the contribution he has given to the organization (Eisenberger et al. 2002).

Organizational support plays an important role in determining the performance of a job because it is associated with the formation of individual commitment, social behavior and welfare of employees (Johlke, Stamper & Shoemaker 2002). In addition, the organizational support and the immediate supervisor are crucial to the successful transfer of training because they are closely related to the work environment. Individuals will be motivated to use the new skills and knowledge when the work environment supports it. Therefore, the manager and the organization in general should not be antipathy toward something new and they should also fully support the realization of the application of the new skills and knowledge.

Transfer Process Training

The training process is not referred the time of the training that is carried out or when the participants of the training are joining> But, it is the process after training. After training, participants should be able to absorb, retain, and apply knowledge and skills acquired during the training. Thus, there are three components in this process is to share knowledge, training, maintenance and generalization training (Velada et al. 2007).

Transfer training is defined as the extent to which knowledge, skills, and behaviors learned in training are applied in employment (Noe et al. 2011). Saks and Belcourt (2008) define transfer of training as the application of knowledge, skills, and behaviors learned in training, applied to the employment situation and then maintain it for a certain time. The end goal of any training program is a learning system that occurred during the training transferred back related to the work. The success of individuals applying the training is affected by several key fac-

tors, among others, the working environment, the design of effective training, and characteristics of the trainees. These factors are grouped into training inputs. Transfer the training itself also consists of three other important events, namely the sharing of knowledge, maintaining the results of training and application training results.

Training related to the retention of maintenance training ensures that the training materials obtained by the participants maintained and mastered within a certain period (Blume et al. 2010). Maintenance of knowledge and skills acquired during this training showed the capacity of a person's ability to understand and maintain training materials have been obtained. Velada et al. (2007) showed that the maintenance training is an important factor that determines the process of transfer of effective training. The point is that the design of effective training will be able to improve individual performance if the results of the training in the form of new skills and knowledge that truly realized in the work (Velada et al. 2007). Realization of training results into the daily work of the people, situations, and conditions that is different from when the training is called the generalization training (Blume et al. 2010).

The Output of Training

Individual's behavior when working can be categorized into two major groups, namely contextual performance and task performance (Bergman et al. 2008). Contextual performance is the individual's positive behavior in the work that is not directly related to the job but can support the achievement of work performance and provide benefit to the organization. The forms of contextual performance are among others, citizenship behavior (organizational citizenship behavior/OCB), helping behavior, and social behavior (Ellington et al. 2014). Task performance was positive behavior of individuals in the work related to the implementation and completion of tasks. Forms of performance duties include work performance (job performance), productivity, and performance (Bergman et al. 2008).

Hypothesis Development

Figure 1 shows a model of the antecedents and the consequent of transfer of training developed based on the results of the previous research and theoretical and conceptual studies. Component inputs determine the components of the process which then determines output components such as individual performance. Transfer of training, retention training, and training applications can be determined directly by three main factors, namely individual characteris-

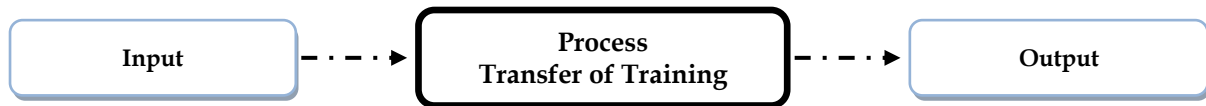


Figure 1
Antecedence and Consequences of Transfer of Training

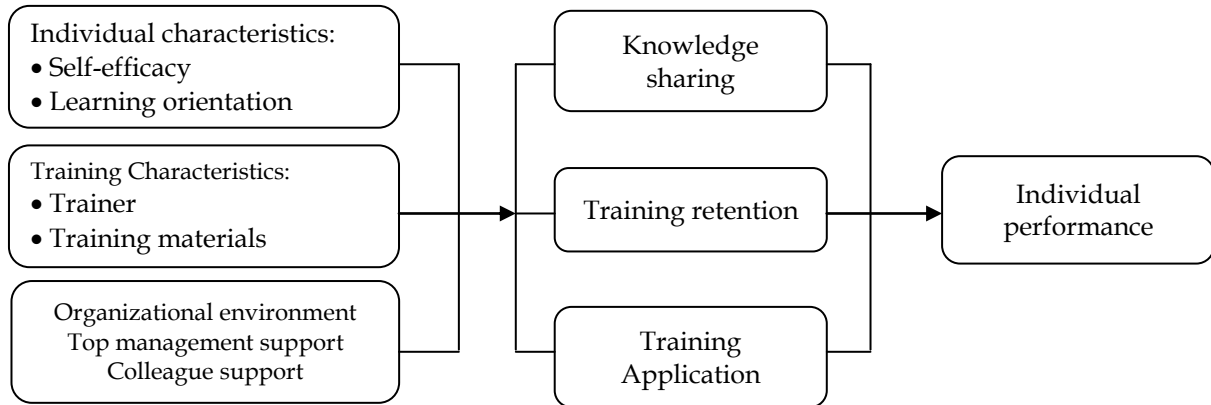


Figure 2
Antecedence and Consequences of Transfer of Training

tics, characteristics of training and working environment (Baldwin, Ford & Blume 2009; Velada et al. 2007; Burke & Hutchins 2008; Blume et al. 2010 ; Jaidev & Chirayath 2012). Scaduto, Lindsay and Chiaburu (2008) states that training is effective is a function of individual characteristics, characteristics of training and contextual factors or the working environment. In addition, Figure 2 also describes that a third factor of transfer process that determines the individual's performance of training.

In more detail, the three components of the transfer process are determined by two main variables of individual characteristics: self-efficacy and learning orientation. Both of these variables are intimately associated with individual motivation. Research by Chiaburu and Lindsay (2008) and Sokhai and Budworth (2010) showed that motivation for learning and self-efficacy had a significant effect on the transfer of training. Transfer of training is more effective, meaning that individuals use their new knowledge and skills on the job, when trainees are people-oriented in the learning process and have confidence to do the job (Rahimli 2012).

The above is the level of confidence for the people to do a new job. This is determined by a highly motivated person to participate in the training and the spirit of learning during the training program. It is also supported by Scaduto, Lindsay and Chiaburu (2008), stating that a high motivation to follow the learning process determines the successful transfer of the training. It is also consistent with research conducted by Grohmann, Beller and Kauffeld (2014) and Curado, Henriques and Ribeiro (2014), also showing that the success of the transfer of training is

determined by individual motivational factors.

Transfer of effective training is also determined by the characteristics of the training itself, both the trainer and the training materials (Jaidev & Chirayath 2012). The design of effective training and being able to produce outputs (outcomes) a positive form of cognitive outcomes, affective outcomes, skills and knowledge transfer can determine the success of the training. The cognitive outcomes showed that participants can master and understand the various principles, facts, procedures and processes which are given during the course.

The affective outcomes show increased motivation and formation of positive attitude of participants during and after training. In addition, the design of effective training also shows that participants can understand and use new skills in their daily work. This is consistent with the results of Brown and Warren (2014) showing that the individual's willingness to make a transfer of training depends on the design of a training program that has clarity of purpose. Clear training objectives which will make individuals able to maintain training materials within a certain period and apply it in their daily work.

Working environment is characterized by their organizational support and the supervisor. This can determine the transfer of training (Hussain 2011). Saks and Belcourt (2006) argued that the activities to create a conducive working environment for the transfer of training can be done before the training process are underway. The management and supervisors should focus on welfare, jobs, and the motivation of the individual in order to have a positive impact on

the success of the transfer process of training.

The management and supervisors who support and encourage the realization of new skills and knowledge can determine the effective transfer of training. Tesluk et al. (1995) suggest that managers should actively build a climate of individual participation in determining policy related to employment, so that the individual is motivated to use their skills and knowledge on the job. Moreover, attitudes and behaviors that managers are open to something new and subordinate creativity, which is one form of support to his subordinates, will determine the success of the transfer of effective training.

A study conducted by Velada et al. (2007) showed that support for the organization and supervisor of the application of new skills and knowledge can encourage individuals to apply the skills and knowledge of the job. Similarly, the results of research conducted by Chiaburu and Marinova (2008) shows that the transfer of new skills into jobs determined by supervisor support and self-efficacy. Research conducted by Homklin, Takahashi and Techakanot (2014) showed different results, namely the organizational support and the support of supervisors do not have a significant effect on the activity of training transfer. However, the success of the transfer is determined by the training of peer support so that the management is required to improve the atmosphere of mutual support between individuals to one another.

When people perform various activities relating to the transfer of training, retention training and training applications, they will have a positive impact on the performance of individual work. Transfer of training means that individuals will share with colleagues about the knowledge and skills acquired during the training. Retention means training the individual to absorb and maintain the knowledge and skills within a certain period. Application of the training means individual realizes the knowledge and skills acquired during the training in their daily work. When all three components of the process occurs after the training program is followed, then the individual will perform works by the method, manner and style of the new which can directly improve performance.

Bergman et al. (2008) argued that a individual's performance is determined by the knowledge of the task, their habits and skills. If an individual is applying the results of training, it indicates that the individual has knowledge of tasks performed and skills required in the completion of the task. This will have a positive impact on individual performance. Results of research conducted by Saks and Burkey-Smalley

(2014) also showed that the transfer of training has a positive impact on the performance of the organization in general. The positive impact arises because the transfer of training is identical to the on-the-job training, which plays an important role in improving individual and organizational performance. Based on the above theories and some empirical results of studies, the hypotheses can be stated as the following:

H1: Individual characteristics (self-efficacy and learning orientation) significantly affect the transfer process (transfer of training, training retention, and training applications).

H2: Characteristics of training (trainers and training materials) significantly affects the transfer process (transfer of training, training retention, and training applications).

H3: The working environment (organizational support, support direct supervisor and coworker support) significantly affects the transfer process (transfer of training, training retention, and training applications).

H4: The transfer process (transfer of training, training retention, and training applications) significantly affects the individual's performance.

3. RESEARCH METHOD

This study uses a questionnaire survey design. The survey was conducted on labor or personnel of public institutions in the region, namely in the former residency of Banyumas district general hospitals. They were selected using purposive sampling method, namely determining the respondents based on certain criteria in order to achieve the research objectives (Cooper & Schindler 2003). The criteria are such as being a labor or local government officials who work in public institutions, having a minimum term of five years, and having completed training related to their daily work.

The respondents are nurses at two local general hospitals and hospitals namely Hospital Ajibarang Purbalingga. The questionnaires were distributed in care units at the two hospitals. The total number of questionnaires distributed was about 300 copies, and 202 copies from two hospitals, or 67.33 percent from two hospitals, or 67.33 percent were returned for data analysis.

The variables were measured using the instruments the same as used in the previous studies. The individual characteristics consist of two variables: self-efficacy and learning orientation. Measurement of these two variables are referred to Holton, Bates and Ruona (2000) that is a four-point declaration to measure self-efficacy and seven-point declaration to measure learning orientation.

Table 1
Results of Validity and Reliability Tests

No	Variables	Valid Items	Cronbach Alpha
1	Self-Efficacy	4	0.789
2	Learning orientation	5	0.863
3	Trainer	3	0.799
4	Training materials	8	0.882
5	Organizational Support	6	0.890
6	Supervisor support	4	0.892
7	Co-workers support	3	0.711
8	Knowledge Sharing	6	0.784
9	Retention of training	3	0.703
10	Training application	5	0.749
11	Performance	8	0.811

Table 2
Hypothesis test Using Multiple Regression

Variables	Knowledge Sharing (β)	Training Retention	Training Application (β)	Individual Performance (β)
Self-Efficacy	0.304*	0.299*	0.139*	
Learning orientation	0.294*	0.357*	0.512*	
Trainer	0.295*	0.180*	0.359*	
Training materials	0.250*	0.475*	0.260*	
Organizational Support	-0.007 ^{ts}	0.277*	-0.025 ^{ts}	
Supervisor support	0.131*	0.120**	0.173*	
Co-worker support	0.356*	0.389*	0.382*	
Knowledge Sharing				0.227*
Retention of training				0.195*
Training application				0.261*

β = regression coefficient; *p < 0,05, **p < 0,1; ts = insignificant.

Training design consists of two variables: trainers and training materials. Measurement of these two variables was referred to Noe et al. (2011) is an eight-point declaration to measure training materials and a three-point statement to gauge the coach. The working environment consists of three variables: organizational support, supervisor support, and coworker support. Organizational support and supervisor support refers Eisenberger et al. (2002), which consists of each six-point statement and the four-point statement. Measurement of peer support using the three-point statement that refers to Galanou and Priporas (2009).

Transfer of training consists of three variables, namely the sharing of knowledge, training and retention of training applications. Variables sharing knowledge is measured with an eight-point declaration developed by Kuvaas, Buch and Dysvik (2012), training retention is measured by three-point statement developed by Velada et al. (2007), and training applications are measured with a six-point statement developed by Xiao (1996). Variable individual performance is measured using 10-point declaration was developed by Wright and Bonet (2002).

Table 1 shows a summary of validity test result using factor analysis and reliability with Cronbach Alpha coefficients. Validity test results indicate that the instruments used in this study are generally valid although there is some point declaration that must be eliminated (dropped) because it does not meet the loading factor score of 0.5 (Hair et al. 2010). Reliability test results also showed good results.

4. DATA ANALYSIS AND DISCUSSION

Hypothesis testing used multiple regression analysis. Table 2 shows the summary of hypothesis test results. The individual characteristics consist of self-efficacy and orientation and have a significant effect on the transfer of training consisting of three components: knowledge sharing (β = 0.304; p < 0.05 and β = 0.294; p < 0.05), retention training (β = 0.299; p < 0.05 and β = 0.357; p < 0.05), and application training (β = 0.139; p < 0.05 and β = 0.512; p < 0.05).

The above results indicate that the first hypothesis is accepted, meaning that the successful transfer of training is determined by two components of self-efficacy and learning orientation. Both the individual characteristic variables describe the

level of individual motivation. The individuals are highly motivated when he has self-confidence and enthusiasm for learning in training. Transfer of training will be successful if individuals have the motivation. This motivation will lead him to share the knowledge they have gained with colleagues, retain knowledge within a certain period, and apply the knowledge. This is consistent with results of previous studies such as by Chiaburu and Lindsay (2008), Sokhai and Budworth (2010), Grohmann, Beller and Kauffeld (2014), as well as Curado, Henriques and Ribeiro (2014). All provided evidence that the success of the transfer of training is determined by the individual motivation.

Training design consists of two components, namely the trainer's ability and training materials. They have a significant effect on the transfer of training. The coach's ability has a significant effect on knowledge sharing ($\beta = 0.295$; $p < 0.05$), retention training ($\beta = 0.180$; $p < 0.05$) and training applications ($\beta = 0.359$; $p < 0.05$). The training materials also have a significant effect on knowledge sharing ($\beta = 0.250$; $p < 0.05$), retention training ($\beta = 0.475$; $p < 0.05$) and training applications ($\beta = 0.260$; $p < 0.05$).

The results also indicate that the second hypothesis is accepted; meaning the design of training (the ability of trainers and training materials) determines the transfer of training. Both of these variables are a major component in the design of effective training. The coach's ability to provide the training materials with appropriate methods and be able to motivate the trainees becomes critical success for transfer of training. Similarly, the training materials are provided, if the training materials are appropriate with the demands of work and able to encourage participants to apply them. If so, it can have a positive effect on the transfer of training. This is consistent with previous studies such as by Jaidev and Chirayath (2012) and Brown and Warren (2014), providing evidence that the design of effective training has a positive effect on the transfer of training.

The next, it deals with characteristics of the work environment. This consists of three components: organizational support, supervisor support, and coworker support. Organizational support simply had a significant effect on the retention of training ($\beta = 0.277$; $p < 0.05$), and no significant effect on knowledge sharing ($\beta = -0.007$; $p > 0.1$) and training applications ($\beta = -0.025$; $p > 0.1$). Support supervisor has a significant influence on knowledge sharing ($\beta = 0.131$; $p < 0.05$), retention training ($\beta = 0.120$; $p < 0.1$) and training applications ($\beta = 0.173$; $p < 0.05$). Support colleagues are also significant effect on knowledge sharing ($\beta = 0.356$; $p < 0.05$), retention

training ($\beta = 0.389$; $p < 0.05$) and training applications ($\beta = 0.382$; $p < 0.05$).

The above results indicate that the third hypothesis is accepted partially. Supervisors and coworkers supports have a significant effect on the three dimensions of training transfer. This is also with previous studies such as by Chiaburu and Marinova (2008), Velada et al. (2007), Hussain (2011), as well as Saks and Belcourt (2006) which showed that supervisor support has a significant effect on transfer of training. These results are also consistent with research by Homklin, Takahashi and Techakanot (2014) which showed that co-workers play a vital role for the success of the transfer of training. On the other hand, the organization support does not affect the transfer of training. Yet, it has only a positive effect on the retention of the training, but has no significant effect on knowledge sharing and training application. In this case, studies by Homklin, Takahashi, and Techakanot (2014) also showed similar results that the organizational support does not have a significant role for the success of the transfer of training.

The test of hypothesis showed that the employee's performance is determined by the transfer of training that consists of three components: knowledge sharing ($\beta = 0.227$; $p < 0.05$), retention training ($\beta = 0.195$; $p < 0.05$) and training applications ($\beta = 0.261$; $p < 0.05$). These results indicate that the hypothesis 4 is accepted, meaning individual performance increases when they can share the knowledge gained during the training. They can maintain, and apply the material in their daily work. This is also consistent with the theory developed by Bergman et al. (2008) which states that individual's performance is determined by the knowledge, habits, and skills the individual has. These three components can be attached to an individual when making a transfer of training and thinks that they have a positive effect on performance. Individuals who perform well indicate attitudes and behavior, among others: attentive to her work, work to achieve the predetermined outcome, timely and comprehensive works, initiative and productive, as well as having good relations with colleagues.

5. CONCLUSION, IMPLICATION, SUGGESTION, AND LIMITATIONS

There are some conclusions taken from the evidence in this study. Firstly, training is considered successful if the trainee can find it really as the process of transfer of knowledge and skills. In that case, they can acquire knowledge and skill during the training in their daily work. Besides that, transfer of training

is determined by three main factors, namely individual characteristics, training design, and work environment. The individual characteristics consist of two components, self-efficacy and learning orientation. These two factors are important for the transfer of training.

Another one is the evidence that training design consists of two components, namely the ability of trainers and training materials. The ability of the coach with regard to competence, credibility and expertise in providing the materials coach and motivate participants. Training materials are the knowledge and skills appropriate to the needs of the employee. The working environment consists of three components: organizational support, support direct supervisor, and peer support. Organizational support with regard to the level of attention to the organization's leadership or management interests, needs, and difficulties faced by individuals. Support supervisor with regard to the level of attention of the immediate supervisor and coworker support with regard to the level of attention of co-workers in a work unit. All these factors are beneficial to the transfer of training.

The organization should consider the transfer of training in designing the training program because it will have a positive effect on the individual's performance. Organizations can create a work environment that supports that individuals, who have been trained to share, maintain and apply the knowledge and skills acquired during the training. The conducive working environment is good for the successful transfer of training. This involves the head of the organization in general, the direct supervisor and co-workers, especially in a work unit. In addition, organizations should also design an effective training program that emphasizes the capability of trainers and training materials required by the individuals. Individual preparation before the training is no less important for consideration by the leadership of the organization. The ready participants have motivation for learning and high self confidence. For them, training can make them have a positive effect on the success of the training.

However, this study still has limitation. First, there is only one consequence of the transfer of training that is individual performance. Second, the survey was conducted at two public hospitals and this can be still so weak for generalization towards other public organizations. Therefore, for further studies, researchers are suggested of considering other factors such as the consequences of proactive work attitude and creativity. Further studies should also examine more diverse public organizations such as the

local government units and regional companies.

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