

The Effect Of Self Efficacy, Training Effectiveness And Supervisor Support On Motivation To Transfer And Transfer Of Training (Study at Sharia NTB Ltd)

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ABSTRACT

This study examines and analyzes the effect of self-efficacy, training effectiveness, and supervisor support on motivation to transfer and transfer training for employees Sharia NTB Ltd. Specifically, the purpose of this study was to determine the significance of the effect of self-efficacy, training effectiveness, and supervisor support on motivation to transfer and transfer of training for employees of Sharia NTB Ltd. The population in this study were all permanent employees of Sharia NTB Ltd. that had participated in financing analyst training as many as 84 respondents. There were 84 questionnaires distributed and then the data collected was analyzed further. The collected data were then analyzed with a structural equation model (SEM analysis) with the SmartPLS application. The results showed that self-efficacy and supervisor support had a significant positive effect on motivation to transfer, while the effectiveness of training did not significantly affect motivation to transfer. Self-efficacy, supervisor support, and motivation to transfer have a significant positive effect on the transfer of training, while the effectiveness of training does not significantly affect the transfer of training.

Keywords: self-efficacy, training effectiveness, supervisor support, motivation, transfer

INTRODUCTION

Several important issues related to the training process and human resource development, including the transfer of training (Hasanah, 2005). Transfer of training is an effective and sustainable application that is part of being trained by a trainer for job skills and training. The goal is to apply it in work because knowing the transfer of training will know how to transfer knowledge from educators to educated so that it can be applied effectively in work. The training is felt to be quite effective and successful if these employees can transfer the knowledge and skills they have acquired in training to the workplace and provide maximum results in training investment (Abdullah and Suring, 2010). Transfer of training will occur if the training participants have the motivation or desire to use skills in the workplace. One of the main determinants of training effectiveness is the level of motivation to transfer from individuals. Motivation to transfer is described as the desire of the trainee to put the knowledge and skills mastered in the training program into work. Every employee in completing the assigned tasks must have self-confidence or self-efficacy.

Anita et. al., (2013) said that self-efficacy is a person's belief in learning or displaying behavior at a certain stage. Al-Eisa et. al. (2009) argue that trainees who have high self-confidence in relying on their ability to learn training content will be more confident in applying their newly acquired knowledge and skills to the job after completing the training. One way to determine the level of effectiveness of a training program is to ensure that trainees can apply the lessons they have

learned into their daily work. Supervisor support and peer support themselves are part of the work dynamic. According to Nijman (2004), supervisor support is the extent to which supervisors behave by optimizing the use of knowledge, skills, and attitudes of employees obtained in training on the job. A study on the relationship of self-efficacy to motivation to transfer has been carried out by Arefin and Islam (2018) which states that self-efficacy has a significant impact on motivation to transfer in the Bangladesh banking industry. Different results are shown by research conducted by Taufik (2019) that self-efficacy is not successfully mediated by the motivation to transfer on the transfer of training. Hariyanto et. al., (2011) conducted a study to analyze the determinants of the transfer of training effectiveness. The results of these studies indicate that self-efficacy has a significant effect on the effectiveness of transfer of training.

Research conducted by Taufik (2019) also shows that self-efficacy has a positive and significant effect on the transfer of training. A study on the effect of training effectiveness on motivation to transfer by Taufik (2019) states that the analysis of the motivation to transfer pathway as an intervening variable it can mediate the effectiveness of training on the transfer of training. Meanwhile, the results of research conducted by Yuniar (2018) explained that the effectiveness of training had absolutely no effect on motivation to transfer. Research on the effect of training effects on the transfer of training was conducted by Hariyanto et. al., (2011) revealed that the effectiveness of training has a significant effect on the transfer of training. Lee et. al., (2014) conducted a study on the effect of supervisor support on motivation to transfer. The results of these studies suggest that supervisor support has a significant effect on motivation to transfer.

Previous research on the effect of supervisor support on the transfer of training was carried out by Foxon (in Jamaludin, 2012) who found that the organizational atmosphere, especially supervisor support, influenced subordinates in implementing training results. Meanwhile, Narwani and Andrias (2013) found that supervisor support did not have a significant effect on the transfer of training. Abdullah and Suring (2011) conducted a study to determine the effect of motivation to transfer on the transfer of training. This study shows that motivation to transfer has a significant relationship with the transfer of training. Meanwhile, Mayangsari (2014) in the conclusion of the hypothetical model in his research shows that motivation to transfer does not have a significant effect on the transfer of training.

Based on the description of the importance of research on self-efficacy, training effectiveness, supervisor support, motivation to transfer and transfer of training, as well as the discovery of research gaps on the relationship between variables, researchers are interested in conducting more in-depth research on regional companies engaged in financial services, namely Sharia NTB Ltd. and with the discovery of a research gap on the relationship between variables, the researcher is interested in conducting more in-depth research on regional companies engaged in financial services, namely Sharia NTB Ltd. and with the discovery of a research gap on the relationship between variables, the researcher is interested in conducting more in-depth research on regional companies engaged in financial services, namely Sharia NTB Ltd.

LITERATURE REVIEW

The Effect of Self Efficacy on Motivation to Transfer

Self-efficacy is the various perceptions of trainees about self-efficacy that affect their belief in being able to apply the results of training to work (Jamaludin, 2012). Arefin and Islam (2018) in their research explain that self-efficacy has a significant positive effect on motivation to transfer. The results of this study confirm the opinion of Kreitner and Kinicki (in Pudjiastuti 2012: 107) that self-efficacy will affect a person's motivation process, named after that person. know and believe in their abilities, they feel able to carry out their duties, then their motivation will also be stronger in completing the task.

H1: There is a significant positive influence between self-efficacy on motivation to transfer employees of Sharia NTB Ltd.

Effect of Training Effectiveness on Motivation to Transfer

A study on the effect of training effectiveness on motivation to transfer by Taufik (2019) states that the analysis of the motivation pathway as an intervening variable can mediate training design that is effective and relevant to the transfer of training. It can be concluded that the results of this study confirm the theory put forward by Noe, et al., (2003) which states that the effective output of training design is related to individual attitudes towards training facilities, trainers, and training materials. This is related to the comfort of the individual with the training facilities he gets during the training, the positive attitude towards the trainer, and the satisfaction with the material he gets. The better the training facilities, trainers, and training materials, the more motivated participants will be.

H2: There is a significant positive influence between the effectiveness of training on motivation to transfer employees of Sharia NTB Ltd.

Effect of Supervisor Support on Motivation to Transfer

Lee et. al., (2014) conducted a study on the effect of supervisor support on motivation to transfer. The results of these studies suggest that supervisor support has a significant effect on motivation to transfer. This relationship is also explained by Gagnon and Michael (in Ibrahim, 2012) that supervisor support is the extent to which an employee feels that they are supported by their superiors. Employees are more likely to be motivated to stay with the organization if they feel that their boss values their contributions and well-being, communicates well with them, and treats them with respect and recognition.

H3: There is a significant positive effect between supervisor support on motivation to transfer employees of Sharia NTB Ltd.

Effect of Self Efficacy on Transfer of Training

Gita and Sariyathi (2006), results of their study indicate that self-efficacy has a positive effect on the transfer of training. These results are following the opinion of Hollenbeck et. al., (2008: 280) which states that self-efficacy is the belief of the training participants to be able to learn and understand the content of the training. Self-efficacy is a form of assessment of the training participants' readiness to take part in the training, then from the self-efficacy, the trainees are expected to be able to apply what they have learned during the training. In this case, it is often related to the transfer of training, where generalization is an important indicator in which training participants can apply what they have learned (Noe. 2017: 187).

H4: There is a significant positive influence between self-efficacy on the transfer of training for employees of Sharia NTB Ltd.

Effect of Training Effectiveness on Transfer of Training

Research on the effect of training effects on the transfer of training was conducted by Hariyanto et. al., (2011) revealed that the effective training design has a significant effect on the effectiveness of the transfer of training. The effectiveness of training has a role as an input to training. The training design stage starts from looking at the basic needs and identification, then carrying out the training design process to assessing the effectiveness and efficiency of the training (Widodo. 2014: 95). In addition, training design has an important role through training design which maintains the skills and knowledge of the training participants (Swart et. Al., 2005: 253).

H5: There is a significant positive influence between the effectiveness of training on the transfer of training for employees of Sharia NTB Ltd.

Effect of Supervisor Support on Transfer of Training

Previous research on the effect of supervisor support on the transfer of training was carried out by Foxon (in Jamaludin, 2012) who found that the organizational atmosphere, especially supports from superiors, influenced subordinates in implementing training results. The Board and Newstrom (in Jamaludin, 2012) state that supervisor support is related to the support provided by

supervisors for the implementation of training results on the job (transfer of training). Supervisor support is the extent to which the supervisor supports and strengthens the training participants using the learning that has been obtained in the training, be it knowledge, skills, and behavior into work.

H6: There is a significant positive influence between supervisor support on the transfer of training for employees of Sharia NTB Ltd.

Effect of Motivation to Transfer on Transfer of Training

Abdullah and Suring (2011) conducted a study to determine the effect of motivation on the transfer of training. This study shows results that motivation has a significant relationship with the transfer of training. Research conducted by Wen and Lin (2014) also found similar results, namely motivation to transfer found a positive impact on the transfer of training, thus indicating that employees were able to transfer knowledge and skills learned from training to the workplace.

H7: There is a significant positive effect between motivation to transfer on the transfer of training for employees of Sharia NTB Ltd.

RESEARCH METHODS

This research is causal associative research with a quantitative approach. According to Sugiyono (2016: 55), causal associative research is research that aims to determine the relationship between two or more variables. This research was motivated by the initial objective of the study, namely to explain the influence between the variables to be studied and then to test the previously formulated hypotheses. The population in this study were all permanent employees of Sharia NTB Ltd, which has attended training for financing analysts, as many as 84 people. The method used in this sampling is saturated sampling or census. Saturated sampling or census according to Sugiyono (2008: 78), is a sampling technique when all members of the population are used as samples.

RESULTS

The results showed that respondents with male gender were 57 percent and respondents with female gender were 43 percent. This is because men have more of a role as family heads who are in charge of earning a living to meet the needs of their family members. Respondents aged 31-40 years are the majority of employees of Sharia NTB Ltd which has attended financing analyst training with a percentage of 93 percent. This indicates that employees who take part in financing analyst training are employees who are still in their productive age. Of course, employees of this productive age have good physical endurance, high morale, and can work hard. The education level of the respondents is dominated by an undergraduate educational background, which is as much as 93 percent. This indicates that the level of education is an important factor for employees who want to have a good career. The work period of respondents under 10 years was 74 percent. Longer tenure is closely related to better experience and understanding of job descriptions. This experience and understanding will help in overcoming problems that arise in the work environment.

Table 1. Hypothesis Testing Results

Variable	Path Coefficient	Standard Error	T Statistics	Information
SE → MT	0.505	0.100	5,066	Significant
EP → MT	0.097	0.091	1,062	Not significant
SS → MT	0.370	0.104	3,574	Significant
SE → TT	0.076	0.127	0.598	Not significant
EP → TT	-0.027	0.122	0.225	Not significant
SS → TT	0.348	0.139	2,499	Significant
MT → TT	0.564	0.109	5,182	Significant

Hypothesis 1: Self Efficacy has a positive and significant effect on Motivation to Transfer, the hypothesis is acceptable.

SEM analysis results show that Self Efficacy has a significant effect on Motivation to Transfer where the direction of a positive relationship is obtained. This can be seen from the path coefficient of 0.505 with the t-statistics value of 5.066. The test results show that the value of $t\text{-statistics} > t\text{-table}$ (1.64). This means that there is a positive and significant effect of Self Efficacy on Motivation to Transfer. This means that if the employee's Self Efficacy is getting higher, then the Motivation to Transfer will also experience changes in the form of a higher increase, and vice versa, if Self Efficacy has decreased then Motivation to Transfer, will also decrease.

Hypothesis 2: The effectiveness of training has no significant positive effect on Motivation to Transfer, the hypothesis is rejected.

SEM analysis results show that the effectiveness of training has a significant effect on Motivation to Transfer where the direction of a positive relationship is obtained. This can be seen from the path coefficient of 0.097 with the t-statistics value of 1.062. The test results show that the value of $t\text{-statistics} < t\text{-table}$ (1.64). This means that there is a positive and insignificant effect on the effectiveness of training on motivation to transfer. This means that even though the perceived effectiveness of the training is getting better, the Motivation to Transfer employees cannot increase.

Hypothesis 3: Supervisor Support has a positive and significant effect on Motivation to Transfer, the hypothesis is acceptable.

Based on the results of the analysis, it can be seen from the path coefficient of 0.370 with the t-statistics value of 3.574. The test results show that the value of $t\text{-statistics} > t\text{-table}$ (1.64). This means that there is a significant positive effect of Supervisor Support on Motivation to Transfer. These results support research hypothesis 3, which means that the better the Supervisor Support, the higher the Motivation to Transfer.

Hypothesis 4: Self Efficacy has a positive and insignificant effect on the Transfer of Training, the hypothesis is rejected.

The results of the analysis show that Self Efficacy has a significant effect on the Transfer of Training with a positive relationship direction. This can be seen from the path coefficient of 0.076 with the t-statistics value of 0.598. The test results show that the value of $t\text{-statistics} < t\text{-table}$ (1.64). This means that there is a positive and insignificant effect of Self Efficacy on the Transfer of Training, which means that even though the employee's Self Efficacy is high, the transfer of employee training cannot increase.

Hypothesis 5: The effectiveness of training has a positive and insignificant effect on the Transfer of Training, the hypothesis is rejected.

The effectiveness of training has no significant positive effect on the Transfer of Training. This can be seen from the path coefficient of -0.027 with the t-statistics value of 0.225. The test results show that the value of $t\text{-statistics} < t\text{-table}$ (1.64). This means that there is a positive and insignificant effect on the effectiveness of training on the transfer of training, which means that although the effectiveness of training is good, the transfer of training for employees cannot increase.

Hypothesis 6: Supervisor Support has a positive and significant effect on the Transfer of Training, this hypothesis can be accepted.

SEM analysis results show that Supervisor Support has a significant effect on the Transfer of Training where the direction of a positive relationship is obtained. This can be seen from the path coefficient of 0.348 with the t-statistics value of 2.499. The test results show that the value of $t\text{-statistics} > t\text{-table}$ (1.64). This means that if the Supervisor Support is getting better, the Transfer of Training will also experience changes in the form of a higher increase, and vice versa if the Supervisor Support is getting better, the Transfer of Training will also decrease.

Hypothesis 7: Motivation to Transfer has a positive and significant effect on Transfer of Training, this hypothesis can be accepted.

Based on the results of the analysis, it shows that Motivation to Transfer has a positive and significant effect on the Transfer of Training. This can be seen from the path coefficient of 0.564 with the t-statistics value of 5.182. The test results show that the value of $t\text{-statistics} > t\text{-table}$ (1.64).

This means that there is a significant positive influence on the Motivation to Transfer on the Transfer of Training, which means that the better the Motivation to Transfer tends to increase the Transfer of Training.

Table 2. Dominant Influences

<i>Exogenous</i>	<i>Endogenous</i>	<i>Total Coefficient</i>
<i>Self Efficacy</i>	<i>Motivation to Transfer</i>	0.505
Effectiveness of Training	<i>Motivation to Transfer</i>	0.097
Supervisor Support	<i>Motivation to Transfer</i>	0.370
<i>Self Efficacy</i>	<i>Transfer of Training</i>	0.361
Effectiveness of Training	<i>Transfer of Training</i>	0.027
<i>Supervisor Support</i>	<i>Transfer of Training</i>	0.557
<i>Motivation to Transfer</i>	<i>Transfer of Training</i>	0.564

The results of the analysis information that the variable that has the greatest coefficient value on motivation to transfer is self-efficacy with a total effect of 0.505. Thus, self-efficacy is a variable that has the most dominant influence on motivation to transfer. The variable that has the largest coefficient value on transfer of training is motivation to transfer with a total effect of 0.564. Thus, motivation to transfer is a variable that has the most dominant influence on the transfer of training.

DISCUSSION

Self-efficacy has a positive and significant effect on motivation to transfer. Overall, the employee's perceived self-efficacy is high. This is reinforced by some of the results of previous research by Arefin and Islam (2018) which explain that self-efficacy has a significant positive effect on motivation to transfer. The results of this study also confirm the opinion of Kreitner and Kinicki (in Pudjiastuti 2012: 107) that self-efficacy will affect a person's motivation to transfer, that is after that person knows and believes in their abilities, they feel able to carry out their duties, then the motivation to transfer will also higher in completing the task. As stated by Bandura (1997: 2) states that with a person's belief in the abilities they have, they will be able to achieve success in doing something. Employees who have high self-efficacy will try harder in overcoming existing obstacles. Employees who are motivated and driven will start activities of their own accord, complete tasks on time and are persistent, and do not give up when they encounter difficulties in carrying out the work they are given.

The effectiveness of training has a positive and insignificant effect on motivation to transfer. Overall, the perceived effectiveness of the training by employees is high. This means that the effectiveness of training does not affect motivation to transfer. The better or the less effective the training, the motivation to transfer will remain high. This means that although the perceived effectiveness of the training is getting better, motivation to transfer employees of Sharia NTB Ltd cannot increase. The effectiveness of training will have a positive impact on motivation to transfer if there is organizational support for change and strong commitment and trust in the training program. Professional training should be enhanced using teaching with different methods. The effectiveness of training focuses on the outcome, program, or activity that is considered effective if the output produced can meet the expected objectives or it is said to be spending wisely.

The financing analyst training program can use references that can be used in the training process so that it runs well, including 1) the material provided must be following the training needs, 2) the trainer must meet the requirements to teach each training material so that the training objectives are achieved, 3) participants get the conditions and the number of participants who can attend the training 4) place and facilities, prepare places and other equipment that support training and 5) training time (Hasibuan, 2001: 76). These five things have not been fulfilled properly so that

the effectiveness of training does not affect the motivation to transfer employees. Not all non-formal educational institutions can offer quality skills training to their participants. Therefore, it is important to take training from the best quality educational institutions in providing learning materials to employees. Theoretically, the results of this study support this opinion confirms the theory put forward by Noe, et al., (2003) which states that the effective output of training design is related to individual attitudes towards training facilities, trainers, and training materials.

Supervisor Support has a significant positive effect on motivation to transfer. This is confirmed by several previous studies by Lee et. al., (2014) which states that supervisor support has a significant effect on motivation to transfer. Arefin and Islam (2018) in their research results also reveal the same thing that supervisor support has a significant positive effect on motivation to transfer. This relationship is also explained by Gagnon and Michael (in Ibrahim, 2012) that supervisor support is the extent to which an employee feels that they are supported by their superiors. Employees are more likely to be motivated to stay with the organization if they feel that their boss values their contributions and well-being, communicates well with them, and treats them with respect and recognition. When reentering the workplace after training, trainees must be able to overcome work dynamics that can support or hinder the use of learning knowledge and skills (Pham et al., 2012). If supervisors provide positive support and have a mutual trust that the results of training can be useful for improving performance, then employees who have attended the training will have high motivation to transfer the results of training to the workplace. The higher the motivation to transfer owned by employees, the success of the process of implementing the results of training to the workplace will increase.

Self-efficacy has no significant positive effect on the transfer of training. The higher or lower self-efficacy, the transfer of training remains high. Overall supervisor support that employees perceive is high, thus even though the employee's self-efficacy is getting higher, the transfer of training for employees of PT. NTB Syariah Bank cannot increase. The results of this study show the same results as research by Gita and Sariyathi (2006), in that the results of their study indicate that self-efficacy has a positive and insignificant effect on transfer of training. Influence self-efficacy the transfer of training is very low in this study so it can be a consideration for further research. However, the results of this study are also contrary to the results of research conducted by Hariyanto et. al., (2011) with the results of the study showing that self-efficacy has a significant positive effect on the transfer of training. Research conducted by Taufik (2019) also shows that self-efficacy has a positive and significant effect on the transfer of training. The results of testing this hypothesis are also not in line with previous research conducted by Kimbal and Rahyuda (2015) which states that self-efficacy has a positive effect on the transfer of training. The higher the employee's self-efficacy, the better and the maximum transfer of training. Effective transfer of training must meet two conditions. First, employees can bring the material learned in training and apply it in the context of the work in which they work. Second, The level of a person's self-efficacy in each task varies widely. This is due to the existence of several factors that influence the perception of individual abilities according to Bandura (in Anwar: 2009), such as 1) culture, 2) gender, 3) the nature of the task at hand, 4) external incentives, 5) the status/role of individuals in the environment and 6) information about one's abilities. In this case, the gender factor can be the cause of the low level of self-efficacy among employees of Sharia NTB Ltd which has participated in a financing analyst training program. That women have higher efficacy in managing their roles. Women who have roles other than being housewives, as well as career women will have high self-efficacy compared to working men, Bandura (1997). This is reflected in the majority of respondents in the study who were male. The nature of the task at hand can also be the cause of the low level of self-efficacy among employees of Sharia NTB Ltd. The degree of complexity of the task difficulties faced by employees will affect the employee's assessment of his own abilities. The more complex a task faced by an employee, the lower the employee will assess his / her abilities. Conversely, if an employee is faced with an easy and simple task, the higher the employee will evaluate his / her abilities. Sharia NTB Bank.

The degree of complexity of the task difficulties faced by employees will affect the employee's assessment of his own abilities. The more complex a task faced by an employee, the lower the employee will assess his / her abilities. Conversely, if an employee is faced with an easy and simple task, the higher the employee will evaluate his / her abilities. Sharia NTB Bank. The degree of complexity of the task difficulties faced by employees will affect the employee's assessment of his own abilities. The more complex a task faced by an employee, the lower the employee will assess his / her abilities. Conversely, if an employee is faced with an easy and simple task, the higher the employee will evaluate his / her abilities.

The effectiveness of training has no significant positive effect on the transfer of training. The higher or lower the effectiveness of the training, the higher the transfer of training. This means that although the effectiveness of the employee's training is getting better, the transfer of training for the employees of Sharia NTB Ltd cannot increase. The results of this study contrary to previous research by research on the effect of training effects on the transfer of training conducted by Hariyanto et. al., (2011) which revealed the results that the effectiveness of training had a significant effect on the transfer of training. Ideally, training will be more effective if the training method is adapted to the learning attitudes of the participants and the type of work required by the organization. In this case, several factors cause the low level of effectiveness of training at Sharia NTB Ltd, namely the failure to fulfill the training principles is a guideline where the training process will run more effectively if these principles are reflected in the financing analyst training program of Sharia NTB Ltd.

In addition, the training principles that must be considered are the principle of individual differences, namely in the implementation of training because each training participant has different educational backgrounds, experiences, and desires. Training participants should be encouraged to actively take part in their training activities and monotonous types of education should be avoided because it will lead to boredom and training participants are allowed to exchange ideas with the trainer so that the desired participation can actually be realized. The principle of selecting instructors, namely that teachers in a training program must really pay attention to their qualifications because less-educated teachers have minimal experience, are less interested, and do not have the ability to teach will only lead to unsatisfactory learning results. The principles of the training method given must match or suit the training participants. With the fulfillment of several of the above, it is expected that it will produce good training effectiveness and have an impact on the high level of transfer of training for employees of Sharia NTB Ltd.

Supervisor support has a positive and significant effect on the transfer of training. This is confirmed by several previous studies by The results of the study are following the research conducted by Velada et. al., (2007) which shows that organizational support and supervisors for the application of new skills and knowledge will encourage individuals to apply them in their work. It is also following the research conducted by Chiaburu and Marinova (in Hariyanto et. Al., 2011) which shows that the transfer of training to work is determined by supervisor support. The results are also following the research conducted by Brinkerhoff and Montesino (in Bhatti, 2010) that the training participants who receive supervisor support show a significantly higher transfer of training rate compared to participants who did not receive supervisor support. Factors that can affect the transfer of training to the workplace can be categorized into three groups. First, the characteristics of the participants are a reward, motivation to transfer, motivation to learn, self-efficacy, opportunity to perform, awareness of strategic linkages, accountability, career commitment. Second, the training design referred to here is the characteristics of the learning environment including meaningful materials, opportunities to practice, feedback, learning objectives, program organization.

Third, the work environment includes supervisor support, peer support, the opportunity to use skills, and the consequences of using the skills learned. The results of this study also confirm that previous research on the effect of supervisor support on the transfer of training was carried out by Foxon (in Jamaludin, 2012) who found that the organizational atmosphere, especially supervisor support influence subordinates in implementing the training results. The Board and Newstrom (in

Jamaludin, 2012) state that supervisor support is related to the support provided by supervisors for the implementation of training results on the job (transfer of training). Supervisor support is the extent to which the supervisor supports and strengthens the training participants using the learning that has been obtained in the training, be it knowledge, skills, and behavior into work. The results of this study also support research conducted by Jamaludin (2012), and Edward and Sumarni (2013). The results of both studies indicate that supervisor support has a positive and significant effect on the transfer of training. On the one hand, this study opposes or disagrees with the results of research conducted by Velada et. al., (2007), Kustini (2004), Hariyanto et. al., (2011), and Hua (2013).

From the four studies, it was found that supervisor support did not affect the transfer of training. Blanchard and Thacker (2007) reveal that supervisor support is one of the key determining factors for the transfer of training. This means that if the supervisor provides positive and constructive support or encouragement, it will also accelerate the transfer of the training process both in terms of knowledge, skills, and new attitudes to the employee. This can be realized from the number of attitudes shown by supervisors such as frequent discussions and helping employees when experiencing difficulties and being willing to provide suggestions on obstacles experienced at work. This is also reinforced by the existence of solid teamwork between supervisors and employees. So it is very possible if a supervisor as the leader of the work team provides support and encouragement to employees to apply the learning they have learned during the training. So it can be concluded that supervisor support given has a positive impact on the transfer of training. Like the theory presented by Simamora (2006: 307) that a positive transfer of training is when training activities improve performance in new situations.

Motivation to transfer has a positive and significant effect on the transfer of training, which means that the better motivation to transfer, the more likely it is to increase the transfer of training. This is confirmed by several previous studies results of the study are following the research conducted by Abdullah and Suring (2011) that motivation to transfer has a significant relationship with the transfer of training. This study also confirms the results of research by Wen and Lin (2014) which also found the same results, namely motivation to transfer found a positive impact on the transfer of training, thus indicating that employees can do a transfer of training. The findings of this study also prove that motivation to transfer is a factor that can affect the transfer of training for employees of Sharia NTB Ltd which has participated in a financing analyst training program. The better motivation to transfer, of course, will increase the transfer of training in carrying out tasks. Improper training is sometimes not used by employees after training ends.

Therefore, the selected training must also be adjusted to the needs and positions occupied by the employees. However, training must still be held and carried out if employees want to work well and be more productive. Based on this, Sharia NTB Ltd should conduct a comprehensive evaluation of the effectiveness of the training and the commitment of the participants during the implementation of the training program. Kasim and Ali (2011) stated that the transfer of training is an important criterion for a successful training program. Transfer of training from training to the workplace is determined by participants who complete the training and then apply their knowledge, skills, or attitudes in the workplace. Motivation to transfer is believed to be influenced by, for example, trainees' perceptions of the relevance of training and their perceptions of opportunities to use workplace learning. Motivation to transfer can be described as the desire of a trainee to use the knowledge and skills on the job that have been learned in a training program.

Factors that can affect the transfer of training to the workplace can be categorized into three groups. First, The characteristics of the participants are a reward, motivation to transfer, motivation to learn, self-efficacy, opportunity to perform, awareness of strategic linkages, accountability, career commitment. Second, the training design referred to here is the characteristics of the learning environment including meaningful materials, opportunities to practice, feedback, learning objectives, program organization. Third, the work environment includes supervisor support, peer support, the opportunity to use skills, and the consequences of using the skills learned. Individuals who have high motivation to transfer will be motivated to take part in training, are open to receiving

the material being taught, are active in training activities such as answering questions, and endeavor to apply the material they get in training into their work. (Chiaburu & Lindsay, 2008: 200).

CONCLUSIONS

Self Efficacy has a positive and significant effect on Motivation to Transfer. The effectiveness of training has no significant positive effect on Motivation to Transfer. Supervisor Support has a positive and significant effect on Motivation to Transfer. Self Efficacy has no significant positive effect on the Transfer of Training. The effectiveness of training has no significant positive effect on the Transfer of Training. Supervisor Support has a positive and significant effect on the Transfer of Training. Motivation to Transfer has a positive and significant effect on the Transfer of Training.

SUGGESTIONS

To increase the transfer of training, leaders should provide more support that is not only related to work but other things outside of work activities so that employees have more motivation to transfer so that it is hoped that optimal transfer of training can occur. To increase motivation to transfer, it can be done by providing support in the form of rewards, besides that supervisors must also continue to play an active role in holding discussions about the goals of all policies or team activities transparently and providing broad insights regarding the direction of the organization and the good for its members, then leaders can provide the same behavior in everyday work activities. Sharia NTB Ltd must always conduct training according to the needs of the world of work which is certainly effective and relevant to the work of the company so that the transfer of training can be far more optimal. We recommend that Sharia NTB Ltd places more emphasis on factors that affect the effectiveness of training for each employee to create high motivation to transfer and transfer of training, so attention to the effectiveness of a training program is very important, without overriding the attention of other variables, for example, the motivation variable. transfer and transfer of training. Sharia NTB Ltd should reduce work pressure when employees return from training such as assigning tasks to employees according to their abilities and fields of work.

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