

Effect Of Self Efficacy And Work Environment On Transfer Of Training

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ABSTRACT

The training program has the ultimate goal of mastering the acquired knowledge training can be put back into the workplace. Talk about changes in training due to the transfer of training, apprentices can apply what they have learned in their training in a practical way. Change the behavior of participants in performing tasks. The ultimate goal of the training program is to return the knowledge gained from the training to the workplace. The purpose of this study was an test between variables of self-efficacy and work environment on training transfers for employees of PT Bank Negara Indonesia (Persero), Tbk KCU Tegal. Sample of up to 62 respondents. In this study, we used a proportional random sampling method for sampling. Data collection wa performed by distributing questionnaires using a 5-point Likert scale measuring 39 question items. The analytical technique used multiple linier regression.

Keywords: Self Efficacy, Work Environment, Transfer of Training.

1. Introduction

Entering the era of free markets and competition, the business world is increasingly complex. Characterized by the rapid changes in the environment with the advancement of information technology that is increasingly rapidly, demands organizational sensitivity to respond to changes that will occur so that they will still exist in the competitive arena. Human Resources in the company must always be developed continuously in order to improve capabilities to suit the demands of the business environment. One way to improve the ability and expertise of employees is through education and training. Training is an activity carried out to improve skills, knowledge, and attitudes in order to improve current and future performance (Mondy & Noe 1996). Tracy et al 2001; Cheng 2001 states that developing and implementing an effective training program is not an easy job, careful consideration must be given to the many variables and related issues. Several important issues related to the training process and human resource development, including transfer of training.

Problems that often arise in the transfer of training are usually participants cannot master the training material so they are not able to transfer it in their work there is support or motivation that makes participants feel that what they get during the training should be transferred to their work.

Lehmann-Willenbrock (in Bhatti and Kaur, 2010) argues that organizations invest a large amount of money in human resource development and it is very important for organizations to face continuous global competition to improve employee knowledge, skills, abilities and attitudes. Research results from Yamnill and McLean states that in 1997 organizations with more than a hundred employees were estimated to spend 58.6 billion dollars per year in direct costs for formal training.

The importance of training programs has finally become a necessity and a necessity for companies that want to improve the abilities, knowledge and experience of their employees at all levels of the organization (Wiriani, 2011). According to Dessler (2015: 284) training is a process to teach new employees or current employees the basic skills they need to do their jobs. This training and education is carried out for new employees so that they can carry out their assigned tasks and for old employees to improve the quality of their current and future duties (Ardana, et al., 2012: 91). The training program has the ultimate goal, namely the knowledge gained in training can be transferred back to work.

The focus of this research is on the transfer of training. Several important issues related to the process of training and human resource development, including transfer of training (Hasanah, 2005). According to Ahmad (2013) transfer of training (applicability of training in the workplace) is an important issue faced by all organization. This problem is related to the impact of employee and organizational training. According to Kimbal and Rahyuda (2015) the problem of transfer of training is rarely carried out in developing countries. Usually research on transfer of training is carried out in developed countries. Until now, empirical research that uncovers the issue of transfer of training in work organizations is still very limited.

According to Anita, et al. (2013) said that, *self-efficacy* is a person's belief in the ability to learn or display behavior at a certain stage. According to Kilapong (2013) *self- efficacy* It is defined as a person's belief about his ability to perform an activity or behavior successfully. The results of Baldwin's (1988) test show that the work environment has an influence on the transfer of training. work environment is also an important factor influencing the success of a transfer of training (Broad and Newstrom, 1996).

2. Literature Review

A study of self-efficacy, work environment, and transfer of training. The theoretical study is as follows :

2.1 Definition of Variable

2.1.1 Transfer of Training

Transfer of training is the extent to which the trainees apply knowledge, skills and attitudes acquired in their workplace training (Edward and Sumarni, 2013). According to Baldwin and Ford (1988) transfer of training is defined as the application of knowledge, skills, and behaviors learned in training, applied to work situations and then maintaining them for a certain time.

Transfer of training occurs when the knowledge learned is actually used on the job for which it is intended (Olsen 1998). More precisely, Ford and Weissbein (1997) define it as the application, generalization, and maintenance of newly acquired knowledge and skills. We call this learning and

transfer approach (which is the focus of this paper) 'conventional' schools, to distinguish it from the increasingly popular 'learning in the workplace' approach.

Transfers can be separated into two subcategories: (a) near transfers, in which the stimulus in the transfer condition is similar to the stimulus in the original learning condition and (b) distant transfers, in which the stimulus in the transfer condition is to some degree different from the stimulus in the same learning condition. original (Royer, 1979). It is proposed that different dimensions of self-efficacy are needed to explain the occurrence of these two transfer subcategories. That is, we expect levels of self-efficacy, strength, and generality to be associated with certain subcategories of transfer performance. Although the dimensional relationships with near and far displacements differ, the basis for the two predicted relationships is the same: People's estimates of their abilities influence which tasks they choose to perform, the effort they choose to expend, faced in various situations and is able to determine actions in completing certain tasks

Jamaludin (2012) transfer of training dimensions are Generalization and Maintenance.

- Generalization is training participants are able to apply their abilities in the form of knowledge, skills and others to situations and problems at work as well as what is learned from the learning process.
- Maintenance is a continuous process of using newly acquired abilities

2.1.2 Self Efficacy

Self-Efficacy is a person's belief in his ability to organize and carry out the necessary actions to achieve a certain performance (Schunk, 1991:121). *Self Efficacy* is a person's belief about his chances of successfully achieving a certain task (Kreitner and Kinicki, 2005: 79) According to Bandura (1986: 398), *self- efficacy* has three dimensions, namely: Level/magnitude is a dimension related to the difficulty of the task where individuals will choose a task based on the level of difficulty, Strength is a dimension related to the extent to which individuals believe they can carry out their duties as well as possible and Generality is a dimension related to confidence. individuals to complete certain tasks thoroughly and well, where these tasks vary with other tasks. According to Lunenburg (2011:10) suggests that *Self Efficacy* is an individual's belief in facing and solving problems that arise or problems, so that the individual is able to overcome obstacles and achieve the expected goals.

Brehm and Kassin (2014) define *Self Efficacy* as an individual's belief that he or she is capable of performing the specific actions required to produce the desired outcome in a situation. Baron and Bryne (2015) define *Self Efficacy* as a person's evaluation of one's ability or self-compensation in performing a task, achieving a goal, or overcoming a problem. According to Jones, et al. (2012) *Self Efficacy* is a person's belief about his ability to carry out a behavior successfully. Another opinion according to Woolfolk (1993) is that *self-efficacy* is a person's assessment of himself or the level of confidence about how much he is capable of doing a certain task to achieve certain results.

Bandura (2012) divides the dimensions *Self Efficacy* into three dimension :

- Dimension level or *Magnitude*
Refers to the level of difficulty of the task that the individual believes will be able to overcome it. Level *Self Efficacy* one is different from one another. The level of difficulty of a task, whether difficult or easy will determine *Self Efficacy*.
- Dimension *Generality*

Refers to a variety of situations in which judgments about *Self Efficacy* can be applied. A person can judge himself to have efficacy in many activities or in certain activities only.

- Dimension *Strength*

Related to the power of *Self Efficacy* someone when faced with the demands of a task or a problem.

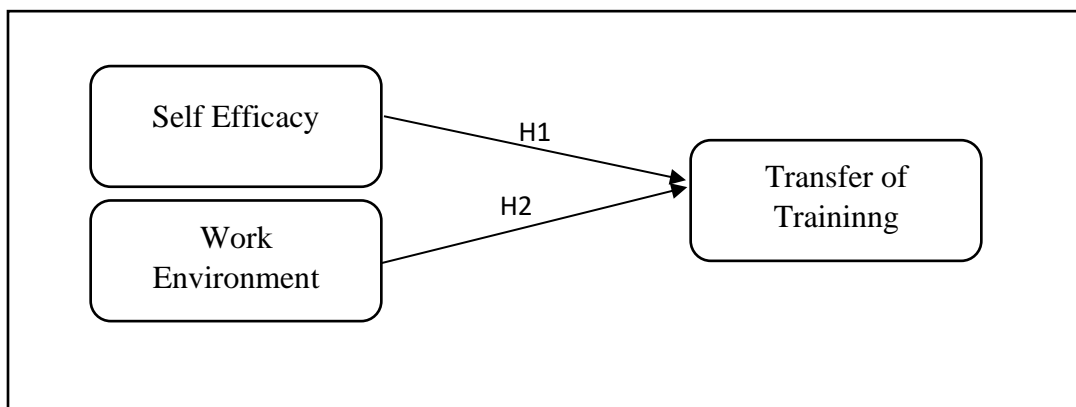
2.1.3 Work Environment

In general, every organization, whether large, medium, or small, all of them will interact with the environment in which the organization or company is located. The environment itself undergoes changes so that an organization or company that can survive is an organization that can adapt to environmental changes. Conversely, the organization will experience a period of destruction if the organization does not pay attention to developments and changes in the surrounding environment. The work environment can affect employees' emotions. If the employee enjoys the work environment, the employee will feel at home in his workplace, carrying out his activities so that work time is used effectively. Productivity will be high and employee performance will also be high.

According to Nitisemito (2012) the work environment is everything that is around workers, which can affect a worker in carrying out the tasks given. Ahyari (2012) that the work environment is related to everything that is around work and that can affect employees in carrying out their duties duties, such as employee services, working conditions, and employee relations within the organization concerned.

It can be stated that the work environment is everything that is around the individual both physically and non-physically that can affect Jamaludin (2012) three dimensions of the work environment, namely, work conditions (work conditions), supervisor support (superior support), and peer support (support). work colleague). 1) Work Conditions refers to work pressure, time, inadequate authority, ineffective work processes, and inadequate equipment at work; 2) Supervisor Support and Peer Support refers to helping participants use the results of the training by providing them with some assistance and offering positive feedback during the use of the skills learned in the training.

2.2. Flame



2.3. Hypothesis Formulation

2.3.1. Effect of Self Efficacy on Transfer of Training

An important dimension of training effectiveness relates to how well the skills are learned during training is transferred to the workplace. Research from Machin, MA, & Fogarty, GJ (1997). Finding a positive influence *Self-efficacy* and Motivation for Transfer on transfer intentions and transfer of training. It has been shown that individuals high in self-efficacy tend to see themselves as capable of obtaining extrinsic rewards that may result from successful training performance and subsequent opportunities to apply the knowledge and skills acquired in it (Latham, 1988). Research by Switzer, KC et al (2005) found a positive effect on *Self Efficacy* to pre-training motivation.

Self-efficacy is one of the determinants in the transfer of training. This is because, The level of human self-efficacy continues to change and is influenced by many factors. Therefore, it opens up opportunities to study self-efficacy. *Self-efficacy* believed to influence how individuals behave to achieve the goals they set for themselves (Lippke et al., 2009). Research from Burke, LA, & Hutchins, HM (2007) found the effect of positive *self-efficacy* to transfer of training. *Self Efficacy* can be achieved through human interaction and cognitive mental, is a focus that is believed to result in positive transfer and transfer of skills to the work environment. Trainees with *Self Efficacy*. This is also in line with his belief that he can apply what he has learned in training on the job (Holton, et al., 2000). The research results of Nawarni, AN, & Stepanus, M. (2020) found that *self-efficacy* positive effect on the transfer of training. Based on the results of previous research then a hypothesis is generated :

H1: Self Efficacy has a positive and significant effect on Transfer of training

2.3.2. Effect of Work Environment on Transfer of Training

Even though organizations invest billions of dollars in training each year, many trained competencies reportedly fail to transfer to the workplace. The effectiveness of the training program largely depends on the ability to use their newly acquired competencies in the workplace (Salas et al., 2006). Environmental factors help determine whether or not trainees exhibit the learned behavior upon their return to the work setting. Even programs that are designed and delivered effectively will fail to produce positive transfer outcomes when the subsequent work environment does not encourage the use of targeted behaviors. Research by Velada, R. et al (2007) found that the work environment has a significant effect on transfer of training.

Organizations have changed their view of training as a one-time event into a fully integrated and strategic component of human resource development to support the organization. Wieland Handy, LA (2008) found that the work environment had a significant effect on training transfer. The research of Ling, OA et al (2011) found that the work environment had a significant effect on the transfer of training. Based on research results. Previously, the following hypotheses were generated:

H2: Work environment has a positive and significant effect on Transfer of Training

3. Research Methodology

This research is an associative research to determine the effect of *Self-Efficacy* and environment work on *Transfer of training*. The research location was conducted at PT Bank Negara Indonesia

(Persero), Tbk KCU Tegal. The total population at PT Bank Negara Indonesia (Persero), Tbk KCU Tegal is 78 people and based on the Slovin formula, 62 respondents are taken as samples.

Variables in this study include the variable Self-Efficacy and work environment as the independent variable (independent) and Transfer of Training as the dependent variable (dependent). The method of data collection in this research is to use a questionnaire (list of questions) given to the respondents, which are then collected to be tested by testing the validity, reliability and model testing and hypotheses. Determining a measurement according to a Likert scale consists of using a standard deviation in the range of 1-5. That is, strongly agree (5), agree (4), neutral (3), disagree (2), totally disagree (1) (Sugiyono, 2010).

4. Result

Research on influence *Self-Efficacy*, work environment and *Transfer of training* done by distributing questionnaires to research respondents. As research respondents are employees at PT Bank Negara Indonesia (Persero), Tbk KCU Tegal where the total number of employees is 78 people. The number of questionnaires collected was 62 questionnaires filled in completely by the respondents. From the results of the data collection process from 62 employees of PT Bank Negara Indonesia (Persero), Tbk KCU Tegal, various research information related to the name, gender or gender, age, final education, and years of service of each respondent were observed.

- Analysis Validity and Reliability

Validity test using Pearson correlation test (Pearson Correlation), with each item/ indicator score correlated with the total score at a significance level of 5% (0.05) on a variable/construct, where if the item/indicator score is positive and significant (below 0.05) then the indicator can be concluded as valid as an indicator of the variable/ construct. The results of the validity test with the Pearson Correlation in this study indicate that each variable used in the study for each indicator correlated with the total score of each variable shows a positive and significant correlation (below 0.05). Thus, it can be concluded that the data quality test on the validity has met the valid or accurate criteria.

Reliability testing is used to test the consistency of respondents' answers, in this case the consistency of respondents' answers to the questions asked. The reliability test used is the Cronbach Alpha model with the condition that if the Cronbach Alpha coefficient is greater than 0.6, then an instrument can be said to be reliable or reliable (Sekaran, 2000).

- Test the reliability of the instrument used to measure the variable *Self efficacy* resulted in Cronbach's Alpha of 0.880 ($\text{Alpha} = 0.880 > 0.6$), so statistically the instrument *Self efficacy* have a good level of reliability / reliability.
- The reliability test of the instrument used to measure the Work Environment variable resulted in Cronbach's Alpha of 0.920 ($\text{Alpha} = 0.920 > 0.6$), so statistically the Work Environment instrument has a good level of reliability.
- Test the reliability of the instrument used to measure the variable *Transfer of training* resulted in Cronbach's Alpha of 0.884 ($\text{Alpha} = 0.884 > 0.6$), so statistically the instrument *Transfer of training* has a good level of reliability/reliability.

- Analysis Normality

The results of the normality test show that the number of samples is $N = 62$, the standard deviation is 5.409, most extreme is 0.994, positive is 0.094 and negative is -0.068, and Kolmogorof-SZ is 0.094 with asymp.Sig 0.200. From these data, the sample is normally distributed.

- Analysis Multiple Linear Regression

Next is the multiple linear regression coefficient and the significance test of the multiple linear regression coefficient as shown in the table below.

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	14.339	4.100		3.498	.001
Self Efficacy	.366	.076	.602	4.843	.000
LingkunganKerja	.144	.113	.158	1.271	.209

a. Dependent Variable: Transfer Pelatihan

Thus the regression equation becomes :

$$\hat{Y} = 14,339 + 0,366 X1 + 0,144 X2 \tag{1}$$

Information

\hat{Y} : *Transfer* of Training

X1 : *Self Efficacy*

X2 : *Work Environment*

The results show the double correlation coefficient R of 0.518. This means that the influence of self-efficacy and work environment has an influence of 51.8% while the remaining 48.2% is influenced by other factors. The coefficient is significant because after being tested with the Ftest, the F value is 31.765 with a significance of 0.000.

The effect of Self Efficacy on Transfer of training with a beta regression coefficient of 0.366, it indicates the beta coefficient of Self Efficacy has a positive coefficient so that it can be stated that the effect of Self Efficacy on Transfer of training is a unidirectional effect. The beta coefficient of Self Efficacy is stated to have a significant effect on Training Transfer, indicated by t of 4.843 and a significance obtained of 0.000, which is less than 5% (0.05), thus the hypothesis that says Self Efficacy has a significant positive effect on Transfer of Training, **means that Ho is accepted.**

The Effect of Work Environment on Transfer of Training with a beta regression coefficient of 0.144, it indicates the beta coefficient of the Work Environment has a positive coefficient so that it can be stated that the influence of the Work Environment on Transfer of Training is a unidirectional effect. The beta coefficient of the Work Environment has no significant effect on Training Transfer, indicated by t of 1.271 and the significance obtained is 0.209, which is more than 5% (0.05), thus the hypothesis that says Self Efficacy has a significant positive effect on Training Transfer, **it means that Ho is rejected.**

The results of hypothesis testing indicate that self-efficacy has a positive and significant effect on training transfer. These results mean that the higher the self-efficacy of the employee, the better and the maximum transfer of training will be. The results of testing this hypothesis are in line with

previous research conducted by Kimbal and Rahyuda (2015) which stated that self-efficacy had a positive and significant effect on training transfer. The results of hypothesis testing indicate that the characteristics of the trainees have a positive and significant effect on the transfer of training. This result means that the better the characteristics of the trainees possessed by employees, the employees can transfer good training results. The results of this study are supported by previous research conducted by Ahmad (2013) which states that the characteristics of the trainees have a positive effect on the transfer of training.

The results of hypothesis testing prove that the work environment has a positive and significant influence on the transfer of training. This result is not in accordance with the hypothesis which states that the work environment has no significant positive effect on the transfer of training. These results mean that if the work environment is felt by employees, it is not convincing that employees can transfer of training properly.

5. Discussion

Self-confidence is measured by using three indicators, namely self-academic ability, self-ability-past achievements and ability to master the material. According to Quinones (1995) states that there is a significant relationship between self-efficacy and one's motivation to learn. This shows that when employees have high self-confidence, the transfer of training received will be effective. The work environment variable obtained the lowest average value is the statement of a colleague giving a positive view on each skill, for that employees must learn to give a positive view to their colleagues who use their skills in the workplace. Based on research, Some employees do not follow company training courses because training is still repetitive and a waste of time and money.

6. Conclusion

Based on the results of the discussion of the research that has been carried out, it can be concluded that: 1) Self-Efficacy has a significant positive effect on training transfer; 2) Work environment has no significant positive effect on transfer of training.

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