

## Effect of Training Transfer Factors on Employee Performance in the Airport Management Office of Mopah Class I Airport, Merauke

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### **Abstract:**

*This study aimed to examine the factors that affect transfer of training, namely social support, self-efficacy, and training transfer factors. This study also investigated the effect of training transfer on employee performance. This was a quantitative study with a causality analysis approach. The samples of this study consisted of all 104 employees at the Airport Management Office of Mopah Class I Airport, Merauke. The research instrument was a questionnaire with a 5-point Likert scale. The data collected were analyzed using the SEM-PLS method. The results of the data analysis showed that social support had a positive effect on transfer motivation and training transfer, but had no positive effect on employee performance. Self-efficacy had a positive effect on transfer motivation and employee performance, but no positive effect on training transfer. Transfer motivation had a positive effect on training transfer and was shown to mediate the relationship between social support and self-efficacy on training transfer. Training transfer had a positive effect on employee performance*

### **Keywords:**

*Social Support; Self-Efficacy; Transfer Motivation; Training Transfer; Employee Performance.*

## I. Introduction

Today, organizations are faced with various challenges, including economic changes and globalization that give rise to invisible circumstances (Richter & Kauffeld, 2020). In addition, the COVID-19 pandemic has caused significant changes in people's lives and significant losses to the economy globally (Choi, 2021). One of the most affected industries is the aviation industry (Zhang et al., 2020).

The Airport Management Office of Mopah Class I Airport, Merauke as one of the Technical Implementation Units within the Ministry of Transportation, has the task of providing airport and airport-related services. Based on the Government Agency Performance Report (LAKIP) in 2020 and 2021, Mopah Airport could not achieve the predetermined performance targets. The number of passengers, cargo, and aircraft movements at Mopah Airport was still low, failing it to reach the targets. This indicates that the performance of the Management Office at Mopah Airport has not been optimal.

The performance of Mopah Airport is inseparable from its employee performance. Low employee performance can be influenced by employee development programs, i.e., training that does not run effectively (Sendawula et al., 2018). Employees do not apply the knowledge they have gained from training to their daily work, also known as the training transfer problem (Ng & Ahmad, 2018). Thus, it is important to know the factors that influence employee training transfer.

The factors analyzed in this study referred to the theory of training transfer by Baldwin and Ford (1988) explaining that there are three categories of input factors that influence training transfer, i.e., trainee characteristics, training design characteristics, and work environment characteristics. This study used two of the three categories. The variable representing work environment characteristics was social support, while the variable representing trainee characteristics was self-efficacy. In addition to these two variables, this study also tested transfer motivation as a mediating variable.

Based on a review of previous research, there are several gaps in research results regarding training transfer factors. Some researchers found that social support and self-efficacy affect transfer motivation and training transfer (Ahmer et al., 2020; Arasanmi, 2019; Govaerts et al., 2018; Yaghi & Bates, 2020), but other researchers did not find a significant effect (Homklin et al., 2014; Muduli & Raval, 2018). Another research gap is related to the mediating effect of transfer motivation. Some studies did not find a significant mediating effect of transfer motivation (Sharif et al., 2022). Therefore, it is necessary to conduct further studies.

The novelty of this study is to analyze the relationship between performance and training transfer. Almost all previous studies position training transfer as the main outcome or output of training. However, based on research by Saks and Burke-Smalley (2014) and Obaid et al. (2016), the final variable or output of training should be in the form of improved performance. Therefore, this study developed a research model adopted from Na-Nan and Sanamthong (2020) which places employee performance as the final outcome of the training transfer framework.

The significance of this research is in terms of the research population. Previous studies focus more on examining training transfer in the education sector, public organizations, private sector, and banking. Meanwhile, studies on the aviation and airport sectors are still very rare. Training in the aviation and airport sector is crucial because it is related to the level of security and safety of air transportation activities.

## **II. Research Methods**

### **2.1 Employee Performance**

Employee performance at the micro level is generally seen as the actions and behaviors of individual employees that contribute to the achievement of organizational goals (Ameen & Baharom, 2019). There are two dimensions of employee performance that are most frequently brought up in research, i.e., task performance and contextual performance (Pradhan & Jena, 2016). Task performance includes employee contributions to organizational performance, which refers to actions that are part of the formal reward system and requirements as specified in the job description (Hart et al., 2004). On the other hand, contextual performance consists of behaviors that do not have direct contributions to organizational performance but support the organizational, social, and psychological environment (Sonnetag et al., 2008).

### **2.2 Training Transfer**

Training transfer, in general, refers to the use of knowledge and skills acquired from training into the job/workplace (Burke & Hutchins, 2007). The transfer process will occur when acquired behaviors are generalized to the workplace context and persist throughout their

tenure in the workplace (Baldwin et al., 2017). Training transfer is related to the application of knowledge, skills, and attitudes commonly abbreviated as KSA (Yaghi & Bates, 2020).

### **2.3 Transfer Motivation**

According to Holton III et al. (2007), transfer motivation is the direction, intensity, and persistence of efforts to use skills and knowledge acquired from training into the work environment. Transfer motivation plays a key role in training transfer (Gegenfurtner et al., 2009). Behavioral changes are most likely to occur in trainees who learn the materials presented in the training and have willingness to apply the new knowledge or skills acquired to work activities (Yamhill & McLean, 2001).

### **2.4 Social Support**

Social support is the level of assistance and stimulation provided by supervisors and coworkers for the use of knowledge and skills acquired (Saks & Burke-Smalley, 2014). Social support is related to the extent to which employees attending a training receive interpersonal support to perform transfer efforts in the workplace (Grossman & Salas, 2011). Analyzing the effects of social factors will help identify strategies that can minimize transfer problems in the workplace environment (Arasanmi, 2019).

### **2.5 Self Efficacy**

Self-efficacy represents a person's confidence to perform certain behaviors to achieve desired outcomes (Bhargava & Pradhan, 2018). According to theory and research by Bandura (2011), self-efficacy makes a difference in how people feel, think, behave and motivate themselves. In terms of feelings, low self-efficacy is linked to stress, depression, anxiety, and helplessness. A person with a high level of self-confidence is more likely to perform well and achieve or even exceed expectations (Mao et al., 2019).

## **2.5 Hypothesis Development**

### **a. Social Support**

Social support is an important organizational factor in research on training effectiveness (Saks & Burke-Smalley, 2014). Previous empirical studies have found a significant relationship between social support and transfer motivation (Richter & Kauffeld, 2020; Salamon et al., 2022) and training transfer (Afzal et al., 2019; Salamon et al., 2022). Employees tend to be more motivated to apply what they acquire from training if there is support from their supervisors; the support can be in the form of encouragement to attend training or provision of rewards (Govaerts et al., 2017; Ng, 2017). Organizations and employers should create a climate and opportunities that support employees to use the skills they have acquired in their work (Yaghi & Bates, 2020).

Referring to social exchange theory, employees who receive support from supervisors will be motivated, allowing them to produce high-quality output (DeConinck & Johnson, 2009). One of these outputs is in the form of employee performance, which has been confirmed by several researchers to be significantly influenced by social support (T. Chen et al., 2020; Na-Nan et al., 2018). Based on the findings of these previous studies, the following hypotheses are formulated:

H1: Social support has a positive effect on transfer motivation.

H2: Social support has a positive effect on training transfer.

H3: Social support has a positive effect on employee performance.

### **b. Self-Efficacy**

Previous studies have shown that self-efficacy has an effect on transfer motivation (Ahmer et al., 2020; Arasanmi & Ojo, 2019) and training transfer (Iswahyudi et al., 2019). The greater the employee's confidence in the skills, abilities, and knowledge he or she acquires from training, the higher the transfer motivated and training transfer of the employee (Govaerts et al., 2018)

Previous researchers have also found that self-efficacy has an effect on employee performance (Afzal et al., 2019; Na-Nan et al., 2019). According to De Clercq et al. (2018), an important reason why employee self-efficacy can improve performance is because they experience less anxiety when doing their daily work. Employees who have self-efficacy will have confidence in their abilities, which then direct them to use the skills they have acquired from training to do their work, thereby improving their performance (Bhatti et al., 2014). Therefore, this study formulates the following hypotheses:

H4: Self-efficacy has a positive effect on transfer motivation.

H5: Self-efficacy has a positive effect on training transfer.

H6: Self-efficacy has a positive effect on employee performance.

### **c. Transfer Motivation**

Transfer motivation has a key role in training transfer (Gegenfurtner et al., 2009). Previous empirical studies have shown that transfer motivation affects training transfer (Arasanmi, 2019; Iswahyudi et al., 2019; Salamon et al., 2022). In addition, some previous researchers have also found that transfer motivation can mediate the effect of social support (Richter & Kauffeld, 2020; Salamon et al., 2022) and self-efficacy (Iswahyudi et al., 2019; Na-Nan & Sanamthong, 2020) on training transfer. If the organization provides support, employees will be more motivated to engage in learning during training, allowing them to use the knowledge acquired in the workplace (Ng & Ahmad, 2018). Employees with high self-efficacy will have high transfer motivation, encouraging them to have high training (Iqbal & Dastgeer, 2017). Therefore, this study formulates the following hypotheses:

H7: Transfer motivation has a positive effect on training transfer.

H8: Transfer motivation mediates the relationship between social support on training transfer.

H9: Transfer motivation mediates the relationship between self-efficacy on training transfer.

### **d. Training Transfer**

Based on the evaluation model proposed by Kirkpatrick (2006) which consists of four levels, in assessing the effectiveness of training, the final level is outcomes, one of the variables of which is employee performance. Training transfer is related to employee performance because employees who use the new knowledge and skills acquired in the workplace will show new behaviors and produce better performance (Saks & Burke-Smalley, 2014). Some previous researchers have shown that training transfer has a positive and significant effect on employee performance (Arwab et al., 2022). Thus, this study formulates the following hypothesis:

H10: Training transfer has a positive effect on employee performance.

Referring to the theory, the findings of previous studies, and the development of hypotheses, this research model is shown in Figure 1.

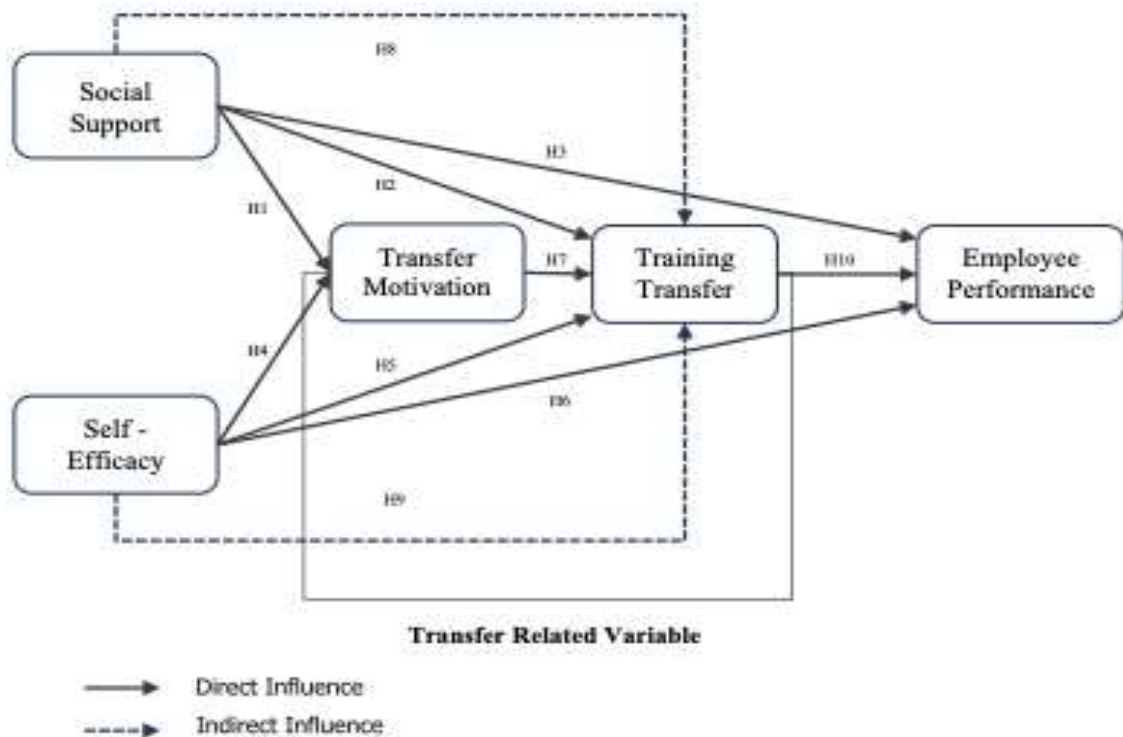


Figure 1. Research Model

### III. Results and Discussion

This was quantitative research with a causality analysis approach. The population in this study were all the 104 employees of Mopah Class I Airport, Merauke. The research instrument was a questionnaire with a 5-point Likert scale. This research used variable measurements or indicators that have been developed by previous researchers. The measurements or indicators of each variable and their sources are shown in Table 1. The data were analyzed using a descriptive statistical analysis and structural equation modeling analysis with partial least square (SEM-PLS).

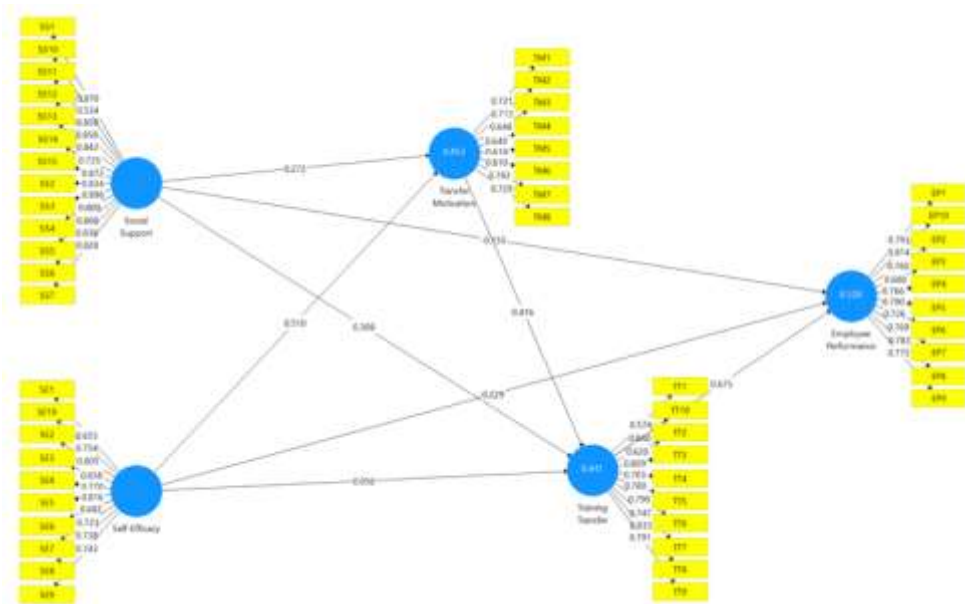
Table 1. Names of variables, number of indicators, and research adopted.

| No | Variable             | Number of Indicators | Source                                                                                   |
|----|----------------------|----------------------|------------------------------------------------------------------------------------------|
| 1  | Social Support       | 15                   | Tracey & Tews (2005); Eisenberger <i>et al.</i> (1990)                                   |
| 2  | Self-Efficacy        | 10                   | Chen <i>et al.</i> (2001); Jansen <i>et al.</i> (2015)                                   |
| 3  | Transfer Motivation  | 8                    | Holton III <i>et al.</i> (2007); Salamon <i>et al.</i> (2022); Chiaburu & Lindsay (2008) |
| 4  | Training Transfer    | 10                   | Salamon <i>et al.</i> (2022)                                                             |
| 5  | Employee Performance | 10                   | Carlos & Rodrigues (2016)                                                                |

## IV. Conclusion

### 4.1 Measurement Model Analysis

Convergent validity was evaluated by looking at the factor loading of the indicators and the Average Variance Extracted (AVE). Based on Table 2, there were two indicators (SS8 and SS9) excluded from the model because the factor loading was  $< 0.5$ . The AVE of all the variables was  $> 0.5$ , indicating good convergent validity. Afterwards, the consistency of the measuring instruments in measuring concepts was determined based on the composite reliability (CR) and Cronbach's alpha (CA). Based on Table 2, all the variables had CR and CA  $> 0.7$ , so they met the reliability criteria.



**Figure 2.** Valid Measurement Model

**Table 2.** Factor Loading and Reliability Coefficients

| Variables      | Indicators                                                                                                       | Loading | AVE   | CA    | CR    |
|----------------|------------------------------------------------------------------------------------------------------------------|---------|-------|-------|-------|
| Social Support | SS1. The organization provides excellent training program.                                                       | 0.870   | 0.677 | 0.959 | 0.964 |
|                | SS2. Employees are given necessary resources to acquire and use new knowledge and skills.                        | 0.834   |       |       |       |
|                | SS3. The organization gives rewards to employees for using newly acquired knowledge and skills in the workplace. | 0.896   |       |       |       |
|                | SS4. The organization strongly considers the goals and values of employees.                                      | 0.800   |       |       |       |
|                | SS5. The organization is very concerned about employee welfare.                                                  | 0.868   |       |       |       |
|                | SS6. My supervisor meets with me to discuss how to conduct workplace training.                                   | 0.838   |       |       |       |
|                | SS7. My supervisor meets with me                                                                                 | 0.828   |       |       |       |

|               |                                                                                                                                 |             |       |       |       |
|---------------|---------------------------------------------------------------------------------------------------------------------------------|-------------|-------|-------|-------|
|               | regularly to address the problems I face in applying the training outcomes.                                                     |             |       |       |       |
|               | SS8. My supervisor helps me set realistic goals for job performance based on my training.                                       | Tidak valid |       |       |       |
|               | SS9. My supervisor gives recognition and rewards to employees who apply new knowledge and skills to their work.                 | Tidak valid |       |       |       |
|               | SS10. My supervisor matches employees' needs for personal and professional development by providing opportunities for training. | 0.534       |       |       |       |
|               | SS11. My coworkers encourage me to use what I have learned in the training.                                                     | 0.858       |       |       |       |
|               | SS12. My coworkers help me when I have difficulties in applying the new methods acquired during the training.                   | 0.858       |       |       |       |
|               | SS13. I talk regularly with coworkers about the best way to use the methods acquired from the training.                         | 0.842       |       |       |       |
|               | SS14. My coworkers respect me if I use the new skills I have acquired from the training.                                        | 0.735       |       |       |       |
|               | SS15. At the workplace, my coworkers expect me to use what I have acquired from the training.                                   | 0.872       |       |       |       |
| Self-Efficacy | SE1. When I make a plan, I believe I can execute the plan.                                                                      | 0.655       | 0.542 | 0.905 | 0.922 |
|               | SE2. If I cannot do a work the first time I try, I keep trying until I can.                                                     | 0.805       |       |       |       |
|               | SE3. When I have decided on doing something, I just get on with it.                                                             | 0.658       |       |       |       |
|               | SE4. I am an independent person.                                                                                                | 0.770       |       |       |       |
|               | SE5. Failure only makes me try harder.                                                                                          | 0.816       |       |       |       |
|               | SE6. When I set important goals for myself, I often achieve them.                                                               | 0.682       |       |       |       |
|               | SE7. If something seems complicated, I will still give it a try.                                                                | 0.723       |       |       |       |
|               | SE8. When trying to learn something new, I do not give up easily even if I do not succeed when I start it                       | 0.738       |       |       |       |
|               | SE9. When unexpected problems                                                                                                   | 0.743       |       |       |       |

|                        |                                                                                                           |       |       |       |       |
|------------------------|-----------------------------------------------------------------------------------------------------------|-------|-------|-------|-------|
|                        | occur, I handle them well.                                                                                |       |       |       |       |
|                        | SE10. I do not give up easily.                                                                            | 0.754 |       |       |       |
| Transfer<br>Motivation | TM1. After completing the training, I was willing to use the techniques I acquired there.                 | 0.805 | 0.506 | 0.860 | 0.891 |
|                        | TM2. At the end of the training, I felt that I wanted to immediately apply what I acquired to my work.    | 0.658 |       |       |       |
|                        | TM3. At the end of the training, I was determined to use the new techniques I acquired at the training.   | 0.770 |       |       |       |
|                        | TM4. The training I attended will increase my personal productivity.                                      | 0.816 |       |       |       |
|                        | TM5. When I left the training, I could not wait to get back to work to apply what I have acquired.        | 0.682 |       |       |       |
|                        | TM6. I believe the training will help me do my current job better.                                        | 0.723 |       |       |       |
|                        | TM7. I believe my job performance is likely to improve if I use the knowledge I acquired in the training. | 0.738 |       |       |       |
|                        | TM8. I feel highly committed to applying what I have acquired to my work.                                 | 0.743 |       |       |       |
| Training<br>Transfer   | TT1. At work, I use what I acquired during the training.                                                  | 0.574 | 0.568 | 0.914 | 0.928 |
|                        | TT2. At work, I try to use the techniques I have learned during the training.                             | 0.620 |       |       |       |
|                        | TT3. At work, I apply the methods I learned during the training.                                          | 0.809 |       |       |       |
|                        | TT4. In my daily work, I apply the knowledge I gained in the training.                                    | 0.703 |       |       |       |
|                        | TT5. I apply the knowledge and skills I learned from the training when doing my job.                      | 0.780 |       |       |       |
|                        | TT6. I use the knowledge and skills from the training to influence or help others.                        | 0.790 |       |       |       |
|                        | TT7. I use the knowledge and skills from the training to handle my interpersonal relationships at work.   | 0.747 |       |       |       |
|                        | TT8. The quality of my work has improved because I applied what I learned in the training.                | 0.833 |       |       |       |
|                        | TT9. My work behavior has become more effective due to applying what I learned from the training.         | 0.791 |       |       |       |



|                      |                                                                                                                                         |       |       |       |       |
|----------------------|-----------------------------------------------------------------------------------------------------------------------------------------|-------|-------|-------|-------|
|                      | TT10. My skills have improved because I applied what I learned in the training.                                                         | 0.840 |       |       |       |
| Employee Performance | EP1. I can perform my duties effectively even when working under pressure.                                                              | 0.793 | 0.588 | 0.922 | 0.935 |
|                      | EP2. I come to work on time.                                                                                                            | 0.760 |       |       |       |
|                      | EP3. I always comply with the rules and procedures imposed by the organization.                                                         | 0.688 |       |       |       |
|                      | EP4. I have excellent communication skills, so I can attract everyone's attention.                                                      | 0.766 |       |       |       |
|                      | EP5. I usually take the initiative to provide constructive feedback to improve the performance of other employees.                      | 0.790 |       |       |       |
|                      | EP6. I look for information on how to complete a job that I do not know, so I can do it better.                                         | 0.726 |       |       |       |
|                      | EP7. I always complete tasks/work punctually.                                                                                           | 0.769 |       |       |       |
|                      | EP8. I always realize it when there is a lack of resources (either materials or human) needed for efficient organizational performance. | 0.783 |       |       |       |
|                      | EP9. The way I perform the basic tasks of my job is according to the performance required by the organization.                          | 0.775 |       |       |       |
|                      | EP10. I sometimes feel disappointed with my performance at work because I know I could have done better.                                | 0.814 |       |       |       |

Discriminant validity is evaluated by looking at the heterotrait-monotrait ratio of correlations (HTMT). Discriminant validity issues arise when the HTMT value is more than 0.90 (Henseler et al., 2015). Based on Table 3, it can be seen that all the HTMT values were <0.90, meaning that it met the discriminant validity criteria.

**Table 3.** Heterotrait-Monotrait Ratio (HTMT)

|                      | Employee Performance | Self-Efficacy | Social Support | Training Transfer | Transfer Motivation |
|----------------------|----------------------|---------------|----------------|-------------------|---------------------|
| Employee Performance | 0,767                |               |                |                   |                     |
| Self-Efficacy        | 0,466                | 0,736         |                |                   |                     |
| Social Support       | 0,306                | 0,432         | 0,823          |                   |                     |
| Training Transfer    | 0,695                | 0,450         | 0,537          | 0,754             |                     |
| Transfer Motivation  | 0,590                | 0,627         | 0,492          | 0,603             | 0,712               |

## 4.2. Structural Model Analysis

When the result of the measurement model assessment is satisfactory, the next step in evaluating SEM-PLS results is to assess the inner model. Based on Table 5, transfer motivation obtained an R-square of 0.528, transfer training of 0.441, and employee performance of 0.453. This result showed that social support and self-efficacy can explain transfer motivation by 52.8%. Then, social support, self-efficacy, and transfer motivation can explain training transfer by 44.1%. Social support, self-efficacy, transfer motivation, and transfer training can explain employee performance by 45.3%. Based on the Q-square calculation results presented in Table 4, the Q-square of the three variables were greater than 0, confirming the predictive relevance of the endogenous variables in this study.

**Table 4.** R-Square Value and Q-Square Value

|                      | R-Square | R-Square Adjusted | Q-Square |
|----------------------|----------|-------------------|----------|
| Transfer Motivation  | 0,528    | 0,514             | 0,212    |
| Training Transfer    | 0,441    | 0,424             | 0,234    |
| Employee Performance | 0,453    | 0,442             | 0,297    |

Hypothesis testing is performed to determine the effect of a construct on another construct by considering the path coefficient and t-statistic value. Based on Table 5, of the eight direct effect hypotheses, only six of them were supported (H1, H2, H4, H6, H7, H10). Hypotheses H3 and H5 were not supported.

**Table 5.** Results of Direct Effect Hypothesis Testing

|     | Hypotheses                                  | Path Coeff. | T-stat. | P-values | Results          |
|-----|---------------------------------------------|-------------|---------|----------|------------------|
| H1  | Social Support →<br>Transfer Motivation     | 0,272       | 2,910   | 0,004    | Supported        |
| H2  | Social Support →<br>Training Transfer       | 0,308       | 2,763   | 0,006    | Supported        |
| H3  | Social Support →<br>Employee Performance    | -0,155      | 1,502   | 0,134    | Not<br>Supported |
| H4  | Self-Efficacy →<br>Transfer Motivation      | 0,510       | 4,804   | 0,000    | Supported        |
| H5  | Self-Efficacy →<br>Training Transfer        | 0,056       | 0,535   | 0,593    | Not<br>Supported |
| H6  | Self-Efficacy →<br>Employee Performance     | 0,229       | 3,089   | 0,002    | Supported        |
| H7  | Transfer Motivation →<br>Training Transfer  | 0,416       | 2,954   | 0,003    | Supported        |
| H10 | Training Transfer →<br>Employee Performance | 0,675       | 6,685   | 0,000    | Supported        |

Then, the results of testing the mediational hypotheses are shown in Table 6. Based on the table, transfer motivation was proven to partially mediate the relationship between social support and training transfer and fully mediate the relationship between self-efficacy and training transfer. This supported hypotheses H8 and H9. (a, b, and c significant = partial mediation; a and b significant, c insignificant = full mediation)

**Table 6.** Results of Mediational Hypothesis Testing

| Hypotheses | Model                                       | Path Coeff. | P-Values Direct Effect | P-Values Indirect Effect | Information                                             |
|------------|---------------------------------------------|-------------|------------------------|--------------------------|---------------------------------------------------------|
| H8         | (a) Social Support → Transfer Motivation    | 0,272       | 0,004                  |                          | a, b, and c significant = partial mediation             |
|            | (b) Transfer Motivation → Training Transfer | 0,416       | 0,003                  | 0,042                    |                                                         |
|            | (c) Social Support → Training Transfer      | 0,308       | 0,006                  |                          |                                                         |
| H9         | (a) Self-Efficacy → Transfer Motivation     | 0,510       | 0,000                  |                          | a and b significant, c not significant = full mediation |
|            | (b) Transfer Motivation → Training Transfer | 0,416       | 0,003                  | 0,013                    |                                                         |
|            | (c) Self-Efficacy → Training Transfer       | 0,056       | 0,593                  |                          |                                                         |

The results of this study proved that social support had a positive effect on transfer motivation. These results support previous research (Richter & Kauffeld, 2020; Salamon et al., 2022). Based on the results of the descriptive analysis of the respondents' answers, the employees assessed that they received good social support, especially from coworkers. Coworkers can be sparring partners when there are technical problems, leading to shared interpretations which become shared learning for trainees (Richter & Kauffeld, 2020; Salamon et al., 2022).

Social support had a positive effect on training transfer. The higher the social support received by employees in an organization, the higher the transfer of knowledge, skills, and attitudes gained from training to work. This result supports previous research (Afzal et al., 2019; Salamon et al., 2022). When trainees retain knowledge successfully and receive a high level of peer and social support, they demonstrate more behavioral changes in the workplace (Homklin et al., 2014).

Social support had no significant effect on employee performance. This finding is not in line with previous studies which showed that social support has a positive effect on employee performance (T. Chen et al., 2020; Na-Nan et al., 2018). This can be due to lack of social support to make employees improve their performance.

Self-efficacy had a positive effect on transfer motivation. The findings of this study are in line with previous studies (Ahmer et al., 2020; Arasanmi & Ojo, 2019). Based on the results of the descriptive analysis, the employees perceived that they had good self-efficacy. With a high level of self-efficacy, employees tend to be more motivated to learn and apply new knowledge gained from training to work (Ng & Ahmad, 2018).

The results of this study failed to prove that self-efficacy had a positive effect on training transfer. This result is not in line with previous studies (Arasanmi & Ojo, 2019; Yaqub et al., 2021). Although self-efficacy can increase motivation and learning, its impact on training transfer is not significant.

Self-efficacy had a positive effect on employee performance, which supports the findings of previous studies (Afzal et al., 2019; Na-Nan et al., 2019). With self-efficacy,

employees are willing to try new things and never give up when it comes to problem solving or difficult jobs, resulting in better performance levels. This result is in line with Bhatti et al. (2014), showing that employees with a high level of self-efficacy will be confident in their abilities and they can apply the skills they learn into their jobs to improve their performance.

Transfer motivation had a positive effect on training transfer which supports previous studies (Iswahyudi et al., 2019; Salamon et al., 2022). At the end of the training, the employees were determined to using the new techniques and knowledge gained in the training into work. This finding supports a study by Reinhold et al. (2018) and Devos et al. (2007) who also found that transfer motivation is the most significant predictor of transfer training compared to other variables.

Transfer motivation can mediate the relationship between social support and self-efficacy on training transfer. This finding supports previous studies (Iswahyudi et al., 2019; Na-Nan & Sanamthong, 2020; Richter & Kauffeld, 2020; Salamon et al., 2022). When employees receive good social support from the organization, coworkers, and supervisors, they will have greater transfer training. With this motivation, the likelihood of employees transferring training results becomes greater. Employees with high self-efficacy also tend to feel confident in their capacity to learn and apply new skills, thus increasing their motivation for training transfer, which ultimately improves performance.

Training transfer had a positive effect on employee performance. The result is in line with previous studies (Arwab et al., 2022). Applying the knowledge and techniques gained from the training will allow employees to work better, thus increasing their performance. This finding supports Na-Nan and Sanamthong (2020) who recommended that organizations and leaders support and encourage employees to transfer the knowledge, skills, and attitudes gained from training to work, as it will improve their performance outcomes.

## V. Conclusion

The findings of this study highlight the importance of social support and self-efficacy in improving training transfer and employee performance at the Management Office of Mopah Class I Airport, Merauke. Social support significantly increases employee motivation to transfer training into their work, thus facilitating the integration of new skills, knowledge and attitudes. Social support does not directly improve employee performance. High self-efficacy has a positive effect on transfer motivation and employee performance. However, self-efficacy has no effect on the success of training transfer. Transfer motivation is proven to have a positive effect on training transfer and it is able to mediate the relationship between social support and self-efficacy on training transfer. Training transfer has a positive effect on employee performance.

To improve training transfer and employee performance, the Management Office of Mopah Class I Airport, Merauke should focus on increasing supervisor support, improving communication about training relevance, and adjusting training programs to job needs. Supervisors should provide direct assistance in training transfer and overcoming challenges faced by employees. In addition, it is also crucial to improve employee self-efficacy through training and development programs, constructive feedback, and recognition of achievements. Clearly communicating the value of training and the implementation of goal-setting mechanisms can improve training transfer.

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