



# Learning Transfer Perceived from the Baldwin & Ford Theory: An Empirical Study on the Alumni of Pre-Service Training in East Java

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## ABSTRACT

One of the education and training in the environment of Civil State Apparatus, which is the pre-service training aimed for civil servant candidates who need to obtain post-training review, because it is an effective application, and it is certainly sustainable from the knowledge and skills which have been obtained after training. The aim of this study is to understand characteristic aspects of learners, training design and work environment in affecting learning transfer of the alumni of Pre-service Training Class III in East Java. The method of the study uses qualitative approach with in-depth interview toward 5 informants who have enrolled in the training in 2015 and 2016. The result of the study shows that (1) motivation and self-efficacy are characteristic factors of learners which can be intervened, with the learners can be conditioned by goal setting, which is by the existence of a value internalization process and verbal persuasion which later can boost the learners' motivation and self-efficacy, (2) the training intervention does not stop only on the variables of learning outcome and retention, but it is integrated to enter the area of transfer condition (transfer outcome).

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## INTRODUCTION

The learning transfer in general is linked to the education of adults, vocation, professional training or work education, which is later defined as a development where learners apply knowledge, skills and attitude effectively obtained from the training result into their work environment (Newstrom, 1984; Wexley and Latham, 1991). The ability of employees to learn new knowledge, skill and attitude as well as applying them in order to improve work is critical for both individuals and organizations. Learning transfer does not only become an individual matter for learners, but it is also a part of a process which has to be viewed in such a holistic way, either from the learners' side or their influential surrounding. It is complex with multi-aspects and sometimes complicated, but it needs to be understood for its important connection to education and training (Subedi, 2004). Transfer occurs when knowledge, ability and skill we possess affect the study or performance of a new skill or task. In other words, when a study in one context together with its series of impacts toward

performance on another context or different but related context, then training transfer can occur. Furthermore, for effective instructional design, the delivery of participatory training and the motivation of learners to try new things is very important because transfers must occur, and learning behavior should be generalized and maintained for the work context (Baldwin dan Ford, 1988). Learning transfer is defined as an effective and continued application from knowledge and skills acquired by trainees, on or related to their job duties (Broad and Newstrom, 1992). In some transfer contexts in work environment, there are some variables which can determine the effectivity of learning transfer which can be categorized into three aspects related to characteristics of learners, training intervention design and work environment influence. (1) variable of learners' characteristics namely : cognitive ability, self efficacy, pre-training motivation, learning motivation, transfer motivation, extrinsic and intrinsic motivation, anxiety/negative affectivity, caution, openness to experience, extroversion, empowerment, career plan, commitment to organization, internal - external control locus, (2) variable of training intervention design such as : needs analysis, determination of learning objectives, material relevance, practice and feedback, cognitive burden, active learning, behavioral modelling, error based management, self-management strategy and technological support, (3) variable of work environment influence such as: strategic relationship, transfer, climate transfer, supervisor's support, peer support, opportunity for work and accountability (Baldwin & Ford, 1988; Burke & Hutchin, 2010). The previous idea, aligned with some study results which examine factors influencing learning transfer such as a study by Phipps (2011) which investigates characteristics of learners, the conclusion of his finding states that the ability of practitioners to identify successful individuals in transferring learning materials is beneficial to organizations and individuals with proactive personality prototypes identifying opportunities and acting, showing initiative, taking action and maintaining until a meaningful change occurs. A study by Ward (2008), whose subject involves participants of action learning-based leadership development training courses. The result shows that the transferred competency in work environment is as big as 50%-80%, where organizational climate is reported to support transfer beyond existing barriers. Such developed performance is also felt by most participants, but there is no apparent linear relationship between competencies transferred by participants and the perceived performance improvement. Although factors which influence learning transfer are quite complex, but Grossman & Salas (2011) argues that organizations do not need to include any factor related to the transfer of learning in training programs, but it is better to make use of a set of best practices or key factors with a significant impact on the transfer outcomes. Meanwhile, Furman & Sibthorp (2013) reveals the importance of leveraging learning transfer through experiential learning with some methods such as problem based learning and project based learning.

Studies about learning transfer have been developing since Baldwin & Ford (1988), either studies of determinant, model, process or study of literature, with each raises a variety of setting and focus. Studies about learning transfer experience of learners have been done by Toll (2004), who took participants from different departments and different training programs, by conducting a study from the side of adult learning theory, which are self directed learning, situated cognition and transformational learning. From learners' experience, it is concluded that transfer and adult learning theory support each other, but adult learning theory provides a wider and more comprehensive understanding for learners in interpreting the transfer experience. Burke & Hutchin, 2007 suggest that studies that have theorized and assessed the transfer of training as multidimensional phenomena with multilevel influences, while Leimbach (2010) says that not all of the learning transfer activities are needed for every learning environment, but studies have shown that learning can be useful through specific actions to support learning transfer. Learning transfer activities have an effect on performance improvement, even the impact of training can increase to 186% if all of the learning transfer methods are used simultaneously. The simultaneous use of the method as intended is the use of integrated learning transfer model that is drawn from the readiness side of the learners, from the training design side and from the organizational linkage side (Leimbach & Maringka, 2009). In the context of adult education and training, a research review

on learning transfer provides recommendations as suggested by Meriam & Leahy(2005), which is it is better for learners to be involved in training program plannings, transfer strategies should be designed during training and creation of work environments that support the learning process transfers should be noticed.

In many areas of study, studies on learning transfer is still a discourse because training and development investments are generally wasteful because more than 80% of knowledge and skills acquired through training are not fully applied (Broad & Newstrom, 1992). They suspect that such knowledge and skills are not applied due to the lack of learning transfer. Based on the data obtained from the East Java Provincial Education and Training Agency in 2014, the results of the post-training evaluation show that 82% of the training alumni who compiled the follow-up, only 19% stated that the development of training results was in accordance with the plan, while 58% said it was not in accordance with the plan, 15% have not implemented and 8% do not implement. Still on the side of training alumni that 40% stated they have developed optimal training results, 44% said development was less optimal and the rest, 16% did not develop training results. From the data, it is evident that post-training learning transfer in the governmental environment is considered less optimal and so far the problem of post-training transfer of learning has not received attention and also has not been studied deeply, because the learning transfer is a key factor in the success rate of employees and organizations in the learning struggle in work environment, and in adding return of investment in training, then this study is crucial to conduct in order to recognize factors which become obstacles for learning transfer, consisting of characteristics of learners, training design and work environment on alumni of Pre-Service Training Class III in East Java, so the intended result of this research is the availability of a comprehensive picture of the learning transfer on the alumni of the training, as the research framework presented in the following figure.

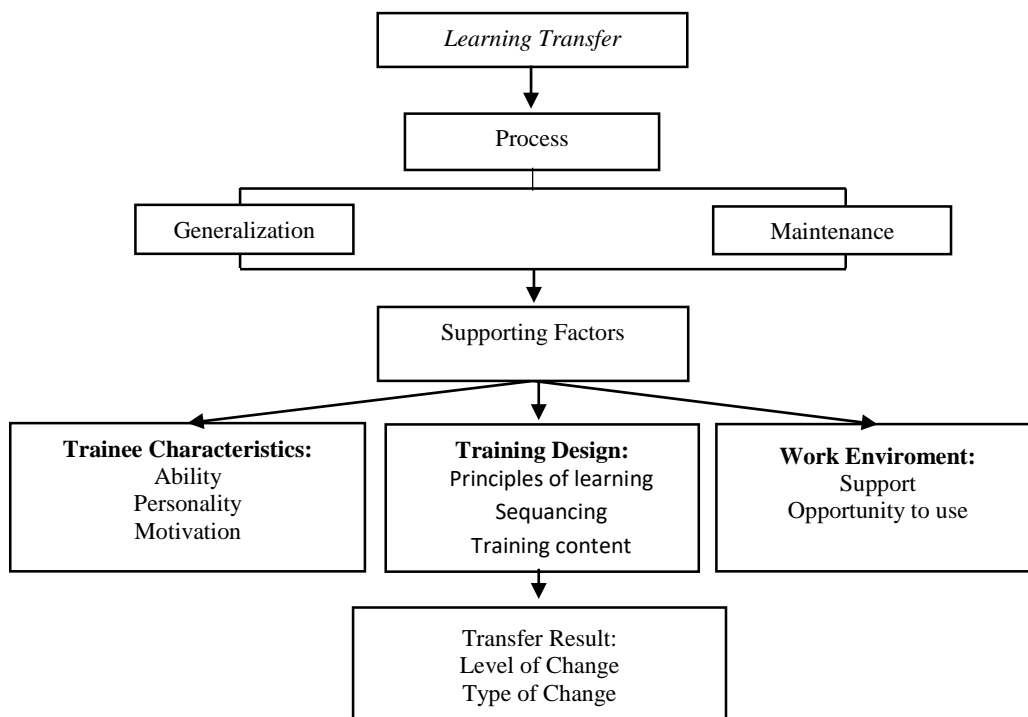


Figure 1. The Concept Framework of learning transfer model adopted from Baldwin & Ford (1988)

## RESEARCH METHOD

The study uses qualitative method. The research location is the East Java Provincial Education and Training Agency and the work unit of the alumni of Pre-Service Training Class III who became informants, from Malang, Surabaya and Jombang. The technique of determining research informants is by purposive choosing with consideration of job duty background (field of duty), experience (variety of age and work experience) and those who are willing to be invited to meet and communicate informally. The objective is to represent the alumni of Pre-Service Training Class III. For that, there are 5 selected informants which consist of: 2 functional staff teachers, 1 functional staff nurse, 1 technical staff and 2 administration staff. The data collection techniques use observation, documentation and in-depth interview and in the conduct of interviews, the sequence of questions is given flexibly, depending on the situations and conditions in the field.

## RESULTS AND DISCUSSIONS

In undergoing generalization, maintenance and adaptability, the alumni of Pre-Service Training Class III are faced with various factors which influence the learning transfer process, which are categorized into 3 (three) aspects, which are characteristics of learners, training design and work environment. Those three aspects are found to vary among individuals, with the main differentiator being the personal and the workplace characteristics. Nevertheless, there are some similar tendencies, for example the perceptions of transfer of value which are perceived to be important and the need to deal with the work environment which is not fully conducive to the transfer. The discussion of the three aspects are as follows:

### 1. Characteristics of Learners

From the observation results and available supporting data on the intended aspects that aspects of learner characteristics with personal openness, openness to change or new experiences, affection, self efficacy and motivation are important characteristics related to learning transfer, just like characteristics which are possessed by one of the informants, which are open personality, being active, sociable, even becoming an alumni coordinator for his region, still often holding informal meetings with fellow alumni on various occasions because of same interests. An open and sociable person will have a close relationship related to the need of self-actualization and mutual learning, including exchanging post-training experiences. Then, the informants also have high achievement motivation which is shown when he is assigned to attend training program in one of the state universities, and increasingly confirm the improvement of self efficacy. However, the variation of different personal characteristics shown by other informants tend to be calm with the usual enthusiasm when talking about Pre-service Training. They comprehend the training as the means for the improvement of personal performance and during the transfer (actualization), they feel less confident to succeed as expected (low self efficacy), so to overcome this, they consult to their coaches or mentors. From the research finding, it is found that personal characteristics are different, either from the aspect of openness to change / new experiences, experiences, social skills, self efficacy and even motivation, but learning transfer still runs smoothly because it is integrated in the learning process of training, which is situational and outside the control of alumni, causing the quantity of activities to be not optimal. The aspects of learner characteristics which emerge with the learning transfer research consist of cognitive ability, self efficacy, intention, motivation and personality traits. The five aspects are described in the following section:

#### a) Cognitive ability

Previous studies have shown that learners with high cognitive ability are more successful in processing, mastering and generalising skills. Cognitive ability is a strong predictor of transfer outcome (Burke & Hutchin, 2007). In addition, ability and intelligence are related to trained ability (Baldwin & Ford, 1988). Noe & Schmitt (1986) emphasize that cognitive and psychomotor abilities are an indication of capacity to understand and comprehend training materials, therefore individual abilities have to adjust to learning requirements with other variables, only then an effective learning

and transfer does occur. Individual knowledge levels also play an important role how someone uses training materials (Van Merriënboer, *et al.*, 2006). If the material absorbed by someone is limited or his learning ability is limited, then what he learns is limited too (Bates & Holton, 2004); (Pollock *et al.*, 2002). There are values which are general and easy to apply, while there are also thoughts that are deeper/more complex, such as basic values of public ethics. Public ethics values that are easy to understand and applicable in all situations are being polite, friendly and communicative. In order to transfer these values, a learner can directly apply them on their related work tasks. On the other hand, there are values of public ethics which in practice cannot be directly applied, for example maintaining image in public, in this case it needs to be interpreted or elaborated again as to how or what kind of public image which has to be maintained in the context of their respective jobs. It requires the ability to accept, understand, integrate, interpret and manage information. Learners with high cognitive ability will arrive at that level.

b) Self efficacy

Self efficacy is one's belief about one's ability to perform certain tasks and behaviors (Salas and Cannon-Bowers, 2001). The faith is believed to have a major impact on transfer. Various studies resulted in positive relationship between pre-training and self efficacy with training mastery (Harrison *et al.*, 1997); (Holladay & Quinones, 2003); and (Mathieu, Martineau, & Tannenbaum, 1993). In relation to outcome transfers, self efficacy is also known to have positive relationship with transfer generalization and transfer maintenance on interrelated studies. In pre-service training, transfer is a part of a process, whether the self efficacy is high or low, the transfer is still done, so when the self efficacy is perceived to be less, there are efforts to overcome it, which is through guidance and consultation. It was also suggested by Bramley (1996) that someone with high self efficacy will focus on the demands of the situation and treat barriers as challenges, as well as employees who are optimistic in actualizing ASN professional values, even in putting forward bureaucratic change expectations. According to Morin & Latham (2000), self efficacy is a characteristic of learners which can be shaped (contrary to innate intelligence), so to improve training performance, various interventions can be done. From this research, it is evident that self efficacy related to transfer is encouraged when there is a coaching process in designing actualization and mentoring process at the actualization stage, as perceived by two employees/informants. The next source of efficacy encountered in this study is verbal persuasion. Verbal persuasion can be a source of efficacy when learners use mentoring and counseling with coaches and mentors in designing and performing transfer. Difficulties, doubts and obstacles in the transfer process are consulted with the coach and mentor, so there is feedback that can improve self efficacy.

c) Motivation

Transfer motivation is the learners' effort to exert their learned knowledge and skills from the training setting into real-life work situation (Noe, 1986). In the case of Pre-service Training, transfer is a part of mandatory program to undertake so early motivation is more likely to be caused by an extrinsic factor, which is to obtain graduation. Nevertheless, motivation becomes crucial when partial transfer or training process is finished or the alumni undergo post-training stage and arrive at the maintenance transfer phase. At that phase, the intrinsic motivation is felt to be more important, just like all informants who have experienced it before. This is in line with previous studies which tend to intrinsic factors. Kontoghiorghes (2001) finds that intrinsic variables such as recognition is more influential to training retention compared to salary and promotional factors. Vroom (1964) says that a person decides to behave because they have hope for the choice of behavior. In other words, motivation of behavioral choice is determined by the desire to receive an award. While the goal setting theory states the existence of inductive relationship between goal setting and performance improvement. The intended goal or aim is the action or task to be achieved by someone (Locke & Latham, 2002). Goal setting involves a conscious process in improving work performance to achieve the intended result. If someone or a group finds that the current performance has not reached the desired level, they will be motivated to improve the business or change the strategy. The example of

a process motivation related to goal setting is what is undergone by an employee who wants a lighter job and better outcomes through the transfer of training results.

d) Intension

Transfers are also related to the intention which determines whether someone decides to transfer or not. The transfer intention needed by the alumni of Pre-service Training mainly in the maintenance stage, as it is said and hinted by the employees/informants that the most importance is one's intention, not because of the requests of others. Ajzen (2006) states that one of the most effective ways to motivate someone to realize the intention of implementation is to develop a detailed, specific plan about when, where and how a behavior is performed. Such planning formulation simplifies someone to perform the intended action. In this regard, the post-training action plan developed by the participants can be one of the effective efforts to grow intention, it should be monitored further whether the intention remains strong or can weaken along the way. In the period of 3-6 months after training it seems that the intervention of informants is still quite strong. Attitude is a positive or negative evaluation of an individual towards a particular behavior. A positive attitude is shown by all informants toward the importance of pre-service training transfer. In this regard, learners are 'tied down' to the subjective norms which in the form of having to transfer the training by making the best effort to pass. At the stage of the maintenance transfer, the social pressure experienced by the alumni comes from social referents who say that new employees are generally the people of choice whose work ethic is high. While perceived behavioral control is an individual perception toward his possessed control with respect to certain behaviors (Ajzen, 2005). This factor, according to Ajzen, refers to individual perception about the easy or the difficulty of raising certain behaviors and is assumed to be a reflection of past experiences and also anticipated obstacles. The control possessed by learners becomes important when they are required to manage their own activities, planning, actualizing and controlling, so obstacles can be anticipated and tackled.

e) Personality

Next, there are two dimension of the personality aspect found in the Five Factor Models or known more as Big Five Personality Traits (McCrae & Terracciano, 2008) which appear evident on informants, which are extraversion and openness to experience. The extraversion dimension is related to the level of comfort in a relationship. Someone with extrovert personality tend to be sociable, firm and friendly. A prominent extraversion type is found in an associate employee/informant, that even he becomes the alumni coordinator. Extraversion is also characterized by being confident, dominant, active, showing positive emotion, and it is also associated with the tendency to become optimistic. Being active, positive and optimistic becomes the major motivation to those employees to perform the transfer as good as possible, which is apparent from his effort in self-actualization in the work environment, even in his professional community. Openness to experience is closely related to the openness of insight and originality of ideas, happy with new information and also refers to how individuals are willing to make adjustments to a new idea or situation, easy to tolerate, having the capacity to absorb information (McCrae & John, 1992). The prominent openness type found in an informant (AH) who is easy to adjust to situations, and also likes new experiences. The AH case is in line with Herold *et al.*, (2002) who report that openness to new experiences make it possible for learners to succeed early and obtain skills faster. The notion is that intellectual curiosity enables learners to explore, accept flexibly, adopt new skills, though more research is still needed to support the findings.

## 2. Training Design

Pre-Service Training Class III has a curriculum design and standar operation based on the Regulation of the Head of State Administration Number 38 Year 2014 on Guidelines for the Implementation of Education and Pre-Service Training Class III. The aspect of training design which has become the prominent focus in this research is the training material relevance toward work tasks, since training material relevance becomes a strong option as to whether the materials can be applied optimally or not. The informants' perception on the training material is highly positive, in the sense

that they allow the importance of training material to be applied in work tasks. The informant (AR) who works as a teacher and another one (AY) who is a nurse states that those training materials are relevant to their daily tasks. Meanwhile, AH does not merely argue that the training materials are relevant. He even has a more visionary view about the actualization of professional values which should make any civil servant competent and professional. From the training content aspect, all informants consider it to be important and relevant for the job task, so the transfer of training materials becomes a necessity. The emerging problem involves the format of transfer design making and its result report. In other words, this is more of a technical problem rather than transfer substance. When associated with the research result (Glaister *et al.*, 2010), the learning on Pre-Service Training accommodates learning theories, such as: learners receive relevant feedback, learners are actively involved, and they are meaningful in work responsibilities. Relevant and concrete feedback is received by learners when design seminars or when designing transfer and seminar result of actualization of training and when generalization transfer. Feedback can increase self-efficacy. In the learning process, learners are required to be actively involved because the process requires it to happen that way. Meanwhile, the meaning of transfer itself is integrated with work responsibility because the embodiment of value in performing the task. In Pre-Service Training, strategy making is implemented in the form of designing actualization that even involves superiors as mentors and there is a coaching process by trainers, so that the transfers are programmed and structured.

### 3. Work Environment

Work environment aspect which influences transfers consists of superior and peer support, as well as the opportunity to use training results (opportunity to use). Inside the curriculum of Pre-Service Training, there is an actualization stage which involves mentors (superiors) as part of the training process. Mentors act in guiding participants whilst implementing actualization (activities in the workplace). This gives positive impact on the quality of support, since mentors are also responsible for the success of participants. The level of high support from supervisors becomes another motivation for training participants to perform transfers as good as possible, just like what is mentioned by informants about the existence of full support from their supervisors. On the other hand, there is a relation between subordinates and superiors which is close and flexible, supporting the transfer process but because of the tight volume of work, then supervisors still burden the employees with other tasks outside training transfer activities. In performing training material transfers, the support of peers can be obtained actively or passively. One of the informants was actively searching for support by involving his quite relatively new colleagues (one generation of Candidates for Civil Servants acceptance). The support of peers can begin from how an employee, especially a new one, can place himself and behave so that he can be well accepted. This is experienced by one informant who feels that in the beginning of work there were some colleagues who showed less friendly attitude but then a familial relationship is well established.

From the finding of the research, it is apparent that the support from superiors and peers is quite important, either direct or indirect support. On the learning transfer of Pre-service Training, the support of superiors and peers is more meaningful in the maintenance stage, which is at the post-training when transfers are no longer considered formal binding obligations. The next factor comes from the aspect of work environment which determines that transfers are opportunities to use training results. The factors are superior support, peer support, and performance opportunities. The relevant theory to explain this relation is the organizational support theory and perceived organizational support theory. According to Eisenberger *et al.* (1986), the core concept behind organizational support theory is the perceived organizational support, which is based on the relation between employees and the organization. In that relation, there is reciprocal relationship that each of which gives values. When employees feel supported then they will give reciprocity in the form of increased commitment, job satisfaction, performance and higher efforts. This is a socio-emotional need that directly affects the perception of organizational support (Armeli, *et al.*, 1988). It is also said that the fulfillment of emotional social needs can bring a positive change. In this sense, if the organization is viewed as a combination of human beings, then the employees are influenced by the

decisions and actions of the three elements, namely management or organization, senior or supervisor, and peers or colleagues. So, there are three stages of support which is the basis for perceived organizational support, which in the case of training transfer is also an influential element. Similarly, in this study there are discussed three elements of the work environment that affect the transfer, namely superior support, peer and organizational support in the form of opportunity performance or individual empowerment.

a) Superior support

The involvement of superiors in the design and actualization process in the workplace increases self efficacy of all informants whilst performing actualization. This confirms some previous research results about the effect of superior support on transfers. Participating supervisors discussing learning, engaging in training and giving back feedback can give positive influence toward transfers. This is also reinforced by the research result of Kontoghiorghes (2001), which shows that information sharing, feedback and resource briefing are closely related to training transfers. Similarly, in the meta-analysis by Blume *et al.* (2010) which shows that superior support emerges as the strong predictor in the transfer process. In the process of designing and performing actualization, superior support obtained by learners from the Pre-Service Training varies. An informant (WR) accepts emotional support in the form of care and special attention during transfer, while AH receives support in the form of comfort. Meanwhile AR receives informational support in the form of mentors providing guidance and needed information. Supervisor support in transfer in the form of recognition, spirit and award experienced by the alumni of the training is in line with what has been stated by Salas *et al.* (2008).

b) Peer support

In the case of informants of this study, peer support is needed primarily in the maintenance transfer, which is how they maintain a commitment to maintain transfers in the midst of a work culture that is perceived as less than ideal. For informants SD and AR who see that the most important thing is the intention within themselves, they can get around and adapt by maintaining their behavior. While AH in certain circumstances prefer to cooperate with colleagues who are both new civil servants (having joined the new pattern of Pre-Service Training) with the assumption of similarity mindset, then they will be more preserved toward other peers. This shows that the alumni still require good support for emotional support, and there are times when instrumental support is also given, just like what happens to AH. Similar to AY who did not have any problem in the workplace and even received help. Different from another informant (WR) who at first felt less accepted by colleagues, although later because of a good approach the problem is resolved. WR felt more strengthening at the maintenance stage through the existence of 'nonformal forum' alumni, where the meeting of fellow alumni with the same professional also becomes the medium for information sharing and discussion. In this forum, the alumni receive emotional and informative support. Emotional support in the form of mutual motivation to continue maintaining transfers, while informative support in the form of mutual work-related tasks sharing. For WR who has an open personality and sociable, support from outside himself is important, especially in terms of maintaining transfer commitments.

c) Work performance

The next work environment factor is organizational support, in this case is performance opportunities. In terms of performance, learners of Pre-Service Learning have a clear duty and responsibility; in addition, the transferred materials are their job duties so it is not a main problem. Nevertheless, performance opportunities mean a lot when it comes to self-actualization and self-development, as happens to AH who could gain more trust from superiors. In addition, self-development opportunities related to job duties are also important as one of the motivations to continue to maintain transfers. Not only that, self-development opportunities also increase self efficacy as experienced by WR. Performance opportunities, trust and empowerment are drivers of transfer, which is the fulfillment of self-actualization in work environment. When associated with

motivational theory with content approaches, then it is relevant to Alderfer's ERG (existence, relatedness and growth). ERG is a motivational construct that centers on the understanding of factors which contribute to human behavior, including improving workplace performance. Arnolds and Boshoff (2002) concluded from his research that appreciation as a personality variable encourages a significant influence on performance, both at managerial and frontliner levels. Frontliner staff find satisfaction in terms of relationships with colleagues and compensation, wages and profits do not affect rewards. Development needs (need for growth) affect performance. From the review above, it appears that the performance opportunity in the form of trust giving, opportunity of actualization and self development is the element of fulfillment requirement which can increase transfer motivation, while it also increases self efficacy.

From the previous explanation of the aspects affecting the learning transfer on the alumni of the Pre-Service Training Group III of East Java Province, it can be concluded that in the model of Baldwin & Ford (1988), aspects of learner characteristics, training design and work environment influence learning transfers separately / independently, while in this study, it is found that motivation and self efficacy can be intervened through the process of learning and guidance in actualizing the material obtained. In addition, superiors are also involved as mentors who supervise when actualization takes place, so that organizational support can be improved. Furthermore, in the Baldwin & Ford model, aspects of learner characteristics and work environment have a direct relation to the transfer conditions (which is the transfer of outcomes), while training design is still performed through intermediate variables, namely learning outcomes and retention. In this research, training interventions did not stop at the learning and retention outcomes, but were integrated to enter the region of transfer conditions (transfer outcomes).

## CONCLUSION

Previous studies propose three aspects which influence transfer, which is personal characteristics, training design and work environment. Characteristics of learners is a wide variant aspect; there is a disposition attached to the personality but there are also those that can be intervened. Motivation and self efficacy are factors of learners' characteristics which can be intervened, which in this study every learner is conditioned to have a goal setting, there is the process of value internalization, verbal persuasion which encourages motivation and self efficacy of the alumni. The design aspects of the training can use the learning experience along with the implementation action to lead the learners to transfer generalization, so that the immediate influence is very strong. While work environment aspect in the form of superior support conditioned during the training process increases self efficacy of the alumni to transfer the training results and maintain them after training. Transfer maintenance Pemeliharaan transfer is the core purpose of the training. In addition to a set of factors from aspects of personal characteristics, training design and work environment that are known to influence as the result of various studies conducted so far, then there are other things that in fact support the transfer maintenance on the alumni of Pre-Service Training, namely alumni networking forums that provide a kind of 'social reinforcement' to keep maintaining commitment.

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