

Analysis of Employee Training Transfer Through the Role of Supervisor Support at PT Mekar Armada Jaya

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ABSTRACT

This study aims to analyze the process of employee training transfer through the role of supervisor support at PT Mekar Armada Jaya and to identify the factors that support and hinder training transfer. This study employed a qualitative approach using a case study method. The study involved five informants selected through purposive sampling, and data were collected through observation, interviews, and documentation. The findings indicate that training transfer has occurred through the application of knowledge and skills in performing work tasks, the dissemination of knowledge to team members, as well as post-training evaluation and follow-up. Meanwhile, factors hindering training transfer include time constraints and operational demands, consistency in applying training outcomes, and gaps between theoretical training materials and actual working conditions.

INTRODUCTION

Training is an important component of human resource development because it provides employees with opportunities to acquire the knowledge, skills, and competencies required to perform their jobs. Organizations provide training not only to improve employees' capabilities during the learning process but also to support the application of these competencies in the workplace. Noe (2020) explains that training is a planned organizational effort to facilitate employee learning so that they can acquire the knowledge, skills, and behaviors needed to perform their jobs effectively. Therefore, the benefits of training for organizations do not end with the implementation of learning programs but are also related to the extent to which learning outcomes can be applied in the work environment.

A key issue is that successful training does not always automatically lead to the application of acquired competencies in the workplace. The concept of training transfer refers to the extent to which the knowledge, skills, attitudes, and competencies acquired during training can be applied to job performance and maintained over a certain period. Baldwin & Ford (1988) explain that successful transfer is influenced by trainee characteristics, training design, and the work environment. Therefore, the success of a training program should not be assessed solely based on the learning process that takes place during training, but also on employees' ability to generalize and maintain learning outcomes when they return to the workplace.

The work environment becomes increasingly important because the application of training outcomes takes place after employees return to their jobs and interact with various parties within the organization. Holton et al. (2000), through the Learning Transfer System Inventory (LTSI), explain that training transfer is influenced by various individual, motivational, and work environment factors, including supervisor support, peer support, organizational support, and opportunities to apply training outcomes. Blume et al. (2010) also demonstrate through a meta-analysis that trainee characteristics, training design, and the work environment are associated with successful training transfer, with supervisor support and opportunities to apply training outcomes representing important aspects of the work environment.

In this context, supervisor support is an important factor because supervisors interact directly with employees after training. Such support may take the form of guidance, opportunities to apply acquired competencies, mentoring, feedback, supervision, and evaluation of the application of training outcomes. Grossman & Salas (2011) emphasize that supervisors play an important role in supporting the sustainability of transfer through mentoring, feedback, motivation, and opportunities for employees to apply the competencies they have acquired. Jackson et al. (2019) also show that supervisor support, peer support, organizational culture, learning climate, communication, and the availability of resources are environmental factors associated with the application of training outcomes.

Previous studies in Indonesia have also demonstrated the importance of supervisor support in training transfer. Hariyanto et al. (2011) found that training

design, organizational support, supervisor support, and self-efficacy were positively related to training transfer effectiveness. Iswahyudi et al. (2019) also found a positive relationship between self-efficacy, supervisor support, and training transfer, while Ubed (2017) examined the relationships among management support, training motivation, intention to transfer, supervisor support, and training transfer in the context of leadership training at the Ministry of Finance. However, these studies primarily employed quantitative approaches and therefore focused more on explaining relationships among factors than on providing an in-depth understanding of how supervisor support is manifested in the process of applying training outcomes in the workplace.

This gap is important to examine because training transfer is a process that occurs in actual work contexts and may take different forms depending on the characteristics of each work unit. Baldwin et al. (2017) emphasize the need for training transfer research that pays greater attention to participants' experiences and organizational contexts, while Jackson et al. (2019) highlight the importance of organizational environmental factors in understanding successful transfer. Therefore, a qualitative approach can provide a deeper understanding of how training outcomes are applied, how supervisors provide support, and what conditions support or hinder the process.

This context was identified at PT Mekar Armada Jaya, where training programs have been implemented systematically through training needs identification, the development of programs based on departmental needs, training implementation, and post-training evaluation. The findings indicate that training transfer occurs after employees return to their respective work units. In the Quality Assurance (QA) Department, training outcomes are applied, among others, to quality problem-solving and root cause analysis. Meanwhile, in the Product Planning Inventory Delivery (PPID) Department, training outcomes are applied to communication, coordination, and leadership. In addition, training outcomes are also shared with team members through regular briefings.

In this process, supervisors were found to provide various forms of support, including guidance, opportunities to apply training outcomes, mentoring, evaluation, challenging work assignments, as well as communication and consultation with employees. However, the transfer process also faces several conditions that may hinder its implementation, such as time constraints, operational demands, consistency in applying training outcomes, and gaps between theoretical training materials and actual working conditions. These conditions indicate that training transfer needs to be understood as a process involving interactions among learning outcomes, supervisor support, and the work environment.

Based on the above discussion, this study aims to analyze the process of employee training transfer, examine the role of supervisor support in facilitating training transfer, and identify the factors that support and hinder employee training transfer in training programs organized by the Human Capital Development (HCD) Department of PT Mekar Armada Jaya.

THEORETICAL REVIEW

Training Transfer

Training transfer refers to the application of knowledge, skills, and abilities acquired during training to the workplace, as well as the maintenance of such behaviors over a certain period. Baldwin & Ford (1988) explain that training transfer is influenced by three main groups of factors: trainee characteristics, training design, and the work environment. These three factors interact in determining the extent to which learning outcomes can be generalized and maintained in work situations.

This concept was further developed through the Learning Transfer System Inventory (LTSI) by Holton *et al.* (2000), which positions training transfer as a process influenced by the work environment system. Factors such as motivation to transfer, supervisor support, peer support, opportunities to use training outcomes, and organizational support are considered conditions that can facilitate the application of learning outcomes. Blume *et al.* (2010), through a meta-analysis, also demonstrated that individual characteristics, training design, and the work environment are associated with successful training transfer, including supervisor support and opportunities to apply acquired competencies.

Subsequent developments in the literature indicate that training transfer needs to be understood as a process that occurs within the work context rather than merely as a direct outcome of training implementation. Baldwin *et al.* (2017) encouraged training transfer research to pay greater attention to participants' experiences and organizational contexts, while Jackson *et al.* (2019) demonstrated the importance of organizational environmental factors in explaining the successful application of training outcomes. Therefore, in this study, training transfer is understood as a process in which employees apply and sustain competencies acquired through training in their work, with work environment conditions serving as one of the elements that support this process.

Supervisor Support

Supervisor support refers to the support provided by direct supervisors to employees in assisting them with job performance and the application of learning outcomes. In the context of training transfer, supervisor support constitutes part of the work environment that helps connect the learning process during training with work practices after training. Baldwin & Ford (1988) identified the work environment as one of the main components of the transfer process, while Holton *et al.* (2000) included supervisor support as one of the factors within the learning transfer system.

Supervisor support can take various forms, including the provision of guidance, opportunities to apply competencies, mentoring, feedback, supervision, and evaluation. Grossman & Salas (2011) emphasized the importance of supervisor involvement in providing mentoring, feedback, motivation, and opportunities to practice training outcomes. Jackson *et al.* (2019) also demonstrated that supervisor support is one of the organizational environmental factors that plays a role in the application of training outcomes in the workplace.

In this study, supervisor support is not understood merely as administrative support or permission to participate in training, but as ongoing support provided after employees return to their work units. This support includes how supervisors help employees understand the application of training outcomes, provide opportunities to try new competencies, assign relevant tasks or challenging work assignments, provide mentoring and monitoring, and offer feedback when employees encounter difficulties. This understanding is consistent with previous research findings that position supervisors as parties who help create working conditions that enable training outcomes to be applied sustainably.

The Relationship Between Supervisor Support and Training Transfer

Supervisor support and training transfer are related because supervisors are among the parties who directly shape working conditions after employees complete training. In the model proposed by Baldwin & Ford (1988), the work environment is one of the factors that determines the successful generalization and maintenance of learning outcomes. Holton *et al.* (2000) also positioned supervisor support as one of the factors within the learning transfer system that can help employees apply new competencies in the workplace.

Empirically, Blume *et al.* (2010) demonstrated that supervisor support and opportunities to apply training outcomes are associated with successful transfer. Grossman & Salas (2011) further explained that supervisor support through mentoring, feedback, motivation, and opportunities to apply competencies can contribute to the sustainability of transfer. The national studies reviewed also demonstrate a similar pattern. Hariyanto *et al.* (2011) found the role of supervisor support in the effectiveness of training transfer, while Iswahyudi *et al.* (2019) showed that supervisor support and self-efficacy were positively associated with training transfer.

Based on this framework, this study views supervisor support as part of the work environment that can facilitate the training transfer process through the provision of guidance, opportunities to apply training outcomes, mentoring, challenging work assignments, supervision, and feedback. This perspective is used to analyze how such support occurs in the actual context of PT Mekar Armada Jaya, while also understanding the factors that support and hinder the application of training outcomes.

METHODOLOGY

This study employed a qualitative approach using a case study method to obtain an in-depth understanding of the employee training transfer process and the role of supervisor support in the application of training outcomes in the workplace. This approach was used because the study focused on understanding experiences, processes, and conditions occurring directly within the organizational context.

The study was conducted at PT Mekar Armada Jaya, focusing on training programs organized by the Human Capital Development (HCD) Department. The study involved five informants selected through purposive sampling based

on their involvement in and relevance to the phenomenon under investigation. The informants consisted of one Human Capital Development (HCD) staff member, one supervisor and one employee from the Quality Assurance (QA) Department, and one supervisor and one employee from the Product Planning Inventory Delivery (PPID) Department. The selection of these informants was intended to obtain perspectives from individuals involved in organizing training programs, providing support in the work environment, and applying training outcomes.

Data were collected through observation, interviews, and documentation. Observation was used to obtain an overview of activities and conditions related to the application of training outcomes in the workplace. Interviews were conducted to explore the informants' experiences regarding the training transfer process, forms of supervisor support, and factors that supported and hindered the application of training outcomes. Documentation was used as supporting data, including training documents, post-training evaluations, and other documents related to the implementation and follow-up of training programs.

Data were analyzed using the Miles and Huberman model through three main stages: data reduction, data display, and conclusion drawing and verification. Data obtained from interviews, observations, and documentation were first selected and grouped based on the research focus and subsequently presented to identify patterns and relationships among the findings. Conclusions were then drawn based on the identified patterns and verified by comparing information from different data sources.

Data trustworthiness was examined through source triangulation by comparing information obtained from informants with different positions and experiences in the training process and the application of training outcomes. This comparison involved information from the Human Capital Development (HCD), Quality Assurance (QA), and Product Planning Inventory Delivery (PPID) Departments to obtain a more comprehensive understanding of the training transfer process and supervisor support.

RESULTS AND DISCUSSION

Employee Training Transfer Process

The findings indicate that training transfer at PT Mekar Armada Jaya has occurred through the application of knowledge and skills acquired by employees during training to their daily work. The process does not end with increased understanding during training but continues when employees return to their respective work units and adapt the learning outcomes to the characteristics of their jobs. Interviews with the five informants showed that the application of training outcomes differed between the Quality Assurance (QA) and Product Planning Inventory Delivery (PPID) Departments. In addition, the company conducted follow-up through post-training evaluations to examine the progress of training transfer.

In the Quality Assurance (QA) Department, training transfer was primarily reflected in the application of competencies to quality problem-solving and work procedures. Employees used the knowledge acquired during training to analyze problems, identify root causes, and determine appropriate solutions based on

actual work conditions. Meanwhile, in the Product Planning Inventory Delivery (PPID) Department, the application of training outcomes was more evident in communication, coordination, leadership, and administrative work. These differences indicate that training outcomes were not applied uniformly but were adapted to the demands and characteristics of each work unit.

These findings indicate that training transfer in this study is contextual. Competencies acquired during training serve as a foundation that is subsequently adapted to the work situations faced by employees. This is consistent with the view of Baldwin *et al.* (2017), which explains that training transfer does not always occur as a linear application of skills but may develop through a process of adaptation to work demands. Thus, successful transfer is not demonstrated merely by the ability to recall training materials but by the ability to use acquired competencies in completing work and addressing problems that arise in the workplace.

In addition to being directly applied by training participants, training outcomes were also disseminated to team members. In the Quality Assurance (QA) Department, one form of knowledge dissemination was carried out through regular briefings before work. Informant 2 explained:

"...so there is indeed a transfer after the training; we transfer it to all members. This is done during the morning briefing, which we conduct routinely every day before starting work. The expectation is that we can align the company's objectives with those at the lower levels."

This statement indicates that the transfer process does not occur only at the individual level among employees who participate in training. The knowledge acquired can also be shared with team members through routine work activities, allowing the benefits of training to potentially reach employees who do not directly participate in the training program. In this context, supervisors or employees who have acquired competencies through training play a role in connecting learning outcomes with the learning processes that take place within the work unit.

The transfer process was also supported by post-training evaluation. Based on the findings, the company conducted evaluations to examine changes or the impact of training after a certain period. Informant 1 explained that the evaluation was conducted after three months to determine whether the training had affected work performance, and if further reinforcement was needed, supervisors could provide guidance. These findings indicate that the organization did not view training merely as an activity that ends when the program is completed, but also made efforts to examine the sustainability of the application of learning outcomes after employees returned to the workplace.

These findings are consistent with the view of Grossman & Salas (2011) that training transfer is not only related to the initial application of new competencies but also to the sustainability of their use through support, feedback, and opportunities to continuously practice training outcomes. In this study, post-training evaluation served as one mechanism supporting this sustainability by providing the organization and supervisors with an opportunity to monitor the progress of competency application and determine the need for further follow-up.

Overall, the training transfer process at PT Mekar Armada Jaya can be understood as a sequence beginning with competency acquisition during training, followed by the application of competencies after employees return to their work units, adaptation of the application to job characteristics, dissemination of knowledge to team members, and post-training evaluation and follow-up. These findings reinforce the view that training transfer is not a single event but an ongoing process within the work context. Therefore, successful transfer in this study is reflected not only in the initial application of training outcomes but also in how acquired competencies are used, adapted, shared, and sustained in the workplace.

The Role of Supervisor Support in Training Transfer

The findings indicate that supervisor support plays an important role in supporting the employee training transfer process at PT Mekar Armada Jaya. This support is not limited to providing approval or permission for employees to participate in training but continues after employees return to the workplace. Based on the interview findings, forms of supervisor support include providing guidance, communicating training outcomes to team members, providing opportunities to apply competencies, mentoring, assigning challenging tasks or responsibilities, evaluation, and ongoing communication and consultation. This pattern was identified from the perspectives of all five informants.

One form of support identified was the involvement of supervisors in creating opportunities for employees to participate in training and apply the outcomes of training. Informant 1 explained that the implementation of training requires supervisor support because employee participation in training programs is related to approval and support from supervisors in their respective work units. Human Capital Development (HCD) also authorizes supervisors to provide guidance and supervision as part of the post-training follow-up process. This indicates that supervisors not only play a role in allowing employees to participate in training but also become part of the competency development process after the training has been completed.

At the work-unit level, this support was manifested through the provision of guidance and opportunities for employees to use the competencies they had acquired. Supervisors helped direct how the knowledge or skills gained from training could be adapted to work requirements. When employees encountered problems, supervisors also became parties with whom employees could discuss issues to obtain guidance and assistance in finding solutions. Thus, the application of training outcomes was not carried out by employees separately from their work environment but took place through interaction and communication with supervisors.

The findings also indicate that providing opportunities to apply training outcomes is an important form of support. Such opportunities may be provided through work assignments and responsibilities that enable employees to practice newly acquired competencies. Informant 5 explained:

“...my supervisor also allowed me to participate in training, then provided an evaluation after the training, and also gave challenging work assignments to my team...”

This statement indicates that supervisor support does not end with evaluation but is also manifested through the provision of challenging work assignments. These challenges provide employees with opportunities to develop practical experience in using the competencies they have acquired. Thus, the application of training outcomes can develop from understanding gained during the learning process into experience and capabilities applied in performing work.

In addition to providing opportunities, supervisors also perform mentoring, supervision, and evaluation functions. This support is important because the application of training outcomes does not always occur without obstacles. Employees may encounter work situations that differ from the examples or materials provided during training, making guidance necessary to adapt competencies to actual workplace conditions. In this context, supervisors help guide the adaptation process, monitor the application of training outcomes, and evaluate employee progress. These findings indicate that supervisors play a role not only as work supervisors but also as parties who help the learning process continue after the training program has ended.

These findings are consistent with the model of Baldwin & Ford (1988), which positions the work environment as an important component of successful training transfer. Within this work environment, supervisors play a role in creating conditions that enable employees to apply training outcomes. This perspective is also consistent with Holton *et al.* (2000), who position supervisor support as part of the learning transfer system. Supervisors can serve as facilitators of learning by providing motivation, mentoring, feedback, evaluation, and opportunities for employees to apply new competencies.

More specifically, the findings indicate that supervisor support in the context of PT Mekar Armada Jaya is both continuous and contextual. It is continuous because support is not provided at only one stage but extends from involvement in training implementation to mentoring and evaluation after training. It is also contextual because its forms are adapted to the needs and work characteristics of each department. In the Quality Assurance (QA) Department, support is related to the application of competencies in problem-solving and work processes, whereas in the Product Planning Inventory Delivery (PPID) Department, support is reflected in the provision of guidance, evaluation, challenges, and communication that help employees apply competencies in their work.

These findings are consistent with Govaerts & Dochy (2014), who explain that supervisors play an important role in supporting training transfer by providing guidance, support, feedback, and opportunities for employees to apply training outcomes. Grossman & Salas (2011) also identify supervisor support and opportunities to apply competencies as important factors in successful training transfer. Therefore, the findings of this study reinforce the view that supervisor support is not merely a form of supervision over subordinates but rather a series of actions that help connect learning during training with its application in daily work.

Overall, the role of supervisor support in training transfer at PT Mekar Armada Jaya can be understood through several main functions: providing

guidance, creating opportunities to apply competencies, assigning tasks or challenges, providing mentoring and guidance, conducting supervision and evaluation, and creating space for communication and consultation. The combination of these forms of support helps create working conditions that enable training outcomes to move beyond individual knowledge and be applied and further developed in work performance. These findings also indicate that supervisors serve as an important link between training programs organized by Human Capital Development (HCD) and the process of applying competencies within each work unit.

Factors Supporting and Hindering Training Transfer

The findings indicate that the success of training transfer at PT Mekar Armada Jaya is influenced by various interrelated factors originating from both the organization and the work environment. Based on interviews with the five informants, the main supporting factors include organizational and management support, supervisor involvement, opportunities to apply training outcomes, and cooperation with colleagues. Conversely, factors hindering training transfer include time constraints resulting from operational demands, consistency in applying training outcomes, and gaps between training materials and actual workplace conditions.

One of the supporting factors identified was organizational and management support for the implementation and follow-up of training. The Human Capital Development (HCD) Department not only organizes training programs but also coordinates with other departments to ensure that training is aligned with job requirements. Informant 1 explained that support from departments, management, and supervisors plays an important role both during and after training. This indicates that training transfer is not solely the responsibility of training participants but requires the involvement of various parties within the organization.

Another supporting factor is the involvement of supervisors in helping employees apply the competencies they have acquired. Supervisor support is manifested through the provision of guidance, mentoring, evaluation, and opportunities to practice training outcomes in the workplace. These opportunities are important because they allow employees to transform the knowledge acquired during training into practical experience. Informant 5 explained that the supervisor provided opportunities to try applying training outcomes within the team while also assigning challenging work as a form of support:

“...then, try to apply it within the team and see whether it works. Then, [the supervisor] also gave challenging work assignments to my team. That was a form of support from my supervisor to me...”

These findings indicate that opportunities to use acquired competencies are an important condition in the transfer process. Training outcomes may not develop optimally if employees do not have sufficient opportunities to practice them in their work. This finding is consistent with Grossman & Salas (2011), who identify supervisor support, organizational support, and opportunities to apply training outcomes as important factors in successful transfer. Govaerts & Dochy

(2014) also explain that supervisors can support transfer by providing guidance, feedback, support, and opportunities for employees to apply training outcomes.

In addition to supervisor support, cooperation with colleagues also serves as a supporting factor for training transfer. Informant 3 explained that, when applying training outcomes, support is obtained not only from supervisors but also from colleagues who assist one another when facing work-related needs or problems. This support indicates that the process of applying competencies takes place within a social work environment involving interaction and mutual assistance among employees. In this context, peer support helps create conditions that enable employees to experiment, discuss, and adapt training outcomes to work requirements.

On the other hand, the findings identified several factors that hinder the training transfer process. One of the obstacles was time constraints and high operational demands. Informant 3 explained that when a problem arises, the need to provide solutions, identify causes, and determine follow-up actions quickly can become a challenge in applying the processes or competencies acquired during training comprehensively. This condition indicates that in a work environment with high operational demands, employees must adapt the application of training outcomes to the immediate need to complete their work.

Another obstacle is related to consistency in implementing systems or applying training outcomes. One informant explained that obstacles may arise when team members do not consistently follow established systems, making supervision, feedback, and refresher activities necessary to reinforce the expected practices. These findings indicate that training transfer is not sufficiently supported by initial application alone but also requires efforts to maintain the consistent use of acquired competencies. Under such conditions, supervision and feedback become important in helping sustain the application of training outcomes.

Furthermore, the study identified gaps between the materials acquired during training and actual workplace conditions. Informant 5 explained that training materials are sometimes still theoretical, whereas their application in the field confronts employees with established work practices and conditions that have existed for a long time. This condition indicates that employees cannot always apply training materials directly without making adjustments. This finding is consistent with the framework of Baldwin & Ford (1988), which explains that successful transfer is influenced by training design, trainee characteristics, and the work environment. A mismatch between training materials and job requirements or workplace conditions may become one of the obstacles to the application of training outcomes.

Despite these obstacles, the findings indicate that the training transfer process can continue through communication between employees and supervisors, support from colleagues, and coordination in addressing problems that arise during work implementation. Therefore, the hindering factors identified in this study do not automatically stop the transfer process but rather represent challenges that need to be managed through appropriate support and work environment conditions.

Overall, the findings indicate that training transfer at PT Mekar Armada Jaya is a process influenced by organizational systems and support, supervisor involvement, opportunities to apply competencies, and cooperation within the work environment. At the same time, time constraints, operational demands, consistency in application, and gaps between training materials and actual workplace conditions are factors that need to be considered to maintain the sustainability of transfer. These findings demonstrate that successful training transfer depends not only on the quality of the training program but also on the ability of the organization and the work environment to provide conditions that support the continuous application of acquired competencies.

CONCLUSIONS AND RECOMMENDATIONS

Based on the findings, employee training transfer at PT Mekar Armada Jaya has occurred through the application of knowledge and skills acquired during training to work activities in accordance with the characteristics of each work unit. In the Quality Assurance (QA) Department, training outcomes were primarily applied to quality problem-solving and root cause analysis, whereas in the Product Planning Inventory Delivery (PPID) Department, their application was more evident in communication, coordination, leadership, and work execution. The transfer process also did not occur solely at the individual level, as in some cases, training outcomes were subsequently shared with team members through briefings and supported by post-training evaluation and follow-up.

Supervisor support plays an important role in facilitating the training transfer process. Such support is manifested through the provision of guidance, the creation of opportunities for employees to apply acquired competencies, the assignment of tasks or challenges, assistance, mentoring, supervision, evaluation, as well as communication and consultation. Thus, supervisors do not merely serve as work monitors but also act as a link between the competencies acquired during training and their application in the work environment.

The success of training transfer is also influenced by supporting and hindering factors. Supporting factors include organizational and management support, supervisor involvement, opportunities to apply training outcomes, and cooperation with colleagues. Meanwhile, hindering factors include time constraints and operational demands, consistency in applying training outcomes, and gaps between training materials and actual workplace conditions. These findings indicate that training transfer is a process that depends not only on the quality of training but also on the support and conditions of the work environment that enable employees to apply and sustain the competencies they have acquired.

FURTHER STUDY

Future research is recommended to examine other factors that may influence employee training transfer, such as organizational support, training motivation, self-efficacy, work environment, and job characteristics. Researchers may also consider using longitudinal approaches to assess whether the effects of supervisor support on training transfer remain consistent over time. Comparative studies involving different companies, industries, or employee

groups could provide broader insights into the mechanisms that encourage employees to apply training knowledge and skills in their daily work.

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