

ROLE OF AUTONOMOUS AND CONTROLLED MOTIVATION TO TRANSFER MEDIATIONS ON CORRELATION BETWEEN CAREER COMMITMENT AND TRANSFER OF TRAINING (A Case Study on Teachers in Bali, Indonesia)

¹Ni Wayan Mudiarni, ²Made Wardana, ³Agoes Ganesha Rahyuda,
⁴Gde Adnyana Sudibya

¹Doctor Candidate of Management Program, Udayana University, Bali Indonesia
^{2,3,4}Lecturer of Management Doctoral Program, Udayana University, Bali Indonesia

Abstract: Education and training are the most crucial activities in an organization for human resource development. To conduct training for employees, a company must spend many costs; thus the employees are expected to conduct transfer of training. There is a problem then, namely teachers in Bali province that have joined training of 2013 Curriculum cannot maximally conduct the transfer of training. In implementing results of the training, it is necessary for career commitment and motivation to transfer the training results by participants. There are 740 elementary school teachers as the research population seen as the targets of 2013 Curriculum in 2016, with there are 260 first class and fourth class teachers as the samples that are distributed in all regencies in Bali province. Data analysis uses Partial Least Square Path Modeling (SEM PLS) model and processed by SmartPLS version 3.2.6. These research results find out positive and significant correlation between career commitment and autonomous motivation to transfer; autonomous motivation to transfer and transfer of training; career commitment and controlled motivation to transfer; as well as controlled motivation to transfer and transfer of training. However, there are also insignificant correlation between career commitment and transfer of training. This research also finds out two full mediation correlation of indirect correlation hypotheses, namely: autonomous motivation to transfer as a full mediation between career commitment and transfer of training variables, as well as controlled motivation to transfer as a full mediation on the correlation of career commitment and transfer of training. In this research, there is also description of discussion, research limitation and recommendations for future research.

Keywords: Career Commitment, autonomous motivation to transfer, Controlled Motivation to Transfer, Transfer of Training.

1. INTRODUCTION

Education and training activities in human resource development are seen as the most crucial activity in an organization. Bhatti and Kaur (2009) stated that training is one of the most important techniques and can be reliable to improve organization and employee performance. A company should spend much cost to conduct training for its employees with

expectation that they who have joined the training can transfer training results into their works (Tziner et al., 2007). The importance of training for an organization can be seen from the amount of funds spent by an organization for human resource training and development cost. American Society for Training and Development (ASTD) in 2008 shown data that organizations in United States spent training cost averagely by US\$ 1.068 per employee (Paradise, 2009). There were different data shown by Miller (2014), stating that organizations in United States provided training funds for their employees averagely by US\$ 1.208 per employee. Hoover Organization shown that United States companies have invested their funds by US\$ 70,6 billion each year for training program (trainingmag.com, 2015). In Indonesia, data shown that human resource training and development cost spent by banking world reached four until six percent of overall banking operational costs (Wibawanti, 2015). Specifically, Gajah Tunggal Ltd. Spent human resource training and development cost by Rp. 2,4 billion in 2015 (<http://www.gt-tires.com>).

Investment in the field of human resource training and development also can be seen in education world in Indonesia. As can be seen in page beritasatu.com, budget for regional teacher training in the framework of 2013 Curriculum implementation reached Rp. 500 billion per year (www.beritasatu.com, 2013). Ministry of Education and Culture, in its release on organizational website, also stated that Ministry of Education and Culture of the Republic of Indonesia prepared budget by Rp. 865 billion for career training and development for 451 thousand teachers (www.kemdikbud.go.id. 2016). The data show the importance of human resource training and development concept for the organization. The organization expects that the investment for human resource training and development program can improve the employee knowledge, ability and skills so that they can do their tasks effectively and efficiently (Satterfield and Hughes, 2007). Employees with ability to do their tasks effectively and efficiently can improve their performance and productivity, and ultimately can improve organizational performance in a whole (Tharenou et al., 2007). The main requirement for the success of investment on human resource training and development aspect is by ensuring that employees use their knowledge obtained from training places in their daily works, or can be called as transfer of training concept (Baldwin and Ford, 1988).

Transfer of training is defined by a process of knowledge, skills and attitude implementation into working world by trainees requiring generalization of training results into work and perseverance context from time to time in order to improve employee performance (Velada et al., 2007). Holton et al., (1997) said that transfer of training is knowledge, skills and attitude implementation into real work context. An effective Transfer of training is expected to be able to meet two conditions. The first condition is called as a generalization, in which employees can bring the materials learned in the training and apply it to the work context in which they work. The second condition is called as maintenance, in which employees can understand and remember any training materials for long periods of time, and use them as necessary in an unlimited manner (Mathis and Jackson, 2000). These two conditions are an absolute requirement that must be achieved if an organization wants to achieve maximum results of human resource training and development programs, and will ultimately impact on improving work management effectiveness, productivity and employee performance (Laker and Powell, 2011; Velada et al., 2007).

High level of investment by an organization cannot directly be along with high level of return on training and development investment (RoTDI). Organization often complaints for low level of training program effectiveness that is caused by yet maximal trainees in implementing their knowledge obtained from the training process into work place. Ng (2016), in his research in Department of Health Malaysia, stated that minimum employee ability to apply new knowledge into work place contributed to high level of operational costs by an organization. Georgenson (1982) said that only 10 percent of the learning in the training places can be applied in real workplace. So, if the amount of investment in aspects of training and human resource development is Rp. 100,000,000 per year, assuming only 10 percent can be applied in the workplace, the cost of the training program will be wasted around Rp. 90,000,000. This is confirmed by Devos et al., (2007) estimating that less than 20 percent of the knowledge and skills acquired in training programs are used in daily work. Low absorption rate can also be seen in other issues, such as employee complaints stating that training programs conducted by the organizations they work for are just formalities programs that aim to spend organizational annual budget (Arismunandar and Ratnawati, 2012).

2. PROBLEM STATEMENT

There are transfer problems found in Indonesia. In the world of education, Rohman (2017), on evaluative research focusing on the implementation of the 2013 Curriculum stated that teachers have not maximally implemented the 2013 Curriculum when the teachers have been given various training programs. Education Balance in Bali Province in 2016

showed data that primary school teachers have the largest number, namely 22,552 people out of a total of 49,115 people; they only have a competency score by 57.27 which it should be by 70. This competency achievement is the lowest score compared to teachers at different levels (<http://www2.pdsp.kemdikbud.go.id>). These issues indicate a fact that the concept of transfer of training still considers as a major threat to organizations and individuals who want to get the maximum results of a training program. Therefore, it is necessary to do further research that is able to explore any main factors that can help employees and organizations improve their training transfer ability. But in reality, there is imbalance spent costs and implementation of training results into workplace. There is not maximum implementation of training results in workplace, due to support from other factors affecting on the implementation of training results. Other factors include career commitment and motivation to transfer. These factors can provide direct or indirect support to transfer of training. Any given support will affect on the transfer of training so that it can improve organizational performance.

Baldwin and Ford (1988), in their research model referred to by many studies on the transfer of training literature, stated that there are three main factors affecting on the transfer of training, namely: trainees' characteristics, design of training programs, and work environment. However, out of all these three factors, only the trainees' characteristics and work environment have direct effects on the transfer of training. This is also supported by literature studies conducted by several researchers (Blume et al., 2010; Cheng and Hampson, 2008; Cheng and Ho, 2001; Colquitt, LePine, and Noe, 2000; Holton, Bates and Ruona, 2000) emphasizing the importance of advanced studies in stressing workplace factors (such as: supervisory support, co-worker support, training skills) and trainees' characteristics (such as: commitment to career design, motivation to transfer) at the time they explore the transfer performance of trainees.

Previously presented researches show that the transfer of training results into workplace can be affected by internal factors, namely career commitment and transfer motivation as well as external factors such as supervisory support and co-worker support. However, there are still weaknesses and gaps in the literature (research gaps) that can hinder the development of academic and practitioners' understanding on the concept of transfer of training results into workplace.

The first research gaps are related to the role of transfer motivation. Most previous researches have explored the variables of transfer motivation as a construct, but in reality transfer motivation can be seen from the perspective of self-motivation (autonomous motivation to transfer) and motivation arising from the necessity of an individual to do something (controlled motivation to transfer).

The second research gaps are related to modeling transformation process input (career commitment) into output (transfer of training) by involving autonomous and controlled motivation to transfer variables as an explanatory variable in the process. As can be seen in previous researches, the variable of commitment to career ladder of trainees can affect on the transfer of training, but there is no research that describes the processes in those relationships.

3. PURPOSE OF THE STUDY

The purpose of this study is to determine transfer of training in Bali Province, Indonesia through role of autonomous and controlled motivation to transfer mediations of correlation between career commitment and Transfer of Training.

4. LITERATURE REVIEW

4.1. Transfer of training:

Holton et al., (1997) said that transfer of training is the implementation of employee knowledge, skills, behavior and attitude in real work context. Transfer of training is defined as an implementation process of knowledge, skills, behavior and attitude into work world by employees; this requires generalization of training results into work and perseverance contexts from time to time in the framework to improve employee performance (Velada et al., 2007). Abdulah and Suring (2010) defined transfer of training as the implementation of knowledge and skills in an effective and sustainable manner that are obtained in training by employees for their works, both within and inside the works. Kaswan (2012) also defines transfer of training as use of knowledge, skills and behavior that are learned in training at work.

Effective transfer of training must meet two conditions; First: employees can bring in the material learned in the training and apply it to the work context in which they work; Second: employees can continue to use the material they are learning for a long time (Mathis and Jackson, 2011). According to Baldwin and Huang (2010), the transfer of training historically involves two main processes: 1) generalization; the extent to which the knowledge and skills acquired in the lesson are applied to the various settings, people, and / or situations of the trained persons; and, 2) maintenance; the extent to which the result changes of the learning experience can persist from time to time. To examine the study on transfer of training by

Baldwin and Ford (1988), it should build a general transfer of training model, which is this model can be a reference for researchers in the field of transfer of training.

Various empirical studies have been conducted by experts related to the transfer of training. From the previous decade, many experts have revealed factors that may affect on the implementation of training results into workplace. Implementation of training results into workplace is affected by employee characteristics (Nikandrou et al., 2009; Tabiu, 2015; Yu Wen, 2014; Maung, 2014; Madagame, 2014). Implementation of training results into workplace is also affected by training design (Noe, 2003; Velada et al., 2007). In addition to trainees' characteristics and design of training, workplace environment also greatly affects on whether employees can apply training results obtained at the training site to the workplace (Russ-Eft, 2002; Velada, 2007; Bosche et al., 2010; Hua, 2013; Bhatii and Hoe, 2012).

4.2. Career Commitment:

There are some researchers expressing the importance of career commitment in improving motivation to transfer training results so that any learned by the employees can be implemented in workplace. Kasemsap, (2013) conducted a quantitative research by distributing an instrument to 594 operational employees from seven oil distillation factories in Thailand, it found out that career commitment positively mediates correlation of learning motivation and transfer of training results.

A research conducted by Madagame et al.,(2014) on 152 administrative personnel in Sri Lanka; it found out that career commitment had no significant effects on transfer motivation. Jones in 2006 in his research focusing on literature review and empirical study related to career commitment found out seven factors supporting organizational leaders to improve the career commitment. These seven factors are formation of workplace, collegiality, job satisfaction, feedback, strong support of employees, internal control locus, remuneration; all of which have a direct link to career and organizational commitment.

4.3. Social Support:

In implementing training results, it is necessary to consider social support. Kudisch et al., (1995) defined four main sources of social supports, namely: supervisory, co-workers, supervisory and top management. In this research, social support is focuses on supervisory support and co-worker support.

Supervisory support as one of the social supports on workplace can affect on improved performance of transfer of training. Supervisory support is defined as a situation in which supervisors give supports for the implementation of training results into workplace and use it in an sustainable manner in workplace (Russ-Eft, 2002; Nagy & Mullins,2005). Supervisory support can affect on transfer of training since at the time of transfer of training, it is necessary for cooperation and coordination between employees and supervisors. Nijman (2004) defined supervisory support as supervisors' procedure to optimize use of employee knowledge, skills and attitude that are learned from training in workplace. From different definitions above, this research can conclude that supervisory support is the procedure used by supervisory to strengthen employee in using training results that are learned from training, either knowledge, skills and behavior into workplace.

Social network theory mentions that formal or informal relations can be seen as reflection or description of inter-people cooperation and coordination based on active and reciprocity social bindings (Barnes,1954). To ensure that employees are able to implement training results in workplace, it is not only required supervisory support, but it also requires co-worker support.

Co-worker support is defined as the extent to which co-workers can affect on the employees to implement training results into workplace and use it in a sustainable manner in workplace (Nijman et al., 2016). Co-workers will be able to influence the transfer of training if they work together to provide support and encouragement to employees in using new learning gained during the training into their work. Co-worker support is generally defined as coworker encouragement to use new training results in the workplace (Bossche el al., 2010). From the above definitions, this study concludes co-worker support as the support provided by co-workers to use the results of training to the workplace and use it on an ongoing basis.

Ng (2011) in his research on the effect of superior and co-worker support in transfer of training stated that superior ability to allocate adequate guidance and time to implement training results create positive transfer of training results. Ling et al., (2011) stated that supervisory support has significant effects on transfer of training results. Similarly, Bhatii and Hoe

(2012) stated that support from superiors is important in transfer of training and skill maintenance. From some previous research results, they indicate that support from superiors is important in transfer of training, because superiors can explain the role and value of training and development within the organization. This can motivate employees to attend training and transfer of training results into work.

Burke and Hutchins (2007) argued that co-worker support has a more consistent relationship in the application of training results than the superiors' support. Chiaburu (2010) in his research found out that support from coworkers had significant effects on the ability of employees to apply training results in the workplace. There is also same thing stated by Van Den Bossche et al (2010) who found out that coworker support in the form of feedback greatly determines employees' ability to apply what they learned in training into workplace. The above results show the importance of coworker support to the transfer of training results, as co-workers can provide support and encouragement to employees to transfer any training results.

4.4. Transfer Motivation:

There are some experts stating definitions of transfer motivation, among others are motivation to transfer (hereinafter called as motivation to transfer) that is defined as individual willingness to utilize and relate knowledge and skills that are learned in training program into workplace (Noe and Schmitt, 1986; Wexley and Latham, 1991). Following definition of motivation to transfer is according to Gegenfurtner et al., (2009), stating it as an attitude to content of training, relatedness and instructional satisfaction.

Previous description illustrates motivation to transfer as employee willingness to use knowledge and skills that are learned in training program into workplace. To support the transfer of training is necessary to understand individual preference to select any procedure to implement their knowledge, skills and attitude in their workplace. Definition of motivation to transfer is general applicable definition but there are still any significant differences when there is a shift of discussion to more specific one, namely concept of motivation to transfer from oneself (autonomous motivation to transfer) and motivation to transfer by requirement or support from outside to conduct it (controlled motivation to transfer).

Autonomous motivation to transfer is closely related to trainee attitude towards content of training; meanwhile controlled motivation is related to any factors outside the trainees giving them motivation to conduct any requirements in workplace- Gegenfurtner et al., (2009). Autonomous motivation to transfer can be defined as willingness within oneself to implement training results and use it in a sustainable manner in workplace because the implementation is well-adjusted to any values believed by the person.

Controlled motivation to transfer can be defined as a willingness to implement training results caused by stimuli from trainee environment. Such stimuli can be in the form of rewards or external sanctions (Larose & Sénécal, 2007).

Motivation to transfer concept in general uses expectancy theory expressed by Vroom (1964). Vroom (1964) described expectancy as a trust moment directing employees to act, and the actions can give results for the employees. Expectancy theory is a condition in which one person in this case an employee can be in an absolute path since they have expectancy or results as their behavior. They will be motivated to determine any most affecting behavior on their achievement of expectancy. An employee has expectancy on rewards in the form of money and other valuable things, or high performance will improve work satisfaction or career improvement. This can be considered as employee objectives. By the expected rewards, they will transfer their training results in workplace. Employees will implement knowledge, skills and ethics after joining training, since these will improve their outcomes in the forms of rewards, work satisfaction, promotion and others.

Controlled motivation that is supported by X theory expressed by Mc.Gregor (1960) is an external factor having ability to affect on the employees to implement their training results. External factors can be in the forms of sanctions, rewards, guidance and direction to motivate employees to practice or implement their training results.

McClelland (1961) as a motivational theorist (autonomous) stated that a person has a motivation if the person has a desire to achieve better than others. The need for achievement is an encouragement to outperform other employee achievement. Internal factors can be in the forms of willingness to accept relatively high risk, desire to obtain feedback about the work, desire to obtain responsibility in solving the problem.

Gegenfurtner et al., (2009) stated that transfer motivation is influenced by employee attitude and instructional satisfaction. Understanding on organizational objectives is one part of employee attitude. Understanding on organizational objectives directs employees to work on target. Achieving targets provide instructional satisfaction to employees.

Some thoughts of Gegenfurtner et al. (2009) are in line with Madagamage's (2014) thought that self-efficacy is the determinant factor of motivation to transfer, and opportunity to perform affects on motivation to transfer. Thus, it is necessary to establish a condition that allows workers to apply any training results. By giving opportunities to apply the training results, then there will be motivation to transfer within the employees. While Madagamage (2014) also stated that awareness of strategic linkages, accountability, and career commitment, and supervisory support have no effect on motivation to transfer. By these latest findings, it is necessary to conduct any tests on other workplaces concerning awareness of strategic linkages, accountability, and career commitment, as well as supervisory support.

Social support, one of which is supervisory support, does not directly affect on transfer of training but indirectly affect through trainees' motivation to transfer any training results (Gegenfurtner et al., 2009). Massenberget al. (2015) found out that motivation to transfer can improve the transfer of training and function as mediation in the relationship of social support and transfer of training results. Thus, supervisory support affects on motivation. While on the other hand Gegenfurtner et al. (2009) found out that there are two types of motivation that affect on the transfer of training, namely controlled motivation to transfer which more dominantly affect on the transfer compared to autonomous motivation to transfer, which makes this research more interesting to do.

5. HYPOTHESES OF THE STUDY

Based on the literature reviewed of this research will discusses five hypotheses based on the research model.

Hypothesis (H1) : stating that career commitment affects positively and significantly on autonomous motivation to transfer; 2nd

Hypothesis (H2) : stating that autonomous motivation to transfer affects positively and significantly on transfer of Training;

Hypothesis (H3) : stating that career commitment affects positively and significantly on controlled motivation to transfer;

Hypothesis (H4) : stating that Controlled motivation to transfer affects positively and significantly on transfer of training;

Hypothesis (H5) : stating that career commitment affects positively and insignificantly on transfer of transfer;

6. RESEARCH METHODOLOGY

This research was conducted on elementary school teachers in Bali Province, Indonesia with sample criterion is the elementary school teachers as the target of 2013 curriculum implementation, namely there are 740 people with 10 percent sampling error rate, hence there are 260 teachers are the research samples. The respondents in this research are the first and fourth grade teachers who have attended training in 2013 in 2016. These teachers are predicted to be able to answer any research instruments related to this research.

The data are analyzed using Partial Least Square Path Modeling (SEM PLS) model and processed with SmartPLS version 3.2.6. Conceptual frameworks can be described in figure 1.

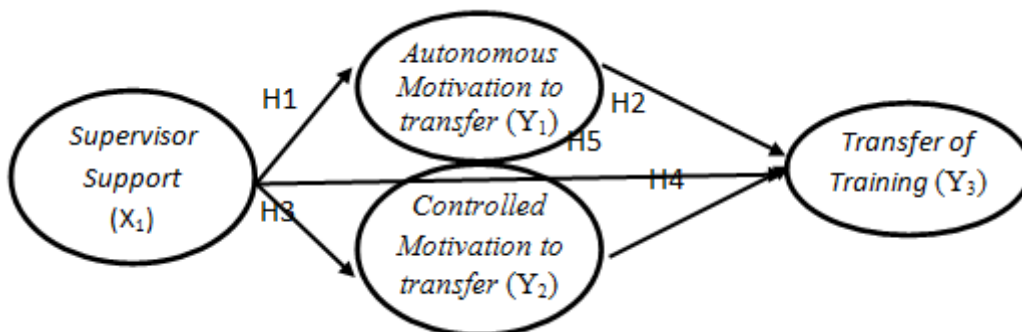


Figure 1: Role of mediation of Autonomous and Controlled motivation to transfer in Correlation of Career Commitment and Transfer of Training

Construct Validity and Reliability Test : Before the data are used, there is previously conducted testing to determine whether the data used are valid and reliable. To test the validity, outer model testing results in Table 1 indicate that all items have outer loading more than 0,50, so that all of the times can be used.

Table 1: Outer Loading Results

Career Commitment X1		Autonomous Motivation To Transfer (Y1)		Controlled Motivation To Transfer (Y2)		Transfer Of Training (Y3)	
X1.1	0,691	Y1.1	0,826	Y2.1	0,667	Y3.1	0,814
X1.2	0,848	Y1.2	0,675	Y2.2	0,659	Y3.2	0,566
X1.3	0,855	Y1.3	0,766	Y2.3	0,783	Y3.3	0,843
X1.4	0,819	Y1.4	0,611	Y2.4	0,713	Y3.4	0,831
X1.5	0,785			Y2.5	0,722	Y3.5	0,887
				Y2.6	0,728		

While the results of reliability testing on the research data in table 2 shows that all constructs have coefficient of cronbach's alpha more than 0.60, composite reliability coefficient more than 0.70, and AVE and communality coefficients more than 0.50. Thus, all measurement models used in this study already have high validity and reliability.

Table 2: Convergent Validity Test Results

Konstruk	Koefisien Alpha Cronbach	Composite Reliability	AVE	Communality	Results Information
Career Commitment	0,859	0,900	0,802	0,643	<i>Reliable</i>
Autonomous Motivation To Transfer	0,735	0,813	0,724	0,524	<i>Reliable</i>
Controlled Motivation To Transfer	0,810	0,861	0,713	0,509	<i>Reliable</i>
Transfer Of Training	0,852	0,895	0,796	0,634	<i>Reliable</i>

7. RESEARCH RESULT AND DISCUSSION

Based on the data processing results, hypotheses of this research results as shown in Table 3.

Table 3: Testing Result of Path Coefficient in Inner Model

Hubungan	Path Coefficient	t- statistics	p	Information
CC --> AMT	0.652	14.938*	0.000	Positive significant
CC --> CMT	0.503	9.782*	0.000	Positive significant
CC --> TT	0.007	0.160 ^{ns}	0.873	Positive insignificant
AMT --> TT	0.392	6.918*	0.000	Positive significant
CMT--> TT	0.253	4.701*	0.000	Positive significant

Notes : ns = $p > 0,05$; * = $p < 0,05$

These research findings find out four significant correlation out of five hypotheses proposed related to the direct correlation, namely correlation of career commitment on autonomous motivation to transfer, correlation of autonomous motivation to transfer on transfer of transfer, correlation of career commitment on controlled motivation to transfer, correlation of controlled motivation to transfer on transfer of transfer. In this research, it also finds out indirect correlation between career commitment and transfer of training.

Table 4: Testing Result of Path Coefficient in Inner Model

Model	Path Coefficient	t- statistics	P	Notes	
a CC --> AMT	0.652	14.938*	0.000	Significant	a,b significant, meanwhile c insignificant = full mediation
b AMT --> TT	0.392	6.918*	0.000	Significant	
c CC --> TT	0.007	0.160 ^{ns}	0.873	Insignificant	
a CC --> CMT	0.503	9.782*	0.000	significant	a,b significant, meanwhile c insignificant = full mediation
b CMT--> TT	0.253	4.701*	0.000	significant	
c CC --> TT	0.007	0.160 ^{ns}	0.873	Insignificant	

Source: Processed data 2018

In this research, it also finds out two variables serving as full mediation, namely autonomous motivation to transfer serving as full mediation in the correlation of career commitment and transfer of training, and the controlled motivation to transfer variable serving as full mediation in the correlation of career commitment and transfer of training.

Furthermore, it can be explained in more detail results of hypothesis test based on result of path coefficient test in table 3 as follows:

1st Hypothesis (H1) is acceptable: This inter-variable correlation has coefficient with positive direction. Calculation results show path coefficient by 0,652, t-statistic by 14.938 and p value by 0,000 ($p > 0,05$); this means that career commitment affects significantly on autonomous motivation to transfer. This result is also proven by mean perception index of career commitment variable in a whole which it is categorized in very good index. Also, respondent responses on any proposed indicators obtain the answer with mean by 62,96 percent meaning that it is categorized in good category.

Based on the five proposed indicators on this variable, it can be seen that all of the proposed items obtain high answers. In the competency improvement indicator, it is obtained the highest mean by 6.46 percent with answers on a scale of five to seven; this illustrates that teachers can understand that competence improvement is a key component in order to increase their career commitment. Similarly, in the indicators of positive self-assessment, challenging, career awareness, having a career path obtain the answers given by respondents with a scale of five to seven; this shows that career commitment has been believed to increase autonomous motivation to transfer. This indicates that career commitment is well understood to improve autonomous motivation to transfer.

However, the hypothesis stating that better career commitment by the employees will lead to better autonomous motivation to transfer is acceptable. It means that career commitment can improve teachers' autonomous motivation to transfer.

These research findings are not in line with a research done by Madagamage et al. (2014) that found out that career commitment has significant effects on transfer motivation. Because in this study, the first and fourth grade teachers in Bali who have attended the training, confirm that their career commitment has supported autonomous motivation to transfer.

2nd Hypothesis (H2) is acceptable: This inter-variable correlation has coefficient with positive direction. Calculation results show path coefficient by 0,392, t-statistic by 6.918 and p value by 0,000 ($p > 0,05$); this means that autonomous motivation to transfer affects significantly on transfer of training. This result also means that good autonomous motivation to transfer can directly support transfer of training.

These research findings are in line with a research done by Gegenfurtner et al. (2009) stating that autonomous motivation to transfer is stated by one willingness to implement training results and use it in a sustainable manner in workplace since the implementation is well-adjusted to any values believed by the person.

3rd Hypothesis (H3) is acceptable: This inter-variable correlation has coefficient with positive direction. Calculation results show path coefficient by 0,503, t-statistic by 9.782 and p value by 0,000 ($p > 0,05$); this means that career commitment affects significantly on controlled motivation to transfer. This result is also proven by mean perception index of controlled motivation to transfer variable in a whole which it is categorized in good index. Also, respondent responses on any proposed indicators obtain the answer with mean by 6.07 percent meaning that it is categorized in good category.

Based on the six proposed indicators on this variable, it can be seen that all of the proposed items obtain good answers. In the indicator of implementation of training result by support from outside, it is obtained the appreciation by 6.21 percent with answers on a scale of four to seven; this illustrates that teachers has perception that that controlled motivation to transfer components in affecting the transfer are reward and punishment given by other parties compared to other indicator.

However, the hypothesis stating that better understanding of support from outside will lead to better transfer of training is acceptable. It means that controlled motivation to transfer can improve teachers' transfer of training.

4th Hypothesis (H4) is acceptable: This inter-variable correlation has coefficient with positive direction. Calculation results show path coefficient by 0,253, t-statistic by 4.701 and p value by 0,000 ($p > 0,05$); this means that controlled motivation to transfer affects significantly on transfer of training. This result is also proven by mean perception index of controlled motivation to transfer variable in a whole which it is categorized in good index. Also, respondent responses on any proposed indicators obtain the answer with mean by 6.07 percent meaning that it is categorized in good category.

Based on the six proposed indicators on this variable, it can be seen that all of the proposed items obtain good answers. In the indicator of implementation of training result by support from outside, it is obtained the appreciation by 6.21 percent with answers on a scale of four to seven; this illustrates that teachers has perception that that controlled motivation to

transfer components in affecting the transfer are reward and punishment given by other parties compared to other indicator.

However, the hypothesis stating that better understanding of support from outside will lead to better transfer of training is acceptable. It means that controlled motivation to transfer can improve teachers' transfer of training.

These research results are in line with empirical study by experts such as, Chiaburu and Lindsay (2008), Gegenfurtner et al. (2009), as well as Bhatti and Kaur (2010) stating that motivation to transfer affects on transfer of training. In this research, it reveals a fact that controlled motivation to transfer affects on the first grade and four grade teachers that have joined the training to implement training results in their teaching and learning process in the school.

5th Hypothesis (H5) is rejected: Determining the descriptive analysis of first and fourth grade elementary school teachers in Bali, they give very good responses to the career commitment variable. In the descriptive analysis stating five indicators, the five indicators obtain very good responses from the first and fourth grade teachers. Thus, the whole teachers acknowledge that they have excellent career commitments.

Similarly, the transfer of training variable also gives five indicators. The five indicators of transfer of training obtain good response from the first and fourth grade teachers. Thus, it means that the first grade and fourth grade teachers declare themselves that after the training, they have done good transfer of training in teaching and learning process at school.

This inter-variable correlation has coefficient with positive direction. Calculation results show path coefficient by 0,007, t-statistic by 0.160 and p value by 0.873 ($p > 0,05$); this means that career commitment affects insignificantly on transfer of training. This result also illustrates that the hypothesis stating that career commitment affects on the transfer of training is rejected.

These research results are inconsistent with empirical study by experts such as, Cheng and Ho (2001), and Kasemsap (2013) stating that career commitment affects on transfer of training. In this research, it reveals a fact that career commitment by a teacher that has joined the training does not affect on the willingness to implement training results in their teaching and learning process at school.

6th Hypothesis (H6) is acceptable; The hypothesis testing show that there is full mediation of the correlation between career commitment and transfer of training through autonomous motivation to transfer. Thus, it can describe that effects of career commitment on transfer of training can cause the emergence of mediation variable of autonomous motivation to transfer. Statistic analysis results can be used as this research base to accept the sixth hypothesis stating that the correlation of career commitment and transfer of training is mediated by autonomous motivation to transfer.

This finding is in line with a research conducted by Gegenfutner et al. (2009) stating that there are positive and significant correlation between autonomous motivation to transfer and transfer of training. Kasemsap (2013) in his research also found out that there is a correlation between career commitment and motivation to transfer of training.

7th Hypothesis (H7) is acceptable, The hypothesis testing show that there is full mediation of the correlation between career commitment and transfer of training through controlled motivation to transfer. Thus, it can describe that effects of career commitment on transfer of training can cause the emergence of mediation variable of controlled motivation to transfer. Statistic analysis results can be used as this research base to accept the seventh hypothesis stating that the correlation of career commitment and transfer of training is mediated by controlled motivation to transfer.

This finding is in line with a research conducted by Gegenfutner et al. (2009) stating that there are positive and significant correlation between controlled motivation to transfer and transfer of training. Kasemsap (2013) in his research also found out that there is a correlation between career commitment and motivation to transfer of training.

8. CONSLUSION AND RECOMMENDATION

These research analysis results obtain that career commitment affects positively and significantly on autonomous motivation to transfer. This result means that higher teacher career commitment will also lead to higher autonomous motivation to transfer ; career commitment affects positively and significantly on controlled motivation to transfer. This research result also means that higher teacher career commitment will also lead to improved controlled motivation to transfer at school. This research result also means that higher Autonomous motivation to transfer will also lead to higher teacher transfer of training at school; Controlled motivation to transfer affects positively and significantly on transfer of training. This research result also means that higher Controlled motivation to transfer will also lead to higher transfer of

training by teachers at school; Autonomous motivation to transfer mediates the correlation between career commitment and transfer of training. Autonomous motivation to transfer here serves as a full mediation, which strongly affects on the career commitment and transfer of training. Controlled motivation to transfer serves to mediate the correlation between career commitment and transfer of training. Controlled motivation to here serves as a full mediation which strongly affects on the career commitment and transfer of training.

9. RESEARCH LIMITATIONS

This research uses perception method in measuring the transfer of training, so that there can be any bias in its measurement. Also, the respondents participating in this research are elementary school teachers who have joined the training of 2013 Curriculum in 2016 so that there can be greater enough possibility of mono response bias. This research is conducted on elementary school teachers who have joined the training of 2013 Curriculum in 2016. In fact, the training of 2013 Curriculum was started to be done in 2013 for all levels of education units. The use of indicators of each variable is very limited such as the variable used for transfer of training only uses five indicators, in which we know that according to theory and previous research results, there are more than five indicators. This can affect on the results of transfer of training.

10. FUTURE RESEARCH

It is recommended for any further research to use respondents from any teachers who have joined the training of 2013 Curriculum in 2013 until 2017 in all levels of education units, so that the results can be generalized. Also, in making assessment on supervisory support, it can use broader indicators. This indicator addition later will provide different illustration or more effects on transfer of training in an overall manner.

REFERENCES

- [1] Arismunandar dan Ratnawati. (2012) Efektifitas pengelolaan pengembangan profesionalitas guru. ejournal.upi.edu/index.php/JAPSPs/article/viewFile/5632/3825. Accessed 10 December 2017
- [2] Abdulah, Dayang Naulul Munna Abang dan Jicky Chaong Suring. (2010). The Relationship between Motivation to Transfer, Training Design, Transfer Climate and Transfer of Training. *Jurnal Kemanusiaan Bil.18. International Conference on E-business, Management and Economics* 3: 335-339.
- [3] Amstrong. (2006). A Hand Book Human Resource Management Practice. 10th edition. London: Kogan Page.
- [4] Baldwin, T; & Ford, J. (1988). Transfer of training: A review and directions for future research. *Personnel Psychology*, 41, 63-105.
- [5] Ballout, H.I. (2008). Work-family conflict and career succes : the effect of domain-specific diterminants. *Journal of Management Development*, 27(5) p.433-466.
- [6] Balu, G. J. (1985). The measurement and prediction of career commitment. *Journal of Occupational Psychology*, 58, 277.
- [7] Barnes, J.A. (1954). Human Relation. *Hum Relat*, vol 7, no , pp. 39-5
- [8] Bartol, K.M. (1983). Turnover Among DP Personel : a Casual Analysis. *Communications of the ACM*, 26(1) p. 807-811.
- [9] Bhatti, M. A. & Hoe, C. H. (2012). Resolving the past conflict: Role of peer and supervisor support in training effectiveness. *International Journal ofBusiness and Behavioral Sciences*, 2, 32-38.
- [10] Bhatti, M. A. &Kaur, S. (2010). The role of individual and training design factors on training transfer. *Journal of European Industrial Training*, 34, 656-672.
- [11] Blume, B.D., Ford, J.K., Baldwin, T.T. and Huang, J.L. (2010), "Transfer of training: a met analytic review", *Journal ofManagement*, Vol. 36 No. 1, pp. 1065-1105.
- [12] Burke, L. A., & Hutchins, H. M. (2007). Training transfer: An integrative literature review. *Human Resource Development Review*, 6, 263-296.

- [13] Bossche, Piet Van den, Mien Segers, Niekie Jansen. (2010). Transfer of training: the role of feedback in supportive social networks. *International Journal of Management and Training*. Volume 14, Issue 2 June 2010 Pages 81–94
- [14] Carson, KD, AG Bedeian. (1994). **Career** commitment: Construction of a measure and examination of its psychometric properties. *Journal of Vocational Behavior*, Volume 44, Issue 3, June 1994, Pages 237-262.
- [15] Chen, Hsin-Chih. (2003). Cross Cultural Construct Validation of The Learning Transfer System Inventory in Taiwan. *Dissertation*. Louisiana State University.
- [16] Cheng, E. W. L., & Ho, D. C. K. (1998). The effects of some attitudinal and organizational factors on transfer outcome. *Journal of Managerial Psychology*, 13(516), 309-317.
- [17] Cheng, E. W. L., & Ho, D. C. K. (2001). A review of transfer of training studies in the past decade. *Personnel Review*, 30(1), 102-118.
- [18] Cheng, E., Hampson, I. (2008), *Transfer of training: A review and new insights*, International Journal of Management Reviews, Vol. 10, no. 4, pp. 327-341.
- [19] Chiaburu, D. S. & Lindsay, D. R. (2008). Can do or will do? The importance of self- efficacy and instrumentality for training transfer. *Human Resource Development International*, 11, 199-206.
- [20] Chiaburu, D. S., Dam, K. V. & Hutchins, H. M. (2010). Social support in the workplace and training transfer: A Longitudinal analysis. *International Journal of Selection and Assessment*, 18, 187-200.
- [21] Colquitt, J. A., LePine, J. A., & Noe, R. A. (2000). Toward an integrative theory of training motivation: A meta-analytic path analysis of 20 years of research. *Journal of Applied Psychology*, 85, 678-707.
- [22] Devos, C., Dumay, X., Bonami, M., Bates, R. & Holton, E. III (2007). The Learning Transfer System Inventory (LTSI) translated into French: internal structure and predictive validity. *International Journal of Training and Development*, 11, 181-199.
- [23] Dalil, Soendoro. (2002). *Paradigma Baru Manajemen Sumber Daya Manusia*, Yogyakarta: Penerbit Amara Book.
- [24] Deci, E. L., Ryan, R. M., Gagne', M., Leone, D. R., Usunov, J., & Kornazheva, B. P. (2001). Need satisfaction, motivation, and well-being in the work organizations of a former Eastern Bloc country. *Personality and Social Psychology Bulletin*, 27, 930–942.
- [25] Den Ouden, M. D. (1992). *Transfer na bedrijfsopleidingen: Een veldonderzoek naar de rol van voornemens, sociale norm en, beheersing en sociale steun bif opleidingstransfer*. [Transfer of corporate training: A field study on the role of intentions, social norms, control and social support in transfer of training] Doctoral dissertation. Amsterdam: Thesis Publishers.
- [26] Ekaningrum, I.F.. (2002). The Boundaryless Career Pada Abad ke-21. *Journal Visi (Kajian Ekonomi Manajemen dan Akuntansi)* , 9(1)p.54-63.
- [27] Feinberg, Emily Greene. (2013). Cross-Cultural Competence Training Effectiveness: The Impact of Training Transfer and Predictors of Transfer. *Dissertation*. University of Maryland, College Park.
- [28] Foxon, M. (1993). A process approach to the transfer of training. Part 1: The impact of motivation and supervisor support on transfer maintenance. *Australian Journal of Educational Technology*, 9(2), 130-143.
- [29] Gegenfurtner, A., Veermans, K., Festner, D. & Gruber, H. (2009). Motivation to transfer training: An integrative literature review. *Human Resource Development Review*, 8, 403-423.
- [30] Georgenson, D.L. (1982). The problem of transfer calls for partnership. *Training & Development Journal*, 36 (10), 75-78.
- [31] Gibson, C.B.. (1995). An Investigation of Gender Differences in leadership across four countries. *Journal of International Business studies*. Chichester : Willey. ISBN : 978-0-470—09461-7.p.136.
- [32] Ginzberg, E. Ginsburg, S.W. Axcelrad, S. & Herma, J.L. (1951). *Occupational Choice: in Approace to a General Theory*. Newyork : Colombia University.

- [33] Goulet, LR. P Singh. (2002). Career commitment: A reexamination and an extension. *Journal of vocational behavior*, 61(8), pp. 73- 91.
- [34] Glueck, Greer CG (1997). *Strategy and Human resources a General Managerial Perspective*. UK: Prentice Hall, Englewood Clifft.
- [35] Hall,D.T (1971) "A theoretical model of career subidentity development in organizational settings", *Organizational behavior and Human Performance*, 6, 50- 76.
- [36] Hanusek, Eric A. . (2015). Why standard measures of human capital are misleading. *KDI Journal of Economic Policy*. 37 (2): 22-39 22.
- [37] Herscovitch, Lynne. John P.Meyer.David J.Stanley. LynneHerscovitch. Laryssa Topolnytsky. (2002). Affective, Continuance, and Normative Commitment to the Organization: A Meta-analysis of Antecedents, Correlates, and Consequences. *Journal of Vocational Behavior*. Volume 61, Issue 1, August 2002, Pages 20-52.
- [38] Holton, E. F. III, Bates, R. A., Seyler, D. L. &Carvalho, M. B. (1997). Toward construct validation of a transfer climate instrument. *Human Resource Development Quarterly*, 8, 95-113.
- [39] Holton, E. F. III, Bates, R. A. &Ruona, W. E. A. (2000). Development of ageneralized Learning Transfer System Inventory.*Human Resource Development Quarterly*, 11,333-360.
- [40] Johnson,G., Scholes, K. and Whittington, R. (2008). *Exploring Corporate Strategy: Text &Cases*. 8th edition. UK:Prentice Hall.
- [41] Kasemsap. (2013). Practical Framework: Creation of Causal Model of Job Involvement, Career Commitment, Learning Motivation, and Learning Transfer. *International Journal of the Computer, the Internet and Management Vol.21 No.1 (January-April, 2013)*
- [42] Kiesler, Charles A.. (1971). *The Psychology of Commitment*. New York: Academic Press
- [43] Khan, *et.al.*, (2015). Transfer of Training: A Reorganized Review on Work Environment and Motivation to Transfer *International Journal of Management, Knowledge and Learning*, 4(2), 197–219
- [44] Knowles, M. (1984). *The modern practice of adult education: Andragogy versus pedagogy*. Rev. and updated ed. Englewood Cliffs, NJ: Cambridge Adult Education
- [45] Kudisch. Jeffrey D. (1995). The influence of general perceptions of the training environment on pretraining motivation and perceived training transfer. *Journal of Management*. Volume 21, Issue 1, Spring 1995, Pages 1-25.
- [46] Lathan, H dan Ghozali, I. (2012.) *Partial Leat Square, Konsep, Teknik dan Aplikasi 2.0 m3*. Semarang : Badan Penerbit Universitas Diponegoro.
- [47] Ling, Choo Suan, dan Nazuridin, Aizzat Mohd. (2011). Supervisor support and work engagement of hotel employees in Malaysia: Is it different for men and women?. *Gender in Management: An International Journal*, Vol. 31 Issue: 1, pp.2-18,
- [48] Massenberg , A.-C. , Spurk , D. , & Kauffeld , S. (2015). Social support at the workplace, motivation to transfer and training transfer: A multilevel indirect effects model . *International Journal of Training and Development* , 19 (3) , 161 – 178 .
- [49] Mathis, R. L. and Jackson, J. H. (2006), *Human Resource Management*, 10th edn (Cincinnati, OH: South-Western).
- [50] Maung, K. M. &Chemsripong, S. (2014). The importance of supervisor support and peer support in transfer of training: Case study in Myanmar. Paper presented at
- [51] Miller, Laurie. 2014. 2014 State of the Industry Report: Spending on Employee Training Remains a Priority. *TDMagazine*.
- [52] McClelland, D. (1961). *The achieving society*. Princeton, NJ: Van Nostrand Company Inc.
- [53] McGregor, Douglas. *The Piman Side of Enterprise*. New York: McGraw-Hill, 1960.
- [54] Moekijat. (2007). *Perencanaan dan Pengembangan Karir Pegawai*. Cetakan kesatu. Bandung : CV. Mandar Maju.

- [55] Nagy, Switzer, K. C., M. S., dan Mullins, M. E. (2005), The influence of training reputation, managerial support, and self-efficacy on pre-training motivation and perceived training transfer, *Applied H.R.M. Research*, Vol. 10, no.1, pp. 21-34.
- [56] Ng,KUE-HUA. (2011). The Influence Of Supervisory And Peer Support On The Transfer Of Training. *Sutudies in Business and Economic Journal*.
- [57] Nijman Derk-Jan J.M. (2016). SUPPORTING TRANSFER OF TRAINING EFFECTS OF THE SUPERVISOR. Disertation. University of Twente, Enschede.
- [58] Nijman, D-J. J. M., Nijhof, W. J., Wognum, A. A. M. (Ida) &Veldkamp, B. P.(2006), Exploring differential effects of supervisor support on transfer oftraining. *Journal of European Industrial Training*, 30, 529-549.
- [59] Noe, R. A. (1986). Trainees' attributes and attitudes: Neglected influences on training effectiveness. *Academy of Management Review*, 11, 736-749.
- [60] Paradise, Andrew, "Learning Remains Steady During the Downturn", Training and Development, N (2009), American Society for Training and Development, from
- [61] Laker , D. R. , & Powell , J. L. (2011). The differences between hard and soft skills and their relative impact on training transfer . *Human Resource Development Quarterly*, 22 (1) , 111 – 122 .
- [62] Osgood C., dan Suci, G. J., (1955). Factor Analysis of Meaning. *Journal of Experimental Psychology*, 50, 325–338.
- [63] Rohman. 2017. Evaluasi Implementasi Kurikulum 2013. <https://anyfabadi.wordpress.com/2017/04/20/evaluasi-implementasi-Kurikulum-2013>. Accessed 23 October 2017
- [64] Russ-Eft, D. (2002). A typology of training design and work environment factors affecting workplace learning and transfer. *Human Resource Development Review*, /(1), 45-65.
- [65] Satterfield, J. M., & Hughes, E. (2007). Emotion skills training for medical students: a systematic review. *Medical education*, 41 (10), 935-941.
- [66] Soeprihanto, J. (2000). *Penilaian Kinerja dan Pengembangan Karyawan*. Edisi : 1. Cetakan Keempat. Yogyakarta : PT.BPFE.
- [67] Sigit, S. (2001). *Pengantar Metodologi Penelitian Sosial Bisnis Manajemen*. Yogyakarta : Pena Persada.
- [68] Simamora Henry. (2006). *Human Resource Management*. Yogyakarta: STIE YKPN.
- [69] Tharenou, P., Saks, A.M., & Moore, C. (2007). A review and critique of research on training and organizational-level outcomes. *Human Resource Management Review*, 17, 251–273.
- [70] Tziner, A., Fisher, M., Senior, T., & Weisberg, J. (2007). Effects of trainee characteristics on training effectiveness. *International Journal of Selection and Assessment*, 15(2), 167-174. doi:10.1111/j.1468-2389.2007.00378.
- [71] Van Den Bossche, P., Segers, M., Jansen, N. (2010), *Transfer of training: The role of feedback in supportive social networks*, International Journal of Training and Development, Vol. 14, no. 2, pp. 81-94.
- [72] Velada, R., Caetano, A., Michel, J. W., Lyons, B. D. & Kavanagh, M. J. (2007). The effects of training design, individual characteristics and work environment on transfer of training. *International Journal of Training and Development*, 11, 282-294.
- [73] Vroom, V. H. (1964). *Work and Motivation*. New York: Wiley.
- [74] Wold,H. (1985). *Partial Least Squre. In Kats and N.L (Eds) : Encyclopedia of Statistical Sciences*. Newyork : McGraw Hill, Inc. p. 587-599.
- [75] Wibawanti, (2015) N. A., Gap Gaji Karyawan Bank Menurun. *Infobanknews.com*. pp. 68-72.
- [76] Yu Wen, Melody. (2014). Trainees' Characteristics in Training Transfer: The Relationship among Self-Efficacy, Motivation to Learn, Motivation to Transfer and Training Transfer. *International Journal of Human Resource Studies*. ISSN 2162-3058 2014, Vol. 4, No. 1
- [77] <http://www.gt-tires.com>. Accessed 18 Mei 2017

- [78] www.beritasatu.com, 2013, Accessed 18 Mei 2017
- [79] www.kemdikbud.go.id. 2016, Accessed 18 Mei 2017
- [80] <http://salamsatudata.web.id/berita-pendidikan/daftar-pemenang-guru-dan-tutor-berprestasi-tingkat-nasional-tahun-2015>. Accessed 18 Mei 2017
- [81] Laporan Pendampingan Kurikulum (2013) Bagi Guru Sasaran Jenjang Sekolah Dasar. Lembaga Penjaminan Mutu Pendidikan(LPMP) Bali. Tahun 2015.
- [82] Laporan Kegiatan Diklat Kurikulum (2013) Bagi Instruktur Kabupaten Jenjang Sekolah Dasar. Lembaga Penjaminan Mutu Pendidikan (LPMP) Bali Tahun 2016.
- [83] Laporan Kegiatan Diklat Kurikulum (2013) Bagi Guru Sasaran Jenjang Sekolah Dasar. Lembaga Penjaminan Mutu Pendidikan (LPMP) Bali Tahun 2016.