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Evaluation of the Structural Model of Madrasah Teacher Training Transfer in Online Training

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Abstract

This study aims to evaluate the structural model of madrasah teacher training transfer in online training, focusing on the influence of self-efficacy, training design, and work environment on teaching skill transfer. This study uses a quantitative approach through a survey of 171 madrasah teachers in Central Java and D.I. Yogyakarta who participated in e-training from the Semarang Religious Education and Training Center (BDK). The instruments used were questionnaires based on self-efficacy scales, training design, work climate, and training transfer, and data were analyzed using Structural Equation Modeling (SEM) with the help of AMOS 24. The results of the analysis showed that the three variables ($\beta = 0.33$, $p < 0.001$), training design ($\beta = 0.36$, $p < 0.001$), and work environment ($\beta = 0.24$, $p < 0.001$) had a positive and significant effect on training transfer. The model explains the 55% variance in teaching skill transfer. The transfer of teaching skills in online training is significantly influenced by the individual characteristics of the teacher, the quality of the training design, and the support of the work environment. These three factors need to be considered in an integrated manner to increase the effectiveness of teacher training. The results of the study provide important recommendations for training organizers to pay more attention to the internal aspects of participants (self-efficacy), design applicable and relevant training, and create a work environment that supports the implementation of training results. The study contributes an up-to-date empirical understanding of the key factors influencing the transfer of madrasah teacher training in the digital age and highlights the importance of integration between personal, design, and work context factors in teacher professional development through online training.

Keywords: evaluation, transfer of training, self-efficacy, training design, work environmental

INTRODUCTION

Digital transformation in the world of education has opened up great opportunities for teacher professional development, especially through online training (Shurygin et al., 2022; Ramírez-Montoya et al., 2021). In the madrasah environment, online training is a strategic alternative to improve teachers' pedagogical and professional competence flexibly, without being limited by space and time (Prawira & Nugraha, 2021). However, the effectiveness of online training does not only depend on the delivery of the material, but also on the extent to which various elements of training design contribute to the teacher's ability to apply the training results to work practice (transfer training).

Transfer of teaching training is the effective application of knowledge and skills learned to work, becoming an important concern in training research and practice (Foxon, 1987; Liu et al., 2023). The issue of transfer has been of concern for researchers to explore the factors that serve as facilitators or inhibitors in the transfer process of teacher training. Despite increasing attention, research on strategies to facilitate transfers is still limited, particularly for teachers (Sasson & Miedijensky, 2023; Mdhlalose, 2022). Recent studies have highlighted the need for teacher educators to incorporate effective transfer strategies in their approaches, as many lack knowledge and use of evidence-based transfer practices (Sasson & Miedijensky, 2023). Research shows that successful transfer involves the implementation of continuous learning in the workplace, which is influenced by factors such as learner characteristics, training design, and work environment (Yaqub et al., 2020; Subedi, 2004; Gutiérrez et al., 2016). While mastery of teaching skills can be achieved through theoretical study, demonstration, and practice, transferring these skills to active use often requires additional on-site guidance.

Research has shown that trained teachers are generally successful in transferring training skills to delivery in the classroom, particularly in teaching speaking skills (Adhikari, 2018). For novice teachers, teacher training transfers can facilitate the direct application of the skills learned, helping them overcome the challenges of first-year teaching (Medal, 2018). Overall, effective teacher training transfer is essential for improving practice in the classroom and requires careful consideration of training methods and support systems.

Research on training transfer has identified several key factors that affect its effectiveness. Individual characteristics, such as personality traits and self-efficacy, play a role in transfer outcomes (Wen & Lin, 2014). However, team characteristics such as cohesion and transfer climate may have more impact than individual traits (Deckers et al., 2022). Training design, particularly content transfer and retention design, significantly affects the success of transfers (Bhat et al., 2022). Work environment factors, including performance feedback and supervisor support, also contribute to the effectiveness of the transfer (Na-nan et al., 2017). Motivation emerges as an important factor, with motivation to learn and transfer positively influencing self-efficacy and transfer outcomes (Mayangsari et al., 2015). To improve training transfer, organizations must focus on designing transferable content, strengthening trainee self-efficacy, ensuring content retention, providing performance feedback, and fostering a supportive work environment (Sookhai & Budworth, 2010; Iqbal & Dastgeer, 2017).

Although various studies have identified the importance of individual factors, training design, and work environment in influencing training transfer, most previous research has still focused on the context of general education or corporate training. Studies on how these three factors interact simultaneously in influencing the transfer of teaching skills in the madrasah environment, especially in the context of online training facilitated by religious institutions, are still very limited. The novelty of this study lies in the effort to empirically evaluate structural models involving self-efficacy, online training design, and work climate in the context of digital-based madrasah teacher training. This study not only provides a more comprehensive conceptual understanding of the training transfer process but also presents data-driven findings from the Indonesian context that have not been widely explored in the global literature. Thus, this study contributes to filling the research gap and provides an empirical basis for the development of real needs-based teacher training in the era of digital transformation of education.

Therefore, the purpose of this study is to empirically analyze the influence of individual characteristics (self-efficacy), training design (training approach) and work climate (organizational support) on teaching training transfer in the context of training to provide substantive knowledge and skills in the context of achieving competencies related to teachers' work, so that they are able to carry out their duties and responsibilities professionally. This study will provide a better understanding of the transfer variables that the Religious Training Center can consider when designing effective online training.

METHOD

This quantitative research using a survey method was conducted on Islamic school teachers in the Ministry of Religion of Central Java and D.I. Yogyakarta Province who received e-training services in learning assessment by BDK Semarang Learning Center. The training is held to provide substantive knowledge and skills in the context of achieving competencies related to the teacher's work, so that they are able to carry out their duties and responsibilities professionally. The average duration of the training program is 10 days.

The tool used for the survey is a questionnaire. The first part of the questionnaire consists of the demographic information of the participants, namely work experience, qualifications, gender, and age. The second part of the questionnaire contains a statement about the research construct to measure respondents' perceptions using a five-point Likert scale (i.e., Strongly Disagree, 1; Strongly Agree, 4). Questionnaires were given directly to the trainees, including a cover letter explaining the purpose of the research and also the confidentiality of their responses. A total of 194 subjects responded to the questionnaire. The completed questionnaire received was 190 (response rate of 97.94%). Furthermore, 19 questionnaires with missing data have been deleted. The total data used for the analysis was 171.

These studies highlight the need for a theory-based and context-specific approach to measuring self-efficacy, consisting of four items (Getenet et al., 2024). Virtual training design is measured using seven items (Zainab et al., 2015; Restivo et al., 2009). The working climate is measured using 3 items (Cromwell & Kolb, 2004). Three items were adopted to measure the transfer of teaching training (Sasson & Miedijensky, 2023; Schoeb et al., 2021; Nafukho et al., 2017; Renta-Davids et al., 2014)

We adopt a standard scale to measure the study construct, and the value of α Cronbach (Hair et al., 2016) used to assess internal consistency. Reliability tests were carried out to assess the consistency of the data collection instruments. Cronbach's α value is found above 0.7 for all constructs (Hair et al., 2016), shows good internal consistency. The analysis of research data used Structural Equation Modeling, assisted by the

AMOS 24 application.

RESULTS AND DISCUSSION

The demographic profile of the respondents is presented in Table 1. The figures show that the majority of respondents are male (57%). Of the total respondents, 30% are over 45 years old. Respondents with a bachelor's degree were 65%, and only 34% had a postgraduate degree. Work experience shows that 38% of respondents have worked for more than five years as teachers in madrasah schools; 24% of respondents have been employed for less than five years and are relatively new.

Table 1. Demographic Characteristics of Respondents

Characteristic	Frequency	%
Gender		
Man	97	56.7
Woman	74	43.3
Age (in years)		
Under 25	2	1.2
25-29	12	7.0
30-34	11	6.4
35-39	18	10.5
40-44	39	22.8
45-49	51	29.8
50-54	32	18.7
Above 54	6	3.5
Education		
S1	111	64.9
S2	59	34.5
S3	1	0.6
Working Period (in years)		
Under 5	42	24.6
5-10	65	38.0
11-15	39	22.8
Above 15	25	14.6

Descriptive Statistics and Correlations

Statistics and correlations in table 2. shows the mean, standard deviation and correlation between the four factors (self-efficacy, training intervention design, organizational support and training transfer).

Table 2. Descriptive Statistics and Correlation

Variable	Mean	SD	1	2	3	4
Self Efficacy	3.420	0.539	1	-	-	-
Training Design	3.398	0.479	0.520**	1	-	-
Work Environment	2.628	0.626	0.325**	0.389**	1	-
Transfer of Teaching Training	3.624	0.439	0.604**	0.631**	0.491**	1

Notes: n = 171; the correlations are significant at **$p < 0.01$

Reliability and Validity of Constructs

To establish the reliability and validity of the scale, we used AMOS 24 for confirmatory factor analysis (CFA). Cronbach's α value exceeds 0.07 (Hair et al., 2016), shows good reliability for all four factors. We obtained convergent and discriminant validity, as evidenced by the average extracted variance (AVE), which is above 0.5. The correlation is less than the square root value of AVE (convergent validity), and the composite reliability (CR) value is above 0.7 (Hair et al., 2016) (Table 3).

Table 3. Factor loading, Cronbach's alpha, composite reliability (CR), and average variance extracted (AVE) for the four factors

Construct	Factor loadings	Cronbach's Alpha	CR	AVE
Self Efficacy				
SE1	0.829	0.874	0.875	0.638
SE2	0.742			
SE3	0.757			
SE4	0.86			
Training Design				
TD1	0.734	0.906	0.908	0.586
TD2	0.793			
TD3	0.809			
TD4	0.729			
TD5	0.762			
TD6	0.781			
TD7	0.747			
Work Environment				
WE1	0.980	0.856	0.911	0.776
WE2	0.867			
WE3	0.784			
Transfer of Teaching Training				
TT1	0.731	0.789	0.789	0.555
TT2	0.758			
TT3	0.746			

Table 4. Measurement models comparison

Type	Factor	X2	*Df*	CFI	TLI	RMSEA	CI
Model 1	Three factors combined	89.04	74	0.989	0.986	0.035	0.034-0.037
Model 2	All factors combined	118.32	111	0.996	0.994	0.020	0.019-0.022

The CFA results for the model are shown in Table 4. Hu & Bentler (1999) Chi-square ($\chi2$) is recommended as a reliable guide to consider the adequacy of the model. To assess the adequacy of the model, several CFI, TLI, and RMSEA fit indices were analyzed. For a good model match, the CFI, TLI, and IFI values should be above 0.09 or even above the recommended threshold of 0.95. An RMSEA value of less than 0.05 indicates a good match, while 0.05–0.01 indicates a moderate match (Hu & Bentler, 1999). Good model suitability was obtained for the four-factor model (tutor performance, pedagogical design, virtual environmental design, and training transfer). Conformity index value $\chi2 = 118.32$, *Df*= 111, ($p<$* 0.05), CFI = 0.96, TLI = 0.99, and RMSEA = 0.02. Two alternative models were also tested against this base model. The two-factor model fit index represented in Table 4. supports the proposed model (four factors) and confirms the peculiarities of the construct.
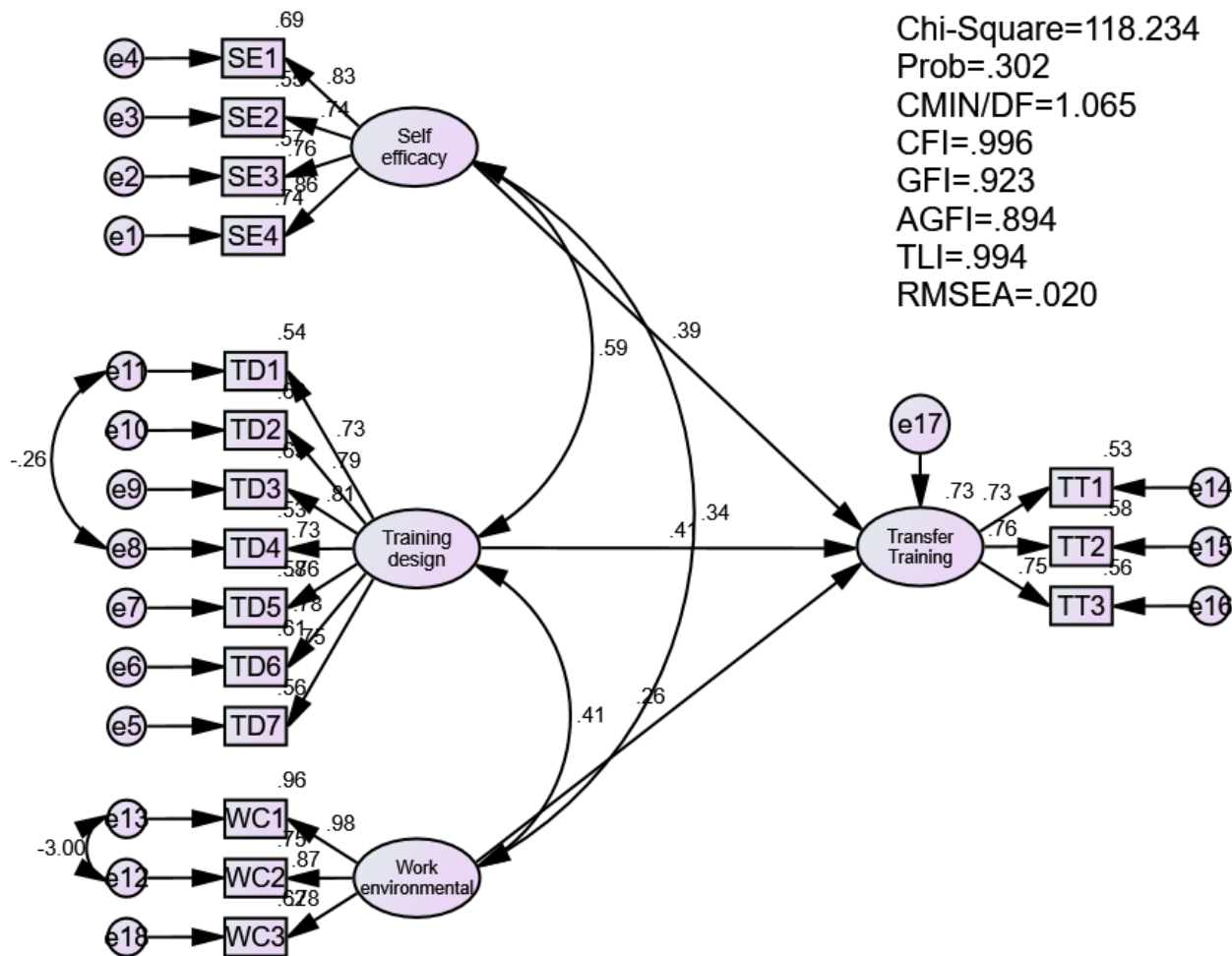
Hypothesis Testing

Figure 1. Model Structure

The match index uses structural equation modeling (SEM; AMOS 24) showed the good fit of the model with data χ2 = 118.23, df = 111 (p <* 0.05), CFI = 0.99, TLI = 0.99, GFI = 0.92, RMSEA = 0.07 (0.06−0.09). The results showed a significant relationship of self efficacy with the transfer of teaching training (β = 0.33, p <* 0.001), training design and transfer of teaching training (β = 0.36, p <* 0.001) and also between work environment and transfer of teaching training (β = 0.24, p <* 0.001). Therefore, our proposed H1, H2, and H3 are supported by these findings. The following Figure 2 shows the standard path coefficient and the R2 value. The total variance (R2) described by the SEM model is 55%.

This study analyzes the impact of individual characteristics of training participants, namely self-efficacy, as a predictor of the transfer process in teaching training. In particular, we hypothesize that self-efficacy, training design, and work climate have a direct effect on the transfer of teaching training. The results support all the proposed relationship hypotheses. The study complements the literature by considering self-efficacy as a poorly researched but important factor for teacher training transfer. All factors were found to be positively correlated with the variables of teacher training transfer outcomes.

First, self-efficacy showed a significant positive relationship with the transfer of teaching training. A beta coefficient (β) of 0.33 indicates that every one-unit increase in self-efficacy will increase the transfer of teaching training by 0.33 units, assuming the other factors remain constant. A very small p-value (p < 0.001) confirms that this relationship did not occur by chance. This makes perfect sense because self-efficacy, or an individual's belief in his or her ability to succeed in a task, is an important predictor of behavior (Sookhai & Budworth, 2010) (Chiaburu & Lindsay, 2008). A teacher who has high confidence in his or her ability to teach and manage the classroom will be more motivated to try and implement the new strategies learned during the training (Tzafilkou et al., 2021). Conversely, teachers with low self-efficacy may feel hesitant and reluctant to step out of their comfort zone, thus hindering training transfer (Wray et al., 2022).

Second, training design also has a significant positive relationship with the transfer of teaching training. A higher beta coefficient (β = 0.36) suggests that training design is an even stronger predictor than self-efficacy. Good training design can include several aspects, such as the relevance of the material to the

teacher's needs, the use of interactive and practical teaching methods, and opportunities for practice and feedback (Fauth & González-Martínez, 2021b). When the training is well-designed, teachers will find the material taught useful and easy to apply (Fauth & González-Martínez, 2021a). It emphasizes the importance of a training curriculum that is not only theoretical but also very practical and relevant to the context of the teacher's work (Greenhow et al., 2022).

Third, the work environment was also found to have a significant positive relationship with the transfer of teaching training. Although the beta coefficient is lower than the other two variables, this relationship is still statistically significant. A supportive work environment can include support from principals and colleagues, opportunities to collaborate and share experiences, and availability of resources (Yusof, 2011). When teachers return to school after training, a supportive environment will encourage them to apply what they have learned (Mdhlalose, 2022a). For example, a teacher may be more courageous to try a new method if they know that the principal will provide support and will not criticize if there is a small mistake. Conversely, an unsupportive or stressful environment can deter teachers from innovating (Supriani et al., 2022).

Overall, these findings provide strong empirical evidence that the success of training transfer depends not only on the individual (self-efficacy) but also on the quality of the training itself (training design) and the workplace context (work environment). Therefore, to maximize the effectiveness of teacher training programs, interventions must consider these three factors holistically.

This research has several limitations that need to be considered. The quantitative approach used focuses on respondents' perception data through questionnaires, so it has not yet described the real dynamics in the field in depth. Respondents' coverage was limited to madrasah teachers in Central Java and D.I. Yogyakarta, which may not represent the diversity of teachers' experiences in other regions. Other variables such as learning styles, previous training experience, or trainer characteristics have not been specifically studied. Therefore, further research is recommended using a qualitative or mixed approach to delve deeper into the teacher's experience in the training transfer process. In addition, longitudinal studies are also important to assess the sustainability of training impacts over a longer period of time. Research across regions or educational levels is also expected to expand the generalization of these findings.

CONCLUSION

This study concludes that the transfer of madrasah teacher training in the context of online training is significantly influenced by three main factors, namely self-efficacy, training design, and work environment. Training design had the strongest influence on transfer success, followed by teacher self-efficacy and support from the work environment. These three variables contribute together to explain the 55% variance in teaching skill transfer, demonstrating the strength of the structural model built in this study. These results confirm that the success of online training is determined not only by the delivery of the material, but also by the quality of the training design, the psychological readiness of the individual, and the work atmosphere that supports the application of the training results into classroom learning practices. These findings provide important implications for various parties, especially policymakers who need to encourage the creation of a conducive work environment for teachers to implement training results, including support from principals and collaboration between teachers. Meanwhile, training curriculum developers need to ensure that there are components that can increase teachers' self-efficacy, such as reflection, positive reinforcement, and activities that foster confidence in teaching skills.

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