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In-search of Trainee' Performance Drivers: Evidence from Internship Training Program for Indonesian Vocational Teachers

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ABSTRACT

This study investigates the drivers of trainee performance in upskilling/reskilling training program through an internship for vocational high school teachers. Data was gathered from 652 high school business and tourism teachers nationwide who had completed an internship program managed by BISPAR, Indonesia. The data, analyzed using SEM-PLS, results in two important findings. First, training inputs, covering trainee characteristics, training design, and work environment, are important determinants of trainees' experience in the internship program. Among these factors, statistical results reveal that training design is the key to trainee reaction and learning during the training. Second, the total effect analysis shows that teachers' behavior in transferring new competency acquired from the training is greatly influenced by the school's environment factors. The managerial implication of these findings is thoroughly discussed.

INTRODUCTION

Training is essential, especially in the current rapid social, economic, and technological changes (Cahapay, 2021; Gist, Bavetta, & Stevens, 1990). Through training, staff and organizations, particularly in the education sector, will be able to develop well, which in turn can help them face the challenges of change. Despite its strategic role, effective training, which enables participants to implement the obtained competencies in the workplace, e.i., in the classroom, is not easy to design and conduct. Besides, past studies (Saks, 2002; Wenzel & Cordery, 2014) have affirmed that only 40% - 62% of content obtained from training is transferred immediately after the training program, 25% - 44% is transferred after six months, and 15% - 34% is implemented after one year. In this case, evaluating the factors that lead to the success of training, both for the short term and long term, is necessary, especially for the education sector (Cahapay, 2021; Sharif, Braimah, & Dogbey, 2023).

Considering the importance of conducting successful training for the needs of employees and organizations, numerous studies have been dedicated to evaluating the driving factors of trainees'

performance. Most of the studies have agreed that the success of trainee performance is determined not only by their achievement during the training program (indicated by the success of learning and satisfaction with the training process) but also by their implementation of training results in their jobs. The implementation of training results is indeed the key target that every organization expects from its trainees (Alsalamah & Callinan, 2022). Past studies have identified the complex drivers of trainees' performance. Among all, three main and direct antecedent factors are established, i.e., trainee characteristics, training design, and work environment (Baldwin & Ford, 1988; Mdhlalose, 2022). However, the studies noted the complexity and divergent of the findings regarding how the factors influence trainees' performance (Santana-Domínguez, Ballesteros-Rodríguez, & Domínguez-Falcón, 2022). Hence, further exploration of trainees' performance, specifically in a new training environment, is highly suggested.

Driven by this research gap, this present study is intended to investigate the drivers of trainee performance in a new training environment context, i.e., upskilling/reskilling training program, through an internship for vocational high school teachers managed by BISPAR, Indonesia. Conducting such a study is essential for several reasons. First, most of the research on trainee performance is dedicated to general training. None have been conducted in the context of an internship designed for upskilling and reskilling the trainees; thus, the drivers of trainee performance in this context remain unknown. Second, vocational education holds a key role in supporting a country's industry as this education system is specifically designed to prepare students to be directly involved in the working environment. Identifying the factors of successful trainee performance will help not only the vocational school but also the industry as a whole. Third, BISPAR Indonesia is a center of training for vocational teachers nationwide; thus, the implication of assessing the training that it manages potentially benefits nationwide.

LITERATURE REVIEW

Training staff is complex but important for any organization; thus, many studies have been dedicated to examining the training process and have resulted in many models. The initial theoretical model to understand training evaluation was built by D L. Kirkpatrick (1959) with his four-level evaluation model. This model shows that training involves four stages (Alsalamah & Callinan, 2022; D L Kirkpatrick & Kirkpatrick, 2009), namely reaction, learning, behavior, and impact. Subsequent studies examining this model confirmed that these four elements are important for understanding how successful training is (Cahapay, 2021; Smidt, Balandin, Sigafoos, Reed, & Disability, 2009). These studies redeveloped the model using various approaches, including organizational factors and training characteristics, to cover the complexity of the training process. However, Kirkpatrick's four-stage theoretical model is considered weak in terms of rigidity (Alsalamah & Callinan, 2022; Farjad, 2012). Thus, it is seen as less suitable for evaluating various kinds of training, specifically in the education sector (Cahapay, 2021). Also, this model does not accommodate causal relationships between levels that are interconnected with each other. Therefore, previous researchers (Alsalamah & Callinan, 2022; Cahapay, 2021) suggested further developing this model to ensure its predictive ability for evaluating training programs.

Another popular theoretical model to evaluate the success of trainees in implementing the training results was introduced by Baldwin and Ford (1988). The scholars proposed the training transfer theory, the most influential conceptual framework that explains how a trainee can transfer what is gained from the training. Developed as a simple framework to guide future research, Baldwin and Ford's (1988) model (see Figure 1) combines three (tripartite) elements: a) training inputs,

consisting of trainee characteristics, training design, and work environment; b) training outcomes, defined as the amount of learning gained during the training program and the retention of the materials after the program is completed; and c) transfer terms, which take into account the generalization of the knowledge and skills acquired in training to the job context and the maintenance of learning over time in the workplace. The various direct and indirect influences between these factors and elements highlight the fact that training transfer is a complex, multi-faceted phenomenon.

Baldwin and Ford's (1988) model has been widely reviewed in the last twenty-five years (Bauer, McAbee, & Jackson, 2023; Rahayu & Paerah, 2022; Wenzel & Cordery, 2014). There have been several variants made to this basic tripartite framework in subsequent studies. Wenzel and Cordery (2014) argued that evaluations of training transfer need to explicitly consider the role of (a) key stakeholders, which include executives, supervisors, performers, performance consultants, evaluators, performance partners, peers, and subject matter experts, and (b) time-period of training transfer, which consists of pre-training, training, and post-training. By considering time and stakeholder elements, the researchers laid the foundation for a more systemic approach to evaluating a training program.

Referring to the review of previous literature on the strength of the training evaluation model by D L. Kirkpatrick (1959) and the training transfer model by Baldwin and Ford (1988), this study integrates these two conceptual models to evaluate an upskilling/reskilling training program which is based on industrial internships (Figure 1). Figure 1 illustrates that the behavior of trainees in carrying out their work after participating in an industrial internship training program will be influenced by their experience during the training, which includes the aspects of (1) their reactions toward participating in the program and (2) their learning experiences. The experience aspect is influenced by three basic components, including the characteristics of the trainee (trainee characteristics), the training design (internship design), and the environment in which the trainee works (work environment) (Baldwin & Ford, 1988; Sharif et al., 2023). Apart from influencing the experience during training, these three aspects also, directly and indirectly, influence trainees' behavior after participating in the training. This process later ultimately leads to results, in this case, the competency of students taught by teachers who have participated in the internship training program.
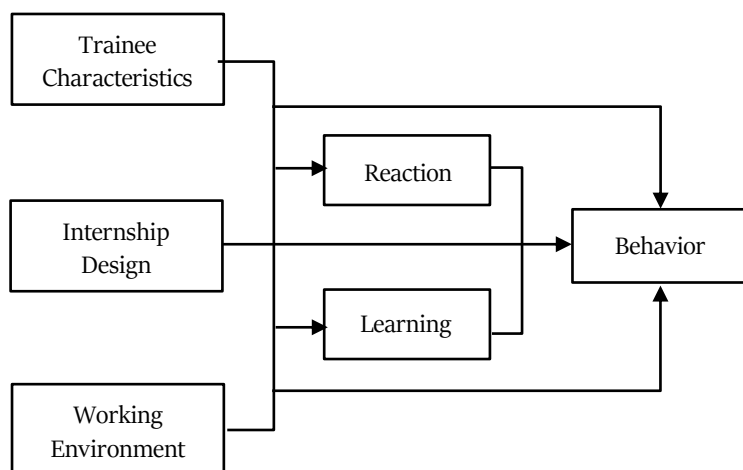

Figure 1. The proposed internship training model

Post-Training Behavior

Post-training behavior refers to expected actions that occur after a person participates in training, in the context of this study, an industrial internship. Post-training behavior is the ultimate goal of participating in a training program (Santana-Domínguez et al., 2022). Training will be considered less successful if, upon returning from training, a trainee does not show the expected behavior. This behavior generally occurs shortly after training, but over time it will often decrease (Saks, 2002; Wenzel & Cordery, 2014). Hence, training that is able to change trainees' behavior and maintain it within a certain period, specifically in the long term, is highly desired.

The behavior a trainee shows after participating in training is complex, depending on the type of training and organization. Post-training behavior can be classified into four components, namely application, performance improvement, actions, and attitude (D L Kirkpatrick & Kirkpatrick, 2009). The application shows what the trainee obtained during his training. It is hoped that the gained knowledge and skills can all be applied in the workplace. The greater the application, the more successful the training is. In line with the application of the new knowledge and skills, the performance of the trainee and the performance of the organization as a whole are expected to achieve the desired targets. However, previous research claimed that this implementation is often short-term and will gradually fade, resulting in a decline in performance (Cahapay, 2021; Santana-Domínguez et al., 2022). Therefore, it is important to reestablish a suitable working environment, policies, and facilities as well as infrastructure so that the application of competencies obtained in the training can be applied and matched with the organization's needs. Thus, organizational performance will be improved as expected, or at least maintained.

Besides the technical aspects and knowledge gained from training, an important aspect of post-training behavior also concerns how trainees behave. A person with increased technical abilities and knowledge is expected to have a positive attitude and behavior in the workplace. A competent and knowledgeable trainee tends to avoid behavior that does not contribute to his performance as staff or the performance of the organization. In the context of attitude, a 'favorable' attitude towards the job, colleagues, and the organization also tends to be shown by staff with sound knowledge and skills (Dwi Suhartanto & Brien, 2018).

The Role of Training Outcomes

Reaction and learning are two important aspects of internship outcomes (D L. Kirkpatrick, 1959; D L Kirkpatrick & Kirkpatrick, 2009). The reaction is the mood felt by trainees during the training, indicated by how happy they are in participating in the training and how relevant and beneficial the materials are to be implemented in their workplace. Scholars have agreed that the aspect of enjoyment or happiness is the feeling of joy or pleasure felt by trainees in carrying out the training (Santana-Domínguez et al., 2022). This aspect arises due to many factors, including the presence of a supportive training environment such as peers and trainers. Enjoyment can also be generated by training design that suits trainees' needs. They will be enthusiastic about taking part in the training since it is beneficial for their future. The suitability (relevance) of what is learned in the training and what is needed to improve trainees' skills is essential in determining their reaction during the training process.

H_1: Reaction has a positive effect on behavior.

Learning is what trainees obtain from the training program (D L Kirkpatrick & Kirkpatrick, 2009). This aspect mainly concerns knowledge and skills to be applied when the trainees go back to

work. However, experts have also highlighted the aspects of self-confidence and commitment as the other results gained from participating in training (Cahapay, 2021; Santana-Domínguez et al., 2022). These aspects are derived from the mastery of new knowledge and skills. It implies that the more skilled and knowledgeable a person is, the more confident and more committed he will be in doing his job since he possesses a good understanding of the benefits of the work he does.

H_2: Learning has a positive effect on behavior.

The Role of Training Input

Training input determines the success of training since it impacts the transfer process and training output (Baldwin & Ford, 1988; Santana-Domínguez et al., 2022). Training input covers three aspects, namely: trainee characteristics, training design, and work environment.

First, trainee characteristics such as skills, motivation, and personality are important factors that directly and indirectly influence the success of a transfer (Kodwani & Prashar, 2021). Previous studies have shown that training participants who have the desire to achieve goals will apply and transfer what they learn from training. Likewise, skills and personality show a significant relationship with the transfer process (Baldwin & Ford, 1988; D Suhartanto & Raharso, 2002). Post-training interventions such as feedback and goal setting also motivate participants to transfer their knowledge. A recent empirical study in the culinary field by Bauer et al. (2023) revealed that trainees' characteristics such as personal traits, mental abilities, and self-efficacy are important predictors of their performance during training and their ability to transfer competencies and knowledge. Furthermore, Gegenfurtner, Knogler, and Schwab (2020) reported that interest in the training program is a driving factor for trainees to transfer what they have gained.

H_3: Trainee characteristics have a positive effect on reaction.
H_4: Trainee characteristics have a positive effect on learning.
H_5: Trainee characteristics have a positive effect on behavior.

Second, the training design is constructed to determine the level of success of the training. Literature has presented two factors that influence the design of training, namely identical elements and general principles and stimuli variability (Baldwin & Ford, 1988). The success of the transfer is determined by how fit the training is designed according to the work situation of the trainee (Santana-Domínguez et al., 2022). A number of previous studies supported this opinion, stating that presenting the same working elements in the training and good practice conditions will increase trainees' competency (Mdhlalose, 2022). Another important aspect of training design is related to generalization principles, that training will be effective if the practice provided is accompanied by an explanation of the concept or theory behind it (Sharif et al., 2023). Understanding theory or concept will provide a more complete picture of the relationships that exist in what is being studied. Comprehending these relationships will help participants understand how the theory or concept can be applied in their workplaces.

A study conducted by Gegenfurtner et al. (2020) affirmed that training content and interest in participating are two factors that motivate trainees to transfer their new knowledge and skills. Gil, Mataveli, and Garcia-Alcaraz's (2022) study in Spain education institutions reported that needs analysis, application, and evaluation (three important components in designing training) greatly determine the success of trainees in transferring the competencies they obtain from the training.

H_6: Training design has a positive effect on reaction.

H_7: Training design has a positive effect on learning.
H_8: Training design has a positive effect on behavior.

Third, the work environment is defined as a supportive organizational climate, i.e., any aspects that enable trainees to apply the new competency in their jobs. Studies on the factors that affect trainees to transfer the new competency present diverse findings. Mdhlalose (2022) claimed that, apart from trainees' characteristics, the success in transferring training results is determined by the work environment. The transfer will be successful if the trainee, besides having adequate skills, is also equipped with aspects of philosophical norms in their jobs. Furthermore, the latest empirical study in the field of public and private higher education in Pakistan (Sharif et al., 2023), underlined the importance of organizational, superior, and colleague support in the success of trainees, both during training and in transferring the competencies they have acquired.

H_9: Work environment has a positive effect on reaction.
H_{10}: Work environment has a positive effect on learning.
H_{11}: Work environment has a positive effect on behavior.

RESEARCH METHODS

The variables identified in the training evaluation and transfer model have been widely observed previously. Therefore, the indicators for the variables used in this study were adopted from past studies. The training input variables (with 30 indicators for trainee characteristics, training design, and work environment variables) were adapted from (Baldwin & Ford, 1988; Bauer et al., 2023; D Suhartanto & Raharso, 2002). Four items for reaction and learning were adapted from (Cahapay, 2021; D L Kirkpatrick & Kirkpatrick, 2009). Finally, the behavior variable with sixteen items was adapted from (D L Kirkpatrick & Kirkpatrick, 2009; Sharif et al., 2023). To measure variables, this study employed a five-point Likert scale, ranging from "1: strongly disagree" to "5: strongly agree". To ensure the clarity of instructions and questions, the questionnaire was pre-tested on 20 vocational high school teachers who had ever taken part in industrial internships. This process resulted in minor changes to the questions and instructions.

This research focused on assessing the upskilling/reskilling internship training program of vocational teachers in the business and tourism fields. Considering the objective and study context, a qualitative approach was employed. A survey was conducted on vocational teachers who had participated in an internship training program managed by the BISPAR Indonesia training center from 25 Juli to 18 August 2023, resulting in 652 usable responses to be further analyzed. This sample size, considering the complexity of the model, is deemed to be suitable for testing the proposed model (Bartlett, Kotrlik, & Higgins, 2001; Hair, Hult, Ringle, & Sarstedt, 2017).

This research used statistical methods, by employing SPSS to analyze descriptive statistics and the Partial Least Square method (using SmartPLS 3) to estimate the proposed training model. To evaluate the validity and reliability of construct variables, this study assessed the measurement model, as recommended by Sarstedt, Hair, Ringle, Thiele, and Gudergan (2016). Meanwhile, to test the relationship between variables, this research assessed the structural model. Because the aim is to validate the theory of training model formation, the use of SEM-PLS is considered relevant (Hair et al., 2017).

RESULTS

Table 1 reveals the demographic characteristics of the respondents. Most of them are female, reflecting the nationwide female majority of high school teachers.

Table 1. Demographic characteristics of the respondents

	Variable	Volume	%
Gender	Female	522	73%
	Male	164	27%
Training participation	Voluntarily	231	29%
	Voluntary & assigned	424	64%
	Assigned	31	7%
Age	20-30 years	172	22%
	31-40 years	260	40%
	41-50 years	229	34%
	>50 years	25	4%
Education degree	Bachelor	593	84%
	Master	92	16%
	Doctoral	1	0%
Year of service	< 5 years	169	23%
	5-10 years	167	24%
	11-16 years	214	31%
	17-22 years	106	16%
	> 22 years	30	6%

Measurement Model

To evaluate the proposed model of the internship training program (Figure 1), this study employed a two-stage examination. The first stage was intended to appraise the reliability and validity of the variables in the proposed model through the examination of the measurement model. The result (Table 2) exposes that the requirements of validity and reliability of the variables used in this study are satisfied (Hair et al., 2017). All indicators have a loading factor value of more than 0.6 and are significant at p<0.01. All variables have Cronbach's Alpha and composite reliability (CR) values of more than 0.7 and average variance extracted (AVE) of more than 0.5. Next, following Hair et al.'s (2017) recommendation, a discriminant validity test was performed using the Fornell-Lacker criterion, resulting in all values meeting the validity of the constructs requirement (Table 3).

Table 2. The result of the measurement model check

Variable/Indicator	Loading**	Cronbach' α	CR	AVE
Behavior		0.951	0.976	0.953
Always practicing the new skill	0.921			
Always trying to improve the skill	0.949			
Becoming a more professional teacher	0.940			
Improving teaching capabilities	0.927			
Students can apply the new skill in the industry	0.941			
Students new skills are suitable for industry	0.953			
Student has a better attitude	0.947			

Variable/Indicator	Loading**	Cronbach' α	CR	AVE
Overall, students are more competent	0.945			
Training Design		0.755	0.846	0.582
The industry environment is supportive	0.732			
The industry environment is conducive	0.723			
The industry staff is helpful	0.700			
Facilitators are knowledgeable	0.714			
Facilitators have sound technical skill	0.720			
Facilitators are professional	0.771			
Mentors are knowledgeable	0.744			
Mentors have sound technical skill	0.738			
Mentors are professional	0.727			
Industry assistants are knowledgeable	0.773			
Industry assistants have sound technical skill	0.773			
Industry assistants are professional	0.749			
Overall, the internship is excellent	0.714			
Learning		0.878	0.916	0.733
After the internship, the knowledge increases	0.875			
After the internship, competency increases	0.866			
After the internship, (I) become confident in teaching	0.869			
Committing to apply new competency	0.812			
Reaction		0.815	0.915	0.844
Being satisfied with the internship program	0.824			
The internship is more than expected	0.824			
The internship matches with teaching requirement	0.887			
Trainee Characteristic		0.620	0.838	0.722
I believe that I can follow the internship successfully	0.709			
I believe that I will succeed in the internship program	0.734			
I always succeed in dealing with challenges	0.715			
Work Environment		0.939	0.957	0.847
The new skill obtained is important for students	0.914			
Students are enthusiastic about learning the new skill	0.942			
Students are able to learn the new skill	0.923			
Colleagues are supportive	0.943			
Supervisors are supportive	0.929			
There is a chance to practice the new skill	0.951			
The curriculum enables to apply the new skill	0.939			
School facilities are suitable for the new skill	0.789			

Note: **significant at p<0.01

Table 3. Discriminant validities check with the Fornell-Larcker Criterion

Construct	1	2	3	4	5	6
1. Behavior	0.976					
2. Training Design	0.332	0.763				
3. Learning	0.404	0.623	0.856			
4. Reaction	0.300	0.705	0.609	0.919		
5. Trainee Characteristics	0.292	0.385	0.403	0.369	0.850	
6. Work Environment	0.922	0.314	0.357	0.287	0.245	0.920

Structural Model

The second stage of examination was conducted to assess the structural model in an attempt to evaluate the fitness of the model and to examine the proposed hypotheses. Following Chin, Peterson, and Brown (2008), this study employed 5,000 bootstrapping iterations to evaluate the indicators' significance and the path coefficient of the structural model. This process results in a goodness of fit value of 0.583, which, according to Tenenhaus, Esposito, Chatelin, and Laura's (2005) contention, indicates that the model is fit. This study then used R^2 to evaluate the explanation of the exogenous variables (trainee characteristics, training design, and work environment) in predicting the endogenous variable. The results show a value of 85.7% (on behavior), 50.9% (on reaction), and 43.9% (on learning), which implies that the explanation power of the training input, reaction, and learning is high (Chin et al., 2008). The appropriateness of the prediction power of extraneous variables was also measured using Q^2. The analysis shows that all Q^2 values are positive, indicating the appropriateness of their prediction power (Chin et al., 2008). Table 4 displays the result of testing the hypotheses.

Table 4. Direct, indirect, and total effect

Relationship (Hypothesis)	Direct effect		Indirect effects		Total effect	
	β	t-value	β	t-value	β	t-value
Reaction → Behavior (H₁)	-0.023	0.907			-0.023	0.907
Learning → Behavior (H₂)	0.080	2.829**			0.080	2.829**
Trainee Ch. → Reaction (H₃)	0.106	2.870**			0.106	2.870**
Trainee Ch. → Learning (H₄)	0.168	4.346**			0.168	4.346**
Trainee Ch. → Behavior (H₅)	0.050	2.680**	0.011	2.008*	0.061	3.335**
Internship Design → Reaction (H₆)	0.645	20.478**			0.645	20.478**
Internship Design → Learning (H₇)	0.510	13.052**			0.510	13.052**
Internship Design → Behavior (H₈)	0.000	0.001	0.026	1.457	0.026	1.352
Working En. → Learning (H₉)	0.156	4.222**			0.156	4.222**
Working En. → Reaction (H₁₀)	0.059	1.574			0.059	1.574
Working En. → Behavior (H₁₁)	0.887	34.927**	0.011	2.018*	0.898	41.350**

Note: *Significant at p<0.05; **significant at p<0.01, Ch.: Characteristics, En: Environment

Table 4 reveals the results of the structural model estimation. Regarding behavior, the effect of learning (0.080) is significant while the effect of reaction is not, suggesting the rejection of H₁ and acceptance of H₂. Next, in the estimated path coefficients, the direct effect of trainee characteristics on learning (0.168), reaction (0.106), and behavior (0.050) is significant (p<0.01). Thus, hypothesis H₃, H₄, and H₅ are supported. The direct effect of training design on learning (0.510) and reaction (0.645) is significant (p<0.01), but its effect on behavior (0.000) is not significant. Therefore, H₆ and H₇ are supported, but H₈ is rejected. Furthermore, the direct effect of the work environment on learning (0.156) and behavior (0.887) is significant (p<0.01), while its effect on reaction (0.059) is not. It implies that H₉ and H₁₁ are supported, but H₁₀ is not. Finally, from the total effect, it appears that among the three training inputs, training design has the greatest impact on learning (0.510) and reaction (0.645) while behavior is most influenced by work environment (0.898). The summary of the relationship between variables is depicted in Figure 2.
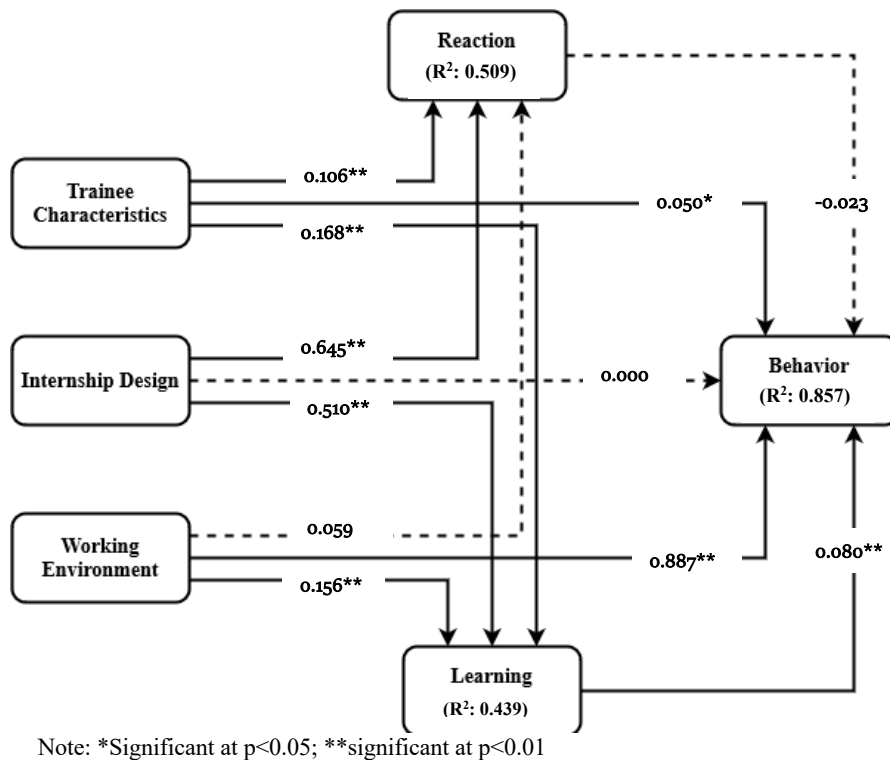
Note: *Significant at p<0.05; **significant at p<0.01

Figure 2. Summary of the relationships between variables

DISCUSSION

Assessing the training program evaluation model using an upskilling/reskilling internship approach presents three important findings. First, the test shows that the training evaluation model created by integrating the four stages of the theoretical model (D L. Kirkpatrick, 1959) and the theoretical training transfer model (Baldwin & Ford, 1988) is fit. In line with the recommendations of experts (Alsalamah & Callinan, 2022), this study affirms that the development of a four-level theory by integrating it with the training transfer theory can explain the process of how training input influences and determines the success of training. Using an apprenticeship approach, the success of training, in this case, relates to the trainee's ability to apply what he obtains in the training to his work environment (teaching at vocational schools). This finding offers an important contribution in terms of the theoretical framework for training evaluation and specificity using the internship approach. It highlights that the integration of the four-stage model and the training training model offer a comprehensive approach to explaining the training and transfer process, in the context of the education sector.

Second, the results show that the three aspects of training inputs (trainee characteristics, training design, and work environment) are important in determining trainee reactions during the internship program. Learning is greatly influenced by trainee characteristics and training design, but among the variables, statistical results reveal that training design is the key to reaction and learning. While previous studies (Baldwin & Ford, 1988; Bauer et al., 2023; Kontoghiorghes, 2004) underlined the role of motivation as a central aspect in effective transfer, this study affirms that this motivation aspect (and trainee characteristics as a whole) is less powerful in determining the success of training

and transfer. However, in line with the study by Gegenfurtner et al. (2020) and Gil et al. (2022), this present study shows that motivation and training success are very closely related. The crucial key of training design is most likely related to the study context, in this case, vocational education in which students are taught to be ready for industry. The training design, therefore, enables teachers to bring industrial competency to the classroom as it is crucial to prepare students to enter the industry and business.

Third, the results of the total effects analysis show that teachers' behavior at school after participating in training is mostly influenced by environmental factors. This finding is in line with the study conducted by Mdhlalose (2022), presenting that the success of transferring knowledge and skills obtained from the training is greatly determined by the work environment. Also, the result is in accordance with Sharif et al.'s (2023) study in the education sector, stating that the support of the organization, superiors, and colleagues is critical to determining the success of the trainee in applying what is learned during the training. The results of this study affirm that to achieve the success of vocational school teachers in industrial internship training and in transferring what is obtained, school readiness and support from other staff are critical.

MANAGERIAL IMPLICATIONS

This study provides two important managerial contributions. First, the study reveals that having a sound internship training program is a key factor that will help training participants be successful in their training, both in terms of learning and reaction toward the program. This finding offers an opportunity for training managers to pay great attention to developing training through internships. The managers need to carefully design the internship program by considering the aspects of the industry environment, including its facilities. Selecting industrial institutions that provide a similar environment to the school where the teachers teach is important, if not it will give an unpleasant feeling for them and negatively affect their learning experience. Next, having a professional and attentive supervisor/mentor in the internship is crucial. As trainees are adults, a supervisor/mentor who comprehends the adult learning approach is the key to the success of the program and the satisfaction of the participants.

Second, the indicator for the success of a training program is when trainees can transfer new competency obtained from the training to their job environment, i.e., teaching activity in the class. For this reason, this study recommends vocational school managers carefully consider their working environment aspect before assigning staff to participate in a training program. Schools need to prepare a curriculum that enables the trainee to implement their new competency. This is also related to the teaching assignment. Switching to a new teaching subject that is different from what has been learned during the training should be avoided as it makes the transfer most likely irrelevant. Further, providing teaching facilities that enable teachers to apply the new competency is also highly recommended. Finally, support from superiors is also important as it helps teachers feel comfortable to implement what they have got in the training.

CONCLUSSION, LIMITATIONS, AND FUTURE RESEARCH

This study is started by evaluating an internship training program measured by trainees' experience during the training and their behavior after the training. The results of testing the proposed model have led to an important conclusion that training design is the vital factor in determining trainees'

(vocational school teachers) experience during the internship, and the work environment is crucial in affecting their capability to transfer their new competency in their jobs (schools). Although revealing some significant findings, this study has several shortcomings. First, it employed data from Indonesian vocational high school teachers on business and tourism areas. This specific data essentially limits the generality of the conclusions. Vocational teachers differ across subjects and regions; thus, the issue of this generality finding can be solved by repeating this research in different subject areas and different countries. Next, besides trainee characteristics, training design, and work environment, trainee performance is also driven by other factors such as institutional policy, psychological factors, and demographic factors. Future research will be fruitful if it can merge those variables into an extended internship training model.

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