

THE DUAL ROLE OF SUPERVISOR SUPPORT AS PREDICTOR AND MODERATOR IN THE RELATIONSHIP BETWEEN IN HOUSE TRAINING AND EMPLOYEE PERFORMANCE

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Abstract

This study aims to examine the dual role of supervisor support, both as a direct predictor and a moderating variable, in the relationship between in-house training (IHT) and employee performance. The research was conducted at the Regional Office of the Directorate General of Treasury in Central Java, which regularly implements internal training programs as part of its human resource development strategy. Using a quantitative approach and a structured questionnaire, data were collected from 58 respondents selected using the Slovin formula from a total population of 68 employees. Data analysis employed multiple linear regression and Moderated Regression Analysis (MRA) using SPSS software. The research results are expected to demonstrate that in-house training can enhance employee performance, while strong supervisor support will strengthen this effect. Additionally, this study identifies supervisor support as an important moderating factor that reinforces the relationship between in-house training and employee performance. These findings emphasize the importance of creating a supportive supervisory environment to maximize the benefits of training programs, ultimately leading to improved organizational performance.

Keywords: in house training, supervisor support, employee performance

INTRODUCTION

Employee performance plays a crucial role in organizational success. One strategy to improve this is through in-house training (IHT), tailored to meet organizational needs. However, training alone is insufficient; leadership support, particularly supervisor support, has been found to significantly influence how training outcomes translate into real work performance. Grounded in Job Demands-Resources (JD-R) theory, this study investigates the dual role of supervisor support—not only as a direct influence on performance but also as a moderator that strengthens the effect of training. The research provides theoretical insight into the integration of training and leadership in performance enhancement and offers practical suggestions for institutions like DJPb to optimize employee development programs.

LITERATURE REVIEW AND HYPOTHESIS FORMULATION

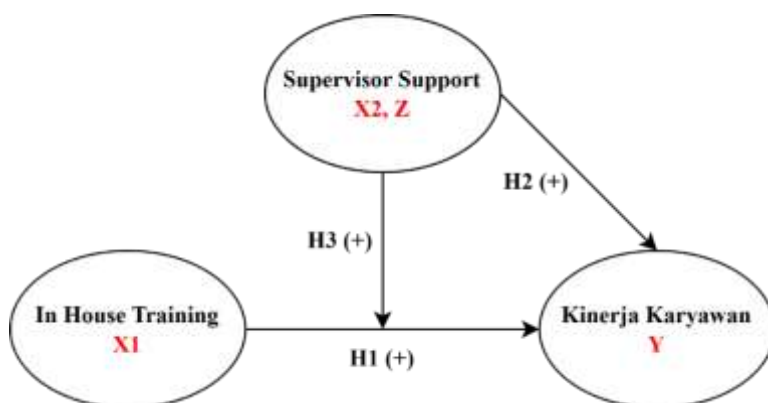
In house training is defined as internal organizational programs aimed at improving employee competence (Hendratmoko, 2018). Based on JD-R theory (Demerouti et al., 2001), training

serves as a job resource that enhances performance. Supervisor support, defined as emotional and instrumental assistance provided by leaders (Saleem et al., 2022), can amplify this effect.

H1: In house training positively affects employee performance.

H2: Supervisor support positively affects employee performance.

H3: Supervisor support moderates the relationship between in-house training and employee performance.



Picture 1. Research Model

RESEARCH METHODS

This study employed a quantitative research design with a survey approach. The population was 68 employees at DJPb Central Java, with a sample of 58 respondents selected using Slovin's formula:

$$n = \frac{N}{1 + Ne^2} \dots \dots \dots (1)$$

$$n = \frac{68}{1 + (68 \cdot 0,05)^2}$$

$$n = 58$$

Description:

n = Number of samples needed

N = Number of population

e = Sampling error rate, 5%

Data collection was conducted through questionnaires based on validated scales: IWPQ for performance (Koopmans et al., 2012), Dagneu Gebrehiwot & Elantheraiyan (2023) for IHT, and Amanda (2024) for supervisor support. Data were analyzed using Moderated Regression Analysis (MRA) via SPSS.

Operational definition of research variables is a more specific explanation of the characteristics of variables that can be observed and measured (Suliyanto, 2018). In research, operational definition is very important to ensure that variables can be measured consistently. The following table provides an explanation of the definition of each variable and its dimensions, consisting of the conceptual and operational sides needed to understand the purpose of this study.

Table 1. Variable, Conceptual Definition, Operational Definition and Indicators

Variable	Conceptual Definition	Operational Definition	Indicators
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In-House Training (IHT)	In-house training is a job training program organized internally (at the workplace) as an effort to improve employee competence and capabilities, at the request of the employer, with materials tailored to organizational needs. (Hendratmoko, 2018)	In-house training is measured by the relevance of the training content to job demands, participants' activeness during training, availability of supporting facilities, trainer's ability to deliver materials effectively, and the increase in competence after training.	1. Training Needs Assessment 2. Employee Perception 3. Training Perception (Dagnew Gebrehiwot & Elantheraiyan, 2023)
Employee Performance	Employee performance is the behavior of individuals in carrying out their duties and responsibilities that contribute to the achievement of organizational goals, in accordance with established work standards, supporting overall organizational success. (Koopmans et al., 2012)	Employee performance is measured by the employee's ability to achieve work targets, efficiency, work quality, and contribution to organizational objectives.	1. Work Quality 2. Work Quantity 3. Time Utilization 4. Attendance Level 5. Teamwork (Koopmans et al., 2012)
Supervisor Support	Supervisor support is the social support provided by a supervisor to employees, based on trust, willingness to help, fairness in transactions, etc. (Saleem et al., 2022)	Supervisor support is measured based on employee perceptions of supervisor behaviors that demonstrate concern, assistance in tasks, clarity of work direction, and appreciation of work results.	1. Instrumental Supervisor Support 2. Attentive Supervisor 3. Demanding Authoritarian 4. Tolerant Supervisor (Karesek in Amanda, 2024)

RESULTS AND DISCUSSION

Findings reveal that both in-house training and supervisor support significantly influence employee performance. Supervisor support strengthens the impact of training, indicating a moderating effect. Employees who received training and felt supported by supervisors reported higher engagement and better performance outcomes. This aligns with the JD-R framework where job resources such as training and leadership act synergistically to enhance work outcomes. The results reinforce the importance of integrated HR and leadership strategies for optimal performance.

CONCLUSION

This study confirms the pivotal role of supervisor support both as a direct and moderating variable in enhancing the impact of in-house training on employee performance. Practical implications suggest that leadership development should accompany training initiatives. Limitations include a restricted sample from a single government agency. Future research may explore similar models in private sector contexts or include mediating variables such as motivation or job satisfaction.

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