

The Influence of Training Quality, Price Perception, and Perceived Training Relevance on Customer Satisfaction of BNSP Training Through Transfer of Training

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Abstract: Changes in job competency demands have increased the need for quality, relevant training that provides value relative to the costs incurred by participants. However, increased training participation does not always translate into participants' ability to apply training outcomes or their satisfaction with the program. This study examines the effects of training quality, price perception, and perceived training relevance on customer satisfaction through transfer of training among BNSP training participants at PT Waterpedia Rejeki Langit Gresik. Using an associative quantitative approach, the study surveyed 165 participants who attended BNSP training between 2020 and 2025, selected through saturated sampling. Data were collected via a five-point Likert-scale questionnaire and analyzed using Partial Least Squares Structural Equation Modeling (PLS-SEM) with SmartPLS, including measurement and structural model evaluations, hypothesis testing, and mediation analysis. The results indicate that training quality, price perception, and perceived training relevance each have positive and significant effects on both transfer of training and customer satisfaction. Transfer of training also exerts a positive and significant effect on customer satisfaction and significantly mediates all three relationships. The largest mediation effect is observed for training quality (indirect effect = 0.348). These findings suggest that successful competency implementation is a key mechanism that strengthens the influence of training quality, price perception, and relevance on participant satisfaction. Training providers should therefore prioritize the applicability of training content, alignment with job requirements, and clear communication of the value of training relative to its cost.

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Introduction

Human resource development through training is a crucial strategy for addressing economic and technological changes, as well as job competency demands. Digital transformation and automation are driving the need for an adaptive and competent workforce (Zaky, M. (2021)). Training plays a role in bridging competency gaps caused by changes in the work environment and improving knowledge, skills, and work attitudes in line with job requirements (Jum'iyatul Kamala et al., (2025); Kraiger & Ford et al., (2021)). This increased demand is evident in the number of Competency-Based Training (PBK) participants, which increased from 44,112 in the first semester of 2023 to 47,038 in the first semester of 2024 (Pratiwi et al., 2025).

Increasing the number of participants does not guarantee the quality of the learning experience, satisfaction, and implementation of training outcomes. This is relevant for PT. Waterpedia Rejeki Langit, which organizes various BNSP training programs, with the largest number of participants coming from the corporate sector (80%). The POPA (Polymer Training) scheme is the most popular training program, with 30% participating, while PPPU (Polymer Training) is at 7%. This situation demonstrates the high industrial demand for technical competency in wastewater treatment and the importance of providing training tailored to participant needs.

The first issue relates to training quality. Participants still perceived variations in learning experiences between groups and complained about the trainer's delivery and teaching methods. However, training quality, including design, methods, instructor competence, and facilities, can influence participant satisfaction and motivation to apply training outcomes (Torre et al., 2025). This finding aligns with findings that training quality is a strong determinant of participant satisfaction (Fatrio, G. & Herawati, 2025).

The second issue relates to price perception and perceived training relevance. PT. Waterpedia Rejeki Langit's training costs range from IDR 5,500,000 for the operator program and IDR 7,500,000 for the manager program, so participants tend to assess the appropriateness of the costs relative to the benefits received. Perceptions of price and benefits can influence participant satisfaction (Nurhidayati et al., 2021; To & Leung et al., 2024). Furthermore, some participants assessed that the material did not fully reflect current developments and job requirements, even though content relevance is crucial to training effectiveness (Erustus Kibet Yegon, Dr. Peter Muchai, PhD & Dr. Vivian Cherono, 2025).

This issue relates to the transfer of training, namely the ability of participants to apply the knowledge, skills, and attitudes gained from training in real-world work (Irhamni & Rahardja, 2021; Malinda, 2021). Previous research has shown that training quality, price perception, and perceived training relevance influence participant satisfaction (Fatrio, G. & Herawati, 2025; Gegenfurtner et al., 2020; Nurhidayati et al., 2021). However, previous research has not considered transfer of training as a mediating variable in the context of BNSP-certified technical training.

This study aims to analyze the influence of training quality, price perception, and perceived training relevance on customer satisfaction through transfer of training on BNSP training participants at PT. Waterpedia Rejeki Langit Gresik. This research is important to conduct to obtain empirical evidence that can be the basis for improving training quality, price adjustments, material relevance, implementation of training results, and participant satisfaction. The novelty of this study lies in the use of transfer of training as a mediating variable in testing the relationship between these three factors and customer satisfaction in the context of BNSP technical training, specifically in the field of POPA.

Research methods

This study uses a quantitative method with an associative approach to analyze the influence of training quality, price perception, and perceived training relevance on customer satisfaction

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through transfer of training as a mediating variable in BNSP training participants at PT. Waterpedia Rejeki Langit Gresik. Data were obtained through a closed questionnaire using a Likert scale of 1 to 5 (Bougie & Uma Sekaran, 2019; Nang & Law, 2014).

The research instrument consisted of a questionnaire measuring training quality, price perception, perceived training relevance, transfer of training, and customer satisfaction based on the indicators for each variable. All indicators were assessed using a five-level Likert scale, ranging from 1 = strongly disagree to 5 = strongly agree (Bougie & Uma Sekaran, 2019).

The study population consisted of 165 BNSP training participants at PT. Waterpedia Rejeki Langit Gresik from 2020 to 2025 who participated in various BNSP training schemes, namely POPA, PPPA, POPU, PPPU, PLB3, and OPLB3. The study sample consisted of 165 respondents using a saturated or census sampling technique, so that all members of the population were used as research samples.

The research procedure began with a pre-survey to obtain an overview of the participants' conditions, followed by a theoretical review, problem formulation and hypothesis development, questionnaire development, and data collection. Data were analyzed using Structural Equation Modeling Partial Least Squares (SEM-PLS) with the help of SmartPLS through descriptive statistical analysis, outer model evaluation, inner model evaluation, hypothesis testing, and mediation testing. The outer model evaluation included convergent validity, discriminant validity, and reliability, while the inner model included R^2 and effect size (f^2). Hypothesis and mediation testing were conducted through bootstrapping with the criteria of t-statistic > 1.96 and $p < 0.05$.

Research results

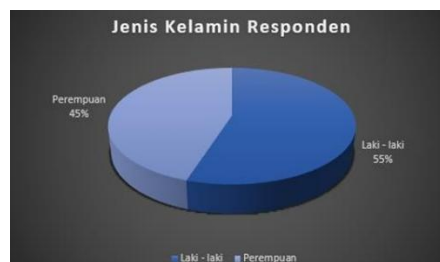


Figure 1 Respondent Gender



Figure 2 Respondents' Age



Figure 3 Respondents' Education Level

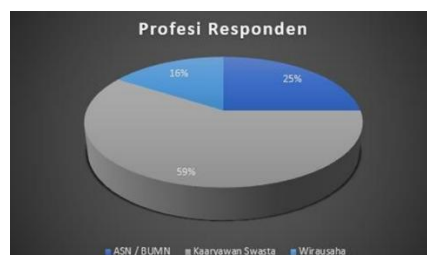


Figure 4 Respondents' Professions



Figure 5 Respondents' work experience



Figure 6 Respondents' Participation in BNSP Training



Figure 7 Respondent Training Objectives

Descriptive Statistics and Correlation

Table 1 Descriptive Statistical Analysis

No	Variables	Indicator	Item	Answer					Mean
				STS	TS	N	S	SS	
1	Quality Training (X1)	Relevance of Training Material (X1.1)	X1.1.1	0	44	57	49	15	3.21
			X1.1.2	1	42	64	46	12	3.16
		Clarity of Training	X1.2.1	5	42	58	52	8	3.10

		Objectives (X1.2)	X1.2.2	1	48	56	53	7	3.10
		Method &	X1.3.1	0	51	53	52	9	3.12
		Design	X1.3.2	1	48	54	55	7	3.12
No	Variables	Indicator	Item	Answer					Mean
				STS	TS	N	S	SS	
		Training (X1.3)							
		Competence	X1.4.1	1	43	61	48	12	3.16
		Instructor (X1.4)	X1.4.2	3	39	63	49	11	3.16
		Implementation of Training (X1.5)	X1.5.1	2	45	58	48	12	3.14
			X1.5.2	3	45	58	50	9	3.10
		Evaluation	X1.6.1	0	46	62	46	11	3.13
		Training (X1.6)	X1.6.2	2	43	60	50	10	3.14
2	Price Perception (X2)	Price-Benefit Match (X2.1)	X2.1.1	4	35	63	51	12	3.19
			X2.1.2	0	38	62	53	12	3.24
		Price Fairness (X2.2)	X2.2.1	2	44	60	47	12	3.14
			X2.2.2	3	47	54	51	10	3.11
		Affordability Price (X2.3)	X2.3.1	3	38	67	52	5	3.11
			X2.3.2	4	38	60	57	6	3.14
		Perceived Value (X2.4)	X2.4.1	3	44	57	52	9	3.12
			X2.4.2	3	48	56	51	7	3.07
		Price	X2.5.1	1	39	61	58	6	3.18
		As an Indicator	X2.5.2	3	45	54	59	4	3.10
No	Variables	Indicator	Item	Answer					Mean
				STS	TS	N	S	SS	
		Quality (X2.5)							
3	Perceived	Suitability of Material to	X3.1.1	1	48	59	49	8	3.09

	Training Relevance (X3)	Job (X3.1)	X3.1.2	1	44	63	51	6	3.10
		Compliance with Competency Needs (X3.2)	X3.2.1	1	49	61	46	8	3.07
			X3.2.2	0	48	65	46	6	3.06
		Benefits of Training for Performance (X3.3)	X3.3.1	1	40	69	47	8	3.13
			X3.3.2	0	42	70	44	9	3.12
		Compatibility With DeveloperCareer bro (X3.4)	X3.4.1	1	51	55	54	4	3.05
			X3.4.2	0	49	59	52	5	3.08
		Application of Material in Work (X3.5)	X3.5.1	3	43	70	44	5	3.03
			X3.5.2	4	40	69	44	8	3.07
4		Implementation Results	Z1.1	0	25	92	45	3	3.16
			Z1.2	0	26	93	43	3	3.14
No	Variables	Indicator	Item	Answer					Mean
				STS	TS	N	S	SS	
		On-the-Job Training (Z1)							
		Change	Z2.1	1	24	91	48	1	3.15
		BehaviorWork (Z2)	Z2.2	1	27	89	46	2	3.13
		Consistency of Implementation of Training Results (Z3)	Z3.1	0	32	84	47	2	3.12
			Z3.2	0	29	84	49	3	3.16
		Utilizationn Training to Improve Performance (Z4)	Z4.1	1	21	96	47	0	3.15
			Z4.2	0	22	95	47	1	3.16
		Willingness to Use Acquired Competencies (Z5)	Z5.1	0	29	87	48	1	3.13
			Z5.2	0	24	91	49	1	3.16
5	Customer Satisfaction n(Y)	Satisfaction With Experience	Y1.1	1	27	89	45	3	3.13
			Y1.2	2	30	82	47	4	3.13
No	Variables	Indicator	Item	Answer					Mean
				STS	TS	N	S	SS	
		Training (Y1)							
		Training Alignment with Expectations (Y2)	Y2.1	0	27	90	47	1	3.13
			Y2.2	0	30	88	44	3	3.12

	Positive Assessment of Training Benefits (Y3)	Y3.1	0	30	93	40	2	3.08
		Y3.2	0	25	88	52	0	3.16
	Satisfaction with Training Implementation (Y4)	Y4.1	0	33	85	44	3	3.10
		Y4.2	0	34	83	44	4	3.11
	Willingness to Recommend Training (Y5)	Y5.1	1	29	84	48	3	3.14
		Y5.2	1	31	88	42	3	3.09

Table 2 Score Interpretation Categories

Interval	Category
1.00 – 1.80	Very Low
1.81 – 2.60	Low
2.61 – 3.40	Currently
3.41 – 4.20	Tall
4.21 – 5.00	Very high

Based on the interpretation category table, all mean values in the research variables are in the interval of 2.61–3.40, so they are included in the Moderate category. The Training Quality variable (X1) obtained an average mean of 3.14, Price Perception (X2) of 3.14, Perceived Training Relevance (X3) of 3.08, Transfer of Training (Z) of 3.15, and Customer Satisfaction (Y) of 3.12.

Correlations						
		Kualitas Pelatihan	Price Perception	Perceived Training Relevance	Transfer of Training	Satisfaction Area
Kualitas Pelatihan	Pearson Correlation	1	.065	.044	.570**	.560**
	Sig. (2-tailed)		.410	.577	.000	.000
	N	165	165	165	165	165
Price Perception	Pearson Correlation	.065	1	.175*	.562**	.569**
	Sig. (2-tailed)	.410		.025	.000	.000
	N	165	165	165	165	165
Perceived Training Relevance	Pearson Correlation	.044	.175*	1	.555**	.549**
	Sig. (2-tailed)	.577	.025		.000	.000
	N	165	165	165	165	165
Transfer of Training	Pearson Correlation	.570**	.562**	.555**	1	.862**
	Sig. (2-tailed)	.000	.000	.000		.000
	N	165	165	165	165	165
Satisfaction Area	Pearson Correlation	.560**	.569**	.549**	.862**	1
	Sig. (2-tailed)	.000	.000	.000	.000	
	N	165	165	165	165	165

** Correlation is significant at the 0.01 level (2-tailed).
* Correlation is significant at the 0.05 level (2-tailed).

Figure 8 Correlation Test Results

The results of the correlation test show that Training Quality (0.560), Price Perception (0.569), and Perceived Training Relevance (0.549) have a positive and significant relationship with Customer Satisfaction (Y), with a significance of $0.000 < 0.01$. Transfer of Training has the strongest relationship with Customer Satisfaction of 0.862 with a significance of $0.000 < 0.01$. Meanwhile, the correlation between independent variables is low, namely 0.045 to 0.178, which indicates that the three are different constructs in assessing BNSP training.

Sample Adequacy Assumption Test Results

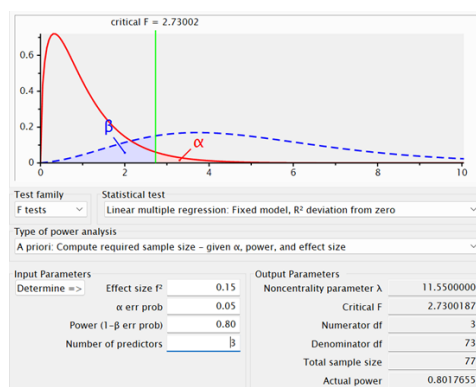


Figure 9 Statistical Power Analysis With GPower

The sample was determined using G*Power with an effect size of 0.15, a significance level of 0.05, a statistical power of 0.80, and three predictors. The calculation resulted in a minimum requirement of 77 respondents, while the actual sample size was 165. Therefore, the sample size was sufficient and suitable for analysis using PLS-SEM via SmartPLS (Hair et al., 2021).

Measurement Model Analysis Results

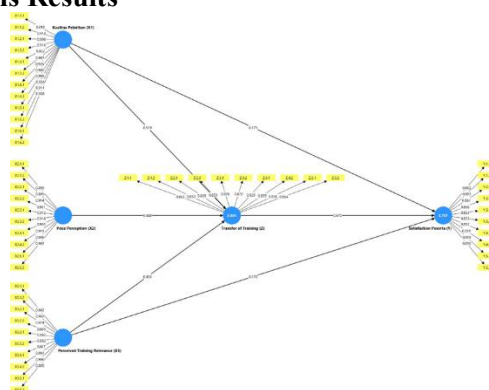


Figure 10 Outer Model Results

Table 3 Loading Factor Results

Variables	Outer loadings
X1.1.1 <- Training Quality (X1)	0.918
X1.1.2 <- Training Quality (X1)	0.914
X1.2.1 <- Training Quality (X1)	0.898
X1.2.2 <- Training Quality (X1)	0.916
X1.3.1 <- Training Quality (X1)	0.902
X1.3.2 <- Training Quality (X1)	0.907
X1.4.1 <- Training Quality (X1)	0.905
X1.4.2 <- Training Quality (X1)	0.900
X1.5.1 <- Training Quality (X1)	0.909
X1.5.2 <- Training Quality (X1)	0.924
X1.6.1 <- Training Quality (X1)	0.911
X1.6.2 <- Training Quality (X1)	0.908
X2.1.1 <- Price Perception (X2)	0.890
X2.1.2 <- Price Perception (X2)	0.895
X2.2.1 <- Price Perception (X2)	0.914
X2.2.2 <- Price Perception (X2)	0.901

X2.3.1 <- Price Perception (X2)	0.912
X2.3.2 <- Price Perception (X2)	0.918
X2.4.1 <- Price Perception (X2)	0.900
X2.4.2 <- Price Perception (X2)	0.911
X2.5.1 <- Price Perception (X2)	0.896
X2.5.2 <- Price Perception (X2)	0.902
X3.1.1 <- Perceived Training Relevance (X3)	0.882
X3.1.2 <- Perceived Training Relevance (X3)	0.882
X3.2.1 <- Perceived Training Relevance (X3)	0.874
X3.2.2 <- Perceived Training Relevance (X3)	0.869
X3.3.1 <- Perceived Training Relevance (X3)	0.882
X3.3.2 <- Perceived Training Relevance (X3)	0.882
X3.4.1 <- Perceived Training Relevance (X3)	0.867
X3.4.2 <- Perceived Training Relevance (X3)	0.892
Variables	Outer loadings
X3.5.1 <- Perceived Training Relevance (X3)	0.906
X3.5.2 <- Perceived Training Relevance (X3)	0.890
Y.1.1 <- Customer Satisfaction (Y)	0.862
Y.1.2 <- Customer Satisfaction (Y)	0.883
Y.2.1 <- Customer Satisfaction (Y)	0.867
Y.2.2 <- Customer Satisfaction (Y)	0.866
Y.3.1 <- Customer Satisfaction (Y)	0.854
Y.3.2 <- Customer Satisfaction (Y)	0.825
Y.4.1 <- Customer Satisfaction (Y)	0.852
Y.4.2 <- Customer Satisfaction (Y)	0.878
Y.5.1 <- Customer Satisfaction (Y)	0.859
Y.5.2 <- Customer Satisfaction (Y)	0.856
Z.1.1 <- Transfer of Training (Z)	0.862
Z.1.2 <- Transfer of Training (Z)	0.850
Z.2.1 <- Transfer of Training (Z)	0.858
Z.2.2 <- Transfer of Training (Z)	0.859
Z.3.1 <- Transfer of Training (Z)	0.876
Z.3.2 <- Transfer of Training (Z)	0.872

Z.4.1 <- Transfer of Training (Z)	0.829
Z.4.2 <- Transfer of Training (Z)	0.839
Z.5.1 <- Transfer of Training (Z)	0.816
Z.5.2 <- Transfer of Training (Z)	0.854

Table 4 Average Variance Extracted (AVE) Test Results

Variables	Average variance extracted (AVE)
Training Quality (X1)	0.827
Perceived Training Relevance (X3)	0.779
Price Perception (X2)	0.817
Customer Satisfaction(Y)	0.740
Transfer of Training (Z)	0.725

Based on the table presented, all variables in this study have an Average Variance Extracted (AVE) value above 0.5.

Table 5 Results of the Fornell-Larcker Criterion

Variables	Training Quality(X1)	Perceived Training Relevance (X3)	Price Perception(X2)	Customer Satisfaction(Y)	Transfer of Training (Z)
Training Quality (X1)	0.808				
Perceived Training Relevance (X3)	0.045	0.872			
Price Perception (X2)	0.068	0.178	0.803		
Customer Satisfaction (Y)	0.561	0.550	0.570	0.860	
Transfer of Training (Z)	0.570	0.556	0.564	0.842	0.852

Based on the Fornell-Larcker Criterion, all constructs have met discriminant validity because the AVE root value of each construct is greater than its correlation with other constructs. The AVE root value ranges from 0.803–0.872, while the highest correlation of 0.842 for Customer Satisfaction and Transfer of Training is still below the AVE root value of 0.860 and 0.852, respectively. Thus, the measurement model is declared to meet the discriminant validity criteria.

Table 6 Heterotrait-Monotrait (HTMT) Results

Variables	Heterotrait- monotrait ratio (HTMT)
Perceived Training Relevance(X3) <-> Training Quality (X1)	0.061
Price Perception(X2) <-> Training Quality (X1)	0.078
Price Perception(X2) <-> Perceived Training Relevance (X3)	0.181
Customer Satisfaction(Y) <-> Training Quality (X1)	0.577
Customer Satisfaction(Y) <-> Perceived Training Relevance (X3)	0.568
Customer Satisfaction(Y) <-> Price Perception (X2)	0.588
Transfer of Training(Z) <-> Training Quality (X1)	0.587
Transfer of Training(Z) <-> Perceived Training Relevance (X3)	0.576
Transfer of Training(Z) <-> Price Perception (X2)	0.582
Transfer of Training(Z) <-> Customer Satisfaction (Y)	0.898

The HTMT test results show that all values are below the 0.90 limit. The lowest value of 0.061 is found in the relationship between Perceived Training Relevance and Training Quality, while the highest value of 0.898 is found in the relationship between Transfer of Training and Customer Satisfaction. Thus, all constructs have met discriminant validity and do not experience construct differences.

Table 7 Cross Loading Results

Variables	Training Quality(X1)	Perceived Training Relevance(X3)	Price Perception(X2)	Customer Satisfaction(Y)	Transfer of Training (Z)
X1.1.1	0.918	0.060	0.045	0.511	0.526
X1.1.2	0.914	0.094	0.086	0.532	0.547
X1.2.1	0.898	0.034	0.082	0.518	0.539
X1.2.2	0.916	0.019	0.088	0.529	0.528
X1.3.1	0.902	-0.000	0.068	0.480	0.496
X1.3.2	0.907	0.054	0.052	0.501	0.501
X1.4.1	0.905	0.054	0.049	0.524	0.524
X1.4.2	0.900	0.083	-0.018	0.478	0.508
X1.5.1	0.909	-0.045	0.095	0.497	0.514
X1.5.2	0.924	0.031	0.077	0.541	0.556
X1.6.1	0.911	0.049	0.061	0.487	0.483
X1.6.2	0.908	0.057	0.052	0.516	0.494
X2.1.1	0.114	0.182	0.890	0.537	0.512
X2.1.2	0.037	0.122	0.895	0.477	0.484
X2.2.1	0.038	0.198	0.914	0.510	0.519
X2.2.2	-0.008	0.108	0.901	0.449	0.478
X2.3.1	0.110	0.206	0.912	0.528	0.534
X2.3.2	0.148	0.192	0.918	0.576	0.585
X2.4.1	0.076	0.144	0.900	0.517	0.505
X2.4.2	0.069	0.126	0.911	0.517	0.498
X2.5.1	-0.007	0.148	0.896	0.512	0.488
X2.5.2	0.013	0.174	0.902	0.516	0.479
X3.1.1	0.029	0.882	0.144	0.458	0.478
X3.1.2	0.018	0.882	0.144	0.458	0.471
X3.2.1	0.046	0.874	0.101	0.458	0.476
X3.2.2	0.062	0.869	0.099	0.490	0.490
X3.3.1	0.007	0.882	0.146	0.455	0.473
X3.3.2	-0.016	0.882	0.188	0.476	0.484
X3.4.1	0.092	0.867	0.203	0.517	0.494
X3.4.2	0.016	0.892	0.144	0.471	0.475
X3.5.1	0.064	0.906	0.220	0.539	0.542
X3.5.2	0.071	0.890	0.174	0.522	0.515
Y.1.1	0.522	0.507	0.408	0.862	0.745
Y.1.2	0.493	0.523	0.503	0.883	0.768
Y.2.1	0.498	0.435	0.487	0.867	0.745
Y.2.2	0.510	0.473	0.440	0.866	0.735
Y.3.1	0.493	0.482	0.475	0.854	0.734
Y.3.2	0.455	0.418	0.534	0.825	0.718
Y.4.1	0.479	0.499	0.493	0.852	0.746
Y.4.2	0.451	0.540	0.482	0.878	0.745
Y.5.1	0.462	0.420	0.549	0.859	0.733
Y.5.2	0.460	0.431	0.538	0.856	0.747
Z.1.1	0.523	0.456	0.478	0.734	0.862
Z.1.2	0.536	0.462	0.444	0.752	0.850
Z.2.1	0.459	0.476	0.490	0.729	0.858
Z.2.2	0.491	0.550	0.418	0.744	0.859
Z.3.1	0.520	0.480	0.496	0.761	0.876
Z.3.2	0.501	0.472	0.472	0.746	0.872

Z.4.1	0.444	0.458	0.475	0.679	0.829
Z.4.2	0.479	0.442	0.520	0.716	0.839
Z.5.1	0.430	0.454	0.512	0.730	0.816
Z.5.2	0.468	0.486	0.500	0.748	0.854

Cross-loading results indicate that all indicators have the highest loading on the construct they measure compared to other constructs. Thus, each indicator is able to adequately differentiate the constructs, and the measurement model meets discriminant validity.

Table 8 Reliability Test Results

Variables	Cronbach's <i>alpha</i>	Compositereliability (rho_a)	Composite reliability (rho_c)
Training Quality(X1)	0.981	0.981	0.983
Perceived Training Relevance(X3)	0.968	0.969	0.972
Price Perception(X2)	0.975	0.977	0.978
Customer Satisfaction (Y)	0.961	0.961	0.966
Transfer of Training(Z)	0.958	0.958	

Reliability test results showed that all variables had Cronbach's Alpha and Composite Reliability values >0.70, thus declaring the instrument reliable. Very high values still require careful attention as they could potentially indicate similarities between indicators.

Results of Model Analysis and Hypothesis Testing

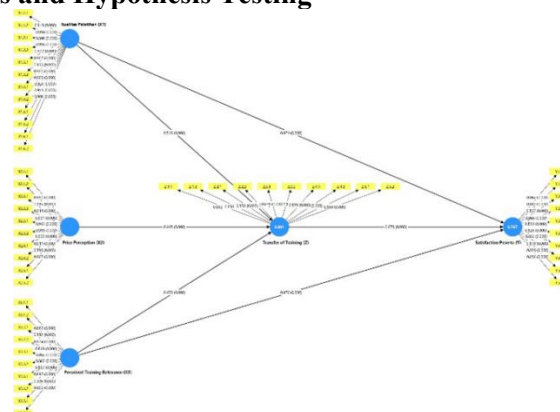


Figure 11 Inner Model

Table 9 Hypothesis Test Results

Variables	Original sample	Sample mean	Standard deviation	T statistics	P values
Training Quality(X1) -> Customer Satisfaction(Y)	0.171	0.171	0.046	3,723	0.000
Training Quality(X1) -> Transfer of Training(Z)	0.519	0.519	0.038	13,647	0.000
Perceived Training Relevance(X3) -> Customer Satisfaction (Y)	0.170	0.170	0.044	3,851	0.000
Perceived Training Relevance(X3) -> Transfer of Training (Z)	0.453	0.453	0.038	11,847	0.000
Price Perception(X2) -> Customer Satisfaction(Y)	0.308	0.308	0.051	6,045	0.000
Price Perception(X2) -> Transfer of Training(Z)	0.448	0.447	0.037	12,077	0.000

<i>Transfer of Training(Z) -> Customer Satisfaction(Y)</i>	0.670	0.670	0.051	13,158	0.000
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The results of the hypothesis test show that all relationships between variables have a positive and significant effect ($p\text{-value } 0.000 < 0.05$; $t\text{-statistic} > 1.96$). The largest influence on Transfer of Training comes from Training Quality ($\beta = 0.519$), while on Customer Satisfaction it also comes from Training Quality ($\beta = 0.337$). Thus, all direct effect hypotheses are declared accepted.

Table 10 Mediation Test Results

Variables	Original sample	Sample mean	Standard deviation	T statistics	P value
<i>Price Perception(X2) -> Transfer of Training (Z) -> Customer Satisfaction(Y)</i>	0.300	0.300	0.036	8,350	0.000
<i>Training Quality(X1) -> Transfer of Training(Z) -> Customer Satisfaction (Y)</i>	0.348	0.348	0.039	8,827	0.000
<i>Perceived Training Relevance(X3) -> Transfer of Training (Z) -> Customer Satisfaction (Y)</i>	0.303	0.303	0.034	8,943	0.000

The results of the mediation test show that Transfer of Training (Z) significantly mediates the relationship between Training Quality, Price Perception, and Perceived Training Relevance on Customer Satisfaction (Y), with a p-value of $0.000 < 0.05$. The largest mediation effect comes from Training Quality with a coefficient of 0.348.

Table 11 R Square Test Results

Variables	R-square	R-square adjusted
<i>Customer Satisfaction(Y)</i>	0.767	0.763
<i>Transfer of Training (Z)</i>	0.801	0.797

The R Square test results show that Customer Satisfaction has an R^2 value of 0.767 and Transfer of Training $R^2 = 0.801$, meaning that 76.7% and 80.1% of the variation, respectively, can be explained by the variables in the model. Both are in the strong category (>0.75), while the remainder is explained by other factors outside the model.

Table 12 F Square Test Results

Variables	f-square
<i>Training Quality(X1) -> Customer Satisfaction (Y)</i>	0.071
<i>Training Quality(X1) -> Transfer of Training (Z)</i>	1.345
<i>Perceived Training Relevance(X3) -> Customer Satisfaction (Y)</i>	0.072
<i>Perceived Training Relevance(X3) -> Transfer of Training (Z)</i>	0.994
<i>Price Perception(X2) -> Transfer of Training (Z)</i>	0.970
<i>Transfer of Training(Z) -> Customer Satisfaction (Y)</i>	0.758

The F-square test results indicate that the direct effect on customer satisfaction is relatively small, while the effect on transfer of training and transfer of training on customer satisfaction is relatively large. This indicates that the implementation of training outcomes plays a significant role in increasing participant satisfaction.

Discussion

1. The Influence of Training Quality on Transfer of Training

The results of the study indicate that Training Quality has a positive and significant effect on Transfer of Training with a coefficient value of 0.519, a t-statistic of 13.647, and a p-value of 0.000. These results indicate that the better the quality of training perceived by participants, the higher the participants' ability to apply the training results to their work. Training quality in this study includes the relevance of the material, clarity of training objectives, training methods and design, instructor competence, training implementation, and training evaluation. If these aspects run well, participants will more easily understand the material, gain a directed learning experience, and be encouraged to apply the knowledge and skills acquired after the training.

These findings align with Baldwin and Ford's (1988) theory, which states that training design, training characteristics, and the quality of the learning process are important factors determining the success of training transfer. Systematically designed training will increase participants' opportunities to apply training outcomes in real-world work contexts. These results also support the research of Casey et al. (2025), which asserts that training effectiveness is determined not only by content but also by the quality of training design and experience, which influence long-term transfer success. Therefore, in the context of PT. Waterpedia Rejeki Langit's BNSP training, training quality is a key factor encouraging participants to apply training outcomes effectively in the workplace.

2. The Influence of Price Perception on Transfer of Training

The results of the study indicate that Price Perception has a positive and significant effect on Transfer of Training with a coefficient value of 0.448, a t-statistic of 12.077, and a p-value of 0.000. This means that the more positive the participants' perceptions of the training price, the higher the participants' tendency to apply the training results in their work. A good price perception indicates that participants assess the training costs as commensurate with the benefits received, reasonable compared to similar training, affordable, and reflecting the value and quality of the training received.

These results can be explained through Zeithaml's (2014) concept of perceived value, which explains that consumers or participants evaluate a service based on the balance between the benefits received and the sacrifices made. In the context of training, when participants perceive that the costs paid are commensurate with the benefits, certification, competency enhancement, and career opportunities obtained, they will have a stronger incentive to utilize the training optimally. This finding also aligns with research by Nurhidayati et al. (2021) which shows that perceptions of the value and benefits of training play a role in shaping participants' interest in and evaluation of the training. Thus, price perception not only influences participants' assessments before and during training but can also encourage participants' commitment to implementing the training outcomes after the activity is completed.

3. The Influence of Perceived Training Relevance on Transfer of Training

The results of the study indicate that Perceived Training Relevance has a positive and significant effect on Transfer of Training with a coefficient value of 0.453, t-statistic of 11.847, and p-value of 0.000. These results indicate that the more relevant the training is to job needs, competencies, performance, career development, and application of the material in the job, the higher the level of training transfer carried out by participants. Training relevance is an important aspect because participants will be more motivated to apply the training results if the material received is in accordance with the tasks and work problems they face.

These findings align with Noe's (2020) view that training will be more effective if participants see a clear connection between the training content and their jobs, responsibilities, and

career development needs. Furthermore, these results support research by Grossman and Salas (2011), which emphasized that training relevance is a crucial factor in driving transfer of training. In the context of BNSP training at PT. Waterpedia Rejeki Langit, material relevance is crucial because participants come from technical fields that require direct application of competencies in the field. Therefore, the more relevant the training material is to participants' work needs, the more likely they are to implement the training outcomes sustainably.

4. The Effect of Transfer of Training on Customer Satisfaction

The results of the study indicate that Transfer of Training has a positive and significant effect on Customer Satisfaction with a coefficient value of 0.670, a t-statistic of 13.158, and a p-value of 0.000. This coefficient value is the largest compared to other direct relationships on Customer Satisfaction. This means that the ability of participants to apply the results of the training is a very strong factor in shaping participant satisfaction. Participants will feel more satisfied if the training they attended not only provides knowledge but can also be used in real work.

These results align with Oliver's (1997) theory of satisfaction, which explains that satisfaction occurs when actual experiences meet or exceed individual expectations. In a training context, participants will feel satisfied when the training provides tangible benefits, especially when the training outcomes can be applied to improve performance. These findings also support research by Hakvoort et al. (2025), which places transfer of training as a core variable in assessing training effectiveness and participant satisfaction. Thus, participant satisfaction in this study was determined not only by the experience during the training but also by the participants' success in utilizing the training outcomes after returning to the workplace.

5. The Influence of Training Quality on Customer Satisfaction

The results of the study indicate that training quality has a positive and significant effect on customer satisfaction, with a coefficient value of 0.171, a t-statistic of 3.723, and a p-value of 0.000. These results indicate that good training quality can increase participant satisfaction. Training that has relevant material, clear objectives, appropriate learning methods, competent instructors, structured implementation, and good evaluation will create a positive learning experience for participants.

These findings align with research by Fatrio and Herawati (2025), which states that training quality is a determining factor in participant satisfaction. These results also support research by Torre et al. (2025), which shows that the quality of learning and training experience is related to participant satisfaction. In the context of PT. Waterpedia Rejeki Langit, training quality is a crucial aspect because the BNSP training provided is related to technical competency. If participants perceive the training to be well-delivered and tailored to their needs, they will be more satisfied with the training program.

6. The Influence of Perceived Training Relevance on Customer Satisfaction

The results of the study indicate that Perceived Training Relevance has a positive and significant effect on Customer Satisfaction with a coefficient value of 0.170, a t-statistic of 3.851, and a p-value of 0.000. These results indicate that the higher the training relevance perceived by participants, the higher their satisfaction with the training. Participants will feel satisfied if the training material is in accordance with their work, competency needs, career development, and can be directly applied in work activities.

These findings support the research of Gegenfurtner et al. (2020), which emphasized that participants' reactions to training are influenced by their perceptions of the training's benefits and relevance. These results also align with the research of Erustus Kibet Yegon et al. (2025), which emphasized that the relevance of training content is a crucial factor in determining the effectiveness and quality of training services. In the context of BNSP training, training relevance is crucial because participants expect material that is not only theoretical but also applicable and aligned with technical needs in the field. Thus, training relevance can strengthen participants' positive assessments of the training's benefits and increase their satisfaction.

7. The Role of Transfer of Training in Mediating the Influence of Price Perception on Customer Satisfaction

The results of the mediation test show that Transfer of Training mediates the effect of Price Perception on Customer Satisfaction with a coefficient value of 0.300, a t-statistic of 8.350, and a p-value of 0.000. This means that a positive price perception can increase participant satisfaction through the participants' success in implementing the training results. Participants who feel that the training price is in accordance with the benefits obtained will be more motivated to utilize the training optimally. This encouragement then increases training transfer, which ultimately increases participant satisfaction.

These findings align with the concept of perceived value from Zeithaml (2014) and Sweeney and Soutar (2001), which explains that perceived value is formed from a comparison between benefits and costs. These results also relate to research by Utami et al. (2024), which shows that price perception can influence outcomes through mediating variables. In this study, the mediating variable used was not purchase intention, but rather transfer of training. This suggests that in the context of training, participants' perceived price value will be more meaningful if they are able to apply the training results in real-world situations.

8. The Role of Transfer of Training in Mediating the Effect of Training Quality on Customer Satisfaction

The results of the mediation test show that Transfer of Training mediates the effect of Training Quality on Customer Satisfaction with a coefficient value of 0.348, a t-statistic of 8.827, and a p-value of 0.000. This value is the largest mediation effect compared to other mediation pathways. This means that good training quality will increase training transfer, and the success of this transfer then increases participant satisfaction. In other words, training quality not only has a direct impact on satisfaction but also has an indirect impact through the success of participants in applying the training results.

These findings support Baldwin and Ford's (1988) theory, which states that training design and the quality of the training process play a crucial role in successful transfer. Furthermore, these results align with Casey et al.'s (2025) research, which asserts that the quality of training design and experience influences long-term training transfer. These results also reinforce Fatrio and Herawati's (2025) research, which shows that training quality plays a role in shaping participant satisfaction. In the context of PT. Waterpedia Rejeki Langit, these results indicate that training quality will result in stronger satisfaction if participants are truly able to apply the training material in their work.

9. The Role of Transfer of Training in Mediating the Effect of Perceived Training Relevance on Customer Satisfaction

The results of the mediation test show that Transfer of Training mediates the effect of Perceived Training Relevance on Customer Satisfaction with a coefficient value of 0.303, a t-statistic of 8.943, and a p-value of 0.000. This means that the relevance of training perceived by participants can increase satisfaction through successful training transfer. Participants who assess that the training material is appropriate to their job and competency needs will more easily apply the training results in their work activities. This application then strengthens the perception of the benefits of training and increases participant satisfaction.

These findings align with research by Grossman and Salas (2011), which explains that training relevance is a crucial factor in driving training transfer. These results also support research by Schettino et al. (2024), which shows that perceived usefulness and work context play a role in the training transfer process. In the context of BNSP training at PT. Waterpedia Rejeki Langit, training relevance is a crucial factor because participants require materials that align with the demands of their technical work. When the materials provided meet participants' work needs, training transfer will increase, and participant satisfaction will also increase.

Conclusion

This study shows that Training Quality, Price Perception, and Perceived Training Relevance have a positive and significant effect on Transfer of Training and Customer Satisfaction. Transfer of Training is also proven to have a strong effect on Customer Satisfaction and is able to mediate the

influence of the three variables on participant satisfaction. The largest mediation effect is found in the relationship between Training Quality and Customer Satisfaction through Transfer of Training with a coefficient of 0.348. This finding confirms that participant satisfaction is not only shaped by the quality of the experience during training, but also by the participant's ability to apply the competencies acquired in the job. Practically, PT. Waterpedia Rejeki Langit needs to maintain and improve the quality of training design and methods, instructor competence, material relevance, evaluation, and the suitability of prices to the benefits received by participants. Strengthening the applicability aspect and the relevance of the material to job needs is also important so that training results can be transferred optimally to the work environment.

This study has limitations because it was conducted at a single training institution, PT. Waterpedia Rejeki Langit Gresik, with respondents limited to BNSP training participants from 2020 to 2025. Therefore, generalizing the results to different institutions, fields, or participant characteristics requires caution. Furthermore, the study used perceptual data through questionnaires, thus not fully describing the success of competency transfer objectively in the long term. Future research is recommended to involve several training institutions and expand the characteristics of respondents, use a longitudinal design to observe the sustainability of training transfer, and add variables such as organizational support, learning motivation, work environment, and participant readiness. Overall, this study implies that investment in the quality, relevance, and value of training will be more effective in increasing satisfaction if followed by successful competency application in the workplace.

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