

EVALUATION OF THE KICKPATRICK MODEL PROGRAM ON TOWARDS CLASS AT THE GORONTALO DISTRICT

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ABSTRACT:

This study aims to find out information about the evaluation of the Kickpaterick model program in Tiered Education and Training. The thing that is surveyed is the training which is carried out at educational institutions in Gorontalo Regency. Program evaluation can provide an assessment of the success of a program that is carried out in each institution. Four evaluations conducted in this study are: Reaction Evaluating, Learning Evaluating, Behavior Evaluating, and Result Evaluating.

Research Methods The evaluation method used is a combination of qualitative and quantitative approaches. This combination approach is used to collect data in depth and produce more comprehensive facts. This evaluation aims to explain the level of success of an ongoing training program in Learning Planning Materials in the Work Area of Gorontalo Regency, Gorontalo Province. In the end towards improvement and refinement and can be used as a reference in determining program policies in the Education and Training Center for Technical Education.

The success of a training can be seen from the three competency domains (knowledge, skills, and attitudes) which are things that can be taught in a training. Therefore, evaluation at level two also emphasizes the extent of participants'

learning of the training material in the context of increasing their competence.

KEYWORDS: Program Evaluation, Training and Education

INTRODUCTION:

Training or training is an important aspect in efforts to develop human resources, which can affect directly or indirectly on the performance of organizations both for profit oriented and nonprofit oriented organizations. Human resources (HR) in the organization are resources that have the ability to manage other resources in supporting the achievement of the goals of an organization. Therefore, HR must be managed properly by providing knowledge, skills and expertise that is more and in accordance with needs. One way that companies can do in an effort to improve, develop and shape human resources is through education and training.

Training essentially contains elements of coaching and education. Training is a management function that needs to be carried out continuously in the context of fostering human resources in an organization. Specifically, the training process is a series of actions or efforts carried out in a continuous, gradual and integrated manner. Conducting training in an organization cannot be denied requires a lot of funds, time and energy.

To find out the results, impacts and benefits obtained from the training given to

employees, it is necessary to evaluate each training. After the training is given, of course it is necessary to know the extent of the training's contribution to changes or improvements in performance and competence to each member of the organization and to the organization as a whole. This is important considering that not necessarily a training provided and that has absorbed large funds always provides effective results in accordance with the training objectives to be achieved by the company. In general, the purpose of training according to Noe (Noe, 2009) is to increase knowledge, skills and attitude so employees can carry out their functions and duties optimally.

Gorontalo Regency is one of the regions in Gorontalo Province that applies the KickPatrick model in tiered basic training both in training, organization and learning. So this is interesting researchers in conducting evaluation activities on the application of the kickparick model to tiered training.

Program implementation must always be evaluated to see the extent to which the program has succeeded in achieving the stated program implementation goals. Without an evaluation, the training that has been carried out will not be seen in its effectiveness. Therefore, the new policies related to the program are not supported by data.

THEORITICAL REVIEW:

1. Definition of Program Evaluation:

Program evaluation is a series of activities carried out deliberately to see the level of success of the program. There are several notions about the program itself. In the dictionary (a) the program is a plan, (b) the program is an activity carried out carefully. Conduct program evaluation is an activity that is intended to find out how high the level of success of the planned activity (Suharsimi Arikunto, 1993: 297).

According to Tyler (1950) cited by Suharsimi Arikunto and Cepi Safruddin Abdul Jabar (2009: 5), program evaluation is a process to find out whether educational goals have been realized. Furthermore, according to Cronbach (1963) and Stufflebeam (1971) quoted by Suharsimi Arikunto and Cepi Safruddin Abdul Jabar (2009: 5), program evaluation is an effort to provide information to be conveyed to decision makers. From some of the above opinions, it can be said that program evaluation is a scientific data or information gathering process whose results can be used as consideration for decision makers in determining policy alternatives.

2. The Kickpatrick Model:

Kirkpatrick is an expert in evaluating training programs in the field of human resource development. The evaluation model developed by Kirkpatrick is known as the Kirkpatrick Four Levels Evaluation Model. Evaluation of the effectiveness of training programs (training) according to Kirkpatrick (1998) includes four evaluation levels, namely: level 1 reaction, level 2 learning, level 3 behavior, and level 4 result.

a. Evaluation stage 1: Reaction (Reaction Evaluating):

Evaluating the reaction of learning participants means measuring student satisfaction. Learning is considered effective if the learning process is fun and satisfying for students so that they are interested and motivated to learn and practice. In other words students will be motivated if the learning process runs satisfactorily for students which will eventually lead to reactions from students who are fun. Conversely, if students do not feel comfortable with the learning process that they follow, they will not be motivated to follow further learning.

Partner (2009) stated "the interest, attention and motivation of the participants are critical to the success of any training program, people learn better when they react positively to the learning environment". It was concluded that the success of the learning process cannot be separated from the interests, attention, and motivation of the trainees in following the course of the learning activities. Students will learn better when they react positively to the learning environment.

b. Evaluation stage 2: Learning Evaluating.

Kirkpatrick (1998: 20) suggests "learning can be defined as the extend to the participant change attitudes, improve knowledge, and / or increase skills as a result of attending the program". There are three things that teachers can teach in the implementation of learning programs, namely knowledge, attitudes, and skills. Students are said to have learned if in themselves has changed attitudes, improved knowledge and increased skills.

Therefore to measure the effectiveness of the training program, all three aspects need to be measured. Without a change of attitude, increased knowledge and improved skills in students the program can be said to fail. Evaluating learning evaluation is what called the assessment of learning outcomes (output). Therefore, in measuring learning outcomes (learning measurement) means the determination of one or more of the following: 1) knowledge that has been learned, 2) changes in attitude, and 3) skills that have been developed or improved.

Measuring learning outcomes is more difficult and time consuming compared to measuring reactions. Measuring reactions can be done with a reaction sheet in the form of a questionnaire so that it is easier and more effective. According to Kirkpatrick (1998: 40), an assessment of learning outcomes can be done by: "a control group if practical, evaluating

knowledge, skills and / or attitudes both before and after the program, a paper-and-pencil test to measure knowledge and attitudes , and performance test to measure skills. " Thus to assess learning outcomes can be done with a comparison group. Groups that participated in the training and groups that did not participate in the training were compared in a certain period of time. It can also be done by comparing the results of the pretest with the posttest, a written test or (a performance test).

c. Evaluation stage 3: Behavior Evaluating:

Evaluation at level 3 (behavior evaluation) is different from evaluation of attitudes at level 2. Attitude assessment at level 2 evaluation focuses on changing attitudes that occur during teaching activities so that it is more internal, whereas behavioral assessment is focused on changes in student behavior after completing learning. So that the assessment of this behavior is more external. Because what is assessed is a change in behavior after participating in learning activities and returning to their environment, this level 3 evaluation can be called an evaluation of the outcomes of training activities.

d. Evaluation stage 4: Result Evaluating.

Evaluation of results in the 4th level is focused on the final result (final result) that occurs because students have followed a learning program. Included in the category of the final results of a learning program include increased learning outcomes, increased knowledge, and increased skills (skills).

Some programs have the aim of improving work morale and building better teamwork. In other words, evaluation of program impact (program effect). Not all effects of a program can be measured and also requires a long time. Therefore evaluation of level 4 is more difficult than the evaluation at previous levels. Evaluation of this final result can be done

by comparing the control group with a group of learning participants, measuring the ability of students before and after participating in learning whether there is an increase or not (Kirkpatrick, 1998: 61).

3. Evaluation of Training:

One theory regarding training evaluation was put forward by Kirkpatrick (1967), known as The Four Levels Techniques for Evaluating Training Programs. Kirkpatrick (1998) suggests that the evaluation of a training is an inseparable part of the training itself and that the evaluation is an activity that must be carried out to find out whether the training as a whole is taking place effectively or not. According to Kirkpatrick (Tupamahu, 2005), there are four levels carried out in training evaluations. First, evaluation of reactions (evaluation level 1), which is an evaluation to measure the reaction of participants' satisfaction with the implementation of the training. Second, evaluation on learning / learning (evaluation level 2) is an evaluation to measure the extent to which participants understand the training material delivered in improving three competencies: knowledge, skills and attitude. Third, evaluation of behavior / evaluation (level 3 evaluation), which is an evaluation to measure the extent to which participants apply / implement an understanding of the competencies they obtain in their work environment. Fourth, evaluation of results (level 4 evaluation), which is an evaluation to measure how much impact the training has had on work performance or expected outcomes.

In principle, this theory states that the training evaluation process consists of four levels, namely Level 1 to Level 4, although not sequential, interrelated with one another. This theory has been widely applied in various studies including Utomo (2014) which evaluates levels 1, 2 and 3 to measure the effectiveness of training in terms of trainers and

the material delivered and the impact of training on employee performance. The influence of in-house training on teacher competency is also evidenced by Maris (Maris, 2015).

RESEARCH METHODS:

Research Methods The evaluation method used is a combination of qualitative and quantitative approaches. This combination approach is used to collect data in depth and produce more comprehensive facts. The focus of this evaluation is also to obtain complete, in-depth data, and provide appropriate answers to the problems to be examined using qualitative and quantitative approaches. This approach is directed at describing data holistically.

Qualitative and quantitative data obtained from various sources using various data collection techniques (triangulation), carried out continuously. The process of finding and feeding, data obtained from interviews, field notes, and other materials.

RESULTS AND DISCUSSION:

Research Results:

In general, this evaluation aims to explain the level of success of an ongoing training program of Learning Planning Materials in the Work Area of Gorontalo Regency, Gorontalo Province. In the end towards improvement and refinement and can be used as a reference in determining program policies in the Education and Training Center for Technical Education.

1. Knowing the participants' reactions to the implementation of the Education and Training program in the Work Area of the Technical Training Substantive Learning Planning Material in the Gorontalo District Work Area. Evaluation activities carried out included: 1) the participants' reactions to the organizing committee and 2) the participants' reactions to the speakers.

2. Knowing the achievement of participants' learning outcomes in the form of increased attitudes, knowledge, and skills after participating in the Substantive Technical Training of Learning Planning Materials in the Gorontalo District Work Area.
3. Knowing the changes in the behavioral stage of the Training participants in the Work Area of the Technical Training Substantive Learning Planning Material in the Gorontalo District Work Area in the environment where the participant works.
4. Knowing the impact of education and training in terms of the performance of participants (graduates) in the Technical Training Substantive Learning Planning Material in the Gorontalo District Work Area after returning to the environment where the participants served.

DISCUSSION:

1. The Kirkpatrick Four-Level Evaluation Model:

The four-level evaluation model was first recognized in 1959 when Donald L. Kirkpatrick wrote a series of four articles entitled "Techniques for Evaluating Training Programs" published in *Training and Development*, the journal of The American Society for Training and Development (ASTD). The articles describe a four-level evaluation formulated by Kirkpatrick based on the concept of his dissertation at the University of Wisconsin, Madison.

Kirkpatrick, D., L. & Kirkpatrick J., D. (2006) suggest three specific reasons for evaluating training programs, namely: to justify the existence of a training budget by showing how the training program contributes to the goals and objectives of the organization. Determine whether a training program is continued or not, and obtain information on how to improve the training program in the future. The four level evaluation method

represents a sequence of each stage for evaluating the training program. The sequence in question is that each level must be done in stages. That is because each level in the four level model is important and each level impacts the next level. The four levels are:

a. Level 1 Reaction:

The reaction phase is basically an evaluation of the training participants' satisfaction with the various activities that were followed. The reaction of the participant can determine the level of achievement of the objectives of the training program. The training program is considered successful if the training participants are satisfied with all the elements involved in the implementation process.

The success of the learning process cannot be separated from the training participants' interest, attention, and motivation in attending the training. Participants learn better if they give a positive reaction to the learning environment. There are two types of reaction instruments to evaluate at level 1 reactions, namely the reaction of participants to the organization and the resource person.

The purpose of this reaction level is to provide valuable input to education and training providers in improving future training programs; provide suggestions and include for teachers about their level of effectiveness in teaching; can provide information to decision makers related to the implementation of education and training programs; and can also provide information to resource persons who can be used as a basis for setting teaching standards for future programs.

b. Level 2 Learning:

At the learning level, the training participants learn the knowledge or skills delivered in teaching activities. Measuring learning means determining one or more things related to the training objectives, such as what

knowledge has been learned, what skills have been developed or improved, and what attitudes have changed. Syafril Ramadhon in the ESDM Oil and Gas Pusdiklat Training Journal (2012), there are steps taken in evaluating at the learning level, namely:

- a) Evaluating related to increased knowledge, skills, and attitude changes before and after training.
- b) Measuring attitude using tests agreed upon by the indicators
- c) Measuring knowledge using pretest and posttest.
- d) Measure skills using performance tests;
- e) The measurement results are to carry out the appropriate action.

What is meant by appropriate action in this case is to take confirmative action with the evaluation results at the reaction level, whether because the instructor is less communicative in delivering the material, related to learning strategies that are not in line with the expectations of the participants, or because of other factors at level-1 that might be can cause participants to experience demotivation in learning, so the lack of evaluation in the reaction can immediately get attention.

c. Level 3 Behavior:

Behavior according to Kirkpatrick, D., L. (1998), defines as the extent of behavior change that arises because participants participate in training programs. A level-3 evaluation is carried out to identify the extent to which the material in the training is applied to the work and place of work of the participants. According to Tan, K. & Newman, E. (2013), behavioral evaluation measures what knowledge, skills, or attitudes are learned to be applied or transferred to work. From the definition above, it can be interpreted that the purpose of evaluating the behavior stage is to measure changes in work behavior that arise because the employee is following a training program. To be

able to apply these behavioral changes, according to Kirkpatrick, D., L. (1998), there are four conditions needed, namely: (1) a person must have the desire to change; (2) a person must know what to do and how to do it; (3) a person must work in the right work environment; and (4) and someone must get an award because he changed.

Training programs can provide the first and second conditions with training programs that support attitude changes in accordance with training objectives by providing material related to knowledge, skills, or attitudes. But for the third thing about the right working environment, it is directly related to the supervisor and the participant's environment.

d. Level 4 Impact:

The implementation of the training program, of course, aims to get good results, such as improving quality, productivity, or safety levels. Evaluation of results according to Kirkpatrick, D., L. (2006,134) can be defined as an end result that occurs as a result of participants attending a training program. The steps in evaluating at level 4 are:

1. First do level-3 evaluation.
2. Give time to see the impact arising or achieved. There is no specific time in evaluating the results, so in determining the timing of the evaluation must consider various factors involved.
3. Can be done by survey method using a questionnaire. or interviews with trainees and company leaders.
4. Take measurements, both before and after the training program if possible.
5. Perform a repeat evaluation at the appropriate time at the appropriate time.
6. Consideration of the costs incurred with the results obtained.
7. Can use secondary data, such as sales data, production data, and other data

that support the survey results in analyzing results.

As already explained, that in implementing the four-level evaluation model, it must be carried out sequentially, because each level is important and has an impact on the next level. For example, if a direct evaluation is carried out at level-3 (without evaluating at level-2), when the evaluation results indicate that only a few participants whose behavior changes according to the training objectives, the conclusion that emerges is that the training program is not good, so it does not again continued or modified. This is not appropriate, because in implementing changes in behavior there are other factors that influence such as workplace conditions and the leadership of trainees.

Another factor that is no less important is to look at the results of the evaluation analysis at level-2, so that it can be traced whether the inability of participants to change their behavior is also caused by the participants' lack of understanding of the material. The reasons for the lack of participants in understanding the material can then be explored by looking at the results of the participants' analysis at level-1, whether the understanding of the material is lacking from the participants because it is caused by the dissatisfaction of the participants in the organization of the training or because the quality of the instructors is lacking, so participants have no motivation in learning.

So with the implementation of the four-level model sequentially, there is more measure as a basis for analysis to draw conclusions.

CONCLUSIONS:

Based on the description above, the researcher can conclude that the evaluation of the Kickpatrik model program in tiered education and training in an educational institution in Gorontalo Regency has four levels, namely: (1) Reaction Level, (2) Learning Level,

(3) Behavior Level and (4) Level The impact has a significant influence on the implementation of the Kickpatrik model. The success of a training can be seen from the three competency domains (knowledge, skills, and attitudes) which are things that can be taught in a training. Therefore, evaluation at level two also emphasizes the extent of participants' learning of the training material in the context of increasing their competence.

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