

THE KIRKPATRICK MODEL AS A FRAMEWORK FOR EVALUATING TEACHER TRAINING PROGRAMS AT THE NATIONAL CENTER FOR EDUCATIONAL QUALITY ASSURANCE

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Abstract

The evaluation of teacher education and training programs is a crucial step in ensuring the quality of efforts to enhance educators' competencies. One of the most widely used evaluation models in the context of training is the Kirkpatrick Model. This conceptual article aims to examine the relevance and applicability of the Kirkpatrick Model as a comprehensive framework for evaluating teacher training programs. The Kirkpatrick Model offers four interconnected levels of evaluation: reaction, learning, behavior, and results. Each level provides a different perspective on assessing program success, ranging from participant satisfaction to tangible impacts in the workplace. In the context of teacher training, this model can be used not only to measure participants' cognitive and affective achievements but also to assess changes in teaching practices and contributions to improving the quality of education in schools. This article emphasizes that the use of the Kirkpatrick Model requires systematic evaluation planning, the collection of valid and reliable data, and the involvement of various stakeholders. Furthermore, this approach enables training organizers to objectively identify a program's strengths and weaknesses, thereby providing a foundation for designing continuous improvements. Thus, the Kirkpatrick Model serves not only as a tool for measuring program success but also as a strategic instrument for decision-making and the formulation of more effective and impactful teacher training policies.

Keywords: Evaluation, Kirkpatrick model, teacher training, training, competency development

Abstrak

Evaluasi terhadap program pendidikan dan pelatihan (diklat) guru merupakan langkah krusial dalam menjamin kualitas peningkatan kompetensi tenaga pendidik. Salah satu model evaluasi yang banyak digunakan dalam konteks pelatihan adalah Model Kirkpatrick. Artikel konseptual ini bertujuan untuk mengkaji relevansi dan aplikabilitas Model Kirkpatrick sebagai kerangka evaluasi program diklat guru secara komprehensif. Model Kirkpatrick menawarkan empat level evaluasi yang saling berkesinambungan, yaitu: reaksi, pembelajaran, perilaku, dan hasil. Masing-masing level memberikan perspektif berbeda dalam menilai keberhasilan program, mulai dari kepuasan peserta hingga dampak nyata di lingkungan kerja. Dalam konteks diklat guru, model ini tidak hanya dapat digunakan untuk mengukur pencapaian kognitif dan afektif peserta, tetapi juga untuk menilai perubahan praktik mengajar serta kontribusi terhadap peningkatan mutu pendidikan di sekolah. Artikel ini menekankan bahwa penggunaan Model Kirkpatrick memerlukan perencanaan evaluasi yang sistematis, pengumpulan data yang valid dan reliabel, serta keterlibatan berbagai

pemangku kepentingan. Selain itu, pendekatan ini memungkinkan penyelenggara diklat untuk mengidentifikasi kekuatan dan kelemahan program secara objektif, sehingga dapat dijadikan dasar dalam merancang perbaikan berkelanjutan. Dengan demikian, Model Kirkpatrick bukan hanya sebagai alat ukur keberhasilan program, tetapi juga sebagai instrumen strategis dalam pengambilan keputusan dan perumusan kebijakan pelatihan guru yang lebih efektif dan berdampak.

Kata kunci: *Evaluasi, model Kirkpatrick, diklat guru, pelatihan, peningkatan kompetensi*

INTRODUCTION

Improving the quality of education in Indonesia depends heavily on teacher competence, as teachers serve as the spearhead of the learning process. Training and education for educators—often referred to as teacher training—are key strategies for fostering teacher professionalism. Data from the Ministry of Education, Culture, Research, and Technology (Kemdikbudristek) in 2023 indicates that approximately 65% of teachers in Indonesia have participated in formal training programs. Surprisingly, however, only 40% demonstrated a significant improvement in competence following such training (Nurjanah, 2019). At the level of the National Center for Education Quality Assurance (BBPMP), the effectiveness of teacher training varies considerably, with some training programs failing to deliver optimal positive impacts on participants' competency improvement (Rosidah et al., 2019).

Several previous studies have highlighted shortcomings in the evaluation of training programs; for example, evaluations have often focused on participant satisfaction without measuring actual changes in behavior and work outcomes in the field (Nurjanah, 2019). Other researchers have emphasized the weakness of evaluations regarding behavioral changes and post-training outcomes, making it difficult to assess the long-term impact of training on teacher performance (Rosidah et al., 2019; Rais, 2019). The inability to conduct a comprehensive evaluation is a fundamental issue of concern in this study.

The Kirkpatrick Model was selected as the appropriate evaluation framework. This model encompasses four levels of evaluation: reaction, learning, behavior, and results. The application of this model not only measures participant satisfaction and knowledge gain but also reflects behavioral changes in the field as well as the impact on the educational institution (Wibowo et al., 2022). Research conducted by Nurjanah (2019) indicates that the application of the Kirkpatrick Model can provide more detailed insights into the effectiveness of training programs, while also highlighting aspects that need improvement in their implementation (Nurjanah, 2019).

Thus, this study aims to evaluate the effectiveness of the teacher training program organized by BBPMP using the Kirkpatrick Model. The main contribution of this study is to provide comprehensive empirical evidence regarding the effectiveness of teacher training in Indonesia and to identify aspects that need improvement in its implementation. The evaluation results are expected to serve as the basis for strategic recommendations aimed at developing more effective and sustainable teacher training programs. The success of a program must be measured by its level of achievement and effectiveness, including both learning outcomes and program evaluations. Therefore, an evaluation is necessary to determine whether the teacher training program aligns with its established objectives. According to Stark and Thomas, evaluation is a process or activity involving the selection,

collection, analysis, and presentation of information to serve as a basis for decision-making and the design of subsequent programs (Aulia et al., 2020). Program evaluation can be defined as an assessment activity aimed at providing input for the continuous implementation of training related to the existing curriculum (Wijaya, I., Mania, S., & Rasyid, 2025).

Successful training is training that not only delivers content but also instills knowledge, skills, and motivation to be applied in the workplace and the community. The success of a training program is not measured solely by the number of participants or its duration, but by the changes experienced both individually and collectively (Zulfadhli et al., 2023). Therefore, the evaluation of a training program does not merely assess its implementation but also its impact on enhancing participants' skills and new knowledge (Utomo & Tehupeiori, 2014)

The Kirkpatrick Model is one of the most widely used training evaluation models worldwide, including in educational contexts. Applying the Kirkpatrick Model to evaluate teacher training programs allows for measuring the effectiveness of the training in terms of participant satisfaction and the participants' increased knowledge. In line with the objectives of this study, the author cites previous research that utilized the Kirkpatrick Model, including: Evaluation of the Kirkpatrick Model in the Civil Service (ASN) Orientation and Development Program at the Mamasa Regency Ministry of Religious Affairs Office (Rasyid & Mania, 2025), Application of the Four-Level Kirkpatrick Evaluation Model in Evaluating Training Programs at the Lembang Agricultural Training Center (BBPP) (Ritonga et al., 2019).

Program evaluation is a systematic process aimed at collecting and analyzing information to determine the value or success of a program based on predetermined objectives. Evaluation not only measures the achievement of outcomes but also assesses the implementation process and the program's context to provide appropriate recommendations for improvement (Muryadi, 2017). In the context of education, program evaluation is crucial to ensure that the programs implemented are effective, efficient, and relevant to the needs of participants as well as the institution's objectives.

Various program evaluation models have been developed by experts to facilitate a comprehensive and systematic evaluation process. One widely used model is the Kirkpatrick Model, which assesses training programs across four levels: participant reaction, learning, behavioral change, and final outcomes (Darodjat and Wahyudhiana M, 2015). In addition, the Countenance Stake Model emphasizes evaluation across three main dimensions—antecedents (initial conditions), transactions (implementation process), and outcomes (results)—with a focus on describing and assessing the program (Muryadi, 2020). The CIPP (Context, Input, Process, Product) model, developed by Stufflebeam, is also widely used in educational evaluation because it provides a clear framework for data-driven decision-making (Mahmudi, 2011).

The Teacher Training Program (an acronym for Teacher Education and Training) is a structured activity designed to enhance teachers' professional, pedagogical, social, and personal competencies. This program is typically organized by the government, educational institutions, or training organizations to support the development of teacher quality in terms

of knowledge, skills, and attitudes.

The objectives of the Teacher Training Program are to improve teaching and educational competencies in line with the curriculum and students' needs; to foster teachers' professionalism so they can adapt to advancements in science and technology; to provide an understanding of the latest educational policies, including the national curriculum, assessment, and learning innovations; and to improve the quality of student learning outcomes by enhancing the quality of teachers as the spearhead of education.

Evaluating training programs is a crucial step in measuring their effectiveness, impact, and the sustainability of training outcomes. One of the most widely used evaluation models in the context of education and training is the Kirkpatrick Model. This model offers a comprehensive framework with four levels of evaluation, ranging from participant reactions to the outcomes achieved after training. By using the Kirkpatrick Model, training organizers can gain a clearer picture of the program's success as well as areas that need improvement. The Kirkpatrick Model has become one of the most popular and widely referenced training evaluation frameworks—including in the context of teacher training program evaluations—due to its systematic approach to measuring various aspects of training outcomes, from participant satisfaction to tangible impacts in the workplace. Key figures who contributed to the development of the Kirkpatrick Model include: Donald L. Kirkpatrick, the primary originator of this model, developed the concept of the four levels of evaluation (Reaction, Learning, Behavior, and Results) based on his research beginning in 1954 and published it in 1959 (Sofa et al., 2019). He also authored a book on this model, which includes case studies and practical applications. Jim Kirkpatrick is the son of Donald Kirkpatrick, the originator of the Kirkpatrick Model. Donald Kirkpatrick's son also contributed to the development of the model, particularly in applying the concept of learning transfer to work behavior. He is a senior consultant at Kirkpatrick Partners and helped develop the Kirkpatrick Model, especially regarding the transfer of learning to work behavior (Hapsari & Shofwan, 2023).

METHOD

This study employs a descriptive qualitative approach aimed at understanding and providing an in-depth description of the phenomena experienced by the research subjects based on natural conditions in the field. The qualitative approach was chosen because it is capable of generating descriptive data in the form of written and spoken words from individuals, as well as behavior observed directly (Rudianto & Mahfud, 2023). Through this approach, the study seeks to objectively analyze and describe the implementation of the teacher training program evaluation at the Makassar Center for Education Quality Assurance (BBPMP). The evaluation model used is the two-level Kirkpatrick model, namely reaction and learning. The reaction evaluation was conducted to measure participants' satisfaction with the materials, methods, facilitators, organizers, and facilities available during the training. Meanwhile, the learning evaluation aimed to identify improvements in participants' knowledge, skills, and attitudes after completing the training program.

The research data sources consisted of primary and secondary data. Primary data were obtained from the 20 participating teachers as the main informants, as well as the training instructors and organizers as supporting informants. Secondary data were derived from

various official documents related to the program's implementation, such as training modules, activity reports, and participants' performance data before and after attending the training. Data collection was conducted through observation, in-depth interviews, questionnaire distribution, focus group discussions (FGDs), and document analysis. Observation was used to monitor participants' reactions and behaviors during and after the training, while interviews were conducted to gather information regarding participants' understanding, behavioral changes, and the benefits of the program for both the participants and their home institutions.

Data analysis followed the Miles, Huberman, and Saldaña model, which includes data reduction, data presentation, and drawing conclusions and verification. To ensure data validity, the study employed source triangulation and methodological triangulation, as well as member checking to ensure that the interpretation of results aligned with the informants' experiences. In addition, an audit trail was used to document the entire research process so that the transparency, consistency, and credibility of the research results could be optimally ensured.

RESULTS AND DISCUSSION

Level 1 – Reaction

At the reaction level, the evaluation focuses on participant satisfaction with various aspects of the training program, such as the organizers' preparedness and hospitality, the instructors' ability to deliver the material, the facilities used, the quality of teaching materials, learning media, teaching strategies, and the quality of the food provided by the organizers.

Table 1. Reactions of Participants in the Civil Servant Training Program

NO	INDICATOR	NUMBER OF PARTICIPANTS	DISSATISFIED	PUAS	VERY SATISFIED
1	The Quality of the Teaching Materials	20	0 (0%)	14 (70%)	6 (30%)
2	Training facilities	20	1 (5%)	16 (80%)	3 (15%)
3	Readiness and friendliness of the committee	20	1 (5%)	18 (90%)	1 (5%)
4	Quality of the teacher/presenter	20	0 (0%)	15 (75%)	5 (25%)
5	Suitability of the material to the needs of the training participants	20	0 (0%)	18 (90%)	2 (10%)

Evaluation of Teaching Materials Quality Indicators

Based on the table above and a review of documentation regarding the implementation of teacher training activities at BBPMP Makassar, the majority of participants were satisfied to very satisfied with the quality of the teaching materials provided. A total of 14 participants (70%) expressed satisfaction, and 6 participants (30%) expressed great satisfaction with the material presented by the instructors. This indicates that the material presented generally met participants' expectations.

Interview Findings: One training participant stated, *“The material presented was highly relevant to our needs as teachers, and the presenter was able to explain it clearly and in an easy-to-understand manner.”* (Participant 7, interview).

Document Analysis Results: The training implementation report noted that all modules and instructional materials had been updated in accordance with the latest curriculum and tailored to the participants’ needs. The document also indicated that the organizing committee conducted an internal evaluation to ensure the quality of the materials prior to the training.

Observation Findings: Observations during the training indicated that the facilities used for the orientation were adequate, with comfortable classrooms equipped with comprehensive multimedia equipment. The organizing committee also appeared responsive and friendly in assisting participants throughout the event.

Evaluation of Teacher Training Facility Indicators

Of the 20 teacher training participants who attended the orientation, 16 participants (80%) expressed satisfaction and 4 participants (20%) expressed high satisfaction with the facilities provided during the training. The facilities in question included the meeting hall, chairs, projectors, and other supporting facilities available throughout the event.

These results indicate that the majority of participants felt the facilities used during the training were quite good and adequate. A small number of participants even reported a more satisfying experience regarding these facilities.

Interview Results: One participant stated, *“The hall used was very comfortable and spacious enough to accommodate all participants. Equipment such as the projector and sound system also worked well, making the material easy to understand.”* (Participant 12, interview).

Document Analysis Results: The training implementation report noted that the organizing committee had prepared the facilities in accordance with established standards, including checking the suitability of the room and equipment before the activity began. The document also mentioned improvements to the facilities based on evaluations from previous training sessions.

Observation Findings: On-site observations showed that the meeting hall was clean, had adequate lighting, and the chairs and tables were in good condition. Multimedia equipment such as the projector and speakers functioned optimally throughout the orientation session. The organizing committee also appeared responsive in addressing participants’ needs regarding the facilities.

Evaluation of the Organizing Committee’s Readiness and Hospitality

Of the 20 training participants who attended the orientation, 19 participants (95%) stated they were very satisfied and 1 participant (5%) stated they were satisfied with the committee’s preparedness and hospitality during the event. This percentage indicates that nearly all participants were very satisfied with the service provided by the committee.

Although 5% of participants only expressed satisfaction, the overall satisfaction level was very high. The majority of participants gave positive feedback regarding the committee’s

hospitality and preparedness in ensuring the smooth running of the orientation session.

Interview Findings: One participant stated, *“The committee was very friendly and always ready to help us whenever we encountered difficulties during the training. This made the training atmosphere comfortable and conducive.”* (Participant 5, interview).

Document Analysis Results: The implementation report noted that the organizing committee received training on participant services and event management, aimed at improving the quality of interactions between the committee and participants.

Observation Results: Field observations showed that the organizing committee was always quick to welcome participants, assist with technical needs, and maintain a warm yet professional atmosphere throughout the event.

Evaluation of Instructor/Presenter Quality Indicators

Of the 20 participants who attended the orientation, 18 (90%) expressed satisfaction and 2 (10%) expressed high satisfaction with the quality of the instructors or presenters. This indicates that the majority of participants were satisfied with the presenters’ delivery methods and their ability to present the material.

A small portion of participants expressed high satisfaction, suggesting that the quality of the instructors generally met participants’ expectations.

Interview Results: One participant stated, *“The presenter was able to explain the material clearly and provide easy-to-understand examples, so I found the material very useful.”* (Participant 14, interview).

Document Analysis Results: Training evaluation documents show that presenters were selected based on relevant competencies and experience, and had undergone preparatory training to improve the quality of their delivery.

Observation Findings: Observations during the orientation session showed that the presenter actively interacted with participants, used a variety of learning materials, and was able to answer participants’ questions effectively.

Quantitative data from the questionnaire, supported by qualitative data from interviews, documents, and observations, confirm that the training materials for the civil servant orientation at BBPMP Makassar were relevant and aligned with the needs of the training participants. This serves as a key indicator of the training’s success in meeting participants’ expectations and supporting the enhancement of teachers’ competencies.

Level 2—Learning

Evaluation at Level 2 (learning) is conducted to measure participants’ competencies in terms of knowledge, attitudes, and skills acquired during the education and training program. Participants’ knowledge competencies are assessed through a written test (pre-test), and a written test (post-test) is administered to measure the improvement in their knowledge competencies following the learning process. Participants’ attitudes and skills are assessed through performance-based tests. These two evaluation tests provide information on whether participants have demonstrated changes in their attitudes and skills during the education and training program.

Table 2. Learning Evaluation

ASPECTS	CATEGORY	NUMBER OF PARTICIPANTS	PERCENTAGE (%)
KNOWLEDGE	Highly Dominant	5	25%
	Mastering Simply	13	65%
	Mastering	2	10%
SKILLS	Highly Skilled	6	30%
	Skilled	10	50%
	Quite Skilled	4	20%
ATTITUDE	Very Positive	14	70%
	Positive	5	25%
	Quite Positive	1	5%

The assessment of participants at the learning level—specifically in the knowledge aspect—reflects the evaluation results of teacher training participants at Level 2 of the Kirkpatrick evaluation model, which covers three main aspects: knowledge, skills, and attitudes.

Evaluation of Trainee Learning: Knowledge, Skills, and Attitudes

Knowledge Aspect Indicators

Of the 20 trainees, 5 (25%) were classified as “Highly Proficient,” 13 (65%) as “Proficient,” and 2 (10%) as “Fairly Proficient” in the training material. This indicates that the majority of trainees have mastered the training material well.

Skills Aspect Indicators

In terms of skills, 6 participants (30%) demonstrated “Highly Skilled” performance, 10 participants (50%) were in the “Skilled” category, and 4 participants (20%) were classified as “Fairly Skilled.” These results indicate that the majority of participants were able to apply the skills taught in the training fairly effectively.

Attitude Aspect Indicators

The assessment of the attitude aspect showed that 14 participants (70%) had a “Very Positive” attitude toward the training material and process, 5 participants (25%) had a “Positive” attitude, and only 1 participant (5%) had a “Fairly Positive” attitude. This indicates that the training successfully fostered a positive attitude among the majority of participants.

Interview Results: One participant stated, *“After attending the training, I feel I understand the material better and am able to apply new skills in teaching. My attitude has also become more enthusiastic toward carrying out my duties.”* (Participant 3, interview).

Document Analysis Results: Learning evaluation documents show a significant increase in pre-test and post-test scores, as well as field practice reports noting that participants’ skills improved after the training. Additionally, there are reports of participants’ reflective attitudes indicating positive changes during and after the training.

Observation Results: Observations during the training showed participants actively engaging in skill practice and demonstrating a cooperative and enthusiastic attitude during group discussions. The facilitator also noted an increase in participants’ confidence in applying the taught material.

In addition to assessing participants' abilities during the learning process at the BBPMP Makassar training, the researcher also conducted interviews with three participants selected as representative of the others. The first participant stated, "After attending this training, I feel more confident in applying innovative learning strategies in the classroom"; the second participant stated, "The material presented is highly relevant to my needs as a teacher, especially in addressing learning challenges in the digital age." And the third participant stated, "This training broadened my perspective on the importance of reflection and collaboration among teachers to improve the quality of learning." Based on the results of the researcher's interviews with the three teacher training participants, there was an indication of an increase in participants' competencies, knowledge, attitudes, and skills during the learning process, as well as a commitment to continuously improve their competencies and implement them in the workplace and in public service. Therefore, the researcher recommends that policymakers include this teacher training program in future planning.

DISCUSSION

This study reveals that the teacher training program at BBPMP Makassar achieved a high level of success across various evaluation aspects, namely participant reactions, improvements in knowledge and skills, and positive attitude changes. These findings are consistent with the training evaluation theory proposed by Kirkpatrick in 1994 (Nurjanah, 2018), which asserts that reaction evaluation is an initial indicator of training success and serves as the basis for assessing participants' learning and behavioral changes (Wijaya, I., Mania, S., & Rasyid, 2025).

The results of the participant reaction evaluation showed that the majority of participants were satisfied to very satisfied with the quality of the training materials, facilities, the hospitality of the organizers, and the relevance of the material to participants' needs. This aligns with the findings of Raihan (2025), who stated that relevant and high-quality training material is a key factor in the success of continuous training programs. Furthermore, data from interviews and observations support the conclusion that participants were able to apply the training material contextually, meaning the training was not merely theoretical but also practical.

Additionally, the improvement in participants' competencies—as demonstrated through their knowledge and skills—reinforces the findings of the Kirkpatrick Model in evaluating learning at educational institutions (Haddade et al., 2023). The improvement in participants' competencies is a key indicator of the training program's success. The assessment of participants' positive attitudes toward the training materials and process also indicates the training's success in fostering motivation and professional attitudes, as highlighted by (Utomo & Tehupeiory, 2014), who emphasize the importance of attitudinal aspects in supporting the application of training outcomes in the workplace.

The evaluation of facilities and the hospitality of the organizing committee—which received very positive feedback from participants—reinforces the argument that supporting aspects such as facilities and committee services play a crucial role in creating a conducive learning environment and enhancing participant satisfaction. Comfort and adequate logistical support are equally important contributing factors to the success of training (Ritonga et al., 2019). Overall, the findings of this study confirm that the application of the Kirkpatrick Model

provides a comprehensive evaluation framework and can serve as a basis for continuous improvement in teacher training programs (Rasyid & Mania, 2025). The evaluation not only measures program implementation but also assesses the tangible impact on participants' competency development—which is the primary objective of any training program. These findings are also consistent with recent studies affirming that a holistic training evaluation—encompassing the reaction, learning, behavior, and outcomes aspects—is crucial for ensuring the effectiveness of training programs in the context of education (Putra & Qomariyah, 2024). Therefore, the results of this study provide a significant empirical contribution to the development of teacher training evaluation models in Indonesia.

CONCLUSION

Based on the results of the evaluation of the teacher training program at BBPMP Makassar using the Kirkpatrick Model at Level 1 (Reaction) and Level 2 (Learning), it can be concluded that the program was successfully implemented and achieved its intended objectives. At the reaction level, participants expressed a high level of satisfaction with various aspects of the training implementation. The quality of the instructors received very positive ratings because the material was presented clearly, systematically, and in line with the participants' needs. The facilities provided were deemed adequate to support the learning process, while the organizers' preparedness and friendliness received very high praise from the participants. Additionally, the quality of the instructional materials and the relevance of the content to the teachers' professional duties also garnered high levels of satisfaction, indicating that the program was designed to meet the needs of participants in the field.

At the learning level, evaluation results showed an increase in participants' knowledge, skills, and attitudes after completing the training. Most participants were able to understand the material presented and demonstrated the ability to apply that knowledge in teaching practice. In terms of skills, participants showed improved ability to apply the concepts and strategies acquired during the training. Meanwhile, regarding attitudes, participants showed enthusiasm, commitment, and positive responses to the learning process, reflecting the program's success in fostering motivation and professional awareness.

Interview findings also revealed that participants felt more confident in performing their duties, gained new insights relevant to their job needs, and benefited from the collaborative and reflective processes during the training. Based on these results, the teacher training program at BBPMP Makassar is worthy of continuation and further development. However, several improvements are still needed, such as upgrading training facilities, refining instructional materials to make them more contextual, and strengthening practical and reflective activities. This study also has limitations because it evaluated only the first two levels of the Kirkpatrick model and involved a limited number of respondents. Therefore, future research is recommended to involve a broader sample and evaluate behavioral and outcome levels to obtain a more comprehensive picture of the program's effectiveness.

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