



KIRKPATRICK EVALUATION MODEL IN OPERATIONAL CURRICULUM DEVELOPMENT TRAINING FOR EDUCATIONAL UNITS EARLY CHILDHOOD LEVEL IN SOUTH TANGERANG CITY

Nungki Sri Handayani¹⁾, Rudy Pramono²⁾

Educational Technology, Postgraduate, Pelita Harapan University
E-mail: nungki.srihandayani81@gmail.com , rudy.pramono@uph.edu

Submit: 12 Februari 2025, Revision: 5 Mei 2025, Approve: 31 Mei 2025

Abstract

In an effort to implement the change of the independent curriculum, each school is required to prepare an Operational Curriculum of the Education Unit (KOSP) document as a guideline for implementing the curriculum, but many do not understand the implementation of KOSP in the independent curriculum, this also happened in the PAUD education unit in South Tangerang City so that KOSP training was carried out. The purpose of this study was to analyze the results of the KOSP training using the Kirkpatrick evaluation model. This study uses a mixed method, data obtained from questionnaires, observations and interviews were processed using qualitative and quantitative approaches. Qualitative data are described narratively while quantitative data are processed with validity, reliability and T-test tests. The results of this study found that the KOSP evaluation uses 4 stages, namely the reaction stage, learning stage, behavior stage and impact stage. The reactions of training participants to the organizers and speakers gave positive reactions from "Satisfactory" to the qualification "Very Satisfactory". At the learning stage, all participants graduated with an average qualification of "Quite Satisfactory". At the behavioral stage, participants based on the perceptions of superiors, colleagues and students obtained the qualification "Very Satisfactory". At the stage of the training impact on participants, evaluation results were also obtained with the qualification "Very Satisfactory". So based on the findings, it was concluded that the KOSP training in terms of process and results was declared effective and efficient in improving teacher competence related to the preparation of KOSP documents.

Keywords : Educational Unit Operational Curriculum (KOSP), Kirkpatrick Evaluation, PAUD

Quotation: Handayani, Nungki Sri & Rudy Pramono. (2025). Kirkpatrick Evaluation Model in Operational Curriculum Development Training for Educational Units Early Childhood Level in South Tangerang CITY. *JMIE: Journal of Madrasah Ibtidaiyah Education*, 9(1), 2025, 87-101. [jmie.v9i1.732](https://doi.org/10.32934/jmie.v9i1.732).

Permalink/DOI: <http://dx.doi.org/10.32934/jmie.v9i1.732>

INTRODUCTION

The curriculum in educational units is very necessary as a guideline containing material objectives and learning materials. The Merdeka Curriculum was officially launched by the Ministry of Education, Culture, Research and Technology in early 2022. The Merdeka Curriculum is a program that aims to change the Indonesian education system through concrete steps in developing a curriculum to advance future generations. This program will replace or improve the previous 2013 Curriculum, with a focus on various activities to improve teacher quality. (Marisa, 2021, p. 6) .

Based on data from the Ministry of Education and Culture, the total number of national implementations of the independent curriculum is 309,149 schools, of which there are 104,962 schools from the PAUD/TK/KB levels. The number of PAUD/TK/KB schools in South Tangerang City is 283 schools, each school implements the independent curriculum based on the school readiness path which is grouped into 3 categories, 99 schools in the independent learning category, 156 schools in the independent changing category and the remaining 28 schools in the independent sharing category (Kemendikbudristek, 2024) .

However, based on field data, several issues have been identified. Many teachers lack experience in designing meaningful learning experiences that go beyond predetermined learning resources. Although available references have emphasized the importance of teacher competence, many educators are still not fully capable of facilitating effective learning processes (Rasmitadila et al., 2020) . In addition, teachers often face various obstacles in accessing online learning platforms provided by the government. These challenges are closely related to the disparities in facilities and infrastructure across schools, as well as technological limitations, which remain a significant issue for many educators (Chiu, 2025; Tadesse & Muluye, 2020).

Based on these facts, the South Tangerang Education and Culture Office has implemented various programs since 2022, both through workshops and training related to the PAUD Curriculum Implementation program. One of these programs is the Training for the Preparation of the Operational Curriculum for Early Childhood Education Units (KOSP) PAUD. KOSP PAUD is the latest reconstruction of the development of the education curriculum that is adjusted to the development stage and needs of students. Each educational institution has the flexibility to develop the curriculum dynamically as long as it remains guided by the main objectives of national education. KOSP Training activities in some literature have been proven to improve overall teacher performance to be better in the context of implementing the independent curriculum (Husain et al., 2023, p. 12)

The implementation of the KOSP preparation training program as a preparation for the Implementation of the Merdeka Curriculum in the city of South Tangerang has been carried out since 2022, the first implementation was held on Tuesday to Thursday, November 1-3, 2022, at the Soll Marina Hotel, with 90 kindergarten participants from 7 sub-districts, The second

training was on Wednesday, December 14, 2022 at the Pamulang Sub-district Office. The third implementation, the training was carried out in the Serpong Sub-district area, where the training activities were held in 3 schools, namely on Wednesday, January 18, 2023 at SOPHOS School Indonesia, 10 schools that participated in this training. Tuesday, January 31, 2023 at Saint John School Serpong and the third implementation on Wednesday, February 15, 2023 at Stella Maris School Serpong with 50 participants. The fourth training, we held in Serpong Utara District, where we held training on February 15, 2023 at Abdi Siswa School with 80 participants and on March 20, 2023, it was held at Technosa School with 83 participants. The next training on March 16-17, 2023, we held in Ciputat District at Blandongan, South Tangerang Mayor's Building with 112 participants on the first day and 122 participants on the second day. Training in Pondok Aren District took place on March 21, 2023 at An-Nissa Bintaro Kindergarten and on July 28, 2023 at Amalina Bintaro Kindergarten, and the last training was held in Setu District, on July 11, 2023. As of August 2024, Serpong District Kindergartens have 100% KOSP from Serpong District supervisors.

Evaluation of the PAUD KOSP preparation training program is an important activity to do. Evaluation can be used to measure the level of achievement of training results, and can also be used as a means to improve the quality, effectiveness, or productivity of education, especially individuals based on learning outcomes (Soegarda Poerbakawadja, 2017, p. 33) . Given the importance of evaluation for a program, the use of the right evaluation model is very important to ensure optimal results.

There are various evaluation models that have been developed by researchers, one of which is the Kirkpatrick Model, this model was first introduced by Kirk Patrick in his article entitled "Techniques for Curriculum Evaluation" in the American Journal of Training and Development (ASTD) (Donald L. Kirkpatrick & James D. Kirkpatrick, 2020, p. 88) . According to Kirk Patrick, there are 4 main things that need to be considered in training evaluation, namely budget effectiveness, accommodating organizational goals holistically, continuous improvement and increasing training output results. (Donald L. Kirkpatrick, 2016, p. 21)

The Kirkpatrick model consists of 4 main stages, namely 1) the reaction stage to measure the level of participant satisfaction with the training, 2) the learning stage to measure changes in perspective, knowledge, and skills of participants as a result of training activities, 3) the Behavior stage to measure changes in performance produced by participants after participating in a series of training. 4) the Results stage, measuring improvements in the form of increased performance, work productivity and career, the final result can be interpreted as the overall state that occurs after training (Maarif, 2014, p. 76) .

The Kirk Patrick model was chosen because it has various advantages over other models such as the CIPP stufflebeam model, Brinkerhoff's Success Case Method (SCM) model or the Kaufman model with its five levels of evaluation. This model is more comprehensive in

pattern because the object used in the main evaluation component is related to the activity process, not the final result of the activity. (Rukmi et al., 2014, p. 8) . In addition, in terms of implementation, this model does not have to involve various complex sources and parties, this makes the Kirkpatrick model easier to apply. (Nurbiyati, 2017, p. 59) .

In addition, the Kirkpatrick evaluation model has been widely used as a sophisticated evaluation tool in various trainings such as training at education centers (Aminah, 2015) , teacher competency training (Priowuntato & Widharyanto, 2021) , internship program training for PAUD teachers (Dewi & Kartowagiran, 2018) and PAUD teacher competency improvement training . (Malik & Asghar, 2020) . So it is considered relevant to be used as an evaluation model in the KOSP PAUD training in South Tangerang City.

Based on the results of the explanation above, the researcher feels the need and feasibility to conduct research related to the evaluation of the KOSP preparation training program at PAUD in South Tangerang City using the Kirkpatrick evaluation model.

METHOD

The research in this paper is an evaluation research , Stufflebeam and Coryn explain that qualitative and quantitative methods can be used to explore and evaluate programs and/or activities (Daniel L. Stufflebeam & Charles LS Coryn, 2014) . so that the study uses a mixture of qualitative and quantitative methods to obtain more comprehensive results in answering research problems, while the evaluation model used is the Kirk Patrick model which adapts from the process and impact evaluation theory (Rossi et al., 2004, p. 58) . through 4 stages, namely: reaction stage, learning stage, behavior stage and results stage.

The subjects of the study were all PAUD teachers in South Tangerang City who had participated in the KOSP document preparation training consisting of 219 teachers. The data collection process includes limiting the research and obtaining data based on the instruments used in the form of questionnaires, interviews and observations as well as recording or recording data (John W. Creswell, 2019) . Primary data was obtained from the results of questionnaires to training participants while secondary and supporting data were obtained from the training activity committee, superiors of training participants and fellow training participants. Primary research data was obtained through interview and questionnaire techniques while secondary data was obtained through observation and documentation results. The instrument matrix in this study in more detail can be seen in the following table:

Table 1. Research Instrument Matrix

Stages	Focus	Data source	Technique
Reaction	1. Satisfaction with the Organizer (Participation, committee,	• Training participants	Satisfaction questionnaire for organizers

	accommodation, curriculum, consumption and infrastructure)		and resource persons
	2. Satisfaction with Sources (knowledge and attitude)		
Learning	1. Knowledge and skills acquired	• Training participants	Assessment Questionnaire
	2. Attitude	• Training committee	
Behavior	1. Execution of tasks	• training participants based on perception:	Questionnaire and interviews for participants and
	2. Training material application		participants'
	3. Change of attitude	• Training participant superiors	superiors
	4. Engagement and activeness		
	5. Discipline		
Results	1. Competency Enhancement	• Training participants	Questionnaire and interviews for
(Result)	2. Performance improvements	• Training participant superiors	participants and participants'
	3. Career advancement		superiors

The questionnaire instrument at each level has been validated and its reliability measured, then the valid questionnaire is used for the analysis of the research results. The total valid questionnaire instrument is 66 questions with the following details:

Table 2. Number of Research Questionnaires Based on Assessment Criteria

Kirkpatrick Evaluation Stages	Assessment criteria	Number of valid questionnaires
<i>Reaction</i> Level	• Participant Satisfaction with the Organizer	16 grains
	• Participant satisfaction with the resource person	12 grains
<i>Learning</i> level	• Participants' skills and knowledge related to the material	11 grains 7 Grains
	• Participants' attitudes during training activities	
<i>Behavior</i> level	• Impact of training on participant behavior	14 grains
<i>Result</i> Level	• Impact of the results of training activities	6 grains
	Total	66 Grains

Data analysis techniques can refer to “a series of procedures in identifying information from interview data and source notes for the purpose of communicating information to others (Sugiyono, 2018) . The questionnaire data was analyzed using quantitative descriptive analysis and then combined with the results of other data obtained through interviews, observations and documentation. Furthermore, the data was filtered based on the suitability of needs and the suitability of the research theme referring to the formulation of the problem so that data was obtained that was suitable for processing.

In the next step, the researcher reduces the research material by organizing the data then sorting the data using the principle of relevance, rechecking the sources and the results of filling in the research instruments, the data is then arranged into a single unit of information based on the theme of the type and form of data and mapped (Patton, 2015) . then a causality analysis is carried out based on real conditions, then a conclusion is made. Each data collection result is categorized into predetermined criteria (Afrizal, 2017) .

After the analysis is carried out, then the data is sought for validity using triangulation techniques, this technique is carried out to provide verification of the assumptions used by researchers based on actual data and facts. This technique is strengthened by combining various data collection instruments (Musfah, 2016) . Triangulation carried out in this study is based on 3 types of triangulation, namely data triangulation, Investigator triangulation and method triangulation (Arikunto, 2018) .

RESULTS AND DISCUSSION

The KOSP training was held by the Candra Jiwa Indonesia Foundation in collaboration with the PKG group of South Tangerang City with the knowledge and permission of the South Tangerang City Education and Culture Office. This activity was carried out because of the problems that arose where most early childhood education institutions in the South Tangerang City area did not have or compile KOSP documents, most still used KTSP documents as the institution's curriculum.

The implementation of training activities is carried out in 16 teaching hours (2 days), carried out in stages in 8 sub-districts in South Tangerang City which include South Tangerang sub-district, Pamulang sub-district, Serpong sub-district, North Serpong sub-district, Pamulang sub-district, Ciputat sub-district, Pondok Aren sub-district and Setu sub-district. The implementation of the training program starts from November 2022 to July 2023.

Evaluation of KOSP preparation training activities was carried out using Kirkpatrick's four-stage model. Stage 1 is the reaction level, Stage II is the learning level, Stage III is the

behavior level and Stage IV is the result level. The four stages are more clearly presented in the following image:

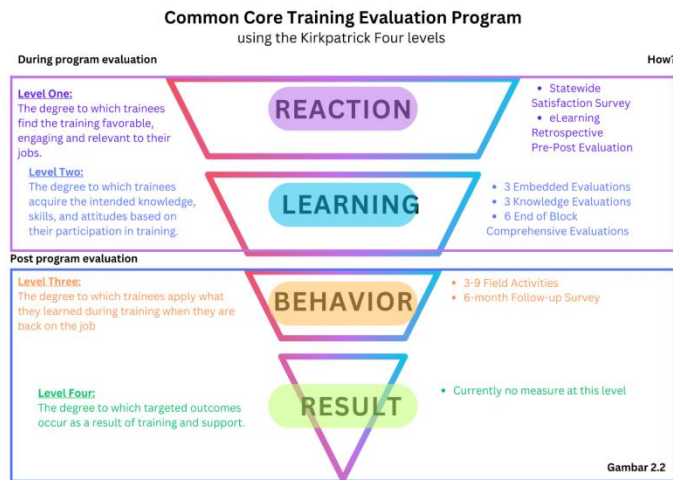


Figure 1. Kirkpatrick's Evaluation Stages (Donald L. Kirkpatrick, 2016)

The results of the Kirkpatrick evaluation implementation during the training activities for compiling the KOSP PAUD document in South Tangerang City are as follows:

1. Reaction Stage

The reaction stage measures the satisfaction of training participants with respect to two main criteria, namely satisfaction with the organizer and satisfaction with the training resource person.

a. Satisfaction with the Organizer

Satisfaction with the organizers was measured through aspects of participant recruitment, committee organization, activity accommodation, training curriculum, committee services and the food provided. Based on the results of the questionnaire, all aspects received satisfactory responses from training participants.

Table 3. Satisfaction Reactions Towards the Organizer

Aspect	Average score per Aspect	Max Score	Percentage	Criteria
Participation	4.29	5	86%	Satisfying
Committee	4.43	5	89%	Satisfying
accommodation	4.34	5	87%	Satisfying
Curriculum	4.39	5	88%	Satisfying
Consumption	4.34	5	87%	Satisfying
Service	4.39	5	88%	Satisfying
Total Average			87.29%	Satisfying

The technical recruitment of participants involved the South Tangerang City PKG group officially through permission from the local education and culture office . The recruitment method used was a closed recruitment method (Sutrisno, 2009, p. 72) . Training participants were only intended for teachers and stakeholders of PAUD education personnel within the South Tangerang City Education Office. The data collection stage to the determination was handed over to the PKG group which demographically better understood the mapping of teachers in the South Tangerang area as well as the mapping of the needs of each school related to the urgency of training activities for target schools.

The training was carried out involving professional staff from the organizers who emphasized good service and discipline from the participants, the division of functions and tasks was carried out professionally and effectively in accordance with the expectations of the training participants. The organizing committee provides adequate service, easy service accessibility, complete technical guidance, comfortable place and complete facilities and good relationships built by the organizers with the participants of the activity provide an impression of satisfaction which is proven based on the research questionnaire filled out by the participants. Therefore, the evaluation of reactions at this initial stage is also often referred to as a happy face evaluation which measures the quality of service provided by the organizer (Santoso, 2017) . This process strengthens the opinion that the effectiveness of the implementation of activities that provide a satisfaction effect on training participants comes from the professionalism of the organizers (Aminullah, 2018) .

Participant satisfaction with the materials and syllabus applied in the PAUD KOSP preparation training activities is in the satisfactory category. This means that the material provided is in accordance with the theme of the activity and also in accordance with the needs that are the goals of the participants in following the activity. A more complete picture of the composition of the KOSP training material is presented in the image below :

Table 4. KOSP Training Material Structure

Module	Activity	JP
Module 1	Introduction to the Independent Curriculum and KOSP	4
	<ul style="list-style-type: none"> • Concept and principles of Independent Curriculum • Definition, purpose and function of KOSP • Structure and components of KOSP • Relationship between KOSP and other supporting documents 	
Module 2	Preparation of KOSP	12
	<ul style="list-style-type: none"> • Analysis of the situation and conditions of educational units 	

-
- Determination of graduate profiles of educational units
 - Development of learning objectives
 - Curriculum map
 - Preparation of syllabus and learning plan
 - Development of learning assessment
-

b. Satisfaction with Sources

Evaluation of reactions to training speakers is based on the views of satisfaction and feelings of training participants towards the speakers. This evaluation refers to several aspects such as the level of knowledge of the speakers regarding the teaching material, professionalism of the speakers, systematic teaching, competence of the speakers, skills of the speakers in utilizing media, politeness and friendliness of the speakers, behavior and attitude during the training, effective approach, communication and reciprocity, simple language, enthusiasm given, discipline, appearance, and cooperation established with training participants. (Donald L. Kirkpatrick & James D. Kirkpatrick, 2020, p. 95)

The resource persons who provide training have professional qualifications related to expertise in the field of preparing KOSP documents, several criteria are set by the organizers to be able to find suitable resource persons based on track records and recommendations from related parties. Assessment of training participant satisfaction with resource persons is categorized into 3 aspects, namely knowledge, skills and attitudes.

Table 5. Satisfaction Reactions Towards Sources

Aspect	Average Score	Max Score	Percentage	Criteria
Knowledge	4.416	5	88.3%	Satisfying
Skills	4.419	5	88.4%	Satisfying
Attitude	4.438	5	88.8%	Satisfying
Total Average			88.54%	Satisfying

From the data obtained that the assessment of participant satisfaction with the knowledge aspect of the resource person was 88.3 % , on the skill aspect 88.4% and on the attitude aspect 88.8%, all assessments fall into the satisfactory criteria. While the total average value of participants regarding satisfaction with the resource person was 88.54 % which fell into the satisfactory criteria.

2. Learning Stages

According to Donald L. Kirkpatrick, the assessment of the Learning stage is closely related to the improvement of training participants' skills based on the objectives of the

previously established activities. According to this definition, evaluation at the learning stage has the main objective of measuring the level of knowledge, skills, and attitudes that have changed before and after participants take part in the training (Kennedy et al., 2014, p. 3)

Table 6. Evaluation of Learning Stages

Aspect	Average Score	Max Score	Percentage	Criteria
Knowledge	4.068	5	81.37%	quite satisfying
Skills	4,060	5	81.21%	quite satisfying
Attitude	4,062	5	81.24%	quite satisfying
Total Average			81.27%	Quite satisfying

Based on the findings, it was obtained that the evaluation of the training at the learning stage obtained the criteria of "Quite Satisfactory". This finding is related to the first stage of reaction, namely the criteria of professionalism of the resource person, readiness and high interest of the participants during the training.

Based on the data obtained by the researcher at the learning stage, the average score per aspect is as follows: Knowledge aspect is 81.37% with quite satisfactory criteria, skill aspect is 81.21% with quite satisfactory criteria and attitude aspect is 81.24% with quite satisfactory criteria, and the total average value of the Kirkpatrick evaluation learning stage in the KOSP training activity is 81.27% with quite satisfactory criteria.

However, based on interviews with several superiors of training participants, better information was obtained stating that the KOSP preparation training provided participants with excellent skills and knowledge in completing the task of preparing the school curriculum.

3. Behavioral Stage

Kirkpatrick, defines Behavior as the level of change experienced by training participants in behavioral aspects by comparing behavior before and after training (Donald L. Kirkpatrick, 2016, p. 43) . According to this definition, the assessment of the behavioral stage is carried out with the aim of measuring the increase in performance obtained by training participants after participating in activities.

To measure behavior, some assessors prefer to only evaluate stages one and two (reaction and learning). Assuming that when the reaction and learning stages are satisfactory, the next stage, namely behavior and results, is certainly satisfactory, this is certainly a mistake for researchers to draw conclusions without proving it concretely using existing data and facts. (Kaufman, 2018, p. 97).

Table 7. Behavioral Stage Evaluation

Aspect	Average Score	Max Score	Percentage	Criteria
Execution of Tasks	4.189	5	83.8%	Very satisfactory
Implementation of Material	4.170	5	83.4%	Very satisfactory
Change of Attitude	4.233	5	84.7%	Very satisfactory
Performance	4.200	5	84.0%	Very satisfactory
Total Average			83.96%	Very satisfactory

Based on the results of the research data processing, it was obtained that the average score for all indicators of behavioral aspects was at a value of >80 , so it was categorized as very satisfactory. The highest impact felt by the participants was on changes in attitude, namely self-confidence in compiling the KOSP curriculum document with a value of 84.7 and increased performance in the form of improving the quality of the institution's curriculum with a value of 84.0, both of which were included in the very satisfactory category. In this report, the behavior of participants as objects of evaluation has increased towards improvement, so linearly it can be interpreted that the training activities for compiling KOSP documents have contributed positively to improving participant behavior.

4. Results Stage

The final result can be interpreted as the final achievement of changes that occur in individuals in the range of training activities. These results can generally be interpreted in the form of increased output, increased individual capacity, effectiveness in financing, increased product quality in the form of curriculum documents and increased teamwork . These results accommodate various motives and urgencies for the implementation of training (Donald L. Kirkpatrick, 2016, p. 88) .

It should be noted that each level of assessment is very important, it is impossible to go beyond levels one and two to reach levels three and four. Although there is a bias if researchers force to linearize the positive results obtained by training participants in the form of increased competence, attitudes and skills obtained through training activities with positive impacts that may occur in the institution. (Kaufman, 2003) but control over other variables that may contribute to improving the quality of the institution cannot be avoided, on the other hand training has been realized as one of the supporting factors that cannot be avoided for institutions related to improving the quality of institutions and other positive improvements that are still related to the general purpose of implementing training (Kaufman, 2003, p. 121) .

Table 8. Evaluation of Results Stage

Aspect	Average Score	Max Score	Percentage	Criteria
Improvement Competence	4.329	5	86.6%	Very satisfactory
Performance	4.285	5	85.7%	Very satisfactory
Career	4.231	5	84.6%	Very satisfactory
Total Average			85.63%	Very satisfactory

Based on the analysis results that have been presented, through the Kirkpatrick model at the results stage, the PAUD KOSP training that has been implemented has provided a positive impact on improving and developing teacher competency in compiling KOSP, the quality of KOSP documents has improved, providing positive changes for improving teacher competency, performance and career. Increasing individual capacity encourages the implementation of training materials in the work environment. Conversely, improving participant performance in each institution can be measured by how far participants can disseminate their abilities for career advancement.

The implementation of the Kirkpatrick evaluation model in the KOSP PAUD training program has proven to be successful, generating several conclusions regarding the achievement criteria at each level. This model offers high flexibility for adaptation across various types of training programs and can be tailored to suit specific needs and contexts (Kirkpatrick & Kirkpatrick, 2020). The model is widely recognized for its simplicity yet comprehensive structure, making it a practical and effective evaluation tool. The findings of this research align with previous studies, such as those by Sharifirad et al. (2023), which demonstrated that training programs evaluated using the Kirkpatrick model led to significant improvements in participant behavior and organizational outcomes. Similarly, Choudhary and Bera (2024) emphasize the robustness of Kirkpatrick-based tools for measuring not only participant satisfaction and learning but also real-world application and institutional impact.

In the context of KOSP training, the evaluation results indicate a well-structured and systematic process involving organizers, facilitators, and participants. Moreover, in terms of outcome (Level 4), the training contributed to observable positive behavioral changes among participants and tangible benefits for their respective institutions. These findings are in accordance with existing international research, which supports the model's utility in assessing both the immediate and long-term impacts of professional development programs. As highlighted in a JMIE-aligned study by Fitria and Rachmadtullah (2022), evaluations that fail to extend beyond reaction levels (Level 1) are often inadequate; thus, structured, multi-level evaluation models like Kirkpatrick's are essential for comprehensive assessment

CONCLUSION

The results of the Kirkpatrick evaluation of the KOSP PAUD preparation training activities in South Tangerang City, overall obtained satisfactory results. The reaction of participants to the KOSP training organizers obtained satisfactory scores while for the resource persons fell into the very satisfactory criteria. The results of the learning assessment showed that KOSP training participants obtained a fairly satisfactory level of knowledge, skills and attitudes during and after participating in the training. The impact of training behavior on participants in the work environment showed a high level of satisfaction as indicated by an increase in the level of task completion, application of training materials, increased communication skills, teamwork, work motivation, work effectiveness and discipline. The results of the implementation of the KOSP training as a whole have been able to improve participant competence, increase work productivity, improve the quality of the institution's curriculum and increase participant confidence in completing tasks.

REFERENCE

- Afrizal. (2017). *Qualitative Research Methods: An Effort to Support the Use of Qualitative Research in Various Disciplines*. Rajagrafindo Persada.
- Aminah, H. (2015). Kirikpatrick Evaluation Model and Its Application in Training Implementation (Reaction Level and Learning) at the Perum Jakarta Education and Training Center. *JRMSI - Indonesian Journal of Management Science Research*, 6 (1), 376–394. <https://doi.org/10.21009/jrmsi.006.1.03>
- Aminullah, A. (2018). Professionalism and Quality of Service. *Andragogy: Journal of Technical Education and Religious Training*, 6 (1), 87–103. <https://doi.org/10.36052/andragogi.v6i1.49>
- Arikunto, S. (2018). *Research Procedures: A Practical Approach*. Rineka Cipta.
- Chiu, T. K. F. (2025). The analysis of classroom management challenges faced by teachers in online classrooms. *TechTrends*. <https://doi.org/10.1007/s11528-025-01042-8>
- Choudhary, H., & Bera, M. (2024). Development of robust indicators for Kirkpatrick model-based training evaluation: A study from Indian agriculture extension. *Evaluation and Program Planning*, 98, 102363. <https://doi.org/10.1016/j.evalprogplan.2024.102363>
- Daniel L. Stufflebeam, & Charles L. S. Coryn. (2014). *Evaluation theory, models, and applications* (2nd ed.). Jossey-Bass.
- Dewi, LR, & Kartowagiran, B. (2018). An evaluation of internship program using Kirkpatrick evaluation model. *REID (Research and Evaluation in Education)*, 4 (2), 155–163. <https://doi.org/10.21831/reid.v4i2.22495>
- Donald L. Kirkpatrick. (2016). *Evaluating training programs: The four levels* (3rd ed.). Berrett-Koehler Publishers.
- Donald L. Kirkpatrick, & James D. Kirkpatrick. (2020). *Kirkpatrick's four levels of training evaluation* (5th ed.). ATD Pres.
- Fitria, Y., & Rachmadtullah, R. (2022). The evaluation of financial training using the Kirkpatrick model: A case study. *Journal of Management in Education (JMIE)*, 12(1), 45–55
- Husain, DL, Agustina, S., Rohmana, R., & Alimin, A. (2023). Training in the Preparation of

- Operational Curriculum for Educational Units (KOSP) as Preparation for the Implementation of the Independent Curriculum in PAUD, North Kolaka Regency. *JlIP - Scientific Journal of Educational Sciences* , 6 (1), 13–19. <https://doi.org/10.54371/jlup.v6i1.1375>
- John W. Creswell. (2019). *Qualitative Research Design Approach* . Student Library.
- Kaufman, R. (2003). *Evaluating training programs: The four levels* . Berrett-Koehler Publishers.
- Kaufman, R. (2018). *The Assessment Book: Applied Strategic Thinking and Performance Improvement Through Self-Assessments* . Routledge.
- Kirkpatrick, D. L., & Kirkpatrick, J. D. (2020). *Evaluating training programs: The four levels* (4th ed.). Berrett-Koehler Publishers.
- Ministry of Education, Culture, Research and Technology. (2024). *Map of Distribution of IKM Implementation* . Ministry of Education and Culture. <https://kurikulum.kemdikbud.go.id/pelaksana-ikm/>
- Kennedy, P. E., Chyung, S. Y., Winiecki, D. J., & Brinkerhoff, R. O. (2014). Training professionals' usage and understanding of Kirkpatrick's Level 3 and Level 4 evaluations. *International Journal of Training and Development* , 18 (1), 1–21. <https://doi.org/10.1111/ijtd.12023>
- Maarif, K. (2014). *5 Step Assessment and Evaluation* . Insan Pustaka.
- Malik, S., & Asghar, M. Z. (2020). In-Service Early Childhood Education Teachers' Training Program Evaluation Through Kirkpatrick Model. *Journal of Research and Reflections in Education* , 14 (2), 259–270. <http://www.ue.edu.pk/jrre>
- Marisa, M. (2021). Curriculum Innovation “Independent Learning” in the Era of Society 5.0. *Santhet: (Journal of History, Education and Humanities)* , 5 (1), 72. <https://doi.org/10.36526/js.v3i2.e-ISSN>
- Musfah, J. (2016). *Tips for Writing Scientific Works: Papers, Research, Theses, and Dissertations* . Prenadamedia Group.
- Nurbiyati, T. (2017). Evaluation of Human Resource Development: A Review. *STIE Widya Wimbaha Business Studies* , 23 (1), 52–63. <https://doi.org/10.32477/jkb.v23i1.203>
- Patton, M. Q. (2015). *Qualitative Research and Evaluation Methods* (4th ed.). SAGE Publications.
- Prijowuntato, SW, & Widharyanto, B. (2021). Training Evaluation of Elementary School Teachers of 3T Regions of Mahakam Ulu Regency By Using Kirkpatrick. *IJIET (International Journal of Indonesian Education and Teaching)* , 5 (2), 185–195. <https://doi.org/10.24071/ijiet.v5i2.3540>
- Rasmitadila, Aliyyah, R. R., Rachmadtullah, R., Samsudin, A., Syaodih, E., Tambunan, A. R. S., & Riana, S. (2020). The perceptions of primary school teachers of online learning during the COVID-19 pandemic period: A case study in Indonesia. *Journal of Ethnic and Cultural Studies*, 7(2), 90–109. <https://doi.org/10.29333/ejecs/388>
- Rossi, P.H., Freeman, H.E., & Rosenbaum, S. (2004). Evaluation: A Systematic Approach. *Contemporary Sociology A Journal of Reviews* , 36 (4), 56.
- Rukmi, HS, Novirani, D., & Ahmad, S. (2014). Training evaluation using the Kirkpatrick model (Case study of the Training Foreman Development Program at PT. Krakatau Industrial Estate Cilegon). *5th National Industrial Engineering Conference* , 1 (1), 131–138.
- Santoso. (2017). *Ideal Research Assessment* . Gema Insani.
- Sharifirad, G., Shakery, A., & Amin, M. (2023). Effectiveness of infection prevention and control training evaluated by Kirkpatrick's model. *Safety and Health at Work*, 14(1), 85–90.

<https://doi.org/10.1016/j.shaw.2022.12.004>

Soegarda Poerbakawatdja. (2017). *Educational Evaluation* . Mount Agung.

Sugiyono. (2018). *Quantitative, Qualitative, and R&D Research Methods* . Alfabeta.

Sutrisno, E. (2009). *Human Resource Management* . Kencana Prenada Media Group.

Tadesse, S., & Muluye, W. (2020). The impact of COVID-19 pandemic on education system in developing countries: A review. *Open Journal of Social Sciences*, 8(10), 159–170.
<https://doi.org/10.4236/jss.2020.810011>