

Evaluation of the IRE supervisor competency strengthening program using the Kirkpatrick model

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Abstract. This research is motivated by a phenomenon in the field showing that Islamic Religious Education (IRE) Supervisors even though they have attended education and training, their competencies are still not optimal, even according to the results of the evaluation of the Directorate of Career Development and Performance Assessment, Ministry of Education and Culture in the last 2 (two) years experiencing decline. This study aims to determine the effectiveness of the implementation of the Education and Training Program for Strengthening the Competence of Islamic Religious Education Supervisors organized by the Bandung Religious Education and Training Center. Based on the comparison of the success criteria with Kirkpatrick's evaluation performance, the implementation of the Training Program for Strengthening the Competence of Islamic Religious Education Supervisors was very successful, went as expected and provided useful results, and had contributed to developing the knowledge, attitudes, and skills of supervisors, the program The Training for Strengthening the Competence of Islamic Religious Education Supervisors can be continued for the next generation.

Keywords: *Evaluation, Kirkpatrick, Education and Training*

Abstrak. Penelitian ini dilatarbelakangi oleh adanya fenomena dilapangan menunjukkan bahwa Pengawas Pendidikan Agama Islam meskipun sudah mengikuti pendidikan dan pelatihan, namun kompetensi masih belum optimal, bahkan menurut hasil evaluasi Direktorat Pengembangan Karier dan Penilaian Kinerja, Kementerian Pendidikan dan Kebudayaan dalam kurun 2 (dua) tahun terakhir mengalami penurunan. Penelitian ini bertujuan untuk mengetahui efektifitas implemtasi program Pendidikan dan Pelatihan Penguatan Kompetensi Pengawas Pendidikan Agama Islam yang diselenggarakan oleh Balai Diklat Keagamaan Bandung. Berdasarkan perbandingan kriteria keberhasilan dengan kinerja evaluasiKirkpatrick maka implementasi program Diklat Penguatan Kompetensi Pengawas PAI berhasil dengan sangat baik, berjalan sesuai dengan yang diharapkan dan memberikan hasil yang bermanfaat, dan telah memberikan kontribusi dalam menumbuh-kembangkan pengetahuan, sikap, dan keterampilan pengawas, maka program Diklat Penguatan Kompetensi Pengawas PAI tersebut dapat dilanjutkan untuk angkatan berikutnya.

Kata kunci: *Evaluasi, Kirkpatrick, Diklat*

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Introduction

Quality human resources (HR) play a very important role in the success of an organization (Widiansyah, 2018; Winarti, 2018). As stated by Sudarmanto (2018) that, “The quality of human resources that can bring an organization to success and success, is determined by soft competence or soft skills which are characteristics of effective attitudes and behaviors that will determine superior performance in work.” Competence will encourage someone to have the best performance so that they can be successful in an organization (Halisa, 2020). Thus, if you want a successful organization or institution (be it a public or business organization) then it is important to develop HR. It is a necessity.

This has been understood and agreed upon by policy makers or business actors and many other organizations by including education and training or training and development as part of the organization’s main strategy. Including by the government that in order to balance and meet national demands and global challenges and to create good governance, human resources are needed for civil servants who have job competencies in organizing the state and development by issuing regulations in the form of Government Regulation Number 101 of 2000 concerning Civil Servant Education and Training (Ministry of Home Affairs, 2008).

The form of government attention to the development and improvement of the competency of the State Civil Apparatus (ASN) is stated through related regulations. The regulation in question is from Law Number 5 of 2014 concerning State Civil Apparatus Article 3 letter d which states that the State Civil Apparatus as a profession is based on the principle, one of which is having the necessary competencies in accordance with their field of duty. Article 70 further explains that efforts to develop the competency of the State Civil Apparatus (ASN), one of which can be done through education and training programs (Indonesia, 2014).

The Education and Training Program (Diklat) is a program that requires evaluation, because without evaluation it will not be known what the condition of the evaluation object is in the design, implementation and results (Ananda & Rafida, 2017). A special program evaluation model created for training is the Kirkpatrick Evaluation Model (Kirkpatrick, 1977). This model was chosen because it has been widely used to evaluate various training programs throughout the world.

Valid and reliable Diklat evaluation is a part that will contribute suggestions for improving the competence of school supervisors (Santoso, 2010). Evaluation is very important as stated by Stuffle-beam “Evaluation needs to be carried out to serve decision making, and is a process that is chain-like and continuous, so it must be carried out through a systematic program” (Stufflebeam & Coryn, 2014).

The Kirkpatrick evaluation model in its implementation uses four (4) stages, namely: reaction, learning, behavior, and impact. At the reaction and learning stages, the evaluation has been carried out in the process of the PAI Supervisor Competency Strengthening Training Program. The reason why it has been implemented is because in stage 1-reaction aims to find out the participants’ reactions to the training program, stage 2-learning also aims to find out the increase in participant competence in attitudes, knowledge and skills. Stage 3-Behavior, assessing changes in the behavior of alumni participants after returning to their work units. Stage 4-Impact, assessing participants in terms of performance impact after participating in the Training Program, whether they provide a better contribution to themselves, their mentors or to the workplace organization itself.

Methods

This study uses a quantitative research approach with an evaluation research design. Evaluation research is a process carried out in order to determine policies by first considering the positive values and benefits of a program, as well as considering the processes and techniques that have been used to conduct the assessment (Arikunto, 2019).

According to Sugiyono (2011), evaluation research is a scientific method used to determine the effectiveness and efficiency of a particular program, policy, project and activity, both past, ongoing, and proposed future programs.

Quantitative data obtained from various sources using various data collection techniques, is carried out continuously. The process of searching and compiling it, data obtained from interviews, field notes, and other materials.

Results and Discussion

In general, evaluation is an effort to measure the level of success of a Substantive Technical Training program for Strengthening Islamic Religious Education Supervisor Competence implemented at the Bandung Religious Education and Training Center. Ultimately, it leads to improvements and refinements and can be used as a reference in determining program policies at the next stage in the Bandung BDK environment.

Specifically, this evaluation study aims to determine the various dimensions and effectiveness of the implementation of the Substantive Technical Training program for Strengthening Islamic Religious Education Supervisor Competence, namely: (1) Knowing the reactions of participants in participating in the Training; (2) Learning outcomes of participants in knowledge, skills and attitudes after participating in the Training, (3) Changes in participant work behavior after participating in the Training, and (4) Impact on participant competence after participating in the Training.

Kirkpatrick's Four Level Evaluation Model

It is known that the Kirkpatrick evaluation model is usually used in the evaluation process in education and training activities because according to the evaluation process it can be applied to various conditions of various activities that exist in many types of training or education and training as a whole or reaching all parts or stages of training program activities (Prilianti, 2018).

Kirkpatrick (1977) this expert put forward three specific reasons for conducting training program evaluations, namely: (1) to justify the existence of a training budget by showing how the training program contributes to the goals and objectives of the organization; (2) to determine whether a training program is continued or not; (3) to obtain information on how to improve training programs in the future. The stages in the evaluation process with the Kirkpatrick model consist of reaction stage evaluation, learning stage evaluation, behavior stage evaluation, and impact stage evaluation.

Level 1 - Reaction (Reaction)

Donald L. Kirkpatrick stated that the reaction was assessed as participant satisfaction with the training program. The importance of participant reactions is one of the determinants of program success. To find out the level of participant satisfaction, he said that in the process of receiving learning, motivation is needed to arouse curiosity.

Evaluating reactions is the same as measuring the level of consumer satisfaction according to Mclean in (Santoso, 2010). According to Kirkpatrick (1977), evaluation at level one is usually called "happy face evaluation", where this level measures the reaction and satisfaction of participants towards the training program. Measuring the level of participant satisfaction in training activities is important, because it concerns their motivation to learn.

Evaluation at this level measures how training participants react to the training they are taking. Evaluating the reactions of training participants means measuring participant satisfaction (customer satisfaction). A training program is considered effective if the training process is felt to be fun and satisfying for participants so that they are interested, motivated to learn and practice.

Level 2 - Learning

Kirkpatrick (1977) explains that learning is defined as a situation when participants are able to change their attitudes, knowledge, and skills as a result of taking part in a training program. The

evaluators argue that no training takes place unless there is a change in the participants' attitudes. Training participants are said to have learned if they have experienced a change in attitude, improved knowledge or increased skills. Therefore, to measure the effectiveness of the training program, these three aspects need to be measured. Without a change in attitude, increased knowledge or improved skills in training participants, the program can be said to have failed.

Level 3 Behavior

Behavior according to Kirkpatrick (1977), is defined as the extent to which behavioral changes occur because participants participate in a training program. From this definition, it can be interpreted that the purpose of conducting an evaluation at level 3 is to measure changes in work behavior that occur because the employee participates in a training program.

Behavior can be defined as the level of change in participant behavior that occurs because they have become participants in a training program. According to (Kirkpatrick, 1977) behavioral evaluation is for changes in participant behavior when returning to work with the skills and abilities they have acquired during training. From this definition, it can be interpreted that the term behavior is used in relation to measuring job performance. Kirkpatrick believes that there are no less than four good ways to evaluate at level 3, namely; (1) Conducting surveys and questionnaires: using a Likert scale and open-ended questions that can be asked to anyone who observes participant behavior in the workplace; (2) Observation and checklists: consisting of someone who actually observes employees at work, and usually refers to a table of assessed behaviors; (3) Work review: reviewing the actual work that has been completed by training participants in the workplace without actually observing them do it.

d. Level 4-Result (Result)

The implementation of a training program certainly aims to obtain good results, such as increased quality, productivity, or safety levels. Evaluation of results according to Kirkpatrick can be defined as a final result that occurs as a result of participants participating in a training program.

Results can also be defined as the final results that occur after participants participate in a training program. The final results can be in the form of increased production, increased quality, decreased costs, decreased work accidents, decreased turnover, and increased profits. It is important to recognize the final results as the reason for creating a training program. Therefore, the final results of the training program need to be stated in the Terms of Reference. Some training programs have final results that cannot be valued in currency. It is difficult for us to measure the final results of training programs that are themed on leadership, communication, motivation, time management, decision making, or change management. However, this training program hopes to be able to provide real results in the organization. Each level of evaluation is very important, and we cannot leave levels one and two to immediately get evaluations at levels three and four.

Basic characteristics of evaluation at Levels 1 to 4 of the Kirkpatrick model and applications of evaluation models in the environment. Kirkpatrick said that the evaluation at this level evaluator connects the results of the program with organizational improvement. Rafiq, M. stated that the evaluation at level 4 is whether the benefits of the training have an impact on training participants and achieve the expected goals. Evaluation of the results in Level 4 is focused on the final result that occurs because participants have participated in a program. Evaluation is carried out on changes in institutional performance, for example comparing the quality and quantity of work results and work process time, before and after training.

Discussion of Findings

1. Reaction Level

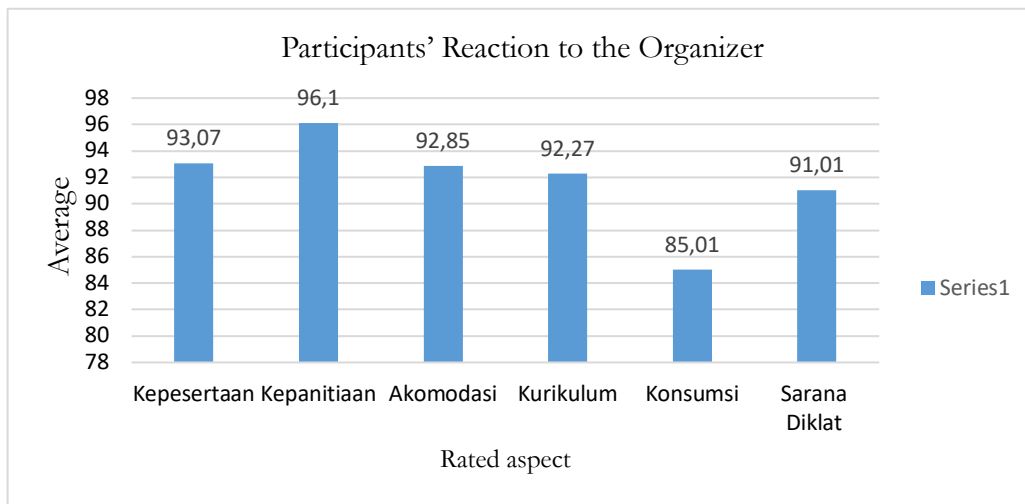
Training can be said to be successful if most or in general participants have a satisfied reaction or feel satisfied with the entire series of training activities from the initial process to the end of the activity. In relation to this, as one of the training service institutions, the Bandung

Religious Training Center must always be consistent, especially regarding maintaining the satisfaction of participants who participate or undergo training.

Related to the reactions of participants from learning during training, as the organizer there is an obligation to carry out gradual and continuous evaluations of training activities so that in the end it can influence the improvement of the quality of services provided to students or training participants.

Participant Reaction to the Organizer

The percentage of satisfaction from training participants to the organizer is explained through the following graph:



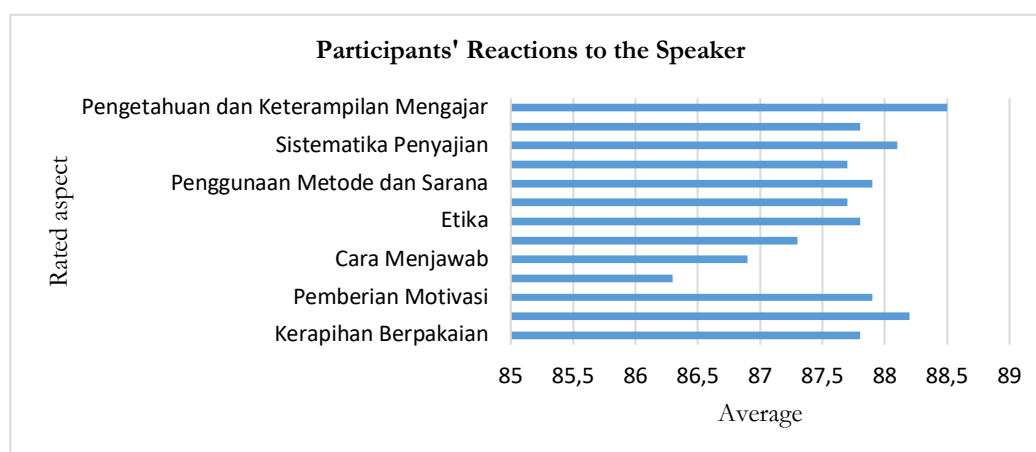
The graph above shows that, it is known that the average percentage of training participants' reactions to the organizers has the highest percentage of 96.1% which comes from the committee aspect, this aspect consists of service elements of 93.74%, cooperation with participants of 96.52%, service to resource persons of 96.78% and attitude towards participants of 97.13%. So it is known, the service and work of the committee towards participants is qualified as "Very Satisfactory" (90-100), even approaching perfect because it is close to 100%. The average score for training participants' reactions to the organizers is lowest in the consumption aspect of 85.01%, this aspect consists of menu elements of 83.17%, presentation of 85% and hygiene with a result of 86.87%. So it is known, the consumption aspect is included in the "Satisfactory" qualification (80-90)

For the participant aspect, the result was 93.07 while in the accommodation, curriculum and training facilities aspects, the results were 92.85%, 92.87% and 91.01% respectively and the scoring range was included in the "Very Satisfactory" qualification (90-100).

So it is known that participants who attended the PAI Supervisor Competency Strengthening Training had a positive reaction to the training implementation process.

Participant Reaction to the Speaker

Participant reactions to the speaker are assessed based on several aspects, namely the speaker's knowledge and teaching skills, mastery of the material provided by the speaker, the speaker's teaching system, the speaker's teaching ability, the speaker's method and use of aids in the learning process, the speaker's results, the speaker's ethics, the speaker's attitude, the speaker's way of explaining answers to participants' questions, the speaker's use of language, the speaker's motivational process, the speaker's time discipline, the speaker's neatness of clothing, and the speaker's form of cooperation.



The graph above shows the evaluation results of participants' reactions to the resource person, the aspect with the highest percentage comes from the knowledge and teaching skills aspect of 88.5% included in the "Satisfactory" qualification (80-90). The aspect of language use is the lowest aspect at 86.3% and included in the "Satisfactory" qualification. Scoring for other aspects is also included in the "Satisfactory" qualification. So it is known that participants feel satisfied in accepting the presence of the PAI Supervisor Competency Strengthening Training resource person, seen with an average of 87.7% or qualified as "Satisfactory". Related to the aspect of the committee which generally gives the qualification "Very Satisfactory". This means that the committee as one of the elements organizing the training is considered capable and successful in carrying out its duties and functions well as a public service apparatus. This also shows that the training on excellent service to improve the competence of employees tasked with providing services to the public received by the committee has been implemented very well. In addition, the training organizing committee is considered to have carried out its role competently and professionally in accordance with the applicable rules.

According to Musfah (2012), several factors are known to influence the quality of customer service, namely from technical competence related to the skills, abilities and appearance of officers, then from access to the services provided, effectiveness related to services and technical instructions that are in accordance with qualifications, efficiency related to limited costs for resource needs for services, services according to customer needs, security of service activities carried out, good relations between officers and customers, comfort related to customer satisfaction.

Talking about service, according to Permana (2013), explains that the quality of service comes from users who receive and feel the service, if users receive it well and users feel satisfied then the service is considered quality and according to expectations so that users will continue to use the services of the service provider, while if the service received is not good and not satisfying then the service is considered not quality or bad and not according to expectations so that users will no longer use the service provider.

Related to the previous explanation, the communication relationship between the organizer and several other parties in the training needs to be built well from the start, so that things or attitudes that could trigger misunderstandings can be minimized through criticism and suggestions.

As a result of excellent service, the implementation of training will give a positive impression so that the implementation of the training can effectively provide satisfaction for students (Danim, 2010). The selection of an ideal and professional training organizing committee as a provider of training services for training participants has been carried out well. This also means that the comfort of training participants has been met well according to the completeness of the facilities provided by the training organizer.

Based on the results of the assessment of the resource person, it is proven that the resource person has a breadth of knowledge and teaching skills, mastery of the material, and the ability to

deliver material with a good presentation system. During the learning process, the resource person uses learning methods and tools well so that learning objectives are achieved. This is very much felt by the training participants, so they give a good assessment of the training resource person.

Likewise, the attitude of the resource person during the delivery of learning materials was assessed as good by the training participants. The training participants were satisfied with the attitude of the resource person, both in terms of the resource person's ability to respond to participant questions, their attitude towards participants during class, and in terms of discipline during learning time.

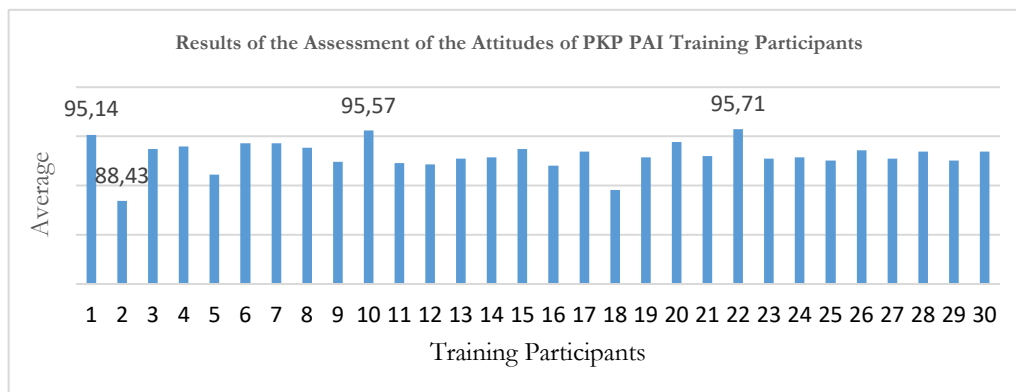
b. Learning Stage

Evaluation at the learning stage was carried out in accordance with the learning process related to the results and achievement of learning targets during training and was carried out by knowing the increase in participant competence.

Assessment of participants during the training learning stage was carried out by the training resource person by giving a score to each aspect. The aspects evaluated included aspects of knowledge, skills, and attitude.

Attitude Aspect Evaluation Results

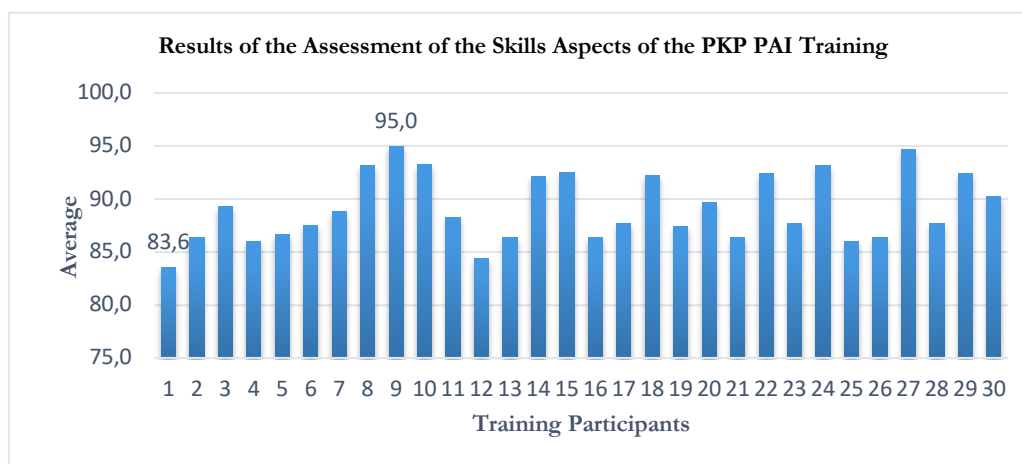
The results of the evaluation of the attitude aspect of the PAI Supervisor Competency Strengthening Training participants were carried out by the resource person through observation of the activities of the training participants during the learning process which included: discipline, responsibility and cooperation.



The average percentage of participants' attitudes was obtained, the highest percentage of 95.71% was obtained by participant number 22, then sequentially 95.57 and 95.14 were obtained by participant numbers 10 and 1. While the lowest percentage of 88.43 was obtained by participant number 2. The average percentage of attitude scores of participants in the PAI Supervisor Competency Strengthening Training Batch I was 93.05. So it is known that the achievement of attitude scores of participants in the PAI Supervisor Competency Strengthening Training Batch I, is included in the qualification of "Very Satisfactory" (92-100).

Results of Skills Aspect Evaluation

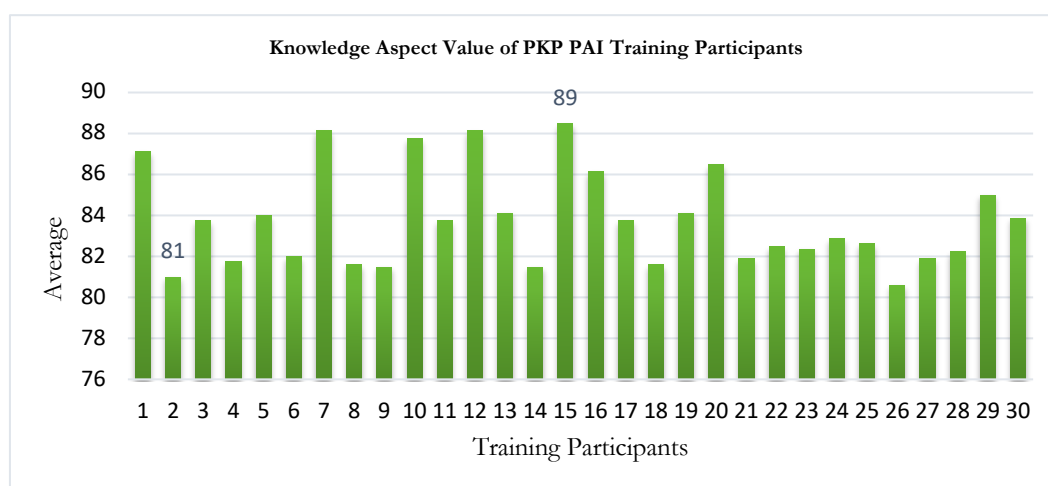
The results of the skills aspect evaluation of participants in the PAI Supervisor Competency Strengthening Training were carried out by resource persons through observations of the activities of participants presenting assignments during the learning process which included: language, presentation, systematics, completeness of data and completeness of reports.



The graph shows that the average value of each PKP PAI Training participant in the skills aspect has the highest value with a percentage of 95.0%, while the lowest value obtained by the Training participants was 83.6%. While the overall average of the skills aspect obtained by PKP PAI Training participants was 89.2%, so it is known that the skills aspect is in the “Satisfactory” qualification (84-92).

Evaluation Results of the Knowledge Aspect

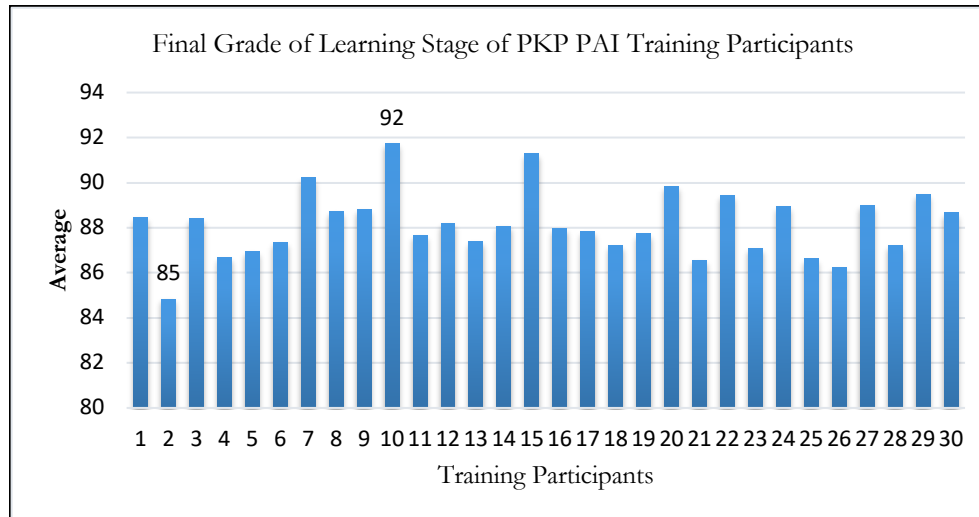
The assessment of knowledge competency is carried out through a Written Test which is carried out at the end of the training. The Written Test uses an instrument that has been prepared by the organizing committee.



In the graph above, it is known that the average value of each PKP PAI Training participant in the knowledge aspect has the highest value with a percentage of 89%, and the lowest value obtained by the Training participants is 81%. While the overall average of the knowledge aspect obtained by PKP PAI Training participants is 84%, so it is known that the knowledge aspect is in the “Satisfactory” qualification (84-92).

Final Evaluation Results of Participant Learning Stage

The final value of the training participant learning stage (NA) is a combined value between the knowledge value (NP), skill value (NK), and attitude value (NS) with the following weights: the participant’s knowledge aspect has a weight of 40, the evaluation of skills and attitudes has a weight of 30 each from the total score. The results are as follows.



It can be determined based on the criteria that have been determined. The conclusion is that more than 60% of teachers gave positive answers to the character education process activities in learning. The AABCE learning model resulted in effective results with teacher responses.

The graph shows the final results of the learning stage of the participants, the highest score of 92% is included in the “Very Satisfactory” qualification. The lowest score of 85% is included in the “Satisfactory” qualification. So that the average score of the final results of the learning stage of the PAI Supervisor Competency Strengthening Training participants is 88% in the “Satisfactory” qualification. So it is known that participants who take part in the PAI Supervisor Competency Strengthening Training on average get satisfactory scores and are declared to have passed. According to Firmansyah, Tantowi, and Fawziah (2019) emphasized that in the learning process for adults, information in the form of materials must be provided that are in accordance with the duties and functions of the students. Effective learning can occur if the content of the learning is liked or enjoyed by students because when participants feel interested or like the learning carried out, several change processes occur including the cognitive and psychomotor aspects of students (Firmansyah et al., 2022; Kosasih, Supriyadi, Firmansyah, & Rahminawati, 2022; Meinura, Supriadi, & Firmansyah, 2019).

Evaluation of the learning stage is carried out to determine the level of competence possessed by participants related to the learning outcomes achieved. Meanwhile, related to the assessment of this stage, it is carried out to determine the increase in competence of participants in accordance with the objectives of the training after undergoing various activities. Evaluation of the learning stage for participants in the Islamic Religious Education Supervisor Competency Strengthening Training carried out by resource persons for each core training subject for training participants. The aspects evaluated include aspects of attitude, skills and knowledge.

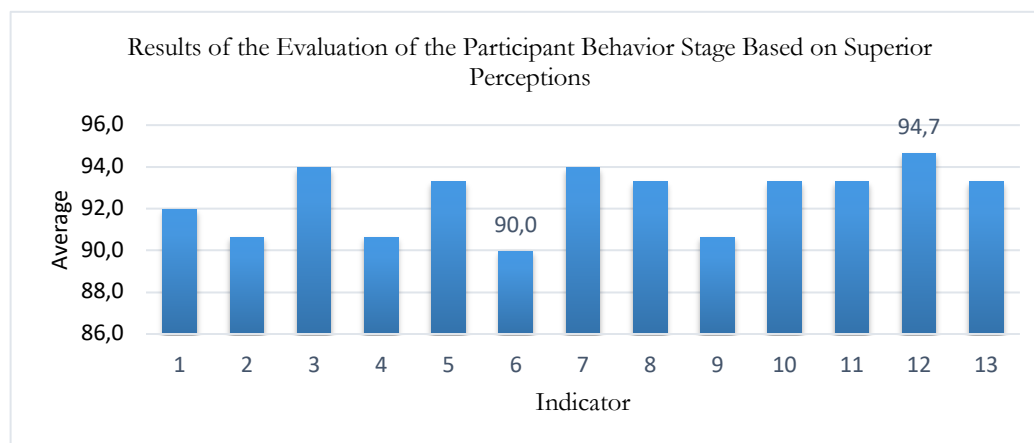
Assessment of the attitude aspect of behavior comes from discipline, initiative, from the method and form of cooperation and participation individually and in groups and attitudes related to responsibility are carried out properly. Assessment of the attitude aspect of the qualification “Very Satisfactory”. This means that participants show a high sense of enthusiasm during the learning process. The behavior of participants here contains the meaning of honesty, respect, friendliness and empathy towards fellow training participants, resource persons and the organizing committee. The attitude of time discipline is related to the attendance time of participants in accordance with the training schedule. Likewise with the discipline of dressing in accordance with the training regulations as stated in the training invitation letter. The initiative of training participants is shown by providing ideas, concepts or suggestions that are innovative and constructive and are able to provide solutions to problems in the learning discussion forum. In

addition, participants are expected to be able to motivate themselves and their group members so that enthusiasm is built in participating in learning.

d. Behavior Stage

The focus of the assessment in the evaluation of the behavior stage is related to changes in work behavior carried out by participants while working after undergoing training activities. This behavior evaluation is carried out one month after the training is carried out. The evaluation of this stage involves information from superiors, colleagues and teachers trained by training participants. The results of the distributed questionnaires provide the results of superior perceptions, peer perceptions and student perceptions of participants in the Islamic Religious Education Supervisor Competency Strengthening Training. The following are the results of perceptions for each batch of training. 1) Superior Perception

The results of this behavioral evaluation are based on the perceptions of superiors of participants in the Islamic Religious Education Supervisor Competency Strengthening Training. The instrument for superiors of participants in this training consists of 13 (thirteen) indicators. These indicators include: These indicators are basically derived from the abilities obtained during the training, (1) carrying out tasks as a supervisor, (2) helping to improve the quality of supervision, (3) helping to prepare a supervisory work plan, (4) having leadership skills, (5) increasing managerial competence (6) increasing academic competence (7) increasing communication skills, (8) cooperation, (9) motivation, (10) work effectiveness, (11) discipline, (12) being more polite and friendly, (13) helping colleagues in completing their tasks.



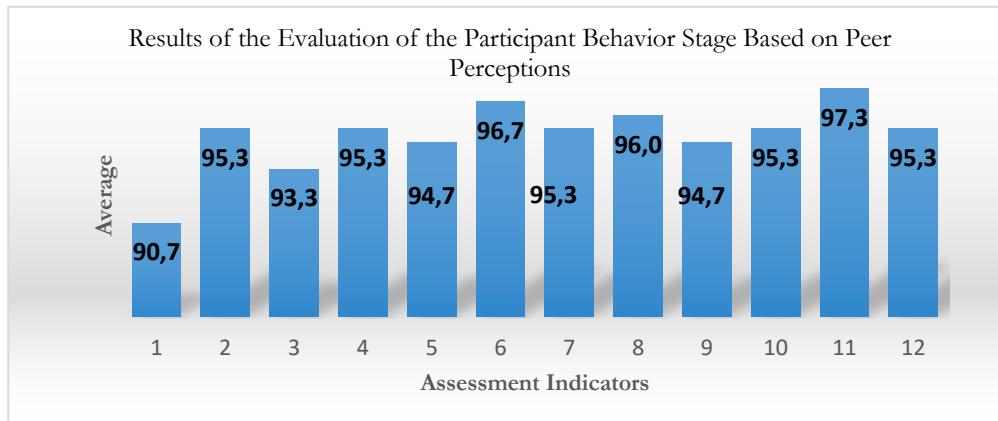
The graph shows the results of the evaluation of the participant's behavior stage based on the perception of the superiors of the PAI Supervisor Competency Strengthening Training participants, the highest score is in the indicator of increasing politeness and friendliness of the training participants after attending the training, which is 94.7%, while the lowest score is in the indicator of the academic ability of the training participants at 90%. The average score of the evaluation results of the participant's behavior stage based on the perception of the superiors of the training participants is 92.6%.

In accordance with the indicators and evaluation results of the participant's behavior stage based on the perception of the superiors of the PAI Supervisor Competency Strengthening Training participants, it is included in the "Very Good" qualification.

2) Peer Perception

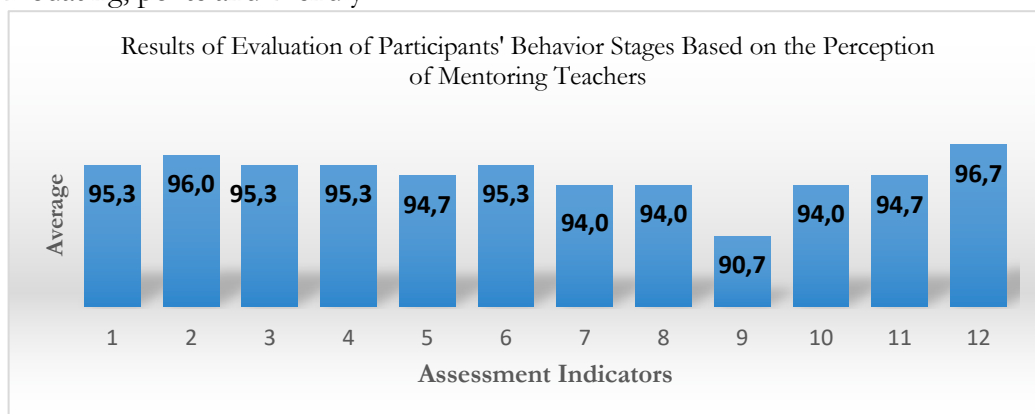
The results of this behavioral evaluation are based on the perception of peers of the PAI Supervisor Competency Strengthening Training participants. The instrument for peers consists of 12 (twelve) indicators. The indicators include the behavior of training participants after attending the training, being able to support work, develop careers, be more creative and innovative, support work, develop careers, be more creative, active and innovative, have good relationship conditions

between colleagues and superiors, be open to receiving suggestions, share knowledge, be more polite and friendly, help colleagues, good relationship conditions with colleagues, good relationship conditions with superiors, discipline, be able to work in groups, be open to receiving suggestions, actively give suggestions, share knowledge, be more polite and friendly, help colleagues.



The graph shows the results of the evaluation of the participant's behavior stage based on the perception of fellow participants of the Islamic Religious Education Supervisor Competency Strengthening Training, the highest score is in the indicator that training participants after participating in the training are more polite and friendly, which is 97.3%. While the lowest score is in the indicator that training participants after participating in the training gain knowledge and skills that support their work, with a score of 90.7%. The average score of the evaluation results of the participant's behavior stage based on the perception of fellow participants towards the training participants is 94.8%. So it is known that all indicators in the evaluation results of the participant's behavior stage based on the perception of fellow colleagues towards the participants of the Islamic Religious Education Supervisor Competency Strengthening Training are included in the "Very Good" qualification. 3) Perception of Mentored Teachers

The results of this behavioral evaluation are based on the perception of mentored teachers participating in the Islamic Religious Education Supervisor Competency Strengthening Training. The instrument for the perception of mentored teachers consists of 12 (twelve) indicators. These indicators include the behavior of training participants after attending the training, namely: wise, enthusiastic when coaching, providing motivation, patient, disciplined, caring, open, actively providing personal and group guidance, correcting deficiencies, communicative and accommodating, polite and friendly.



The graph above shows the results of the evaluation of the participant's behavioral stage based on the perceptions of the mentored teachers of the Islamic Religious Education Supervisor Competency Strengthening Training participants, the highest score is in the indicator that training

participants after participating in the training are able to be more polite and provide motivation to achieve to their students, which is 96.7%. While the lowest score is in the indicator that training participants after participating in the training are able to be more active in providing guidance in groups, with a score of 90.7%. The average score of the evaluation results of the participant's behavioral stage based on students' perceptions of the training participants is 94.7%. So it is known that all indicators in the evaluation results of the participant's behavioral stage based on the perceptions of mentored teachers of the Islamic Religious Education Supervisor Competency Strengthening Training participants are included in the "Very Good" qualification.

The opinion of (Kirkpatrick, 1977) regarding behavior is related to changes in attitudes and actions of participants and the results of evaluation of attitudes and actions of participants in the workplace after undergoing training. In accordance with Nurhayati's statement (2018), regarding the evaluation of participant behavior, it is carried out to determine changes in attitudes while working.

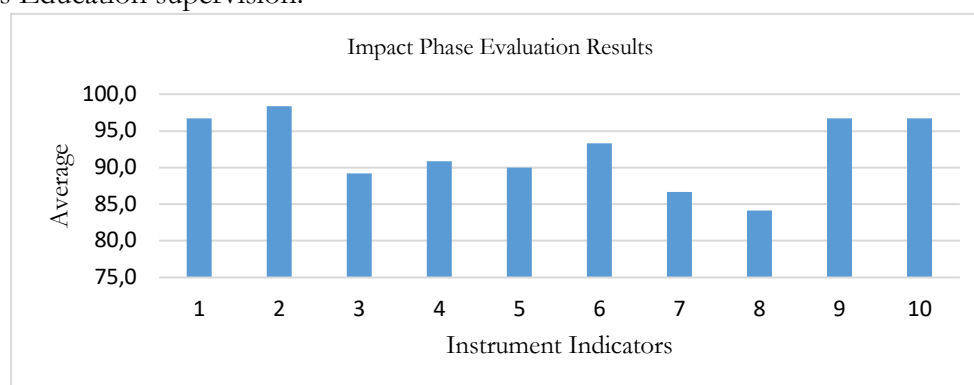
Based on the findings and data analysis, it is known that the indicator of the training participant assessment through the perception of superiors shows the qualification of "Very Good", which occupies the highest value, namely in the indicator after participating in the training, the training participants become polite and friendly.

The improvement of the friendly and polite attitude of training participants when communicating with superiors such as the Principal and teachers who are colleagues and students is revealed to be more dynamic, so that social conditions are created and opportunities for better cooperation are opened and influence the improvement of participant behavior to become more positive and equip participants with learning related to the formation of superior and quality characters as an Islamic Religious Supervisor.

This positive behavior of the Islamic Religious Supervisor will later develop into attitudes that can help advance the quality and quality in carrying out his duties as an Islamic Religious Education Supervisor. This is in line with Galela's statement (2012) that the attitude and morals of an Islamic Religious Education Supervisor will be an example for the teachers he supervises. If the morals and morals of a supervisor have been labeled bad, then don't expect the teacher to sympathize with him on his orders. This means that in forming a good personality, it must start from the readiness of an Islamic Religious Education Supervisor to become a good person.

d. *Impact Stage*

The results of this behavioral evaluation are based on the scores of the participants of the Islamic Religious Education Supervisor Competency Strengthening Training. The instrument for student/participant perception consists of 10 (ten) indicators. These indicators include: needs of training participants, knowledge and skills, leadership attitudes, duties and functions of Islamic Religious Education supervisors, quality of supervision, professional Islamic Religious Education Supervisors, procedures for preparing Islamic Religious Education Supervisor work plans, improving supervision deficiencies, playing an active role in improving the quality of Islamic Religious Education supervision.



From the graph above, it is known that the highest score is in the indicator of training participants after attending the training, increasing their knowledge and skills, which is 98.3%. While the lowest score is in the indicator of training participants after attending the training, being able to compile procedures for compiling a good PAI Supervisor work plan, with a score of 84.2%. The average score of training participants is 92.3%. So it is known that all indicators in the results of the impact evaluation based on the scores of participants in the Islamic Religious Education Supervisor Competency Strengthening Training are included in the Very Good qualification. The purpose of the evaluation activity or process regarding the impact of the program is related to the process of making several policies and decisions and several programs that are alternatives to be effective (Gertler, Martinez, Premand, Rawlings, & Vermeersch, 2016). The evaluation process from this stage focuses on the final results of the program that can be measured even with a lot of time (Bagiyono, 2014). Furthermore, Hamalik (1990) added that the purpose of the impact stage evaluation is to determine the influence of the program on the target with measurement indicators using qualifications of success.

The evaluation of the impact stage of training participants shows that the Islamic Religious Education Supervisor Competency Strengthening Training that was held was successful and achieved its objectives well. The impact evaluation process in this study succeeded in determining changes in the institution towards positive and changes towards improving the performance of training participants supported by improved attitudes so as to obtain optimal work quality.

In this Islamic Religious Education Supervisor Competency Strengthening Training based on the results at the impact stage, research using the Kirkpatrick model showed that the level of knowledge and skills of participants increased after attending the training. This is in accordance with the objectives of the training learning process. With the increase in knowledge and skills of training participants, the motivation to apply them to their respective work environments will be stronger. In addition, the impact of changes in performance can be seen through the actions of training participants who disseminate their knowledge to themselves and their mentors.

The desire of training participants to achieve optimal results, the drive to learn will be stronger. With the enthusiasm and motivation obtained from the training, the understanding of knowledge and honing of skills will increase. This is formed as an effort for situations or problems that arise. The existing learning outcomes must be applied starting from the dissemination of knowledge, training to applying it in real work environment interactions. Mastery of skills and abilities resulting from the learning process will greatly assist training participants in developing competent and accurate strategies. According to Athiyah (Athiyah, 2018), the process of learning activities can be carried out well if the parties involved can interact with each other. During learning in training, there are parties who have previously mastered experience and have knowledge so that it is hoped that both of these things can meet the needs of the training participants.

Conclusion

The implementation of the Education Supervisor Competency Strengthening Training program went well as seen from the evaluation results using the Kirkpatrick Model evaluation. Based on the results of the study and its discussion, the following specific conclusions can be drawn:

Reaction Stage, shows that training participants are very satisfied with the service from the organizers and resource persons. All aspects of the evaluation of the implementation are assessed by participants in the Very Good category even though they have not been able to meet the level of expectations of the participants as indicated by an average figure below 100%.

Learning Stage, achievement of learning outcomes for participants in the Implementation of the PAI Supervisor Competency Strengthening Training program at the Bandung Religious Training Center, shows that participants are very enthusiastic in following the learning process. Assessment of attitudes, knowledge and skills is in the satisfactory category. For the success of all

training participants, they were declared to have graduated by receiving a Certificate of Completion of Education and Training (STIPL).

Behavior Stage, changes in the behavioral stage of participants in the Implementation of the PAI Supervisor Competency Strengthening Training program at the Bandung Religious Training Center, shows that the training is able to improve the competence of training alumni in supporting the work of alumni after returning to the work unit. This can be seen from the average value of the total perception of respondents from superiors, colleagues and alumni training teachers showing a very good category.

Training Impact Stage Implementation of the PAI Supervisor Competency Strengthening Training program at the Bandung Religious Training Center, the evaluation results at the impact stage show that the training results have an impact on the performance of alumni of the Training and/or alumni work units with an average value of a positive impact level for individual performance and/or work units with a very good category. Most alumni feel that the impact of training on individual performance is marked by an increase in individual capabilities (in general) in negotiating with stakeholders.

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