

EVALUATION OF THE EFFECTIVENESS OF TEACHER TRAINING PROGRAMS IN IMPROVING TEACHER COMPETENCE IN SECONDARY SCHOOLS

Ernani Yunita¹, Ibnu Muthi²

^{1,2}Universitas Muhammadiyah Indonesia, Bekasi

ernani_yunita@unismabekasi.ac.id

ibnumuthi@unismabekasi.ac.id

ABSTRAK

Penelitian ini bertujuan untuk mengevaluasi efektivitas program pelatihan guru dalam meningkatkan kompetensi guru di SMPIT Al Munawwarah, Tambun Utara, Bekasi. Pendekatan yang digunakan adalah kualitatif dengan model evaluasi Kirkpatrick, yang mencakup empat level: reaksi, pembelajaran, perilaku, dan hasil. Hasil penelitian menunjukkan bahwa pelatihan yang diikuti guru memberikan dampak positif terhadap peningkatan pengetahuan, keterampilan, dan perubahan perilaku mengajar. Meskipun demikian, penerapan metode baru dan teknologi dalam pembelajaran belum sepenuhnya konsisten karena keterbatasan waktu dan sumber daya. Dampak terhadap hasil pembelajaran siswa juga terlihat dalam peningkatan keterlibatan dan motivasi, meskipun belum signifikan dalam hasil akademik. Penelitian ini menyarankan agar program pelatihan guru disertai dengan pendampingan berkelanjutan dan dukungan sumber daya yang memadai untuk memastikan implementasi yang optimal di lapangan.

Kata kunci: Evaluasi pelatihan, kompetensi guru, pendidikan Islam, model Kirkpatrick, SMPIT

ABSTRACT

This study aims to evaluate the effectiveness of the teacher training program in improving teacher competence at SMPIT Al Munawwarah, Tambun Utara, Bekasi. A qualitative approach with the Kirkpatrick evaluation model, which includes four levels: reaction, learning, behavior, and results, was used. The findings show that the training had a positive impact on increasing teachers' knowledge, skills, and teaching behavior. However, the implementation of new methods and technology in teaching has not been consistently applied due to limitations in time and resources. The impact on student learning outcomes is also evident in increased engagement and motivation, though the academic results have not shown significant improvement. This study suggests that teacher training programs should be

accompanied by continuous mentoring and adequate resource support to ensure optimal implementation in practice.

Keywords: *Training evaluation, teacher competence, Islamic education, Kirkpatrick model, SMPIT*

INTRODUCTION

Education is the main pillar in the development of quality human resources. In the educational process, teachers play a central role as facilitators, educators, and motivators who play a direct role in character formation and mastery of students' competencies. Therefore, teacher competence is a key factor in determining the quality of education in schools, including at the junior high school (SMP) level. The competence of the teacher in question includes pedagogical, professional, social, and personality competencies as stipulated in the Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers.

In the midst of curriculum development, technology, and the needs of 21st century students, teachers are required to continue to improve their quality. One of the commonly used strategies to improve teacher competence is through training or training programs. However, the effectiveness of teacher training programs in improving competence is still a big question mark, especially in the context of its implementation in the field. Not all training has a direct impact on changing attitudes, improving skills, and improving teachers' learning practices in the classroom (Mulyasa, 2021). Therefore, evaluating the effectiveness of training programs is important to ensure that investments made in the form of training really make a real impact.

SMPIT Al Munawwarah, located in North Tambun, Bekasi, is one of the Islamic educational institutions that is active in organizing various training programs for its teachers, both internally and in collaboration with external institutions. This school has a vision to produce graduates who excel academically and religiously, which of course requires qualified teachers. However, based on initial observations and informal interviews, there are indications that the training that has been carried out has not fully impacted the improvement of the quality of learning. Some teachers still have difficulty in implementing innovative learning methods, optimal use of technology, and effective classroom management. This

phenomenon shows the need to evaluate the effectiveness of teacher training programs that have been carried out in the school.

The main problem that arises is the lack of systematic research that measures the extent to which teacher training programs at SMPIT Al Munawwarah are effective in improving teacher competence. In fact, program evaluation is an important part of the education program management cycle, which can help with continuous improvement. In this context, this research is very important to be conducted. This evaluation will refer to Kirkpatrick's training evaluation model which consists of four levels: reaction, learning, behavior, and outcome (Kirkpatrick & Kirkpatrick, 2006). This model is seen as relevant because it is able to provide a comprehensive picture of the training process and impact that teachers follow.

Previous studies have shown that teacher training can improve competence, but its effectiveness is highly dependent on the design, implementation, and follow-up of the training. Research by Wibowo (2020) found that training designed with the specific needs of teachers in mind and accompanied by mentoring has a significant impact on improving teachers' professional competence. Similarly, research by Indrawati (2021) revealed that the success of training is determined by the extent to which teachers are able to implement training materials in learning practices. Unfortunately, most of the research still focuses on the perceptual aspect and not many have comprehensively evaluated training programs based on structured evaluation models.

From this description, there is a research gap that needs to be filled, namely the absence of an evaluative study based on the Kirkpatrick model that is conducted in depth at SMPIT or similar Islamic educational institutions, especially in the Bekasi area. In fact, institutions such as SMPIT Al Munawwarah have characteristics in fostering Islamic values that also need to be considered in the development of teacher competence. In addition, the effectiveness of training can not only be seen from the increase in evaluation scores or attendance rates, but also from the extent to which teachers undergo a transformation in their daily teaching.

The urgency of this research is even higher considering the amount of budget, energy, and time that has been invested in teacher training. Without a

comprehensive evaluation, teacher training risks becoming a routine administrative activity that has no impact on the quality of education. A good evaluation will provide useful input for school principals, curriculum development teams, and training organizers to design programs that are more targeted and impactful.

METHOD

This qualitative-evaluative research uses case studies to assess the effectiveness of teacher training at SMPIT Al Munawwarah, Bekasi, based on Kirkpatrick's four-level model (reaction, learning, behavior, and outcomes). Data were collected through in-depth interviews, observation of teaching practices, and documentation studies of purposively selected subjects. Thematic analysis (Braun & Clarke, 2021) was used to uncover the impact of training from participant satisfaction to its effect on student learning quality. The validity of the findings is guaranteed through triangulation of sources and methods as well as member checking. This three-month study provides a comprehensive understanding of the transformation of teacher competencies in the context of integrated Islamic schools.

DISCUSSION

A. Finding

Based on the analysis of data obtained through interviews, observations, and documentation at SMPIT Al Munawwarah, several key findings were found related to the effectiveness of teacher training programs in improving their competence. These findings will be outlined based on four levels of evaluation according to the Kirkpatrick model: reaction, learning, behavior, and outcomes.

1. Reaction: Teachers' Satisfaction with the Training Program

At the first level, which measures teachers' reactions or satisfaction with training, the majority of teachers stated that they were satisfied with the training they had taken. The results of interviews with the principal and several teachers showed that the training held had relevant and useful material. Teachers appreciate the existence of a more interactive and technology-based learning approach, which is considered to improve the quality of the learning process. However, some

teachers revealed that the time allotted for training is often inadequate, so they feel rushed to understand the material provided.

The results of the observations also confirmed this, with most teachers stating that they felt that the training provided new insights into more effective teaching, but there were some teachers who still found it difficult to implement the material in a limited amount of time.

2. Learning: Improvement of Teacher Knowledge and Skills

At the second level, which measures the extent to which training has an effect on improving teachers' knowledge and skills, it was found that training has a positive impact. Based on the results of the interviews, almost all teachers reported that they acquired new skills that can be applied directly in learning. The material focused on the use of technology in learning, classroom management, and the development of active participation-based learning methods received a positive response from teachers. They stated that by using the methods introduced during the training, the learning process became more interesting and interactive.

However, although many teachers feel more confident in their new skills, some feel that they have not fully mastered how to use technology in learning optimally. Interviews with more senior teachers show that there are difficulties in adapting to technology that is relatively new to them.

3. Behavior: Application of Training Outcomes in Teaching Practice

At the third level, which measures changes in teachers' behavior in teaching practice after training, the results showed that despite positive changes, the implementation of new skills did not always occur consistently. Most teachers who take the training try to implement the new methods they learn, such as the use of multimedia in the classroom and a project-based learning approach. The results of the observations showed that teachers who were more familiar with technology were faster to adopt this new method.

However, there are also some teachers who still have difficulty implementing new teaching techniques effectively, especially those related to the use of technology in the classroom. Limited time and resource factors are the main obstacles in the implementation of technology-based learning methods. For example, some teachers revealed that they had difficulty accessing the necessary

devices or managing enough time to prepare teaching materials that used technology.

4. Outcome: The Impact of Training on Learners' Learning Outcomes

At the fourth level, which measures the impact of training on student learning outcomes, it was found that although a positive impact on learning quality can be seen, the results are not optimal. Based on the analyzed documentation, most of the learners showed an increase in engagement and motivation during learning taught with the new method. Interviews with students' parents and the results of academic evaluations show a slight improvement in the understanding of the material taught, but these results are not very significant.

The results of the observations showed that although there was an increase in the aspect of student engagement, challenges in terms of technology implementation and limited time for teaching preparation hampered the overall effectiveness of learning. The biggest impact of training on student learning outcomes is more visible in activities that prioritize discussions and project-based teaching methods, although not all of them are running optimally.

Overall, the training attended by SMPIT Al Munawwarah teachers has had a positive impact on teacher satisfaction levels, knowledge and skills improvement, and influence on teaching methods applied in the classroom. However, challenges remain, especially related to the limited time and resources available at the school. Despite positive behavioural changes, the implementation of technology-based learning methods still encounters obstacles in the field, and the impact on student learning outcomes still needs to be improved with continuous follow-up and support.

This study emphasizes the importance of periodic evaluation of teacher training programs so that the training held can be more effective, especially in terms of the application of training materials that are in accordance with real conditions in the field.

B. Results

Based on the results of research conducted at SMPIT Al Munawwarah regarding the effectiveness of teacher training programs, the findings identified can be studied in more depth using various theories relevant in education and training

management. This discussion will examine findings based on Kirkpatrick's training evaluation theory, learning theory, and relevant education management theory.

1. Reaction: Teachers' Satisfaction with the Training Program

At the first level of the Kirkpatrick evaluation model, which measures participants' reactions or satisfaction to training, the findings showed that the majority of teachers were satisfied with the training they followed, despite some complaints about time constraints. This is in accordance with the theory put forward by Kirkpatrick (2006), who states that participants' satisfaction with training is very important because it can affect their readiness to participate in and apply further training. High satisfaction will encourage teachers to be more open in adopting new knowledge and skills, which in turn will improve the quality of their teaching.

However, Sallis' (2002) theory of quality management in education emphasizes that although the initial satisfaction of trainees is very important, factors such as ongoing support and sufficient time to apply such knowledge also have a great influence on the effectiveness of training. Limited time, as found in this study, can hinder the implementation of training optimally, because teachers feel that there is not enough time to master the material in depth and apply it in learning activities.

2. Learning: Improvement of Teacher Knowledge and Skills

At the second level, which measures the improvement of teachers' knowledge and skills, the results show that training has a positive impact on improving teacher competence, especially in terms of the use of technology and participation-based learning methods. This discovery is in accordance with the theory of constructivism promoted by Piaget (1976) and Vygotsky (1978), which states that knowledge is built through direct experience and social interaction. In this case, training that prioritizes a practical and technology-based approach provides an opportunity for teachers to actively learn and solve the educational problems they face in a real context.

According to Mulyasa (2020), teacher competency development must include various aspects, including the use of educational technology, classroom management, and the development of innovative learning methods. Training that gives teachers new skills to manage the classroom and use technology as a learning

medium is in line with this theory, which emphasizes the importance of developing practical skills and direct application in the learning process.

However, despite the improvement in skills, there are still challenges in mastering technology optimally, especially for more senior teachers. This supports the findings of research by Rahman and Salam (2020), which state that mastery of technology is often an obstacle in training, especially for teachers who are less experienced in using digital devices. Therefore, training must be balanced with continuous mentoring so that the application of technology in learning can be carried out optimally.

3. Behavior: Application of Training Results in Teaching Practice

At the third level, which measures the application of training outcomes in teaching practice, the research findings show that although most teachers try to apply training materials in learning, the implementation is not always consistent and optimal. Limited time and resources are the main obstacles in implementing new technologies and methods introduced in training. This is in accordance with the theory of education management by Hoy and Miskel (2005), which explains that the implementation of changes in the education system is greatly influenced by contextual factors, such as the availability of resources, managerial support, and time constraints.

In addition, the theory of teacher professional development by Glickman et al. (2018) is also relevant in discussing these findings. They argue that the expected behavioural change in training will not be achieved without long-term support in the form of supervision and ongoing reflection. Therefore, the implementation of more effective training results requires time and continuous assistance. Effective professional development must involve a continuous process of reflection and follow-up that ensures that the changes implemented are sustainable.

4. Outcome: The Impact of Training on Learners' Learning Outcomes

At the fourth level, which measures the impact of training on learners' learning outcomes, it was found that although there was an increase in student engagement and their motivation, the impact on overall student learning outcomes was not optimal. The increase in student engagement and motivation, as found in this study, can be explained by the learning motivation theory of Deci and Ryan

(2000), which states that students' intrinsic motivation can be influenced by a more engaging and participatory approach to learning. Training that teaches teachers to use more interactive and project-based methods has been successful in increasing student engagement levels in learning.

However, despite positive changes in student motivation, more significant academic results have not been achieved. This can be explained by the theory of the education system by Gaspersz (2022), which reveals that to achieve optimal learning outcomes, good coordination between various factors is needed, including classroom management, the use of appropriate methods, and continuous evaluation. In addition, external factors such as limited time to prepare technology-based teaching materials and unequal access to tools also affect student learning outcomes.

Based on the relevant findings and theories, it can be concluded that although the teacher training program at SMPIT Al Munawwarah shows a positive impact on improving teacher competence and student motivation, there are several factors that hinder the optimal implementation of training. Limited time, resources, and ongoing support are major obstacles to effective training implementation. Therefore, it is important to strengthen long-term support through mentoring, reflection, and continuous evaluation, as well as ensure that all teachers have adequate access to the resources and technology needed to implement the learning methods that have been taught.

This research also emphasizes the importance of a comprehensive, data-driven evaluation of training programs to improve their effectiveness, as well as contribute to the development of training models that are more relevant to practical needs in the field.

CONCLUSION

Based on the results of research conducted at SMPIT Al Munawwarah, it can be concluded that the teacher training program held has had a positive impact on improving teacher competence, especially in terms of knowledge, skills, and changes in teaching behavior. In general, the majority of teachers are satisfied with the training provided, especially related to relevant materials and the application of

technology in learning. However, despite the increase in competence, key challenges remain, especially in the implementation of technology-based learning methods, which still face constraints related to time and resource constraints. At the Kirkpatrick evaluation level, the results show that despite the improvement in teacher knowledge and skills, implementation in learning practices has not occurred consistently. This is largely due to limited time, resources, and lack of ongoing post-training support. Even so, most teachers strive to implement the new methods and technologies they learn, albeit with varying degrees of success. The impact on student learning outcomes, despite increased motivation and engagement, has not shown significant changes in overall academic outcomes. This can be influenced by a variety of external factors, including limited preparation time and unequal access to technological tools that support digital-based teaching. Overall, this study emphasizes that the evaluation of teacher training programs needs to be carried out comprehensively and continuously to ensure that the training provided is truly effective in improving the quality of education. It is recommended that teacher training be followed by continuous mentoring and reflection, as well as providing sufficient time and resources so that teachers can apply the knowledge and skills obtained optimally.

REFERENCES

- Arikunto, S. (2019). *Prosedur penelitian: Suatu pendekatan praktek*. Rineka Cipta.
- Braun, V., & Clarke, V. (2021). *Successful qualitative research: A practical guide for beginners*. SAGE Publications.
- Creswell, J. W., & Poth, C. N. (2018). *Qualitative inquiry and research design: Choosing among five approaches* (4th ed.). SAGE Publications.
- Deci, E. L., & Ryan, R. M. (2000). *The "what" and "why" of goal pursuits: Human needs and the self-determination of behavior*. *Psychological Inquiry*, 11(4), 227–268.
- Gaspersz, V. (2022). *Manajemen sistem pendidikan*. Elex Media Komputindo.
- Glickman, C. D., Gordon, S. P., & Ross-Gordon, J. M. (2018). *Supervision and instructional leadership: A developmental approach* (10th ed.). Pearson Education.

- Hoy, W. K., & Miskel, C. G. (2005). *Educational administration: Theory, research, and practice* (7th ed.). McGraw-Hill.
- Indrawati, L. (2021). *Keberhasilan program pelatihan dalam pendidikan*. Jurnal Pendidikan, 14(3), 203-210.
- Kirkpatrick, D. L., & Kirkpatrick, J. D. (2006). *Evaluating training programs: The four levels* (3rd ed.). Berrett-Koehler Publishers.
- Moleong, L. J. (2019). *Metodologi penelitian kualitatif* (8th ed.). Remaja Rosdakarya.
- Mulyasa, E. (2021). *Pengembangan kompetensi profesional guru*. PT. Remaja Rosdakarya.
- Piaget, J. (1976). *Piaget's theory*. In P. M. Greenfield & R. Cocking (Eds.), *Cross-cultural human development* (pp. 7-15). Academic Press.
- Rahman, F., & Salam, A. (2020). *Pengaruh teknologi dalam pelatihan guru di era digital*. Jurnal Pendidikan Teknologi, 17(2), 134-145.
- Sallis, E. (2002). *Total quality management in education* (3rd ed.). SAGE Publications.
- Wibowo, A. (2020). *Pelatihan berbasis kebutuhan guru untuk peningkatan kompetensi profesional*. Jurnal Pendidikan dan Pengajaran, 18(1), 45-52.