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APPLICATION OF KIRKPATRICK EVALUATION MODEL IN IN-HOUSE TRAINING PROGRAM ANALYSIS OF CODING REPORT CARD APPLICATION AT RA ALKHAIRAAT SKEP, NORTH MALUKU

Hindun Smith[1], **Muhammad Yaumi**[2], **Erwin Hafid**[3], **Muh. Rapi**[4]

[1,2,3,4]Postgraduate Program of Universitas Islam Negeri Alauddin Makassar, Indonesia
Correspondence email: hindunsmith2020@gmail.com

ABSTRACT

This study evaluated the implementation of the Coding Report Card application through an in-house training program at RA Alkhairaat Skep, Ternate, North Maluku, using Kirkpatrick's Four-Level Evaluation Model. The program aimed to improve the efficiency and accuracy of student progress reporting. A qualitative descriptive approach was used to collect data at four levels: reaction, learning, behavior, and results. Data collection methods included questionnaires, interviews, and observations involving 12 educators as participants. The findings show high participant satisfaction (Reaction Level), significant improvement in knowledge and skills (Learning Level), observable positive behavior changes in applying the application (Behavior Level), and enhanced effectiveness in preparing and presenting student progress reports (Results Level). This study concludes that the training program was effective and recommends periodic program upgrades and broader implementation to other educational institutions.

Keywords: Kirkpatrick Model; in-house training; coding report card application; early childhood education

1. INTRODUCTION

Assessment is one of the important components in the series of teaching and learning activities at all levels of education in addition to planning and implementation. At the early childhood education level, the assessment uses a different assessment from the Primary and Secondary School levels. In addition, the presentation of child development reports to parents is usually prepared in the form of narratives and checklists, as states in the Early Childhood Education learning assessment guidelines which state that the data in the early childhood development report is in the form of qualitative and quantitative data narrated by educators to describe child development that has been achieved and has not been achieved accompanied by follow-up recommendations that needed (Suminah et al., 2015).

To make it easier for educators to compile child development reports, which is commonly known as report cards, innovation is needed by utilizing the latest technology, which can be in the form of applications operated with the help of computers or laptops. The report card itself is a recapitulation of the results of achievements that have been obtained by students in the series

of learning processes. Thus, the report card can be used as a benchmark in knowing the strengths and weaknesses of students so that the follow-up needed in the next learning process can be determined by the educator as part of his responsibility in choosing the best strategy that can be applied (Kinasih et al., 2017). A report card is a form of reporting compiled by educators related to child growth and development to be delivered to parents of students with face-to-face delivery techniques in delivering explanations about the results of child assessments in writing and given at least once every 6 months with the intention that if growth and development are detected in children that looks unusual, educators and parents can immediately address it by consulting relevant experts (Nuarca, 2013).

When the development of technology is increasing rapidly with the support of all features that help facilitate human work, report cards are one of the lines that are no exception to be touched by this fact. Various technologies and applications that support computer-assisted data input continue to be developed including report card applications to present data on student achievement in learning. The report card application was once designed in the form of an early childhood education e-report prototype 1.0 and described in a study entitled prototype e-report on early childhood education to compile an early childhood development report by Rohmadheny et al., (2022). The research explained the use of Microsoft Excel to support the work of early childhood education teachers in compiling child development reports. The study, using the borg & gall modification R&D method, validated and tested the report card application on a limited basis on 24 early childhood education teachers as users. The results showed the practicality and efficiency of its use. However, the research remains focused on application development only, not on training carried out for the use of the application.

Related to the research above, an early childhood education institution, Raudhatul Athfal Alkhairaat Skep in Ternate North Maluku initiated a Digital Report Card Application similar to different features, in this case, using a coding system that aims to ease the task of educators so that the preparation of report cards is more accurate, effective and efficient. The application that has been designed is then socialized to educators at RA Alkhairaat Skep so that it can be immediately utilized in the 2022/2023 academic year. For this reason, it is necessary to carry out in-house training (IHT) to train educators to use the application in compiling student progress reports.

In-house training refers to training activities carried out in one's environment in an effort to improve the abilities and competencies of educators by optimizing existing potential (Jayadipura, 2018). Kirkpatrick mentioned that in-house training is a form of training, namely an effort to increase knowledge, change behavior and develop skills (Sa'bani, 2017). Because the implementation of this in-house training is held in its environment and includes limited participants from one Education Unit, it is very possible to have interaction between colleagues which will greatly support the success of the training because it can help each other educators who have understanding constraints to follow up on the material that has been given. Ayuningtias concluded from several opinions that IHT is a training program carried out at educational institutions both that utilize facilities and infrastructure at institutions and elsewhere by using materials and equipment that are relevant to the problem at hand, while the goal is to develop competencies in the form of skills, knowledge and attitudes from educators. (Ayuningtyas, 2017). In reality, IHT is not only carried out in educational institutions but also in organizations, agencies or companies that require improving the performance, insight, knowledge and skills of their employees as human resources who work in it to optimally achieve the company's vision and mission. In addition to strengthening solidarity and kinship between employees, IHT is also useful for building cohesion in the team, improving employee communicative attitudes, focusing

learning because it is accompanied by case studies, and saving training and travel costs that may arise if participating in training organized by other parties (Azmi, 2021).

The implementation of the IHT application of the Coding Report Card on RA Alkhairaat Skep is the first-time activity that has been held to socialize the application. As the inventor of the Coding Report Card Application at the Early Childhood Education level, the implementation of training to introduce this technology so that it can be optimally utilized by educators is needed considering that this application is still new. In addition, its application may still require revisions that can be obtained from the results of trial use in these training activities. Thus, the implementation of IHT becomes very important to simultaneously obtain input and feedback for further improvement of the Coding Report Card Application so that it is better ready to be used both in one's own circles and in other Early Childhood Education Units.

In the in-house training (IHT) activities that have been carried out, of course, it is necessary to evaluate to find out the impact on educators as well as revise if there are shortcomings in both socialization and the application itself. As stated from Arthur's opinion (Arthur, 2015) which states that program evaluation aims to know the achievement of program objectives that have been implemented. Furthermore, the results of the program evaluation are used as the basis for carrying out follow-up activities or for subsequent decision-making. The implementation of the evaluation of a program is aimed at finding out the success rate of the program (Munthe, 2015). Arikunto said that the purpose of implementing the program evaluation is to find out the achievement of the program objectives by knowing the implementation of program activities (Arikunto & Jabar, 2014). This is also in line with the purpose of the evaluation, which is to obtain various objective and accurate information related to a program in the form of an explanation of how the program implementation process is, what are the impacts felt and the results achieved, how the effectiveness and efficiency of the program is intended. In addition, the results obtained from program evaluation activities can be used as a benchmark for the success and success of programs that have been implemented, as well as can help decide about the sustainability or termination of the program when it is considered irrelevant, to then be used as a foothold in efforts to prepare further programs (Badu, 2013).

Based on these considerations, researchers evaluated the in-house training program coding report card application for educators at RA Alkhairaat Skep using the Kirkpatrick evaluation model which is often referred to as the Four Levels Evaluation Model. This model was chosen based on consideration of its advantages, it is simple, comprehensive and suitable for application to various situations of training activities. The 4-Level model is capable of reaching all sides of the training program, with simple to easy-to-understand logic with clear categorization (Rukmi et al., 2014). Therefore, Kirkpatrick's model is an option to be applied in this evaluation study so that the effectiveness of the aforementioned training program can be measured in an effort to determine the follow-up. This is supported by the opinion of Serepinah (Serepinah, 2013) which describes several factors related to the tendency of the need for evaluation, namely justification for the achievement of realistic results of a program, to find out performance and work results, reporting the budget for program implementation and decision making related to the follow-up of a program.

In Kirkpatrick's evaluation model, there are four levels of components that can be evaluated, namely reaction, learning, behavior and results. At the reaction evaluator level, it measures the level of satisfaction of participants in IHT training activities or what is often called customer satisfaction. When a training program is passed with a feeling of pleasure by the participants, the activity is considered effective because the participants are satisfied and interested in the presentation of the training material, to create an interest in participating in the next training

activity, or even be able to implement the results of the presented program, the opposite is true. The instrument used at this level is usually completing the training participant satisfaction questionnaire using the Likert Scale or Likert Scale, which is a scale in research used to measure attitudes and opinions, in this case, it is used to complete a series of questionnaires related to respondents' opinions (Budiaji, 2013).

Level of learning refers to the statement put forward by Kirkpatrick that learning can be defined as the extent to which participants change attitudes, improve knowledge, and/or increase skill as a result of attending the program. This means that learning is considering to have been carried out by training participants if there is a change in attitude, and increase in knowledge and skills as a result of their participation in the activity. To find out, it is usually done by completing the pretest and posttest and comparing the results for further analysis (D. L. Kirkpatrick & James D. Kirkpatrick, 2006).

Furthermore, at the level of behavior evaluators will assess the extent of attitude changes after participants return to their place of duty by bringing experience from the training program. Data at this level can usually be obtained from observations or interviews with related parties concerned. Then at the final level (result) through the use of the same instrument, the evaluator will measure the effectiveness and efficiency of the training program through the final results obtained in the form of its implementation in the field, to determine the next action (D. L. K. J. D. Kirkpatrick, 2007).

2. METHODS

This research uses a qualitative descriptive approach to capture the effectiveness and efficiency of implementing the in-house training program coding report card application for educators at Raudhatul Athfal Alkhairaat Skep in Ternate, North Maluku. The quality descriptive approach in question is research with data in the form of words and pictures, not in the form of numbers, obtained from observations, interviews, notes from the field, photos and videos, personal documentation, notes and memos (Moleong, 2005)/ In this regard, the research method used is the evaluative method, as concluded from the opinion of Arikunto and West Java (2014) which states that evaluative research leads to follow-up to a program or policy so that the right recommendations can be determined for the next program or policy.

The data needed in this study was collected through several research instruments using the Kirkpatrick evaluation model which carries four levels of evaluation Kirkpatrick & Kirkpatrick, 2018). At the first level, researchers developed an e-form containing five choices of participant satisfaction levels related to the training that IHT trainees had participated in by utilizing the Likert Scale which was then shared in the form of a link. Furthermore, at the second level, researchers compile several questions about the material provided by utilizing the google form and share the filling link before (pretest) and after (posttest) training activities with the same number and material of questions.

This research was conducted in Raudhatul Athfal Alkhairaat Skep, Ternate North Maluku. The implementation of the research began from November 01 – December 31, 2022. The subjects in the study were all IHT participants carried out at the institution, namely a total of 12 participants. The data collection technique used in this study is questionnaires in the form of google forms to collect data related to level 1 Reaction and level 2 Learning experienced by IHT training participants. The loaded questions are developed by researchers and administrators according to the needs of the data they want to dig. To collect data at level 3 Behaviour and level 4 Results, researchers used observation methods and in-depth interviews related to the

implementation of training materials that had been given to several related informants such as the Assistant Principal of Curriculum Affairs, Assistant Principal of Unit Program Affairs and colleagues.

Data acquisition at levels 1 and 2 was obtained by filling out questionnaires related to the satisfaction of 12 educators at RA Alkhairaat Skep towards the IHT Coding Report Card Application activities that have been carried out at this institution. It begins with the preparation of 12 questions using the Google Form application which is then shared with the twelve educators shortly after the program is completed.

3. RESULTS AND DISCUSSION

Based on the discussion in the previous section, this study used the Kirkpatrick evaluation model which is also commonly called the Four Level Evaluation Model. As the name implies, this model is used to evaluate the IHT Program for Coding Report Card Applications at RA Alkhairaat Skep in Ternate, North Maluku through four levels of evaluation whose data acquisition results are described at each level because this model is often used to evaluate training programs (Wijaya & Sumarno, 2017).This evaluation model can capture in detail the effectiveness of the implementation of a training program by elaborating the component of the training that are important to measure. Although this model does not consider the influence of individual and contextual factors, the evaluation stages carried out on the components of participant reaction, learning improvement, behavior change and increased impact of participant performance have sufficiently measured the achievement of the objectives of training implementation which has become the initial target (Prasetyo et al., 1858).

Level 1: Reaction

At this stage, the main aspect that is evaluated is the satisfaction of trainees with the IHT program that has been held. Training activities will be considered successful when theyreceive a positive reaction from the participants, so it can be said that the level of achievement of the objectives of implementing the training can be measured from this aspect. This is assumed considering that learning activities that are followed by participants happily and satisfied are likely to produce optimal learning results because the focus, attention, motivation and interest of participants are also determining the success of learning (Nurhayati, 2018).

The results of filling out the questionnaire are further divided into 5 components, namely Satisfaction, Confidence, Interest, Convenience, and Conformity (questions on the questionnaire are attached). The Satisfaction component contains 8 question items, while the other 4 components each contain 1 question item. Each question item has a maximum score of 12 because it is the result of completing in 12 IHT trainees. The series of questionnaire questions in question has been supplemented with four fill-in-the-blank choice scales that illustrate the level of satisfaction of IHT participants in this case educators as respondents and simplified each in four criteria namely "very," "enough," "less" and "not at all" (“very unconvince,” “very unimportant,” “difficult,” and very inappropriate”), this is done because the "neutral" option is not provided (Djaali, 2008).

The percentage and score gain on the five components can be seen in the table below:

Table 1. Percentage of 5 Components of the Questionnaire

Component 1: Satisfaction	**SUM**	**PERCENTAGE**
Very satisfied	66	69%
Quite Satisfied	30	31%
Unsatisfied	0	0%
Very dissatisfied	0	0%
	96	**100%**
Component 2: Confidence		
Very Sure	7	58%
Sure enough	5	42%
Less Sure	0	0%
Very Unconvinced	0	0%
	12	**100%**
Component 3: Importance		
Very Important	12	100%
Pretty Important	0	0%
Less Important	0	0%
Very Unimportant	0	0%
	12	**100%**
Component 4: Convenience		
It's Easy	4	33%
Easy Enough	8	67%
Less Easy	0	0%
Difficult	0	0%
	12	**100%**
Component 5: Conformance		
Very Suitable	8	67%
Quite Appropriate	4	33%
Not Suitable	0	0%
Highly Incompatible	0	0%
	12	**100%**

The data obtained from the research results shown in Table 1 above is converted in a bar graph display in the form of a recapitulation of the results of filling out a questionnaire on the 5 components presented below:

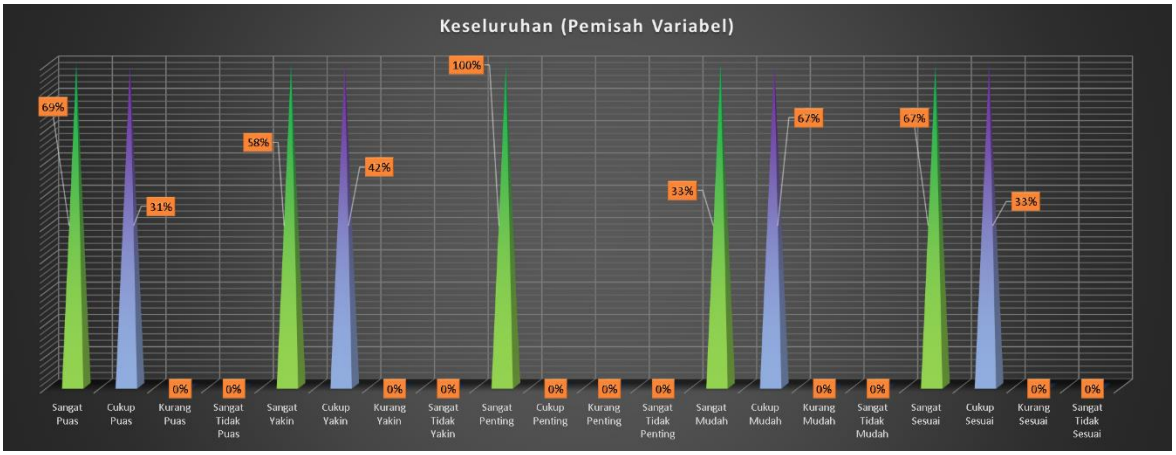

Figure 1. Recapitulation of the 5 Components of the Questionnaire

Based on the data shown above, it can be concluded that from the five components in the questionnaire 67% of respondents chose "very" answers (satisfied/sure/important/easy/appropriate), 33% chose "enough" answers (satisfied/sure/important/easy/appropriate) while no respondent chose the rest options. This conclusion can be shown on the pie chart below:

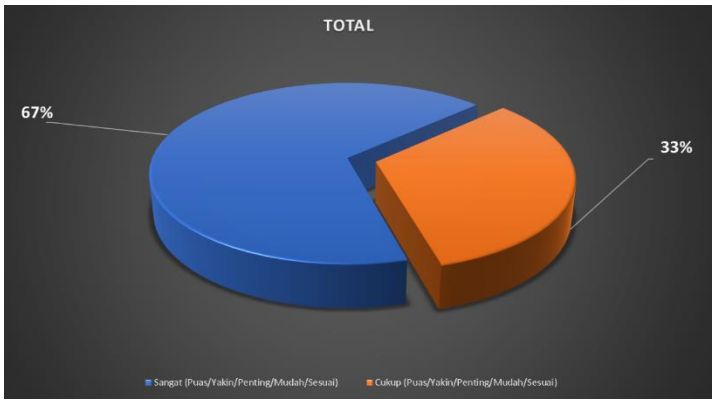

Figure 2. Conclusion on the Average Results of Filling out the Questionnaire

Thus, a conclusion can be drawn that the participants of the IHT Coding Report Card Application activity carried out at RA Alkhairaat Skep are satisfied with the program, so that the program in question considered to have succeeded well at the Reaction Level.

Level 2: Learning

The achievement of learning objectives and outcomes is the next component that will be evaluated in the second stage. With an improvement in learning outcomes obtained from the delivery of material in training activities, the program can be declared successful (Nurhayati, 2018).

For the purposes of evaluating the absorption of participants to the material presented in the training activities, before carrying out the IHT researchers compile 10 pretest questions related to the material to be given through the Google Form application and share a link to fill in the answers online by the trainees (pretest questions attached). Eleven out of 12 educators have

answered all the questions in the pretest, while 1 educator cannot fill it out due to internet network constraints. But researchers are trying to obtain complete pretest data by submitting questions over the phone for the educator to answer directly.

After the training activity was held, the researcher again sent a link containing 10 posttest questions, the same questions as in the pretest were retested on the trainees to assess the extent of their absorption and understanding of the material that had been given. The results of obtaining scores on the pretest and posttest are presented in the table below:

Table 2. Pretest and Posttest Scores

Name	Scores	
	Pre Test	Post Test
Participant 1	40	70
Participant 2	30	60
Participant 3	60	80
Participant 4	40	90
Participant 5	60	80
Participant 6	70	80
Participant 7	90	90
Participant 8	30	80
Participant 9	70	70
Participants 10	60	100
Participants 11	50	80
Participant 12	60	90

After paying attention to Table 2 above, it can be seen that on average there are differences in score acquisition in each test. Of the 12 participants, only 2 educators had the same score on the pretest and posttest. To further clarify the aforementioned comparison, then the data in the table is converted in the form of the following line chart:

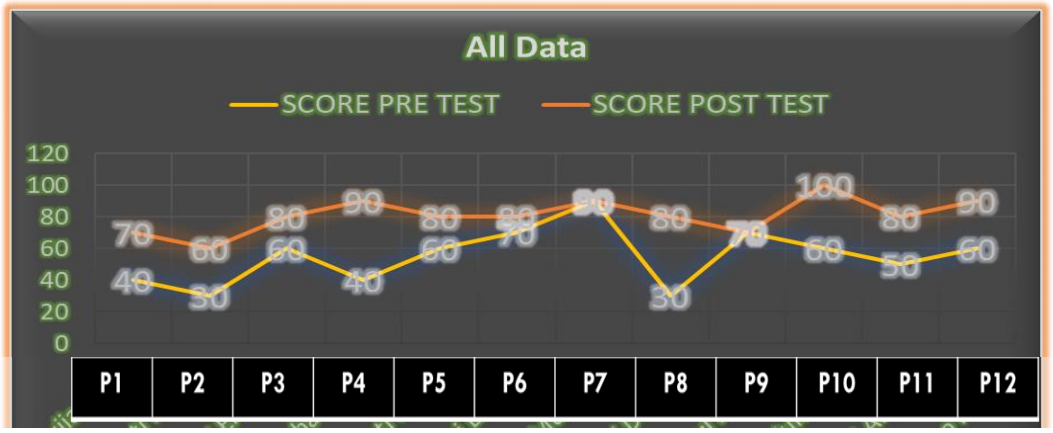

Figure 3. Comparison of Pretest dan Posttest Score Gain

The results of data that have been converted on the Line Chart (line chart) above show an increase in the score in the posttest when compared to the score on the pretest. This improvement is shown through the red line (posttest) which reaches a point higher than the blue line (pretest). This proves the increase in knowledge in participants after participating in the IHT program so that it can be interpreted that the implementation of the training has produced good results at

the Learning Level because participants are able to absorb the material that has been presented by the resource persons.

Level 3: Behavior

The evaluation carried out at the third level is intended to identify the implementation of the material that has been presented at the training including improving the quality of attitudes, knowledge and skills participants based on what has been learned to then be applied to work, as interpreted from the opinion of Tan & Newman (Ritonga et al., 2019). Thus the goal to be achieved is to assess how much the participant's behavior changes in his work after attending the training program. To make this happen, participants must have a desire to change, know their work procedures, work in the right environment and be rewarded for their changes (Kirpatrick & Kirkpatrick, 2018).

In RA Alkhairaat Skep, an assessment related to changes in educator behavior after participating in the IHT Program for the Coding Report Card Application was carried out through in-depth interviews with the Assistant Principal of Curriculum Affairs, Assistant Principal of Unit Program Affairs, and colleagues of each participant. Significant changes were found in the 12 educators participating in the research program. This was states by several informants who had been mentioned above during the interview. Changes in behavior that are strongly manifested by educators such as in the aspects of the operating procedures of the Coding Report Card Application, the procedure for completing coding as one of the characteristics of this application, pror the storage of report card fill data, as well as the procedure for editing and printing out the filling results. (Interview Appendix)

The Coding Report Card application developed at RA Alkhairaat Skep has several procedures in its use. There are 4 aspects that indicate the most important and most prominent changes in participant behavior as mentioned above. At first, educators seemed to be starting to be shrewd in operating the Coding Report Card Application in presenting reports on student progress in the first semester of the 2022/2023 academic year.

The process of preparing a student progress report has begun since the fourth week of November 2022 which begins with a recapitulation of the assessment of student developmental achievements. This newly developed application has a fairly unique operating procedure but is made as simple as possible for its ease of use. In this phase, all educators who have been trained in the IHT Program for Coding Report Card Applications have been able to directly implement how to use the application, even some educators who are relatively new can be helped by their peers.

On the filling procedure based on the interview, all informants expressed the participants' understanding in this aspect. With the help of manual sheets that have been prepared by the developer, educators fill in the achievement code, findings and recommendations as well as the score obtained by students. The data that has been inputted is then stored in the form of a file for final editing by the administrator. There are no obstacles found in the entire procedure which can be interpreted as success in the behavior stage due to changes in participant behavior in terms of the ability to utilize the Coding Report Card Application in the preparation of student progress reports. (Interview Appendix)

Level 4: Result

The evaluation of results carried out at level four focuses on obtaining the final result in the form of impact that occurs as a result of participant participation in a training program (Meilya & Syamsi, 2015). Referring to the results of observations and interviews with informants as explained

above, it was found that the IHT Coding Report Card Application that has been implemented makes it easier for educators to input grades and present student progress reports. This result can be clearly seen in the performance of the report card in the first semester of the 2022/2023 academic year which is arranged more neatly, with minimal typing errors, without sentence repetition and misplacement of students' names.

In addition to the positive impact in the foregoing, educators are also getting better at mastering basic computers so that the implementation of the preparation of learning tools and the search for learning media ideas also increases. Educators who have participated in the IHT activities of the Coding Report Card Application are also given the opportunity to submit suggestions and criticisms related to the application. This is important in order to know the meaningfulness of the applications that have been innovated as well as to assess their suitability with the actual needs of educators. The suggestions and criticisms have been recapitulated in the following table:

Table 3. Suggestions and Criticisms of Participant

SUGGESTION
It is better if we finish the training, we are given the opportunity to practice so that we understand more in the process.
Digital Report Card training socialization is very appropriate to be held to assist educators in filling out digital report cards. However, it would be nice to be given an explanation that the teachers were asked to practice directly.
Alhamdulillah, this report card application is very useful so that it helps and makes it easier for us teachers to make report cards. hopefully in the future it will be even better, thank you.
My suggestion is that in the future this report card application can also be used in other schools, because this application is very helpful for teachers in filling out the results of children's education reports.
The existence of this application is very good can make it easier for teachers to assess the development of children, and maybe better in this way so that later it can improve the quality of education in Indonesia.
In the future, this report card application is expanded so that other schools can also use this report card application to make it easier for them to fill out report cards.
Please keep make socialization sustainable.
Please make it easier to fill out the report card.

CRITICISM
Giving report card evaluation materials is already good, but the speaker should not only stand in one place, it would be better if the speaker took a different place.
The speaker should not be too fast in giving materials.

The findings state above show the positive impact of the implementation of the IHT Program for Coding Report Card Applications on RA Alkhairaat Skep. The presentation of student progress reports that were originally typed manually so that they needed a lot of improvement, is now made easier by the use of the Coding Report Card Application. In the manual report card, educators type their own sentences of child development achievements in one semester, findings in the form of development in students who still need further guidance by both educators and parents at home, as well as recommendation sentences that contain suggestions and motivations for educators for both students and their parents. (Appendix to Parents' Opinions). This sentence arrangement experiences many shortcomings, for example from improper grammar, sentence repetition, errors in the form of lack or excess of letters and punctuation, to copy-paste sentences or children's names. As a result, after the preparation of the report, more thorough sentence editing is needed by an editor which is quite time-consuming and costly.

With this training on how to use the Coding Report Card Application, teachers are increasingly shrewd at compiling student progress reports more effectively and efficiently because they only need to pay attention to the code that has been presented in the manual to then be selected according to the achievements, findings and recommendations for each child. The positive impact seen after the implementation of IHT can also be seen in the recapitulation of the opinions of trainees in the table below:

Table 4. Participants' Opinion on the Impact of IHT

Question	*Participants' Responses/Opinions*
Is there a positive impact in the form of behavior change in terms of the ability to use IT on yourself and colleagues after participating in training activities? Please provide an explanation	Yes. After attending training in using IT, we know a lot of course in terms of the use of leptops and computers, which we were still rigid but after attending training and practicing it, Alhamdulillah, little by little can even though we still learn a lot
	Yes, there are many changes, from the beginning of not knowing about the existence of a report card application, starting from learning in using applications in entering codes to filling in codes, editing, saving to prin report cards learning from scratch. the stage of pertahap in the report card application
	The change experienced is to understand more and understand about IT and Laport Digital
	First, the mindset becomes open about the use of IT that it is not too difficult if you often attend training and are willing to learn, second, enthusiasm and work more productively

How is the practicality of the Coding Report Card application when compared to the manual report card?	In my opinion, the existence of a digital report card is very helpful, simplifying and accelerating teacher performance in filling out report cards
	The digital report card makes it easier for us to fill in the report card because the digital report card all narratives are already in place, so we choose according to the requirements and child development
	For me, with the existence of a digital report card, it makes it easier for teachers to fill in the results of child development by only filling in the code in the report card application without having to type sentences one by one.
	The digital report card application is easier and easier than the manual report card.
	In my opinion, it is very practical to use this digital report card application, because it is not difficult to think about the words that will be used when filling out the report card.
	In my opinion, the existence of the Coding Report Card application makes it very easy for me to fill it because I only type the code but in filling in the manual I still have to fix / edit if there are errors in filling it, for example commas, spaces, language placement, etc.

From the table above, it can be concluded that the positive impact obtained from the IHT Coding Report Card Application activity is to provide ease of filling out child development reports as one of the obligations of educators. In addition, the skills of operating computers/laptops in educators have also increased because educators are trained to get used to working by utilizing IT. Furthermore, similar training can be carried out in other Education Units that require practicality in filling out child development reports as suggested by participants so that other RA educators can also get the same benefits. It is necessary to add two or three paragraphs related to the discussion of key findings obtained from the results of the research conducted, and related to the theory or results of previous research.

4. CONCLUSION

Research on the In-House Training Program for Coding Report Card Applications for educators at Raudhatul Athfal Alkhairaat Skep was carried out by applying the Kirkpatrick evaluation model to determine the effectiveness of the program by gaining data at four stages, namely reaction, learning, behavior and impact. In the reaction stage that measures the level of participant satisfaction with the In-House Training Program of the Coding Report Card Application, data was obtained from the results of filling out the questionnaire that 67% of respondents chose "very" answers (satisfied/sure/important/easy/appropriate), 33% chose "enough" answers (satisfied/sure/important/easy/appropriate) and none of the respondents chose the rest options, so it can be said that the program in question has succeeded well at the Reaction Level. At the learning stage, through the collection of data on the implementation of pretest and posttest, it can be found that there is an increase in the acquisition of scores on the posttest when compared to the pretest which at the same time proves the increase in knowledge in participants after participating in the IHT program as an indicator of good results at the Learning Level.

At the Behavioral level, data was obtained on the implementation of the use of the Coding Report Card Application in the preparation of student progress reports carried out by educators after participating in the IHT program, as well as the results of in-depth interviews with several related informants. Thus, at the Behavioral Level the implementation of the program is also considered successful and has minimal obstacles unless it comes from outside the application, for example limited IT educator capabilities, problems with computer/laptop equipment or disconnection from electricity.

The impact that arises from the participation of educators in the IHT Program of the Coding Report Card Application at RA Alkhairaat Skep is in the form of ease of preparing and presenting student progress reports with a neater appearance and revisions that can be minimized so that they are more time and cost efficient. In addition, educators' skills in operating computers/laptops have also improved well.

The results of this study also gave recommendations for the IHT Coding Report Card Application program which has been implemented to continue to be refreshed every 6 months, compile application revisions as needed, and socialize this program to other Education Units of Early Childhood Educations so that it can also be utilized by more RA educators.

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Authors' contribution

Hindun Smith: Writing, original manuscript preparation. Muhammad Yaumi: Conceptualization, literature review. Erwin Hafid: review-editing. Muh. Rapi: Methodology, data analysis. All authors have read and approved the published on the final version of the article/

Conflicts of Interest:

The authors declare no conflict of interest.

Ethical Approval

This study was conducted with strict adherence to ethical guidelines to ensure the privacy and confidentiality of all participants. Approval for the research was obtained from the Ethics Committee of the relevant educational institution, ensuring that the study met all ethical standards for conducting research with human subjects.

All participants and their guardians provided informed consent before taking part in the study. The data collected was anonymized to protect the identities of the students. Personal information was securely stored and only accessible to the research team. Participants were informed of their right to withdraw from the study at any time without any consequences.

Data Availability Statement

The data supporting the results reported in this study are available upon request. Interested researchers can contact the corresponding author at [hindunsmith2020@gmail.com] to access the data. All data have been anonymized to protect the privacy of the participants in accordance with ethical guidelines. The data includes pretest and posttest scores, as well as qualitative data from observations and interviews conducted during the study.

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