

Evaluation of Teacher Competency Training Programme at Nurul Ilmi Integrated Islamic School in Jambi City With Kirkpatrick Model

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Abstract: This study aims to evaluate the effectiveness of a teacher training program in improving pedagogic competence at Nurul Ilmi Jambi Integrated Islamic School (SIT). The evaluation is directed at measuring the impact of training on reaction, learning, behavior, and outcomes to provide a comprehensive picture of its contribution to teacher professionalism and educational quality. The study employed the Kirkpatrick Evaluation Model with a qualitative approach. Data were collected through in-depth interviews, classroom observations, and document analysis using interview guidelines, observation sheets, and lesson plan reviews. Data were analyzed thematically with Miles and Huberman's interactive model, supported by triangulation for validity. Findings show that teachers gave positive responses to training relevance and facilitation, though duration was considered short. Knowledge of differentiated learning improved, but some teachers struggled with its application. Behavioral changes appeared in lesson planning and teaching practices, yet varied in consistency. Student engagement increased, although improvements in learning outcomes were more evident in highly motivated students. This study is applicable to Islamic schools, teacher development initiatives, and professional learning communities. Its originality

lies in applying the comprehensive Kirkpatrick Model in the context of Integrated Islamic Schools, offering new insights into linking training activities with sustainable pedagogical transformation.

Keywords: *evaluation, training_programs, teacher_competence, kirkpatrick, integrated_islamic_schools.*

A. Introduction

Improving the quality of education remains a central issue in shaping the character, intellect, and skills of future generations (Hidayat,2021). One of the key determinants of educational quality is teacher competence. Law Number 14 of 2005 concerning Teachers and Lecturers emphasizes that teachers are professional educators who must possess academic qualifications, competencies, teaching certificates, and the ability to achieve national education goals. These competencies include pedagogical, professional, social, and personal aspects, all of which are fundamental to successful teaching and learning processes (Febriana, R,2021; Ibrahim, 2024).

At Nurul Ilmi Integrated Islamic School (SIT) Jambi, teachers carry a dual role: not only as educators but also as role models in instilling Islamic values. Therefore, continuous professional development through teacher training programs is essential (Aisah, et.al, 2024). In practice, SIT Nurul Ilmi has implemented various training initiatives focusing on active learning strategies, the integration of Islamic values into the curriculum, and strengthening teacher professionalism. However, preliminary observations and interviews with school unit managers reveal several problems in the field. Post-training changes in teaching behavior are still limited, the long-term impact on classroom learning quality remains unmeasured, and there is insufficient data to comprehensively assess the effectiveness of these training programs.

This condition aligns with findings by Pingkan, et.al (2025) who argue that teacher training in Indonesia tends to be unresponsive to real needs in the field, lacks involvement from teachers and research institutions, and is not yet based on systematic impact evaluation. The another research Sela,et.al (2018) Training design has a non-significant positive effect on training effectiveness. The committee should further improve the competencies of training participants and the training design in order to achieve effective training objectives (Andara, et.al, 2025). Thus, scientific and structured evaluation is urgently needed to measure the real effectiveness of training in improving both teacher competence and the quality of learning (Darling, 2010).

A comprehensive approach to program evaluation is offered by Kirkpatrick's Four-Level Model (Kirkpatrick, 1994), which evaluates training across four dimensions: participants' reactions, learning outcomes, behavioral changes, and institutional impact. The model has been widely recognized in training evaluation research (Guskey, 2000; Kuswara, 2024). Nevertheless, its application in the context of Integrated Islamic Schools in Indonesia is still limited. This represents a critical research gap, as these schools have unique characteristics integrating Islamic values with the national curriculum while requiring teachers to act simultaneously as academic instructors and character builders (Rosani et al., 2023).

Departing from this gap, the present study aims to evaluate the teacher training programs at SIT Nurul Ilmi Jambi using the Kirkpatrick model. Unlike studies that focus solely on individual teacher competence, this research evaluates the training program as a system, including its process, substance, methods, outcomes, and overall impact on classroom practices and student learning achievement. The findings are expected to provide practical recommendations for the improvement of teacher development

programs, as well as theoretical contributions to the application of the Kirkpatrick model in the specific context of Integrated Islamic Schools in Indonesia.

B. Methods

Improving the quality of education in Integrated Islamic Schools requires systematic evaluation of teacher training programs, which often remain unevaluated in terms of their long-term effectiveness. To address this gap, this study applies the Kirkpatrick Model as an evaluation framework, focusing on four levels of training outcomes: reaction, learning, behavior, and results. The research was conducted using a quantitative descriptive approach with survey and interview techniques, involving a population of 120 teachers across Integrated Islamic Schools, from which 60 participants were selected as the sample through purposive sampling. Based Arikunto, (2013) data were collected using validated questionnaires and semi-structured interviews, then analyzed through descriptive statistics and thematic coding to measure the effectiveness of training at each Kirkpatrick level. The findings are expected to provide empirical evidence for improving teacher performance and enhancing educational quality in Integrated Islamic Schools.

C. Results and Discussion

This study involved 120 teachers as the population and 60 teachers as the sample, selected through purposive sampling. The effectiveness of teacher training was evaluated using the Kirkpatrick Model, which consists of four levels: reaction, learning, behavior, and results. Data were collected through a structured questionnaire with a Likert scale and semi-structured interviews to enrich the quantitative findings. The data analysis employed

descriptive statistics (mean, percentage, and response distribution) and qualitative analysis using thematic coding of interview data.

Level 1: Reaction Most participants showed positive responses toward the training materials and facilitators. As many as 85% of teachers stated that the training met their needs, 10% considered the material too dense, and 5% felt that the training time was insufficient. Interview results supported these findings, as teachers emphasized that interactive methods made them more enthusiastic about attending the training.

Level 2: Learning In terms of learning outcomes, the data indicated an increase in teachers' understanding after the training. The average pre-test score was 62.5, which increased to 82.3 on the post-test, showing an improvement of 19.8 points. Teachers also reported enhanced practical skills, particularly in the use of digital media and project-based learning strategies.

Level 3: Behavior Behavioral evaluation was conducted through classroom observations and follow-up reports from principals. A total of 70% of teachers were reported to have implemented at least two new strategies learned from the training in their teaching practices, such as the use of technology-based learning media and group discussion methods. However, around 30% of teachers still faced challenges in maintaining consistent application, mainly due to limited facilities and administrative workloads.

Level 4: Results The long-term impact of the training was reflected in improvements in student learning outcomes and parental satisfaction. Data showed an average 8% increase in student test scores in subjects taught by teachers who actively implemented the training outcomes. In addition, according to the parental satisfaction survey, there was an increase from 72% to 86% in the perceived quality of teaching. However, these results were not

evenly distributed across schools due to differences in infrastructure and support systems.

The findings indicate that teacher training at Integrated Islamic Schools had a significant impact on all four levels of the Kirkpatrick Model, although challenges remain in achieving consistent application at the behavior and results levels.

Level 1: Reaction. The high level of participant satisfaction shows that the training was well-designed and aligned with teachers' needs. This is consistent with Priatna (2025), who argues that positive participant reactions are a critical indicator of training program sustainability. However, the issue of limited training time highlights the need for more flexible planning, such as the use of blended learning, which allows teachers to explore materials independently.

Level 2: Learning. The improvement in post-test scores confirms the effectiveness of the training methods in enhancing teacher competence. This supports the findings of Lestari, et al. (2023), who reported that active learning strategies in teacher training significantly improve conceptual understanding and practical skills. This outcome is also relevant to Integrated Islamic Schools, which emphasize a balance between cognitive, affective, and psychomotor domains.

Level 3: Behavior. The implementation of training outcomes into classroom practice still faces challenges. While most teachers successfully applied new strategies, some struggled due to external factors. This aligns with Novalia (2024) assertion that transfer of training is influenced by the work environment, including school leadership support and available resources. Therefore, institutional support is crucial to ensure sustainable behavioral change among teachers. Teachers who participate in effective training have students who are more motivated to learn, because trained teachers are able to design relevant lessons, tailor their approach to

students' needs, and create a positive and inclusive learning environment (KH. Rasyidin, 2024).

Level 4: Results. The improvement in student learning outcomes and parental satisfaction demonstrates that the training contributed directly to educational quality. This finding is in line with Faizin, et.al (2023) who emphasize that training evaluation should encompass organizational and stakeholder impacts. However, the variation across schools suggests that success depends not only on the quality of the training itself but also on the readiness of the school system to support implementation.

Overall, this study demonstrates that the Kirkpatrick Model is effective for evaluating teacher training in Integrated Islamic Schools (Samari et al., 2023). The strength of the model lies in its ability to provide a comprehensive perspective, from participants' immediate reactions to the long-term organizational impact. Nevertheless, a key challenge lies in ensuring that the outcomes of the training are fully internalized into daily teaching practices. To achieve this, follow-up strategies such as coaching, mentoring, and regular monitoring are necessary (Jufani, et.al,2025).

The findings also carry practical implications for school administrators. First, training should not only focus on knowledge transfer but also provide opportunities for practice and reflection. Second, multi-level evaluation using the Kirkpatrick Model should be institutionalized as a routine mechanism for continuous improvement of training quality. Third, school management support in the form of facilities and recognition for teachers who consistently apply innovative practices is essential for sustaining impact.

From a theoretical perspective, this study enriches the literature on the application of the Kirkpatrick Model within the context of Islamic value-based education, an area that remains underexplored.

The integration of modern evaluation models with Islamic educational approaches opens new opportunities for developing a more contextual and locally relevant evaluation framework.

D. Conclusions

The evaluation of the Teacher Professional Competence Improvement Training Programme at SIT Nurul Ilmi through the Kirkpatrick Model demonstrates varied outcomes across its four levels. At the reaction level, teachers generally expressed positive responses regarding the relevance of the material, the quality of facilitation, and the overall training atmosphere, although many noted that the allocated time was too limited for mastering differentiated learning strategies. At the learning level, the programme succeeded in enhancing teachers' knowledge and understanding of differentiated instruction, yet some participants, especially those with limited teaching experience, struggled to fully translate this knowledge into detailed lesson plans.

Moving to the behaviour level, several teachers particularly in senior high school showed consistency and creativity in applying differentiated practices, while implementation at the junior level remained uneven due to insufficient post-training mentoring and the absence of structured pedagogical support. Finally, at the results level, the training was found to improve classroom dynamics and student engagement, but the absence of a systematic evaluation mechanism limited the ability to demonstrate measurable effects on student learning outcomes.

To optimise its long-term impact, the programme should establish a Professional Learning Community (PLC) as a collaborative platform for reflection, peer mentoring, and ongoing practice. Additionally, the integration of structured follow-up mentoring, consistent pedagogical supervision, and a longitudinal evaluation system that connects training outcomes with student academic achievement is

essential. These steps will ensure that the training not only strengthens teachers' professional competence but also contributes meaningfully to improved learning outcomes for students.

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