

Evaluation of Education and Training Program Diklat Increasing the Competence of Vocational School Teachers in the Center for the Development of Quality Assurance of Education Vocational Buildings and Electricity (BBPPMPV BBL) MEDAN

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ABSTRACT

This study aims to describe the Evaluation of the Education and Training Program (Diklat) for Vocational Teacher Competency Improvement at BBPPMPV BBL Medan. This research is an evaluative research with evaluation of the implementation of education and training using the Kirkpatrick evaluation model in four levels, namely the reaction level, learning level, behavior level and outcome level. Data obtained from questionnaires, interviews and documentation. The data analysis used is descriptive quantitative. Data were obtained from 30 training participants from North Sumatra Province. The process of implementing the Vocational Teacher Competency Improvement Training Program with online mode. The model used is the Kirkpatrick evaluation model, with details at the reaction level described. The reaction of the training participants to the service provider, the facilitator who gave a positive reaction with the qualification "Very Satisfactory". Organizers and facilitators are also qualified "Very Satisfactory". At the learning level, the training participants pass with an average qualification score of "Good". Based on Kirkpatrick's evaluation performance, the Implementation of the Vocational Teacher Competency Improvement Training Program in the 2020 training can be said to be successful with a very good predicate.

Keywords: Program Evaluation, Kirkpatrick Model, Education and Training.

1. INTRODUCTION

Given the importance of education, the government continues to strive to optimize education and training activities. Article 210 paragraph (2) of PP 11/2017 states that competency development is carried out in the form of giving learning assignments and classical (training, seminars, courses) and non-classical (e-learning, on-the-job training and internships) training assignments. Minister of National Education Regulation No. 16 of 2007 has explained that teachers must be professional, in addition to Government Regulation No. 74 of 2008 concerning teachers it is stated that the competencies that teachers must possess include personality competencies, pedagogic competencies, professional competencies, and social competencies. Teacher competencies must be possessed by teachers so that the goals of education

can be achieved, because in practice the competencies possessed by a teacher will greatly determine the development of schools and students and graduates produced by schools and can affect the intellectual and social environment of school life.

Efforts to improve the quality of teacher competence through education and training activities (training). One of the Government Institutions to carry out training and education for Continuous Teacher Competency Improvement is the Center for the Development of Quality Assurance for Vocational Education in the Building and Electrical Sector (BBPPMPV BBL) Medan. The vision of this institution is to Realize Pancasila Students through the development of Vocational Education Quality Assurance and its mission is as follows: 1. Building a Quality Assurance System for Vocational Education with Pancasila Character. 2. Facilitating the

Improvement of CAR Competence and the Community in a Wide, Equitable and Fair manner. 3. Align with DU/DI Needs. 4. Optimizing stakeholder participation 5. Realizing Good and Clean Governance.

The era of globalization demands a review of the quality of training and renewal of training strategies for vocational teachers. Furthermore, teacher training has taken place with structured learning, but the attitudes and skills acquired during the training have not been evaluated after the training participants (Teachers) return to their respective work units (post-training evaluation). This research is directed at evaluating vocational education and training programs for teachers using the Kirkpatrick model. The subject of research is vocational school teachers who are training participants in 2020. This effort is carried out through a varied and tiered education and training system that aims to accelerate the achievement of teacher quality standards, so it must be carried out in a planned, intensive, effective and efficient manner.

According to Kirckpatrik's evaluation model, evaluation always starts from the first level, namely reactions, then continues to the next level gradually, namely the second level of learning (learning), then the third level of behavior (behavior) and finally the fourth level, namely the results (results) [1]. The information obtained at each level is the basis for carrying out evaluations at the next level.

Based on the background of the study above, formulation of the problem raised in this study is whether the implementation of the Vocational Teacher Competency Improvement Training program at BBPMPPV BBL Medan with the Kirkpatrick evaluation model can be carried out as expected.

1.1 The Nature of Education and Training (Training)

Education and training are an inseparable part, because it is often referred to as education and training (education and training). [2] Training is a process that includes a series of efforts made by professionals in a unit of time, to improve the ability of participants in certain fields of work in order to increase effectiveness and productivity in an organization. Training is intended as a process of teaching someone in a certain field of work in the form of ways to do a task, for example operating a computer machine.

Training is an educational activity for employees or prospective employees related to efforts to increase knowledge, skills and attitudes in order to achieve effective and efficient organizational goals. [3] Education and training is a process of improving work skills, both technical and managerial. Theory-oriented education, conducted in the classroom, lasts a long time and usually answers why. While the training is oriented in the field, it is short and usually answers how. [4]

1.2 Objectives of Education and Training (Training)

In general, education and training aims to provide opportunities for personnel to improve their skills and abilities, especially in areas related to leadership or managerial which are needed in achieving organizational goals. In order to fulfill the objectives of the education and training program, the method of education and training programs is designed to increase the knowledge and abilities of employees in relation to their work, as well as to design the effectiveness of the program to ensure whether the training program implemented is effective in achieving the specified goals.

In order to achieve the objectives of education and training in government employees or state apparatus, the Government has issued Law number 43 of 1999 concerning the Principles of Personnel, in article 31 which regulates employee education/training. In order to achieve maximum efficiency and effectiveness, arrangements are made and the provision of education/training for employee positions is held. Info on Bimtek Pusdiklat Permendagri for the development of human resources (HR).

1.3 Function of Education and Training (Training)

An employee (teacher) will develop faster and better at work if before or during work receives education and training (training) first supervised by expert instructors. According to Omear Hamalik training has three functions, namely educational, administrative, and personal functions.

1.4 The Nature of Program Evaluation

Evaluation comes from the word evaluation (English). The word was absorbed into the Indonesian vocabulary with the aim of preserving the original word with a slight adjustment of the Indonesian pronunciation to "evaluation".

According to Lincoln, as quoted by Zainal Arifin, stated that evaluation is "a process for describing an evaluation and judging its merit and worth". So evaluation is a process to describe students and weigh them in terms of value and meaning. Meanwhile, according to Sukardi in his book entitled Evaluation of Education and Training Programs, suggests that evaluation is a process of seeking data or information about objects or subjects which is carried out for the purpose of making decisions on the object or subject [5]

Thus, from some of the explanations above, it can be concluded that the evaluation of education and training activities is a systematic process to collect data or information that aims to assess the level of success of the education and training program. The existence of program evaluation is conceptually

integrated with the evaluation of education in general. This can be interpreted that evaluation is an important part in the teaching and learning process which is located in the classroom with the teacher as the main actor along with the students.

Theoretically, evaluation is a systematic and systematic effort to collect, compile and process data, facts and information with the aim of concluding the value, meaning, usefulness, achievements of a program, and the results of these conclusions can be used in the context of decision making, planning, and improvement of the program. Assessment is the process of providing information about individual students, curriculum, institutions or anything related to the institutional system. Processes that provide information about individual students, about curricula or programs, about institutions, or about entire systems of institutions [6]. Thus, it can be concluded that assessment is an activity to interpret data from measurement results in a systematic and systematic way. Evaluation has a different meaning from the terms assessment, measurement and test.

Measurement, assessment, and evaluation is a hierarchy. Measurement compares the results of observations with criteria, assessments explain and interpret the results of measurements, while evaluation is the determination of values or implications of a behaviour [7]. So according to this definition evaluation activities are preceded by an assessment, while an assessment is generally preceded by a measurement activity. Thus it can be concluded that evaluation is a process of systematically gathering information through measurement, assessment and ending with evaluation. Assessment is intended as a process of interpreting measurement data. Therefore, evaluation is a complex and continuous process to find the benefits of an activity as a consideration in determining a final decision.

The meaning of evaluation is a process to consider an item, thing or symptom by considering various factors which are then called value judgment. [8] So from the above understanding, it can be concluded that evaluation is the process of determining the value for a thing or object based on certain references to determine certain goals. In a company, evaluation can be interpreted as a process of measuring the effectiveness of the strategies used in an effort to achieve company goals. The data obtained from the measurement results will be used as a situation analysis for the next program.

2. METHODOLOGY

This research is an evaluation study that aims to determine the effectiveness of the implementation of education and training for Vocational Teacher Competency Improvement at BBPMPPV BBL Medan which has been carried out from July 2020 to November 2020. This research method is an method

evaluative (evaluation). Research was conducted at the Center for Quality Assurance Development for Vocational Education in the Building and Electrical Sector (BBPPMPV BBL) Medan. The research was carried out in the 2020 Vocational Teacher Competency Improvement Training Program for the period 27 August to 15 September 2020 called online modetraining. The population of the training participants is 130 people, consisting of participants in the vocational training for teachers in North Sumatra Province. In this study, there were 4 (four) facilitators/facilitators who became informants. In Practicum Training, there were 2 facilitators. The sample in this study was 30 participants in the 2020 Vocational Teacher Competency Improvement training program. Procedures and steps taken by researchers in carrying out program evaluation research on the Education and Training Program process with the four levels of KirckPatrik's model. In this evaluation study, the tools that support this research are using non-test instruments. Non-test instruments include questionnaire method, interview method and documentation method.

3. RESULT AND DISCUSION

3.1 Description of Research Result

The results of the evaluation of the Implementation of the 2020 Vocational Teacher Competency Improvement Training Program were taken from the online mode of education and training. The results of the assessment are to determine the success of the education and training implementation in achieving its goals and objectives, as well as as a follow-up for further training improvements. Based on the results of research obtained from training participants in North Sumatra Province, a total of 130 respondents with four classes (four training titles) are described as follows.

3.1.1. Reaction Stage

3.1.1.1 Participant's reaction to the Service / Operator / Facilitator / Facilitator (mode training online).

The education and training can be said to be successful if most or in general the participants have a Satisfied or Satisfied Reaction to the entire series of training activities from the beginning to the end of the activity. Participants' reactions to the Service/Organization/ Committee can be seen in the following table:

Table 1. The results of the reaction of the training participants to the service/organizer/committee

No	Elements to be evaluated	Evaluation of the Committee			
		A	B	C	D
Class A committee					
Service/committee					
1.	Availability of guidebooks	3,05	3,00	2,88	3,00
2.	Ease of accessing attendance or attendance lists	3,61	3,72	3,58	3,72
3.	Responses to complaints from training participants	3,32	3,47	3,39	3,47
4.	Tutorial on Using LMS	2,95	3,38	3,00	3,38
5.	Ease of getting a username and password	3,61	3,72	3,33	3,72
6.	Disclosure of information on the implementation of education and training	3,39	3,50	3,45	3,50
7.	The pattern of training carried out is in accordance with the competencies to be achieved.	3,16	3,28	3,30	3,28
Average		3,30	3,4	3,28	3,51

From the Summary of Participant reaction to the Service / Committees A with an average value of 3.30, 3.44 Service Committee B, Service / Committee C average value is 3.28 and Service / Committee D average value is 3.51. So it can be said that the training was successful in terms of participants' reactions to the Committee's services that received the "Very Good". Predicate.

From the data, it is known that the average percentage of the results of the online mode training participants' reactions to the organizers has a Guidebook Presence Value of 9.40%. Ease of accessing the attendance list is 9.20%, Response to student complaints is 9.60%. Tutorial on Using LMS 9.20%, Ease of getting a username and password 9.60%, information disclosure on the implementation of education and training 9.46% and training patterns carried out in accordance with the competencies to be achieved 9.32%.

The highest percentage of participants' reactions to the organizers were found in the reaction to the ease of getting a username and password of 9.60% and responses to complaints of 9.60% of participants as well. So that it is known that participants from online mode training are included in the "Very Satisfactory" qualification. This training is said to be successful because in general participants have a satisfied reaction or feel very satisfied in terms of the service provider for the entire series of training activities starting from the initial process to the end of the activity. The BBL Medan BBPMPPV Pusdiklat must always be consistent, especially with regard to maintaining the satisfaction of training participants or those undergoing vocational teacher training which is

carried out in accordance with the competencies to be achieved.

So that it is known, the committee's services and work for the training participants include 37.5% Good qualifications and the committee services at the Training Practicum with Very Good qualifications 60.42%. So that it is known that participants are very satisfied with the committee's services. "Very Satisfactory" (97.47 %), even towards perfect because it is close to 100%.

3.1.1.2 Participant's reaction to the Facilitator (mode training online).

The reaction of the training participants to the Facilitator through Synchronous (Video Conference with the elements evaluated are derived from the knowledge and teaching skills of the Facilitator, the ability to communicate during learning, condition the readiness of participants, state learning objectives, motivate participants in participating in learning, provide reinforcement about learning conclusions, mastering learning materials, developing learning materials in accordance with learning objectives, explaining learning materials systematically, responding to questions from participants, linking learning materials with real conditions (daily life) raising the latest issues and inspiring participants, and through Asynchronous (Learning Management System) LMS, namely the involvement of facilitators in discussion forums in LMS, Providing assessment/*feed back* on worksheets, Suitability of teaching materials provided in LMS with learning objectives, Variations of learning media and lam LMS. Results of Participant Reaction Evaluation.

Table 2. Recapitulation Evaluation of Participants' Reactions to Facilitators/Facilitators

No.	Facilitator Code.	Code of Training	Synchronous (Video Conference)	Asynchronous LMS
1.	Facilitator A	MOI	3,32	3,22
2.	Facilitator B	SKE	3,38	3,31
3.	Facilitator C	TKD	3,51	3,45
4.	Facilitator D	SPS	3,43	3,33

3.1.1.3. Evaluation of the implementation of the First Stage of Education and Training (Online)

Table 3. Participant's Reaction to the Evaluation of the Implementation of Vocational Teacher Competency Improvement Training

No	Elements Evaluated	Assessment			
		MOI	SKE	SPS	TKD
A	<i>Learning Management System (LMS)</i>				
1.	Functionality of all LMS features	3,29	3,38	3,36	3,39
2.	Ease of accessing LMS features	3,16	3,22	3,41	3,33
3.	Ease of using/operating LMS features	3,24	3,41	3,46	3,39
4.	All features function to achieve objectives learning	3,13	3,38	3,51	3,45
5.	LMS Display Aesthetics	3,24	3,25	3,36	3,27
6.	The material is arranged according to the learning objectives on each topic	3,45	3,47	3,64	3,70
7.	The material is structured in accordance with the objectives of the training	3,42	3,59	3,64	3,55
8.	Learning information at each meeting supports the achievement of learning objectives	3, 24	3, 41	3,56	3,45
9.	The communicative level of language in LMS narrative	3,18	3,47	3,46	3,42
AVERAGE		3,26	3,39	3,49	3,44
B	Service/Committee				
1.	Presence of manual	3,05	3,00	3,23	2,88
2.	Ease of accessing the attendance list or attendance	3,61	3,72	3,54	3,58
3.	Response to Participant complaints	3,32	3,47	3,49	3,39
4.	Tutorial on using LMS	3,95	3,38	3,26	3,00
5.	Ease of getting <i>username</i> and <i>password</i>	3,61	3,72	3,31	3,33
6	Disclosure of information on the implementation of education and training	3,39	3,50	3,51	3,45
7.	The pattern of training carried out is in accordance with the competencies to be achieved.	3,16	3,28	3,41	3,30
AVERAGE		3,44	3,44	3,39	3,28
C	Benefits of Training				
1.	The results of the training can be implemented in schools	3,11	3,41	3,51	3,45
2.	Training materials according to the needs of students	3,29	3,50	3,64	3,45
3.	This training can answer the problem learning at school	3,00	3,22	3,46	3,48
4.	This training can improve teacher competence	3,50	3,53	3,72	3,67
AVERAGE		3,22	3,41	3,58	3,51

3.1.2. Learning Stage

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

stage is carried out according to the results of activities starting from the beginning to the end during the implementation of the training. Furthermore, the implementation of the Learning evaluation (Level 2) is as follows:

Table 4. Learning Values of Training Participants

No.	Participant Number	Pre-test score	Attitude Value	Cognitive Value	Post test scores	Final score	Predicatu
1.	1SKE	95,00	86,25	84,00	86,67	85,61	B
2	2SKE	35,00	86,25	88,00	70,00	80,38	B
3.	3SKE	100	83,75	71,00	80,00	81,26	B
4.	4SKE	30,00	82,50	78,00	93,33	85,21	B
5.	5SKE	80,00	86,25	84,00	73,33	80,27	B
6.	6SKE	40,00	86,25	85,00	93,33	88,63	AB
7.	7SKE	60,00	83,75	79,00	86,67	83,21	B
8	8SKE	40,00	86,25	84,00	73,33	80,27	B
9	1MOI	70,00	95,00	96,60	73,33	86,91	B
10	2MOI	55,00	95,00	96,60	86,67	91,88	AB
11	3MOI	75,00	95,00	99,40	93,33	95,92	AB
12	4MOI	80,00	95,00	95,80	80,00	89,92	B
13	5MOI	90,00	95,00	97,00	93,33	95,05	AB
14	6MOI	45,00	95,00	96,60	66,67	84,24	B
15	7MOI	80,00	95,00	99,80	86,67	92,39	AB
16	8MOI	65,00	95,00	99,80	86,67	93,40	AB
17	9MOI	100,00	95,00	97,00	86,67	92,39	AB
18	10MOI	90,00	95,00	100,00	93,33	96,13	AB
19	1SPS	71,11	85,00	90,00	100	92,80	AB
20	2SPS	75,56	85,00	98,00	93,30	93,00	AB
21	3SPS	71,11	90,00	92,00	100	94,72	AB
22	4SPS	75,57	95,00	100	100	98,80	AB
23	5SPS	84,45	87,50	95,00	86,60	89,84	B
24	6SPS	53,33	95,00	98,00	93,30	95,40	AB
25	1TKD	24,00	87,50	88,80	80,00	84,97	B
26	2TKD	80,00	92,00	92,60	100	95,42	AB
27	3TKD	40,00	95,00	91,00	100	95,56	AB
28	4TKD	68,00	90,00	82,40	73,33	80,60	B
29	5TKD	80,00	94,75	95,50	100	97,01	AB
30	6TKD	80,00	94,75	95,20	100	97,01	AB

3.2 Discussion

The final results of the implementation of online mode training for Vocational Teacher Competency Improvement include: Teachers who have been able to

Evaluation of the Education and Training Program (Diklat) for Vocational Teacher Competency Improvement at the Center for Quality Assurance Development for Vocational Education in the Building and Electrical Sector (BBPPMPV BBL) Medan includes online activities *mode training* evaluation based on the application of the Kirkpatrick model. Obtaining

develop their professional competencies in the places where they work so that the implementation of the training program is said to be successful with the **predicate "satisfactory"**.

Evaluation scores based on the performance of Kirkpatrick's evaluation program in the Evaluation of Education and Training Programs (Diklat) for Vocational Teacher Competency Improvement at the Center for the Development of Quality Assurance for Vocational Education in the Building and Electrical Sector (BBPPMPV BBL) Medan,

3.2.1. *Participant 's Reaction to Organizers/Committee Service*

The results of training participants' reactions to services/committees in online mode training are classified as "Very Satisfactory" qualifications, and Training Practicums are still in the "Very Satisfactory" qualification. This means that the performance of the Kirkpatrick evaluation program was successful because of the compatibility of the reactions of the training results with the online mode and the reactions of participants in the training practicum. Participants are satisfied with the patterns and rules applied by the organizers education and training. In connection with the aspect of the committee which generally gives the qualification "Very Satisfactory" in online mode training. Satisfactory means, the committee as one of the elements of the education and training organizer is considered capable and successful in carrying out its duties and functions well as a public service apparatus. This also shows that the excellent service by the committee on duty has been implemented very well. In addition, the education and training organizing committee is considered to have carried out its role in a competent and professional manner in accordance with the applicable regulatory corridors.

As a result of excellent service, the education and training organizer will give a positive impression so that the implementation of the training can effectively provide satisfaction for students (Danin, 2008: 111). Participants' reactions to the completeness of other training facilities, namely accommodation and infrastructure, gave the qualification "Satisfactory". Furthermore, the reaction from the participants regarding the curriculum or training materials obtained. The reaction of the participants to the online mode training was "Very Satisfactory". Thus, it can be said that the curriculum used is in accordance with the technical instructions and regulations that apply or is in accordance with the needs of teachers and the needs of students.

3.2.2 *Participants' reaction stage to resource persons*

The reactions of participants to resource persons in online mode training consist of several elements that are evaluated, namely the ability to communicate, condition the readiness of participants, state learning objectives, motivate participants in participating in learning, provide reinforcement on learning conclusions, master learning materials, develop materials learning in accordance with the learning objectives, Explaining learning materials systematically, Responding to questions from participants, Relating learning materials to real conditions (daily life) Raising

the latest issues and inspiring participants, and managing time during learning. And when the *Learning Management System* (LMS) resource persons are involved in discussion forums in the LMS, providing assessment / feedback on the worksheets, the suitability of the teaching materials provided in the LMS with the topics discussed, the suitability of the duration of the training with the breadth of the learning materials, and variations Learning media in LMS.

The qualifications of resource persons who provide material for Vocational Teacher Training and Education, especially resource persons for core material, are determined by the Division of Implementation. Based on the Decree of the Head of the Research and Development Agency Number 685 concerning Technical Instructions for the Implementation of Technical Training, it is known that the Resource Person needs to be evaluated because it relates to the performance given during the learning carried out. The evaluation of the participant's reaction stage to the resource person in the online mode of training is classified as "**Very Satisfactory**" aspects of the ability to communicate and the aspect of mastering the material occupy the top position, namely the value of 4.00, so that of the 12 items evaluated for resource persons 7 items with results "**Very Good** (Very Satisfactory) and 5 items qualify as "**Good**" (Satisfactory). This shows that the results of the assessment of the online mode education and training resource persons can be said to be Successful with Very Satisfactory Qualifications.

Based on the results of the assessment of the resource persons at the Vocational Teacher Competency Training, it is proven that the resource persons have broad knowledge and teaching skills, mastery of the material, have the ability to convey material with a good systematic presentation. During the learning resource persons use learning methods well so that the learning objectives are achieved. This is felt by the training participants, so they give a good assessment of the training resource persons. Likewise, the attitude of the resource persons while providing learning materials was considered good by the training participants. The training participants were satisfied with the attitude of the resource persons, both in terms of the resource person's ability to respond to participant questions, attitude towards participants during class and in terms of discipline in learning time.

The results of the evaluation of resource persons in online fashion training with qualifications **very satisfactory / very good**. Evaluation of the reaction stage is very important, because participant satisfaction is a measure of the success of the training activities so that participants are motivated to participate in each training activity until the end of applying the

material obtained in their work. Based on the findings, it was found that the online mode training evaluation was included in the "" qualification **Satisfactory**. This can be related to the seriousness and enthusiasm of the participants in receiving the material in the online training in doing individual tasks and attitude/behavior assessment. The results of the learning evaluation of the Vocational Teacher Competency Improvement Training participants in online mode starting on July 6 to July 22, 2020 and starting from September 14 to September 30, 2020 with a pattern of 36 hours with a duration of 13 days through video conferences and structured guidance of 6 sessions .

Attitude assessment is to determine the attitude of participants in the aspects of cooperation, discipline, responsibility, and activity. These attitudes can be observed when receiving material, carrying out individual and group tasks, expressing opinions and asking questions, as well as when interacting with facilitators and other participants during the practicum. The facilitator towards the attitude of the participants during the activity from beginning to end. The results of the attitude assessment are stated in the participant's attitude assessment format. Assessment of the attitude aspect of the qualification **"Very Satisfactory"** in Online mode training. This means that participants show a high sense of enthusiasm during the learning process. The behavior of the participants is filled with meaning, 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 of participants according to the training schedule. Likewise with the discipline of dressing in accordance with the education and training regulations as stated in the summons for the training. The initiative of the training participants is shown by providing ideas, ideas or suggestions that are innovative and constructive and able to provide solutions to problems in learning discussion forums. In addition, participants are expected to be able to motivate themselves and their group friends so that enthusiasm is awakened in participating in learning.

Fellow training participants must continue to interact positively, such as collaborating with fellow training classmates and be cooperative, especially in terms of completing assignments given by the Facilitator to assess participants' skills. The activeness of the participants is also seen during their active participation in class. Finally, related to the attitude of the participants' responsibility shown through the collection of assignments individually and in groups. Assessment of the knowledge aspect is carried out by resource persons by giving test questions to participants

with the aim of knowing the abilities or academic potential of the training participants.

The response of the training participants to the evaluation of the Kirkpatrick model was successfully used at the learning stage, because each stage of the activity obtained evaluation results that described knowledge, and attitudes in online mode training. The end of the evaluation of the participants' learning stages in this training is the graduation of the participants. The success of the training can be seen from the *output of graduation*, in this case all participants in the 2020 Vocational Teacher Competency Improvement training are declared to have passed with an average qualification of "Satisfactory". This means that participants have succeeded and passed every aspect of the evaluation of learning activities well and carried out according to the aspects and qualifications of the existing assessment.

3.2.3. *Participant Behavior Stage*

The improvement of the friendly and polite attitude of the training participants when communicating with colleagues is revealed to be more dynamic, so as to create social conditions and open up better cooperation opportunities as well as give influence to the improvement of the behavior of the participants to become more positive by forming superior and quality characters as a good teacher. professional. This positive behavior will later develop into attitudes that can help advance the quality and quality of the school.

3.2.4. *Stage results*

Evaluation of the impact stage of the training participants showed that the vocational training for Teacher Competency Improvement that was held was successful and achieved its objectives well. The impact evaluation process in this study was successful in determining changes in the performance improvement of the training participants supported by an increase in attitudes so as to obtain optimal work quality.

4. CONCLUSION

The process of organizing Vocational Teacher Competency Improvement Training for 2020 with online mode Each stage of the activity went well as seen from the results of the evaluation using the Kirkpatrick evaluation model. Evaluation at the level of reaction of the training participants to the implementation gave a positive reaction with an average value of 3.33 with the predicate 'Very Satisfactory'. For the facilitator to give a positive reaction with an average value of 3.85 with the predicate "Very Satisfactory". At the learning level,

there was an increase in the knowledge value of participants in online mode training with an average value of 83.10 all participants passed. At the level of behavior during learning with the predicate value of "Very Satisfactory" and the behavior of the training participants received the predicate of "Very Satisfactory". Furthermore, at the level of the results of the training, the training participants also received the predicate "Very satisfying". The success in organizing Vocational Teacher Competency Improvement Training with online mode in 2020 is said to be successful with an average predicate of "Very Satisfactory." The application of Kirkpatrick's evaluation model can be used to evaluate the implementation of education and training. and the performance evaluation of the Kirkpatrick model that is applied, shows the results of this evaluation are very good.

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