

ABSTRAK

Nopriansyah, Ahmad. 2025. Evaluasi Program Pelatihan Kompetensi Guru sekolah Islam Terpadu Nurul Ilmi Kota Jambi dengan Model Kirkpatrick. Universitas Jambi, Magister Manajemen Pendidikan, FKIP Universitas Jambi, Pembimbing: (I) Prof. Dr. Dra. Muazza, M.Si., (II) Dr. Dra. Hj. Aprillitzavivayarti, M.M.

Penelitian ini bertujuan untuk mengevaluasi pelatihan peningkatan kompetensi pedagogik guru di Sekolah Islam Terpadu (SIT) Nurul Ilmi Jambi. Meski pelatihan sudah dilakukan, dampaknya terhadap perubahan mengajar guru belum terlihat merata. Oleh karena itu, evaluasi secara menyeluruh diperlukan.

Penelitian menggunakan model evaluasi Kirkpatrick yang mencakup empat level: reaksi, pembelajaran, perilaku, dan hasil. Pendekatan yang digunakan adalah kualitatif, dengan teknik pengumpulan data melalui wawancara, observasi kelas, dan analisis dokumen (seperti RPP dan nilai siswa). Penelitian dilakukan di SMP dan SMA SIT Nurul Ilmi 1 dan 2, Kota Jambi.

Hasilnya menunjukkan bahwa: 1. Level reaksi: Guru merasa puas dengan suasana dan materi pelatihan, namun menganggap waktunya terlalu singkat. 2. Level pembelajaran: Pengetahuan guru meningkat, tetapi masih ada yang bingung membedakan diferensiasi dengan remedial. 3. Level perilaku: Beberapa guru mulai menerapkan diferensiasi dalam mengajar, tapi belum konsisten. 4. Level hasil: Siswa terlihat lebih aktif, meskipun peningkatan hasil belajar belum merata.

Rekomendasi dari penelitian ini mencakup pentingnya evaluasi rutin, pendampingan setelah pelatihan, durasi pelatihan yang lebih panjang, penggunaan teknologi, serta penguatan kebijakan pengembangan guru di sekolah.

Kata kunci: evaluasi, pelatihan guru, kompetensi pedagogik, Kirkpatrick, sekolah Islam terpadu.

ABSTRACT

Nopriansyah, Ahmad. 2025. Evaluation of the Teacher Competency Training Program for Nurul Ilmi Integrated Islamic School in Jambi City with the Kirkpatrick Model. University of Jambi, Master of Education Management, FKIP University of Jambi, Supervisors: (I) Prof. Dr. Dra. Muazza, M.Si., (II) Dr. Dra. Hj. Aprillitzavivayarti, M.M.

This study aims to evaluate the training to improve teachers' pedagogic competence at the Nurul Ilmi Jambi Integrated Islamic School (SIT). Although training has been carried out, the impact on teacher teaching changes has not been evenly seen. Therefore, a thorough evaluation is necessary.

The study uses a Kirkpatrick evaluation model that includes four levels: reaction, learning, behavior, and outcomes. The approach used is qualitative, with data collection techniques through interviews, class observations, and document analysis (such as lesson plans and student grades).

The research was conducted at junior and senior high schools of SIT Nurul Ilmi 1 and 2, Jambi City. The results showed that: 1. Reaction level: The teacher was satisfied with the atmosphere and training materials, but thought the time was too short. 2. Learning level: Teachers' knowledge is increasing, but there are still those who are confused about distinguishing differentiation from remedial. 3. Behavior level: Some teachers have started to implement differentiation in teaching, but it has not been consistent. 4. Outcome level: Students appear to be more active, although the increase in learning outcomes has not been even.

Recommendations from this study include the importance of routine evaluation, post-training assistance, longer training duration, the use of technology, and strengthening teacher development policies in schools.

Keywords: evaluation, teacher training, pedagogic competence, Kirkpatrick, integrated Islamic schools.