

# Evaluation of Computer Training Programs Using Models Kirkpatrick to Increase the Competency Capacity of PerGunu Teachers

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## Info Artikel

## Abstract

### Keywords:

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Computers have very multi-tasking functions. Computers can help complete various jobs, one of which is that they can be used in the teaching and learning process. With the sophistication of hardware and software on computers, teachers can present attractive, interesting, and fun learning methods and models. Unfortunately, not all teachers can make the most of computers as a solution in their teaching and learning process. One of them happened to teachers who were members of the Nahdlatul Ulama Teachers' Association (Pergunu) in Lampung Province. Therefore, the Regional Board of the Nahdlatul Ulama Teachers Association of Lampung Province has carried out computer training program activities for Gunu teachers. To determine the extent to which the success of this training can be felt by the participants, researchers conducted research on this computer training program using the Kirkpatrick model or what is known as the Kirkpatrick Four Levels Evaluation Model, namely evaluating the effectiveness of Kirkpatrick's training program by evaluating training programs based on four stages of evaluation, namely: 1) reaction, 2) learning, 3) behavior, and 4) results. This evaluation was carried out as an effort to improve computer training programs in the future so as to be able to increase the competency capacity of teachers in optimizing computers as a means of successful learning. The results of the research that has been carried out on this Computer Training Program, meanwhile, show that participants get the benefits to be applied in the learning process.

### Kata kunci:

Evaluasi Program, Pelatihan,  
Komputer,  
Model Kirkpatrick.

### Abstrak.

Komputer memiliki fungsi yang sangat multi-tasking. Komputer dapat membantu menyelesaikan berbagai pekerjaan, salah satunya adalah dapat digunakan dalam proses belajar mengajar. Dengan kecanggihan hardware dan software pada komputer, guru dapat menghadirkan metode dan model pembelajaran yang atraktif, menarik, dan menyenangkan. Sayangnya, tidak semua guru dapat memanfaatkan komputer sebagai solusi dalam proses belajar mengajar. Salah satunya terjadi pada guru yang tergabung dalam Persatuan Guru (Pergunu) Nahdlatul Ulama di Provinsi Lampung. Oleh karena itu, Pengurus Daerah Ikatan Guru Nahdlatul Ulama Provinsi Lampung telah melaksanakan kegiatan program pelatihan komputer untuk guru Gunu. Untuk mengetahui sejauh mana keberhasilan pelatihan ini dapat dirasakan oleh para peserta maka peneliti melakukan penelitian terhadap program pelatihan komputer ini dengan menggunakan model Kirkpatrick atau yang dikenal dengan Kirkpatrick Four Levels Evaluation Model yaitu mengevaluasi keefektifan program pelatihan Kirkpatrick dengan mengevaluasi program pelatihan berdasarkan empat tahapan evaluasi, yaitu: 1) reaksi, 2) pembelajaran, 3) perilaku, dan 4) hasil. Evaluasi ini dilakukan sebagai upaya penyempurnaan program pelatihan komputer di masa mendatang sehingga mampu meningkatkan kapasitas kompetensi guru dalam mengoptimalkan komputer sebagai sarana keberhasilan pembelajaran. Sementara itu, hasil penelitian yang telah dilakukan pada Program

## INTRODUCTION

Trilling and Fadel explain that 21<sup>st</sup>-century skills are divided into three parts, namely (1) life and career skills, (2) learning and innovation skills, and (3) information media and technology skills. Of the three main sections, computer skills are in the third section, namely information media and technology skills (Asher, 1969; Badriah, Handayani, Mahyani, & Arifin, 2023). That means mastering the computer is one of the answers to facing the 21st century. According to the Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers, Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal education, basic education, and secondary education. (UU, 2005). In carrying out his noble task, teachers are required to have computer competence, in order to be able to provide learning that is in accordance with the needs of the era. One of the organizations that house teachers is the Nahdlatul Ulama Teachers Association, hereinafter known as Pergunu. Pergunu is the autonomous body of Nahdlatul Ulama (NU) which gathers and oversees teachers, lecturers, and ustad (Pribadi, 2022; Saefudin & Fatihah, 2020).

A computer (English: computer) is an electronic device that receives, stores, and processes data into information mathematically or logically according to a series of programmed instructions. These programs allow computers to perform a wide variety of tasks (Rahmanto & Fernando, 2019; Rochaety, 2009). A computer system is a complete computer that includes hardware, operating system (main software), and peripheral equipment needed and used for full operation. Hardware is the physical part of the computer, which includes internal components and external parts such as the monitor, mouse, and keyboard. Software is a set of instructions that tell the hardware what to do and how to do it and when to stop doing it, such as a web browser, media player or word processor. (Wikipedia, 2023). Microsoft Powerpoint is an application program that is widely used to help present materials or papers. The display of PowerPoint is in the form of sheets (slides). Each slide shown usually contains the essence of the material we are presenting. (Fti.unissula. (2022: 126). Meanwhile Animation is a moving image in the form of a group of objects arranged in an orderly manner following a predetermined movement at each increase in the time count that occurs. (repository.bsi.ac.id:2022:8) . While Animation is a moving image in the form of a set of objects arranged in an orderly manner following a predetermined movement at each increment of time that occurs. (repository.bsi.ac.id:2022:8). While Animation is a moving image in the form of a set of objects arranged in an orderly manner following a predetermined movement at each increment of time that occurs (Siregar, Hafsah, & Jaya, 2021; Tuhuteru, Misnawati, Aslan, Taufiqoh, & Imelda, 2023; Wahidah, Assidiq, & Maliki, 2022).

The Regional Board of the Nahdlatul Ulama Teachers Association of Lampung Province, hereinafter known as Pergunu Lampung, is very concerned about increasing the capacity of the Human Resources (HR) of teachers, especially teachers who are members of Pergunu (B, Kardini, Elshifa, Adiawaty, & Wijayanti, 2023; Dirani et al., 2020; Elmali-Karakaya, 2022; Ikhsannudin & Pakpahan, 2021). One of the HR improvement programs carried out by Pergunu Lampung is providing computer training to dedicated teachers in remote areas of Lampung province. This training program is in the form of providing animation-based Microsoft Powerpoint material to 50 teachers spread from various districts in Lampung. This computer training program is carried

out for three consecutive days with four hours every day, from 08.00-12.00 WIB. The target of this training, the output is that teacher teachers who are in remote corners of Lampung can be skilled at using and utilizing computers in the learning process. While the outcome is that students as learners will increase their knowledge, knowledge and skills capacity as a result of the use of computers in the teaching and learning process.

Arikunto and deep jabar Ananda R., Rafida T (2017:1) says 'evaluasi comes from the word "evaluation" (English), the word is absorbed into the treasury in the Indonesian language with the aim of preserving the original word with Indonesian pronunciation adjustments'. Furthermore, both of them explained that 'evaluation is an activity to collect information about how something is working, which then the information is used to determine the right alternative in making a decision.' 'A program is defined as a unit or unit of activity which is the realization or implementation of a policy, takes place in a continuous process and takes place in an organization which involves a group of people'. Arikunto and West Java in Ananda R., Rafida T (2017:4). "In this case there are three important meanings and need to be emphasized in determining the program, namely: (a). Realization or implementation of a policy. (b). Occurs in a relatively long time and is not a single activity but is continuous. (c). Occurs in organizations that involve a group of people. Ananda R., Rafida T (2017:4). Sudjana in Yusnarita Rina (2020:19) defines program evaluation as a systematic activity to collect, process, analyze, and present data as input for decision making. The determination of this decision is based on a careful comparison of the observed data with certain standards that have been standardized. Based on the explanation above, the researcher concludes that program evaluation is a planned activity to obtain various information on programs that are being and have been implemented so as to provide feedback both for program implementers and for program participants themselves.

Regarding program evaluation models, Ananda R., Rafida T (2017:39) said 'In the literature review there are various evaluation models that can be used by evaluators as a reference in evaluating a program. Among the program evaluation models include: (1) Goal-Free Evaluation Approach (Scriven), (2) Formative and Summative model (Scriven), (3) Five level ROI Model (Jack Phillips), (4) Context, Input, Process, Product or CIPP Model (Stufflebeam), (5) Four levels evaluation model (Kirkpatrick), (6) Responsive evaluation model (Stake), (7) Context, Input, Reaction, Outcome or CIRO model, (8) Congruence -Contingency model (Stake), (9) Five Levels of Evaluation model (Kaufman), (10) Program Evaluation and Review Technique or PERT model, (11) Alkin model, (12) CSE-UCLA Model, (13) Previous Discrepancy models, and (4) Illuminative evaluation models and others.

To choose various program evaluation models, an eclectic approach can be used as a reference. The eclectic approach is to choose one of the models as needed. Selection of an evaluation model will depend on the ability of the evaluator, the purpose of the evaluation and for whom the evaluation is carried out (Alimni, Amin, & Kurniawan, 2022; Deng, Zhang, Yang, & Yang, 2019). The evaluation system that is carried out must be clearly focused on the improvement process. This system must be operated close to the point of intervention (object in this case the program) for change. Tayibnapis deep inside Ananda R., Rafida T (2017:39-42). In this study, the researcher chose the fifth evaluation model, namely the Four levels evaluation model (Kirkpatrick). This model is a simple model and is very suitable for evaluating training programs implemented by Pergunu Lampung by evaluating four stages, namely: 1) stages of training participant satisfaction (reaction), 2) stages of success in training (learning), 3) Stages in attitude and behavior in applying

computers in learning (behavior), and 4) stages in improving the quality of Student Human Resources (result).

### RESEARCH METHOD

This research on the Evaluation of Computer Training Programs was conducted to obtain information regarding the extent to which this Training Program can Increase the Competency Capacity of Gunu Teachers in Lampung Province. This type of research uses descriptive qualitative research. While the data needed is accommodated by using a questionnaire and the test results of the trainees. This research approach is used both quantitatively and qualitatively, namely the data that has been filled in in the form of a questionnaire or the test result data given to the training participants is first processed with Microsoft Excel software both in the form of tables and graphs for further interpretation and analysis of the questionnaire data. and data from participant test results that have been processed. Interpretation and analysis is carried out by describing the results of the Evaluation of Computer Training Programs using the evaluation stages in the Kirkpatrick Model. Thus the results of the evaluation that has been carried out can be used as material for study in the context of increasing the Competency Capacity of Guntur Teachers, especially those under the auspices and guidance of Pergunu Lampung.

The subjects of this study were teacher teachers participating in the Computer Training Program for the period January 2023. The number of research respondents was 250 people who were divided into two categories of respondents or samples, including 50 trainees and 50 respondents each who were in four schools and madrasas. where the trainees teach. The respondents consisted of school principals, vice principals, colleagues and students. Data is collected in every aspect of the assessment, including: Aspects of the evaluation of the Reaction Evaluation, Aspects of the assessment of the Evaluation of Learning, Aspects of the Assessment of the Evaluation of Behavior, and aspects of the evaluation of the Results Evaluation. In his assessment, objectivity is the most important thing so that a rubric is made.

**Table 1. Scoring Criteria Rubric**

Value Range	level	General Criteria
90-100	5(Very Satisfying)	Demonstrate excellent understanding and mastery of skills on various animation-based Microsoft Power Point materials delivered
70-89	4(satisfactory)	Demonstrate a good understanding and mastery of skills on the various animation-based Microsoft PowerPoint materials presented
51-69	5 (quite satisfactory with deficiencies)	Demonstrate sufficient understanding and mastery of skills on the various animation-based Microsoft Power Point material delivered
30-50	2 (unsatisfactory with many flaws)	Demonstrate an understanding and mastery of skills that are lacking in the various animation-based Microsoft Power Point material delivered
0-30	1(not satisfactory)	Demonstrates a lack of understanding and mastery of skills on the various animation-based Microsoft PowerPoint materials delivered

*Source. modified from: Thobroni Muhammad. (2020:118-119).*

## RESULTS AND DISCUSSION

The results of research that has been done on the evaluation of Computer Training Programs Using Models Kirkpatrick to Increase the Competency Capacity of the Teachers of Perugunu Lampung with being described in four stages of evaluation namely the stages of evaluating reaction evaluation (Evaluating Reaction), the stage of evaluating evaluation of Learning (Evaluating Learning), the stage of evaluating Behavior Evaluation (Evaluating Behavior) and the stage of assessing Evaluation Results (Evaluating Result). Data and information are obtained from questionnaires which are answers to various questions submitted to respondents. Furthermore, data obtained at each stage of the evaluation use different assessment aspects.

### Reaction Evaluation (Evaluating Reaction)

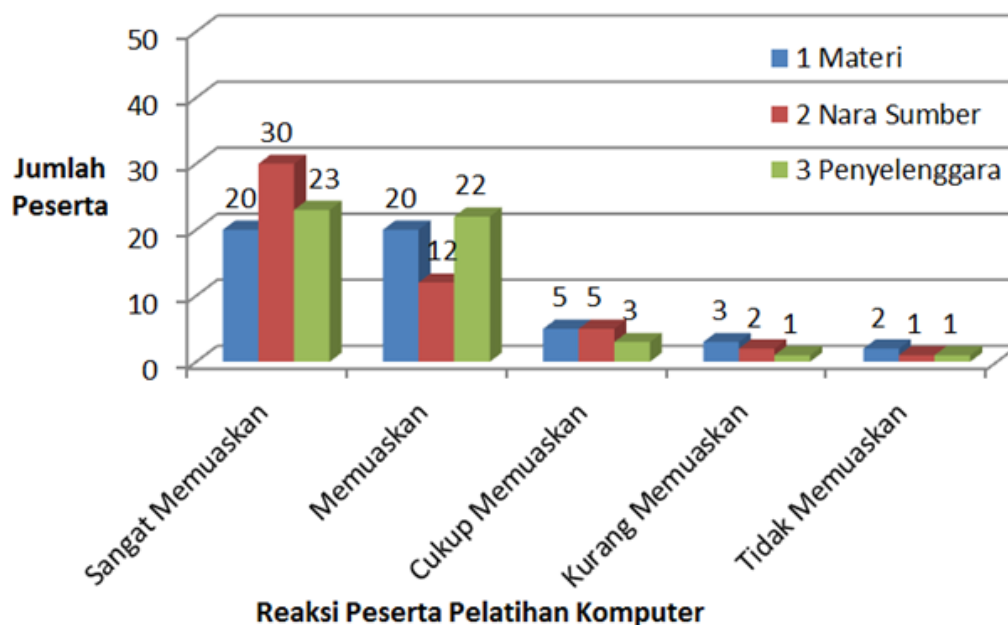
Evaluation of reactions related to participant motivation and responses when participating in computer training, distribution of questionnaires or questionnaires, is carried out at the end of each training session. The description of the level of satisfaction of participants with the computer training process carried out by Pergunu Lampung in order to increase the competency capacity of teachers can be seen from the questionnaire given to the participants, which illustrates that the participant's reactions to the material presented, to resource persons or trainers and to the readiness of the organizer, namely Pergunu Lampung, shown in the table below:

**Table 2.** The results of evaluating participants' reactions to the implementation of computer training for Teachers of the Gunu Lampung

No	Reaksi Terhadap	Sangat Memuaskan		Memuaskan		Cukup Memuaskan		Kurang Memuaskan		Tidak Memuaskan	
		Jml	Persen	Jml	Persen	Jml	Persen	Jml	Persen	Jml	Persen
1	Materi	20	40%	20	40%	5	10%	3	6%	2	4%
2	Nara Sumber	30	60%	12	24%	5	10%	2	4%	1	2%
3	Penyelenggara	23	46%	22	44%	3	6%	1	2%	1	2%

*Source: Questionnaire Data Processing Results Using Microsoft Excel*

Meanwhile, the evaluation results of participants' reactions to the implementation of computer training for teachers in the form of graphical data processing are as shown in the graphic below:



Source:

*Questionnaire Data Processing Results Using Microsoft Excel*

**Figure 1. Graph of Evaluation Results of Participant Reactions to the Implementation of Computer Training for Teachers of the Gunu Lampung**

The findings of the researchers on the results of data processing as seen in the table and graphic images above show that: participants' reactions to the weight of the material given were 20 participants who stated that they were very satisfied, 20 participants who stated that they were satisfied, five participants who stated that they were quite satisfied, three participants who expressed dissatisfaction and two participants expressed dissatisfaction. Participants' reactions to resource persons or trainers who provide material. There were 30 participants who stated that they were very satisfied, 12 participants who stated that they were satisfied, five participants who stated that they were quite satisfied, two participants who stated that they were not satisfied and one participant who stated that they were not satisfied. Participant reactions to the Organizer, in this case Pergunu Lampung. There were 23 participants who stated that they were very satisfied, 22 participants who stated that they were satisfied,

The researcher's interpretation of the number of participants on the results of the reaction evaluation above, shows that even though the level of satisfaction of the participants is greater than those who are dissatisfied and dissatisfied, this shows that there are still deficiencies and weaknesses both in terms of the material presented, the resource person who delivered the material and from the readiness of the organizers of the training activities, in this case the Gunung Lampung. For this reason, the organizers and resource persons are required to improve the material presented in order to make it easier for participants to follow the material so that the reaction can be very satisfying or satisfying for all participants.

This animation-based computer training with Microsoft PowerPoint must really be felt and can be implemented by teacher educators in optimizing their learning process. For resource persons as trainers in this computer training, they must be able to convey material in a very systematic, structured manner and with clear and understandable communication and interaction. Meanwhile, the researchers saw the results of the evaluation of reactions to the readiness of the organizers, Pergunu Lampung as the organizer, before the training began, they had to prepare

facilities, infrastructure, facilities, equipment and other supporting equipment, so that participants could be served well and satisfactorily.

### **Evaluation of Learning (Evaluating Learning)**

Evaluation of learning (Evaluating learning) is carried out as an effort to find out to what extent the results of this computer training program can be felt by participants. In this learning evaluation stage it is carried out at the end of the training period, where all participants are required to make learning material slides using animation-based Microsoft PowerPoint software. This practical test is directly assessed by the resource persons (trainers). The assessment carried out by the informants consisted of three important aspects, including: 1) Aspects of Mastery of Materials, 2) Aspects of using various animation-based facilities available on Microsoft PowerPoint and 3) Aspects of the layout or appearance of the material presented,

The results of the evaluation learning (Evaluating Learning) were provided by the resource person to the researcher to be further processed using Microsoft Excel into tables and graphs so that the processed results can be seen in the table and graphic images below:

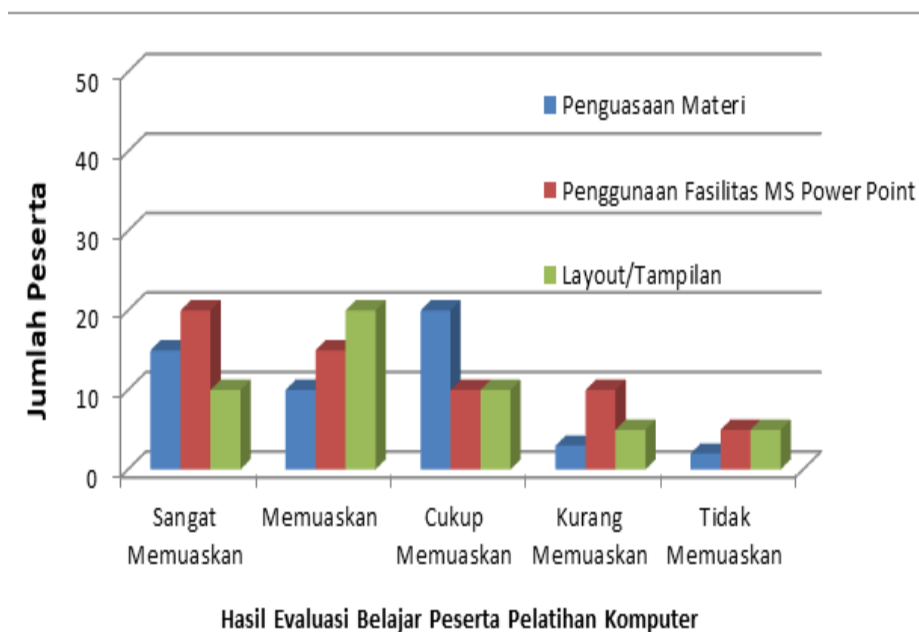
**Table 3.** The results of the Participant's Learning Evaluation of the Implementation of Computer Training for Teachers of the Gunu Lampung

No	Evaluasi Belajar	Sangat Memuaskan		Memuaskan		Cukup Memuaskan		Kurang Memuaskan		Tidak Memuaskan	
		Jml	Persen	Jml	Persen	Jml	Persen	Jml	Persen	Jml	Persen
1	Penguasaan Materi	15	30%	10	20%	20	40%	3	6%	2	4%
2	Penggunaan Fasilitas MS Power Point	20	40%	15	30%	10	20%	10	20%	5	10%
3	Layout/ Tampilan	10	20%	20	40%	10	20%	5	10%	5	10%

**Source:** Questionnaire Data Processing Results Using Microsoft Excel

Meanwhile, the processed data from the participants' evaluation of the implementation of computer training for teachers in Pergunu Lampung in the form of graphical data processing is as shown in the graphic below:

**Figure 2.** Graph of Participant Learning Evaluation Results for the Implementation of Computer Training for Teachers of Gunu Lampung



Source: Questionnaire Data Processing Results Using Microsoft Excel

Looking at the table and graphic images above, the results of the Evaluating Learning that has been carried out show that the level of mastery of the computer training participants' material can be described as follows: 15 people or 30 percent are very satisfied, 10 people or 20 percent are satisfactory, 20 people or 40 percent are quite satisfactory with various deficiencies, three people or six percent are unsatisfactory because a lot of material is not understood and two people or as many as four percent are unsatisfactory, that is, almost all of the material is not understood.

In terms of using or utilizing the facilities contained in animation-based Microsoft PowerPoint, it can be seen that as many as 20 participants or 40 percent of the results were very satisfactory, 15 participants or around 30 percent of the results were satisfactory, 10 participants or 20 percent of the results were quite satisfactory, 10 participants also or around 20 percent of the results were unsatisfactory and five participants, or about 10 percent, the results were unsatisfactory. While in terms of appearance or layout designed in Microsoft PowerPoint for learning needs, it was found that around 10 participants or 20 percent of the results were very satisfying, 20 participants or 40 percent of the results were satisfactory, 10 participants or 20 percent of the results were quite satisfactory, five participants or around 10 percent of the results unsatisfactory and five participants also or about 10 percent the results were unsatisfactory.

Even though the number of participants who mastered the material was more than 50 percent, the researchers saw that there were at least five participants or around 10 percent who lacked and did not master the material. This is of course the responsibility of the resource person to modify the material so that it can be easily understood by all computer training participants. On the other hand, in terms of using the facilities contained in animation-based Microsoft PowerPoint, the success rate was above 50 percent, but there were around 30 percent of participants who were lacking and unable to utilize various animation-based Microsoft PowerPoint facilities to optimize the learning process in class.

On that basis, the computer training provided should focus on animation-based Microsoft powerpoint facilities that can be utilized for teacher learning facilities in class. Meanwhile, in terms of designing PowerPoint layouts or slide shows, there were 10 participants or around 20 percent of the number of training participants who were lacking and could not maximize PowerPoint's various facilities to display interesting and eye-catching slides. This is certainly the homework of the organizing committee and resource persons so that they are able to provide easy training in terms of how to design presentation slides with attractive and interactive animation-based Microsoft PowerPoint as a solution in improving classroom learning services.

### **Evaluating Behavior**

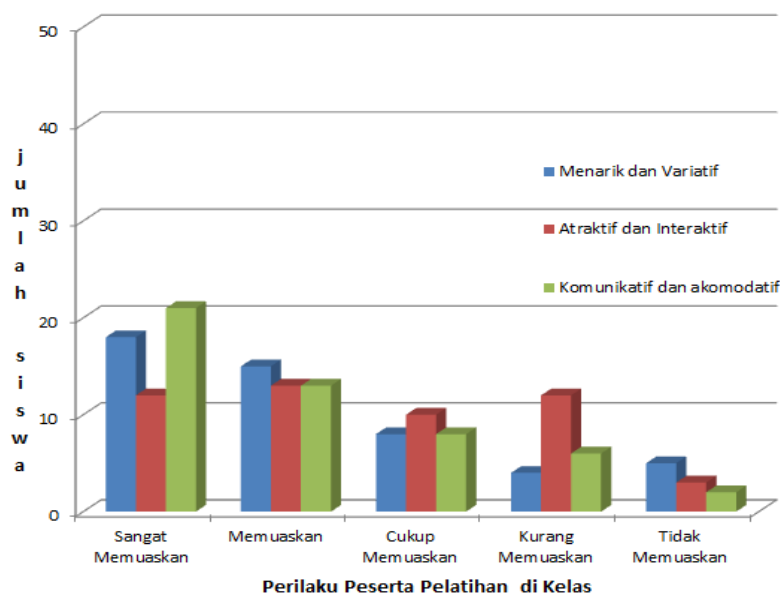
In the behavior evaluation stage, researchers process data based on questionnaires or questionnaires distributed to students or students where the trainees or teacher teachers teach. Questionnaires or questionnaires were distributed two months after the training was carried out. This is done to see how far the results of computer training with animation-based Microsoft PowerPoint material can be implemented to increase the competence capacity of teacher teachers in terms of classroom learning. Each student who was used as a respondent or sample was asked questions regarding three important indicators, namely: 1) Interesting and Varied, 2) Attractive and Interactive, 3) Communicative and accommodating. From the questionnaire that was distributed, the researcher processed it using Microsoft Excel and displayed it in the form of tables and graphs.

**Table 4.** The results of the evaluation of the behavior of the participants regarding the implementation of computer training for teachers in Gunung Putri, Lampung

No	Evaluasi Perilaku	Sangat Memuaskan		Memuaskan		Cukup Memuaskan		Kurang Memuaskan		Tidak Memuaskan	
		Jml	Persen	Jml	Persen	Jml	Persen	Jml	Persen	Jml	Persen
1	Menarik dan Variatif	18	36%	15	30%	8	16%	4	8%	5	10%
2	Atraktif dan Interaktif	12	24%	13	26%	10	20%	12	24%	3	6%
3	Komunikatif dan akomodatif	21	42%	13	26%	8	16%	6	12%	2	4%

Source: Questionnaire Data Processing Results Using Microsoft Excel

While processed data in graphical form which is the result of evaluating the behavior (Evaluating Behavior) of the Participants The results of the implementation of Computer Training for Teachers of Perugunu Lampung appear as follows:



Source: Questionnaire Data Processing Results Using Microsoft Excel

**Figure 3. Graphical image of the results of the evaluation of the behavior of the participants in the implementation of computer training for the Teachers of Genu Lampung**

From the table and graph shown above, it can be seen that the number of students who felt the implementation of learning using Microsoft PowerPoint based on animation was interesting and varied, as many as 18 students or 36 percent commented that it was very satisfying, 15 students or around 30 percent said it was satisfying, as many as eight students or about 16 percent said it was quite satisfactory, as many as four students or about eight percent said it was unsatisfactory and there were five students or about 10 percent said it was not satisfactory. Meanwhile, from the attractive and interactive assessment aspect, the behavior displayed by the teacher participating in this training was as many as 12 students or around 24 percent were very satisfied, as many as 13 students or around 26 percent were satisfied, as many as 10 students or 20 percent were quite satisfactory.

Aspects of behavior related to communicative and accommodative, student assessment of the implementation of learning with animation-based Microsoft PowerPoint received the following responses: 21 students or about 42 percent said it was very satisfying, as many as 13 students or about 26 percent said it was satisfactory, as many as eight students or about 16 percent were quite satisfactory, as many as six students or about 12 percent were unsatisfactory and as many as two people or about four percent were unsatisfactory.

The results of this evaluation of behavior (Evaluating Behavior) although dominated by student comments were very satisfying and satisfying, but the researchers saw that this animation-based computer training program with Microsoft PowerPoint had not been maximally successful in implementing the learning process in class for students. There were nine people or around 18 percent who were less and not interesting and varied, as many as 15 people or about 30 percent who stated that they were less and not attractive and interactive, and as many as eight students or around 16 percent said the teacher was lacking and not communicative and accommodating.

The relatively large number of students did not get a positive impact from this computer training program. Of course, it is one of the responsibilities of Gunung Lampung to find new formulations so that computer training for teachers has a good impact on students in terms of

classroom learning. At least the teacher in Lampung must present resource persons or trainers who are able to provide motivation, inspiration and strategies to the training participants, namely teacher teachers, so that the animation-based Microsoft PowerPoint training that has been obtained can be presented to students in a very interesting way, displayed in a variety of slide shows, full attractive and interactive with students and always with communication that is understood and very accommodating to the needs and problems of students in learning.

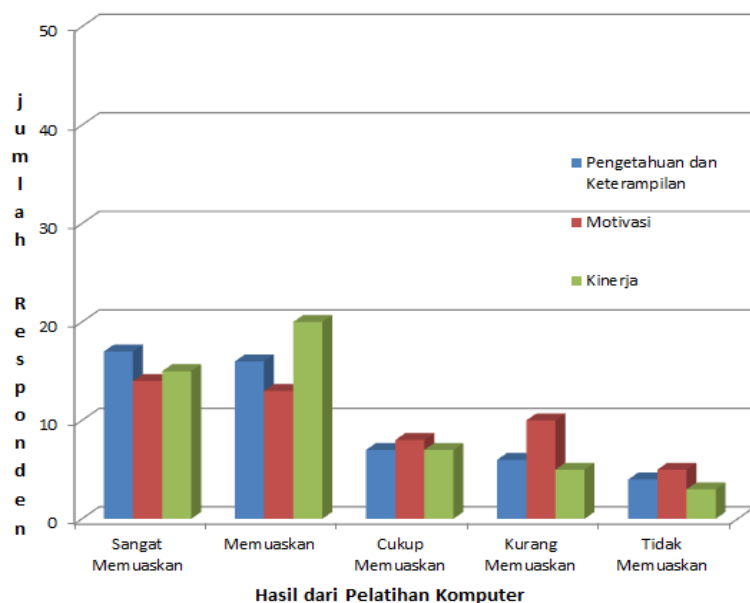
**Evaluation Results (Evaluating Result)**

Evaluation of the results (evaluating results) is carried out to measure the level of success of the training carried out, so that the organizers, in this case Gunung Lampung, can provide an evaluation of the level of success of organizing this animation-based computer training with Microsoft PowerPoint. In evaluating results, the researcher distributed questionnaires or questionnaires to training participants, to school principals, vice principals and to students where the training participants taught, the number of questionnaires was 50 questionnaires with three important aspects of assessment, including aspects of knowledge and skills, aspects motivation and performance aspects. From the results of data processing using Microsoft Excel, the values obtained from the evaluation of the results are as follows:

**Table 5. Evaluating Participant Results on the Implementation of Computer Training for Teachers of the Gunu Lampung**

No	Evaluasi Hasil	Sangat Memuaskan		Memuaskan		Cukup Memuaskan		Kurang Memuaskan		Tidak Memuaskan	
		Jml	Persen	Jml	Persen	Jml	Persen	Jml	Persen	Jml	Persen
1	Pengetahuan dan Keterampilan	17	34%	16	32%	7	14%	6	12%	4	8%
2	Motivasi	14	28%	13	26%	8	16%	10	20%	5	10%
3	Kinerja	15	30%	20	40%	7	14%	5	10%	3	6%

*Source: Questionnaire Data Processing Results Using Microsoft Excel*



**Source: Questionnaire Data Processing Results Using Microsoft Excel**  
**Figure 4. Graph of Evaluating Participant Results on the Implementation of Computer Training for Teachers of Gunu Lampung**

From the results of data processing carried out, on evaluating the results (evaluating results) of computer training with Microsoft PowerPoint based on animation for Lampung teacher, it is known that the evaluation of results on aspects of knowledge and skills as many as 17 respondents or about 34 percent said very satisfying, 16 respondents or about 32 percent satisfactory, seven respondents or about 14 percent quite satisfactory, six respondents or about 12 percent unsatisfactory and four respondents around eight percent unsatisfactory. Furthermore, the evaluation of the motivational aspect showed that 14 respondents or about 30 percent said they were very satisfied, 13 respondents or about 26 percent were satisfied, eight respondents or about 16 percent were quite satisfied, ten respondents or about 20 percent were unsatisfactory and five respondents, around 10 percent, were unsatisfactory. Assessment of the performance aspect, the results of processed questionnaire data to assess the evaluation of the results of this computer training show that as many as 15 respondents or about 30 percent said they were very satisfied, 20 respondents or about 40 percent were satisfied, seven respondents or about 14 percent were quite satisfied, five respondents or about 10 percent unsatisfactory and three respondents around six percent unsatisfactory.

Referring to the evaluation results that have been carried out, it can be seen that the number of respondents who were less and unsatisfactory towards the participants and this computer training was quite a lot, although not the majority, however, 20 percent or as many as 10 respondents stated that they were less and unsatisfactory in the aspect of increasing knowledge and skills, then as many as 30 percent or 15 respondents also said they were less and unsatisfactory in the motivational aspect, then a total of eight people or 16 percent in the performance aspect were lacking and unsatisfactory. The large number of respondents and the percentage above is certainly an evaluation material for the organizers, in this case the Lampung governor and resource persons to prepare various matters relating to computer training so that they are not only oriented towards the implementation of a training but are truly oriented towards outputs and outcomes that

can be real. the benefits are felt both by the training participants and for increasing competency capacity and performance in learning and in carrying out other teacher tasks.

## **Analysis of Training Program Evaluation Results**

### **Analysis of Evaluating Reaction Results**

Evaluation of the participants' reactions to this computer training greatly determines the evaluation of the next stage of evaluation. Reaction evaluation is the perception and response of the trainees during the training. Three important aspects in this computer training that must be considered are: 1) material aspects, 2) resource persons aspects and 3) organizer aspects. In terms of material aspects, both organizers and resource persons should conduct observations and interviews with teacher educators in schools and madrasas regarding the prioritization of material needs for prospective trainees as a solution in learning and to help complete various work assignments. In addition, before the training begins (Horswill, Hill, Bem-Morrison, & Watson, 2021; Voevoda, 2020).

The questionnaire was given as a form of Pre Test which was carried out to find out the background and initial or basic abilities possessed by prospective participants. This is important so that the organizers and resource persons can provide material that is accommodative and becomes the needs of the participants in carrying out their duties as educators. Furthermore, from the aspect of the organizer, it is certainly one of the determinants of the success or failure of a training program. Therefore, the organizer, in this case the teacher, has an obligation to prepare everything, including facilities, infrastructure, equipment and other supporting equipment so that participants feel served and satisfied (Azis, Abou-Samra, & Aprilianto, 2022). Participants' reactions to the continuation of the training were strongly influenced by these three aspects of the assessment. By improving the quality of materials, the quality of resource persons, the quality of the organizers, the trainees will give a good and satisfactory assessment. The high motivation and enthusiasm of the participants for this computer training will have a very good impact on the evaluation of the next assessment (Ajjawi et al., 2020; Lafrarchi, 2020; Yu & Jee, 2021).

### **Analysis of the Results of Evaluation Learning (Evaluating Learning)**

Evaluation of learning (evaluating learning) is carried out after the training process is implemented. This learning evaluation is the output obtained by the participants from the results of the training that has been carried out. The aspects that the researchers assessed in this learning evaluation consisted of three aspects, namely: 1) Aspects of Mastery of Materials, 2) Aspects of the use of various animation-based facilities available on Microsoft PowerPoint and 3) Aspects of layout or appearance of the material presented. This learning evaluation is carried out with a post test, where training participants are required to make presentation slides using Microsoft PowerPoint based on animation. What needs to be considered in this learning evaluation is that the post test given to participants is adjusted to the needs of participants so that it can be applied in the learning process (Amirudin, Ruswandi, Erihadiana, & Rohimah, 2022; Aslan, Hifza, & Suhardi, 2020).

After the participants carried out a learning evaluation by solving the case studies, the post test did not end there, the training participants were asked to present the results of their powerpoint slide designs in front of resource persons and other participants. This is done bearing in mind the obligations of the trainees, who in this case are teacher teachers, not only have to be skilled at designing learning slides but also have to be able to convey the material messages contained in the learning slide points to students, namely students. From there the resource persons or trainers can provide conclusions in the assessment, to what extent participants are able

to master and be skilled in designing and delivering learning materials. This is done so that the assessment of the evaluation of training results is carried out in a holistic manner.

### **Evaluating Behavior**

Analysis of the evaluation results on the behavior of the training participants using assessment parameters which consist of three aspects, namely: 1) Interesting and Variable, 2) Attractive and Interactive, and 3) Communicative, the researchers saw that the computer training program for teacher training teachers in this Lampung teacher must followed by a Follow-Up Plan (RTL). The Follow-Up Plan, which is an integral part of this training, must be controlled, monitored and evaluated, to what extent the trainees can implement their computer training into their duties as teachers both in learning and in completing other assignments. The output of this computer training follow-up plan can be in the form of making slides of subject matter (learning) that will be given to students.

Evaluation of this behavior (evaluating behavior) must be product-based, namely making slides of all learning materials using animation-based Microsoft PowerPoint to be used as a multi-media-based learning tool (Genareo, 2022; Pereira, Flores, & Niklasson, 2016). In order for this follow-up plan to be carried out in earnest by all computer training participants, resource persons and organizers may not issue certificates and assessments of learning outcomes, before the follow-up plan for this computer training is worked out and completed according to regulations. Thus, after the training, the training participants, namely teacher teachers, will get used to it and feel the need to make slides of subject matter as an effective tool in the learning process. This follow-up plan, according to the researcher,

### **Evaluation Results (Evaluating Result)**

The researcher's analysis of evaluating the results of computer training for teacher training was viewed from three aspects of assessment, namely aspects of knowledge and skills, aspects of motivation and aspects of performance. Researchers see that this evaluation of results (evaluating results) must be outcome-based. This outcome is not merely the work produced as in the evaluation of behavior, but rather the impact or influence on third parties or other parties. Of course, these third parties who are most affected are students or students. In addition, it must also have an impact on the school or madrasah itself. Ideally the impact of this computer training is an increase in students' knowledge and skills (Hafid & Barnoto, 2022; Saadah & Asy'ari, 2022).

Evaluation of these results can be seen from whether students' knowledge and skills have increased, has student motivation in participating in learning increased, and has the quality of teacher performance increased? If the majority of students easily master the knowledge and skills provided with an impact on increasing student grades and achievement, then this computer training is said to be successful. Furthermore, if the tasks given by the school or madrasa can be completed properly and have an impact on improving teacher performance and achievement, it can be concluded that the computer training was carried out successfully (Colthorpe, Gray, Ainscough, & Ernst, 2021; Guangul, Suhail, Khalit, & Khidhir, 2020). Furthermore, if the evaluation of these results has an impact on improving the performance of school or madrasah institutions, for example, the students excel in various competitions or competitions in science and skills or the teachers get the achievements of inter-school or madrasa competition champions. This is what the researchers mean, the end of a computer training program with animation-based Microsoft PowerPoint material for Lampung teacher (Komariah & Nihayah, 2023; Sandria, Asy'ari, & Fatimah, 2022).

## CONCLUSION

Evaluation of computer training programs using animation-based Microsoft Powerpoint for teachers in Lampung using the Kirkpatrick Four Levels Evaluation Model shows that overall, based on the findings of the research conducted, there are four stages of evaluation, both evaluation of reactions, evaluation of learning, evaluation of behavior and evaluation of the results to get the overall conclusion declared satisfactory and successful. Nonetheless, several research findings indicate that participants are dissatisfied and even dissatisfied with this computer training. For this reason, this evaluation of the Kirkpatrick model must be used as a reference for organizers and resource persons (trainers) to be able to improve the quality of computer training in the future so that the evaluation of the four evaluation stages is better.

In evaluating reactions, researchers focused on three main aspects of the assessment, namely aspects of material quality, quality aspects of resource persons and aspects of the organizers. This evaluation is input and process based where the respondents are trainees, to provide responses or reactions to computer training. Furthermore, in the learning evaluation, the researcher chose three aspects of the assessment, namely the aspect of mastery of the material from the participants, the aspect of using various facilities available on Microsoft PowerPoint based on animation and the layout aspect or appearance of the material presented. This form of learning evaluation is carried out in the form of a practice test for making learning presentation slides. Researchers categorize this learning evaluation as a form of output evaluation for training participants. While in the evaluation of behavior, researchers used three assessment parameters, namely Interesting and Varied, Attractive and Interactive, and Communicative. These three assessment parameters were generated from the answers given by students, principals, vice principals and colleagues. The third stage of behavior evaluation is an evaluation of the output for training participants, for students and for schools/madrasas. Lastly is the results evaluation stage, where the size of the evaluation assessment is based on three aspects of the assessment, namely aspects of knowledge and skills, aspects of motivation and aspects of performance. This evaluation is outcome based. This outcome is not only the work produced as in the evaluation of behavior, but rather the impact or influence on improving the quality of students, teachers, schools/madrasas.

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