



## Implementation Of Kirkpatrick Level Reaction And Learning Evaluation In Entrepreneurship Training For Young Farmers At Bbpp Lembang

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### ABSTRACT

Evaluation must be carried out systematically and continuously in order to find out the results in comparing benchmarks to get improvement. For the success of a training, it is necessary to carry out a training evaluation. This study examines the Implementation of Kirkpatrick's Evaluation of Reaction Levels and Learning in Entrepreneurship Training for Young Farmers at BBPP Lembang, using Kirkpatrick's theory. This study aims to describe Kirkpatrick's evaluation at levels 1 and 2. This research is a descriptive qualitative. The subject of this study used a purposive sampling technique, namely in taking samples of data sources through certain considerations, those who were considered to know best about what actually happened in the field, making it easier for researchers to find out the object under study. Data collection techniques by means of observation, in-depth interviews and documentation studies. After that, understand the results of the data collection technique and then draw conclusions. The results showed that: evaluation of level one training, namely the reaction, there were variations in training reactions. Participant satisfaction reactions can be increased regarding the facilities and closeness between the instructor and the training participants. After that, the second level evaluation is learning that the participants achieved the desired goals and succeeded in carrying out the training activities, but the participants felt that the material provided was mostly in accordance with their needs. Participants want the instructors to be provided not only from BBPP but also to bring business practitioner instructors directly into the class.

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## 1. INTRODUCTION

The reality is that at this time competition in the world of work is very tight and important, therefore it is necessary to provide qualified competencies for individuals so that they continue to develop and be able to improve human resources (Ismail, 2016). To increase competence, of course, improvement is needed in terms of education, because education is one way to make human beings civilized and knowledgeable (Muflihini, 2019). Education is one of the supporting factors for society to move forward and improve quality for society Ari in (Munawara, 2020). As explained by Ki Hajar Dewantara that education guides all natural forces that exist in students so that humans and members of society can achieve the highest safety and happiness in life According to Hadjar Dewantara in (Jannah, 2021).

Community education has the goal of empowering communities through skills, knowledge, and collective analysis to engage in actions that bring about change (Elih Sudiapermana, p. 47). Therefore public education is very important to make people able to empower themselves and know the need to improve attitudes, competencies, and behaviors that are useful for performance in a work environment or social environment. Based on Law No. 20 of 2003 concerning SISDIKNAS Article 13 paragraph 1 states that education is divided into three channels namely formal education, non-formal education, and informal education. Formal education is structured and tiered education, non-formal education is education other than formal education, Institutions, organizations or work environments are designed to produce competent individuals in order to be able to compete with environmental demands which may change in a sustainable manner over time, therefore education and training is very important to do. (Christianto, 2020) Good training is certainly not only from the implementation process but seen from the success of the training which changes in knowledge, skills and attitudes which will certainly have a positive impact on employees and the work environment. Rivai in (Elizar, 2018) According to the Regulation of the Minister of Agriculture No. 101/Permentan/OT.140/10/2013 dated 9 October 2013, Agricultural Training Center (BBPP) Lembang Technical Implementation Unit (UPT) Agricultural Extension and Human Resources Development Agency (BPPSDMP) Ministry of Agriculture which has the task of carrying out functional training for apparatus, technical and professional training, developing functional and technical training models and techniques in agriculture for apparatus and non-agricultural apparatus. One of the trainings at BBPP Lembang, namely Entrepreneurship Training for Young Farmers, is one of the technical trainings that have been carried out at BBPP Lembang. When viewed according to educational pathways, entrepreneurship training is said to be non-formal education aimed at increasing entrepreneurial knowledge, skills and attitudes. (Karyawati, 2017).

The training has a strategic position as part of the government's efforts through the Ministry of Agriculture for the availability of competent agricultural human resources in the framework of solving the crisis problems being faced. Noting the importance of the objectives

to be achieved in the implementation of Entrepreneurship Training for Young Farmers, it is absolutely necessary to evaluate the training to determine the effectiveness of the training.

Evaluation can be said to be an activity to determine the success of a training conducted by the evaluator (Suardipa, 2020). Evaluation must be carried out systematically and continuously in order to find out the results in comparing benchmarks for improvement. (Idrus, 2019) Based on a preliminary study conducted at BBPP Lembang regarding the evaluation carried out at one of the trainings, namely entrepreneurship training, there are similarities with Kirkpatrick's evaluation model. The Kirkpatrick evaluation model has four evaluation levels which cover the entire training evaluation process, including level 1 reaction, level 2 learning, level 3 behavior and level 4 result. However, when viewed from the way the training organizer evaluates it, seen through Kirkpatrick's point of view, it does not reach levels 3 and 4, namely behavior and result (ES, 2015)

Kirkpatrick, when using levels 1 and 2, is already representative of the training evaluation process, because Kirkpatrick said that if you carry out evaluation activities only at levels 3 and 4, the evaluation process can produce wrong conclusions (Daryanto, 2014, p. 146).

This became the background and motivation for conducting research "Implementation of Kirkpatrick Evaluation of Reaction Levels and Learning in Entrepreneurship Training at BBPP Lembang" through a qualitative descriptive method by collecting observational data, interviews and documentation studies. In this way, it can be seen to what extent the Kirkpatrick level 1 and 2 evaluations were carried out, the problems encountered, as well as recommendations for improving the implementation of training evaluations better.

## 2.METHODS

This study uses a qualitative approach and uses a descriptive method, namely the researcher uses a case study which is useful to get an overview of how the Kirkpatrick Evaluation Implementation Levels of Reaction and Learning in Entrepreneurship Training for Young Farmers at BBPP Lembang (Sari, 2021). As well as being able to obtain data by way of observation, interviews and documentation studies. The researcher chose the Purposive Sampling technique to determine the various considerations that must be met in this study, so the researcher determined the research subjects as follows: Widyaiswara, Evaluator and 3 Training Participants. Data analysis techniques using data reduction, data presentation and drawing conclusions, in this study researchers used source triangulation techniques and method triangulation (Magdalena, 2021).

### 3.RESULTS AND DISCUSSION

#### 3.1 RESULT

At this level one Kirkpatrick evaluation model, namely the reaction according to Donald L. Kirkpatrick and James D. Kirkpatrick in (Basir, 2013). Who explained that at this level it is seen how the reaction or satisfaction of the training participants through facilities, materials, consumption and training instructors (Nuraini, 2019). Evaluation at this stage is useful for the training organizers to provide input regarding participant satisfaction with the training activities, which will later be used as an organizer's effort to improve the quality of services provided to participants during the training (Lestari dkk., 2020).

It can be concluded that the facilities provided by BBPP are different from the theory according to Daryanto and Bintoro that the facilities owned must provide comfort for training participants. Overall the participants feel comfortable with the existing facilities, it's just that there are some deficiencies that must be improved such as dormitory security, the officers in the hostel must be maintained again (Daryanto, 2014)

Because BBPP has indeed set its target by collaborating with the Department of Agriculture from each city which is already collaborating, therefore the participants it includes are the result of the Service's choice not from the needs of the participants.

In this reaction, the organizers of the training also require an assessment or reaction from the training participants, such as regarding the quality of the food and the variety of food, because the satisfaction of the participants regarding this matter is of great concern to the organizers. Evaluation or participant satisfaction with the training instructor or called *widyaiswara*, namely how the qualifications of the *widyaiswara* are, professional *widyaiswara* such as arriving on time and being able to control moods with their responsibilities as *widyaiswara*.

##### 3.1.1 Learning

The results of the evaluation obtained an increase of 38.24%, where initially the knowledge of the participants was 63.92%, which increased to 86.50%, the average result was obtained from a total of 30 participants. These results can be classified as participants having a high level of knowledge "control". Assessment in this affective domain is aimed at experiencing a change in attitude towards the participants during the training process (Nurwati, 2014). Participants have a desire to fix something that is not optimal during the training process in class, participants have an interest in wanting to know more about entrepreneurship learning, then participants have a good sense of cooperation between fellow trainees when there is a group assignment they are facing (Sintya, 2019).

Based on findings in the field, this psychomotor domain is how participants apply the knowledge they have acquired during the training process to skills during class. Participants have been able to practice the material obtained during class learning into practical assignments such as participants being able to do their assignments, participants cooperative in working on group assignments, can follow the widyaiswara's directions when being briefed for practical assignments, participants are able to modify assignments with the skills and knowledge they have. previously owned and combined with additional knowledge during the training process.

### **3.1.2 Factors Influencing Training**

#### **1) Training Instructor**

Participants' assessment or satisfaction of the training instructor or called a widyaiswara, namely how the qualifications of the widyaiswara are, professional widyaiswara such as arriving on time and being able to control moods with their responsibilities as a widyaiswara, participants assess how the widyaiswara is regarding his competence, for example the widyaiswara is good at managing classes, choosing learning methods that suit the participants, participants are also able to assess the experience and depth of mastery of the material, because mastery of the material for training instructors is very important so that the learning process can occur properly and the participants understand the material delivered by the widyaiswara.

#### **2) Participant**

One of the supporting and inhibiting factors of the training was seen from how enthusiastic the trainees participated in the training activity process, based on findings in the field the entrepreneurship training participants at BBPP Lembang were very enthusiastic and enthusiastic in participating in the training because they did have the goal of becoming successful young entrepreneurs. competent in agriculture, because in the end the training participants when finished attending the training will provide the material in their respective places.

#### **3) Supportive Environment**

Based on the findings in the field, the environment around the training venue is very supportive for the trainees, such as the state of the classroom which has appropriate lighting and air for the implementation of the training, a comfortable dormitory that lacks security, a class atmosphere that is not noisy and conducive not to be disturbed by outside distractions, so as to make the participants' concentration good.

#### 4. CONCLUSION

- 1) Reaction Stage  
Evaluation at the reaction stage shows that the training participants as a whole are satisfied with the services provided by the training organizers during the training activity process. Such as supporting training facilities, namely classrooms that have good area, air and lighting, besides that the organizers also provide good quality food during the training process, it's just that in the food section provided the participants feel less varied, the impression is monotonous every day, however besides that, of course the training organizers provide instructors or widyaiswara who are competent in providing material so that participants are able to understand the material
- 2) Learning Stage  
Evaluation at this stage the participants were very enthusiastic about participating in the entrepreneurship training because basically the participants in this training were business actors in the agricultural sector, which later the participants would share the knowledge gained in their respective places. Cognitive changes have been known through the results of evaluations before and after the training which have increased, besides that the attitudes of the participants have changed in terms of discipline, cooperation, participation, initiative and skills. For the success of this training, the participants passed and received a certificate from BBPP Lembang.
- 3) The factors that support and inhibit that are seen from how the training instructors or widyaiswara such as widyaiswara are indeed competent in their fields, the method of presenting material that is easy for participants to digest will certainly produce optimal learning results, besides that the enthusiasm of participants to take part in the training is a factor supporters and obstacles because if the participants have high enthusiasm, of course the training will go well and the objectives of the training will be achieved and vice versa.

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