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Implementation of Kirkpatrick Model in Boarding Training Evaluation at BBPVP Bandung

Ellina Rienovita[3], Aqsha Azelta Ragawaluya[1], Zainal Arifin[2],
[1,2,3] Universitas Pendidikan Indonesia, Bandung, Indonesia
ellina_rienovita@upi.edu[1], aqshaazelta@upi.edu[2], zainalarifin.tp@upi.edu[3]

ABSTRACT	ARTICLE INFO

Training as a competency improvement activity requires evaluation to determine the program's effectiveness. This research is to analyze the evaluation of boarding member-based training programs using the Kirkpatrick model at level I (reaction) and level II (learning). This research uses a quantitative approach with descriptive methods. Data collection techniques were carried out by meansprogram's effectiveness of observation, questionnaires, and documentation studies. The population was 192 participants who participated in stage I training at BBPVP Bandung, and the sample used was 32 boarding participants from the ICT vocational. Data analysis using descriptive quantitative in the form of percentages. This study's findings are the reaction level of boarding participants during training in the ICT vocational program at BBPVP Bandung in the "Good" category. However, some participants were dissatisfied with the services of the organizing committee, which were not responsive and solutive and provided inadequate facilities for less skilled instructors. Judging from the learning outcomes, participants experienced an increase, so participants were said to be competent and received certificates. There is a negative impact, namely the many rules that psychologically make some boarding participants feel unfree and burdened because they cannot adapt to their environment.

ABSTRAK

Pelatihan sebagai kegiatan peningkatan kompetensi memerlukan evaluasi untuk mengetahui keefektifan program. Penelitian ini untuk menganalisis tentang evaluasi program pelatihan berbasis boarding member dengan menggunakan model Kirpatrick pada level I (reaction) dan level II (learning). Penelitian ini menggunakan pendekatan kuantitatif dengan metode deskriptif. Teknik pengumpulan data dilakukan dengan cara observasi, angket/kuesioner, dan studi dokumentasi. Populasi berjumlah 192 peserta yang mengikuti pelatihan tahap I di BBPVP Bandung dan sampel yang digunakan berjumlah 32 peserta boarding dari kejuruan TIK. Analisis data meggunakan deskriptif kuantitatif berupa persentase. Hasil temuan dalam penelitian ini adalah tingkat reaksi peserta boarding selama mengikuti pelatihan pada program kejuruan TIK di BBPVP Bandungdalam kategori "Baik". Namun, sebagian peserta merasa kurang puas dengan pelayanan panitia penyelenggara yang tidak responsif dan solutif, fasilitas yang kurang memadai hingga instruktur yang kurang terampil. Dilihat dari hasil pembelajarannya, peserta mengalami peningkatan sehingga peserta dikatakan kompeten dan mendapatkan sertifikat. Terdapat dampak negatif yakni banyaknya peraturan sehingga secara psikologis membuat sebagian peserta boarding merasa tidak bebas dan terbebani karena tidak dapat beradaptasi dengan lingkungannya.

Kata Kunci: *boarding member; hasil belajar; model evaluasi Kirkpatrick; reaksi*

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INTRODUCTION

Understanding the current reality that the level of competence required in each job is increasingly high, of course education and training have become a necessity for every individual, agency or job training institution which can be aimed at improving the character, knowledge and skills of employees or students when carrying out their responsibilities and developing their competence (Pagarra et al., 2020). The training program (education and training) organized by an organization or institution will help the work productivity of its employees, both new employees and employees who have been in the organization or institution for a long time. Generally, agencies or organizations hold training more often because training is part of education that prioritizes practice (Fasha et al., 2023).

Training is an activity carried out to improve the quality of human resources (HR) (Pratiwi et al., 2022). Seeing that the era of globalization is filled with resistance and increasingly intense competition, sometimes the placement of employees in the work environment ecosystem can not guarantee that employees will succeed in the work performed following the requirements of the work performed, sometimes employees do not know the job description and responsibilities also the essence of the work. Job applications that meet the qualifications, employer criteria, and employee skills must be balanced in the work unit's orientation program and skill development training programs. Hence, evaluation activities are necessary to determine the strengths and weaknesses of each training program (Fitriliana et al., 2022).

Government and private institutions often organize training sessions to create competent human resources. One of the training institutions is *Balai Besar Pelatihan Vokasi dan Produktivitas* (BBPVP) Bandung, a complete training center in carrying out training programs and increasing the competence and ability of human resources in the vocational service and manufacturing industries, so that the training will produce new employees who are competent or trained in their fields and can provide the best quality service to the community. Therefore, the researcher chose the location at BBPVP Bandung, which is suitable for research because many training programs are structured and consistent, and evaluations need to be carried out further so that participants' interest in participating in the training increases.

Based on observations, the implementation of training programs at BBPVP Bandung still has many shortcomings that need to be improved, especially in terms of evaluation, so it is not in line with the goals set. Research to examine the problems BPPVP Bandung faces specifically is important. Of the many evaluation models offered and deeply discussed to conduct research and to be used by BBPVP Bandung in the future, researchers and employees in the evaluation section have agreed to choose the Kirkpatrick evaluation model, because that model is considered to be able to conduct a comprehensive evaluation and is considered the closest in the situation found at BBPVP Bandung. The choice of the evaluation model is made to improve the program's quality (Haryanti et al., 2023).

This study evaluates boarding member-based training programs using the Kirkpatrick model at levels I (reaction) and II (learning) to improve ICT vocational competencies. Several studies have analyzed the evaluation of training programs by applying Kirkpatrick's Four Levels Evaluation model (Alsalamah & Callinan, 2021; Ridho et al., 2020). However, this research will focus on the results of the boarding member-based training program at level I (reaction) and level II (learning) only, because it only wants to know how to evaluate training programs in one place that implements a boarding training system, i.e. at BBPVP Bandung in measuring the level of satisfaction and knowledge of the participants. It is expected that the results of this study can be utilized as a consideration in deciding to improve the quality and competence of training programs.

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LITERATURE REVIEW

Education and Training

Education is one of the important factors in life to produce quality human resources and strive to keep up with the era that keeps developing. Education can be a process for each individual or group to increase their knowledge and attitudes to develop a good personality. Education can be said to humanize humans by maintaining tradition and culture (Ersanda, 2022). The principle or basis of education is experience. It means that the experience can be used as a tool and a purpose of education. Education is a process of continuously exploring or studying experiences. Education and training are two interrelated things. Both are important in improving professional performance by prioritizing practice over theory (Dwinanda, 2022).

Training is one of the most important factors in creating qualified human resources and could directly or indirectly affect the company's performance (Mustaqim & Fauzi, 2022). Training is defined as an effort to improve competency in a job (Dharmawan et al., 2022). This training activity aims to improve knowledge, behavior, and skills so that employees can properly implement the functions and duties of their positions (Bokingo, 2023). In another definition, training is an organized plan to develop knowledge, skills, and improve behavior to renew current performance or for future development (Gammanpila & Kodisinghe, 2020). From several definitions expressed by previous experts, it can be synthesized that education and training are inseparable, because both run side by side to improve human resources regarding knowledge, attitudes, and skills.

Evaluation of Education and Training Programs *(Diklat)*

Evaluation is an important factor in measuring whether the organization has achieved its goals or not, so it is necessary to have an evaluation. Through evaluation activities, the level of success or failure in running a program can be quickly determined (Zakirin & Arifin, 2022). Evaluation of a training program can also be interpreted as a systematic assessment that can later provide sound effects or benefits from the program. Evaluation aims to provide information about the effectiveness of a program that is carried out in order to improve the quality and also produce the expected results, as well as provide recommendations in the future, and ensure the sustainability of the positive impact (Faiz et al., 2022; Gifari & Arifin, 2024; Nehe et al., 2024).

Training program evaluation involves collecting data through various measurement instruments about the program's effectiveness, comparing the data obtained with the criteria used as program effectiveness indicators, and providing feedback and making decisions about the program's effectiveness (Magdalena et al., 2020). In creating a training program plan, you can use the 5W + 1H formula which contains what (what will be planned), why (why the program is made), who (who is the perpetrator of the activity), when (when it is carried out), where (where is the location) and how (how to carry it out) (Jeka & Indriyani, 2024). Several steps need to be taken to evaluate a training program, including:

1. Evaluators need to make meticulous preparations before a program evaluation is carried out. This includes writing the evaluation, creating the instruments, examining the instruments, determining the sample size to be used, and having a common opinion among the evaluators before the data collection stage.
2. Evaluating the program can involve collecting data through observation, interviews, questionnaires, document analysis methods, etc.

3. Monitoring (supervision) of evaluation implementation includes supervision function, supervision targets, supervision methods and tools, supervision design, and use of monitoring results.

Learning and Learning Outcomes

Participants carry out learning with instructors (trainers) and learning resources to trigger interaction (Ismail, 2024). Learning is a reciprocal communication process between instructors and students or students and other students to achieve educational goals using educational principles. The trainer supports gaining knowledge, keeping oneself from bad actions, and creating behavior and beliefs in the participants (Hermawan, 2023). The effectiveness of learning is determined by instructors, education providers, and infrastructure to support the creation of competent resources (Ismantarti et al., 2022).

Meanwhile, learning outcomes are an ability or skill that participants can obtain after participating in training activities organized and carried out by instructors (trainers) in a training institution and specific classes. An ability obtained by participants when learning is the achievement of the participants' learning outcomes. The primary key to producing benchmarks and data on participants' learning outcomes is understanding the design of indicators linked to various achievements to be achieved, assessed, or even examined. Learning outcomes should be congruent with the demands of the curriculum, which is divided into three domains, cognitive, affective, and psychomotor, to prepare students to face the challenges of the 21st century (Yandi et al., 2023).

Based on constructivism theory, learning can be interpreted as an activity of the knowledge renewal process that is not obtained from a reception alone, but from a process. In its implementation, learning in constructivism theory has four main principles: The Sociocultural of Learning, the Zone of Proximal Development, Cognitive Apprenticeship, and Scaffolding. An individual carries out learning activities through different stages of cognitive development, and education needs to observe each individual's cognitive development stage and provide learning experiences related to that stage (Alharbi, 2022).

The adaptation process experienced by an individual is divided into two mechanisms, namely assimilation which is defined as a process for each individual in obtaining new information and integrating it into the knowledge they already have, and accommodation which is defined as a process for each individual in adjusting the knowledge they already have with newly obtained information (Alharbi, 2022). Learning activities have an identical approach and greatly influence development. So it can be concluded that learning outcomes are changes in attitude after participating in teaching and learning activities, which consist of cognitive, affective, and psychomotor aspects. Learning outcomes can be seen by examining how far the assessment benchmarks have been implemented. This assessment can be done by giving quizzes, tests, or exams. This learning and learning outcome implies that the instructor (trainer) is expected to be able to adjust the characteristics of the material with the training learning model to be developed.

Kirkpatrick's Four-level Model

Many experts have developed various models for evaluating a training program, one of them is Kirkpatrick, who is a training program evaluation expert whose focal point is in the field of improving Human Resources (HR) by creating an evaluation model called *"Kirkpatrick's Training Evaluation Model"* (Engriyani & Rugaiyah, 2022). Kirpatrick's model consists of four levels, which should be done sequentially, because each level plays an important role and is interrelated. This model consists of reaction, learning, behavior,

and results that determine the effectiveness of training (Effendi et al., 2022; Fauzan et al., 2022). For more details, the Kirkpatrick model will be described as follows:

1. Level I (Reaction)
   Reaction evaluation is an evaluation of the level of satisfaction felt by training participants towards the series of activities followed to determine the percentage level of the success of a training program, so the reaction of participants is needed. Evaluation at this first level is usually called "happy face evaluation", meaning that this level is important to measure the reaction and satisfaction of participants after participating in the training program, so that it will generate motivation in the participants always to learn (Susanty, 2022). At this first level, several aspects of the training can be measured to see the level of participant satisfaction, namely participants' reactions to the organizers' services, the quality of the instructors, the training curriculum (theory and practice), the learning system, training materials, teaching methods, classroom conditions, facilities and infrastructure, the utilization of media and learning resources, the assessment system, the shortcomings and limitations of the training, as well as the menu and presentation of the provided refreshments and other events closely related to the conducted training (Sari, 2021).

2. Level II (Learning)
   Learning evaluation is an evaluation that focuses on the results (output) of the training. Learning can be defined as a change in mental attitude, renewal of knowledge, and development of participants' skills after a series of training sessions (Susanty, 2022). A learning evaluation aims to assess the extent to which participants understand the knowledge and skills conveyed during the training activities. The evaluation activities conducted in a training program will be considered successful if there are improvements in various aspects, such as competence and learning theory, by observing or measuring the results before and after the training (Sari, 2021).

METHODS

This study applies a quantitative approach using descriptive research methods. This approach is used for data collection, data interpretation, and presenting the results using numbers (Qotimah & Rusman, 2024). Then, descriptive methods were used to describe and analyze how the evaluation of the boarding member-based training program to improve ICT vocational competence at BBPVP Bandung was conducted using the Kirkpatrick model, level I (reaction) and level II (learning).

In this study, the sampling technique used is purposive sampling, and the researcher selected two board-based training sessions from the Information and Communication Technology (ICT) vocational field, totaling 32 participants from a population of 192 participants. Data collection in this study used a questionnaire consisting of closed statements. Then, a documentation study was conducted to complement the data and meet the research needs. The data analysis technique used in this research is quantitative descriptive data analysis in the form of percentages.

RESULT AND DISCUSSION

Participants' Reaction

Based on the data collection results using a questionnaire, the highest score obtained was 170, and the lowest was 71 on a scale of 1-170. After data processing, the mean value obtained was 129.3, the median was 128.5, the mode was 132, and the standard deviation was 23.78. The researcher can describe and analyze the reaction levels of boarding training participants in the ICT vocational program at BBPVP

Bandung by categorizing the collected data based on the scores determined by the researcher. Categorization of the participant reaction variable is based on the total score of each research subject. The scale for measuring participants' reactions consists of 34 items, each scored with a minimum of 1 and a maximum of 5. The minimum score in this study is 34, and the maximum score is 170. The minimum and maximum range of the reaction variable is 136. The mean score is 102, and the standard deviation is 23. The categorization of participants' reactions is as follows:

Table 1. Distribution of Participants' Reaction Variable Data Categorization

Variable	Range of Values	Category	Frequency	Percentage
Participants' Reaction	$X \leq 67,5$	Very Low	0	0%
	$67,5 < X \leq M - 90,5$	Low	2	6%
	$90,5 < X \leq 113,5$	Moderate	3	9%
	$113,5 < X \leq M + 136,5$	High	15	47%
	$136,5 < X$	Very High	12	38%
Total			**32**	**100%**

Source: Research in 2024

Based on the score categorization in Table 1, it can be seen that out of a total of 32 boarding training participants in the ICT vocational program, there are 2 participants (6%) with a low reaction level meaning poor, 3 participants (9%) with a moderate reaction level meaning sufficient, 15 participants (47%) with a high reaction level meaning good, 12 participants (38%) with a very high reaction level meaning very good, and no participants with a very low reaction level meaning poor. The reaction level of boarding participants during the training in the ICT vocational program at BBPVP Bandung falls into the "Good" category. The level of satisfaction among boarding participants in the ICT vocational program is divided into seven components. We will use the following method to measure the satisfaction level of boarding training participants in each component.

1. **Service of the Organizing Committee**

   This component is assessed based on: 1) The speed or responsiveness of the organizer in providing services; 2) The ease of being contacted or met; 3) The ease of accessing various training schedules; 4) Timeliness according to the specified schedule; 5) The proportion between theory and practice is following the competency unit. Based on the obtained data, it can be concluded that the average satisfaction level of boarding participants towards the service provided by the organizing committee is 67.75%, which falls into the "Good" category. In this indicator, the aspect with the lowest average score is the speed or responsiveness of the organizers in providing services to the participants.

2. **Quality of Instructors**

   This component is assessed based on: 1) Mastery of the content; 2) Ability to communicate; 3) Engaging participants actively; 4) Ability to understand participants' issues; 5) The appearance of the instructor, both physically and mentally. Based on the obtained data, it can be concluded that the average level of boarding participants' satisfaction with the quality of instructors is 79.63%, which means it falls into the "Good" category. In this indicator, the aspect with the lowest score is the ability to understand and solve participants' problems.

3. **Training Schedule and Assignment**

   This component is assessed based on: 1) Duration for each competency unit; 2) Duration for completing written tests or practical tasks; 3) Break time given to participants; 4) Exercises or tasks assigned; 5) The relevance of practical tasks and materials. Based on the obtained data, it can be concluded that the average satisfaction level of boarding participants towards the training schedule and task

assignments is 78.75%, which means it falls into the "Good" category. In this indicator, the aspect with the lowest average score is the alignment between duration and competency units.

4. **Training Materials and Methods**

This component is assessed based on: 1) The alignment between the material and the training objectives; 2) The alignment between the material and each unit of competence; 3) The benefits of the provided methods; 4) Understanding and skills of the participants; 5) Interaction among participants and with the instructor (trainer). Based on the obtained data, it can be concluded that the average level of satisfaction of boarding participants with the training materials and methods is 79.38%, which means it falls into the "Good" category. In this indicator, the aspect with the lowest average score is the method used to enhance participants' understanding and skills.

5. **The Use of Media and Teaching Materials**

This component is assessed based on: 1) The suitability of the media with each unit of competence; 2) The media used can facilitate trainees in understanding the material; 3) The influence of the media used on the achievement of training objectives; 4) The alignment between the teaching materials and each unit of competence; 5) Handouts or modules provided. Based on the obtained data, it can be concluded that the average satisfaction level of boarding participants regarding the use of media and teaching materials is 78.38%, which means it falls into the "Good" category. In this indicator, the aspect with the lowest average score is the availability of handouts or modules to facilitate participants in following the training.

6. **Training Facilities**

This component is assessed based on: 1) The classroom used was conducive during the training; 2) The participants' accommodation was adequate; 3) The quality of the tables and chairs used; 4) The room temperature during the training session; 5) Loudspeakers for communicating (information) to training participants; 6) Tools and materials needed. Based on the obtained data, it can be concluded that the average satisfaction level of boarding participants with the facilities is 74.58%, which means it falls into the "Good" category. In this indicator, the aspect with the lowest average score is the room temperature, which is well-regulated to support training activities.

7. **Consumption/Logistics**

This component is assessed based on: 1) The quality of the food and beverages consumed; 2) The provided menu; 3) The timeliness of serving the meals. Based on the obtained data, it can be concluded that the average satisfaction level of boarding participants regarding consumption or logistics is 72.71%, which means it falls into the "Good" category. In this indicator, the aspect with the lowest average score is the quality of the food and beverages provided.

Participant Learning Outcomes

1. **Knowledge (*Pretest* dan *Posttest*)**

Table 2. *Output Data Acquisition of N-Gain Score and N-Gain Percent Graphic Design*

	N	Minimum	Maximum	Mean	Std. Deviation
Descriptive Statistics					
Ngain_Score	16	,43	,70	,5951	,08085
Ngain_Persen	16	43,33	70,00	59,5149	8,08475
Valid N (listwise)	16				

Source: Research in 2024

Based on the data above, it can be concluded that the average N-Gain Score is 0.5951, which means it falls into the "Moderate" category because, according to the N-Gain score acquisition category table, this average value falls within the range of 0.3 < g ≤ 0.7. The average N-Gain Percent value is 59.5149, which means it falls into the "Fairly Effective" category because the percentage interval obtained is 56-75.

Table 3. *Output Data Acquisition of N-Gain Score and N-Gain Percent Video Editor*

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Ngain_Score	16	,40	,75	,5817	,10102
Ngain_Persen	16	40,00	75,00	58,1696	10,10207
Valid N (listwise)	16				

Source: Research in 2024

Based on the data above, it can be concluded that the average N-Gain Score is 0.5817, which means it falls into the "Moderate" category because, according to the N-Gain score acquisition category table, this average value falls within the range of 0.3 < g ≤ 0.7. The average N-Gain Percent score is 58.1696, which means it falls into the "Fairly Effective" category because the percentage interval ranges from 56 to 75.

2. Attitude Assessment

After measuring learning outcomes based on pretest and posttest scores, the researcher conducted an assessment of the attitudes of boarding training participants, evaluating them based on the indicators of discipline (15%), attendance (15%), cooperation (35%), and initiative (35%). **Figure 1** shows average attitude assessment based on indicators.
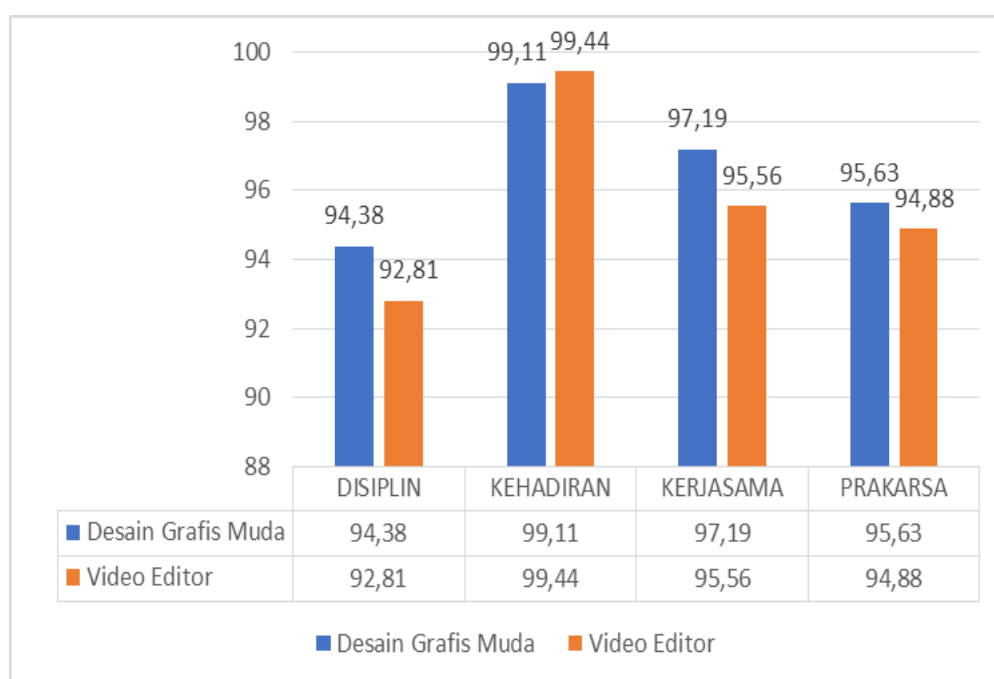

	DISIPLIN	KEHADIRAN	KERJASAMA	PRAKARSA
Desain Grafis Muda	94,38	99,11	97,19	95,63
Video Editor	92,81	99,44	95,56	94,88

Figure 1. *Average Attitude Assessment Based on Indicators*
Source: Research Documentation in 2024

3. Skills

Based on the obtained data, the average performance (practical) and work attitude scores of the ICT vocational boarding training participants are 88.1 (graphic design) and 87.9 (video editor), which means that those 32 participants can be considered competent in their fields. The assessment of these skills can significantly impact the participants' work behavior in the future.

Discussion

Based on the findings obtained, *Balai Besar Pelatihan Vokasi dan Produktivitas* (BBPVP) Bandung, through the *Peraturan Menteri Ketenagakerjaan Republik Indonesia No. 21 Tahun 2015*, has the responsibility to organize training development, accreditation, and certification for workers, instructors, and training staff. Therefore, BBPVP becomes an ideal destination for graduates of vocational schools, associate degrees, bachelor's degrees, and so on to undergo training, including the ICT vocational program, which consists of training in junior graphic design and video editing. In conducting education and training, evaluations are necessary to determine the effectiveness of the programs being held (Magdalena et al., 2020).

Evaluation is not only conducted in educational programs, but it can also be conducted in training programs. Evaluation is the most important aspect of a training program because it can reflect the extent of development and improvement in the quality of the training outcomes (Novalinda et al., 2020; Rohmawa et al., 2020). In this training, there is an evaluation activity that certainly plays a significant role in determining whether the training has been successful or not, which can affect the improvement of the training program quality that will be carried out in the next phase. Based on the researcher's descriptions regarding participants' satisfaction with the training, the indicators that will be assessed are as follows.

1. **Service of the Organizing Committee**
   In the Kirkpatrick Evaluation Model, the committee's service as the organizing party is assessed to understand the participants' reactions to the services provided. Overall, the participants of the ICT vocational boarding at BBPVP Bandung felt that the service provided by the organizers was good. However, some shortcomings needed to be improved, such as communication between the organizers and participants, and the lack of attention from the organizers in responding to participants' issues, or in other words, always being slow to respond. The committee's communication should be improved to provide excellent service to participants by answering questions promptly (Sari, 2021).

2. **Quality of Instructors**
   The researchers can conclude that the quality of instructors at BBPVP Bandung indicates that ICT vocational boarding participants feel the quality of instructors at BBPVP Bandung is good. However, some shortcomings need to be improved, including providing sound guidance to participants who experience difficulties in their practice. A good trainer's quality will impact the material's delivery, making it easier for participants to understand the content (Sari, 2021).

3. **Training Schedule and Assignment**
   Participants feel that the training schedule at BBPVP Bandung needs to be clarified again because during the training, the schedule was only provided in the middle of the training, not from the beginning, and there should be follow-up training to enhance the participants' certification levels and competencies. The researcher can conclude that overall, the ICT vocational boarding participants feel that the training schedule and task assignments at BBPVP Bandung are already good. However, several shortcomings need to be improved, one of which is creating a training schedule that is organized and provided to participants before the training begins, following the importance of achieving the training program's objectives. Regular scheduling will increase participant attendance in the training (Sari, 2021).

4. **Training Materials and Methods**

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Overall, the ICT vocational boarding participants feel that the training materials and methods provided at BBPVP Bandung are good. However, some weaknesses need to be addressed, including additional materials and methods that can enhance the participants' understanding and skills. The preparation of good and correct materials is one indicator that needs to be considered in learning. If the material provided follows the objectives, it will help the participants apply the material they have received in their work (Sari, 2021).

5. The Use of Media and Teaching Materials

The ICT vocational boarding participants generally feel that the media and teaching materials used are good. However, several shortcomings need to be addressed, including the availability of modules to help and motivate participants in their learning. The availability of teaching materials and appropriate learning media will make it easier for participants to understand the training material (Sari, 2021).

6. Training Facilities

Participants feel that the training facilities at BBPVP Bandung need to be improved, such as inadequate health and sports facilities, the need for additional practice facilities, non-functioning air conditioning in the classrooms making participants uncomfortable due to the hot air, teaching and learning processes being hindered by a projector that is unclear due to glare from sunlight, and a lack of communication from the dormitory supervisor regarding complaints from training participants, who should be more responsive and solution-oriented since all participants of this ICT vocational competency-based training stay in the dormitory during the training period (approximately 2 months). Overall, the ICT vocational boarding participants feel that the training facilities provided by BBPVP Bandung are good and quite comfortable. However, several problems need to be improved, one of which is the communication from the dormitory supervisor regarding the participants' complaints during their stay in the dormitory. Providing proper amenities during the training will increase the participants' motivation to attend the training (Sari, 2021).

7. Consumption/Logistics

Participants suggest that BBPVP Bandung should pay more attention to the quality and cleanliness of the food for the participants, and that the menu and schedule for providing meals need to be improved. The level of participant satisfaction can also be seen based on the quantity and quality of the food provided so that participants feel comfortable and not bored, and they will receive a positive reaction. The quality and quantity of reasonable and adequate consumption will generate enthusiasm among the participants in attending the training (Sari, 2021).

Then, the skills or abilities that participants can acquire after completing the series of training organized and conducted by the organizing committee or instructors at BBPVP Bandung, both in terms of cognitive, affective, and psychomotor aspects, will be described as follows:

1. Cognitive (Knowledge)

In this cognitive section, the initial assessment is conducted by providing theoretical questions regarding the participants' knowledge of the design and video editing job market. During the training process, the instructor began to provide materials to the participants to bring about changes or improvements in the participants' knowledge in ICT vocational training, such as knowledge of how to operate design software for the field of young graphic design and knowledge of how to edit audio or video according to the script requirements for the field of video editing. During the learning process, some participants actively answered questions from the instructor during discussion or Q&A sessions. The instructor also assigns individual and group tasks to participants to determine whether they truly understand the material presented and analyze the learning activities.

In understanding the increase in knowledge that occurs in each participant, the instructor can see it from the results of cognitive learning evaluations and the average score obtained from all 32 participants. The level of knowledge of boarding participants in the ICT vocational program falls into the "mastery" category. The results found by the researcher are in line with Piaget's theory, which believes that learners need to be given the skills to master their schemas, and Vygotsky's theory, which believes that learners' cognitive levels will develop through instruction from more experienced individuals, or in other words, instructors. This domain can also be understood as various activities closely related to the brain (Alharbi, 2022).

2. Affective (Attitude)

In this aspect, the aim is to understand the changes in attitude of the participants during the training process. The boarding vocational training participants in ICT at BBPVP Bandung are ambitious to improve something that they feel is not optimal during the classroom learning. Based on previous researchers' findings, boarding participants have a high level of discipline, good attendance, always cooperate reasonably and actively complete various tasks assigned, whether individual or group, and participants have a courageous attitude in providing solutions or making decisions in class. This follows the theories of Piaget and Vygotsky, which have distinctive approaches that are identical and highly influential in changing participants' attitudes. This domain includes aspects of emotions such as beliefs, values, appreciation, morals or character, desires, impulses, behavior, adherence to ethics, and so on (Alharbi, 2022).

3. Psychomotor (Skill)

In this psychomotor aspect, the goal is to see how boarding participants apply the knowledge they have gained during training to their practical exams, which consist of performance assessments and work attitudes. Based on the findings of previous researchers, boarding participants in this ICT vocational program can apply the material learned during classroom instruction to their practical tasks, as evidenced by the participants' abilities in the field of young graphic design in creating design works and the participants' abilities in the field of video editing in exporting edited results into video files in the required format.

Participants carry out their practical exams by following the instructor's instructions, allowing them to modify their tasks with the skills and knowledge they have previously acquired. Then, they combine them with additional knowledge gained during the training process. This follows Vygotsky's theory, which states that in training, it is advisable to have good cooperative traits and full collaborative contributions and maximize social interaction during the learning process, which will also positively influence the improvement of participants' skills. This domain includes reactions and physical organization, motor skills, and physical abilities that are often trained and practiced (Alharbi, 2022).

CONCLUSION

Implementing the boarding training system at BBPVP Bandung is considered good, and the boarding training participants in the ICT vocational program are already satisfied with the training organized by BBPVP Bandung. However, several aspects need improvement. Then, BBPVP Bandung positively impacts boarding participants regarding knowledge, physical and mental health, and instills discipline and independence. On the other hand, there are certainly negative impacts, such as the numerous strict regulations that psychologically make some boarding participants feel unfree and restricted because they cannot adapt to the environment at BBPVP Bandung. Although the evaluation results show positive values, it is hoped that BBPVP Bandung will continue to improve the quality and effectiveness of its training

programs in the future. Further research can develop ICT vocational programs that can enhance the satisfaction of training participants.

AUTHOR'S NOTE

The author points out that there is no conflict of interest related to the publication of this article and asserts that the data and content of the article are free from plagiarism.

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