



Evaluation of the KirkPatrick Model of the Basic Leadership Training Program (LDK) at the Student Council in Kediri City

Aliffanur Budi Pangesti¹, Leny Wardatul Hamidah², Nurul Hudha Purnomo³

^{1,2,3}Institut Agama Islam Negeri Kediri, Jawa Timur, Indonesia

jungalliffa07@gmail.com¹, lenywardah2422@gmail.com², hudhapurnomo@iainkediri.ac.id³

Abstract. *This study aims to evaluate the effectiveness of the Student Council Leadership Basic Training (LDK) program at MA Al Huda, Kota Kediri, East Java. The subjects of the study were 14 training participants who were members of the student council (OSIS). The research employed a descriptive qualitative method using the KirkPatrick Evaluation Model, which encompasses four stages: Reaction, Learning, Behavior, and Results. Data were collected through interviews, observations, and document analysis, then analyzed to assess the success of the training in developing the participants' leadership qualities. The findings revealed that in the Reaction stage, participants expressed satisfaction with the training materials, facilities, and the competence of the instructors. In the Learning stage, participants demonstrated increased understanding of the material, as evidenced by pre-test and post-test results showing an 85.71% improvement. In the Behavior stage, positive changes were observed in participants' attitudes, public speaking skills, and ability to apply the knowledge to organizational tasks. In the Results stage, the training had a positive impact on the participants' performance, with an 80% improvement in information and organizational skills. In conclusion, the LDK program at MA Al Huda Kota Kediri effectively enhanced the leadership competencies of the participants and supported the sustainability of the organization.*

Keywords: *KirkPatrick evaluation; LDK; student leadership*

Abstrak. Penelitian ini bertujuan untuk mengevaluasi efektivitas program Latihan Dasar Kepemimpinan (LDK) OSIS di MA Al Huda Kota Kediri, Jawa Timur. Subjek penelitian adalah 14 peserta pelatihan yang terdiri dari anggota OSIS. Penelitian ini dilakukan menggunakan metode deskriptif kualitatif dengan pendekatan Model Evaluasi KirkPatrick, yang mencakup empat tahap: Reaksi, Pembelajaran, Perilaku, dan Hasil. Data dikumpulkan melalui wawancara, observasi, dan analisis dokumen, kemudian dianalisis untuk mengevaluasi keberhasilan pelatihan dalam membentuk jiwa kepemimpinan peserta. Hasil penelitian menunjukkan bahwa pada tahap Reaksi, peserta merasa puas terhadap materi pelatihan, fasilitas, dan kompetensi pemateri. Pada tahap Pembelajaran, terdapat peningkatan pemahaman peserta terhadap materi, yang dibuktikan dengan hasil *pre-test* dan *post-test* yang menunjukkan peningkatan nilai sebesar 85,71%. Pada tahap Perilaku, terjadi perubahan positif dalam sikap, keterampilan berbicara di depan umum, dan kemampuan peserta mengaplikasikan materi dalam tugas organisasi. Pada tahap Hasil, pelatihan memberikan dampak positif pada kinerja peserta, dengan peningkatan informasi dan kemampuan organisasi hingga 80%. Kesimpulannya, program LDK OSIS di MA Al Huda Kota Kediri berhasil meningkatkan kompetensi kepemimpinan peserta serta mendukung keberlanjutan organisasi.

Kata Kunci: *evaluasi KirkPatrick; LDK; kepemimpinan siswa*

INTRODUCTION

In education, the role of schools is crucial as a vehicle to form a superior generation in the structure of society. Schools are not only a place where

learners can explore their individual potential, but they are also entities where teachers and other educational staff have the primary responsibility in guiding students towards the achievement of their optimal potential and abilities (Sakti et al., 2024). This view is in line with the legal basis regulated in the National Education System, especially in Law No. 20 of 2003, which emphasizes the purpose of education in developing individual capacities and forming a noble character and civilization for the nation. Based on this principle, schools not only play a role as a center for improving intellectual intelligence, but also as an environment that supports the development of students' interests, talents, and leadership skills so that they can interact positively in the social structure (Sava et al., 2023).

One of the strategies carried out in order to form a leadership spirit from adolescence is through the implementation of various programs in the school environment, including extracurricular activities, training, and participation in student organizations (OSIS). Permendikbud (2013) emphasizing the importance of extracurricular activities as an inseparable part of the school curriculum to explore the potential of students as a whole, in line with national education goals. Demmangasa et al (2023) also added that education is not only limited to the formal aspects of the curriculum, but also includes other dimensions that play a role in improving the competence of the younger generation to face future challenges. Therefore, extracurricular activities are considered an effective vehicle in optimizing various aspects such as students' potential, talents, interests, skills, personality, cooperation, and independence, all of which aim to support the achievement of educational goals as a whole and holistic..

The Intra-School Student Organization (OSIS) plays a major role in contributing greatly to the development of students outside the formal curriculum (Tajudin & Aprilianto, 2020). The existence of organizations in schools, such as the Student Council, has a significant positive impact on the development of students (Wening & Santosa, 2020). The Student Council acts as a forum for students to express their talents and interests, as also emphasized by (Munthe, 2022) which explained that the Student Council has three important roles in training leadership, being the driving force of school activities, and being preventive in mobilizing existing resources.

Through membership in the Intra-School Student Organization (OSIS), students are given the opportunity to develop organizational skills, time management, social skills, and expression of opinions. In addition, the existence of the Student Council also makes a significant contribution to the formation of student leadership spirit. Leadership in an organization is a

crucial element that not only affects the progress of the organization itself, but also has an impact on the individuals involved in it, as outlined by (Putra & Suprapti, 2019) and supported by research (Suwarno & Bramantyo, 2019). Student Council often designs work programs that aim to develop students' leadership spirit and improve character education in schools. One example is the Basic Leadership Training (LDK) program of the Student Council which has the goal of instilling leadership and responsibility values (Walewangko et al., 2023). Through leadership character education, it is hoped that it can form an appropriate mindset for the nation's next generation (Humaeroh & Dewi, 2021).

Basic leadership training is a program formulated with the aim of improving individual understanding and skills in the realm of leadership (Nugraha et al., 2019). In school education, this activity is often initiated by the Intra-School Student Organization (OSIS) with the intention of forming leadership character in students and preparing them to take on leadership roles in the future. In addition to aiming to hone leadership potential, this training also aims to instill the principles of discipline and responsibility for the various tasks carried out. Thus, basic leadership training has a role in preparing the younger generation to face challenges related to leadership roles, both in the school environment and in society at large..

Participation in this exercise is mandatory for student council members, so it requires the willingness and sincerity of students to spend time and energy. The material delivered during the training includes knowledge of leadership and often involves qualified speakers from outside the school. In addition, this exercise also includes physical and mental aspects to prepare students thoroughly. This leadership training is directed to produce candidates for student council replacements who are superior in quality. The goal is to form individual students who show strong leadership, discipline, and a high level of responsibility. In their role as leaders in the school environment, students are expected to be able to have a positive impact on their school environment and help their peers achieve their best potential.

This study uses the KirkPatrick evaluation model to assess the effectiveness of the Student Council Leadership Basic Training program. According to KirkPatrick, the model consists of four levels: Reaction, which evaluates participants' satisfaction with the training; Learning, which measures the extent to which participants acquire new knowledge, skills, and attitudes; Behavior, which assesses behavior changes and the application of training results in real situations; and Results, which assess the impact of

training on the achievement of organizational goals. Indicators at each level include material quality, skills measured through pre-test and post-test, observation of behavior change, and training contribution to organizational performance (KirkPatrick & KirkPatrick, 2016). KirkPatrick's evaluation model has the advantage of providing comprehensive guidance to evaluate the effectiveness of training at various levels, from participant reactions, learning that occurs, behavior changes, to the results achieved by the organization (Marjuki, 2022).

This study is intended to assess the implementation of the student council leadership training program at MA Al Huda Kediri City, with the main objective of verifying the suitability of the program with its initial goals. The purpose of this evaluation is to improve the quality of the training program in the future, as well as to provide information that can be used to improve the program. Leadership training is expected to produce student council administrators who are able to gain leadership spirit, improve discipline, and increase the level of responsibility. However, this study shows that the achievements of the members of the Kediri City Supreme Court Al Huda Student Council have not fully met the desired expectations.

RESEARCH METHODS

This study uses a qualitative approach with a descriptive type of research to evaluate the effectiveness of the Basic Leadership Training (LDK) program of the Student Council at MA Al Huda Kediri City. The subjects of the study were 14 students who participated in the LDK program, which was also the research population. Sample withdrawal was carried out by total sampling technique because the number of trainees was limited and all were included as samples. Data were collected through interviews, observations, and analysis of documents to explore in depth the characteristics, processes, and impact of training

Within the framework of this research, the KirkPatrick Evaluation Model developed by Daniel L. KirkPatrick in 1959 became the main methodological foundation. This evaluation model aims to provide systematic guidance in evaluating the effectiveness and impact of a training program. The KirkPatrick Model approach distinguishes four different levels of evaluation, namely Reaction, Learning, Behavior, and Outcome. This study aims to gain a deeper understanding of the success rate and benefits provided by the Basic Student Council Leadership Training program in the Al Huda MA environment of Kediri City, taking into account the aspects emphasized by the KirkPatrick Evaluation Model.

The initial stage in the KirkPatrick Evaluation Model, known as the Reaction stage, focuses on measuring the level of satisfaction with the training received. Evaluation at this stage refers to certain indicators that cover various aspects, such as training materials, facilities provided, quality of consumption, and the success of the presenter in delivering the material. Then, in the second stage, known as the Learning stage, an evaluation is carried out on the ability of participants to understand the material delivered by the speaker or instructor. The assessment at this stage aims to assess the extent to which participants can master the concepts and information conveyed during the training session

The next step in KirkPatrick's Evaluation Model is the third stage, called the Behavior stage. At this stage, the assessor evaluates whether the knowledge, skills, and attitudes gained from the training are truly reflected in the participants' daily behavior. The evaluation also finds out if there are any significant changes in the participant's behavior or abilities as a result of the training. The last stage in this model is the fourth stage, which is the Results stage. At this stage of evaluation, the main concern is focused on the impact of the training on the workgroup or organization as a whole. The evaluation at this stage aims to evaluate whether there is a significant improvement in information or organizational performance after the training is carried out.

RESULTS AND DISCUSSION

Level 1 Reaction

According to (Tamsuri, 2022), The Reaction Stage in the KirkPatrick evaluation model is a crucial stage, because at this level, attention is focused on the satisfaction of the trainees as well as the overall development of the program. Evaluation at Level 1 is carried out to gain an understanding of the participant's response or satisfaction with a training program (Hidayat et al., 2023). In this study, Level 1 evaluation was carried out to observe the response or satisfaction of participants to the Basic Student Council Leadership Training.

The Basic Student Council Leadership Training Activity organized by MA Al Huda Kediri City is an annual initiative that aims to strengthen the regeneration process among student council administrators for a period of one year. This training was held under supervision, especially with the direction of the Vice Principal for Student Affairs, as part of efforts to implement Character Education in the school environment. One of the main objectives of this training is to form leadership character in prospective student council administrators at MA Al Huda Kediri City. Thus, this activity

not only aims to provide practical skills, but also to instill solid leadership values in participants as an integral part of character education in the school

The training lasted for two days by presenting a variety of materials designed to shape the leadership spirit of the participants. The materials prepared by the school are carefully designed to fit the needs and expectations of the organization, and are able to produce a positive impact on the development of participants as future leaders. The Level 1 evaluation in this aims to evaluate the extent to which participants are satisfied with the material presented and the extent to which the material is relevant to the needs of the organization and achieve the goal of forming the leadership spirit of the participants.

Based on the results of interviews and document analysis, the leadership training at the student council level describes four main materials that are considered essential. First, the Marching Line Rules are presented as a character building module. Second, the Secretariat material equips participants with the knowledge and administrative skills necessary to manage various organizational tasks and responsibilities. Meanwhile, the Organizational material provides a theoretical and practical foundation on how to manage organizational structures effectively. Finally, the Public Speaking module aims to train participants in communicating effectively and persuasively, skills that are important in conveying ideas and influencing others in leadership. The speakers involved came from the school environment itself and interns who mastered their respective fields. The evaluation of this training shows that the materials presented are considered good, with speakers who are able to master the material and deliver it well. This data was reinforced by positive responses from participants, as revealed by Nadia Ana Fauzana and Febriana Putri Mayangsari.

The results of the evaluation at Level 1 show that the needs and satisfaction of participants with the training materials have been met. Relevant and useful materials are expected to have a positive impact on every regeneration of Student Council members. This is in line with the opinion (Khusna, 2024), which states that the level of participant satisfaction is an early indicator of the success of the training in meeting their basic needs for new knowledge and experience. Participant satisfaction is an important foundation in building sustainable learning motivation..

However, some aspects of facilities such as the location of the room which is not conducive because it is close to a crowded area are obstacles. This supports the findings of the (Margiathi et al., 2023), which shows that a comfortable and distraction-free training environment has a direct impact on

participants' concentration and comprehension levels during training sessions. Nonetheless, supporting facilities such as fans and LCD/Projectors have helped to improve the convenience and effectiveness of material delivery, as revealed by (Mardikawati et al., 2023), which mentioned that the use of technology in training can increase participant engagement and understanding..

Presenters or instructors are also considered competent in delivering training materials, with content that is considered useful and easy to understand. The competence of the presenter plays an important role in the success of the training, as conveyed by (Zahwa & Syafi'i, 2022), that speakers who have high skills are able to deliver material in a way that suits the needs of participants. In addition, the suitability of the material with the level of understanding of participants is one of the keys to success in achieving training goals (Razanaufal & Lantu, 2019).

The results at this level show that the LDK OSIS training is successful in building participant satisfaction through the delivery of relevant material and competent facilitators. However, the shortcomings in the facility aspect provide opportunities for future improvements. Training organizers need to consider more strategic locations and support participant concentration to improve the overall quality of the program. By associating the results of the research with previous theories and findings, it can be concluded that training that meets the basic needs of participants in terms of materials, facilities, and competencies of presenters has great potential to produce long-term positive impacts, both for individual participants and for the organizations they represent.

Level 2 Learning Stage

According to (Subandriyo, 2020) The evaluation at Level 2 of the KirkPatrick model emphasizes the assessment of participants' understanding and understanding of the material delivered by the instructor in the training session. The leadership training which was held for two days at MA Al Huda Kediri City has been designed by considering the needs of participants in preparing themselves to manage the organization in the future. The determination of the training material is decided by the School, Student Representatives, and Student Council Supervisors

The implementation of this leadership training categorizes the material into four parts, including Marching Line Regulations, Secretariat, Organization, and Public Speaking. The selection of speakers who have

professional expertise in their respective fields has been carried out by the school to guide participants in understanding the material presented.

The analysis of pre-test and post-test data showed that as many as 85.71% of the trainees experienced an increase in scores between the pre-test and post-test, while 14.29% of the participants showed the same score results in both tests. The level of satisfaction of participants with the material presented also gives an indication that the material can be understood and understood well by the participants

The evaluation at Level 2 aims to provide a more in-depth picture of the participants' understanding of the material presented in the leadership training at the Student Council level. The increase in the score in the post-test is an indicator of success in the delivery of training materials, as well as showing the effectiveness of the presenter in communicating the concepts needed for the development of participant leadership.

The analysis of the material at the Level 2 learning stage in the KirkPatrick evaluation model showed variations in participants' understanding of the four main training materials: organization, marching rules, secretariat, and public speaking. Participants' responses to this material reflect different levels of complexity and delivery methods

Organizational materials, which focus on organizational structures and diagrams, get a positive response because of their relevance to the organization's day-to-day tasks. This is in line with research (Ambarwati, 2024), OSIS which states that a basic understanding of organizational structure is important in building students' managerial abilities. This material helps participants understand the roles and responsibilities in an organization, which are essential to support their success as a member of the Student Council.

The marching line rule material also received a positive response because it provided an important disciplinary basis for members of the organization. Discipline is considered a key component in leadership development, as expressed by (Regina et al., 2023), which highlights that discipline-based training can build strong character in trainees.

However, secretarial materials pose challenges due to their complexity, especially related to practical aspects such as making proposals and accountability reports (LPJ). Research by (Hasanah, 2024) shows that practice-based learning is more effective for technical material than for theory only. Therefore, the method of delivering secretarial materials requires improvement with a simulation-based approach or direct practice to make it easier to understand.

The public speaking material received a very positive response from participants, who found it relevant and useful to increase their confidence in public speaking. This is supported by (Abdillah & Chaniago, 2024), which states that effective communication skills are one of the main skills in leadership. The delivery of interesting and easy-to-understand material by the presenter is also an important factor in this success, as explained by (Sahala et al., 2024), which emphasizes the importance of interactive teaching methods to keep participants engaged.

These results show that relevant training materials delivered in the right way can help participants understand the material well. However, there are shortcomings in the delivery of secretarial materials that need to be improved. For technical materials, such as secretarial, training organizers are advised to use practice-based learning methods to make them easier to understand. Materials such as organization, marching rules, and public speaking received positive responses from participants, indicating that the program successfully provided the essential skills needed in organizational tasks. By improving teaching methods for more difficult material, this training can become more effective overall.

Level 3 Behavior Stage

In the third stage of evaluation in the KirkPatrick Model, the assessment serves as feedback on the effectiveness of program implementation. Although there is no minimum achievement standard set for the results of the program implementation, the evaluation noted a positive change in the conditions before the participant participated in the program (Razanaufal & Lantu, 2019). The main objective of this stage is to evaluate the extent to which participants are able to apply the material provided during the training and whether there is a significant impact on behavior change or improvement in their ability to carry out tasks and responsibilities within the organization (Al Fajri Bahri et al., 2022).

The material delivered by the speakers not only aims to improve understanding, but is also expected to be implemented in the daily lives of participants and produce positive changes in organizational management in the future. The results of interviews with several trainees showed that the material presented by the speakers was considered optimal so that it could be well understood by the participants..

The results of the evaluation at Level 3 showed that there were changes in the behavior, attitude, and abilities of participants after participating in the Student Council leadership training. This change can be

seen from the increase in the courage of participants in public speaking, with most participants even able to represent teachers in giving announcements at school. However, some participants still showed a lack of confidence in speaking in front of their peers. These findings reflect the effectiveness of training in building communication skills as an important part of leadership. This is in line with (Razali et al., 2023), which states that public speaking skills are the main element in the development of students' leadership character.

Materials such as organization, mutual cooperation, secretariat, and marching regulations had a significant impact on changes in participants' behavior and attitudes. According to (Maryani, 2024), Training activities that instill the values of collaboration and discipline help participants develop an attitude of responsibility and independence. The organizational material provides an understanding of the organizational structure and the tasks to be performed, while the marching line rule material strengthens the participants' disciplinary attitude..

In addition, the student council supervisors observed an increase in the performance of participants in carrying out organizational tasks. This is in accordance with the findings (Mujab, 2023), which states that practice-based training can help students integrate theory into real applications, resulting in a significant increase in employability. The ability to apply the knowledge gained during the training to daily tasks shows that the training successfully builds relevant and useful skills for participants..

These results show that student council leadership training is effective in encouraging positive behavior change in participants, especially in the courage to speak in public and performance in organizational tasks. For participants who still lack confidence, additional training that focuses more on mental reinforcement and communication simulation can be applied. These results reinforce the importance of collaborative, practice, and discipline-based training in shaping competent young leaders. Organisers can use these findings as a basis for improving future training programmes, ensuring all participants get the maximum benefit according to their needs.

Level 4 Results

Evaluation at level four within the framework of KirkPatrick focuses on the outcome aspect, especially related to the impact on the organization. This stage is often known as an organizational performance evaluation, where the assessment is primarily focused on the long-term impact and indirect outcomes that emerge from the training program (Wang, 2018). This

evaluation process includes an analysis of changes in individual performance, overall organizational performance, and customer satisfaction levels after the implementation of the training.

At this level, the evaluation also emphasizes the real effects of training on the organization, such as improving the quality and quantity of work output and the productivity of working hours (Zainol et al., 2021). Some programs are designed with the aim of improving individual abilities and strengthening the effectiveness of the work team. In other words, the evaluation at this stage reflects the broader impact of the training program on the organization as a whole, with the main focus on assessing the improvement of information or organizational performance after the participants have attended the training (Marjuki, 2022).

The results of document observation of the participants of the Basic Student Council Leadership Training showed an improvement in information understanding and organizational performance after participating in the training. The impact of this increase in information is reflected in the improvement of organizational performance, which is observed by the student council coaches. According to the assessment conducted by the student council coach, there is evidence that there is a significant improvement in the knowledge and performance of leadership training participants. It is estimated that there is an 80% increase in the percentage of knowledge and performance of participants after participating in the training. This impact is not only seen in individual participants but also on the organization, reflecting the success of the training in achieving long-term goals..

These findings are in line with the opinion (Winaryati, 2021), which states that evaluations at the outcome level in KirkPatrick's model should reflect tangible changes in organizational performance, including increased productivity and success in achieving strategic goals. In this context, the improvement of organizational performance shows that the training has succeeded in creating more competent young leaders, able to manage organizational tasks more effectively..

The improvement in organizational performance also indicates a good transfer of knowledge from training to real applications, as revealed by (Ramadhani et al., 2023). This knowledge transfer is an indicator of the success of the training, where participants are able to apply the learned leadership concepts to solve organizational challenges. This is also reinforced by research (Sartika, 2024), which emphasizes the importance of the link

between training and improving work results in supporting organizational sustainability.

From the results of this evaluation at Level 4, it can be concluded that leadership training has been successful in effectively improving the performance of participants and organizations. This program proves the relevance of the KirkPatrick model in providing multidimensional benefits and supporting human resource development. The positive impact of training underscores the importance of investing in training for both short- and long-term outcomes. This conclusion confirms that the training program has successfully achieved the set goals. With the improvements recorded in the understanding of leadership concepts and organizational performance, it can be concluded that the training program has made a meaningful contribution to the progress of the organization in the future.

CONCLUSION

The results of this study show that KirkPatrick Model-based leadership training is able to provide multidimensional benefits for participants and organizations. Practically, this training has succeeded in fulfilling its main goal, which is to form competent and responsible young leaders. These findings have implications that: 1) Training materials that are practical, such as secretarial, need to be delivered through more interactive or simulation-based methods to increase their effectiveness. (2) Training support facilities need to be improved to provide a more optimal learning experience. (3) This training model can be a reference in the development of similar programs in other schools, with adaptation to the needs and context of each institution..

BIBLIOGRAPHY

- Abdillah, F. A., & Chaniago, N. S. (2024). Organizational Management Based on Persuasive Communication. *Studia Manageria*, 6(1), 27–40.
- Al Fajri Bahri, S. P., Siregar, S. K., Par, A. M., Nur, R., Al-Adawiyah, R., Putra, E., Yuliana, S. P., Lidan, A., Ma'ruf, R., & Rahman, M. Y. (2022). *Evaluasi Program Pendidikan*. umsu press.
- Ambarwati, A. D. (2024). Efektivitas Peran Kepala Sekolah dalam Membangun Iklim Kerja Organisasi. *Unisan Jurnal*, 3(1), 658–672.
- Demmanggasa, Y., Sabilaturrizqi, M., Kasnawati, K., Mardikawati, B., Ramli, A., & Arifin, N. Y. (2023). Digitalisasi Pendidikan: Akselerasi Literasi Digital Pelajar Melalui Eksplorasi Teknologi Pendidikan. *Community Development Journal: Jurnal Pengabdian Masyarakat*, 4(5), 11158–11167.
- Hasanah, A. U. (n.d.). *Manajemen Pembiayaan Di Madrasah Ibtidaiyah Unggulan (MIU) Al Amanah Sawangan Depok*. Jakarta: FITK UIN Syarif

Hidayatullah Jakarta.

- Hidayat, R., Alam, B. P., Lutvaidah, U., & Santosa, P. P. P. (2023). Implementasi Evaluasi Model Kirkpatrick Pada Program Pelatihan Penggunaan Eyd V SMK Broadcasting Mahardika. *Abdi Jurnal Publikasi*, 1(5), 436–441.
- Humaeroh, S., & Dewi, D. A. (2021). Peran Pendidikan Kewarganegaraan di Era Globalisasi dalam Pembentukan Karakter Siswa. *Journal on Education*, 3(3), 216–222.
- Khusna, H. W. H. (2024). *Manajemen OSIS dalam Meningkatkan Karakter Kepemimpinan Siswa di SMAN 1 Sambit (Penerapan Fungsi-Fungsi Manajemen)*. IAIN Ponorogo.
- Kirkpatrick, J. D. (2016). *Kirkpatrick's Four Levels of Training Evaluation*. Association for Talent Development.
- Mardikawati, B., Diharjo, N. N., Saifullah, S., Widyatiningtyas, R., Gandariani, T., & Widarman, A. (2023). Pemanfaatan Artificial Intelligence Dan Mendeley Untuk Penyusunan Karya Ilmiah: Pelatihan Interaktif Berbasis Teknologi. *Community Development Journal: Jurnal Pengabdian Masyarakat*, 4(6), 11453–11462.
- Margiathi, S. A., Leria, O., Wulandari, R., Putri, N. D., & Musyadad, V. F. (2023). Dampak Konsentrasi Belajar Terhadap Hasil Belajar Peserta Didik. *Jurnal Primary Edu*, 1(1), 61–68.
- Marjuki, M. P. (2022). *Implementasi Evaluasi Kirkpatrick pada Pelatihan Blended Learning*. Bening Media Publishing.
- Maryani, H. (2024). Upaya Kepala Sekolah Dalam Menanamkan Nilai-Nilai Karakter Peserta Didik Smp Negeri 6 Kabupaten Kaur Provinsi Bengkulu. *Manajer Pendidikan: Jurnal Ilmiah Manajemen Pendidikan Program Pascasarjana*, 18(1).
- Mujab, S. (2023). *Transformasi Pendidikan SMK: Menuju SDM Unggul, Kreatif, dan Inovatif Berkelanjutan*. Penerbit Adab.
- Munthe, M. (2022). Peran Osis Dalam Meningkatkan Kepemimpinan Siswa Di Mts Pab 2 Sampali. *Jurnal Malay: Manajemen Pendidikan Islam & Budaya*, 2(3).
- Nugraha, A. R., Perbawasari, S., Zubair, F., & Novianti, E. (2019). Pemberdayaan Masyarakat Melalui Pelatihan Komunikasi Efektif Berbasis Potensi Wisata dan Kearifan Lokal. *JPPM (Jurnal Pengabdian Dan Pemberdayaan Masyarakat)*, 3(1), 123–132.
- Putra, N. P., & Suprpti, R. (2019). Pengaruh Kepemimpinan Terhadap Kinerja Pegawai pada Dinas PUPR Kabupaten Pesawaran. *Jurnal Relevansi: Ekonomi, Manajemen Dan Bisnis*, 3(1), 39–44.
- Ramadhani, M. A., Setiawan, Z., Fadhilah, N., Adisaputra, A. K., Sabarwan, D. N., Maranjaya, A. K., & Tawil, M. R. (2023). *Manajemen Sumber Daya Manusia: Mengoptimalkan Potensi dan Kinerja Organisasi*. PT. Sonpedia Publishing Indonesia.
- Razali, G., Andamisari, D., Putranto, A., Ambulani, N., Sanjaya, F., & Deryansyah, A. D. (2023). Pelatihan Public Speaking dalam Meningkatkan Komunikasi Sosial. *Community Development Journal*:

-
- Jurnal Pengabdian Masyarakat*, 4(2), 4759–4767.
- Razanaufal, M. W., & Lantu, D. C. (2019). Evaluation of Leadership Training Program Using Kirkpatrick Model case study in Telkom Corporate University. *Evaluation*, 10(4).
- Regina, S., Rizana, S., & Saputra, A. A. (2023). Kepemimpinan Kepala Sekolah dalam Membentuk Karakter Disiplin Peserta Didik di SD Negeri 157 Palembang. *Wahana Karya Ilmiah Pendidikan*, 7(01), 12–19.
- Sahala, R., Mauraji, J., Tomahir, A. D., Adam, A., & Silawane, N. (2024). Dampak Metode Pengajaran Terhadap Pembelajaran Mahasiswa Institut Agama Islam Negeri (IAIN) Ternate. *Jurnal Ilmiah Wahana Pendidikan*, 10(13), 975–981.
- Sakti, A. B., Wingkolatin, W., & Marwiah, M. (2024). Analisis Peran OSIS Sebagai Pembentuk Karakter Kepemimpinan Siswa Di SMA Negeri 2 Tenggaraong Seberang. *Jurnal Ilmu Pendidikan Dan Psikologi*, 1(3), 317–330.
- Sartika, G. (2024). Peran Strategis Manajemen Sumber Daya Manusia dalam Mendukung Keberlanjutan Organisasi melalui Penerapan Triple Bottom Line. *Jurnal Ekonomi Dan Bisnis*, 4(1), 177–188.
- Sava, N. A., Windasari, W., & Khamidi, A. (2023). Pengembangan Bakat Siswa Melalui Kegiatan Unjuk Kreasi. *Studia Manageria*, 5(1), 33–42.
- Subandriyo, B. (2020). Evaluasi Model Kirkpatrick Pelatihan Ms Office Tingkat Lanjutan Di Pusdiklat Sekretariat Jenderal Dan Badan Keahlian Dewan Perwakilan Rakyat. *Pancanaka Jurnal Kependudukan, Keluarga, Dan Sumber Daya Manusia*, 1(2), 89–96.
- Suwarno, S., & Bramantyo, R. Y. (2019). Pengaruh Gaya Kepemimpinan Terhadap Kinerja Organisasi. *Transparansi Hukum*, 2(1).
- Tajudin, A., & Aprilianto, A. (2020). Strategi Kepala Madrasah dalam Membangun Budaya Religius Peserta Didik. *Munaddhomah: Jurnal Manajemen Pendidikan Islam*, 1(2), 101–110.
- Tamsuri, A. (2022). Literatur Review Penggunaan Metode Kirkpatrick Untuk Evaluasi Pelatihan Di Indonesia. *Jurnal Inovasi Penelitian*, 2(8), 2723–2734.
- Walewangko, G. E. V., Lestari, A., Tintingon, J. J., Tuerah, P. R., & Sumual, S. (2023). Latihan Dasar Kepemimpinan dalam Membentuk Jiwa Kepemimpinan Pengurus OSIS SMA Negeri 7 Manado. *Jurnal Binagogik*, 10(1), 199–208.
- Wang, M.-L. (2018). Student Learning Outcomes Assessment for an Information Organization Curriculum Based on the Kirkpatrick Framework. *Libri*, 68(1), 43–57.
- Winaryati, E. (2021). *E-Book Model-Model Evaluasi, Aplikasi dan Kombinasinya*. KBM INDONESIA.
- Zahwa, F. A., & Syafi'i, I. (2022). Pemilihan Pengembangan Media Pembelajaran Berbasis Teknologi Informasi. *Equilibrium: Jurnal Penelitian Pendidikan Dan Ekonomi*, 19(01), 61–78.
- Zainol, M. Z., Hashim, A., & Kasim, A. Y. (2021). *Assessment of the Application*

of Kirkpatrick Model for Effectiveness of Islamic Education Teacher Programme.

