Evaluation of the Implementation of Introduction to School Fields in the Electrical Engineering Education Study Program using Kirkpatrick 4 Levels: A Conceptual Framework

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Abstract. This evaluation is a conceptual framework analysis that refers to pre-vious re-search and the results of theoretical studies. It is hoped that this evalua-tion con-ceptual framework can become a reference for evaluating the implemen-tation of the Introduction to Schooling Field using the Kirkpatrick evaluation model. Kirk-patrick's evaluation has four stages or what is usually called 4 levels consisting of reaction, learning, behavior, and result. At level 1, namely the reac-tion stage, an evaluation is carried out to determine student satisfaction with the implementation of the activities they participate in, namely Introduction to the School Field. At level 2, namely learning, an evaluation is carried out to measure learning achievements, both aspects of knowledge, skills, and attitudes. For level 3, name-ly behavior, an evaluation was carried out regarding changes in student behavior after participating in the Introduction to School Field activities. Next, the last or level 4 is the result, at level 4 an evaluation is carried out related to the final re-sults of student learning.

Keywords: Evaluation, Kirkpatrick, 4 levels, Introduction to the School Field, Conceptual Framework

1   Introduction

Efforts to prepare prospective vocational teachers need to be the attention of a univer-sity. This is considering the growing demands and challenges of global education. One of the efforts to prepare prospective vocational teachers is through the implemen-tation of Introduction to the School Field. Introduction to the Schooling Field is one of the courses that education graduates in Indonesia must take. This course provides students with the opportunity to learn directly to become teachers in partner schools. This is an important stage considering that as prospective teachers, students must understand and understand that schools are organizations that provide comprehensive education [1]. This Introduction to Schooling Field activity is divided into two cours-es, namely Introduction to Schooling Fields I (PLP I) and Introduction to Schooling Fields II (PLP II). The main focus of PLP 1 is observation, analysis, and direct appre-ciation activities related to school culture [2]. Meanwhile, PLP II is intended to

strengthen educational academic competencies and fields of study through various forms of activities at school [3].

Implementing the Introduction to the Schooling Field is a very important learning stage. This is because Introduction to the Schooling Field is a learning-by-doing activity in the context of developing knowledge, forming skills, and strengthening students' attitudes. PLP is an effort to introduce students to schools/madrasahs early. Through PLP, it is hoped that students will have the initial experience needed to build an educational identity, strengthen competence according to their field of study, and develop learning tools and pedagogical skills in building their field of educational expertise [4]. These prospective teacher students must be provided with a holistic learning experience. This is because when they become teachers they will have an important role in implementing learning. The important role of a teacher as a professional educator is to select and implement efficient teaching for students in the classroom, make students feel comfortable during the teaching process, and make students more aware of the lessons that have been given [5].

After taking part in Introduction to Schooling Field activities at partner schools, these students are expected to have experience in managing classes well. This experience is capital for prospective teacher students to enter the world of work later. This is in line with research that has been conducted which states that the selection and implementation of efficient learning for students in the classroom is related to the teacher's ability to manage the class, namely how the teacher tries to create and maintain the atmosphere/conditions in the class so that learning activities can take place efficiently [6] [7].

Considering the importance of implementing Introduction to the Schooling Field for student teachers, it is necessary to carry out an implementation evaluation. This is intended to control whether the implementation of these activities has been successful in accordance with the expected objectives or not. Apart from this, this evaluation activity is also intended to provide recommendations regarding the implementation of the Introduction to School Field activities. It was further explained that the evaluation of activity is a process of collecting data and information in the field that classifies, analyzes, and interprets the data and information in the form of scores or values that have been determined to be used as input and recommendations in determining policies for decision-makers [8] [9]. Apart from that, evaluation also needs to be carried out to determine whether the program is worth continuing, revising, or stopping because it is deemed no longer useful and also to measure the achievements of each program that has been implemented as well as the development and perfection of an activity [4] [10] [11].

One evaluation model that can be used to evaluate the implementation of a program is the Kirkpatrick evaluation model. The Kirkpatric model includes four levels of evaluation, namely: level 1 reaction, level 2 learning, level 3 behavior, and level 4 result [12] [13]. Kirkpatrick's evaluation was popularized by Kirkpatrick, an expert in the field of human resource development [14] [15] [16]. The evaluation carried out by this model focuses on the results of an educational program at four levels, therefore this model is known as the Kirkpatrick Four Levels Evaluation Model [15].

2   Method

The method used in evaluating the implementation of the Introduction to Schooling Field is the Kirkpatrick model. Kirkpatrick's evaluation model consists of four evaluation levels, namely: level 1 reaction, level 2 learning, level 3 behavior, and level 4 result [17] [18]. Level 1 Reaction is exploring student responses to satisfaction with implementing the Introduction to Schooling Field activities. The reaction stage is essentially an evaluation of the satisfaction felt by participants with all the activities they took part in [13] [19]. Level 2 learning measures what students think they can do differently as a result, how confident students are that they can do it, and how motivated students are to make changes [18], and is used to find out how much the training participants' knowledge, attitudes, and skills have increased or changed [20] . Level 3 behavior is an evaluation to see changes in behavior after students have participated in the Introduction to Schooling Field program [21] . The last one is the level 4 result, which focuses on the achievement of the final results that occur, namely the impact of the implementation of the Introduction to School Fields that students participate in on their learning outcomes [13].

3   Results and Discussion

This education program evaluation aims to obtain various information needed precisely and accurately to achieve the objectives of implementing the education activity [22]. Therefore, the evaluation of the implementation of the Introduction to Schooling Field aims to determine the success of the implementation of this activity. Considering that this activity has a very important role in efforts to prepare prospective vocational teachers. Apart from that, the Introduction to Schooling Field activity is also an activity that education graduates must take part in, so evaluating its implementation is also very important for the sustainability of the program and to determine the effectiveness of this activity. This School Field Introduction activity was carried out involving partner schools. Learning activities are carried out at school for 3 months and 1 month on campus. The evaluation used to evaluate the implementation of the educational program is the Kirkpatrick model evaluation. The Kirkpatric evaluation used has 4 levels consisting of level 1 reaction, level 2 learning, level 3 behavior, and level 4 result [23] [24]. The implementation of Kirkpatrick's 4 levels of evaluation is divided into two, namely when the activity takes place and when the activity is completed. Level 1 and level 2 are carried out when Introduction to School Field activities take place at school. Meanwhile, level 3 is implemented when students have completed the Introduction to Schooling Field at school and they return to lectures on campus. For level 4, it is carried out at the end of the semester, namely when the entire series of lecture activities on Introduction to School Fields is completed.

At level 1 reaction, an evaluation of the implementation of the Introduction to Schooling Field is carried out to explore student responses related to the implementation of activities. At this level, assessing how involved students are in the activity,

how they contribute, and how they respond will help the evaluator identify how well the participants perceive the Introduction to Schooling Field program.

At level 2 learning, evaluation of the implementation of the Introduction to Schooling Field is carried out to obtain information relating to the level of knowledge, skills, and attitudes of students when taking part in these activities. At this level, it is also measured whether students will be able to make the expected changes to the objectives of the introduction school field course.

At level 3 behavior, an evaluation of the implementation of the Introduction to Schooling Field is carried out to obtain information related to changes in student behavior when they finish the program and return to activities on campus. The behavioral elements measured at this level consist of the 4C elements, namely communication, collaboration, creativity, and critical thinking. This 4C element is an important behavior for students because this is the basis for today's 21st-century skills [25] [26].

At level 4 results, an evaluation of the implementation of Introduction to the Schooling Field is carried out to obtain information related to student learning outcomes in the form of final lecture grades. The lecture value of this Introduction to the Schooling Field activity is given by the accompanying teacher at the school and also the lecturer in the Introduction to the Schooling Field course.

The conceptual framework for the evaluation model for the implementation of the Introduction to Schooling Field can be depicted in Figure 1 below.
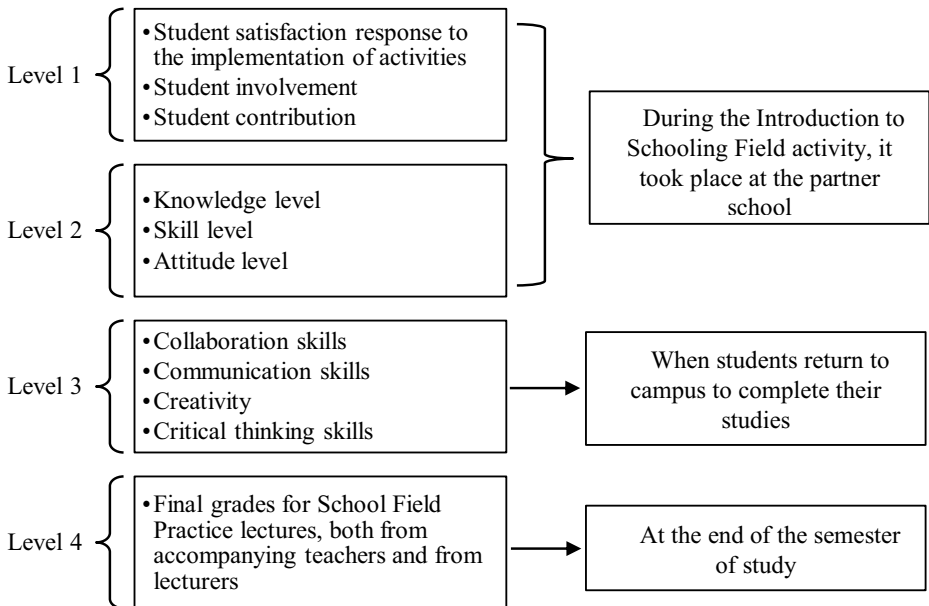

Fig. 1. The conceptual framework for the evaluation

4   Conclusion

One evaluation model that can be used to evaluate educational programs is the Kirkpatrick evaluation model. Kirkpatrick's evaluation consists of four levels, namely level 1 reaction, level 2 learning, level 3 behavior and level 4 result. At level 1 the evaluator measures student perceptions regarding student responses to the implementation of the School Field Introduction program. At level 2 the evaluator carries out measurements related to changes that appear in students, these changes are in knowledge, skills, and attitudes. At level 3 the evaluator measures student behavior, this behavior is related to the 4C skills. Finally, at level 4, the evaluator carries out an evaluation related to the student's final grade, because Introduction to the Schooling Field is a course.

The advice given based on the analysis carried out is that a program evaluation must be carried out. The conceptual framework described above can be used as an initial reference for evaluating the implementation of Introduction to the Schooling Field. This evaluation must be carried out to determine the success of a program, so that recommendations can be determined in decision making. This evaluation can also be used to measure the level of effectiveness and efficiency of a program so that holistic study results are obtained related to the implementation of an activity.

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