

An Evaluation of the Teacher Service Training Program at Islamic Boarding School: A Study of the Kirkpatrick Model

Nurul Mawaddah¹, Muhammad Nur Akbar Rasyid², Sitti Mania³

¹ Universitas Islam As'adiyah Sengkang, Indonesia

^{2, 3} Universitas Islam Negeri Alauddin Makassar, Indonesia

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ABSTRACT

There is an urgent need to enhance the professionalism of teachers, especially in Islamic boarding schools, to effectively tackle the challenges of modern education without compromising traditional Islamic values. Although teacher training evaluations have been widely conducted, gaps remain in the evaluation of the provision for new graduates before serving. The goal of this study is to assess the effectiveness of the teacher service training program at Islamic Boarding School using the Kirkpatrick evaluation model approach. This study uses a qualitative approach with an evaluation type of Kirkpatrick evaluation model that refers to two initial levels: reaction and learning. This research was conducted at the As'adiyah Sengkang Islamic Boarding School. Data were obtained through interviews, observations, documentation, and FGDs with participants, facilitators, and program managers. The evaluation results show that at the reaction level, participants gave very positive responses to the relevance of the material, teaching methods, the quality of the facilitators, and the learning environment. Meanwhile, at the learning level, there was a significant increase in participants' cognitive, affective, and psychomotor competencies, including the ability to integrate As'adiyah values into learning practices. These findings indicate that the training program has succeeded in forming prospective teachers who are not only technically skilled but also have character. Recommendations based on the evaluation results include the need for continued development, improved technological facilities, and further evaluation at the behavioral and outcome levels to measure long-term impact.

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Corresponding Author:

Nurul Mawaddah,
Universitas Islam As'adiyah Sengkang, Indonesia
Email: nurulmawaddah7@gmail.com

1. INTRODUCTION

Education is a crucial factor in national development. Teachers, as the spearhead of education, play a strategic role in improving the quality of human resources (Casta, 2023; Al Faruq et al., 2024). In the context of sustainable education, teacher professional development is crucial for achieving the goal of better education as a foundation for national progress. In this context, teachers play a key role in determining the quality of

education and human resources (Akar, 2018). With significant responsibilities, teachers serve not only as transmitters of knowledge but also as mentors and motivators for future generations. Therefore, developing teacher professionalism through the "service teacher training" program is crucial (Huhtala & Vesalainen, 2017; Lund, 2020). This program aims not only to improve teachers' pedagogical and professional competencies but also to ensure their adaptability to the ever-changing dynamics of education (López Solé et al., 2018).

Through sustainable development, it is hoped that Ma'had Aly (Islamic Boarding School) and Bachelor of Education graduates will be more effective in carrying out their duties, thereby contributing significantly to achieving better educational goals (Hosaini et al., 2022). Thus, strengthening the competencies of prospective teachers through this program aligns with efforts to improve the quality of education (Caena & Redecker, 2019; Nurfahurrahmah et al., 2023). This program can assist prospective teachers in implementing a curriculum that is more relevant and aligned with the needs of modern students, thereby enhancing overall learning effectiveness. The Prospective Teacher Training Program is designed to equip prospective teachers with the various competencies needed to carry out their duties as educators (Uerz et al., 2018). Through this program, graduates who complete their studies are expected to possess adequate pedagogical, professional, personal, and social competencies in accordance with the demands of modern and technological developments.

The Prospective Teacher Service Training Program is an initiative established by the As'adiyah Islamic Boarding School aimed at improving the quality of prospective educators. There are 500 As'adiyah branches in Indonesia and even in neighboring countries. A branch under the auspices of the As'adiyah Islamic Boarding School, which is the same educational institution that implements the teacher service program, provides prospective teachers with hands-on experience in their respective fields (Boice et al., 2021). According to the implementation guidelines for the teacher training program, this program aims to equip prospective educators with practical field experience, thereby encouraging greater relevance between learning experiences in schools and industry needs.

As'adiyah Sengkang Islamic Boarding School, the oldest Islamic boarding school in South Sulawesi, established in 1930, holds a strategic position as a "mover of preachers and ulama" known throughout the archipelago (Halim, 2018). With approximately 500 branches and numerous renowned scholars, Wajo has earned the nickname "City of Santri." The presence of this Islamic boarding school makes the region a center of Islamic education, significantly influencing the religious character of the South Sulawesi community. In the context of the need for teaching staff, the Ministry of Religious Affairs of South Sulawesi Province, through various assistance programs for Islamic boarding schools and Islamic religious education in 2024, demonstrates the government's commitment to improving the competence, creativity, and independence of educators so they can face the challenges of the times and meet increasingly dynamic educational needs. As'adiyah's ongoing transformation in response to technological developments and the digitalization of education demands the availability of qualified

teachers who not only master religious knowledge but also adapt to the dynamics of modern education. Therefore, the "service teacher training" program is highly relevant to addressing these challenges. One of the institutions of higher education, Ma'had Aly, is a pesantren-based higher education institution that has the equivalency of the undergraduate program, or "*Marhalah Ula*" (M-1). Based on the Decree of the Director General of Islamic Education Number 2003 of 2016 concerning the Establishment Permit for Ma'had Aly Education in Islamic Boarding Schools, Ma'had Aly As'adiyah Sengkang provides a standardized higher education program (Ma'had Aly) equivalent to the bachelor's level with the academic degrees of "*Kiai Muda*" (KM) and "*Sarjana Agama*" (S.Ag). The existence of Ma'had Aly has strategic significance in the context of the supply chain of highly qualified educators for the education sector, particularly in filling the gap in human resource needs in the pesantren environment and Islamic educational institutions. Ma'had Aly graduates have a competitive advantage in the form of hybrid competencies that combine a comprehensive mastery of religious scientific epistemology with a contextual understanding of the pedagogical dynamics of pesantren, thus enabling them to function as agents of transformation that connect classical scientific traditions with contemporary educational paradigms.

With academic legitimacy formally accredited by government authorities, Ma'had Aly alumni not only have career opportunities as ustadz or teachers in Islamic boarding schools but also have accessibility to contribute to the formal education system as educators, academics, or other educational practitioners. This condition makes Ma'had Aly a vital institution in responding to the demand for educators who possess dual competencies: spiritual-intellectual profundity and pedagogical capabilities that are responsive to current developments, thereby contributing to the formation of a sustainable and high-quality Islamic education ecosystem.

Several previous studies have evaluated programs for educators to improve the quality of education programs already implemented in their educational institutions. For example, a study demonstrated the importance of training centers conducting post-training evaluations to determine the training's impact on participant performance and the educational institution ([Quinton et al. 2022](#)). Similarly, a study by [Hadi et al. \(2022\)](#) evaluating the impact of Baitul Arqam training on the personality competencies of high school teachers showed excellent results. This evidence indicates that the training had a positive impact on training participants, improving the personality competencies of high school teachers.

Several program evaluation results consistently show positive outcomes because the individuals being measured are already employed as educators. The researchers will examine the effectiveness of the training process for graduates who have recently completed their studies and are assigned to serve in areas requiring educators. "Teacher Serving Training" is expected to be a solution to improving the quality of education. In line with government efforts to strengthen teacher competency and support curriculum implementation, this program is expected to enable prospective teachers to actively participate in developing school programs that are focused and relevant to current demands ([Nurfahurrahmah et al., 2023](#)).

The Kirkpatrick Model approach, developed by Donald Kirkpatrick in the 1950s, remains relevant and influential in evaluating training programs (Kiettikunwong & Narot, 2024), particularly in the context of education and prospective teacher training programs (Yunus et al., 2020). With a systematic approach consisting of four levels: Reaction, Learning, Behavior, and Outcomes (Gandomkar, 2018), this model not only enables organizations to assess the overall effectiveness of training programs but also helps identify areas for improvement. Implementing the Kirkpatrick Model in prospective teacher training programs offers helpful information regarding the impact of training on teacher professional development and fosters a culture of continuous learning (Reio et al., 2017). Thus, the Kirkpatrick Model serves as an important tool in improving the quality of education and the effectiveness of training programs, which in turn can contribute to improving the overall performance of educational organizations (Gandomkar, 2018; Paul et al., 2024).

Although numerous studies have been conducted to evaluate training programs for established teachers, a significant gap exists in the literature regarding the evaluation of training programs for new graduates before they begin teaching. Previous studies, such as those by Hadi et al. (2022), tend to focus on evaluating the impact of training on teachers with teaching experience, while aspects of the readiness and effectiveness of orientation programs have received less attention (Darling-Hammond et al., 2017). Nonetheless, the transition from student to professional teacher is a critical phase that requires systematic and structured support (Nordgren et al., 2021). A study by Stewart and Jansky (2022) revealed that novice teachers face unique challenges that differ from those of experienced teachers, such as adapting to school culture and integrating theory with instructional practice. Furthermore, this research gap is even more significant given the high turnover rate of novice teachers in the first five years of their careers (Ingersoll et al., 2019). Therefore, a comprehensive evaluation of the teacher training program for new graduates is urgent to ensure that they possess not only academic competence but also practical and mental readiness to carry out their teaching profession effectively. Therefore, based on the previous description and conception, the research problem formulation in this study is outlined as follows:

1. How is the Kirkpatrick Model applied as an evaluation framework to measure prospective teacher responses to the teacher service program at As'adiyah Islamic Boarding School?
2. How is the Kirkpatrick Model applied as an evaluation framework to measure the cognitive, affective, and psychomotor skills of prospective teachers in the teacher service program at As'adiyah Islamic Boarding School?

2. METHOD

This study employed a qualitative evaluation design to evaluate the effectiveness of the teacher service training program at the As'adiyah Islamic Boarding School, using the Kirkpatrick Model as an evaluation framework. The Kirkpatrick Model was chosen because it comprehensively measures the reactions of prospective teacher participants,

learning outcomes, behavioral changes, and tangible outcomes of the training (Alsalamah & Callinan, 2021). This approach allows researchers to obtain a comprehensive picture of the training program's success from various perspectives. The model will serve as the primary framework for collecting and analyzing training program evaluation data. The Kirkpatrick Model consists of four levels of evaluation. First, reaction, which measures participants' perceptions of the training. Second, learning, which assesses improvements in participants' knowledge and skills. Third, behavior, which observes changes in participants' behavior after training in the work context. Fourth, outcomes, which measure the impact of the training on organizational performance or broader goals.

This research, conducted at the As'adiyah Islamic Boarding School, involved three main components that collaborated to ensure the successful implementation of the program. The training participants consisted of 113 prospective teachers selected through purposive sampling based on strict criteria, including relevant educational background, strong motivation to serve in Islamic boarding schools, and their level of program completion. The program was guided by a 12-person team and seven speakers, known as “*Gurutta*” (Teachers). These teachers are experienced teachers with specialized competencies in the Islamic boarding school environment, including expertise in student care, curriculum development, and a deep understanding of the dynamics of life in Islamic boarding schools. All training activities were coordinated by a program manager consisting of a coordinator and a training team, who were fully responsible for the planning, implementation, monitoring, and evaluation of the program to ensure the achievement of the goal of developing prospective teachers who were ready to serve with high dedication in Islamic boarding schools.

This research instrument was comprehensively designed to explore various dimensions of the teacher service training program through a mixed-methods approach. The checklist served as a step-by-step guide that assisted researchers in conducting the research process in a structured and comprehensive manner, while also confirming the implementation of the teacher service training program, from the planning stage to the implementation stage. To measure the program's impact, this study used an instrument that measured changes in participants' cognitive, effective, and psychomotor perceptions of the training program, based on the expectancy-value theory developed by Eccles and Wigfield (Shang et al., 2022). Furthermore, an in-depth interview guide was used to explore participants' transformative experiences using the transformative learning theory framework proposed by Mezirow (Goegan et al., 2021). Participatory observation sheets were used to conduct in-depth observations of the learning process and social interactions within the Islamic boarding school community, based on Spradley's educational ethnography approach (Rojo et al., 2022). Finally, a Focus Group Discussion Guide was used to facilitate focus group discussions to explore group dynamics and peer learning based on Bandura's social learning theory (Dooley, 2020).

Qualitative data were analyzed descriptively and inferentially to measure the success of the prospective teacher training. Qualitative data from interviews, focus group discussions (FGDs), and observations were analyzed using thematic analysis techniques

to identify patterns of behavioral change and factors that supported or hindered the training's success. All data were then integrated to provide a comprehensive picture according to Kirkpatrick's four-level model.

With this research method design, it is hoped that the evaluation of the teacher training program at As'adiyah Islamic Boarding School can be conducted systematically and validly, providing appropriate recommendations for improving the quality of future training. Data analysis with evaluation indicators is described in Table 1 below.

Table 1. Data Analysis using Evaluation Indicators

Kirkpatrick Evaluation Levels	Evaluation Indicators	Success Criteria
Reaction Level	Participants' perceptions of the training materials	<ul style="list-style-type: none"> • Suitability for teaching needs • Ease of understanding of the material • Completeness of learning content
	Perceptions of the instructor/facilitator	<ul style="list-style-type: none"> • Mastery of the instructor's material
	Perceptions of the delivery method	<ul style="list-style-type: none"> • Mastery of the instructor's material • Good communication skills
	Perceptions of the facilities and learning environment	<ul style="list-style-type: none"> • Exemplary attitudes and behavior • Diversity of teaching techniques • Active participant involvement
	Perceptions of the Implementation of the Teacher Service Training Program	<ul style="list-style-type: none"> • Appropriateness of methods to the material • Completeness of facilities and infrastructure
Learning Level	Cognitive Skills (Improving Islamic Pedagogical Knowledge Regarding Islamic As'adiyah)	<ul style="list-style-type: none"> • Comfortable learning spaces • Accessibility of locations • Regularity of implementation • Smooth learning process
	Affective domain skills (Teaching skills, Skills in using various learning strategies)	<ul style="list-style-type: none"> • Availability of a guidance system • Integration of Islamic values in teaching • Application of Islamic principles in the teaching process
	Psychomotor domain skills (Developing learning materials)	<ul style="list-style-type: none"> • Readiness to be a role model for students • High motivation to serve • Motivation to be creative in teaching • Enthusiastic about using a variety of strategies
		<ul style="list-style-type: none"> • Developing teaching modules

3. RESULTS AND DISCUSSION

Results

Reaction Level

The evaluation results at the reaction level showed a significantly positive response from training participants to various program components. Based on data obtained through observations, interviews, and documentation, training participants felt the material provided was relevant to field needs, the delivery method was engaging, and the instructors were competent. Supporting facilities, such as study rooms and learning

aids, were also deemed adequate. This indicates that participants were emotionally and perceptually satisfied with the training.

Table 2. Evaluation Based on Reaction Level Criteria

No.	Evaluation Indicators	Success Criteria	Fulfillment of Criteria	
			Yes	Not
1	Participant perceptions of training materials	Suitability to teaching needs	√	-
		Ease of understanding of the material	√	-
		Completeness of learning content	√	-
2	Perceptions of instructors/facilitators	Mastery of instructor material	√	-
		Good communication skills	√	-
		Exemplary attitudes and behavior	√	-
3	Perceptions of delivery methods	Diversity of teaching techniques	-	√
		Active participant involvement	√	-
		Suitability of methods to material	√	-
4	Perceptions of facilities and learning environment	Completeness of facilities and infrastructure	√	-
		Comfortable learning spaces	√	-
		Location accessibility	√	-
5	Perceptions of the implementation of the teacher service training program	Regularity of implementation	√	-
		Smoothness of the learning process	√	-
		Availability of a guidance system	√	-

The Table above shows that of the fourteen success criteria met, only one remained unmet. According to one participant, the large number of participants and limited time made it impossible to demonstrate various teaching techniques. The team and presenters also endorsed this statement. Overall, participants assessed the training material as highly relevant to the practical needs of teaching in Islamic boarding schools. The criteria for suitability to teaching needs were met, while the ease of understanding of the material and the completeness of the learning content were met. This outcome indicates that the training curriculum design successfully accommodated the participants' expectations and real-world needs. The successful achievement of the evaluation indicators obtained by the training participants demonstrates that the curriculum development team conducted a comprehensive needs analysis, ensuring that the material presented was not only theoretical but also applicable in the context of learning in Islamic boarding schools. Participants felt that each module studied directly correlated with the challenges they would face when teaching students.

Evaluation of the performance, communication, and role models demonstrated by the presenters, team, and training participants demonstrates that all three participants are not only technically competent but also possess strong soft skills. Participants positively assessed the teamwork and the speaker's interactive communication style, responsiveness to questions, and ability to create a conducive learning atmosphere. Exemplary attitudes and behavior are crucial in the context of Islamic boarding school education, as participants learn not only from what is conveyed but also from how

“*Gurutta*” (Teachers) presents himself as an educator. The consistency between the values taught and the behavior demonstrated creates high credibility and inspires participants to apply similar values when teaching at Islamic boarding schools. Several participants even stated that “*Gurutta*” (Teachers) serves as a role model they will emulate in carrying out their duties as Islamic boarding school teachers.

The third indicator, the diversity of teaching techniques applied, received positive appreciation. Active participant involvement and the appropriateness of methods to the material demonstrate that the varied learning approach successfully created optimal engagement. The combination of interactive lectures, group discussions, teaching simulations, case studies, and hands-on practice proved effective in accommodating the varied learning styles of participants and the diverse characteristics of the material. The high level of active participant engagement indicates that the applied learning method has successfully shifted the paradigm from teacher-centered to student-centered learning, where participants act not only as passive recipients of information but also as active participants in the learning process. Participants appreciated the opportunity to practice teaching in front of a class, engage in peer teaching, and receive constructive feedback from fellow participants and “*Gurutta*” (Teachers). The alignment of the method with the material demonstrated that “*Gurutta*” (Teachers) had successfully selected and implemented appropriate learning strategies tailored to the characteristics of each topic, allowing conceptual material to be delivered through lectures and discussions, while practical material was delivered through simulations and hands-on practice, creating a meaningful and applicable learning experience for the training participants.

The fourth indicator illustrates that the perceptions of the participants in the teacher service training regarding the facilities and learning environment at the As'adiyah Sengkang Islamic Boarding School indicate a good level of comfort. The habit of reciting the Quran (Tudang) or the halaqah method, a common practice at the Islamic boarding school, made the training participants feel comfortable. The availability of physical facilities, such as supportive rooms and prayer rooms integrated within the Islamic boarding school complex, allows for a holistic learning atmosphere that combines academic and spiritual aspects. However, there is a need for improvements in the learning technology aspect, with participants stating the need for additional IT facilities and more stable internet access to support modern learning methods. The peaceful atmosphere of the Islamic boarding school, situated far from the bustling city, is considered highly conducive to reflection and contemplation in learning. Participants stated that the Islamic boarding school environment provides a transformative learning experience. However, several participants suggested the need for adjustments to accommodation facilities to improve comfort during the training program.

The fifth indicator shows that perceptions of the implementation of the teacher service training program at the As'adiyah Sengkang Islamic Boarding School received very good evaluations from the three main data sources, namely the work team, presenters, and training participants. In terms of regularity of implementation, the program was implemented with a structured and systematic schedule, starting from the

opening, through daily learning sessions, to the closing of the program running according to the predetermined plan. The work team assessed that coordination between divisions was running well, while the presenters appreciated the readiness of infrastructure and adequate logistical support. The smoothness of the learning process received a positive assessment, where training participants stated that the transition between learning sessions took place smoothly without significant obstacles, the method of delivering the material was varied, and the interaction between presenters and participants was dynamic and conducive. The availability of the guidance system was considered very satisfactory, with intensive mentoring from “*Gurutta*” (Teachers) and the work team, as well as a consultation system that was accessible to participants at any time during the program. Overall, these three program implementation indicators support each other in creating an effective and transformative learning environment for training participants.

Learning Level

Table 3. Evaluation Based on Behavior Level Criteria

No	Evaluation Indicators	Success Criteria	Fulfillment of Criteria	
			Yes	Not
1	Cognitive Skills (Improving Islamic pedagogical knowledge regarding Islamic teachings)	Integrating Islamic values into teaching	√	-
		Applying Islamic principles into the teaching process	√	-
		Ready to be a role model for students		
2	Affective Skills (Teaching skills, using various learning strategies)	High motivation to serve	√	-
		Motivation to be creative in teaching	√	-
		Enthusiastic about using a variety of strategies	√	-
3	Psychomotor Skills (Developing learning materials)	Compiling teaching modules	√	-

The study results at the learning level in cognitive domain skills showed a significant increase in Islamic pedagogical knowledge about the values of keas'adiyahan among the teacher training participants. Data collected through observation, interviews, and documentation from various sources, including the secretary general of the Islamic boarding school, the care department, and the presenters, showed that each participant successfully integrated the values of keas'adiyahan in their teaching practice with a deep understanding of the philosophy and methodology of typical As'adiyah education. The results of interviews with the presenters revealed that the participants demonstrated good abilities in applying the principles of keas'adiyahan, such as simplicity, sincerity, and independence, in the learning process, which was reflected in the design of the

lesson plans and teaching strategies they developed. Direct observation during the learning process showed a real cognitive transformation, where participants not only understood theoretically about the values of keas'adiyah but were also able to apply them in a practical context through innovative teaching methods that were in line with the traditions of the Islamic boarding school. Documentation in the form of portfolios and written reflections from participants reinforces the finding that the training program successfully improved their cognitive competencies in integrating As'adiyah's intellectual heritage into educational practice.

The results of the study, focusing on affective domain skills, demonstrated a very positive impact on the development of the teacher service training participants at the As'adiyah Sengkang Islamic Boarding School. Based on data obtained from training participants, there was a significant improvement in teaching skills, encompassing not only technical pedagogical aspects but also the emotional and spiritual dimensions of the learning process. Using purposive sampling, participants reported changes in their teaching attitudes and approaches, becoming more empathetic, patient, and compassionate, reflecting the Islamic boarding school values internalized during the program. Regarding their skills in using various learning strategies, participants stated that they are now more confident and motivated to apply varied, creative, and innovative learning methods tailored to students' characteristics and needs. Participants also expressed that their experiences living in an Islamic boarding school environment have fostered humility, a willingness to share knowledge, and a strong commitment to continuously developing themselves as educators with noble character. This affective transformation is reflected in the participants' increasing enthusiasm for implementing learning that not only transfers knowledge but also shapes students' character and spirituality in accordance with Islamic values.

Program Effectiveness Based on the Kirkpatrick Model

The implementation of the Kirkpatrick evaluation model in the teacher training program at As'adiyah Islamic Boarding School demonstrated comprehensive success at the first two levels. The reaction level indicates that the program has succeeded in creating a positive and satisfying learning experience for participants. This is in line with Kirkpatrick's theory, which emphasizes the importance of participant satisfaction as the foundation for the success of the training program (Kirkpatrick & Kirkpatrick, 2016). At the learning level, the data showed significant improvements in all three competency domains: the cognitive domain successfully integrated As'adiyah values, the affective domain met its success criteria by enabling participants to apply varied learning strategies with a more empathetic and motivated attitude, and the psychomotor domain was evident in participants' ability to develop learning tools and teaching modules appropriate for their service context. Success at these two levels confirms that a holistic approach that integrates Islamic boarding school values with modern methodology has proven effective in developing teacher competency. Although evaluation at the behavior and results level requires long-term follow-up, early indicators show that the program has created a strong foundation for the transformation

of participants' teaching practices in the field, which will ultimately contribute to improving the quality of education in the remote areas where the teachers serve.

Discussion

The evaluation results of the teacher training program at the As'adiyah Sengkang Islamic Boarding School indicate significant success at the first two levels of the Kirkpatrick Model, which aligns with the findings of previous studies on the effectiveness of teacher training programs. These findings provide an important contribution to the literature on educational program evaluation, particularly in the context of Islamic boarding school education.

Reaction Level

At the reaction level, the high level of participant satisfaction with the training program aligns with research by [Kirkpatrick and Kirkpatrick \(2016\)](#), which emphasized that positive participant reactions are an important predictor of training program success. The finding that 13 of the 14 success criteria were met confirms the principle proposed by [Gandomkar \(2018\)](#) that participant satisfaction reflects program quality and serves as the foundation for effective learning. These results are consistent with the study by [Cheng et al. \(2024\)](#), which demonstrated the importance of evaluating reactions to ensure participant engagement in the learning process.

The relevance of the material to field needs, highly rated by participants, strengthens [Darling-Hammond et al.'s \(2017\)](#) argument that effective teacher training programs must be designed based on a comprehensive needs analysis. The finding that participants felt the training material directly correlated with the challenges of teaching in Islamic boarding schools demonstrates the program's success in bridging the gap between theory and practice, a classic challenge in teacher education, as noted by [Zheng et al. \(2025\)](#).

Participants' appreciation of the exemplary role models of the instructors/gurus confirms Bandura's social learning theory, which emphasizes the importance of modeling in the learning process. This aligns with the unique characteristics of Islamic boarding school education, which emphasizes role modeling (*uswatun hasanah*) as a primary learning method, as suggested in research on Islamic boarding school traditions.

Learning Level

Significant improvements in all three competency domains (cognitive, affective, and psychomotor) support Bloom's taxonomy, which suggests that effective learning must encompass multiple domains. These findings reinforce the research of [Hadi et al. \(2022\)](#); [Zhang and Tian \(2025\)](#), which demonstrated that holistically designed training programs can improve teachers' multidimensional competencies.

In the cognitive domain, participants' success in integrating Islamic values into their teaching practices demonstrates the achievement of higher-order thinking skills, which aligns with research on contextual learning that emphasizes the importance of cultural relevance in education. This finding reinforces [Reio et al.'s \(2017\)](#) argument that needs-based training has a significant impact on improving teachers' cognitive competence. In

the affective domain, the transformation in participants' attitudes and motivation, reflected in increased empathy, patience, and commitment to service, confirms Kirkpatrick's theory of behavioral change. This aligns with research on teacher identity development, which shows that effective training programs develop technical skills and shape teachers' professional identity (Steinert et al., 2019). Additionally, in the psychomotor domain, participants' ability to develop learning materials and teaching modules demonstrated the effective transfer of learning from theory to practice. These findings support research on practical knowledge in teacher education, which emphasizes the importance of hands-on experience in developing professional competency (Chang et al., 2024).

The results of this study provide positive theoretical, practical, and methodological contributions. This study strengthens the validity of the Kirkpatrick Model in the context of Islamic boarding school education. Other Islamic educational institutions can replicate the program's success in integrating traditional Islamic boarding school values with modern methodologies. This aligns with the global trend of culturally responsive pedagogy, emphasizing the importance of respecting and integrating local values into educational practice. The use of multiple sources of evidence (participants, presenters, team members, and administrators) in this study strengthened the validity of the findings through data triangulation, a best practice in program evaluation research.

Despite the positive results, this study has limitations in its evaluation scope, which only covers the first two levels of the Kirkpatrick Model. This aligns with criticisms raised by several researchers that comprehensive evaluation requires measuring long-term impacts at the behavioral and outcome levels (Rusciollelli et al., 2019). Therefore, further research using a longitudinal approach is recommended to measure the transfer of learning and the program's impact on teacher performance in the field. One finding that success criteria were not met in the diversity of teaching techniques due to time and participant limitations provides important insights for program improvement. This aligns with research on optimal class size in teacher training, which demonstrates the importance of balancing efficiency and effectiveness in implementing training programs.

Overall, the results of this evaluation confirm that the teacher service training program at the As'adiyah Sengkang Islamic Boarding School has successfully achieved its goal of preparing competent and character-based prospective teachers. This success not only contributes to improving the quality of education in remote areas but also strengthens the Islamic boarding school's position as an educational institution capable of adapting to the demands of the times without losing its identity and traditional values.

4. CONCLUSION

The evaluation based on the Kirkpatrick model showed that the Teacher Service Training program at the As'adiyah Islamic Boarding School was highly effective at the reaction and learning levels. Participants responded positively to the materials, training methods, facilitators, and supportive learning environment. Significant improvements also occurred in the cognitive, affective, and psychomotor domains, as reflected in participants'

ability to integrate As'adiyah values, positive attitudes in teaching, and the ability to develop contextual learning materials. This data answers the research question that the Kirkpatrick model can be used effectively to evaluate the achievement of program objectives.

Based on these findings, it is recommended that this training program be continued and developed by expanding the scope of service and increasing the intensity of post-training guidance. Furthermore, improving supporting facilities, particularly in learning technology and internet connectivity, is crucial for the training to meet the challenges of digital education. Continuous evaluation is also needed at the behavior and outcome levels to obtain a comprehensive picture of the program's impact on work practices and the quality of education at the Islamic boarding school. This study has limitations because it only evaluated the first two levels of the Kirkpatrick model: reaction and learning. Evaluation at the behavioral and outcome levels has not yet been conducted due to the longer time required to observe the actual impact of the service in the field. Furthermore, the qualitative approach used may contain subjectivity from both informants and researchers, so it is recommended to supplement these results with quantitative data or mixed methods in future research.

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