

Application of Kirkpatrick Model for Effectiveness of Islamic Education Teacher Programme

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Abstract

In general, this study aims to evaluate the implementation of the Bachelor's Degree in Islamic Education Teachers Programme (IETP) in providing Islamic Education Teachers (IET) in schools in Malaysia. Assessment is based on Kirkpatrick's evaluation model which consists of four levels: reaction, learning, behavior, and result. The discussion focuses on four levels of assessment: reaction involving satisfaction, learning to involve knowledge, skills, and attitudes, behaviour that involve individual performance and result involving organizational performance. Hence, this study is conducted with the aim of identifying the extent to which the IETP operated at public universities and teacher education institutes towards producing competent and effective IET.

Keywords: Program Evaluation, Kirkpatrick Model, Teacher Education, Islamic Education, Teacher Performance.

Introduction

Every qualified Islamic education teacher in any primary or secondary schools in Malaysia has to have a diploma or bachelor degree before they begin their journey in teaching profession. They have to go through the IETP as it is a key requirement for them to serve as a teacher, the knowledge and the practices act as a platform to every IET throughout their careers. Furthermore, in today's educational demands, the IET need to constantly improve their knowledge, skills, attitudes, confidence, and commitment to provide excellent performance. Therefore, the IETP is important to ensure the services of IET are always relevant and pertinent in the current globalization era. IET, teaching in this new challenging era should have a wide range of Islamic knowledge in depth, especially in the subjects taught. In addition, to mastering knowledge related to the subject matter, IET must also understand and grasp the pedagogy and the teaching skills of the subject, that includes planning, management, presentation, guidance and assessment activities with the aim of effectively disseminating knowledge or skills to pupils, using the approach, strategies, methods and techniques of teaching based on teaching and learning theory (Jasmi & Tamuri, 2007). The IET need to comprehend the teaching content, and also to have the power of innovation in educating, as

well as professional attitudes. Therefore, according to Luneto (2015), IET need to receive long training so that they can equip their strong professionalism before they are posted to schools.

Discussion

The Kirkpatrick Assessment Model is a training assessment model developed by Donald L. Kirkpatrick using four levels of categorizing training results. These four levels are the rank of reaction, learning, behavior, and result. The model was later developed by his son and daughter-in-law, James D. Kirkpatrick and Wendy Kayser Kirkpatrick in their book *Based On Groundbreaking Work of Donald Kirkpatrick: Kirkpatrick's Four Levels of Training Evaluation* published in 2016.

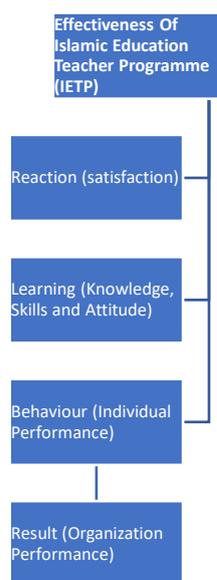


Figure 1: Kirkpatrick Four Level Evaluation for Effectiveness of IETP.

Reaction (Satisfaction)

Reaction assessment is the first level of assessment in the Kirkpatrick Assessment Model which measures satisfaction for any program or training (Kirkpatrick & Kirkpatrick, 2016; Farjad, 2012). This level often uses questionnaires to measure students' reactions or perceptions, for example by using smile sheets (Paull et al., 2016) or set of questionnaires to demonstrate the positive reaction of the student to the training or the programme followed (Praslova, 2010; Bagiyono, 2012; Ghani et. al., 2014).

There are several factors that are assessed using the reaction level based on the suitability of the programme being implemented. Most researchers argue that curriculum content, infrastructure facilities, resource materials, relationships with teachers and relationships with management are factors that need to be assessed using reaction levels (Bagiyono, 2012; Ghani et. al., 2014; Ahmad & Zahari, 2012; Ali et. al., 2009; Manan et al., 2013; Yusoff et al., 2016).

The curriculum content of the IETP at public universities and teacher education institutes typically covers the basic aspects of Islam such as faith, Shariah, and morals (Ismail et al., 2012). Ahmad (2014) notes that the formulation of Islamic Education Curriculum should emphasize on chapters that are related to prayer, aurat, intercourse between men and women, the concept of Islam, faith and the disadvantages of western culture to students. In

addition, the faculty also serves to formulate the curriculum in the syllabus of teaching courses by creating subjects that emphasize on the professionalism of the teaching profession. The subject should highlight the ethics and regulations that IET need to follow. This subject should also be compulsory to all prospective IET, rather than being an elective subject (Muhammad et al., 2007).

Next, Bagiyono (2012), Ali et. al. (2009), Ghani et. al. (2014) and Yusoff et. al. (2016) argued that infrastructure facilities and resource materials such as infrastructure, learning environment, physical facilities, educational resources, training equipment, learning materials during the programme and teaching materials are important factors in launching a programme. According to Haris and Kasim (2015), attention to infrastructure such as internet facilities, the latest reading materials at source centers, computers, and LCDs in all classes by administrators, at all educational institutes should be prioritized as it seeks to ensure the teaching and learning process done easily and effectively.

In addition, an important factor to be assessed at the reaction level is the relationship with the lecturer, in terms of the quality of the lecturer (Bagiyono, 2012) and the style of presentation of techniques or methods of presentation and teaching used (Yusoff et al., 2016). Furthermore, the relationship factor with organization management involves interaction between participants and staff, feedback on participants' performance, program schedule, program loyalty and program management. Studies by Taat and Abdullah (2014) found that distance-learning students had limited face to face sessions with lecturers, had low levels of self-confidence and lack of motivation in their learning. The situation shows how important a face-to-face interaction and a two-way interaction between students and teachers so that the teaching and learning process can run better and effectively.

Learning (Knowledge, Skills and Attitude)

Many learning assessments are associated with knowledge, skills, and attitudes. Indeed, aspects of knowledge, skills, and attitudes need to be applied in every IETP to produce effective IET, who have high credibility when they are in work. Manan et. al. (2013) in their study found that the factors influenced the acquisition of knowledge consist of the basic knowledge and skill factors of the trainer, the factors of self-esteem of the trainer, the factors of the trainee's attitude and the motivational factors for learning the trainer. This factor determines whether the trainer can follow the training properly or vice versa. Tamuri et. al. (2012) found that every IET needs to have five important components during training in educational institutions either at the university or institute of teacher education. The components are teacher personality, teacher knowledge, content pedagogy knowledge, diversity of skills and motivation in teaching and learning.

According to Farjad (2012), learning is closely linked to opportunities for upgrading new skills and knowledge in the workplace. This shows that the nature of the work of IET is directly related to the practice of pedagogy. The teaching method of IET is an element that has always been a major focus in the pedagogy of Islamic Education. Tamuri et. al. (2012) states that IET should have teaching skills encompassing of planning, management, presentation, guidance and evaluation activities with the aim of effectively disseminating knowledge or skills to students through approaches, strategies, methods, and techniques based on teaching and learning theories.

Next, the study of Ilias et. al. (2016) found that the use of teaching materials by IET is closely linked to the use of the diversity of sources. IET need to involve the use of teaching materials so that teaching and learning activities are more stimulating and the teaching objectives are

attained. In other words, the material-centered approach emphasizes the efficiency and skills of teaching materials to achieve teaching objectives (Suhid et al., 2015). Yusoff et. al. (2016) said the measurement of knowledge, skills, and attitude of IET also relates to physical facilities and resource materials to obtain results.

Behaviour (Individual Performance)

The assessment of the conduct requires collaboration from the management of an organization to ensure the collection of data can be done perfectly. Praslova (2010) and Bagiyono (2012) use several instruments to collect this assessment data. According to Manan et. al. (2013) when the trainee follows the training, it will create a sense of self-confidence to work more efficiently and professionally and will indirectly increase the trainer's productivity. A strong rationale for this assessment is that someone who has succeeded in training does not necessarily apply what he has learned in the work, for example positive transfers do not necessarily also occur (Ali et al., 2009).

Indeed, this assessment of the conduct focuses more on the performance of individual IET in schools once they complete the study at a university or teacher education institute. The individual performance of the IET can be evaluated through supervisor assessment or through the teacher's performance indicators (Praslova, 2010). The performance of the IET is weighed from the point of their effectiveness in working professionally as a teacher. The effective IET is said to have the qualities of commendable, skilled, knowledgeable, personality that can deliver effective teaching and regard make Islamic Education as a subject of interest and appreciated by the students (Jaafar et al., 2012).

The effectiveness of the individual IET leads to the nature of their excellence in carrying out their duties based on their knowledge, skills, and attitudes to gradually, develop their potential. The individual achievement of IET must mold the guidance given by the Prophet Muhammed (pbuh), which emphasizes on the aspect of faith, worship, and morals. If we compare between the excellence of IET with education system during the era of the Prophet Muhammed (pbuh), Che Noh et. al. (2015) claimed that the best education in the era of Prophet Muhammed (pbuh) has influenced all aspects of life such as knowledge of faith, worship, and noble moral approaches. The Prophet Muhammed (pbuh), used various approaches in communicating God's instructions to humans through the Qur'an and al-Sunnah which should be emulated throughout the ages, especially by IET.

Result (Organization Performance)

The final stage in the Kirkpatrick Assessment Model is the results of the assessment, which is the stage for the targeted results to take place after the training (Kirkpatrick & Kirkpatrick, 2016). This rating evaluation is also called as an organization's performance where measurements of long-term impacts and indirect results from measured training such as changes to self-performance, organization, and customer after training are conducted (Ismail et al., 2011). Bagiyono (2012) concludes that the assessment of this result is focused on the outcome, as participants have followed a programme. Assessments are made to evaluate changes in organizational performance, such as comparing the quality and quantity of work outputs and working hours, before and after the training. Some programmes aimed to improve workers' morale and building better teamwork. In other words, this level of assessment is the impact assessment of the programme on the organization. reconvene

In fact, the goal of Islamic Education is based on the philosophy of Islamic Education and the National Education Philosophy which aims to develop an individual's holistic and integrated

manner, namely to achieve the five major thrusts of the spiritual, physical, intellectual, emotional and social precedence of the Quran and al-Sunnah bond the relationship with Allah, man and nature around for the well-being of the world and the hereafter (Suhid & Fakhruddin, 2012). This concept coincides with the Malaysian Education Quality Standards (SKPM) which emphasizes on the five major standards of leadership and direction, organizational management, curriculum management, co-curriculum, sports and student affairs, learning and teaching and student disability (JNJK, 2010). Through the balance between the concepts of philosophy and the quality of this education, Islamic Education is vital in preparing a comprehensive outcome on the initiative of the IET itself, organizational or institutional development and student identity in terms of academic and personality.

IET have a great and respected position in the community since the beginning. They are considered as exemplary models that can affect the formation of individual morals and the societies. According to Ulwan (1997), IET should be considered as mothers and mothers should have the characteristics of a teacher from the point of their task. Through this principle, Muslims can live more comfortably and safely if each individual IET performs the actual mold as taught by the Prophet (pbuh) (Che Noh et al., 2015).

Conclusion

Assessment of the IETP based on the Kirkpatrick Assessment Model is one of the systematic assessment forms. This model is often used as it is easy to apply and could assist the evaluation process of an exercise successfully. This model has four levels designed as a method for evaluating training programmes. Based on the study, it can be concluded that the use of the Kirkpatrick Assessment Model contributed greatly in assessing a training programme. The Kirkpatrick Assessment Model is widely used locally and internationally with various fields to assess the effectiveness of training. Among the areas of training that uses the Kirkpatrick Assessment Model are education, medicine, civil service, communication, and science and technology. Most researchers found the use of the Kirkpatrick Assessment Model had a positive impact on the assessed programmes.

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