

The Evaluation of Field Teaching Practice using Kirkpatrick Model

Asnan Purba, Amri Dhimas Maulana*

Institut Agama Islam Tazkia, Institut Agama Islam Tazkia

*Corresponding Author. email: amridhimas@nplecturer.tazkia.ac.id

Abstract

Field teaching practice for students in social studies education department in Tazkia has problems from teaching in class and debriefing from campus which is not optimal so that it is necessary to identify it in order to in the future it can take place properly and appropriately. This study aims to evaluate a Field Teaching Practice program to social studies education department student using the Kirkpatrick model. The research method used is a qualitative approach with an evaluation of Kirkpatrick's model which includes reaction, learning, behavior, and result. Data were obtained from interviews and observation. Data analysis techniques used include data collection, data reduction, data display, and conclusion drawing/verifying. Data validation techniques were include prolonged engagement, persistent observation, and triangulation. The results show that in the future the social studies education department in Tazkia must improve and develop curriculum, training to strengthen lecturer resources, and design concrete teaching practice programs.

Keywords: Evaluation, Field Teaching Practice, Kirkpatrick's Model

Submitted: 17 Januari 2023; Revised: 16 Maret 2023; Accepted: 26 Maret 2023



This is an open-access article under the [CC-BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) license.



INTRODUCTION

Education is very important to improve the quality of human resources (Anwar, 2022). The role of education is the means of preparing human resources for development (Hermino & Arifin, 2020). In the future, the teacher's task will be more difficult, especially entering the era of the 21st century by the futurists called it the century of knowledge. In this era knowledge will become the foundation of all aspects of life (Suwandi & Sidik, 2016). In practice, many students from the education department find it difficult to synchronize the material received on campus with material when practicing at school, even pedagogical, personality, professionalism, and social competencies that were not achieved during the implementation of teaching practices in schools. Therefore, it is necessary to strengthen student resources in the field of teaching so that students can respond to developments in science and technology, especially its application in the learning process (Ramli et al., 2018).

According to Law Number 20 of 2003, education is a conscious and planned effort to create a learning atmosphere and learning process so that students can actively discover their potential to have spiritual and religious strength, self-control, personality, intelligence, noble character, and skills needed by them. Society, nation, and state. Indonesian National Education is education based on Pancasila and the 1945 Constitution of the Republic of Indonesia, which relies on religious values, and Indonesian national culture. It is responsive to the demands of changing times.

Increasing teacher turnover rates and a subsequent shortage of qualified teachers is a growing concern internationally (European Commission, 2018; Ingersoll, 2017). With the rapid development of the times, a teacher is expected to be able to complement the existing scientific and technological media. Teachers should be open in terms of finding material information to meet the learning needs of students. With his pedagogic and professional skills, a teacher is believed to be able to present suitable material or content for students (Mustafa & Zulhafizh, 2018). The implications of these demands require teachers to carry out self-development that supports the learning process in class, so campuses that have a

Teaching and Education Faculty as one of the Education Personnel Education Institutions in order to produce prospective teachers who are professional implement a lecture system on campus and outside campus in order to provide more mature provisions to students after graduation (Widiada et al., 2017). Implementation of field teaching practice is a practical way needed to develop pedagogic, professional, personality and social competencies for students (Fitria & Fidesrinur, 2017). The construction of field teaching practice is assumed as a vehicle for students to carry out teaching activities in schools to apply knowledge and skills that have been received during the learning process on campus, integrating theory and field practice to be able to acquire knowledge and accommodate competencies following the study program they are involved in (Fathurrahman & Farih, 2019). Implementing teaching practice in the field is one of the curricular components that requires integration between mastery of the material and practice in teaching. This activity prepares students from the teacher education department to have high skills, knowledge, reasoning, attitudes, and behavior as educators (Astuti et al., 2013).

Field Teaching Practice is also one of the programs carried out by students, which includes both teaching practice and educational assignments outside of teaching in a guided and integrated manner to meet the requirements for forming an educational profession. The teaching field is one of the intra-curricular activities carried out by students, which includes teaching practice as well as educational tasks outside of teaching in a guided and integrated manner to meet the requirements for the formation of the educational profession. The hope with the practical field experience program is the realization of prospective educators who have high abstractions in the form of scientific and pedagogical competence or teaching skills following the disciplines taken and have a high commitment in the form of values, attitudes, and patterns of behavior in carrying out the duties and responsibilities of implementing education. Prospective educators with the necessary professional qualifications for their profession are competent and appropriate to use them in the administration of education and teaching. The presence of prospective professional teachers is expected to answer the needs of educators in the world of education today, which still need to be met (Fathurrahman & Farih, 2019). In this regard, the implementation of teaching

practice is projected to equip students to become professional teachers. They must continually develop themselves in line with advances in science, technology, and art (Fathurrahman, 2013)

Following Regulation of the Minister of National Education Number 16 of 2007, field teaching practice activities are an arena for forming and fostering the competencies required by the educational profession. The target to be achieved is personal teacher candidates who have a set of knowledge, skills, values, and attitudes, as well as patterns of behavior needed for their profession, and are competent and appropriate to use them in the implementation of education and teaching in schools and outside schools.

The implementation of field teaching practice aims to acquire competencies relevant to the teacher's learning, training, and mentoring duties. Practicing students need this competence to prepare to anticipate what is implied in Law Number 20 of 2003. Law Number 20 of 2003 states that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential. They need to have spiritual, and spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation, and state.

The purpose of field teaching practice is to educate, foster, guide, and train students as prospective teachers, so they can: (1) develop learning that is oriented towards the development of students so that their potential develops, (2) explore the characteristics of students in order to reinforce learning and learning, (3) develop skills to find problems that hinder the learning process in class both individually and in groups, (4) apply innovative learning, which departs from learning problems, (5) improve skills in developing systematic learning traps and implementing them, (6) improve skills in conducting learning observations, process observations and present them systematically, and (7) improve skills in evaluating learning processes and outcomes (Widiada et al., 2017).

An essential part of implementing field teaching practices is conducting assessments which are carried out between students, tutor teachers, and supervising lecturers. Assessment should be open, continuous, and guiding. The components assessed include; the ability to compile learning tool documents, the ability to carry out the learning process, self-appearance while carrying out field teaching practices, the ability to interact with the school environment, the ability to work in teams, the ability to evaluate learning, and the ability to make final reporting documents for field teaching practices.

Based on the description above, it is clear that field teaching practice is essential in the world of education, especially for students majoring in teacher education. One of the campuses currently developing a teacher training program is the Tazkia Islamic University College. This campus has one study program in education, namely social studies education study program, which is organized by Faculty of Tarbiyah. Social studies education is a study program founded in 2018 and has just graduated its first batch of students. As a new study program, there must be much consideration, review, assessment, and comprehensive evaluation of the programs and the resulting outputs.

Considering the importance of field teaching practices for students, to maintain quality and develop it in a better direction, this program must always be evaluated on an ongoing basis. So that by carrying out continuous evaluations from time to time, this program will be of higher quality. From the results of this evaluation, it is possible to make improvements, develop and improve the school program so that it will be perfect, following the demands and expectations to achieve educational goals.

Based on the problems above regarding the importance of implementing field teaching practices carried out by the social studies education study program, the researchers conducted a comprehensive evaluation so that they could provide concrete input to the campus so that in the future, it could be better and provide quality output. The importance of evaluation process can be carried out by several parties involved, namely institutions, educators, and students. Evaluation is carried out to minimize an error and see the shortcomings of a program (Ananda & Rafida, 2017). So in this evaluation, each party plays a vital role in evaluating activities and programs. Linkages between one another can impact a program (Hilmi, 2022). This evaluation can improve or evaluate

programs that aim to see the success of the program (Istiyani & Utsman, 2020) that has been implemented and follow up on weaknesses obtained when the evaluation takes place both at the beginning of the program and at the end of the program, and whether the program can be carried outwards (Shofwan et al., 2019).

Therefore, researchers will conduct evaluation research on implementing Field Teaching Practices using the Kirkpatrick Model. This model developed by Kirkpatrick is called the "four levels" or Kirkpatrick's evaluation (Kirkpatrick, 2006). The evaluation of the learning system includes four evaluation levels: evaluation of reactions, learning, behavior, and results.

Evaluation level 1 (reaction) This evaluation aims to measure student satisfaction with the various activities that are participated in (Nurhayati, 2018). In this context, the participants' reaction (students) can determine the level of achievement of the goals of organizing field teaching practices. This program will be successful if students are satisfied with all the elements involved in the implementation process. The success of the learning activity process is inseparable from students' interest, attention, and motivation in participating in field teaching practices. Students learn better when they react positively to the learning environment. The purpose of this reaction level is to provide objective input to field teaching practices organizers so that they can improve the quality of the program in the future, as well as provide advice and input for social studies education students regarding their level of effectiveness in teaching; can provide information to decision-makers related to the implementation of field teaching practices and can also provide information to the social studies education study program which can be used as a basis for setting teaching standards and curriculum improvement.

Evaluation level 2 (learning) The second stage or learning level measures the learning process, namely the transfer of learning. Learning rate is related to learning. At this stage, learning refers to the extent to which participants change attitudes, increase knowledge or improve skills while participating in activities (Effendi et al., 2022). Based on this opinion, there are three things that instructors can teach in training programs: knowledge, attitudes, and skills. Training participants are said to have learned if they have experienced a change in attitude, improved knowledge, or improved skills. This level 2 evaluation also measures participants' understanding of teaching materials and theories obtained during lectures. The program is successful when these aspects experience improvements between before and after the field teaching practices.

Evaluation at level 3, namely behavior evaluation, differs from the evaluation of attitudes at level 2. Attitude assessment at level 2 evaluation is focused on changes in attitude that occur when training activities are carried out so that they are more internal. In contrast, behavior assessment focuses on behavior changes after the program's implementation (Thobroni, 2020). The success criterion for the 3rd level evaluation is that the change in attitude that has occurred after attending the training will be implemented after students attend lectures and field teaching practices so that this behavior assessment is external.

Evaluation of results at level 4 is focused on the final results that occur because participants have attended a program (Iskandar, 2019). In learning activities, this evaluation model leads to the final results obtained by students. So researchers will later analyze the impact received and obtained by students after participating in field teaching practices activities as the final result.

METHOD

Research Approach and Data Type

This study uses the Kirkpatrick evaluation model with a qualitative approach focusing on reactions, learning, behaviour, and results. This study was used to assess the achievement of field teaching practice in the social studies education study program at the Tazkia Islamic University College. The data used are primary and secondary data. Therefore, data collection from informants was carried out by observation, in-depth interviews, and documentation.

Table 1. Data and Instruments Collecting Data

Data	Sample Student Interview Guidelines	Sample Faculty Interview Guidelines	Sample Teacher Interview Guidelines
Reaction	How satisfied are you with the briefing provided by the faculty in supporting your field teaching practice preparation? What obstacles did you encounter prior to implementing the field teaching practice?	How does the faculty design the field teaching practice for social studies education students? How is the faculty effective in socializing the field teaching practice to students?	What do you think about the preparation of Social studies education students before carrying out the teaching process? Do you see any obstacles before students carry out field teaching practice?
Learning	How effectively can implementing field teaching practice improve your knowledge and skills as a teacher? Can the Social studies education curriculum you get during lectures support implementing field teaching practice?	How does the faculty view the process of implementing field teaching practice by Social studies education students? How effective is the curriculum in Social studies education that can be realized by students when implementing field teaching practice?	How effectively can students develop their knowledge and skills in implementing classroom learning? How do you see students' responses when they get a problem while teaching?
Behavior	How effectively can implementing field teaching practice change your behaviour as a teacher?	How effective is the faculty in seeing that implementing field teaching practice can change student behaviour as a teacher?	How do you see the changes in behaviour received by students after implementing field teaching practice?
Result	Have your goals in carrying out field teaching practice been achieved and following the wishes/targets? What positive and negative impacts did you get after participating in field teaching practice?	Have the field teaching practice activities that have been held fulfilled the vision and mission of the faculty? Are there any breakthroughs that the faculty will plan as an improvement in field teaching practice in the following year?	Is the role of students in carrying out field teaching practice following the wishes of the school? What criticisms and suggestions did you give to students after carrying out field teaching practice?

Monitoring and Evaluation Stages

The focus of monitoring and evaluation is based on the four levels of evaluation which include reactions, learning, behaviour, and results (Aryadoust, 2017) as follows:

Assessment Level 1 (reaction) is how students participating in the program react to it. This level includes school profiles, field teaching practice socialization, practical experience program design, student preparation, micro-teaching activities on campus and parental education. The information collected is used as a basis for seeing reactions to the input obtained by students in preparation for carrying out field teaching practices.

Level 2 (learning) assessment is an assessment activity during the implementation of learning that focuses on changes in knowledge and skills, including the social studies education curriculum, students, school curriculum, learning tools, teaching materials, learning media, learning strategies, and teachers and learning tools. The data collected during the assessment stage is used as a basis for consideration.

Level 3 (behaviour) assessment focuses on behaviour changes after students carry out

practical field experiences. The assessment is carried out to find out to what extent the implementation of practical field experiences can change students' attitudes in the context of social science values.

Level 4 (results) of this assessment focuses on the final result, or the positive and negative impacts students receive after carrying out practical field experiences.

The primary activities in program evaluation for implementing field teaching practice are through the reaction, learning, behaviour, and result stages. The use of The Four Levels model in evaluating this program is due to the following:

1. With the four levels model, the implementation of practical learning from field experiences can be evaluated with a basic comparison between data in the field and the standards set by the campus.
2. Be able to make evaluations and judgments about implementing practical field experiences regarding reaction indicators, learning, behaviour, and results.
3. With the four levels model, indicators of reaction, learning, behaviour, and results are compared not only to determine whether there is a difference between the goals and the actual situation but also to be compared with the specified standards.

Research Informants

Data collection techniques in this study used observation and interviews. Observations are used to systematically identify various symptoms and interviews are used to obtain comprehensive information about field conditions and complete scientific investigations. Informants in this study consisted of social studies education department students, lecturers (dean of faculty), and teachers. Six students became informants for class 2018 and 19 students for class 2019. Meanwhile, informants came from faculties, namely four lecturers who teach in social studies education study programs and 12 teachers consisting of two advisors for each school.

Table 2. Research Informans

Schools	Students	Leacturer	Teacher	School Status	
SMP IT Bina Bangsa Sejahtera	5	1	2	Private	School
MTSN 1 Belitung	5	1	2	Public	School
SMPN 7 Tanjung Pandang	4	1	2	Public	School
SMPN 5 Tanjung Pandang	4	1	2	Public	School
SMPN 1 Babakan Madang	4	1	2	Public	School
MTS Al Hidayah Citaringgul	3	1	2	Private	School

Data analysis

This study uses qualitative data analysis using four stages: Data Collection, Data Reduction, Data Display, and Conclusion Drawing/Verifying (Miles et al., 2014) In the first data collection stage, six were taken from social studies education students for the 2018-2019 class and 19 for the 2019-2020 class, accompanying lecturers, field teaching practice organizers (faculty), and tutors. The authors collect data from many sources that can be processed into a discussion in a more comprehensive study. The second stage of data reduction is selecting, focusing on simplifying, abstracting and transforming raw data that emerges from written records in the field. In this study, researchers sorted and coded data based on the problems experienced by students, the campus, and the school while carrying out field teaching practice activities. The third is the stage of presenting the data, namely the activity when a set of data is arranged in a systematic and easy-to-understand manner to provide the possibility of producing a conclusion. Fourth, the verification and conclusion stage is the final stage which is carried out to see the results of data reduction still refers to the analysis objectives to obtain a meaning to consider the achievement of field teaching practice activities that have been carried out in schools.

Data validation techniques were include prolonged engagement, persistent observation, and triangulation. Prolonged engagement means that the researcher is directly in the field until data collection is complete. Researchers expand participation to understand all the data collected and then ensure the truth expressed by each informant. The extension of membership is carried

out at the office of the social studies education department for students and lecturers. Then it was also carried out in every school to build the subject's trust in the researcher and also the trust of the researcher himself.

Second, persistent observation means seeking consistent interpretations in a variety of ways in a constant or tentative process of analysis. The persistence of observations made by researchers is to use all the five senses including hearing and instincts of researchers so as to increase the degree of validity of the data. The persistence of observations used by researchers is used to strengthen data in each school so that it is more detailed and comprehensive on an ongoing basis to ensure that the facts obtained from students and teachers are true.

Third, triangulation is carried out by researchers using a multi-method approach with students, lecturers and teachers so that the data collected is in accordance with the conditions and phenomena in the field. Regarding data checking, the triangulation applied by researchers is done by utilizing other things to check or compare data. Other things used to examine and compare data are sources, methods, researchers, and theories. In this research, the triangulation used is source triangulation and method triangulation. Source triangulation is done by comparing and re-checking the degree of trust in information obtained through different times and tools for students, lecturers and teachers. While the triangulation method used is to check the degree of trust obtained from informants with the same method to synchronize the data that has been obtained.

RESULT AND DISCUSSION

Results

The social studies education study program is one of the breakthroughs used by the campus to transform the change in status from the Tazkia College of Islamic Economics (S.T.E.I.) to the Tazkia Islamic University College. The Social studies department is under the auspices of the Faculty of Tarbiyah, which is projected to contribute to the development of da'wah, especially in the field of sharia economics in primary and secondary education. The implementation of this study program concentrates its learning on sharia economic education, which is not usually owned by social studies education. Social studies education Study Program will provide interest and attractiveness to the curriculum in schools, so to prepare for it all, this program prepares from an early age the ideas of social studies teachers integrated with Islamic economics insights.

The social studies education study program at the Tazkia Islamic University College aims to educate prospective teachers and prospective community developers with the T.A.Z.K.I.A character who can spread Islamic values to digital technology-based communities. The Social studies education study program strives to provide easy patterns and a culture of cooperation integrated with technology so that services can run optimally. The development of the Social studies education study program on campus is based on the human resource needs of social science educators by increasing the reach of da'wah in a broader direction based on sophisticated information technology.

One of the annual programs organized by this study program is a field teaching practice that is implemented for final semester students to deepen the teaching profession. This program is material for final students to actualize and combine theories obtained during lectures with direct teaching practice at school. Therefore, implementing this program can provide new experiences for students to practice becoming professional teachers before they enter the world of work. The teacher is the key and the leading player in the educational process. A perfect curriculum is needed; complete educational facilities or infrastructure, sophisticated rules of the game or legal instruments will only have a negligible influence on the success of education if the readiness of the teachers in the field supports it.

Field teaching practice is a form of the Tazkia Islamic University College in its duties to produce academic and professional staff who have superior competence in the fields of science, technology, socio-culture, and a global outlook. Field teaching practice is a course for educational program students who meet the credit requirements to carry out field teaching practice and have a set of knowledge, attitudes, and skills to support the achievement of mastery of pedagogic, personality, professional, and social competencies. This program has a credit weight of four-

semester credit units (4 credits) so that later, students can take advantage of these activities as self-actualization in preparation for becoming a professional teacher.

Implementing field teaching practice at the Tazkia Islamic University College is carried out in elementary schools, junior high schools, or high schools that organize the learning process. Based on the narrative of one of the students, he said that the process of holding the field teaching practice from the Social studies education study program needed to be prepared appropriately so that, in practice, students needed clarification because their socialization and defence were not optimal. There is a difference in the systematic selection of schools between 2021 and 2022 implemented by the Social studies education study program. For 2021 the determination of schools will be coordinated directly by the study program where the program already has good communication with the school. The selection of schools carried out is oriented towards placing students in schools that have good quality in terms of service and facilities so that students can gain experience and knowledge according to the desired standards. Unlike the implementation of field teaching practice in 2022, students are free to determine and choose schools to be used in implementing field teaching practice. This is contradictory because most students no longer prioritize the quality of the school, so the implementation needs to be in line with expectations according to standards, and the service from the facilities that students get cannot be as desired.

The groups determined in this program a maximum of five students in each school. Hopefully, students can focus and avoid being unemployed at field teaching practice places by limiting the number of field teaching practice participants in each school. Based on the resulting interview, students complained that the field teaching practice preparation was a lack system that made students confused. This is because the debriefing from the campus did not match what students wanted, such as making learning tools that still needed clarification and the provision of micro-teaching that needed to be improved. In essence, learning tools have been provided in the Learning Evaluation course. However, most students need help understanding because they are more focused on the theories during the lecture process without maximizing the practical process of making learning tools in real terms. Students need clarification because what is obtained during the lecture process is considered less specific in teaching about making annual and semester programs. The syllabus and learning implementation plans need to be evaluated holistically for the Social Studies Tadris study program so that it can provide full service to students in the future.

In addition, many students have complained about the poor provision of micro-teaching on campus. In practice, students are only told to practice Teaching only. The supporting lecturers also do not provide supervision or discussion regarding the connectivity of learning devices with the teaching practice process, and this gives a negative response to students because, basically, they also want to get an intensive assessment from the lecturer so that later they can make improvements when teaching directly at school. Then in carrying out micro-teaching during lectures, there need to be more facilities that are used because there is no unique laboratory for micro-teaching, so the implementation is not optimal.

The implementation of learning carried out by field teaching practice students at school, many students question the curriculum provided by the campus because there is indeed much material that needs to be obtained during lectures, such as geography, sociology, and history material. The absence of this material makes students have to understand the material on their own. This is because the Social studies education study program at the Tazkia Islamic University College concentrates more on Islamic economics education, so related disciplines of geography, history, and sociology should be taught more comprehensively.

Responding to this, the study program coordinator of Social studies education said that our social studies education curriculum focuses on Islamic economics learning, which can later provide innovations in the world of school education. Therefore, many things must be prepared, including the limited lecturer resources in Social studies education. Based on the results, the curriculum provided by Social studies education could not cover the IPS scientific disciplines comprehensively. This was because the curriculum was forced to concentrate on sharia economic education so that social studies disciplines such as history, sociology, and geography were neglected.

Researchers also asked about the teaching process carried out in school students, and some

students said that the implementation of learning in the class went well and smoothly. They were constrained by the material being taught to students because a lot of material needed to be taught during lectures. Hence, they had to learn the material somewhat self-taught later. When teaching practice in the field, they can deliver systematically and clearly. In addition to these obstacles, several students said that schools were inadequate in terms of in-class facilities such as projectors, internet connections, and other supporting facilities that affected the learning process.

Several students said that a lot of new experiences and knowledge were gained during the field teaching practice process, starting from improved self-confidence, situations for managing classes, understanding of different student characteristics, and learning strategies or models that must be varied when a field teaching practice in class so that students do not want to be bored during the learning process. From this statement, it is clear that the implementation of this field teaching practice has a good impact on students because besides getting theory in class, they can also actualize what they get during lectures.

Based on the observations and forum group discussion, the implementation of field teaching practice for social studies education students could be more optimal in terms of the input or debriefing provided by the campus because much material is not obtained during the lecture process. The debriefing from the campus needs to be more concrete and follow the curriculum implemented in schools, both the 2013 and the independent curriculum. The curriculum given to students is limited, they only get social studies material which only focuses on Islamic economics disciplines, but for other social studies disciplines, such as geography, sociology, and history, it is still lacking and needs to be reviewed so that the curriculum in Social studies education.

The research results above will be used as a reference for researchers to carry out a concrete and holistic evaluation so that later they can provide a good assessment of the Social studies education study program at the Tazkia Islamic University College. The implementation of program evaluation is the use of social research methods to investigate the effectiveness of social program interventions systematically. It draws on the techniques and concepts of social science disciplines and is intended to help improve programs and inform social action to improve social problems. The evaluation is a form of investigation that seeks to answer critical questions about how well a program, process, product, system or organization works. This is usually done for decision-making purposes and should lead to the use of findings by multiple stakeholders. Therefore, evaluating the field teaching practice is very important so that in the future, it can run well so that later the output provided by Social studies education can be competent and have bargaining power after graduation.

Discussion

In the context of this evaluation research, researchers will evaluate Kirkpatrick's four levels of training evaluation. The Kirkpatrick model is internationally recognized for evaluating and analyzing the outcomes of education, training and learning program. The evaluation model consists of four levels: Reaction, Learning, Behavior, and Results (Kirkpatrick, 2006). This Kirkpatrick evaluation model is appropriate for conducting assessments of students because it can see the development and improvement holistically of cognitive, affective, and psychomotor abilities (Ridho et al., 2020). The discussion on the evaluation of field teaching practice for social studies education students is as follows:

Kirkpatrick's Level 1: Reaction

This level sees how students react to the field teaching practice and see how students feel that the field teaching practice valuable and helps their development, as well as that they feel comfortable with the instructors, the topics are given, materials, presentations, and the location of the field teaching practice. Evaluation of participant responses in the form of feelings, thoughts and desires about learning, mentoring and implementation of the learning environment. The response rate is designed to measure and assess participants' responses to the lesson plans. The reaction stage measures student satisfaction with the program they have followed (Effendi et al., 2022). It is necessary to know students' reactions in a complex manner to serve as a reference in

the future so that the field teaching practice program is as effective as possible and constantly developing, as well as detecting whether there is a material that is left behind and not delivered. At this reaction level, at least two indicators can be used: how much students benefit from the program and the utility dimension, namely, how much students get from the program (Aryadoust, 2017). In this case, a crucial indicator is related to the curriculum of the social sciences education study program, lecturer resources, micro-teaching, teaching plans, and school placement.

The first is in terms of the curriculum of the social studies education study program. Many students complain and criticize the curriculum in courses considered insufficient to equip students while implementing this program. Based on the findings, the researchers also found courses from social science disciplines that were not provided by the Tadris Social Studies study program at the Tazkia Islamic University College. This can be seen from the curriculum and distribution of courses focusing only on Islamic economics disciplines, where few schools market Islamic economics subjects. Social studies education is a selection of social sciences and humanities disciplines, as well as basic human activities that are organized and presented scientifically and psychologically for educational purposes. The distinctive feature of social studies is that it is a subject at the elementary and secondary education levels that is integrated from several subjects to make it more meaningful for students so that the organization of the material or learning materials is adapted to the environment, characteristics, and needs of students (Surahman & Mukminan., 2017).

The researcher considers that the Social studies education program which concentrates on sharia economics education at the Tazkia Islamic University College tends to be forced to study sharia economics in a complex manner so that social studies disciplines such as geography, history, and sociology are not fully discussed. The social science curriculum in schools ideally consists of history, geography, citizenship, and cooperatives which are delivered separately in primary schools, and economics, sociology, and anthropology in secondary schools (Sapriya, 2017). From this, there are concrete weaknesses in the curriculum created by Social studies education, so it needs to be reviewed so that other social science disciplines in the future can be marketed in courses and adapted to the curriculum market in elementary and secondary schools.

The second regarding lecturer resources in social studies education, most students complain about material not taught during lectures, which is inseparable from the lack of lecturers with a social science background at Social studies education Tazkia Islamic Institute. Based on the researchers' observations, none came from graduates of social science education. Most of the lecturers who teach have a more complex approach to social studies education, most of the lecturers who teach at Tadris social studies come from different disciplines, so they may find it challenging to convey the material. Social Studies can be defined as a combination of various parts of the concept or material, social sciences mixed for the benefit of education and learning programs in schools. The subject of Social Sciences is an integration subject from the subjects of History, Geography, Sociology and Economics as well as other social science subjects (Susanti & Endayani, 2018). The position of social studies as a compulsory subject is contained in article 37 of the Law on the National Education System, that social studies subjects are mandatory content that must be in the curriculum of primary and secondary education. In addition, there were no lecturers with backgrounds in history education, sociology education, and geography education, so no one could discuss material related to these disciplines.

The third micro-teaching in social studies education. Many micro-teaching provisions need to be improved and considered less concrete in the implementation process. The problem is that there is no unique laboratory for the practice and implementation of micro-teaching, so the implementation is limited to classes. Besides that, the provision of micro-teaching could be better for students because the campus only instructs them to practice in front of the class without concrete examples from supporting lecturers and subjective assessments for students so they can carry out teaching evaluations in the future. Apart from that, a combination of practice in lectures and direct practice in partner schools is needed so that students can see firsthand the actual conditions in class when they are with students and the culture that exists at school so that students are not just imagining. The importance of micro-teaching courses shows that the micro-teaching course can affect students' teaching abilities as a prospective teacher whom the existence of actual

teaching practice in certain schools will prove (Mardiyansyah & Suwito, 2018). Therefore, it is necessary to redesign the existing micro-teaching to carry out the elaboration of teaching practices in class and go directly to the school or make marketing of internship courses as preparation or provision for students before going directly to carry out field teaching practice in the final semester.

The fourth is the teaching plans for students. In this context, it is essential because after the researchers conducted the forum group discussion activities, the reactions of students who did field teaching practice in their schools did not understand the making of learning tools such as annual programs, semester programs, syllabi, and Learning Implementation Plans. Learning device is a device that is used in the teaching and learning process. Therefore, every teacher in an education unit is obliged to develop learning tools that take place in an interactive, inspiring, fun way, motivating students to participate actively. Learning tools can also be interpreted as everything or several preparations prepared by teachers both individually and in groups so that the implementation and evaluation of learning can be carried out systematically (Wildan, 2017). Therefore the students who still need help understanding the making of teaching plans, it is necessary to evaluate concretely the lecture process related to making teaching devices so that in the future, students who carry out field teaching practice are no longer confused about making them.

The fifth relates to school placement. The placement of field teaching practice students is essential because it has to look at the curriculum at school. In this case, the study program must provide strict regulations regarding determining the location of field teaching practice for students so that it is more practical and prioritizes schools with a good reputation. In the future, related to the placement of field teaching practice students, it can be done in various ways starting from elementary school, junior high school, and senior high school, which will have a different impact on students. In addition, the study program can provide a systematic and accurate assessment of adequately occupied schools so that students can be comfortable and maximized during the implementation process.

Kirkpatrick's Level 2: Learning

Level 2 is analyzing what students have learned while carrying out field teaching practice. The focus of this learning process that is important is how far students learn, or capture new knowledge and insights. Keep in mind that learning outcomes can be analyzed in various ways, through changes in knowledge, skills, or attitudes and behavior of students. The implementation of field teaching practices must be improvement cognitive, affective and psychomotor domains in off-campus learning programs for students (Faridah et al., 2021). This level is also very important because whether or not the participants are progressing can also help their teaching sessions in the future. This level 2 (learning) is called the assessment of learning outcomes (output). Therefore, in identifying and analyzing learning outcomes (learning measurement) researchers focus on changing attitudes, knowledge that has been learned, and skills that have been developed or improved. In accordance with (Rochmah, 2021) that student achievement must be able to provide a balance in the cognitive, affective, and psychomotor aspects so that in the learning process the abilities of each student will be honed properly.

Based on the results of interviews with students, many students gain new insights and knowledge when carrying out teaching practices in class. Students begin to understand the importance of skills that must be owned by a teacher when carrying out the teaching process to students. Learning activities involve several components: students, teachers, learning objectives, lesson content, teaching methods, appropriate learning media, and evaluation. All of these components interact with each other in learning activities that end in learning objectives (Sulistiyorini & Fathurrohman, 2016). During the teaching process students can also do good improvisation which integrates the theory gained during lectures and applies it when they practice being teachers in class. The improvisation process carried out by students is carried out self-taught in accordance with the needs of students starting from learning strategies and models and using learning media that only rely on student worksheets, textbooks, and power points as tools to convey material.

According to the results of interviews with students the learning media used is still very simple and needs to be improved again because when lectures students get learning media courses,

but only theories are conveyed by lecturers so when teaching in class they rarely use media technology-based learning due to the lack of references. Therefore, it is necessary to review the methods, strategies and learning media courses in Social studies education to innovate and carry out a combination of lectures based on theory and practice to provide provisions to students when practising teaching. There were several obstacles when implementing field teaching practice in schools, namely regarding several schools that did not have adequate facilities making it an obstacle for students when they wanted to teach in class, this was evident from the delivery of students who said that there was no projector in class so students who carrying out teaching must take the projector first so that it spends time. In this regard, the campus could choose a better and more comprehensive school in terms of facilities so that students can practice teaching safely and comfortably.

Based on this, it is clear that field teaching practice learning provides a good stimulus for students to provide new experiences about culture and real dynamics at school so that later it will make provision for students to be able to carry out their own development when they become teachers. Indicators used to measure readiness to become professional teachers in this study are pedagogic competence, personal competence, social competence and professional competence (Yulianto & Khafid, 2016). From the implementation of this program, students can also develop their talents, get to know the characteristics of students intensely, analyze assessments of students, and can collaborate on programs with teachers. From this it is clear that changes in abilities, skills, and attitudes are felt by students when they are in the school environment because they really formulate themselves to become teachers who must be creative, innovative, and solutive.

Kirkpatrick's Level 3: Behavior

At this level, what can be evaluated is how far the attitudes and behavior of students have developed after carrying out the field teaching practice. In this case, students are expected to be able to disseminate social studies values to identify, understand, and work to solve the challenges faced by this diverse nation in an increasingly interdependent world. Social studies values should help students acquire and learn to develop skills, knowledge, and attitudes that will prepare them to become competent, responsible, wise, and participating citizens in their communities, engage politically and demonstrate just moral and civil policies (Supardan, 2015). Keep in mind that attitudes and behavior will change in line with changes in environmental conditions. It is very possible that these changes will not be visible if, for example, the previous two levels are not properly applied and measured. Thus, the study program will assume that the implementation of field teaching practices fails, whereas the opposite is true.

However, the absence of change does not always mean that students do not learn anything, it is very possible that students or their environment prevent them from applying what they have learned, or they themselves have no intention to apply it. Evaluation of field teaching practice at this level is to record and evaluate the changes in behavior expected of participants, before and after attending the training. Changes in behavior in the implementation of field teaching practices must refer to the Component of good characters is: (1) moral knowing (moral awareness, knowing moral values, perspective-taking, moral reasoning, decision-making, and self-knowledge); (2) moral feeling (conscience, self-esteem, empathy, loving the good, self-control, humanity); and (3) moral action (competence, will, and habit) (Rosyad & Zuchdi, 2018).

Based on the results of interviews with students, some of them had extraordinary impressions after carrying out the field teaching practice at school. Lots of insights about the world of education that they did not get before. The implementation of this program makes a very valuable provision for students to prepare them to become a teacher later when in the world of work. Changes in students' attitudes are becoming more mature and critical about the dynamics and complex problems that exist at school and in the classroom so that they can turn them into experiences.

Evaluation at this stage gives the result that many indicators of success are received by students in terms of behavior, starting from the aspect of independence, discipline, appearance of dress that must be neat, service to students, attitude in team or group work, speed and accuracy in completing assignments. From the several indicators of change, the researchers saw that many students of the social sciences tadrís study program experienced changes for the better.

Kirkpatrick's Level 4: Results

At the last level, the final results of the field teaching practice sessions can be analyzed and identified. The implementation of field teaching practice had a very positive impact on students because there were many changes that students received in terms of maturity of thought, maturity in carrying out teaching, increased student confidence, and better organizational skills. The goal in field teaching practice is to achieve the personality of prospective educators who know and skills as a teacher who can use them appropriately in the teaching process both inside and outside educational institutions or schools. This is in accordance with (Kurniasari & Rahmawati, 2016) that the implementation of field teaching practice is very influential in shaping student readiness to become a professional teacher. That statement same as (Puspitasari & Asrori, 2019) that field-teaching practices can be interpreted as the practice of field experience as the initial foundation for students to practice and explore their abilities.

Field teaching is expected to form individuals with strong attitudes, knowledge, skills, and mental values (Zainal, 2015). The implementation of field teaching practice has a positive influence on students. For example, after going directly into the field, students gain experience interacting with teachers and students in a good and professional manner. So psychologically, it affects the formation of attitudes, personality, morals and character, and professional ethics.

Then in terms of the negative impact of implementing the field teaching practice, for example, the factors of the students who were unable to take advantage of the field teaching practice activities as a forum for developing abilities from within themselves. In addition, the less than the optimal implementation of the field teaching practice system itself from various stages, from the field introduction stage, the essential teaching skills stage, the observation stage, and the micro-teaching stage, is also one of the reasons for the ineffective implementation of the field teaching practice.

CONCLUSION

In the reaction stage, the students were not very satisfied with the advocacy given by the campus because it was not concrete and systematic, so an evaluation was needed from the Social studies education study program, besides that many of the curriculum that had been set by the Social studies education study program were not in accordance with social studies material. contained in the school so as to provide difficulties for students to learn the material. Second, at the learning stage, students can improvise teaching well while carrying out field teaching practice by applying various methods, strategies, and learning media so that students are better able to elaborate between theory that has been obtained during lectures and real teaching practice. The three stages of behavior, that there are many indicators of success received by students in terms of behavior, starting from the aspect of independence, discipline, appearance of dress that must be neat, service to students, attitude in team or group work, speed and accuracy in completing assignments. The four stages of results, at this stage it can be concluded that the implementation of field teaching practice has a positive impact on students starting from the confidence to teach, improved collaboration skills, and professional maturity obtained after implementing this program. So from the results of this evaluation, in the future the social studies education department in Tazkia must improve and develop curriculum, training to strengthen lecturer resources, and design concrete teaching practice programs.

REFERENCES

- Ananda, R., & Rafida, T. (2017). *Pengantar Evaluasi Program Pendidikan*. Perdana Mulya Sarana.
- Anwar, M. S. (2022). Ketimpangan aksesibilitas pendidikan dalam perspektif pendidikan multikultural. *Foundasia*, 13(1), 1–15. <https://doi.org/10.21831/foundasia.v13i1.47444>
- Aryadoust, V. (2017). Adapting Levels 1 and 2 of Kirkpatrick's Model of Training Evaluation to Examine the Effectiveness of a Tertiary-Level Writing Course. *Pedagogies: An International Journal*, 12(2).
- Astuti, N. W. W., Suhandana, I. G. A., & Dantes, N. (2013). Studi Evaluasi Efektivitas Pelaksanaan

- Praktik Pengalaman Lapangan (PPL) Mahasiswa Fakultas Pendidikan Olahraga dan Kesehatan (FPOK) IKIP PGRI Tahun 2012. *E-Journal Program Pascasarjana Universitas Pendidikan Ganesha*, 4(1), 1–12.
- Effendi, M., Zainuddin, & Ahmad, M. S. (2022). Implementasi evaluasi model kirkpatrick terhadap kualitas sistem pembelajaran. *Jurnal EDUCATIO: Jurnal Pendidikan Indonesia*, 8(1), 1. <https://doi.org/10.29210/1202221160>
- European Commission. (2018). *Teaching careers in Europe: Access, progression and support*. Publications Office of the European Union.
- Faridah, V. N., Aris, A., Sholikhah, S., Nurafifah, D., & Prastiwi, R. (2021). Improvement Cognitive, Affective and Psychomotor Domains in Off-Campus Learning Programs for Students of The Faculty of Health Sciences, Muhammadiyah Lamongan University. *Bali Medical Journal*, 8(4), 455–463.
- Fathurrahman. (2013). Pembinaan Profesional Guru Dalam Perspektif Teoritis dan Praktis. *Jurnal Ilmu Sosial Dan Humaniora*, 1(2).
- Fathurrahman, F., & Farih, A. (2019). Implementasi Praktik Pengalaman Lapangan (Ppl) Mahasiswa Program Studi Pendidikan Bahasa Inggris Fkip Universitas Islam Lamongan. *Jurnal Reforma*, 7(2), 77. <https://doi.org/10.30736/rfma.v7i2.80>
- Fitria, N., & Fidesrinur. (2017). Praktik Pengalaman Lapangan Studi Evaluatif Terhadap Kompetensi Mahasiswa PPL PG PAUD Universitas Al Azhar Indonesia Tahun 2015/2016. *Jurnal Al-Azhar Indonesia Seri Humaniora*, 4(1), 43. <https://www.neliti.com/publications/290123/praktik-pengalaman-lapangan>
- Hermino, A., & Arifin, I. (2020). Contextual character education for students in the senior high school. *European Journal of Educational Research*, 9(3), 1009–1023. <https://doi.org/10.12973/EU-JER.9.3.1009>
- Hilmi, M. (2022). Evaluation Of CIPP Model Program In Elderly Empowerment. *Jurnal Ilmiah Program Studi Pendidikan Luar Sekolah*, 11(2), 58–66.
- Ingersoll, R. (2017). *Misdiagnosing America's teacher quality problem*. Routledge.
- Iskandar, A. (2019). Evaluasi Diklat Asn Model Kirkpatrick (Studi Kasus Pelatihan Effective Negotiation Skill Balai Diklat Keuangan Makassar). *Jurnal Pendidikan*, 20(1), 18. <https://doi.org/10.33830/jp.v20i1.733.2019>
- Istiyani, N., & Utsman, U. (2020). Evaluasi Program Model CIPP Pada Pelatihan Menjahit Di LKP Kartika Bawen. *Jurnal Pendidikan Luar Sekolah*, 3(2), 6–13.
- Kirkpatrick, L. D. (2006). *Implementing The Four Levels*. Berret-Koehler Publisher, Inc.
- Kurniasari, I., & Rahmawati, D. (2016). PENGARUH MINAT MENJADI GURU DAN PRAKTIK PENGALAMAN LAPANGAN (PPL) TERHADAP KESIAPAN MENGAJAR EFFECT OF THE INTEREST TO BE TEACHERS AND PRAKTIK PENGALAMAN. 1–14.
- Mardiyansyah, V., & Suwito, D. (2018). Pengaruh Nilai Microteaching Terhadap Kemampuan Mengajar Mahasiswa Unesa Sebagai Calon Guru Dalam Kegiatan Program Pengelolaan Pembelajaran (Ppp) Di Smk Taman Siswa Mojokerto. *Jurnal Pendidikan Teknik Mesin*, 7(1), 47–54.
- Miles, B. M., Huberman, A. M., & Saldana, J. (2014). *Qualitative Data Analysis*. In Sage Publication.
- Mustafa, M. N., & Zulhafizh, Z. (2018). The use of Technology to Ensure the Quality of Teaching and Learning: Senior High School Teachers' Perspective. *Proceedings of the UR International Conference on Educational Sciences*, 765–771. <https://ejournal.unri.ac.id/index.php/ICES/article/view/6634>
- Nurhayati, Y. (2018). Penerapan Model Kirkpatrick untuk Evaluasi Program Diklat Teknis Substantif Materi Perencanaan Pembelajaran Di Wilayah Kerja Provinsi Kepulauan Riau. *Andragogi: Jurnal Diklat Teknis Pendidikan Dan Keagamaan*, 6(2), 170–187. <https://doi.org/10.36052/andragogi.v6i2.63>
- Puspitasari, W., & Asrori. (2019). Pengaruh Persepsi Profesi Guru dan Keefektifan Praktik Pengalaman Lapangan Terhadap Kesiapan Menjadi Guru Dengan Efikasi Diri Sebagai Variabel Intervening. *Economic Education Analysis Journal*, 8(3), 1061–1078. <https://doi.org/10.15294/eeaj.v8i3.35724>

- Ramli, A., Rahmatullah, Inanna, & Dangnga, T. (2018). *Peran media dalam meningkatkan efektivitas belajar*. 5–7.
- Ridho, A., Kusaeri, K., Nasaruddin, N., & Rohman, F. (2020). Evaluasi Program Gerakan Furudhul Ainiyah (Gefa) dengan Menggunakan Model Kirkpatrick. *Fikrotuna: Jurnal Pendidikan Dan Manajemen Islam*, 11(01). <https://doi.org/10.32806/jf.v11i01.3938>
- Rochmah, E. N. (2021). Efektivitas model scientific based learning pada peningkatan prestasi psikomotor siswa. *Foundasia*, 12(1), 20–28. <https://doi.org/10.21831/foundasia.v12i1.38395>
- Rosyad, A. M., & Zuchdi, D. (2018). Aktualisasi pendidikan karakter berbasis kultur sekolah dalam pembelajaran IPS di SMP. *Harmoni Sosial: Jurnal Pendidikan IPS*, 5(1), 79–92. <https://doi.org/10.21831/hsjpi.v5i1.14925>
- Sapriya. (2017). *Pendidikan IPS, Konsep dan Pembelajaran*. PT Remaja Rosdakarya.
- Shofwan, I., Yusuf, A., Suryana, S., & Widhanarto, G. (2019). Evaluasi Program Model Logical Framework Untuk Pengelola Pusat Kegiatan Belajar Masyarakat. *Jurnal Panjar: Pengabdian Bidang Pembelajaran*, 1(1), 59–64.
- Sulistiyorini, & Fathurrohman, M. (2016). *Esensi Manajemen Pendidikan Islam: Pengelolaan Lembaga untuk Meningkatkan Kualitas Pendidikan Islam*. Kalimedia.
- Supardan, D. (2015). *Pembelajaran Ilmu Pengetahuan Sosial: Perspektif Filosofis dan Kurikulum*. Bumi Aksara.
- Surahman, E., & Mukminan. (2017). Peran Guru IPS sebagai Pendidik dan Pengajar dalam Meningkatkan Sikap Sosial dan Tanggung Jawab Sosial Siswa SMP. *Harmoni Sosial: Jurnal Pendidikan IPS*, 4(1), 1–13.
- Susanti, E., & Endayani, H. (2018). *Konsep Dasar IPS*. CV. Widya Puspita.
- Suwandi, joko, & Sidik, R. M. (2016). Evaluasi Program Pengalaman Lapangan dalam Membekali Kompetensi Calon Guru. *Jurnal Pendidikan Ilmu Sosial*, 26(1), 70–79. <http://journals.ums.ac.id/index.php/jpis/article/view/2131>
- Thobroni, M. (2020). Implementasi Evaluasi Model Kirkpatrick pada Perkuliahan Sosiologi Sastra. *Perpustakaan UBT: Universitas Borneo Tarakan*.
- Widiada, I. K., Darmiany, H. A., & Witono, A. H. (2017). I Ketut Widiada, Darmiany, HA. Hari Witono. *JURNAL ILMIAH PROFESI PENDIDIKAN*, 2.
- Wildan. (2017). Model Pengembangan Perangkat Pembelajaran Bagi Guru. *Society*, 2(1), 41–63.
- Yulianto, A., & Khafid, M. (2016). Pengaruh Praktik Pengalaman Lapangan (Ppl), Minat Menjadi Guru, Dan Prestasi Belajar Terhadap Kesiapan Mahasiswa Menjadi Guru Yang Profesional. *Economic Education Analysis Journal*, 5(1), 100–114. <https://journal.unnes.ac.id/sju/index.php/eeaj/article/view/9989>
- Zainal, A. (2015). *Micro Teaching disertai dengan Pedoman Pengalaman Lapangan*. PT Raja Grafindo Persada.