

EVALUATION OF THE KIRKPATRICK MODEL PROGRAM AT THE WORKSHOP ON THE IMPLEMENTATION OF THE INDEPENDENT CURRICULUM OF LUWU STATE ISLAMIC HIGH SCHOOL

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Abstract

This study aims to evaluate the implementation of the Independent Curriculum Implementation Workshop (IKM) held at the Luwu State Islamic Senior High School (MAN Luwu). This study is an evaluation study with a mixed method approach using the Kirkpatrick Model, where there are four levels measured, namely the reaction level, learning level, behavior level, and outcome level. Data in quantitative and qualitative forms were collected using questionnaires, interviews, observations, and documentation obtained from the Principal and Teachers of MAN Luwu which were then analyzed using descriptive quantitative (depicted numerically by displaying the amount and frequency of data) and descriptive qualitative (through the process of reduction, display, and drawing conclusions on data in the form of data, images, document, and behavior) data analysis techniques. The results of the study are that the IKM Workshop, in terms of implementation and implementation objectives, were achieved based on findings at four levels of evaluation. At the reaction level, workshop participants were satisfied with the implementation of the activity. Participants who attended the workshop gave very positive reactions. At the learning level, there was an increase in knowledge (cognitive) supported by an increase in participant skills in compiling IKM documents and a more positive attitude of participants after attending the workshop. At the behavioral level, there has been a change in participant behavior after attending the workshop, as evidenced by the implementation of IKM at MAN Luwu, which has run effectively. At the results level, this includes increasing production results, customer satisfaction in this case, the principal and students, increasing teacher morale, and creating positive alumni workshop relationships both within and outside the school environment, which have been implemented and achieved well.

Keywords

Implementation of the Independent Curriculum, Program Evaluation, Kirkpatrick's model.



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INTRODUCTION

As stated in the Decree of the Minister of Education and Culture No. 56 of 2022 concerning Guidelines for the Implementation of the Curriculum in the context of Learning Recovery which was later perfected by the Decree of the Ministry of Education and Culture No. 262 of 2022 concerning Amendments to the Decree of the Minister of Education, Culture, Research, and Technology Number 56/M/2022 concerning Guidelines for the Implementation of the Curriculum in the Context of Learning Recovery, the high school/MA/other forms of curriculum refers to the Independent Curriculum that has been determined by the government or refers to the structure of the SMA/MA curriculum/other forms consisting of intracurricular learning and Pancasila student profile strengthening projects (P5).

Madrasah Aliyah, as an educational unit equivalent to high school, has the legitimacy to implement an independent curriculum. This is strengthened by the Decree of the Minister of Religion Number 347 of 2022 concerning Guidelines for the Implementation of the Independent Curriculum in Madrasas. Even to support the implementation of the independent curriculum, the Directorate of Curriculum, Facilities, Institutions, and Students of Madrasah at the Directorate General of Islamic Education has compiled a guidebook. As revealed by Isom (2023), the IKM Guidelines issued by the Ministry of Religion are general guidelines, not rigid and rigid. Madrasas are given the flexibility to carry out curriculum creation and innovations to accommodate the characteristics, peculiarities, needs, and visions of madrasas. That way, it is hoped that madrasas will have the courage to make a breakthrough and not be afraid of making mistakes.

Madrasah Aliyah Negeri (MAN) Luwu, as a formal education unit that organizes general education with the peculiarities of Islam at the secondary education level as a continuation of Junior High School, MTs, or other equivalent forms in the Luwu district, South Sulawesi province, has a great desire to implement an independent curriculum. The breakthrough taken by MAN Luwu to strengthen teachers' understanding in implementing the independent curriculum is to hold a "Workshop on the Implementation of the Independent Curriculum." The workshop, which was held on October 29-30, 2022, was facilitated directly by the Expert Trainer/Facilitator of the 2nd batch of the Driving School from the South Sulawesi Province Driving Teacher Center (BBGP). The goals to be achieved in this activity as conveyed by Hijeria (2022) are that teachers at MAN Luwu understand the concept of the new paradigm of education, understand and are skilled in understanding and compiling CP/TP/ATP, understand and are skilled in compiling teaching modules and P5 modules,

understand and are skilled in applying the principles of differentiated learning and Teaching at The Right Level, able to compile and conduct assessments, and understand the implementation of the Pancasila Student Profile Strengthening Project (P5). The implementation of the independent curriculum, which is preceded by increasing the understanding of teachers, is very important so that there is a strengthening in teachers who then grow and develop their knowledge, attitudes, and skills. (Abdul Zahir et al., 2022).

The IKM workshop is a program implemented by MAN Luwu, and, of course, as a program, it is appropriate to evaluate the success of the program. Program evaluation functions as an assistant, controller of program implementation, so that the follow-up of the implementation of the program can be known. Program evaluation is an activity to obtain an overview of the state of an object that is carried out in a planned, systematic manner with clear directions and goals (Musa, 2005). With the evaluation of the program in the implementation of IKM Workshop activities, IKM workshop activities can be accounted for their success. There are at least four things that I want to see in this workshop, namely reactions, knowledge, behavior of participants, and impacts after the IKM Workshop activities take place. On this basis, the most appropriate evaluation model to evaluate training activities is the Kirkpatrick model (La Duke, 2017). The Kirkpatrick model includes four (4) levels of evaluation, namely reaction level (Reaction/level 1), learning level (Learning/level 2), behavior (Behaviour/level 3), and result/impact (Result/level 4). As stated on the <https://trainingindustry.com> page, the level asks for opinions on the learning experiences of participants after the IKM Workshop activities.

Level 2 measures the extent to which participants acquire the desired knowledge, skills, and attitudes as a result of the IKM Workshop. This level is used to determine whether the objectives of the IKM Workshop are met. Level 2 can be completed as a pretest and post-activity evaluation, or only as a post-activity evaluation. Level 3 measures the extent to which participants' behaviour changes as a result of the training, which is essentially whether the knowledge and skills from the training are then applied in the respective educational unit. Level 4 seeks to determine the tangible outcomes of training, such as reduced costs, improved quality and efficiency, increased productivity, retention of educators and education personnel, data-driven planning, and higher morale.

Evaluation of the Kirkpatrick Model Program at the Independent Curriculum Implementation Workshop at the Luwu State Senior High School is intended to evaluate the activities of the Independent Curriculum Implementation Workshop at the Luwu State Senior High School that have been implemented. This study reveals the reactions of training participants, the learning gained, the changes that have occurred, and the results obtained. From several activities that have been carried out both within the scope of MAN Luwu, the scope of the Ministry of Religion of Luwu Regency, or the scope of the Ministry of Education of Luwu Regency, an in-depth study has never been carried out and how the implementation and achievement of these activities have never been reported. Unlike the Furudul Ainiyah Movement Program (GEFA) implemented in Madrasahs in East Java, which (Ridho et al., 2020) was well evaluated, and the evaluation results also showed good achievements at all levels measured, even though the scope of the study was too broad, so that it tended to be too over-generalized (not one school, but one province).

Likewise, the School Mover Program in Kediri City was also evaluated by Sava, Kusumawati, and Hazin (2024) using the Krikpatrick Model approach, the results of which showed that the Kediri City Education Office had done many things to improve the implementation of the school mover program. This study also has a research scope that is too broad, so it tends to be too over-generalization (not one school, but one city/district). The presence of the Kirkpatrick Model Program Evaluation research at the Independent Curriculum Implementation Workshop at the Luwu State Islamic Senior High School is expected to be a trigger for evaluation research on various activities or programs or projects carried out by educational units and government or private agencies so that activities or programs or projects can be measured for their achievement and can be accounted for openly and transparently. On the other hand, the Kirkpatrick Model is increasingly familiar with being used to evaluate an activity, as expressed by Nawaz, Ahmad, and Khushnood (2022) and Alsalamah, A., & Callinan, C. (2022) that the Kirkpatrick Model is the most effective model for evaluating an activity.

METHOD

This evaluation study uses a mixed-methods approach, with a combination of qualitative and quantitative approaches. This combined approach is used to collect data in depth and produce more comprehensive facts. The focus of this evaluation is also to obtain complete, in-depth data and provide accurate answers to the problems to be studied using qualitative and quantitative

approaches. This approach is directed to describe data holistically. The source of data in this study is a teacher of Madrasah Aliyah Negeri Luwu, who is a participant in the Independent Curriculum Implementation Workshop (IKM). The number of participants was 33 people, and all participants were used as samples (population research).

Qualitative data were obtained through interviews with the principal and teachers of MAN Luwu as workshop participants, field observations covering teacher activities in IKM, and IKM documents that had been prepared by the principal and teachers. Quantitative data were obtained through questionnaires and pretests and posttests given to MAN Luwu teachers. The primary data came directly from teacher responses from the results of interviews, questionnaires, and pretests and posttests, while the secondary data came from documents and field observations.

Qualitative and quantitative data obtained from various sources using various data collection techniques (triangulation) are collected continuously. Data collection for level 1 (reaction) was carried out by interviews and questionnaires (using Google Forms). Data for level 2 (learning) was obtained through test activities in the form of pretest and posttest, and interviews. Level 3 (behavioral) research data was obtained by conducting interviews, observations, and documentation. The same thing is done at level 4, and the data is obtained from interviews, observations, and documentation.

Quantitative data is processed with a descriptive quantitative data analysis approach, while qualitative data is processed with a qualitative descriptive data analysis approach. All data goes through a triangulation process and is tabulated according to the characteristics of the data. The research activities are depicted using the PERT Chart (Program Evaluation and Review Technique) as shown in the figure below.

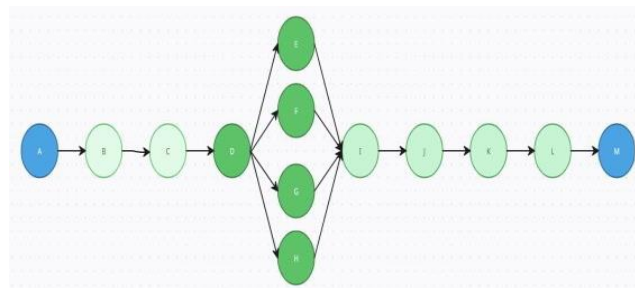


Figure 2. Stages of Model Research PERT Chart

FINDINGS AND DISCUSSION

Findings

The presentation of data from the research results is based on the data obtained at each level or adjusted to the Kirkpatrick Model covering four (4) levels of evaluation, namely reaction level (*Reaction/level 1*), learning level. (*Learning/level 2*), behavior (*Behaviour/level 3*), and results/impact (*Result/level 4*).

Reaction

The results of the research at level 1 or reaction included aspects of participant satisfaction with the activity, *workshop material* (well-presented and easy to understand), presenters (presentation and mastery, *quality of feedback*, and performance). Participant satisfaction with the implementation of the workshop.

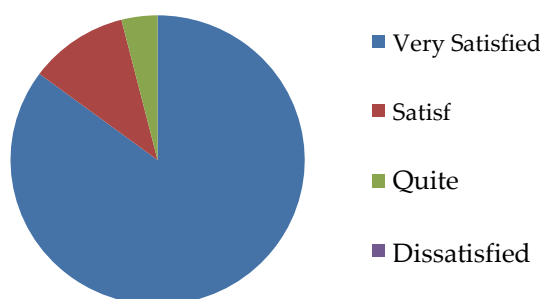


Figure 3. Participant Satisfaction

Based on the picture above, teachers as workshop participants are very satisfied with the IKM workshop. As many as 86% of teachers gave statements that they were very satisfied with the activity. Material delivered well presented;

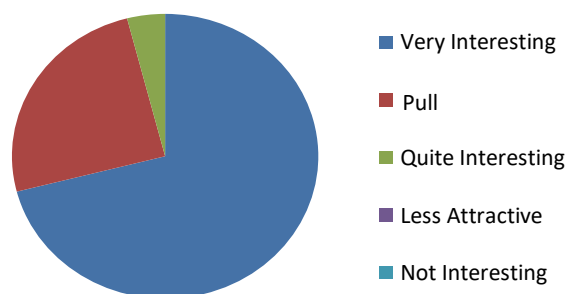


Figure 4. Presentation of Materials

Based on the picture above, teachers as workshop participants consider the material presented to be well presented. 71% of teachers stated that the material was presented in a very interesting way. Material delivered, easy to understand;

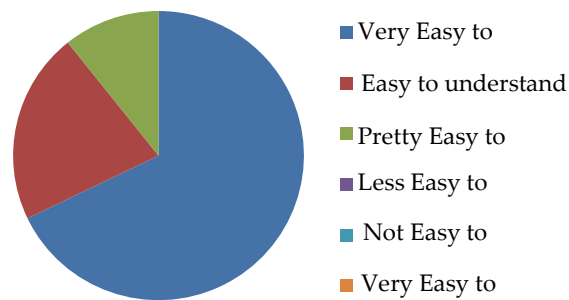


Figure 5. Ease of Understanding Material

Based on the picture above, teachers as workshop participants consider the material presented easy to understand. As many as 68% of workshop participants stated that it was very easy to understand the material presented by the resource person.

The presenter conveyed the material well

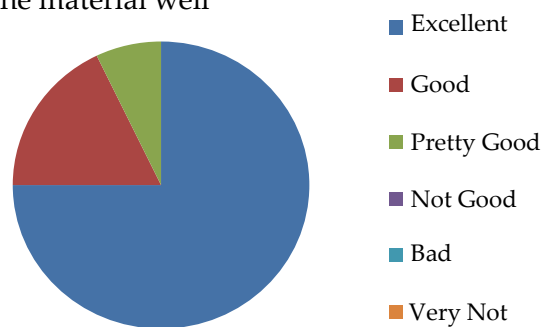


Figure 6. Delivery of Materials

Based on the picture above, teachers as workshop participants consider the resource person to have delivered the material very well. As many as 75% of participants stated that the delivery of the material by the resource person was very good (excellent). The presenter masters the material presented;

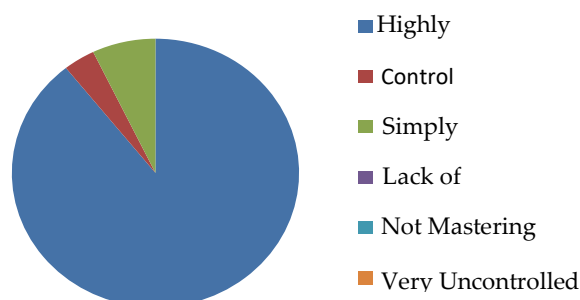


Figure 7. Mastery of Material

Based on the image above, teachers as workshop participants consider the resource person to have a very good grasp of the material provided, and this is proven by the fact that 89% of participants stated that the resource person had a very good (highly) grasp of the material. Quality

of feedback (feedback, responses) and speaker answers;

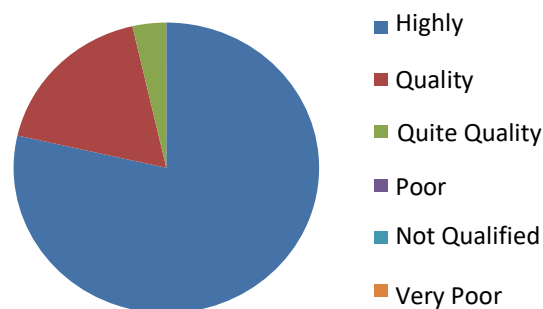


Figure 8. Quality of Feedback

Based on the picture above, teachers as workshop participants consider the resource person to have provided very good feedback and answers. As many as 79% stated that the quality of the resource person's feedback and answers was very good or highly. Presenter appearance;

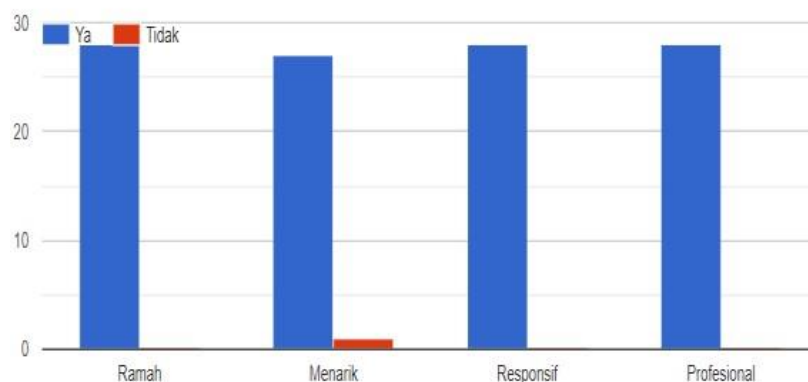


Figure 9. Presenter Appearance

Based on the picture above, the participants considered the resource person's friendliness, appearance, responsiveness, and professional attitude very good. All participants, or 100% of participants, considered the resource person very friendly, responsive, and professional. Only in terms of appearance, there were 2 participants who gave an unattractive assessment, or only 7%.

Based on seven indicators measured in the reaction aspect, as from the presentation of the data above, it shows that the participants who followed the *workshop* gave a very positive reaction. This shows that the implementation of activities has been running as it should. The above data is also supported by the results of open interviews with participants that this activity went well and the implementation was both from the material and the presenter very appropriate, with hope.

Learning

Data for level 2 (learning) was obtained through test activities in the form of a pretest and a final test (*posttest*). The implementation of *the pretest* and *posttest* includes understanding the operational curriculum of the educational unit, understanding the learning and assessment aspects, and the project to strengthen the profile of Pancasila students. The results of the pretest and posttest showed that there was an increase in participants' understanding after participating in the activity by 20.52%. Table 2 shows changes in the cognitive aspects of the participants before and after participating in the *workshop*.

Table 2. Pretest and Posttest Data

Question Items	Pretest	Posttest
1	48,48%	93,10%
2	60,61%	93,10%
3	26,47%	58,62%
4	57,58%	86,21%
5	54,55%	79,31%
6	30,30%	65,52%
7	36,36%	58,62%
8	60,61%	79,31%
9	48,48%	31,03%
10	15,15%	31,03%
11	75,76%	75,86%
12	39,39%	48,28%
Total	46,15%	66,67%
Increased	20,52%	

Source: Researcher Data Processing (2023)

The increase in knowledge (cognitive) by 20.52% is an indicator that this IKM workshop was successfully implemented. Increasing teachers' knowledge and understanding of the implementation of the independent curriculum is the main goal of this activity. This is as revealed by Hijeria (2022) that the purpose of this activity is for teachers at MAN Luwu to understand the concept of the new paradigm of education, understand and be skilled in understanding and compiling CP/TP/ATP, understand and are skilled in compiling teaching modules and P5 modules, understand and are skilled in applying the principles of differentiated learning and *Teaching at The Right Level*, able to compile and conduct assessments, and understand the implementation of the Pancasila Student Profile Strengthening Project (P5).

In terms of skills, participants were able to work on the worksheets given both individually and in groups. The results of the assessment of this worksheet are important information that, in

general, all participants have been able to compile several documents and other substantive matters. For example, participants are able to prepare Learning Objectives (TP) and Learning Objectives Flow (ATP), prepare teaching modules and simple P5 modules, even though they are still modified, skilled in compiling assessments and reporting learning outcomes.

In the attitude aspect, based on the results of the interview, information was obtained that there was a more positive change in attitude shown by participants after participating in the *workshop*. Participants, before participating in the *workshop*, considered the independent curriculum to be the same as the previous curriculum, had pessimistic attitudes, and self-distrust of teachers and heads.

MAN Luwu in implementing the independent curriculum. After participating in the *workshop*, participants experienced a change in attitude towards the independent curriculum. Teachers and principals who view that the new curriculum paradigm, in this case, the independent curriculum, is better than the previous curriculum have an optimistic and positive attitude to be able to implement the independent curriculum, and are more confident in implementing the independent curriculum. This is corroborated by the optimism presented in the table below.

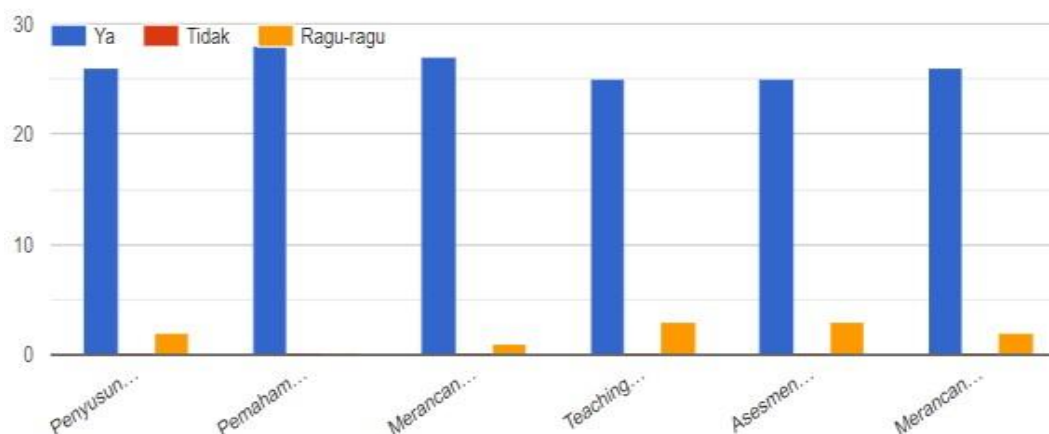


Figure 10. Optimisme Participants Apply Several Aspects of IKM

Based on the picture above, almost all participants are optimistic about being able to implement IKM according to the guidelines and run IKM properly. In terms of compiling CP/TP/ATP, there were only 2 participants who were hesitant, and no teachers were optimistic. In terms of understanding and ability to compile teaching modules, all teachers felt optimistic about compiling teaching modules. In terms of learning design, there was only one teacher who was hesitant, and no teachers were optimistic. In terms of implementing the teaching at the right level learning principle, there were only three teachers who were hesitant, and no teachers were

optimistic. In terms of compiling assessments, there were only three teachers who were hesitant, and no teachers were optimistic. In terms of planning the Pancasila Student Profile Strengthening Project (P5), there were only 2 participants who were hesitant, and no teachers were optimistic. It can be concluded that teachers, as workshop participants, are very optimistic about driving learning according to what is desired by IKM.

Behaviour

The level of *behavior* in research includes four things, as expressed by Nurhayati (2018), namely (1) a person must have the desire to change; (2) a person must know what to do and how to do it; (3) a person must work in an appropriate work environment; and (4) a person must be rewarded for their change. This behavioral aspect is to measure the extent to which the behavior of *workshop participants* changes after participating in the activity.

Based on the results of interviews conducted with participants and the head of MAN Luwu, comprehensive information was obtained that teachers and education units have a great desire to be better in implementing the independent curriculum. In the event that participants have a desire to change, 100% of all participants have a desire to change. All participants, along with increasing knowledge related to the independent curriculum and their skills in compiling documents used in IKM, will implement IKM well. The principles of differentiated learning and *teaching at The Right Level* will be applied in the classroom, and learning and diagnostic assessments will be carried out in a structured manner that has not been known in the previous curriculum (Curriculum 2013). Even after observation was made at MAN Luwu after *the workshop* was held, the teacher was able to present documents and learning administration, and also applied the principles of independent curriculum learning well.

In the event that someone has to know what to do and how to do it, after the workshop, all participants in this case are MAN Luwu teachers, know what to do and know how to do it. In terms of the preparation of the Unit Operational Curriculum

Education (KOSP), school principals, and their staff already understand how to compile it. Several things that need to be considered in the preparation of KOSP, such as referring to school characteristics, involvement of citizens outside the school (parents, stakeholders, community, etc.), flexibility, and dynamic etc., have been understood by the principal and teachers. Based on the results of interviews, observations, and documentation, MAN Luwu already has a KOSP that can be accounted for.

After the workshop, the teachers have increased their knowledge and skills in carrying out learning using the principles of differentiation and Teaching at The Right Level in the classroom, already know and understand how to prepare learning objectives (TP) and learning objectives flow (ATP), prepare teaching modules, prepare project modules to strengthen Pancasila student profiles (P5), and have already implemented the procedures and stages of P5. Teachers already know what to do in terms of learning and assessment. The principal and leadership elements of MAN Luwu already know the data-based planning process. Based on the results of observation and documentation, important parts of the IKM at MAN Luwu have run as they should and are being carried out well, even though there are still some areas for improvement in them.

The implementation of learning, assessment, and P5 has been well implemented. The implementation and sustainability of good IKM in MAN Luwu because the head of MAN Luwu has created a fun and student-centered school ecosystem. This condition is a manifestation.

"Someone has to work in the right work environment." The seriousness of teachers and principals in implementing the independent curriculum, coupled with high optimism and established collaboration between all elements, both from within the school and outside the school, has created an ecosystem and climate of school and learning that always ensures that all processes run well and the goals set are achieved. This appropriate work environment provides flexibility for teachers to continue to grow and develop, implementing the independent curriculum according to the class and phase. Based on the results of interviews and observations, a dynamic and harmonious work environment has led to the implementation of IKM well at MAN Luwu.

One of the supporters of the good implementation of IKM at MAN Luwu is the existence of an award mechanism for teachers who have made significant changes in implementing IKM. Based on an interview with the head of MAN Luwu, a MAN Luwu there is a mechanism to provide rewards for educators and educators who have become "*Agents of Change*" a MAN Luwu. There are many forms of appreciation given to teachers, both in the form of material and non-material.

After teachers participated in *the workshop*, teachers' behavior related to the implementation of the independent curriculum was increasingly in a more positive direction. Based on the results of interviews and observations conducted with school principals and teachers, teachers in viewing and implementing IKM are overgrown with enthusiasm, optimism, and the growth of a culture of collaboration and sharing that is getting higher.

Result

The purpose of the *workshop* is to increase teachers' understanding of the implementation of the independent curriculum and then be able to apply the independent curriculum in the learning process at MAN Luwu. Based on the above objectives, *the workshop* was declared successful, along with the improvement of knowledge and skills supported by a more positive attitude towards the teacher.

The final results in the context of evaluation at the impact level include increased production results (there are KOSP documents, Teaching Modules, P5 Modules, and Assessments), customer satisfaction in this case the principal and students, improved teacher morale, and the creation of positive alumni relationships both within the school (elements of MAN Luwu leadership, peers, staff, and students) and outside the school (parents/guardians of students, policy makers, and other elements).

The first is related to increased production output. Participants, after participating in the workshop, have increased their understanding and skills based on a more positive attitude and have been able to compile the documents needed for IKM. Based on the results of interviews and documentation, teachers who have participated in the workshop in the even semester of the 2022/2023 school year already have learning documents. The teaching module and the P5 module have been well arranged, although in general, they have not been arranged independently.

Likewise, in terms of the learning process, MAN Luwu has applied the principles of differentiated learning and Teaching at The Right Level, which is based on diagnostic assessment. Based on the results of interviews and observations, even though they have just implemented process differentiated learning, what MAN Luwu has done is more than enough. Based on the results of the interviews, the assessment process has been carried out both a formative assessment of learning objectives, a summative assessment of the scope of the material, and an end-of-semester assessment.

The second thing measured in the level of impact is customer satisfaction. Customer satisfaction in this aspect includes the perception of the principal and students (in this study, it is limited only to these two subjects due to the limited research time). Based on an open interview conducted with the head of MAN Luwu related to IKM involving alumni participating in the workshop, information was obtained that the principal was very satisfied with the work and performance that had been done by the teachers in implementing the independent curriculum, both

from the administrative and process aspects. The principal also revealed that with the implementation of IKM at MAN Luwu, there are more positive changes made by teachers, the school ecosystem and learning are more comfortable, students are more enthusiastic, and relationships with parties outside the school, especially parents, are getting better, especially their involvement in P5.

What was conveyed by the principal was corroborated by the perception of students when conducting an open interview. Students feel that they enjoy the learning process more because the learning process provided by the teacher is in accordance with their needs and interests. Especially with P5, students feel more involved, active, free, and happy.

Improving the morale of participants after participating in the workshop was an aspect measured in this level of impact, and the data was obtained through open interviews with principals and teachers. The results were as expressed by the principal that after participating in the workshop, the teachers were more disciplined, more challenged to advance, especially in mastering learning technology and learning models that accommodate differentiated learning, the spirit of collaboration was getting better, and the character of sharing good practices was growing and developing a MAN Luwu. What was conveyed by the principal was corroborated by the answers from the workshop alumni teachers. The effectiveness of learning leadership carried out by teachers is getting better.

The final aspect measured in this level of impact is the relationships created by workshop alumni participants after attending the workshop. This information was obtained from the results of open interviews conducted with teachers. As a result, after participating in the workshop, teachers, especially in the even semester of the 2022/2023 school year, have created positive relationships both within the school (elements of MAN Luwu leadership, peers, staff, and students) and outside the school (parents/guardians of students, policy makers, and other elements). For example, with internal school residents, the principle of collaboration is increasingly being applied. Learning in IKM based on phases requires teachers to work together to formulate TP/ATP in internal phases (phase E or phase F) and between phases (phase E and phase F). Sharing good practices is also applied, especially among fellow colleagues who are not workshop participants. Even in P5, which is carried out jointly by teachers across subjects as determined by the principal in the form of a P5 implementation team, it requires good communication between team members. In essence, with the existence of SMEs, collaboration and sharing of good practices have grown and developed at

MAN Luwu.

Relationships with residents outside the school are getting better, especially with students' parents. Their involvement in learning and assessment, both online (through social media) and offline (face-to-face), fosters a positive relationship between schools or teachers and residents outside the school. Based on the results of interviews conducted by teachers, the presence of P5 further strengthens and strengthens the involvement of students' parents. During the implementation of IKM, both intracurricular and P5 parents were very enthusiastic to be involved.

Discussion

"Workshop The implementation of the Independent Curriculum," which was carried out at MAN Luwu involving teachers as participants, is a training activity to increase understanding and skills, as well as foster a positive attitude of teachers in implementing the independent curriculum. As a program, the workshop needs to be evaluated to the extent of the program's success. In each training program, there are three objectives for trainees according to (D. Kirkpatrick & Kirkpatrick, 2006), namely to gain knowledge related to their work; to learn new skills and/or improve skills, and to change their attitudes.

When conducting these evaluation activities, an evaluation model is needed as a reference that is able to assess the quality and effectiveness of the implementation of a training program. The Kirkpatrick evaluation model is a conceptual framework to help determine what data should be collected in human resource development evaluation. Lin et al. (2011) say that Kirkpatrick's four-level evaluation model is an evaluation model whose level of evaluation covers the entire program to assess what we need. The four levels of evaluation in question are: Level 1 Reaction (Reaction), Level 2 Learning, Level 3 Behavior (Behavior), and Level 4 Results.

Level 1 Reaction. Based on seven indicators measured in the reaction aspect as presented in the research results, it shows that participants who participated in the workshop gave very positive reactions. This shows that the implementation of activities has been running as it should. The quantitative data above (obtained from 28 participants who responded to the questionnaire given) is also supported by the results of open interviews with participants that this activity went well and the implementation of both the material and the presenter was very much in line with the expectations of the participants. The results of the study are in line with the definition of Reaction as participant satisfaction regarding the training program (D. L. Kirkpatrick & Kirkpatrick, 2007). The importance of the reaction of the trainees is one of the determinants of the success of the

program. Basically, measuring the reaction is very important because it can help find out what the participants feel about the implementation of the training program and provide suggestions and input (Saowakul, 2008). The reactions shown by the participants led to the conclusion that the "Independent Curriculum Implementation Workshop" held at MAN Luwu had been running as it should.

Level 2 Learning. Based on the results of the study, namely an increase in knowledge (cognitive) of 20.52%, are an indicator that this IKM workshop was successfully implemented. Increasing teachers' knowledge and understanding of the implementation of the independent curriculum is the main goal of this activity. In terms of skills, participants were able to work on the worksheets given both individually and in groups. In the attitude aspect, based on the results of the interview, information was obtained that there was a more positive change in attitude shown by participants after participating in the workshop.

The results of the study are in accordance with the purpose of implementing learning evaluation at level 2, according to (Kennedy et al., 2014), which is to determine the participants' understanding of the material presented. From this definition, learning is related to the measurement of learning principles, facts, techniques, skills, and skills presented in the program. As (Zahir et al., 2022) has done, the learning level is more directed towards the knowledge aspect. c.

Level 3 Behavior

Based on the results of the study, it shows that the participants of the "Independent Curriculum Implementation Workshop" after participating in the activity show excellent work performance and performance or have changed behavior. According to Tan & Newman (2013), behavioral evaluation is to see changes in participants' behavior when they return to work with the ability and skills they acquired during training. From this definition, it can be interpreted that the term behavior is used in relation to job performance measurement.

Four things are measured as expressed by Kirkpatrick in Nurhayati (2018), namely (1) a person must have the desire to change; (2) a person must know what to do and how to do it; (3) a person must work in an appropriate work environment; and (4) and a person must be rewarded for his change. The results of these four aspects lead to the conclusion that there has been a change in the behavior of participants after participating in the workshop, as evidenced by the implementation of IKM at MAN Luwu has been effective. d. Level 4 Results.

Rafiq (2015) stated that the evaluation at level-4 is whether the benefits of the training have an impact on the trainees and achieve the expected goals. The evaluation of results in Level 4 is focused on the final results that occur because the participants have participated in a program. Evaluation is carried out on changes in institutional performance, for example, comparing the quality and quantity of work results and the time of the work process, before and after training.

The theory stated above is in line with the results of the research, namely the final results in the context of evaluation at the impact level include increased production results (there are KOSP documents, Teaching Modules, P5 Modules, and Assessments), customer satisfaction in this case the principal and students, improvement of teacher morale, and the creation of alumni workshop relationships both internally the school (elements of MAN Luwu leadership, colleagues, staff, and students) and outside the school (parents/guardians of students, policy makers, and other elements) have been implemented and achieved well.

Participants, after participating in the workshop, have increased their understanding and skills based on a more positive attitude and have been able to compile the documents needed for IKM. Customer satisfaction in this aspect includes the perception of the principal and students (in this study, it is limited only to these two subjects due to the limited research time). As a result, the stakeholders are very satisfied with the work and performance that have been done by the teachers in implementing the independent curriculum, both in terms of administration and process.

The improvement of participants' morale after participating in the workshop is an aspect that is measured in this level of impact, the result is that after participating in the workshop, teachers are more disciplined, more challenged to advance, especially in mastering learning technology and learning models that accommodate differentiated learning, the spirit of collaboration is getting better, and the character of sharing good practices is growing and developing a MAN Luwu. The relationship created by the workshop alumni participants after participating in the workshop. This information was obtained from the results of open interviews conducted with teachers. As a result, after participating in the workshop, teachers, especially in the even semester of the 2022/2023 school year, have created positive relationships both within the school (elements of MAN Luwu leadership, peers, staff, and students) and outside the school (parents/guardians of students, policy makers, and other elements).

CONCLUSION

“Workshop The implementation of the "Independent Curriculum" carried out at MAN Luwu has been carried out well, based on the results of the program evaluation using the Kirkpatrick model. The “Independent Curriculum Implementation Workshop” held at MAN Luwu was carried out well, based on the results of the program evaluation using the Kirkpatrick model. At the reaction level (level 1), workshop participants were satisfied with the implementation of the activity. Participants who attended the workshop gave very positive reactions. At the learning level (level 2), there was an increase in knowledge (cognitive) of 20.52%, which was supported by an increase in participant skills in compiling IKM documents and a more positive attitude of participants after attending the workshop. At the behavioral level (level 3), there has been a change in participant behavior after attending the workshop, as evidenced by the implementation of IKM at MAN Luwu, which has been running effectively. At the impact level (level 4), it includes increased production results (there are KOSP documents, Teaching Modules, P5 Modules, and Assessments), customer satisfaction in this case the principal and students, improved teacher morale, and the creation of positive workshop alumni relationships both within the school (elements of MAN Luwu leadership, peers, staff, and students) and outside the school (parents/guardians of students, policy makers, and other elements) have been implemented and achieved well.

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