

Evaluation of the Cakap Baca Program Using the Kirkpatrick Model at SMP Negeri 1 Banjarmasin

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Abstract

The Cakap Baca literacy program is a program that has been implemented at SMP Negeri 1 Banjarmasin as part of the Teaching Assistance activities. This literacy program falls under the category of basic literacy, specifically reading literacy. This study aims to evaluate the effectiveness of the Cakap Baca program at SMP Negeri 1 Banjarmasin, which is designed to improve participants' abilities to understand, analyze, and evaluate reading texts, using the Kirkpatrick evaluation model.

The method used is qualitative, employing the model developed by Donald Kirkpatrick, which consists of four levels: reaction, learning, behavior, and results. Data were collected through observation, interviews, and document studies. Observations were conducted in stages: during the preparation of the teaching assistance work program, during the implementation of the Cakap Baca program, and after the program was completed. Interviews were conducted throughout the research process, involving 27 students and 2 educators as respondents to obtain in-depth data about their experiences and perceptions of the program. Document studies focused on analyzing students' work as material for evaluating the program's success.

The study showed positive results across all four levels of the Kirkpatrick evaluation. At the reaction level, students responded enthusiastically and enjoyed the fun and interactive methods. At the learning level, there was an improvement in reading ability and communication skills, although challenges remained in summarizing and critical thinking. At the behavior level, positive changes were observed in reading habits and increased visits to the school's literacy facilities, although ongoing support is still needed. At the results level, the program impacted the improvement of subject comprehension, especially in Indonesian language, and encouraged the growth of a literacy culture.

The positive outcomes of the Cakap Baca program demonstrate its potential as a sustainable literacy initiative that effectively enhances reading skills and fosters a culture of literacy among students. Further support and development are necessary to address challenges in critical thinking and summarizing skills.

Keywords: Evaluation, Literacy, Kirkpatrick Model

Abstrak

Program literasi cakap baca merupakan program yang telah dilaksanakan di SMP Negeri 1 Banjarmasin pada kegiatan Asistensi Mengajar. Program literasi ini masuk pada kategori literasi dasar khususnya literasi membaca, penelitian ini bertujuan untuk mengevaluasi program cakap baca di SMP Negeri 1 Banjarmasin, yang dirancang untuk

meningkatkan kemampuan peserta dalam memahami, menganalisis, dan mengevaluasi teks bacaan, dengan menggunakan model evaluasi Kirkpatrick.

Metode yang dilakukan menggunakan kualitatif dengan model yang dikembangkan oleh Donald Kirkpatrick yang terdiri dari empat level yang yaitu reaksi (*reactions*), belajar (*learning*), perilaku (*behavior*), hasil (*results*) dengan data yang didapatkan dari observasi, wawancara dan studi dokumen. Observasi dilakukan secara bertahap, yaitu pada saat penyusunan program kerja asistensi mengajar, saat pelaksanaan program Cakap Baca, dan setelah program selesai dilaksanakan. Wawancara dilakukan selama proses penelitian dengan melibatkan 27 peserta didik dan 2 orang pendidik sebagai responden untuk mendapatkan data yang mendalam mengenai pengalaman dan persepsi mereka terhadap program. Sedangkan studi dokumen difokuskan pada analisis hasil kerja peserta didik sebagai bahan evaluasi keberhasilan program. Dari penelitian menunjukan hasil yang positif di empat level evaluasi Kirkpatrick. Pada level reaksi, siswa memberikan respons yang sangat antusias dan menikmati metode yang menyenangkan serta interaktif. Pada level pembelajaran, terdapat peningkatan kemampuan membaca dan keterampilan komunikasi, meskipun masih ada tantangan dalam merangkum dan berpikir kritis. Di level perilaku, terlihat perubahan positif dalam kebiasaan membaca dan meningkatnya kunjungan ke fasilitas literasi sekolah, walaupun masih memerlukan dukungan berkelanjutan. Sementara pada level hasil, program ini berdampak pada peningkatan pemahaman pelajaran, khususnya Bahasa Indonesia, serta mendorong tumbuhnya budaya literasi. Hasil positif dari program Cakap Baca menunjukkan potensi program ini sebagai inisiatif literasi yang berkelanjutan dan efektif dalam meningkatkan kemampuan membaca serta membangun budaya literasi di kalangan siswa. Dukungan dan pengembangan lebih lanjut diperlukan untuk mengatasi tantangan dalam keterampilan berpikir kritis dan merangkum teks.

Kata Kunci: Evaluasi, Cakap Baca, Model Kirkpatrick

Introduction

The Teaching Assistance Program implemented by the Faculty of Teacher Training and Education (FKIP) at Lambung Mangkurat University (ULM) is one of the independent programs under the Merdeka Belajar-Kampus Merdeka (MBKM) framework, aimed at increasing student participation in supporting the implementation of MBKM at ULM. The program runs from January 22 to June 4, 2024, at SMP Negeri 1 Banjarmasin. In the initial phase of implementation, researchers conducted school observations and interviews with mentor teachers to gain a comprehensive understanding of the school's conditions and needs.

From the various activities and programs implemented during the Teaching Assistance, the researchers decided to focus their research on the Cakap Baca Program. The selection of this program was based on the results of observations and interviews, which indicated that literacy is one of the aspects that requires significant attention and development at SMP Negeri 1 Banjarmasin, and facilities such as reading corners are rarely utilized. Additionally, the Cakap Baca Program is one of the main initiatives designed to improve students' literacy skills, in line with the requirements of Law Number 20 of 2003 on the National Education System, which emphasizes the importance of literacy, numeracy, and character as core competencies for students (Inovasi, 2023).

Literacy, which includes reading, writing, and speaking skills, is crucial in supporting the learning process and academic achievement of students (Ghozali, 2024). Therefore, the development of students' literacy through the Cakap Baca Program is considered a strategic step that is relevant to the needs of schools and national education goals (Kemendikbud, 2023).

After the implementation of the Cakap Baca Program, the researcher conducted an evaluation using the Kirkpatrick Model to assess the program's effectiveness in improving students' literacy competencies. This model includes four levels of evaluation: Reaction, Learning, Behavior, and Result, which systematically measure participants' responses, knowledge and skill improvements, behavioral changes, and the program's impact on learning outcomes.

The focus of the research on the Cakap Baca Program was selected based on real needs in the field and the program's alignment with the objectives of Teaching Assistance, thereby expected to make a significant contribution to literacy development at SMP Negeri 1 Banjarmasin. Following the program's implementation, researchers proceeded with an evaluation to determine the program's feasibility for continuation, using the Kirkpatrick evaluation model. This evaluation is a systematic process designed to measure the condition of an object using specific instruments (Utama et al., 2022). Additionally, the evaluation aims to observe behavioral changes and the actual impact on educational goal achievement (Ardiana Maharani et al., 2024), which includes four levels of assessment (Nufeto & Kristiani, 2024). The results showed very positive responses from participants toward the program that had been implemented (Widyaiswara & Muda, 2023).

Method

Generally, according to (Sugiyono, 2023:387), research aims to discover, develop, and verify knowledge. Meanwhile, the specific objective of qualitative research is to explore new things that were previously unknown or undiscovered. Qualitative methods were chosen because the process is conducted continuously and repeatedly until the research objectives are achieved (Abdussamad, 2021).

The sampling technique used purposive sampling. Purposive sampling is a method of selecting samples based on specific criteria or considerations set by the researcher (Sugiyono, 2023:133). Furthermore, the evaluation model used is the Kirkpatrick Evaluation Model, which consists of four levels: (1) Reaction, which aims to evaluate participants' satisfaction with the training implementation; (2) Learning, which is used to assess improvements in participants' knowledge, skills, or attitude changes after participating in the training; (3) Behavior, which focuses on assessing changes in participants' work behavior after returning to their work environment; and (4) Result, which aims to measure the impact of changes in participants' work behavior on organizational productivity.

In this study, the data sources consisted of primary and secondary data, which were used to obtain comprehensive and in-depth information about the implementation of the "Cakap Baca" program at SMP Negeri 1 Banjarmasin.

Table 1. Primary and Secondary Data

| No | Primary Data | | Secondary Data |
|----|------------------------|--------|-----------------------------|
| | Respondent | Number | |
| 1 | Seventh Grade Students | 27 | Literacy program literature |
| 2 | Teachers | 2 | Activity Documentation |

Research Setting: This study was conducted at SMP Negeri 1 Banjarmasin. The school is located at Jl. Batu Tiban No. 23, Komplek Mulawarman, Kelurahan Teluk Dalam, Kota Banjarmasin, Kalimantan Selatan. The research subjects selected were seventh-grade students in class VII A and educators (teachers involved in the program). The research object was the reading proficiency program that had been implemented.

Data collection was conducted using three methods: interviews, which are meetings between two people to exchange information and ideas, thereby forming an understanding of a particular topic; observation; and document analysis. The collected data were analyzed by describing them according to their original conditions through data source triangulation (Salim et al., 2020). According to Rony Zulfirman (2022), Miles and Huberman's interactive data analysis model has three components: (1) data reduction, (2) data presentation, and (3) conclusion drawing or verification. These three main components of qualitative data analysis must be present in qualitative data analysis.

Result and Discussion

Table 2. Program Evaluation Using the Kirkpatrick Model

| Evaluation Level | Expected Results | Achieved (✓) |
|------------------|--|--------------|
| 1. Reaction | Students feel happy, activities are interactive and enjoyable | ✓ |
| 2. Learning | Improved reading and communication skills | ✓ |
| 3. Behavior | Students begin to read diligently and apply reading techniques | ✓ |
| 4. Results | Improved performance, literacy culture develops | ✓ |

A. Level Reaction

At the reaction level, it is necessary to assess student satisfaction with the program implementation based on interview and observation results. Student reactions to the Cakap Baca program showed very positive results (Mardiana, 2023). The majority of students stated that the program was interesting, enjoyable, not boring, and provided a different learning atmosphere than usual. The program is considered capable of creating an enjoyable learning experience because it is packaged in the form of group activities, discussions, presentations, and the provision of rewards or prizes.

This aligns with Kirkpatrick's statement that positive participant reactions are crucial as a foundation for encouraging further engagement in the learning program (Cahapay, 2021). The positive response from students is also reinforced by statements from teachers and the vice principal, who noted that the program is relevant to students' needs and can create a more interactive learning environment.

However, it is important to note that some teachers mentioned that some students initially had negative perceptions toward reading activities. This means the program needs to be further strengthened with creative approaches to change these perceptions among students.





Capture 1. Implementation of the Cakap Baca Program

B. Learning Level

Based on the results of observations, interviews, and document studies, the Cakap Baca program has been proven to improve students' reading skills. Students reported that they felt their reading skills had improved after participating in the program (Supriyanto, 2024). In addition, they also gained additional skills in public speaking (Tamsuri & Pamenang, 2022), especially through activities such as presenting their reading results.

The interview results showed that students did not experience difficulties in understanding the material provided. The reading techniques applied in the program were considered interesting and easy to follow. The learning strategies used included group work, discussions, and presentations, which supported active learning.

However, there were still several obstacles identified by the vice principal, namely that students had difficulty summarizing the content of the reading and unifying opinions in groups. This indicates the need to strengthen strategies in information processing and critical thinking skills among students.

C. Behavioral Level

From the results of observations and interviews, changes in student behavior after participating in the Cakap Baca program were evident in increased interest in reading and frequency of visits to the library or reading corner (Siska Maulidya et al., 2024). Students reported beginning to apply the reading techniques learned from the program in their daily reading activities. Their confidence in reading also increased, although some students still felt less confident when speaking in public.

From the perspective of teachers and vice principals, these positive changes are indeed beginning to emerge (Damayanti et al., 2016) but are not yet consistent across all classes because the program has not been fully implemented. Additionally, limitations in facilities such as reading rooms and the availability of accompanying teachers also pose obstacles in maintaining and strengthening students' literacy behaviors.

This indicates that while positive behavioral changes have occurred, systemic support is needed to ensure reading habits continue to develop sustainably, such as through follow-up activities or regular literacy programs facilitated by the school.

D. Level Results (Impact of the Program on Academic Achievement and School Culture)

Based on observations, interviews, and document studies, the Cakap Baca Program has a positive impact on student learning outcomes (Widyaiswara & Muda, 2023), particularly in understanding Indonesian language subjects. Students find it easier to comprehend lesson materials as their reading skills improve. Additionally, the program has strengthened the school's literacy culture, as evidenced by increased reading activities among students and the emergence of other literacy initiatives such as morning literacy sessions.

However, teachers noted that the program's impact has not yet fully reached all classes due to limitations in time, space, and teaching staff. Therefore, the comprehensive and sustained implementation of the program is crucial to ensure that its positive effects are felt by all students.

The vice principal provided suggestions for future program improvements, including strengthening collaboration with subject teachers, structuring the program schedule, and providing teacher support during the program. Additionally, future literacy activities should not only focus on reading but also include writing skills and more creative ways of expressing ideas.

This evaluation shows that the Cakap Baca program has great potential to improve students' literacy competencies and build a school literacy culture (Nufeto & Kristiani, 2024).

Conclusion

The program at SMP Negeri 1 Banjarmasin showed positive results at all four levels of Kirkpatrick's evaluation. At the reaction level, students responded enthusiastically and enjoyed the fun and interactive methods. At the learning level, there was an improvement in reading ability and communication skills, although there were still challenges in summarizing and critical thinking. At the behavior level, positive changes were observed in reading habits and increased visits to school literacy facilities, although ongoing support is still needed. At the results level, the program has impacted improved subject understanding, particularly in Indonesian language, and has fostered the growth of a literacy culture. Overall, the Cakap Baca program has great potential to be developed as a sustainable and collaborative school literacy program.

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