



Leadership Training Program at Faculty of Psychology, Bosowa University

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Abstract

This study aims to describe the implementation of the Kirkpatrick model evaluation of levels 1, 2 and 3 of the student leadership training programs at the Faculty of Psychology, Bosowa University, Makassar. This study uses a mix method (quantitative-qualitative). This study involved 33 participants. Data were collected through questionnaires, interviews, observations, and documentation. The results of the study showed that level 1, participant reactions measured by a Kirkpatrick reaction sheet questionnaire, that leadership training participants were satisfied with the available schedule components and were very satisfied with the committee components, facilities, content, speakers and materials. At level 2, which was measured through a pre-post t-test, there was a change in participant knowledge and skills with a significant average learning evaluation value. At level 3, which was described from the interview results, there was a change in behavior in 4 components, namely personality, interpersonal communication, cooperation skills and leadership skills, although the changes were not significantly consistent for 33 participants within 1.5 months. The Kirkpatrick evaluation model is effective in assessing the level of participant satisfaction, increased knowledge and changes in behavior of leadership training participants. The leadership training program is very effective to be carried out continuously every year as an effort to shape the character of students who are ethical, innovative, broad-minded, and have global competitiveness. The material provided is more varied, adjusted to the development and context of the generation. Carrying out activities according to the training guidelines and inviting more students to actively participate.

Introduction

Students as agents of change and future leaders have an important role in bringing progress to the nation and state. Therefore, it is important for them to equip themselves with various competencies, one of which is leadership competency. Leadership competency is a set of knowledge, skills, and attitudes needed to lead and inspire others. This ability is very important for students in various aspects of life, both on and off campus (Grigoropoulos, 2020; Pamuji & Limei, 2023; Cardon et al., 2024).

Universities face challenges in preparing students to become effective future leaders in a changing world. The phenomenon of technological disruption, changing job landscapes, and complex social challenges require college graduates to have 21st-century skills, including leadership (Dishon & Gilead, 2021; Gupta et al., 2021; Rony et al., 2023). Therefore, leadership development (leadership training) is an important component in higher education. Leadership training programs are designed to equip students with the knowledge, skills, and attitudes needed to become effective leaders.

According to Law Number 12 of 2012 concerning Higher Education, students take part in curricular, co-curricular, and extracurricular learning. Integrated learning activities help students learn both hard skills and soft skills in college. Student organizations, also known as Ormawa, allow students to take part in extracurricular and co-curricular activities. Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System regulates the activities of student organizations (Ormawa) (Kemendikbud, 2022; Sanni & Babussalam, 2022;).

According to the law, every student has the right to receive education that suits their interests, talents, and reasoning. Furthermore, Law Number 12 of 2012 concerning Higher Education stipulates the right of students to receive educational services that suit their interests, talents, and reasoning. According to Article 14 of Law Number 12 of 2012, students' interests, talents, and reasoning can be developed through curricular, co-curricular, and extracurricular activities. According to Article 77, student organizations are organizations located within universities and have authority from the leadership of the university (Ministry of Education and Culture, 2022)

The Student Executive Board (BEM) of the Faculty of Psychology, Bosowa University, as a forum for developing student potential, realizes the important role of students in national development. For this reason, BEM organizes training and provision for its members to prepare them as future leaders. The leadership training is called the Leadership Training of the Student Executive Board (BEM) of the Faculty of Psychology, Bosowa University. The Leadership Training activity, abbreviated as LT, is one of the activity programs held every year. The Leadership Training activity of the Student Executive Board has been carried out since 2021. In 2024 this program will be held again with the name of the Leadership Training activity 2024 and carries the theme " Future Leaders with Integrity and Full of Responsibility".

The objectives of the 2024 Leadership Training activity are (1) To regenerate prospective members of the BEM Faculty of Psychology, Bosowa University. (2) To form young members who have character, competence and leadership. (3) To strengthen friendship between members of the BEM Faculty of Psychology, Bosowa University. The benefits of this activity are that participants are expected to be able to build leadership and critical thinking skills towards all phenomena that occur in society. Able to provide insight into the role of psychology and encourage each academic community to be more productive. This activity has been carried out for 3 days, Friday-Sunday, from May 17-19, 2024.

The form of the 2024 Leadership Training activity is advanced character education from Leadership Training I and An Inspiring and Education Perkins (INSIDER) from the BEM Faculty of Psychology, Bosowa University. The 2024 leadership training activity focuses on improving and reviewing competencies based on affective, cognitive, and psychomotor abilities. Training that focuses on improving competencies is needed to improve this. Some of the existing competency improvements are contained in the material that will be provided during the activity.

Leadership Training program is designed to develop individual skills and knowledge in leading a team or organization (Marion & Fixson, 2021; Morandini et al., 2023; Chowdhury et al., 2023). However, based on the results of an interview with the Head of the BEM Faculty of Psychology, Bosowa University for the 2023-2024 period, there is still a gap between the committee's expectations and the results in the field from the participants. The problems that occur include: Many participants do not understand the purpose of the leadership training activities, the weight of the Leadership Training material is considered too heavy by the participants. There is still a lack of instilling ethics, for example, participants still show a lack of respect for seniors and juniors when interacting. Participants have a wrong understanding of

the meaning of solidarity, when given issues related to solidarity, participants interpret that they must always be together even in bad things. This shows that the Leadership Training program 2024 has not achieved its goals optimally.

To determine the effectiveness of the 2024 student leadership training program, an evaluation of the program is needed. Evaluation of the 2024 Leadership Training program This is very important to ensure the effectiveness of the program and improve its quality in the future. By understanding the gap between the committee's expectations and the results of the leadership training, the committee can make the necessary improvements to achieve the program's goals (Amrulloh et al., 2024; Mulyasa, 2022; Tulung, 2014; Togneri & Anderson, 2003; Earl et al., 2001).

There are several program evaluation models in evaluating an activity. The CIPP program evaluation model, developed by Stufflebeam A decision-oriented evaluation approach structured model, including the management analysis model that is widely used for educational programs (Stufflebeam & This, 2000; Hutahaeen, 2021; Lestari et al., 2024). Summative Formative Evaluation Model, developed by Michael Scriven (Fetrianto, 2017). Countenance Evaluation Model, developed by Stake (Stake, 1995). CSE-UCLA Evaluation Model, emphasizing the time of evaluation conducted (Rusmulyani et al., 2022; Mohammad et al., 2022). Difference Evaluation Model, developed by Provus (Tahap et al., 2014). Kirkpatrick Model, developed by Donald Kirkpatrick (Kirkpatrick & Kirkpatrick, 2006).

In this study, the researcher used the Kirkpatrick Evaluation Model, which emphasizes that training evaluation is a process of systematically collecting information based on the information obtained. This model was developed by Daniel L. Kirkpatrick in 1959 (Kirkpatrick & Kirkpatrick, 2006), and serves as a guide in determining the close relationship between the evaluation and its effectiveness and usefulness. Program evaluation aims to produce recommendations for decision making about the program, either by continuing the program that is already running, or expanding, improving the program and or stopping the program that is running (Stufflebeam & Coryn, 2014; Funnell & Rogers, 2011; McKenzie et al., 2022). By using The Four levels model (Kirkpatrick), the Leadership Training 2024 program can be evaluated by measuring participant responses to the program (Level 1), measuring the level of teaching and absorption of participant information (Level 2), and measuring changes in participant behavior after participating in the program (Level 3). (Ibrahim, 2018) The 2024 leadership training for students at the Faculty of Psychology, Bosowa University has been going on for approximately one month, so an evaluation at level 4 has not been carried out.

Several previous research articles that were used as references in this study, among others, Muda-Implementation of Kirkpatrick Model Evaluation (Level 1 and 2) Substantive Technical Training for Religious Extracurricular Activity Supervisors in Junior High Schools at the Center for Education and Religious Technical Personnel Training (Muda, 2017). The difference with this study is in the research subjects, and this study conducted a program evaluation from level 1 to level 3. Evaluation of the Scientific Writing Training Program for Widyaishwara Pusbangtendik Kemdikbud (Arthur, 2018). The difference with this study is that the program evaluation was conducted from level 1 to level 3, while previous studies conducted research evaluations from level 1 to level 4 and on the research subjects.

The formulation of the problem of this study is how to evaluate the reaction of participants to the materials, speakers and facilities of Leadership Training?. How to evaluate the increase in knowledge of participants given in Leadership Training?. How to evaluate changes in participant behavior in Leadership Training ?.

The aims and uses of this evaluation research are: To increase the effectiveness of the Leadership Training program. so that it can achieve its goals. Improving the quality of leadership in the Student Executive Board (BEM) organization of the Faculty of Psychology, Bosowa University.

Methods

This program evaluation study aims to see the effectiveness of the implementation of the Leadership Training program of the Student Executive Board of the Faculty of Psychology, Bosowa University, Makassar with 33 participants which was carried out for 3 days, from Friday to Sunday, from May 17-19, 2024. Kirkpatrick's four-level model was used to conduct this evaluation study. The Leadership Training program was evaluated at the response level (reaction), learning level and behavior level.

In this program evaluation research, using a mix method, namely a mixed method is a procedure for collecting, analyzing, and combining qualitative and quantitative methods in one study or a series of studies (continuing research) (Creswell, 2009). Data were collected through questionnaires, interviews, observations, and documentation. Quantitative data collected using questionnaires have been calibrated through theoretical and empirical validation to ensure the validity of the data. Triangulation of sources, and methods ensure that qualitative data is accurate. The data analysis used is quantitative and qualitative. Quantitative analysis (Ibnu, 2022) is presented in the form of tables, while qualitative analysis is carried out through field notes during data collection, descriptions of interview results, and descriptions of observations (Ibnu, 2022). Analysis after data is collected by displaying data for each level and drawing conclusions.

Table 1. shows the data collection process.

Evaluation components	Aspects Evaluated	Evaluation standards
Level 1: Response	material training, source person. Facilities (room comfort, study room, bedroom, food, drink and snack menu for participants, wifi) division of time used, use of time,	reaction sheet questionnaire with scale
Level 2: Learning	Acquisition of knowledge and skills before and after training participant activity during the training.	<i>pre-post</i> knowledge test Interview with <i>the master of training</i>
Level 3: Behavior	Personality: discipline, manners, emotional control interpersonal communication ability to work together ability to lead a group.	Interview: Vice dean, student affairs, supervising lecturers, BEM chairman, committee chairman, student family.

Data source

The data source in this evaluation study is respondents (Abubakar, 2021) , namely 33 participants who participated in the *Leadership Training program. Involved in filling out the reaction evaluation to the program.*

Participants who will be involved in this study for interviews are the Vice Dean for Student Affairs (1 person), Lecturers of the Faculty of Psychology, Bosowa University (4 people). Head of BEM (1 person), Head of the Committee (1 person), *Master of Training* (1), Extended Family of Students of the Faculty of Psychology (7 people). The total number of participants in this study is 15 people.

Data Collection Procedure

For to obtain data field, so researcher in gather data using the method:

Interview

According to Esterberg, an interview is a meeting where two people meet to exchange ideas and information through questions and answers so that they can create meaning about a particular research topic. Sugiyono quoted this definition of Esterberg (Abubakar, 2021).

The interview method was used to collect data. data related Participant responses (initial data) were conducted on 5 participants. Interviews to see changes in participant behavior were conducted with the Vice Dean, Lecturers, and extended families of students at the Faculty of Psychology, Bosowa University.

Questionnaire (questionnaire)

Questionnaire is a sheet Which containing information a number of questions or written statements to be answered by respondents. In this study, a questionnaire was used to measure participants' reactions to the training. The reaction sheet used is one example of a reaction sheet described by Kirkpatrick, p.29 (Kirkpatrick & Kirkpatrick, 2006) with the addition of a comment column from respondents from each checklist of answers. The questionnaire was created with the *gform application*. Using a statement scale of 1-5: poor- *fair-good-very good-excellent*, respondents provide statements by clicking on the options from the statement scale. Then provide comments related to the statement.

Pre-Post Test

Given issues related to the material that has been given, to determine the level of knowledge of participants before and after the *Leadership Training training*. There are 10 materials given to participants during the three days of this activity. This material is made based on the objectives and themes of the *Leadership training activity* by looking at the BEM Faculty of Psychology training guidelines and referring to the Spencer & Spencer competency dictionary (Spencer & Spencer, 1993). Material I: *Public Speaking*, Material II: *Organization Awareness*, Material III: *Organizational Commitment*, Material IV: *Leadership Strategy Based on Impact & Influence*, Material V: *Directiveness Leadership in Crisis Situations: Leading Firmly & Effectively*, Material VI: *Design Thinking "Start with Why?"*, Material VII: *Students & Social Change: Progressiveness of the Student Movement in the Society 5.0 Era*, Material VIII: *Creative & Innovative in Doing Business in the Digital Era* , Material IX: *National Insight (Trias Politicia & Its Implementation System in Indonesia)*, Material X: *Appropriate Education System through the Perspective of Educational Psychology*. However, there are 2 materials that were not provided, namely *Impact & Influence- Based Leadership Strategy* and *Creative & Innovative in Doing Business in the Digital Era* because the speakers were unable to attend the training.

Documentation

Documentation collected from the committee is the committee proposal, the *Leadership Training committee decree*, and the names of *the leadership training participants*. In addition,

documentation of the results of *the Master of training observation data* during the FGD (*Focus Group Discussion*) activity related to the activeness of the training participants.

Data analysis

Descriptive data analysis

The results of interviews with 5 training participants as initial data, stated that overall, the *leadership training activity* increased participants' knowledge with the material provided, the activity room was comfortable, held in a hotel, 5 participants felt a change in interacting, it was easier to interact with other students, besides becoming more confident. However, there are several things that still need to be improved and hopes for the next *Leadership Training activity*, such as: related to the material, it is still necessary to provide material on organizational guidelines in BEM, the weight of the material is quite heavy with a time of 3 days, so that it makes some participants tired and sick, besides that there is still a lack of practice after being given the material to make it easier for participants. For the speakers, one participant said that the speakers presented should be more competent and wanted national speakers to be brought in. In addition, in providing material, games need to be provided for participants. Regarding the problem of facilities, the food menu that was not varied for 3 days made the training participants bored with the menu. The time used was quite dense, but was still constrained by the delay of the speakers, so that there was some empty time, making participants wait without any other schedule to fill. This shows that the *Leadership Training program 2024* has not achieved its goals optimally.

Based on the problems and objectives, this study uses quantitative-qualitative descriptive analysis to analyze the data. Quantitative analysis is used to describe the level of participant satisfaction with the BEM Faculty of Psychology *leadership training program*, Bosowa University, Makassar, which includes materials, speakers, facilities and schedules. In addition, quantitative analysis is used to determine how *leadership training participants* acquire knowledge or skills. Data processing in this study was carried out based on primary data processing sourced from questionnaires, *pre-post tests* and documentation.

Qualitative analysis is processed from the results of interviews with parties who interact with participants. Triangulation and checking the validity of the data are carried out by cross-checking *the vice dean for student affairs, the head of the BEM Faculty of Psychology, the Head of the Leadership Training Program Committee*, lecturers in charge of courses and the extended family of students at the Faculty of Psychology, Bosowa University and the extended family of students at the Faculty of Psychology, Bosowa University. This is done so that the data obtained is valid.

Results and Discussion

Reaction Evaluation Results

reaction level evaluation were measured using 6 assessment components: overall material content, Committee (in terms of preparation, communication), Available facilities (room comfort, study room, bedroom, participant food, drink and snack menu, wifi), Available schedule (use and time management), Speakers and Materials. Participants who gave their reactions through the *gform application* were 33 people, in accordance with all participants who attended and participated in the *leadership learning program*. The following data on the results of the participant reaction assessment to the implementation of *leadership training* can be seen in table 2.

Table 2. Components of Participant Reaction Assessment

No	Assessment Components	Mean Value
1	Contents (overall)	4.30
2	Committee (preparation, communication)	4.18
3	Available facilities	4.42
4	Available schedules	3.55
5	Speaker	4.11
6	Material	4.25

From the data obtained the average level of participant satisfaction with the implementation of BEM Faculty of Psychology *leadership training*, Bosowa University on a scale of 5, included in the good and very good categories. The highest average participant reaction was on the facilities component, at 4.42 on a scale of 5.0. Participants felt very satisfied with the facilities provided by the committee, staying in a hotel, complete facilities and infrastructure, comfortable feeling, with cool air conditions with air conditioning (AC). Bedroom and study room, comfortable, food and drinks sufficient for 3 days of activities. This data is in accordance with the comments given by participants on the very satisfied reaction. Here are the participant comments:

"The facilities provided by the PT organizers are very good, we are provided with comfortable and safe beds."

"The place for Leadership Training is quite comfortable with complete facilities"

"The facilities provided are very good, such as the bedrooms and rooms for carrying out activities are very comfortable."

It's just that from the comments given by the participants, regarding the 3-day food menu that lacks variety, it causes boredom. Here are comments from several training participants, saying,

"Overall it was good but I felt bored with the same food menu in 3 days of activities".

"Comfort is very good but for food 1 star (very lacking)".

The lowest average participant reaction on the Schedule component available was 3.55 on a scale of 5.0. Participants were satisfied with the schedule, the time used during the *leadership training*, starting from waking up, studying, discussing, eating. However, the assessment of the schedule component was the lowest of the other components, as seen from the comments of most participants regarding the schedule used. Here are the participant comments:

"The implementation time is quite appropriate, but there is a time when the participants are limited in their time for worship and rest."

"The duration for each speaker is quite long so that sometimes it makes you sleepy."

"There was a lack of time, where several series of activities were exchanged, postponed, or even canceled due to the willingness of the speakers themselves."

"For the time given, there were some who were overwhelmed with the time for distributing the material, but otherwise the time was right."

"the time that passes does not match the schedule it should have".

Participants' reactions to the content components (overall) were 4.30 on a scale of 5.0, which is categorized as very good. Participants were very satisfied with the content of the material

prepared by the committee, the material was considered interesting and useful for participants. This is in accordance with the comments given by participants who said:

"The material provided is in accordance with the reality that will be faced in the future"

"The material presented is very useful and relevant for students who want to organize and is useful for student life as agents of change."

"The material I received was quite clear because it was accompanied by trending cases or issues and the selected speakers were competent in their fields so they supported the material presented."

"I like the content of the material presented because it provides lessons and benefits for me."

"I filled in number 4 because the material presented was useful and could be applied in organizations."

The participants' reaction to the material components (8 materials) was 4.25 on a scale of 5.0, which is categorized as very good. On average, participants felt very satisfied with the 8 materials provided. Participants responded that the materials provided were not only useful for increasing insight but also provided new perspectives for facing future problems. The following are comments given by participants for the material components:

"Public speaking material is very important because it teaches skills that not only teach how to speak in public with confidence, but also strategies to organize messages effectively, capture the attention of our interlocutors, and improve communication skills."

"Interesting, easy to understand material provided and broadens insight."

"This material discusses organizations, which are the basic foundation for someone to be able to organize well."

"This material is important for us to commit to the organization because it is useless to be involved but not committed."

"Wise material because it teaches how to survive as a leader in difficult times."

"This design thinking material is very important to master in order to train critical thinking."

The participants' reaction to the committee component was 4.18 on a scale of 5.0, which is categorized as very good. Participants were very satisfied with the readiness and communication methods of the *leadership training organizing committee*. The participants' assessment reactions can also be seen from the following comments:

"The preparation and communication carried out were quite well prepared and well organized."

"Service and availability during the activity were quite good and were conveyed comprehensively by the activity participants"

The participants' reaction to the speaker component (8 speakers) was 4.11 on a scale of 5.0, which is categorized as very good. Participants felt very satisfied with the speakers who had delivered their materials during the training. Participants' comments regarding satisfaction with the speakers were conveyed in the comment's column, here are the statements:

"The speaker was very good; he delivered the material in a way that was easy to understand and enjoyed by the participants."

"The speaker was very cool."

"The speaker was very good; he mastered the material he presented and his communication with the participants during the forum was quite good."

"The speaker is very good at delivering the material in a clear and structured way."

"Measuring reaction is important and easy to do. It is important because the decisions of top management may be based on what they have heard about the training program. It is important to have tangible data that reactions are favorable. It is important also because the interest, attention, and motivation of participants has much to do with the learning that occurs. Still another reason it is important is that trainees are customers, and customer satisfaction has a lot to do with repeat business" h.40 (Kirkpatrick & Kirkpatrick, 2006).

Learning Level Evaluation Results

In BEM leadership training at the Faculty of Psychology, Bosowa University, material evaluation was conducted before and after the training. Both evaluations were considered effective because they could show how well participants understood the material before and after the training. This *pre-post test* could also help achieve the learning objectives of BEM Leadership Training at the Faculty of Psychology, Bosowa University. The mean *pre-test* and mean *post-test* were compared to determine if there was a difference.

The following data is the result of the *pre-post test analysis of the learning outcomes of BEM Leadership Training* participants at the Faculty of Psychology, Bosowa University. The number of training participants was 33 people.

Table 3. Mean Pre-Post Test Values

	Pre Test	Post Test
<i>Mean Value</i>	438.21	606.97

Learning evaluation is given by the committee in this prepared by *the master of training* of the Student Executive Board (BEM) of the Faculty of Psychology, Bosowa University. The committee gave a *pre-test* to the participants before the material was given by the speaker, the questions given were questions related to 8 materials. *The post-test* was given after the training took place. *Pre-post test evaluation* is effective for seeing an overview of the participants' understanding of the material that has been given. This is what Kirkpatrick said: One way to measure increased knowledge and/or changes in attitude is to compare the total scores on the pre-test and post-test, p.45 (Kirkpatrick & Kirkpatrick, 2006) . The total value given if the participant is able to answer each question per material is 100. The results showed that there was an increase in participant knowledge before and after training, with a mean value of all participants for *the pre-test* of 438.21 and a *post-test* of 606.97. The increase in participant knowledge was very significant from the difference in the average value of the *pre-post test results*. This shows that the questions given can be solved well by the participants, changes in knowledge before and after the training were achieved well.

The results of observations from *the master of training* (MOT) together with observers during training in *focus group discussion* and *final project activities* (work meeting simulation) showed that some participants were active in following the discussion process, responding to the trigger sentences delivered by the MOT.

Behavior Level Evaluation Results

“How much transfer of knowledge, skills, and attitudes occurs? That is what level 3 attempts to evaluate”(Kirkpatrick & Kirkpatrick, 2006).

The results of the behavioral level evaluation can be seen if participants are given the opportunity to implement their learning outcomes at least after 2 months of training, p. 54 (Kirkpatrick & Kirkpatrick, 2006). The Student Executive Board (BEM) of the Faculty of Psychology, Bosowa University, held a grand meeting (MUBES) about 1 1.5 months after the *leadership training* activity was carried out. The Mubes was held on June 21-23 and June 28-30, 2024. The Grand Meeting (MUBES) activity invited the extended family of students, especially the 2021-2022 class who had participated in the *Leadership Training program* to become the committee for the activity. This is an opportunity for participants to implement the results of participating in *leadership training*. In addition to leading the team to manage activities, it also builds communication between classes, with the upper class, and the lower class.

There are four aspects measured in the *behavioral level evaluation*, namely: (1) Personality: discipline, politeness, emotional control, (2) interpersonal communication, (3) ability to work together, (4) ability to lead a group. The following table contains criteria for evaluating the behavior of *leadership training participants*.

Table 4. Leadership Training Participant Behavior Evaluation Criteria

Stages	Component	Criteria
Behavior	Personality: Discipline politeness, emotional control	Able to manage and organize time with a priority scale Carry out actions that respect other people, both with words and deeds Able to understand and manage one's own and others' feelings
	interpersonal communication	able to respond to what others need with effective communication
	ability to work together	able to build friendly and warm social relationships in a team
	ability to lead a group.	The ability to direct others towards a specific goal

The results of the behavioral level evaluation were obtained from interviews with 15 respondents in this study: Vice Dean for Student Affairs (1 person), Chair of the BEM Faculty of Psychology (1 person), Chair of the 2024 *Leadership Training Committee* (1 person), Lecturers in charge of courses, and one of the speakers from the *leadership training program* (4 people), *master of training* (1 person), extended family of students of the Faculty of Psychology, Bosowa University (senior-junior participants) (7 people).

Table 5. Interview Results

Component	Interview results	Interview excerpts
Personality:	There are visible changes in several <i>Leadership Training</i> (LT)	" Overall, the results of the activity showed that participants were better

Discipline, manners, emotional control	participants after attending LT, although it has not been seen significantly for all participants, especially regarding punctuality. LT participants are more active in class, immediately greet lecturers, seniors and juniors with good sentences, when there are problems, especially when becoming a committee for the Mubes, participants are able to control their feelings of anger or fatigue to keep the situation running according to schedule. Participants are better able to accept other people's different opinions.	<i>able to adapt to the surrounding environment, because there were 4 classes at the activity location, starting from the 2020-2023 classes who were on the implementing committee."</i> <i>" For learning attitudes, motivation and emotional control, in my opinion, the 33 LT participants have started to implement and change these 3 points in each individual, I felt this directly by observing the LT participants in the lecture environment and during BEM activity meetings. "</i>
interpersonal communication	Most LT participants showed behavioral changes when communicating with people around them, especially with lecturers, although this has not been significantly seen consistently by all LT participants. The behavior displayed, communication built with positive words, automatically greeting their lecturers, also to friends around them.	<i>" His public speaking is better, ma'am. The proof is that during the lecture process he was quite active in discussions and his word structure was more cohesive, ma'am, compared to last semester."</i> <i>" politeness in speaking to juniors. Seeing the interpersonal communication of seniors is very good, because I feel that seniors apply the words "please, thank you, and sorry" when asking for help .</i>
ability to work together	The ability of participants to cooperate was clearly seen when participants became committee members at MUBES BEM 2024, participants were no longer awkward in preparing for Mubes activities, starting from the room, materials, equipment. The impact of this LT activity also reached the activities of working on group assignments and group practicums.	<i>"By working together, they can solve problems from cases presented in class or those that occur outside the teaching and learning process. When in the group work process, all group members, in this case all students in the class, are enthusiastic in working on reports and lively discussions at every meeting."</i>
ability to lead a group.	The ability to direct others to achieve goals can be seen from activities in the classroom, during group work and data collection, some participants were able to volunteer to become group coordinators, more often taking	<i>" The leadership skills possessed by the 33 LT participants have greatly improved, they can protect and guide us juniors and seniors when they have responsibilities as leaders, I saw and felt this personally during BEM activities such as meetings or when</i>

	responsibility for directing their friends in class. There was a change in behavior, although it was not yet seen significantly consistently and to 33 LT participants. Only a few LT participants were seen to be more active in leading their friends, participants who had the courage to lead their friends from the start. Changes in behavior from LT participants were also seen, participants were willing to provide assistance to their younger siblings as tutors to study and do assignments.	<i>BEM work program activities were taking place.” “There are several leadership skills that look like X.”</i>
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Based on the results of data analysis from the evaluation research of the Student Executive Board (BEM) Leadership Training Program of the Faculty of Psychology, Bosowa University, Makassar in 2024 using the Kirkpatrick model evaluation level 1, level 2 and level 3, it went as expected. It can provide an overview of participant satisfaction, can provide an overview of increased participant knowledge before and after participating in the training, and provide an overview of changes in participant behavior.

It is important not only to get a reaction but to get a positive reaction. As just described, the future of a program depends on positive reaction. In addition, if participants do not react favorably, they probably will not be motivated to learn. Positive reaction may not ensure learning, but negative reaction almost certainly reduces the possibility of its occurring (Kirkpatrick & Kirkpatrick, 2006).

Participant satisfaction with the implementation of the *leadership training program* will provide information on the sustainability of this program. Participant interest, high motivation to follow this program, shows that the needs of participants to develop their abilities as prospective leaders are met. The purpose of the BEM *Leadership Training* of the Faculty of Psychology, Bosowa University to form the character of students who are ethical, innovative, have broad insight, and have global competitiveness will be reflected in the results of the evaluation of reactions, learning and changes in participant behavior.

Leadership training participants felt very satisfied with the facility components, with a comfortable room for participants, strong wifi access, sufficient food and drinks and pleasant communication with the committee were able to make participants enthusiastic and foster a strong interest in following the *leadership training program*. The delivery of material in a fun way and useful material also made participants *explore* their curiosity by actively participating in the discussion.

Leadership training activities, which need to be reviewed is the use of time, the density of the material provided, with time arrangements that do not match *the rundown* making participants tired and reducing their interest and motivation in carrying out several activities. The less varied food menu for 3 days caused participants to feel bored. The committee is expected to coordinate with the hotel regarding the availability of a variety of food menus.

According to Skinner, learning is "Learning is a process of progressive behavior adaptation" which means Learning is a process of behavioral adaptation that is progressive, towards a better direction than the previous state (Walgito, 2005). Learning according to Hilgrad and Brower, is a change in behavior through activity, practice and experience (Hamalik, 2009) . "

"Evaluating learning is important. Without learning, no change in behavior will occur. Sometimes, the learning objective is to increase knowledge " p.52 (Kirkpatrick & Kirkpatrick, 2006).

Evaluation of the learning level shows that there is an increase in participant knowledge before and after training. Based on the definition of learning according to Skinner, Hilgard and Brower, and the evaluation of the Kirkpatrick level 2 model, leadership training participants experience what is called learning, participants receive material to be processed into knowledge that can be used. The behavior of participants who initially did not know the leadership material becomes aware. Behavioral changes will not occur if participants in this case are students who are expected to become agents of change do not learn. Thus, the material that has been prepared by the committee is able to increase the knowledge of leadership training participants.

Behavior is a movement that can be observed from the outside, behavior consists of activities that take place both inside and outside (Mar'at, 2006; Saptono, 2016; Agis, 2021; Syah & Pertiwi, 2024). Level 3 evaluation determines the extent to which behavioral changes occur due to the training program. No end result can be expected unless there is a positive change in behavior (Kirkpatrick & Kirkpatrick, 2006). Evaluation of behavioral changes from the leadership training program seen from participants shows that there is a change in participant behavior from the components of personality, interpersonal communication, cooperation and leadership. Based on the results of interviews with parties who interact directly with participants, there is a change in the positive direction of the behavior of Leadership Training participants. Although the change in behavior has not changed significantly consistently. It takes time to see changes in participant behavior again.

Leadership Training BEM Faculty of Psychology, Bosowa University continuously strives to develop students based on training guidelines to form ethical, innovative, broad-minded, and globally competitive student characters. Through program evaluation with the Kirkpatrick model, it shows that the 2024 leadership training program is a positive activity to develop students into students who have ethical, innovative, and broad-minded leadership characters.

Conclusion

The implementation of the Kirkpatrick evaluation model levels 1,2 and 3 can be used to evaluate leadership training programs. The implementation of the leadership training program at level 1 received satisfied and very satisfied reactions from the participants. The increase in knowledge of leadership training participants increased significantly. Changes in participant behavior from the components of personality, interpersonal communication, cooperation and leadership skills experienced quite significant changes for approximately 1.5 months since the leadership training was implemented.

Based on the data above, here are some recommendations to improve the leadership training program: Strengthen communication and socialization: Make sure all participants understand the objectives and flow of leadership training activities clearly. Adjust the weight of the material: Arrange the training material with the appropriate proportion and consider the level of ability of the participants. Emphasize the instillation of ethics: Provide comprehensive ethical material and provide good role models from the committee. Clarify the meaning of solidity: Explain the true meaning of solidity and encourage participants to think critically and

dare to act according to their principles. By implementing these recommendations, it is hoped that the leadership training program can be more effective in achieving its goals of developing the abilities and character of future leaders.

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