



EVALUATING TRAINING EFFECTIVENESS WITH KIRKPATRICK MODEL AT PT. BUANA CENTRA SWAKARSA

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Abstract

This study aims to evaluate the effectiveness of the training program at PT. Buana Centra Swakarsa (BCS) using the Kirkpatrick Evaluation Model, which consists of four levels: reaction, learning, behavior, and outcome. The research method used is descriptive quantitative, involving all training participants as respondents. Data were collected through questionnaires, pre- and post-tests, interviews, observations, and secondary data related to costs and company performance.

The results of the study indicate that (1) at Level 1, participants were satisfied with the training; (2) at Level 2, there was a significant increase in post-test results compared to the pre-test; (3) at Level 3, the training resulted in positive behavioral changes in the workplace; and (4) at Level 4, the training made a positive and significant contribution to improving work results and company efficiency. However, there are indications that learning strategies need to be adjusted in certain months to ensure a more even distribution of the training's impact. This study concludes that training at PT. BCS is categorized as effective, but improvements in distribution, cost efficiency, and follow-up programs are needed for more optimal results.

Keywords: Evaluation, Training, Kirkpatrick.

INTRODUCTION

Training is a crucial activity in human resource management, both for new employees who need to understand how to perform their duties and for experienced employees who are required to adapt to job changes and improve their performance. Through training, individual employee qualities can be developed, contributing to increased efficiency and effectiveness of their work (LiaAndAtep, 2024).

Training can be considered successful if it not only runs well in terms of implementation but also achieves its goals, namely improving or enhancing participant performance. Therefore, training organizers need to conduct evaluations, not only assessing the implementation process but also examining the extent to which the training has impacted performance (Tengku Ramly) *et al.* 2022).

The company and employees' expectations after participating in the training are the creation of a new framework for carrying out tasks, increased employee capabilities, and the occurrence of continuous improvements in work quality through strengthening professional attitudes (Neeraj S. Borate *et.al.*, 2024).

Implementing training within a company certainly requires a significant allocation of funds, time, and effort. Therefore, management authorized to make decisions must understand that training is a form of investment made by the company. What needs to be emphasized is how the company recognizes that training is not just a cost, but an investment that has a real impact on improving employee competence and performance. Thus, employee quality improves in supporting the achievement of the company's goals, vision, and mission. To determine the extent of the results,

benefits, and impact of training provided to employees, an evaluation process is necessary for each training program implemented (Widiyastuti & Purwana, 2015).

Generally, after a training program is completed, an assessment or measurement process known as evaluation is carried out. Evaluation plays a crucial role in training activities, as without it, it is impossible to determine the extent to which participants have mastered the targeted competencies. Evaluation itself is a process of providing information that can be used as a basis for assessing the worth and benefit of the training's objectives, design, implementation, and impact (M. I. K. & M. Fakhruddin, 2022). Evaluation is the process of presenting information that serves as a basis for consideration in selecting the best alternative for decision-making (Arifin, 2015).

Various evaluation models have been developed by experts and can be used to assess the effectiveness of a training program. One well-known model is developed by Donald Kirkpatrick, an expert in training evaluation and human resource development. Known as Kirkpatrick's Training Evaluation Model, this model provides clear guidance for implementing training evaluations, emphasizing the impact or outcome of training on organizational performance. It also details the aspects that need to be measured to assess training effectiveness, simplifying the often complex evaluation process. Therefore, this model is considered simple, easy to implement, and one of the most popular evaluation approaches (Gusetyoningsih & Astutiningsih, 2014).

In this study, PT. BCS seeks to improve employee competency through training programs. In general, the objectives of these activities are to broaden knowledge, hone skills, develop positive attitudes, and improve overall employee work quality and productivity. These efforts are implemented through a varied and tiered training system, accelerating the achievement of employee quality standards. Therefore, training needs to be structured, intensive, effective, and efficient. Here are some training programs over the past four years:

Table 1 List of PT. BCS Training

No.	Year	Total Training	Total Employees
1	2020	32	243
2	2021	18	155
3	2022	34	177
4	2023	39	300
5	2024	37	478

Source: processed data, 2025

Based on the table above, there was a sharp decline in 2021, possibly due to the COVID-19 pandemic or the company's efficiency policies. However, since then, the number of employees has continued to increase, indicating business expansion or recovery. Similarly, the number of training sessions held decreased sharply in 2021 and then increased again. This indicates that training programs are heavily influenced by the workforce and the company's situation. Therefore, the data indicates that training at PT. BCS is in line with employee growth. However, the significant increase in the number of employees in 2023–2024 was not accompanied by a commensurate increase in

training. This has the potential to reduce the effectiveness of competency development. Therefore, the company needs to strengthen its training strategy to be more adaptive, intensive, and sustainable.

Therefore, with what has been explained above, this research will discuss the Kirkpatrick Model Concept in Training Program Evaluation at PT. BCS which includes aspects, reactions, learning, behavioral changes and results.

LITERATURE REVIEW

Training

According to Mathis & Jackson (2012), Training is a planned effort by an organization to facilitate employee learning related to job competencies, including the knowledge, skills, and behaviors needed for effective performance.

Evaluation

Evaluation in education and training programs is a process that is carried out in a structured and continuous manner to assess quality that includes aspects of knowledge, skills, and attitudes, while also measuring the extent to which the objectives of the education and training activities have been achieved (Rizki and Abdul Gofur, 2024).

Training Evaluation

Training evaluation is the process of assessing the effectiveness of a program or reviewing the implementation of a policy. Training objectives serve as a benchmark for success, and evaluation can be conducted before, during, or after training. Pre-training evaluations are conducted to identify training needs, during-training evaluations monitor progress, and post-training evaluations assess outcomes and impact (Gusetyoningsih & Astutiningsih, 2014).

Model Kirkpatrick

The evaluation model developed by Kirkpatrick is known as *Evaluating Training Programs: The Four Levels* or often called *Kirkpatrick's Training Evaluation Model*. According to Kirkpatrick, evaluation is an effort to assess the effectiveness of a training program based on its level of alignment with established objectives. Therefore, this model serves as a reference for evaluators in making decisions based on the evaluation results (Sukeriyadi et al., 2024).

The four stages of Kirkpatrick's model can determine the desired analysis results. Therefore, researchers used the Kirkpatrick model, which includes the following stages (Azizah et al., 2023):

1) Stage 1: Reactions

The initial stage in program evaluation is the reaction stage, which relates to participants' motivation and enthusiasm for the training. This process is typically conducted through the

distribution of questionnaires given by researchers to participants to be completed after the training activity has concluded.

2) Level 2: Learning

Evaluation during the learning phase focuses on improving participants' knowledge and understanding of the material presented by the instructor after completing the training. Evaluation at this stage typically involves observation and administering written tests to participants.

3) Stage 3: Behavior

Evaluation at the behavioral stage aims to assess the extent to which training participants are able to apply and practice the knowledge and skills they have acquired from the instructor in their daily activities, particularly in their work environment or institution. This evaluation typically uses instruments such as interviews, direct observation, and questionnaires. The assessment process at this stage takes a relatively long time, typically around two months after the training begins.

4) Stage 4: Results

Evaluation at the results stage is aimed at assessing whether training participants feel satisfied and obtain positive impacts in the form of changes, both in terms of personal development and improved performance in their work after participating in the training program.

METHOD

This research uses an approach quantitative descriptive. According to Sugiyono, quantitative descriptive research aims to describe the characteristics of a phenomenon using quantitative data, typically in the form of numbers. The goal is to provide a clear and systematic picture of the phenomenon being studied without attempting to test causal relationships or make generalizations (Sugiyono, 2017).

This approach is used for data collection, data interpretation, and displaying the results using numbers. [13] The aim of using this approach is to evaluate the effectiveness of the training program at PT. BCS using Kirkpatrick Evaluation Model which consists of four levels:

1. Level 1 – Reaction (Participant Reaction)

- Measuring the level of participant satisfaction with the training.
- The instrument used was a questionnaire which was distributed to participants after the training was completed.
- The indicators assessed include the quality of the instructor, learning methods, materials, facilities, and overall implementation.

2. Level 2 – Learning

- Measuring the increase in participants' knowledge, skills and attitudes after attending training.
- Data was obtained through written tests (pre-test and post-test).

- The pre-test results are used to determine initial abilities, while the post-test measures the increase in understanding after training.
3. Level 3 – Behavior (Behavior Change)
- Evaluate the extent to which participants apply the knowledge and skills acquired in their daily work.
 - Data collected through observation, interviews, as well as follow-up questionnaires administered to participants and their supervisors approximately two months after the training.
4. Level 4 – Results
- Measuring the impact of training on company performance.
 - Indicators include increased productivity, reduced work errors, operational efficiency, and a comparison of training costs with the benefits obtained..
 - Secondary data is used, such as financial reports, employee productivity, and costs incurred for training.

Population and Sample

The population in this study was all 478 employees of PT. BCS who participated in the training program during 2024. The sample was determined using a saturated sampling technique, where all training participants were selected as respondents.

Data Collection Techniques

The data collection technique used is using a questionnaire to measure reaction evaluation or level I and measure behavioral change evaluation or level III and supported by conducting interviews with training participants and also conducting observations to strengthen behavioral data. In addition, using pre-test and post-test tests to measure learning evaluation or level II. Then also using secondary data in the form of an annual report to evaluate results or level IV by looking at cost reports, productivity, or work output.

Data Analysis Techniques

- Quantitative data from the questionnaire and the results of the pre-test and post-test were analyzed using descriptive statistics (average score).
- The results of each level are evaluated based on Kirkpatrick's effectiveness criteria.

RESEARCH RESULTS AND DISCUSSION

Training Participant Trends

PT. Buana Centra Swakarsa conducts industrial competency training for its employees, which is part of the company's internal and external programs to improve human resource skills and align

with industry standards. The following table lists the training programs held by the company during 2024, along with the number of employees who participated:

Table 2 List of Trainings and Training Participants in General

No.	Training	Number of employees
1	Internal Training	453
2	External Training	25
	Total	478

Source: processed data, 2025

Based on the data above, the majority of participants, approximately 94.8%, participated in internal training. This indicates that companies rely more on in-house training, likely due to cost efficiency, ease of scheduling, and materials that are more tailored to the company's internal needs. This internal training offers the advantage of relevance to daily work. However, its limitation is the lack of new insights from outside the company.

Meanwhile, only 25 employees, or approximately 5.2%, participated in external training. This small number could be due to budget constraints, the availability of external training programs, or company policies that focus more on internal development. However, this external training has the potential to provide *insight*, industry best practices, and official certifications, even though the costs are higher.

Internal training strategies are already well-functioning and effective in reaching the majority of employees. Companies should increase the proportion of external training to provide employees with new perspectives, networking opportunities, and more widely recognized competency standards. Ideally, there should be a balance, for example, with routine technical training conducted internally, while certified training or training requiring specialized skills is conducted externally.

The next training participant trend data is based on job title. This reflects the company's focus on developing specific skills deemed strategic to operational efficiency.



Graph 1 Trend of Participants Based on Job Title

Source: processed data, 2025

The graph shows the number of training participants in 2024 by job title. There are five job categories with varying amounts of training. Fleet Coordinator ranks highest with 10 training courses. This indicates that this position receives the most training, likely due to their strategic role in fleet operations. Drivers are second with 9 training courses. This is understandable, as drivers are directly involved in safety, productivity, and compliance with operational standards.

Supervisors ranked third with 8 training sessions, reflecting the importance of improving supervisor competency in managing teams. Mandatory (All Job Positions) and Fleet received six training sessions, indicating a focus on safety, although the number was lower than for key operational positions. Foreman, Warehouse Head, and Head Mechanic received the lowest number of training sessions with four, indicating a relatively limited allocation for this position group.

Training Trends – Training That Is Held

The series of training sessions held by PT. BCS in 2024 was successfully implemented. Training is a crucial component of the human resource development strategy, aiming to improve employee competence, professionalism, and preparedness to face operational challenges and industry competition.

Data on training trends that have been implemented provides a clear picture of the company's focus on equipping employees with the skills needed for their respective roles and responsibilities. This program aims not only to improve technical skills but also to raise awareness of the importance of occupational safety, adherence to procedures, and managerial development. The following data shows training trends implemented throughout 2024, broken down by department:



Chart 2 Training Trends by Department

Source: processed data, 2025

The graph shows the distribution of the number of training courses attended by employees by department at PT. BCS throughout 2024. The Project 2 department ranked highest with 23 training courses. This demonstrates the company's strong focus on this project, due to the scale and urgency of the work. The Maintenance & Assets, Procurement department ranked second with 13 training courses, indicating attention to asset management, facility maintenance, and procurement efficiency.

The Project 4, Labor P.1 Department participated with 11 trainings, highlighting the importance of strengthening human resources in other project areas. The Project 1, Trans Trailer Project, HSE, GA Department recorded 9 trainings, quite significant because they covered aspects of the project, occupational health & safety (HSE), and general affairs. The Finance & Business Development Department received 8 trainings, indicating the need for competency improvement in finance and business development. The Human Capital & IT Department was in last place with 7 trainings, relatively fewer than other departments, although still important because they are related to human resource management and information technology.

Training dominates in the project departments (Project 2, Project 4, Project 1). This aligns with the company's needs, which prioritize project-oriented activities as its core business. Meanwhile, supporting departments such as Finance, BD, HC, and IT receive smaller portions, indicating that training priorities are more focused on core operational areas. The Maintenance & Asset and Procurement departments also receive a relatively high number of training sessions, indicating the importance of maintaining asset sustainability and a smooth supply chain.

Evaluation Of The Kirkpatrick Model

Training Objectives

The training provided by PT. BCS aims to improve technical and managerial competencies, as well as awareness of the importance of occupational safety. Furthermore, the training is expected to support smooth project operations, asset maintenance, and strengthen the company's support departments.

Training Evaluation Results with the Kirkpatrick Model

The training conducted by PT. BCS in 2024 demonstrated a fairly clear direction for human resource development. Overall, the evaluation results indicated that the training delivered positive results, with the training being primarily directed at project and operational departments, with a much larger portion than supporting departments such as Finance, Business Development, Human Capital, and IT. However, this training received a positive response from participants. Further evaluation based on Kirkpatrick's model discussed the impact of the training from the participants' perspective and the factors influencing its effectiveness, as follows.

1. Level 1 Evaluation – Reaction Aspect

This reaction evaluation is an evaluation of the level of satisfaction felt by training participants with the series of activities they participated in. To determine the percentage of success of a training program, participant reactions are essential. This first level of evaluation is usually called "*happy face evaluation*", meaning that this first level is important for measuring the

reactions and satisfaction of participants after participating in the training program, so that it will give rise to motivation in the participants to continue learning.

At this first level, there are several aspects of the training that can be measured to see the level of participant satisfaction, namely participant reactions to the service of the organizing committee, the quality of the instructors (trainers), the training curriculum (theory and practice), the learning system, training materials, learning methods, class conditions, facilities and infrastructure, use of media and learning resources, assessment systems, shortcomings and limitations of the training, to the menu and presentation of the food provided and other events that are closely related to the training held.

Table 3 Level 1 Reaction/Evaluation Scores

No.	Training Month	Average Reaction Score / Level 1
1	January	89.59
2	February	91.11
3	March	89.32
4	April	92.00
5	May	89.61
6	June	91.29
7	July	94.27
8	August	82.73
9	September	96.84
10	October	94.22
11	November	86.99
12	December	85.06

Source: processed data, 2025

Based on the table above, the average reaction score throughout 2024 was in the range of 82.73 – 96.84, This indicates that participants were generally satisfied to very satisfied with the training they attended. At the beginning of the year, January–May, scores were relatively stable at around 89–92., showed consistent satisfaction in the first and second quarters. Mid-year, June–September, saw a significant increase, peaking in September at around 96.84, indicating that participants highly appreciated the training during this period.

Meanwhile, at the end of the year, namely October - December. In October, the score was still high, around 94.22, but in November (86.99) and December (85.06) experienced a quite sharp decline. In September, at 96.84, it was the month with the highest satisfaction. This could be caused by the suitability of the material to work needs, a more interactive delivery method, or competent facilitators. In July, the score was 94.27 and in October, the score of 94.22 also recorded a high score, indicating that the quality of training in the mid-year period was quite optimal. In August, the score was 82.73, the lowest score, followed by December, with a score of 85.06 and in November, a score of 86.99. This could indicate that the material or method did not match the expectations of

participants, external parties such as training schedules close to high workloads or holiday periods, participants lacked focus or decreased motivation during certain periods.

Overall, PT. BCS's training received positive feedback from participants, with an overall average score of 90.25, which is considered high. This is the peak of satisfaction. from the training participants, namely in September, this can be used as *best practice* in designing the curriculum and training methods for the following period. Meanwhile, the decline in August, November, and December requires further attention to ensure consistent training quality.

In conclusion, the reaction or Level 1 evaluation aspect indicates that PT. BCS's 2024 training program successfully met participant expectations, with employee satisfaction remaining in the high category. Training months with low scores should undergo more in-depth evaluation to help maintain consistent training quality in the future.

2. Level II Evaluation - Learning Aspects

Learner evaluation focuses on the training outcomes. Learning outcomes can be defined as the renewal of participants' knowledge and skill development after attending a series of training sessions. The purpose of learning evaluation is to assess the extent to which participants have grasped the knowledge and skills imparted during the training. Evaluation activities conducted in a training program are considered successful if improvements are seen in various aspects, such as competencies and learning theories, by observing or measuring results before and after the training. The following table shows the average scores for learning aspects or evaluations at level II:

Table 4 Average Score of Learning Aspects / Evaluation Level II

No.	Training Month	Average Score of Learning Aspects / Level II			
		Pre Test	Results	Post Test	Results
1	January	44.56	Not enough	76.00	Good
2	February	63.64	Enough	86.41	Very well
3	March	50.61	Not enough	86.95	Very well
4	April	59.14	Enough	76.69	Good
5	May	69.67	Enough	81.60	Good
6	June	75.00	Enough	79.13	Good
7	July	65.00	Enough	84.17	Good
8	August	53.75	Not enough	72.33	Enough
9	September	68.52	Enough	77.96	Good
10	October	32.92	Not enough	66.39	Enough
11	November	54.55	Not enough	62.73	Enough
12	December	73.47	Enough	83.00	Good

Source: processed data, 2025

Level 2 measures the increase in participants' knowledge, skills and competencies after attending the training. From the table data above, it shows that there is a significant difference

between the Pre-Test and Post-Test results., This indicates that the training had a positive impact on improving participants' abilities. Pre-test scores ranged from 32.92 to 75.00, while post-test scores increased to 62.73 to 86.95.. The average pre-test score was approximately 59.32, which falls into the "less than adequate" category. Meanwhile, the average post-test score was approximately 78.70, which falls into the "good" category. This indicates an average increase of 19.38 points, indicating that the training significantly improved participants' knowledge.

In March the score ranged from 50.61 → 86.95 With an increase of almost 36 points, this indicates that the training this month was very effective. Meanwhile, in February, the score ranged from 63.64 to 86.41. also recorded a big increase with the final category *Very well*. And for the months of January, April, May, July, September, and December showed an increase to the level *Good* This indicates consistent training with the expected results. A low or insignificant increase was seen in August, with scores ranging from 53.75 to 72.33, reaching the Sufficient category. Furthermore, there was a slight increase in October, with scores ranging from 32.92 to 66.39, and November, with scores from 54.55 to 62.73. However, the final results remained in the Sufficient category.

In this Pre-Test category, the majority of participants are at the Less level. and Enough, This indicates initial limitations in mastering the material. Meanwhile, in the Post-Test Category, the majority of participants rose to the Good level. and Very Good, confirming that the training was very effective. However, several months remained at the Fair level, namely in August, October, and November, indicating the need for evaluation of the material or delivery methods in those months.

It can be concluded that the training at PT. BCS, in terms of learning evaluation or Level II, demonstrated success in improving participants' knowledge and skills. The majority of participants improved from the poor or adequate category to good or excellent. However, special attention is needed for months with relatively low performance to ensure more consistent learning in the future.

3. Level III Evaluation / Behavior Change Aspect

Behavioral change evaluation or level III evaluation is an evaluation that measures the extent to which behavioral changes appear in participants after participating in the training program. This behavioral level evaluation that is measured and evaluated is the influence of lessons or materials on their application in their respective workplaces that are needed in applying this behavioral level evaluation, namely: (1) training participants must have a desire to change; (2) training participants must know what they have to do and how to do it; (3) training participants must work in the right work area; and (4) and training participants must receive rewards or awards because they are able to change so that it can be said that the training held by the company is

effective or does not bring change to training participants. And the following is the average score data for the behavioral change aspects of the evaluation results from the training:

Table 5 Average Score of Behavior Change Aspect / Level III Evaluation

No.	Training Month	Score	Results
1	January	87.13	Effective
2	February	93.53	Effective
3	March	96.20	Effective
4	April	96.83	Effective
5	May	97.54	Effective
6	June	96.91	Effective
7	July	96.65	Effective
8	August	80.24	Effective
9	September	93.40	Effective
10	October	95.59	Effective
11	November	83.34	Effective
12	December	95.00	Effective

Source: processed data, 2025

The table data above shows that the training effectiveness scores for each month ranged from 80.24 to 97.54. All months were in the Effective category.,This means the training was successfully implemented in participants' work practices. This confirms that PT BCS training has generally had a positive impact on behavioral change and the application of skills in the workplace.

From this data, the average score is approximately 92.78.,This shows that the effectiveness of the training is very high. The highest score occurred in the month May is around 97.54, this matter This month indicates that training is most optimal and provides maximum impact. Meanwhile, the lowest score occurred in August, at around 80.24. this matter though remains in the category *Effective*, but the score was relatively lower than in other months. This month was likely influenced by internal factors (participant readiness, methods, schedules) or external factors (high workload, decreased employee focus). Therefore, the difference between the highest and lowest scores was 17.30 points, indicating fluctuations in effectiveness between months.

Overall, the training was very effective, with an average score approaching 93. The months of May, April, June, and July can be used as a reference for training strategies, as they consistently produced scores approaching 97. Further in-depth evaluation of the August and November training sessions is needed to improve them to optimal levels. This could include the delivery method, participant motivation, or the appropriateness of the material to current needs.

It can be concluded that the training conducted by PT. BCS during 2024 demonstrated high effectiveness at Level 3 of the Kirkpatrick Model. The majority of months scored above 90, indicating the training was able to positively change participants' work behavior. However, there were months with relatively lower scores, namely August and November, which should be addressed to ensure more consistent training success throughout the year.

4. Level IV Evaluation – Outcome Evaluation Aspect

According to Kirkpatrick, outcome evaluation can be defined as the final outcome of a training process that occurs as a result of participants participating in a training program. The steps that must be taken at this level are:

- a. Conduct a level 3 evaluation first.
- b. Allow time to see the impact that appears or is achieved.
- c. Can be done using a survey method using a questionnaire or interviews with training participants and agency leaders.
- d. Assessment or measurement is carried out before and after the training program if possible.
- e. Conduct repeat evaluations at appropriate times.
- f. Consider the costs incurred with the results achieved.
- g. This evaluation process can use secondary data, such as sales data, production data and other data that supports the survey results in analyzing the results.

The following table shows the average costs incurred each month for training:

Table 6 Level IV Evaluation Results

No.	Training Month	Level 4 Evaluation Results
1	January	Passed / Lulus
2	February	Passed / Lulus
3	March	Passed / Lulus
4	April	Pre & Post Test Remedial
5	May	Passed / Lulus
6	June	Passed / Lulus
7	July	Passed / Lulus
8	August	Passed / Lulus
9	September	Passed / Lulus
10	October	Passed / Lulus
11	November	Passed / Lulus
12	December	Refreshment

Source: processed data, 2025

Model Kirkpatrick Level 4 focus on final results or impacts of training towards the organization, for example improving performance, productivity, work quality, or achieving organizational targets.

In the month January - March The table data above shows all participants lulus (Passed), This means that the training has had a consistent positive impact since the beginning of the year. Meanwhile, in the month April there is hasil Pre & Post Test Remedial, indicating that there is still a gap in the application of training outcomes to work. This could indicate things like: the material is more difficult than in other months, the delivery method is less appropriate, or participants need more time to internalize competencies. In the month May-November, back to consistency Passed/Lulus, reflects the stability of training outcomes. This indicates the real application of learning outcomes in

daily work. And in the month December, done Refreshment, which usually aims to maintain the sustainability of the training impact, avoid a decline in performance, and ensure that participants remember and apply the material.

The dominant pass result is 90% of the total this month shows that the training programs successfully made a real contribution to the work results. Month April is an anomaly which need to be studied in more depth (material, method, or participant profile). Consistency of positive results in May–November shows that training aligned with organizational needs, and is able to improve participant performance sustainably. Meanwhile, Refreshment in December is a good strategy so that training results do not decline and continue to have a long-term impact on the company.

It can be concluded that training throughout 2024 had a significant and positive impact on organizational performance. Only one month, April, showed a need for improvement, while the other months consistently produced performance improvements with a passing grade. The year-end refresher program also added to the sustainability of the results.

CONCLUSION

Based on the evaluation results using the Kirkpatrick Model, the training at PT. Buana Centra Swakarsa can be concluded to be effective at all levels of evaluation, from reactions, learning, behavior, to outcomes. At the reaction level, the majority of participants were satisfied with the overall training, both in terms of instructors, materials, and implementation, as reflected in an average score above 90. This indicates that the training design and implementation were in accordance with employee needs and expectations.

At the learning level, there was a significant increase between pre-test and post-test scores, demonstrating that the training successfully improved participants' understanding, knowledge, and technical skills. Furthermore, at the behavioral level, employees were able to implement the learning outcomes into their daily work, as evidenced by increased discipline, adherence to SOPs, and work effectiveness in the field. This indicates that the transfer of knowledge and skills from training to on-the-job practice is optimal.

At the results level, the training has been proven to significantly contribute to achieving company targets, both in terms of improving individual performance and achieving overall organizational goals. However, the evaluation also identified the need for periodic adjustments to the learning strategy to ensure the benefits of the training are more evenly distributed across all levels. Thus, this training not only positively impacts individual competency development but also sustainably enhances the company's competitiveness.

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