
Research Article

Evaluation of Internship Programs for the Preservice Teachers in Economics and Business: A Kirkpatrick Four-level Model

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Abstract

This study aimed to evaluate an internship programme for preservice teachers. The program evaluation model uses the Kirkpatrick Model which consists of four levels: reaction, learning, behaviour, and outcome. This model is suitable for evaluating internship programmes in reviewing the development of preservice teachers from the initial level to the completion of the internship programme targets. This study involved prospective teachers (n=205) in Economics and Business at the Universitas Negeri Medan. Data were collected online using a Google Forms questionnaire over two months in 2022. Data analysis used quantitative description to explore the programme achievements at each level in depth. The findings showed that the mean of reaction (5.05), learning (5.20), behaviour (4.96), and outcome (5.03) were above the ideal mean of 3.50. Internship programme participants have met the average achievement target of Kirkpatrick's four-level model, where learning evaluation is more meaningful for student teachers when participating in the internship programme compared to other levels. Overall, with this research, it is hoped that internship programme managers can design more targeted and measurable programmes to improve the experience of prospective teachers.

Keywords: internship program, preservice teacher, evaluation, Kirkpatrick four-level

INTRODUCTION

The standard of the bachelor of education program is a standard that must be met by prospective educators so that later graduates of the bachelor of education have competencies according to the needs in the field as professional teacher candidates. Referring to Permenristekdikti No 55 of 2017 concerning Teacher Education Standards, the competencies that prospective teachers must have include pedagogic, personality, social, and professional competencies (Standar Pendidikan Guru, 2017). The regulation also regulates the curriculum development of the Bachelor of Education Program in the form of a tiered Schooling Field Program (*Pengenalan Lapangan Persekolahan/PLP*). Introduction to PLP is a stage in the process of preparing professional teacher candidates at the Bachelor Program level (Direktorat Pembelajaran, 2017) where students are assigned to implement and develop learning tools in schools/educational institutions, learning and teaching guided (Bush & Grotjohann, 2020), and training students' reflective actions under the supervision of supervisors and tutors in stages (Jufri et al., 2021).

In the context of standardization of undergraduate education programs, the practice of Pengenalan Lapangan Persekolahan (PLP) is carried out in two stages, namely, PLP-I aims to build a foundation for the teaching profession through various observation and cultural introduction activities in schools (Taufik et al., 2021) and PLP-II aims to train competence academic education and professionalism of prospective teachers through activities carried out at schools (Setyawan & Yanto, 2022). PLP activities are described in detail in the PLP Program Guide (Baharuddin, 2021; Direktorat Pembelajaran, 2017; Jufri et al., 2021; Sunardi & Sudjimat, 2016). A series of PLP activity programs is held to train students' teaching skills and develop professional competence as prospective teachers (Nelson & Voithofer, 2022). Student teacher candidates are actively involved in direct field practice at school for a certain period (Bush & Grotjohann, 2020; Liu, 2016; Sari & Solichin, 2023). Then, the students involved are given a series of evaluation items to review the achievements of the PLP program (Dalimunthe, 2022; Kazaz & Alagözlü, 2020; Nghia & My Duyen, 2018).

The implementation of PLP activities requires an evaluation to determine the effectiveness of the training program (Kirkpatrick & Kirkpatrick, 2007) correct mistakes from the practical experience that has been carried out (Sari & Solichin, 2023) and ensure that the program and teaching quality have been running efficiently in partner schools (Dong et al., 2019) so that the program manager can determine policies related to the facts found in the implementation of the apprenticeship program. Many studies have found evaluations to see the effectiveness of PLP implementation for prospective teachers, including (Dalimunthe, 2022; Nghia & My Duyen, 2018; Praslova, 2010; Putra, 2023). Unfortunately, it is very difficult to see the effectiveness of implementing the PLP program because the program is held depending on the program provider (school partners), so many students have different teaching experiences related to the PLP program (Amaral & Magalhães, 2002; Nghia, 2018). In addition, the campus also has limitations in carrying out the program, one of which is in evaluating the achievements of the internship program (Dalimunthe, 2022; Tindowen et al., 2019).

The evaluation of apprenticeship implementation in this study refers to the Kirkpatrick model developed by Donald Kirkpatrick (Kirkpatrick, 1959). Kirkpatrick's model is a form of evaluation of training programs using four levels which include reaction, learning, behavior, and results (Dalimunthe, 2022; Effendi et al., 2022; Kirkpatrick & Kirkpatrick, 2007). The level of reaction and learning is internal because it focuses on the processes that occur in the PLP program, while the level of behaviour and results is external because it focuses on the changes that occur within students after completing the PLP program (Dalimunthe, 2022; Dewi & Kartowagiran, 2018; Praslova, 2010). Various literature studies have adopted this model to evaluate the effectiveness of training programs in business, teaching, and health, including evaluation of sales force training in retail business (Tan & Newman, 2013), evaluation of training programs in the banking sector (Mohamed & Alias, 2012), evaluation nursing internship program (Hyejung & Youngkwan, 2021), and evaluation of training programs for school principals (Alsalamah & Callinan, 2021). This model is suitable for use in the evaluation of PLP programs to review the development and effectiveness of prospective teachers from the initial level to the target of the apprenticeship program. The urgency of this research is to present information in the form of an evaluation of the PLP program with the four levels of the Kirkpatrick model for prospective teachers so that later the information presented can assist program managers in determining policies and designing PLP programs for prospective teachers to be more focused and measurable in achieving program targets.

Then, as a whole, this research is important to do to improve the character-building and competence of prospective professional teachers. Based on this, this study aims to evaluate apprenticeship programs for prospective teachers.

Evaluation of the PLP programme for prospective teachers using the Kirkpatrick model has great potential to improve the effectiveness of teacher education. However, to strengthen this research, a more comprehensive approach is needed. This approach should include an in-depth understanding of the programme's challenges, such as the reliance on partner schools and the limitations of the university curriculum. In addition, it is important to implement a multi-method evaluation strategy that incorporates classroom observations, analyses of teaching materials and surveys. Based on the evaluation findings, concrete recommendations for programme improvement should be proposed, focusing on strengthening school partnerships, training supervisors, and integrating PLP with the curriculum. This research will explore the long-term impact of the PLP programme on graduates' teaching careers to provide a more complete picture of its effectiveness. By applying this comprehensive approach, PLP programme evaluation research can provide valuable insights for programme managers, policy makers, and teacher educators, enabling them to improve PLP programmes and produce high-quality and competent teachers.

The paper is structured as follows. The first section provides background information on the importance of the Bachelor of Education program and the role of the *Pengenalan Lapangan Persekolah* (PLP/Schooling Field) program in training prospective teachers. It highlights the regulations and program structure outlined in Permenristekdikti number 55 of 2017. The second section discusses the challenges associated with evaluating the effectiveness of PLP programs, including the dependence on partner schools and limitations within the university curriculum. It also emphasizes the strengths of the Kirkpatrick model for program evaluation. The third section proposes a more comprehensive approach to evaluating PLP programs. This includes investigating program challenges, employing a multi-method evaluation strategy, developing recommendations for improvement, and exploring the long-term impact on graduates' careers. The final section summarizes the significance of this research in improving PLP programs and ultimately enhancing the quality of teacher education.

METHOD

This study uses a quantitative descriptive approach to describe the four levels of Kirkpatrick's model with data in the form of numbers generated from actual conditions (Creswell, 2014). This research involved prospective teachers who had completed an apprenticeship program. The sample in this study was (n=205) consisting of accounting education study programs (n=53), office administration education (n=53), business education (n=47), and economic education (n=52) who came from the Faculty of Economics and Business, Universitas Negeri Medan-Indonesia. The demographics of the participants (see Table 1) involved in this study were more dominated by women (86%) than men (13%). The participants in this study were dominantly from outside Medan (60%), and the rest came from the city of Medan (40%).

The sampling technique in this study used total sampling, in which the entire population (prospective teachers) who had completed the apprenticeship program was involved as a sample in this study. Data collection used a questionnaire developed by (Dalimunthe, 2022), using the *Google form* to distribute online questionnaires. Data

analysis used descriptive quantitative analysis to explore program achievements at each level in depth.

Table 1
Profile of respondents

Characteristics	Amount
Gender	205
Male	28
Female	177
Domicile	205
Medan	82
Comers	123
Major	205
Accounting education	53
Office administration education	53
Business education	47
Economic education	52

RESULT

Evaluation of the PLP program using the four levels of the Kirkpatrick model is considered more responsive in reviewing developments related to the abilities and challenges faced by prospective teachers while participating in the apprenticeship program, and each level is considered effective in explaining the evaluation of the apprenticeship program (Mahmoodi et al., 2019; Naugle et al., 2000). First, the reaction is the perception of prospective teachers about the benefits gained while participating in the apprenticeship program (affective reaction), where the training they participate in helps their development, comfort with partner schools, as well as the topics and experiences provided. Second, learning is a level for measuring things that have been learned by prospective teachers concerning learning outcomes in the form of knowledge and insights gained by prospective teachers while participating in an apprenticeship program. Third, behaviour is a level for measuring the attitudes and behaviour of prospective teachers who have developed after participating in the PLP program. The behaviour will change in line with the surrounding environmental conditions received by the prospective teacher based on the apprenticeship experience he has gained. Fourth, the results are the final level for measuring the ability of prospective teachers as a whole after participating in the PLP program. These four levels serve as a reference for the PLP program to be efficient and constantly developing while at the same time reviewing whether there is material that is left behind or not delivered.

This section will explain the results of the research as well as a more comprehensive discussion. The description of the respondents (see Table 2) will be explained in detail in this section. The participants in this study were spread across several school partners, but those who were more dominant were SMK (74%), SMA (18%), MA (5%), and SMP (3%). Furthermore, the participants obtained a tutor (tutor) according to their field of expertise who would guide them during the implementation of the apprenticeship program, of which tutors (tutors) who were most dominant in guiding prospective teachers came from the fields of Accounting (24%), Economics (22%), Digital Business and Marketing (19%), Office Management Automation (13%), and Administration (8%), and the rest are outside the field of Economics and Business.

Furthermore, in the PLP program evaluation, it was also described that the suitability of tutors (tutors) with areas of expertise was more dominant (95%) than outside areas of expertise (5%). In this PLP program, students (prospective teachers) are required to visit partner schools 6 times, but this also depends on the policies of each partner school. In Table 2 it can be seen that students (prospective teachers) visited the school more than 6 times (56%). The most meaningful internship topic for students (prospective teachers) in the PLP program is about the characteristics of students (57%) where in this case students (prospective teachers) know more deeply the characteristics of each student in partner schools.

Table 2
Description of Respondents

Description	Amount
Intern Location	205
SMA	38
SMK	153
MA	9
SMP	5
Teacher's area of expertise	205
Administration	17
Accountancy	51
Computer application	2
Digital business and marketing	39
Economics	46
Public relations and protocol	3
Social sciences	1
Entrepreneurship	8
Business communication	1
Correspondence	2
Office management automation	28
Product arrangement	4
Cultural arts and skills	3
The suitability of the tutor's field of expertise	205
Yes	195
No	10
Student visit to school	205
Never	2
1 time	2
2 times	1
3 times	4
4 times	13
5 times	22
6 times	46
More than 6 times	115
The most meaningful internship topics	205
Characteristics of students	118
Organizational structure and school governance	20
School rules and regulations	16
Ceremonial-formal activities at school	5
Routine activities in the form of intra-co-extra-curricular	15
Practice positive habits at school	31

Furthermore, this section will provide statistical descriptions related to Kirkpatrick's four models in PLP program evaluation. In this section, the statistical description will be explained in detail and comprehensively in Table 3.

Table 3
Description of statistic

Item	Mean	Variance
Reaction	5.05	0.74
R1	4.96	0.72
R2	5.03	0.72
R3	5.11	0.73
R4	5.08	0.72
R5	4.96	0.73
R6	5.16	0.73
Learning	5.20	0.59
L1	5.32	0.53
L2	5.25	0.54
L3	5.17	0.65
L4	5.05	0.61
L5	5.10	0.61
L6	5.21	0.60
L7	5.31	0.54
Behaviour	4.96	0.68
B1	4.97	0.67
B2	4.99	0.67
B3	4.92	0.72
B4	4.95	0.62
B5	4.96	0.73
Results	5.03	0.80
Rs1	5.20	0.55
Rs2	5.06	0.75
Rs3	5.18	0.58
Rs4	4.89	1.01
Rs5	4.84	1.05

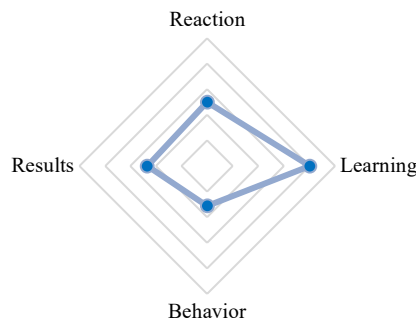
Based on the tabulation and results of data analysis, the average statistical value (see Table 3) is obtained regarding the four levels of Kirkpatrick's model as a whole. Table 3 shows that the learning level is the most dominant and meaningful in the PLP program evaluation with an average value of (5.20), then the reaction level obtains an average value of (5.05), the resulting level obtains an average value of average of (5.03), and the level of behaviour obtained an average value of (4.96). All four levels are above the ideal average of 3.50. This indicates that the apprentice program participants have met the average achievement target of Kirkpatrick's four-level model.

The test results also provide information that the evaluation of the learning level is more meaningful for students (prospective teachers) compared to other levels, where at the learning level students can increase their knowledge and insights regarding teacher competence and professionalism while participating in an internship program, so that this can be a guide for students to significantly improve his identity as a teacher. Then it is followed by the reaction level where students (prospective teachers) can assess and benefit from participating in the internship program as an educational experience to help

them carry out tasks and work well. Furthermore, the level of results occupies the third position in the evaluation of the PLP program for preservice teacher, where in this case scan describes various routine activities both in intra-curricular (e.g., laboratory practicum, remedial), co-curricular (e.g., museum visits, industrial visits), and extra-curricular activities (e.g., football/basketball club, arts, scouts) after participating in the apprenticeship program. The level of behaviour occupies the last position in the evaluation of the PLP program, where in this case students can develop the attitudes and behaviour of a professional teacher in line with the surrounding environmental conditions they receive after participating in the apprenticeship program (see Figure 1).

Figure 1

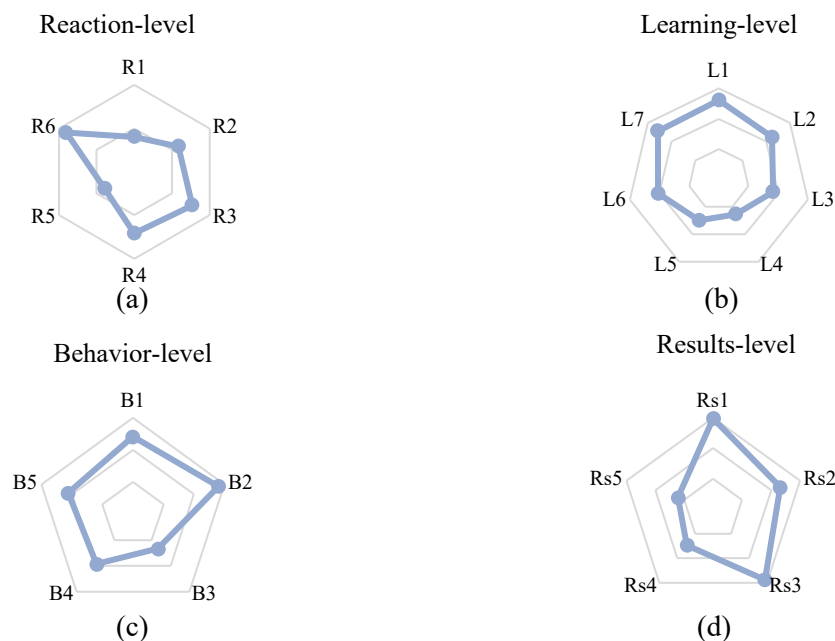
Evaluation of internship programs with Kirkpatrick four-level model



Furthermore, this section will provide detailed and comprehensive statistical descriptions related to the average results of each item level. For more details (see Figure 2), the cobwebs from each level of Kirkpatrick's model will be presented in the evaluation of the PLP program. In Figure 2, it can be seen that the spider web is formed from the average value of the items at each level.

Figure 2

The mean of (a) reaction level; (b) learning level; (c) behaviour level; (d) results level



DISCUSSION

Reaction

The reaction level (see Table 3) the average value for each question item is obtained. At this level, the most meaningful item felt by students lies in R6 (5.16), namely the perception of students (prospective teachers) in assessing the PLP program as an educational experience to help them do a better job as a teacher. This indicates that the level of reaction has succeeded in describing the perception of students (prospective teachers) that the PLP program is very useful for them as an experience to help them in the world of work later as a professional teacher. For more details see Figure 2 (a).

Learning

The learning level (see Table 3) and the average value for each question item are obtained. At this level, the most meaningful item felt by students lies at L6 (5.32), namely the existence of an internship program, students become more able to communicate well. At the learning level, the PLP program is more meaningful for students than at other levels, where students can gain learning which will have a direct impact on increasing students' knowledge and insight as prospective teachers. This also indicates that the level of learning in the evaluation of the PLP program can measure student learning outcomes while participating in the apprenticeship program, where this can be a guide for students to significantly improve their identity as teachers (see Figure 2b).

Behaviour

The behaviour level (see Table 3) the average value for each question item is obtained. At this level, the most meaningful item felt by students lies in B2 (4.99), namely the existence of an internship program that can accurately reflect the actual situation at school, so this will have an impact on changes in behaviour felt by students (prospective teachers). These changes in behaviour will be in line with the conditions in the school environment that they receive based on their experience after participating in the PLP program. This also indicates that the level of behaviour in the PLP program evaluation can describe the criteria for changing attitudes and behaviours felt by students after participating in the PLP program. For more details see Figure 2 (c).

Results

The level of results (see Table 3) the average value for each question item is obtained. At this level the most meaningful item felt by students lies at Rs1 (5.20), namely after participating in an internship program, students (prospective teachers) can describe the general characteristics of students well. This indicates that overall, the PLP program attended by students has succeeded in increasing students' understanding of teacher competence and professionalism in teaching, especially their understanding of recognizing the characteristics of students well. For more details see Figure 2 (d).

Each level of Kirkpatrick's model in PLP program evaluation can capture and highlight different phenomena and the four levels have different roles and meanings. The test results provide information that the reaction level is successful in describing the perceptions of students (prospective teachers) about the benefits and uses of the PLP program. Furthermore, the learning level successfully describes the size of learning outcomes obtained by students (prospective teachers) and has a direct impact on increasing their knowledge and insight as professional teacher candidates. Furthermore,

the level of behaviour successfully describes the criteria for behaviour change felt by students (prospective teachers) after participating in the PLP program and has an impact on completing student assignments. Finally, the level of results in the evaluation of the PLP program has succeeded in describing an increase in student understanding regarding the competence and professionalism of prospective teachers in teaching.

The findings in this paper complement previous research that focused on evaluating PLP programs for prospective teachers using Kirkpatrick's four-level model (Dalimunthe, 2022; Dewi & Kartowagiran, 2018; Mahmoodi et al., 2019; Naugle et al., 2000; Sari & Solichin, 2023). The evaluation of the PLP program with the four levels of Kirkpatrick's model in this study as a whole was able to reveal the identity of students (prospective teachers) in internal (reaction and learning levels) and external (behaviour and outcome) aspects in the context of PLP in Indonesia (Direktorat Pembelajaran, 2017; Sari & Solichin, 2023).

CONCLUSION

The results showed that the level of learning was the most dominant and meaningful in the evaluation of the PLP program with an average value of (5.20), then the level of reaction obtained an average value of (5.05), the level of results obtained an average value equal to (5.03), and the level of behaviour obtained an average value of (4.96). All four levels are above the ideal average of 3.50. This indicates that the apprentice program participants have met the average achievement target of Kirkpatrick's four-level model. The test results also provide information that the level of learning in the evaluation of the PLP program is more meaningful for students (prospective teachers) compared to other levels, where at the learning level students can increase their knowledge and insights regarding the competence and professionalism of teachers while participating in the apprenticeship program, so that this can become a guide student to improve their identity as teachers significantly. Likewise, the reaction level was successful in describing the perceptions of students (prospective teachers) about the benefits and uses of the PLP program. The level of behaviour successfully describes the criteria for behaviour change felt by students (prospective teachers) after participating in the PLP program and has an impact on completing student assignments. Finally, the level of results in the evaluation of the PLP program has succeeded in describing an increase in student understanding regarding the competence and professionalism of prospective teachers in teaching.

Implication

This research as a whole was able to reveal the identity of students (prospective teachers) on internal (reaction and learning levels) and external (behaviour and outcome) aspects in the context of PLP in Indonesia, where this can assist program managers in determining policies and designing PLP programs for candidates. teachers to be more focused and measurable in achieving program targets. By considering these implications, program managers can refine the PLP program for an even greater impact. This includes reviewing and revising activities to ensure they continue to meet student needs and identify knowledge gaps. Additionally, providing training and resources for faculty involved in the PLP program can enhance their ability to support student's understanding and behavioural changes. Finally, implementing mentorship programs where experienced teachers can provide ongoing guidance would further support student teachers during and

beyond the PLP program. Overall, this research demonstrates the value of using Kirkpatrick's model for a comprehensive PLP program evaluation.

Limitation and Future Direction

While this study identified the strengths of the PLP program in developing student understanding (through Kirkpatrick's model), limitations include sample size, data collection methods, and short-term focus. Future research can address these by conducting longitudinal studies, incorporating qualitative methods, exploring context-specific evaluations, and analyzing cost-effectiveness. By overcoming these limitations and pursuing these future directions, we can gain a deeper understanding of how to design and evaluate PLP programs for maximum impact on future educators.

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