

EVALUATION OF TEACHERS' ACTIVE LISTENING TRAINING AT MADRASAH IBTIDAIYAH HIDAYATUL ATHFAL

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Abstract

The aims of this research are to describe: 1) participants' satisfaction with active listening training in reaction level, and 2) the effectiveness of active listening training in learning level. This evaluation research used the Kirkpatrick model (4 levels). The research objects who were involved in active listening training were teachers from first to sixth grades in Madrasah Ibtidaiyah (MI) Hidayatul Athfal. Data collection was through questionnaires which were distributed before and after training. Descriptive analysis was used to analyze the data. The evaluation results show that participants were satisfied with active listening training.

Keywords: Evaluation, Training, Teacher, Active Listening, Primary School

Abstrak

Penelitian ini bertujuan untuk mendeskripsikan: 1) tingkat kepuasan peserta pelatihan active listening di Madrasah Ibtidaiyah (MI) Hidayatul Athfal pada tingkat reaksi (reaction level), dan 2) tingkat efektivitas pelatihan active

listening pada tingkat pembelajaran (learning level). Penelitian ini merupakan penelitian evaluasi dengan model empat level Kirkpatrick. Objek penelitian ini adalah guru-guru di MI Hidayatul Athfal dari guru kelas 1 sampai guru kelas 6 yang mengikuti pelatihan active listening. Data dikumpulkan dengan menggunakan kuesioner yang diberikan sebelum dan sesudah pelatihan. Data dianalisis dengan menggunakan analisis statistik deskriptif. Hasil evaluasi menunjukkan bahwa peserta sangat puas dengan pelatihan active listening.

Kata Kunci: *Evaluasi, Pelatihan, Guru, Active Listening, Sekolah Dasar*

A. INTRODUCTION

According to Government Regulation Number 19 of 2015 on National Education Standards, Article 28, teachers should have not only academic qualifications but also competencies as teaching-learning agents consisting of pedagogy, personality, professionalism, and social competencies. One of the important competencies that support teachers' competency is social competence. Siswoyo (2011) defined social competence as the teacher's ability to communicate and interact effectively and efficiently with students, other teachers, parents, and school community.

To improve the social competencies of teachers, Madrasah Ibtidaiyah (MI) Hidayatul Athfal held a series of training for teachers. Based on Bernardin & Russell (1998), training is an effort to improve employee job performance. It is expected that there will be changes in certain knowledge, skills, attitudes, or behaviors. To make it more effective, training should involve learning experiences for the participants. It also should be planned and designed according to the participants' needs.

Training entitled "Active Listening for Teachers" was conducted by MI Hidayatul Athfal. Listening is the first receptive skill that humans acquire. It is a communication process to receive, construct, and respond to messages or information from speakers. Moreover, Weger et al. (2014) described active listening (also called emphatic listening, speaker-listener technique, reflected listening, dialog listening) as an act of listening to the speakers, avoiding premature judgments, reflecting understanding, clarifying information by restating, paraphrasing, summarizing and sharing the speaker's statement. Mălureanu & Vasluianu (2016) set indicators of active listening, such as eye contact, content, receptivity to new ideas, flexibility in taking notes, ability to listen to the whole message, ability to paraphrase the message, ability to ask questions, and ability to synthesize the message.

Teachers need active listening training because they are social human beings who have to interact with other teachers, students, and parents. The ability to listen with empathy during learning activities is needed to create effective communication with students (Rostina, 2017). The listener and speaker should be able to respond both verbally and non-verbally in active listening (Mahanani, Sri, & Patricia, 2018).

Nonverbal communications between teachers and students, such as eye contact, mimics, and gesture, increase the students' participation throughout the lesson. They become more motivated to learn and ask questions which will increase their understanding of the materials.

Training evaluation needs to be carried out to find out the results, impacts, and benefits of the training provided. This is necessary because not all training can provide effective results in accordance with the training objectives (Widiyastuti & Purwana, 2015). Based on this background, training evaluation of active listening can determine the satisfaction of trainees and goal achievements. Meanwhile, the objectives of this research are 1) to determine the level of satisfaction of active listening training participants at the reaction level from the material, facilitator, method, and facility aspects, and 2) to determine the effectiveness of training of active listening at the learning level.

The training evaluation used in this research is Kirkpatrick's four-level training criteria (2008) which consist of reaction, learning, behavior, and results. The first level (reaction) measures the impression of participants on the training that has been carried out. This level does not measure the knowledge gained by the participants but measures the participants' interest, motivation, and attention to the training. While at the 2nd level (learning), the evaluation is intended to measure the knowledge and skills of participants after attending the training. Evaluation at this level can be conducted in the form of written assessments or role-plays. At this level, participants can demonstrate their ability to understand specific skills or knowledge acquired in the training program. The third level (behavior) serves to evaluate the participants' ability to implement the knowledge and skills they gain in the training in the workplace. Then, the fourth level (results) is useful for measuring the impact of training on the institution which can be seen from the trainee performance in the workplace.

B. RESEARCH METHOD

This is evaluation research using Kirkpatrick's four levels model. Only 2 levels could be carried out: reaction (level 1) and learning (level 2). This research was conducted at MI Hidayatul Athfal, Bogor. The participants of this study were 14 teachers of grades 1 to 6. The data used in this study are primary and secondary data. Primary data was collected through questionnaires distributed to participating teachers, both before and after the training. Researchers compiled a grid of instruments as a basis for data collection. Data of the study were measured using a Likert scale. According to Sugiyono (2020), the Likert scale in research is used to measure attitudes, opinions, and perceptions of research objects about social phenomena. Then, secondary data was used to complete the primary data. This data was obtained through secondary sources such as journals, theses, and books.

In this study, the sampling technique used is non-probability sampling or saturated sampling technique. In this technique, all the research population was sampled (Sugiyono, 2020). This technique was used because of the small population.

Furthermore, descriptive statistics were used to analyze the collected data descriptively as, according to Sugiyono (2020), it does not make any conclusions or generalizations that apply to the public.

C. RESULTS AND DISCUSSIONS

1. Participants' Satisfaction in Training of Active Listening at the Reaction Level

At level 1 (reaction), an indicator was used as a reference in measuring participant satisfaction consist of materials, instructors, methods, and facilities (Utomo dan Tehupeiry, 2014). This indicator was then developed into 10 questions.

Table 1. Distribution of respondents' answers to the level of reaction

No	Questions	Respondents' Answer					Averag Descriptio e Valuen	
		1 (%)	2 (%)	3 (%)	4 (%)	5 (%)		
1	The training materials are in accordance with the needs of a teacher.	0	0	0	7,14	92,86	4,93	Very satisfied
2	The training materials are possible to be applied in classroom	0	0	0	21,4 3	78,57	4,79	Very satisfied
3	Facilitator masters the training material	0	0	0	14,2 9	85,71	4,86	Very satisfied
4	Facilitator delivers the materials in a systemic, clear and interesting ways	0	0	0	7,14	92,86	4,93	Very satisfied
5	Facilitator can communicate well with participants	0	0	0	0	100	5	Very satisfied
6	Interesting training method	0	0	0	21,4 3	78,57	4,79	Very satisfied
7	Varied training method	0	0	7,14	21,4 3	71,43	4,64	Very satisfied
8	The training method makes participants able to understand the materials easily	0	0	7,14	21,4 3	71,43	4,64	Very satisfied
9	The training room is comfortable	0	0	7,14	50	42,86	4,36	Very satisfied

10	Adequate training facilities	0	0	7,14	21,4	71,43	4,64	Very satisfied
	Satisfaction average of training's participants				3		4,76	Very satisfied

Based on table 1 above, the results show that the average level of satisfaction of training participants with the materials provided, facilitators, training methods, and supporting facilities was 4,76. This shows that the training participants were very satisfied with the active listening training held by the school. The highest satisfaction was on the item "facilitator's ability to communicate with the participants" with an average score of 5. All respondents answered that they were very satisfied with the facilitator's communication ability, such as the ability to make eye contact with participants, answer questions, and lead discussions. This communication ability is in line with Wibowo (2007) that there are four competencies for a trainer to create effective training, namely background of education, up-to-date knowledge, and social-technical competency, mastery of appropriate training methods, ability to adapt to participants needs.

Moreover, Zeki (2009) in his research revealed that non-verbal communication such as eye contact, expressions, and gestures are important sources in learning to foster motivation, increase concentration, and attract the attention of learning participants. This is also in line with research conducted by Putri & Kartika (2016) which states that facilitators who master the material well and are able to convey it clearly become one of the dominant factors in participant satisfaction in training.

Another theory that supports these results is Kirkpatrick & Kirkpatrick's (2008) which states that one of the success factors of training is the trainer's competencies in accordance with the training program. The instructor was a teacher years ago who also had experience as a school principal. He has been giving training to many teachers, particularly about active listening training.

While the lowest average level of satisfaction (4,36) was in the comfort of the classroom used for training. Participants stated that the training room needed to be improved from the aspect of cleanliness and room temperature. Noe (2002) explained room for training must be 1) comfortable and accessible, 2) quiet, private, and free from interruptions, 3) spacious for trainees to move around in. The result of the research shows that the room did not meet the criteria for the comfortability aspect.

Sari & Mundzir (2017) in their research found out that a hot and uncomfortable room was the reason why the participants were involved passively during the training. In addition, Nugroho (2018) stated that the spatial aspect received the lowest rating among the four elements in the evaluation of training. That aspect includes spatial planning, comfort, security, cleanliness, and completeness of learning facilities.

2. Effectiveness of Active Listening Training at the Level of Learning

At the level of learning, evaluation reflects three competencies that are developed into five questions. The three competencies are knowledge, skills, and

attitudes (Kirkpatrick, 2008). Questions were posed by researchers to respondents to find out the extent to which the competence of training participants increased by comparing before and after training. The question used a differential semantic scale with five answer choices, namely weights on a scale of 1 to 5. The results of the evaluation at the learning level can be seen in table 2 below.

Table 2. Participants ability before and after training

No	Questions	Average ability before training	Average ability after training	Increase
1	Knowledge about listening level	3,21	4,50	1,29
2	Knowledge about active listening	3,36	4,50	1,14
3	Knowledge about the importance of active listening at school environment	3,86	4,71	0,86
4	Ability to be an active listener	3,64	4,43	0,79
5	Attitudes when doing active listening	3,57	4,57	1,00

Based on table 2 above, it is known that the highest increase obtained by the training participants was in the knowledge of various levels, which was 1,29. The average ability before training was 3,21 then after training the average value increased to 4,50. This is due to the instructor's ability to convey the material clearly on the level of active listening. Based on the research conducted by Rukmi et al. (2014), a high level of participant satisfaction has less effect on the level of participants' knowledge of the training material received.

Meanwhile, the lowest increase was in the skills to perform active listening to students, teachers (colleagues), and parents, which was only 0,79. The average ability before training was 3,64 then after training the average value only increased slightly to 4.43. This is because the participants found it hard to implement practice active listening.

D. CONCLUSION

Based on the evaluation results of the active listening training on the reaction level, it was found that participants were very satisfied with the training. At the reaction level, the highest satisfaction was on the facilitator's communication skills

and the lowest satisfaction was on the discomfort of the room used for training. At the learning level, the average increase in the highest level of understanding was in knowledge of various listening levels, while the lowest increase was in the skills in doing empathic listening.

It is suggested for MI Hidayatul Athfal to conduct regular and continuous training and evaluation of materials, facilitators, methods, and facilities. The evaluation results of the effectiveness of the training need to be followed up and used as a basis to improve the upcoming training. Improvement in terms of training facilities can be done by 1) providing a comfortable training room, 2) expecting future research to evaluate it using Kirkpatrick's 4-level model theory up to level 3 (behavior) and level 4 (result).

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