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**ARTICLE**

## **Training Evaluation Based on the Kirkpatrick Levels 2 and 3 Evaluation Model: A Case Study on Induction Program for Novice Teachers**

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**ABSTRACT**

The 2021 Teacher Competency Test results indicate the need to enhance teacher competency. The Novice Teachers Induction Program is designed to address this issue by guiding new teachers in their professional development. This research aims to evaluate the induction program results for Novice Teachers regarding teacher competence development using the Kirkpatrick Levels 2 and 3 training evaluation models. This seeks to determine the impact of the induction program on the development of skills and knowledge and the changes in attitudes and behavior of novice teachers. This research employed a qualitative descriptive research design, with a case study regarding implementing the induction program for Novice Teachers at one of the public junior high schools in Jakarta, Indonesia. Data collection was done through interviews, document analysis, and observation. Based on the evaluation results using the Kirkpatrick Levels 2 and 3 evaluation model, it was found that the induction program positively impacted competency development, increased knowledge, improved skills, and changed the attitudes and behavior of Novice Teachers. The supervisors also succeeded in overcoming the challenges faced by Novice Teachers. However, the induction programs for Novice Teachers required more explicit formative assessment instruments. In evaluating the performance of Novice Teachers, they only relied on observations from supervising teachers, school principals, and supervisors. Recommendations were therefore provided to the Directorate General of Teachers and Education Personnel to reform implementation standards and performance assessment instruments within the PIGP.

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### **A. INTRODUCTION**

Indonesia's implementation of the induction program for novice teachers aligns with the national sustainable development goals (SDGs), specifically SDG-4, which is inclusive and equitable high-quality education for everyone. As required by SDG-4, this initiative seeks to boost teachers' professionalism and educational quality, which is essential to improving education (Farhan & Lumban Gaol, 2024). Since teachers are the primary individuals engaging with students, the program holistically enhances teacher competencies (Magfiroh & Nugraheni, 2024). Consequently, it serves as a comprehensive model for integrating SDGs into the curriculum, equipping teachers to develop competencies aligned with these goals (Nurfatimah et al., 2022).

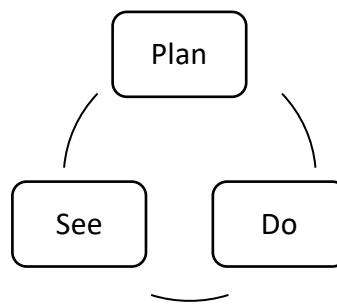
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Teacher competency in Indonesia requires significant attention, as demonstrated by the 2021 Teacher Competency Test (UKG) results. The national average UKG score is 54.25 out of 100, with DKI Jakarta ranking third nationally with an average score of 62.58. Despite this higher ranking, the results indicate the need to enhance teacher competencies further. The Novice Teachers Induction Program, mandated by the Regulation of the Minister of National Education of the Republic of Indonesia Number 27 of 2010, aims to guide and develop teachers with less than five years of experience transitioning into their professional roles (Isbianti & Bustari, 2016). The induction program involves orientation, job training, and problem-solving practices for teaching and counseling (Makoa et al., 2021). Sözen (2018) added that novice teachers confront challenges such as student interaction, policies, workload, and school culture, underscoring the importance of induction programs.

Teachers play a dual role in imparting knowledge and fostering student's character (Surachman & Alkhudri, 2015). Although novice teachers frequently have strong academic foundations, they lack genuine teaching experience. Recognizing this gap, this program offers direct supervision and mentoring to facilitate the transition to professional teachers. This initiative involves coordination between novice teachers, mentors, principals, and supervisors to empower teachers to acquire appropriate skills and experience.

The induction program is regulated by national standards, as outlined in the Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers, which assesses teacher competencies in pedagogy, personality, professionalism, and social skills. Pedagogical competence refers to teachers' interactions with students (Akbar et al., 2021). Personality competency implies attitudes and behaviors, and social competency reflects their interaction skills in the community (Mazrur et al., 2022). According to Helmi (2015), professional competence implies a thorough understanding of the subject matter and staying up-to-date with advancements in knowledge.

Mentoring novice teachers consists of two approaches: school-based lesson study and cross-school lesson study. According to the Attachment to the [Letter from the Head of the DKI Jakarta Provincial Education Office Regarding the Induction Program for Teachers \(2022\)](#), these schemes are divided into three stages: planning, implementation, and reflection. However, the present assessment process is often seen as incomplete, relying heavily on the viewpoints of mentors, principals, and instructors, with minimum input from novice teachers, which may lead to subjective assessments.



(Source: Attachment to Minister of National Education/27/2010/PIGP)

Figure 1. Stages of Guidance Implementation

Kirkpatrick's evaluation model provides an authoritative basis for assessing training programs, covering four levels: Reaction, Learning, Behavior, and Results (Kirkpatrick & Kirkpatrick, 2006). This evaluation model can be applied widely to several types of training (Susanty, 2022). Kirkpatrick's evaluation model is considered acceptable in implementing assessment and evaluation of induction programs for novice teachers. Research has shown

excellent outcomes after applying this technique to evaluate training, particularly in assessing competency progress (Hadi & Ismail, 2022). However, in the induction program context, only 50% of teachers in some locations participated in the induction program, demonstrating unequal distribution (Laksono et al., 2023).

The induction program is essential not only for cultivating teacher competency and professionalism but also fulfills a necessary condition in appointing functional teaching positions based on the head office of education (Faisal, 2022). However, to fulfill these essential objectives, the program's implementation must be optimized to achieve outcomes beyond basic completion. Its effectiveness should be enhanced through further evaluation using the Kirkpatrick model.

According to research conducted at one of the public senior high schools in Jakarta, the induction program increases novice teachers' competency development, especially through mentor's aid and collaborative program implementation (Farhan & Lumban Gaol, 2024). Effective planning, implementation, and evaluation processes influence the success of the novice teacher induction program in supporting professional development (Niam, 2020). For instance, Another public junior high school in Jakarta successfully conducted an induction program for five novice teachers from March 5, 2021 to January 5, 2022.

This study contributes to understanding how Indonesia's novice teachers' induction program encourages national development goals and SDG-4. It employed Kirkpatrick's assessment technique to comprehensively study the program's influence on teacher competency, showing its efficacy in developing pedagogical, personal, social, and professional competencies. The report also highlights shortcomings in the program's execution and assessment, including the unequal distribution of induction opportunities and the need for impartial evaluation methods. This study applied Kirkpatrick's model to offer recommendations for enhancing novice teacher induction programs and emphasizes the importance of a comprehensive support system for novice teachers.

## **B. LITERATURE REVIEW**

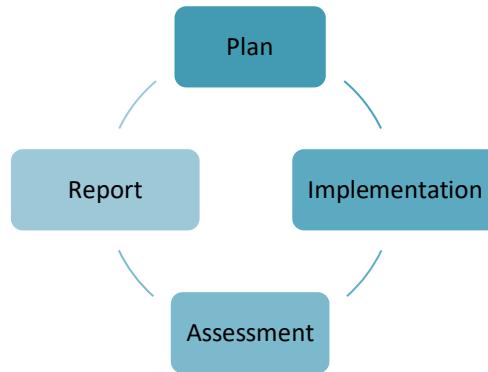
### **Induction Program for Novice Teachers**

The induction program is a structured training series designed to enhance employee productivity and provide organizational benefits (Vargas-Hernández, 2017). It aids in cultivating professional attitudes among employees, reinforcing their sense of responsibility both at the onset of their careers and as they advance (Isbianti & Bustari, 2016). Induction programs for novice teachers address the reduction in self-confidence in the early years of teaching, reducing their capacity to manage learning (Gamborg et al., 2018). Danim (2015) described the induction program as a facility designed by schools to help novice teachers understand school culture and the teaching profession.

The induction program for novice teachers was developed under the [Regulation of the Minister of National Education Number 27 of 2010 Concerning Induction Programs for Beginner Teachers \(2010\)](#). The regulation explains activities like orientation, on-the-job training, competency development, and problem-solving practices. The program also applies the principles of professionalism, inclusiveness, accountability, and sustainability. Participants include novice teachers who are civil servants or civil servant candidates. The induction certificate is a prerequisite for novice teachers' assignments to the functional teaching post.

The induction program helps teachers' professional development and adaptability to the workplace. Key participants include mentor teachers, school principals, and school supervisors. Principals and supervisors oversee and administer program policies, while mentors assist novice teachers (Danim, 2015). The process primarily focuses on competencies

development, and performance evaluations involve phases of planning, coaching, assessment, and reporting. [Danim \(2015\)](#) defined mentoring stages as preparation, implementation, assessment, and reporting, with observations provided by objective evaluations of programs' performance.



(Source: [Danim, 2015](#))

Figure 2. Stages of Guidance Implementation

Figure 2 illustrates that induction programs are essential for establishing teacher professionalism and ensuring novice teachers are prepared to tackle obstacles in their early careers.

### Novice Teachers

Teachers play a major part in education by integrating activities while creating a conducive learning environment. They are professionals in charge of elementary and secondary schools' education, training, mentoring, and assessment ([Wijaya et al., 2019](#)). Teachers direct and monitor learning operations at formal institutions. Teachers' careers need substantial preparation, from the Teacher Education Institute to novice teachers ([Rahmawati & Wicaksono, 2016](#)). [Makoa et al. \(2021\)](#) defined novice teachers as those with less than five years of classroom experience. Despite their grasp of teaching, they require assistance due to their lack of experience ([Sözen, 2018](#)). However, they may hesitate to seek assistance in their early careers due to a lack of support ([Gamborg et al., 2018](#)). Novice teachers require support to adjust to their new career. Orientation, inductions, and onboarding programs are needed to provide necessary guidance.

### Competence

The competency-based human resource management concept focuses on developing skills and traits necessary for performance and career growth. Aligning competencies with career routes improves skills and effectiveness. This approach ensures employees contribute to organizational goals throughout their careers ([Rahadi et al., 2021](#)). Competency refers to skills, knowledge, and personal characteristics directly influencing performance ([Motaleb, 2021](#)). Competence represents a measurable accomplishment component, including knowledge, skills, values, and motivation aligning with professional standards ([Wong, 2020](#)). Tucker and Cofsky ([Chouhan & Srivastava, 2014](#)) added that competence includes self-concept, traits, and motives essential for effective performance. Competency-based human resource management strategically develops competencies to ensure employees meet job requirements and contribute to the organization's success.

## **Teacher Competency**

Mastery of learning material is considered a deep understanding of teaching material or expertise in a particular field (Mukhtar & MD, 2020). Andina (2018) categorized teacher competence into three levels: personal, collective, and organizational. Personal competencies include proactive attitudes, creativity, entrepreneurial character, skills, values, strategic thinking, technical and scientific knowledge, and instructional skills. Collective competencies include teamwork, communication, collaboration, networking, and resource sharing. Organizational competency focuses on aligning strategies to achieve organizational objectives (Andina, 2018). [Law of the Republic Indonesia Number 14 of 2005 Concerning Teachers and Lecturers](#) defines competency as the knowledge, skills, and behaviors educators require to fulfill their professional duties, identifying four main competencies: pedagogical, personal, social, and professional.

## **Pedagogical Competence**

Government Regulation of the Republic of Indonesia Number 74 of 2008 Concerning Teachers defines pedagogical competency as teachers' ability to guide students' learning process, including understanding education, curriculum design, technology, evaluation, and facilitating student potential. It influences teacher performance and distinguishes their professions (Akbar et al., 2021). It contributes to student comprehension and curriculum development (Supriyono, 2017).

## **Personal Competence**

Personal competence includes traits such as a teacher's honesty, credibility, emotional stability, leadership in self-development, intelligence, democratic values, objective assessment, and role-model behavior ([Government Regulation of the Republic of Indonesia Number 74 of 2008 Concerning Teachers](#)). These qualities represent an individual's unique characteristics, mental processes, and behaviors (Zola & Mudjiran, 2020), reflecting mature performance and exemplary conduct (Dwintari, 2017).

## **Social Competence**

According to the Government Regulation of the Republic of Indonesia Number 74 of 2008 Concerning Teachers Social, competence refers to a teacher's ability to communicate effectively with students, colleagues, parents, and the community by following social standards. It involves being a role model, guiding students, and emphasizing care (Hadi & Ismail, 2022), involving significant indicators like relationships, adaption, and respectful communication (Huda, 2017; Muspiroh et al., 2015).

## **Professional Competency**

According to Regulation of the Republic of Indonesia Number 74 of 2008 Concerning Teachers Professional, competence involves mastering educational subjects and methods, which is crucial in science, technology, and culture. This competence significantly influences teacher performance ([Sulastri et al., 2020](#)) and is shaped by academic support, talent emphasis, and social influences. These competencies are crucial for teachers as they directly impact the teaching and learning process ([Gultom & Aliyyah, 2022](#)).

## **Competency Development**

Continuous improvement of knowledge and skills is significant for employees to work effectively. High self-awareness is needed for successful competency development, including knowledge, skills, and abilities ([Setiadiputra, 2017](#)). [Law of the Republic of Indonesia Number](#)

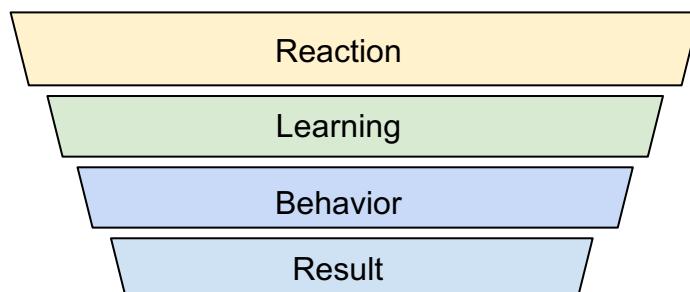
20 of 2023 Concerning State Civil Apparatus stipulated that competency development is both a right and an obligation for the Indonesian Civil Apparatus. This development, evaluated by authorized officials, is required for professional promotions. Training, education, internships, coaching, and promotions are some methods used to increase capacity (Kurniasih & Wijaya, 2019). Specifically, the induction program for novice teachers supports professional development, ensuring that teachers meet evolving demands and improve their performance.

## Training Evaluation

Training evaluation is a systematic process to evaluate and improve training programs by providing effective implementation and detecting gaps and opportunities for improvement (Andales, 2023). Training evaluation is a flexible process used to address specific questions, test hypotheses, and explain program operations (Widodo, 2021). The training provider can conduct an evaluation internally or externally, focusing on goals and programs' needs. Kirkpatrick & Kirkpatrick (2006) identified three main reasons for evaluating a program: identifying areas for future improvement, ensuring program continuity, and managing budgets. The objectives of evaluation include performance, efficiency, output, impact, and knowledge, and providing feedback for future training (Anif et al., 2020). Evaluation can occur in three phases: pre-post, ongoing, and ex-post (Anif et al., 2020).

## Evaluation of Kirkpatrick Model Training (2006)

Kirkpatrick's Evaluation Model (2006) is a comprehensive framework for evaluating training programs. The Kirkpatrick model is widely applied in training because of its succession to present evaluation results data in general (Dorri et al., 2016). This model is ideal for application in various training because of the comprehensive but simple nature of the assessment. Kirkpatrick's model (2006) proposed four levels of evaluation: Reaction, Learning, Behavior, and Results. Each level influences the results of the next evaluation. These levels can be adjusted to meet training needs, providing flexibility in the evaluation process (Susanty, 2022).



(Kirkpatrick & Kirkpatrick (2006))

Figure 3. Evaluation Levels in the Kirkpatrick Model

1. Level 1—Reaction evaluates the participant's response to training, providing feedback for future training programs based on feedback forms and trainer performance.
2. Level 2—Learning, measuring knowledge and skill improvements from training to assess its success in those areas.
3. Level 3—Behavior evaluates workplace behavior changes post-training through observation and interviews.
4. Level 4—Results focus on organizational performance improvements from training using performance trend analysis and achievement schedules.

The Kirkpatrick Model offers a systematic approach to training evaluation, ensuring

thorough assessment and improvement. However, this research only applied to levels 2 and 3, focusing on teacher competence. Level 2 evaluated pedagogical and professional competence, as both focus on developing teachers' knowledge and skills, while level 3 assessed social and personality competence, focusing on developing teachers' professional behavior and ethics.

### C. METHOD

This research employed a descriptive qualitative approach to provide an overview of phenomena without altering field conditions. A case study method was used, an empirical approach that utilizes multiple sources of information to understand events within their real-life context, particularly when boundaries are not clearly defined (Yin, 2003). Case studies assess activities, developments, and key factors supporting specific scenarios (Hardani et al., 2020). This study specifically evaluated school infrastructure and resources, training and mentoring activities for novice teacher development, and the administrative support and policy implementation related to the induction program. The research focused on the induction program for novice teachers at one of the public junior high schools in Jakarta from 2021 to 2022.

Data were collected through in-depth interviews, document analysis, and field observations. Interviews targeted informants meeting specific criteria: teachers at the research site who were civil servants or candidates, familiar with induction program policies for novice teachers, and directly involved in the program. Key informants included novice teachers, the school supervisor, and school management.

The researchers acted as the primary instrument, utilizing interview guides, document reviews, and observation guidelines. Data analysis followed the model proposed by Miles et al. (2014), involving data reduction, data display, and conclusion drawing. Data reduction focused on the induction program's impact on novice teachers' competencies at the research site, using levels 2 and 3 of Kirkpatrick's model. Data were presented in structured descriptions and matrices, with conclusions identifying the program's effectiveness and correlations, demonstrating its impact on novice teacher competencies.

### D. RESULT AND DISCUSSION

#### Kirkpatrick Evaluation Level 2 – Learning Pedagogical Competence

The effectiveness of the induction program in enhancing pedagogical abilities is evident in teachers' ability to manage lessons effectively and focus on student development. The key aspects and impacts of the induction program on teachers' pedagogical competence are presented in Table 1.

Table 1. Key Aspects and Impacts of the Induction Program on Teachers' Pedagogical Competence

Aspects	Details	Impact on Pedagogical Competence
Teacher's Background and Experience	Diverse backgrounds, including private and public schools, or no formal teaching experience	Personalized mentoring methods tailored to individual backgrounds enhance the capacity to manage diverse learning environments.
Collaboration and Knowledge Sharing	Encouraged dialogue and cooperation between novice and	A collaborative learning environment benefits novice and senior teachers,

Specific training in planning and implementation	senior teachers, facilitated by curriculum guidelines	enhancing teaching strategies and professional development.
Technological Proficiency	Comprehensive guidance in course design, implementation, and administrative responsibilities	Teaching becomes more effective through well-organized, thoughtfully planned lessons and systematic evaluation.
Student-Centered Approach	Novice teachers contribute technological skills during remote learning sessions	Enhanced integration of technology in instructional strategies, meeting modern educational needs.
Holistic student development	Focus on understanding student needs and adjusting lesson plans accordingly	Improved alignment of teaching methods with student abilities, leading to more successful learning outcomes
Continuous Improvement and Adaptation	Instruction to identify and foster student potential across academic and extracurricular domains	Comprehensive support for students' development, promoting success in both academic and extracurricular activities
	Emphasis on ongoing learning and adaptation to contemporary educational advancements	Ensures curriculum implementation remains coherent and current, upholding high academic standards.

Source: Data Analysis, 2024

The induction program at the school studied has enhanced novice teachers' pedagogical competence by offering personalized mentorship tailored to their diverse backgrounds, whether from private, public, or non-formal teaching experiences. While challenges persist, the program provides essential support from mentors, helping novice teachers meet their professional responsibilities.

Interactions between novice teachers and mentors promote dynamic classroom management through collaborative partnerships. Mentors share expertise in curriculum development and teaching practices, while novice teachers contribute fresh technological skills. One mentor explained that the program fosters collaboration and knowledge sharing, benefiting novice and senior teachers.

The year-long intensive mentoring helped novice teachers overcome challenges in lesson planning. The program's curriculum emphasizes creating effective lesson plans and adapting them to meet student needs. As novice teachers noted, the detailed planning and implementation—focused on academic and non-academic competencies—enabled them to identify and recommend high-performing students for competitions.

Mentors assist novice teachers in understanding diverse student characteristics, especially for those transitioning from different teaching backgrounds. This guidance supports novice teachers in identifying and developing students' potential to prepare them for academic and non-academic success. The program's inclusivity and mentorship have positively affected novice teachers' development. Participation in other programs alongside induction, such as the subject teacher working group (MGMP), expands their competencies and skills.

These findings align with research by [Supriyono \(2017\)](#) and [Akbar et al. \(2021\)](#), highlighting how mentorship and collaboration in the inductions program build important

aspects of pedagogical competence. Nonetheless, the induction program has significantly increased novice teachers' capacity to teach effectively and respond to students' needs, allowing them to be prepared and impactful in class.

### **Professional Competency**

The induction program for novice teachers at the school studied significantly influences professional development. It enhances their professional competency, including a deep understanding of subject matter, curriculum, and lesson methods, alongside fostering self-reflection to improve their practices. Novice teachers are actively involved in school programs, notably in curriculum development, scheduling, and extracurricular activities, highlighting their growing role in school operations.

Mentors are crucial in guiding novice teachers and helping them achieve their responsibilities. The program enables teachers to deepen their understanding of teaching materials and methods, enhancing students' learning experiences. One novice teacher remarked, "I have become more explorative in using various learning materials and better understand where I need improvement through self-reflection." Novice teachers agreed that the program encouraged them to adopt more exploratory approaches to improve students' experiences and fostered a habit of self-reflection. One novice teacher observed, "The induction activities make us more prepared, especially with the material, compared to when there was no program like this. We are still being assessed by the principal and supervising teacher, so our preparation is more thorough.

They feel more reflective about their teaching practices and ready to continue developing as educators. With the experience gained from the induction program, novice teachers become well-prepared and more confident in their professional careers. Induction programs are investments in developing the professional abilities of novice teachers. According to Tucker and Cofsky (in [Chouhan & Srivastava, 2014](#)), professional competence reflects self-image and values related to self-confidence and belief in the profession. The professional development of novice teachers undoubtedly impacts a positive school climate through various feedback processes and social support provided during the induction program.

Legally, the school studied has effectively implemented an induction program for novice teachers, helping develop their professional competencies. Although novice teachers have demonstrated a good understanding of subject concepts, their guidance broadens their educational horizons, enriching their educator experience. In this way, novice teachers can adopt a more exploratory and innovative learning approach following the needs and developments in science and technology and students' needs.

### **Kirkpatrick Evaluation Level 3 – Behavior**

#### **Social Competence**

The induction program at the school studied has significantly enhanced the social competence of novice teachers, particularly in their interactions with fellow teachers, students, parents, and the broader community. Initially, novice teachers focused primarily on delivering lesson material, often overlooking classroom dynamics and individual student needs. Through mentorship, however, they became more attuned to students' needs. One mentor noted, "At the beginning, teaching is not just about delivering the material; we need to pay attention to and be alert to the students. Most novice teachers focus more on the material without considering the classroom environment. We encourage them to pay closer attention to all students, including those who struggle or excel. These are the changes we see before and after induction. Now they can better adapt and engage all students in the learning process". Table 2 summarizes the aspect and impact of the induction program on novice teachers' social competence.

Table 2. Aspect and Impact of Induction Program on Novice Teachers' Social Competence

Aspects	Details	Impact
Inclusive Teaching Practice	Initially, content was prioritized over student needs, then shifted to incorporating every student into the learning process.	Increased support and engagement for all students, strengthening classroom inclusion
Adapting to school culture	Novice teachers began with idealistic beliefs but adapted to the school environment through mentorship.	Enhanced teaching practices result from better alignment with school needs
Supportive and collaborative environment	Positive reinforcement and recognition from mentors, who view novice teachers as partners and collaborators.	Improved motivation and career development, fostering a supportive and cooperative work environment.
Active Participation and Communication	Encouragement is needed to participate actively and maintain open communication with mentors.	Customized curriculum to meet diverse school demands, enabling successful implementation

Source: Research Result (2024)

Novice teachers now adapt more to inclusive teaching approaches, supporting high- and low-performing students. The induction program has also helped them adapt to diverse school environments and align their lesson methods with school needs. One mentor noted, "Yes, absolutely". We provide motivation and encouragement for them to be more active in learning and to engage with the Subject Teacher Working Group (MGMP) as a learning community. The main goal is to encourage them to become our partners. We complement each other by sharing knowledge. As mentors, we want them to be able to achieve even more than we have."

Collaboration and communication with mentors and other teachers have contributed to these improvements in behavior and attitude, which has enriched novice teachers' comprehension of educational strategies. They now feel respected and encouraged in the school environment and have grown more secure in their role due to the assistance of mentors and principals.

The development of social competence throughout the induction program at the school extended beyond classroom behavior. It encompasses teachers' ability to adapt to the school environment, communicate effectively, show respect for students and stakeholders, and empathize with them. [Muspiroh et al. \(2015\)](#) emphasized that these aspects are fundamental in developing socially competent teachers. Furthermore, [Gultom and Aliyyah \(2022\)](#) emphasized that social competency entails establishing positive connections and interacting with the community through effective communication. This induction program helps novice teachers at the school enhance their teaching approaches and develop essential social competencies for building strong connections within the school community.

### Personality Competencies

The induction program positively impacts novice teachers' personal growth, particularly in their attitudes and behavior. Their enhanced discipline and attention to school norms reflect an improved awareness of their responsibilities. One novice teacher noted that "self-discipline

has improved. Before the induction program, we were occasionally 10 or 15 minutes late. Now, it's rare, as punctuality is also part of our responsibility to the students."

School management support, including engagement in school administration, enhances this sense of discipline. Table 3 summarizes the aspects and impacts on novice teachers' personality development.

Table 3. Aspects and impact on novice teachers' personality development

Aspects	Details	Impact
Discipline	Improved timeliness and reliability; stronger adherence to school policies and guidelines.	Increased compliance with school policies, leading to fewer disciplinary issues and a more organized learning environment.
Emotional Development	Enhanced emotional regulation; improved ability to manage classroom dynamics and calmly address students' needs.	Greater empathy and support for students, fostering a patient and understanding approach that creates a positive classroom environment.
Professional Development	Better adaptation to school culture and responsibilities; a heightened sense of professionalism.	Increased involvement in student affairs and curricular activities by novice teachers, improving school operations and supporting smoother transitions into new teaching jobs and more adept problem-solving
Interpersonal Relations	Strengthened collaboration with peers and mentors; stronger mentor-mentee and administrative support.	Enhanced professional network and support system, fostering problem-solving and shared learning. Novice teachers develop skills and confidence, promoting a collaborative environment.

Source: Data Analysis (2024)

Beyond self-discipline, the induction program has helped novice teachers improve emotional maturity. They have become more patient and adaptable in managing students' interactions. A mentor observed, "...regarding the emotional transformation of teachers, there are those who started as elementary school teachers. Transitioning to junior high school takes even more patience. However, now they have appropriate emotional control and can adjust to classroom conditions in the field."

Induction programs encourage emotional maturity, enabling teachers to deal with school-related issues more effectively. This development is consistent with [Morris \(2020\)](#), who highlighted the significance of emotional maturity for secondary school teachers. The program's encouragement of personality competence results in greater self-discipline, emotional maturation, and integrated personal qualities, which position novice teachers as student role models.

In conclusion, induction programs provide novice teachers with the emotional and personal tools to inspire and motivate students while effectively adapting to the school environment. This idea aligns with research by [Huda \(2017\)](#), linking teachers' personality competence with student motivation, and [Dwintari \(2017\)](#), who emphasized the significance of an integrated teacher personality in encouraging democratic interaction.

The induction programs for novice teachers at the school studied significantly develop teachers' competencies. Through personalized mentorship, collaboration learning, and continuous improvement, Novice teachers have developed their teaching abilities and skills to apply a student-centered approach. The program's success is evident in improving classroom management, lesson planning, and integrating technology into teaching strategies. The program encouraged knowledge exchange between novice and senior teachers, enriching professional development and the learning environment.

Regarding professional competence, novice teachers have gained a deeper understanding of subject matter, curriculum content, and effective teaching methods. Becoming more reflective and explorative in their practice. The program's emphasis on self-assessment and continuous learning also prepared them for a more critical role in curriculum development and extracurricular activities.

Regarding social competence, the induction program positively impacted novice teachers' interactions with students, colleagues, and the school community. The shift to a more inclusive and empathetic approach strengthened student engagement and learning outcomes. The program helped novice teachers adapt to the school culture and align their practice with institutional needs. The induction program has contributed to personal growth, improving discipline, emotional maturity, and interpersonal relationships. These developments enhance their professional behavior and position them as student role models, advancing a more organized, disciplined, and positive learning environment.

The induction program for novice teachers at the school studied plays a critical role in developing pedagogical, professional, social, and personal competencies. According to the Kirkpatrick evaluation model, the program's effectiveness in enhancing these competencies is evident. The personalized guidance, collaboration, and continuous feedback provided through the program have empowered novice teachers to become more effective, responsive, and professional educators.

However, improvements are needed to ensure a more objective and comprehensive assessment of novice teacher development. Implementing a more robust evaluation scheme incorporating feedback from all stakeholders, including novice teachers, would further strengthen the program. Additionally, addressing the unequal distribution of induction opportunities across schools and regions is essential to ensure that all novice teachers receive the support they need. The induction program can contribute more effectively to achieving national educational goals with these enhancements.

## **E. CONCLUSION**

The Induction Program for novice teachers at a junior high school in Jakarta during 2021–2022 has significantly impacted novice teachers, fostering pedagogical and professional competencies as evaluated using the Kirkpatrick Level 2 model. This approach enabled teachers to enhance their classroom management, better understand student needs, and carry out objective self-assessments to identify areas for personal development. Mentors have played a vital role in guiding novice teachers through lesson planning, deepening their understanding of student characteristics, and adapting to the demands of high school teaching.

Kirkpatrick's Level 3 model assessment has positively impacted teachers' personalities and social competencies. Novice teachers have developed a more mature approach in their interactions with students, demonstrating discipline and adherence to school norms and regulations. The program offers many opportunities for novice teachers to participate in various school activities, promoting inclusivity for students with diverse abilities in the classroom. Mentors focusing on social and personality competencies have supported novice teachers in becoming positive role models and active contributors to a supportive school environment.

Overall, the program has positively influenced novice teachers' attitudes, enhancing their teaching effectiveness and engagement with students.

Recommendations based on these conclusions underscore the program's value in advancing novice teacher development. Evaluators at the national level may consider applying the Kirkpatrick model to the induction program's assessment to ensure its effective implementation and to measure improvements in teacher quality and professionalism. For future research, it is suggested that the induction program for novice teachers be examined on a larger scale, employing the Kirkpatrick model across all levels of training evaluation.

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