
Evaluating the beginner level of the *pusat bahasa* programs by using the kirkpatrick model

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Abstract

This research evaluated the effectiveness of the Pusat Bahasa program at Institut Teknologi dan Kesehatan Bali, especially on beginner-level students, using the Kirkpatrick Model as a framework. The data were collected from 35 beginner-level students through questionnaires, observation sheets, and interviews. The finding showed that 85% of the participants expressed satisfaction with the Pusat Bahasa program. The results indicated that the program efficiently increases students' participation and interaction in classroom activities. However, some students expressed moderate satisfaction with the Pusat Bahasa program and highlighted the necessity of continuous program assessment and modification. Students also indicated that they wanted to speak with a native speaker. The high level of students' satisfaction and active involvement indicates that the Pusat Bahasa program at Institut Teknologi dan Kesehatan Bali, especially for the beginner level, benefited students' learning experiences. The increased level of classroom interaction suggests that the program design is appropriate to suit the students' needs. However, there was a clear need for program improvement.

Keywords

Kirkpatrick model, Pusat Bahasa, students' engagement

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Introduction

Speaking English is important to academic and professional success (Hanlu & Chinokul, 2024). Institut Teknologi dan Kesehatan Bali creates a program, namely Pusat Bahasa. This program runs for first- and second-semester students. The program's effectiveness in achieving the learning goal is evaluated (Pinphet & Wasanasomsithi, 2022). By using the Kirkpatrick Model as the framework of this assessment, this research suggests the evaluation strategy of a program (Göçen Kabaran & Uşun, 2021).

The information gathered related to the effectiveness of the Pusat Bahasa program. It will help lecturers assess whether students achieve the learning goals related to their communication skills development (Susilo & Riadi, 2023). The purpose of assessment is to identify effective strategies in teaching by providing lecturers and students with helpful suggestions. English language competency is essential in the technology and healthcare sectors (Alsalamah & Callinan, 2021). English proficiency is important for academic achievement and future careers (Erliani et al., 2024). Institut Teknologi dan Kesehatan Bali established the Pusat Bahasa program to improve students' proficiency in four English language skills: speaking, listening, reading, and writing. This program has three levels: beginner, pre-intermediate, and intermediate, allowing students to improve their English skills.

The Pusat Bahasa program aims to teach students the English language and cultivate a supportive learning environment that enhances their engagement and motivation in the language acquisition process. Central to this initiative is the Kirkpatrick model, a well-established framework for assessing training programs, which consists of four levels: Behavior, Learning, Reaction, and Results (Alsalamah & Callinan, 2021).

At the reaction level, the focus is on evaluating participants' satisfaction, engagement, and overall experience within the program. This assessment is crucial because it reveals how students perceive the training, including what they find beneficial and what challenges they encounter. By collecting and analyzing feedback at this level, lecturers can uncover valuable information about the program's strengths and limitations.

This understanding enables educators to implement targeted strategies and approaches to enhance students' skills effectively (Awang et al., 2022). Moreover, instructors can foster a more engaging and interactive learning atmosphere by addressing students' specific needs and preferences. Ultimately, this ongoing feedback loop drives continuous improvement of the Pusat Bahasa program and empowers students to take an active role in their learning journey, enhancing their overall language proficiency and confidence.

Learning English at a beginner level is important because it provides the foundation for language learning by emphasizing the fundamental grammar and vocabulary needed for clear understanding (Al Amin & Greenwood, 2022). Teaching methods implemented by the lecturers also play an essential role, particularly in helping students overcome obstacles in the learning process (Kim & Kim, 2024). Beginner students frequently indicate high interest and enthusiasm, making them open to new ideas that can enhance their language proficiency and deepen their understanding of effective teaching methods (Schmidt & Rye, 2020). By focusing on the beginner's level, lecturers can identify common mistakes and challenges, allowing them to select appropriate teaching strategies tailored to their students' needs (Harahap & Astrid, 2021). Additionally, fostering a supportive and engaging learning environment is crucial, as it

encourages students to take risks in their language use and promotes a positive attitude toward learning, ultimately leading to more significant progress in their language acquisition journey.

Göçen Kabaran and Usun (2021) found that the professional development program effectively improved teachers' digital material design competency using the Kirkpatrick model. The teacher showed a positive reaction, meaning that the trainer in this program successfully transferred skills. This program also increases engagement, enjoyment, and learning outcomes through digital material applications. Additionally, Efriani (2024) found that the Kirkpatrick model showed that the STEM-based learning environment impacted the pre-service teachers. Participants showed positive reactions, significant learning gains, behavior improvements, and favorable student outcomes. These studies conclude that implementing Kirkpatrick's model in professional development and STEM-based learning environments could enhance teachers' competencies and classroom practices. The participant showed positive reactions and improved behavior. This data confirms that Kirkpatrick's model evaluation successfully measures the impact of educational intervention.

This research provides information about students' reactions to the Pusat Bahasa program at the beginner level. Lecturers may improve the learning process and better prepare students for more complex language research by addressing this fundamental problem. This research may assist the lecturer in improving their methods, addressing the obstacles beginner students face, and ensuring that students learn the fundamental abilities required for successful English communication. This research will therefore be important to create a helpful and productive learning environment that enables students to achieve their goals.

English language proficiency

English language proficiency can be defined as the ability to use English effectively in various settings (Polrak et al., 2024). A standardized assessment assessing various language skills including, grammar, vocabulary, pronunciation, understanding, and fluency, is frequently used to evaluate students' proficiency. Proficiency in English is important for preparing assignments and classroom discussion (Cruz & Lopez, 2022). This knowledge enables students to interact effectively with their friends, patients, and colleagues in their future careers. TOEFL and IELTS are standardized assessments to measure English Competency.

English language proficiency is important in academic and professional fields. Students with excellent English skills may actively participate in classroom discussions. Good communication will reduce misunderstandings that may result in incorrect diagnoses or ineffective treatments (Pei & Pamintuan, 2024). Accurate communication of medical information by competent medical professionals reduces the possibility of misunderstandings that could result in incorrect diagnoses or ineffective treatments. In the technology sector, English also plays an essential role in global collaboration and information access (Permatasari et al., 2024). Understanding various technical terms, programming languages, and industry standards is essential in English. Proficiency in English may develop career opportunities, allowing students to engage in some international projects and contribute to innovative developments (Nozhovnik et al., 2023).

Proficiency in the English language provides significant advantages for students' future careers, especially in the technology and healthcare sectors. English publishes most modern scientific research and technological developments. Proficiency in English also increases professional communication, which is necessary when students work on international projects

or communicate with patients from other countries. Miscommunication can be a serious problem in the healthcare sector (Chaparro et al., 2022). Competence in English could increase professional skills, enabling the students to prepare for student exchange programs and internships. For students at the Institut Teknologi dan Kesehatan Bali, communicating in English is essential for academic achievement and future careers.

Kirkpatrick Model

A program is evaluated to verify its effectiveness, assess its ability to achieve designated goals, and identify areas that require improvement (Erliani et al., 2024). Consequently, the primary focus of evaluators is to develop a comprehensive framework that effectively assesses key components such as student satisfaction and engagement in the learning process.

One prominent model utilized for this purpose is Kirkpatrick's four-level evaluation model, which includes reaction criteria, learning standards, behavior criteria, and results criteria. Each level serves a distinct purpose: the reaction criteria gauge participants' immediate responses and satisfaction with the training, while learning criteria assess the extent to which knowledge and skills have been acquired. The behavior criteria evaluate how well participants apply what they have learned in real-world settings, and the results measure the overall impact of the training on organizational goals and outcomes.

Kirkpatrick's four-level model has significantly contributed to the evolution of training assessment practices, providing a structured approach that further clarifies training effectiveness and informs future improvements (Susilo & Riadi, 2023). By employing this model, evaluators can acquire helpful information about the efficacy of educational programs and ensure that they align with the needs and expectations of students, thereby fostering a more engaging and effective learning environment.

It has shifted the focus of training assessment practice onto the results and inspired the development of several other assessment models.

Level 1: Reaction

This level focuses on capturing the feelings and impressions of participants regarding the training program, offering helpful details about their overall satisfaction and perceived value of the experience. Evaluating participants' reactions is essential, as it helps determine whether the training program met their expectations and needs.

The most common method for assessing trainees' reactions is through end-of-course evaluation questionnaires, which typically include questions designed to gauge participants' thoughts on various aspects of the training, such as content relevance, delivery effectiveness, and the learning environment. These questionnaires often incorporate quantitative ratings and qualitative feedback, allowing participants to express their opinions in their words.

By analyzing the responses collected from these evaluations, trainers and program administrators can identify strengths and weaknesses in the training delivery, enabling them to make informed adjustments for future sessions. This feedback loop enhances the quality of the training program and creates an atmosphere of engagement and ownership among participants, as their opinions are considered in the continuous improvement process.

Ultimately, understanding participants' reactions is key to guaranteeing the effectiveness of training programs, as positive reactions often indicate higher levels of engagement and motivation, which can lead to better learning outcomes and greater overall success.

Level 2: Learning

This level evaluates the extent to which participants experience changes in attitudes, enhance their knowledge, and develop new skills as a direct result of attending the training program. It focuses on the measurable outcomes of learning that occur during and after the training, providing a clearer picture of the program's effectiveness in achieving its educational objectives.

Learning measures serve as quantifiable indicators of the knowledge and skills acquired, allowing both trainers and participants to assess the actual impact of the training. These measures are often determined through self-evaluation, where participants reflect on their learning experiences and rate their understanding of the material presented. This self-assessment can include questions about specific concepts grasped, skills acquired, and shifts in attitudes toward the subject matter.

In addition to self-evaluations, pre- and post-training assessments can also be utilized to measure learning outcomes objectively. These assessments may involve tests, quizzes, or practical demonstrations that provide concrete evidence of knowledge gain and skill improvement. By comparing results before and after the training, educators can learn important lessons about the effectiveness of their instructional methods and content delivery.

Ultimately, understanding the learning outcomes at this level is crucial for evaluating the overall success of the training program. Positive changes in knowledge, skills, and attitudes indicate that participants have benefited from the training and enhanced their capacity to apply what they have learned in real-world situations, contributing to their personal and professional development.

Level 3: Behaviour

This level evaluates how participants transfer the knowledge and skills to their workplace. Positive results cannot be expected unless a positive behavioural change has occurred. Therefore, knowing whether the knowledge, skills, and attitudes learned in the program transfer to the workplace is important. According to the Kirkpatrick model, especially at Level 3, the evaluator has to decide whether to use interviews, questionnaires, or both. However, it is not necessary for evaluation at this level to be elaborate or scientific.

Level 4: Results

This level measures the effect of training or the program, especially on the organisation, regarding reduced cost, improved quality, and improved quantity. At this level, collecting, organising, and analysing data can be more difficult, costly, and time-consuming than the other three levels of the Kirkpatrick model. However, the outcomes are often very worthwhile for their value to the organisation. Stakeholders most frequently require the results from this level but delivering them can be challenging.

Methodology

This research used a mixed-methods approach, combining quantitative and qualitative data to evaluate students' reactions, satisfaction, and perceptions toward the Pusat Bahasa program. The purposive sampling technique selected a total of 35 students as samples. The research instruments consisted of a questionnaire using a Likert scale to measure student satisfaction, an observation sheet to assess student engagement during class activities, and an interview with open-ended questions to explore students' in-depth perceptions of the program. The data obtained were analyzed descriptively to determine student satisfaction and engagement level and analyzed qualitatively to gain insight into their learning experiences. The results of this analysis are expected to provide a clear picture of how the Pusat Bahasa program is in improving beginner students' English language skills.

The research recruited thirty-five students as a sample, selecting them through a purposive sampling technique. Furthermore, this research used several instruments to collect the necessary data: questionnaires, observation sheets, and interviews. Each instrument evaluated various aspects of the Pusat Bahasa Program and provided a comprehensive picture of students' experiences and perceptions.

Questionnaire

The questionnaires aimed to quantify various aspects of student satisfaction and engagement, allowing for statistical analysis to reveal trends and correlations within the data. They included a mix of closed and open-ended questions, enabling participants to express specific ratings and qualitative feedback about their experiences in the program. The questionnaire included a closed-ended question, which used a Likert scale (1-5) to assess some aspects of the Pusat Bahasa program. The questionnaire measured the students' reaction and satisfaction with the program. The feedback gathered from the students will likely show how well the program meets the students' needs and expectations. The information gathered is important to identify the strengths and aspects to be improved, especially related to the program's quality.

Observation sheet

An observation sheet was used to evaluate students' engagement during classroom activities. The observation sheet may inform how often students are engaged during the class. It used a simple three-point scale: never, sometimes, and always. The teacher records the students' behavior related to engagement, such as attention, participation, and interaction. This approach allows lecturers to identify students' improvement.

Interview

An interview was also conducted in this research. Open-ended questions serve to find students' perceptions, including their thoughts and feelings about the Pusat Bahasa program. There were three main questions included in the interview.

Results and Discussion

Students' satisfaction

Most students expressed excellent responses in the assessment of their satisfaction with the Pusat Bahasa program, especially at the beginner level, indicating how effectively the program meets their educational needs. The information gathered from the total sample of 35 students provides helpful data regarding students' viewpoints and experiences, which may guide future enhancements of the Pusat Bahasa program.

Satisfaction distribution

Table 1. *Distribution of student satisfaction*

Satisfaction levels	Number of students	Percentage (%)
Strongly agree	30	85%
Agree	4	10%
Neutral	1	5%

Based on the quantitative result, a high percentage of the students (30 out of 35), or about 85% of the students, showed high levels of satisfaction with the whole program experience. This percentage indicates that the program effectively met the students' expectations and learning goals. This positive assessment may be influenced by elements such as the relevance of the curriculum, the education level, and the lecturer's involvement in creating a favorable learning environment. The high levels of students' satisfaction are important because they correlate with higher motivation and engagement in the learning process, which are important for language acquisition. This aligns with the Expectancy-Confirmation Theory (ECT), which states that satisfaction arises when experiences meet or exceed expectations (Oliver, 2015). In this case, the Pusat Bahasa program appears to have successfully met the expectations of most beginner-level students.

10% of the students (4 of 35) agreed with the statement, showing they were primarily happy but had doubts. This group of students might have experienced difficulties that impacted their satisfaction. Acquiring insight into the specifics of these students' input may help identify areas that need development, such as the need for more personalized support or extra materials. This aligns with the principles of Needs Assessment Theory. The Needs Assessment Theory can be applied here, which emphasizes the importance of identifying and addressing learners' specific needs to enhance their learning experience (Kaufman & English, 2016).

Moreover, five percent of the students (1 out of 35) expressed a neutral opinion regarding their satisfaction level, which may indicate an important perspective that requires further investigation. A lack of participation, unclear needs, or a gap between the program's offerings and the students' learning preferences could cause this condition. It is crucial to think about this finding since the students' feedback could point to the program's weakness and might increase overall satisfaction if the weakness is repaired. From the Self-Determination Theory (SDT) perspective, these neutral responses may indicate a lack of autonomy, competence, or relatedness, which are key factors in student motivation and engagement (Deci

& Ryan, 2017). Attending to these psychological needs may help increase student satisfaction levels.

The general satisfaction assessment shows that the Pusat Bahasa program has effectively fulfilled most students' needs. The existence of students who were not completely satisfied emphasizes how important it is to evaluate the curriculum and make improvements constantly. The program administrators may identify specific areas to be improved and ensure the program continues to be relevant by actively collecting feedback from all students, including those who were less satisfied or neutral. This reflects the principles of Continuous Improvement Theory, which advocates for ongoing assessment and refinement of educational programs to maximize their effectiveness. By continuously seeking and responding to student feedback, the Pusat Bahasa program can ensure its continued success in meeting the needs of its students.

Students' engagement in classroom activities

Observation sheets were used to assess essential behaviors such as participation, interest, and interaction to analyze student engagement in the Pusat Bahasa Program. The lecturer recorded how often students were involved in class using a three-point scoring system (never, sometimes, and always). Most students actively participated by answering questions and showing commitment to the learning process, which was reflected in the results, which showed a high level of engagement.

Observations showed that students paid good attention to class activities. This is important for both effective learning and student memory. Students could interact with the learning materials and create a conducive learning environment. Most students also actively participated in discussion sessions, allowing them to develop their speaking skills. This readiness to participate indicates that student confidence and comfort are necessary in language learning.

The high level of student participation reflects that the teaching strategies used by the lecturer successfully encouraged student participation in the Pusat Bahasa Program, which is expected to improve students' language skills. Peer learning, group projects, and interactive activities can be included to maintain student participation. This aligns with the Constructivist Learning Theory, which emphasizes the importance of students' active involvement in the learning process to build knowledge (Piaget, 2013).

Freeman et al. (2014) showed that active learning, which involves students in discussions and activities that encourage interaction, can improve comprehension and retention of material. In this context, discussion activities and group projects in the Pusat Bahasa Program create opportunities for students to actively engage and collaborate, which supports Vygotsky's (1978) social constructivism theory. Vygotsky argued that learning occurs through social interaction, and a supportive environment can enhance student engagement and learning outcomes.

Furthermore, Deci and Ryan (2017) emphasized the importance of autonomy, competence, and relatedness in fostering student motivation. Creating a supportive learning environment makes students feel more empowered to engage, contributing to their language skills improvement. Lecturers can develop more innovative and inclusive teaching strategies to enhance student engagement. Applying active learning and continuous improvement can

help design a curriculum responsive to student needs and encourage greater involvement in the learning process (Deming, 2018).

Interviews

The open-ended questions about students' experiences of the Pusat Bahasa Program provided important information about students' emotions and goals. Most students reported that they enjoyed the class, indicating that the instructor had created a stimulating and supportive learning environment. Many students desired more opportunities to practice speaking with native speakers. This demonstrates the value of personal interaction in improving language skills and increasing confidence in one's communication abilities.

Students' desire for more interaction with native speakers offers a clear opportunity for program development. Instructors and administrators can better address the needs and goals of students by incorporating practical elements, such as language exchange programs or conversations with native speakers. Miller and Ginsberg (2016) showed that interaction with native speakers can significantly improve students' speaking skills and promote confidence in language use.

In this context, the engagement theory proposed by Kearsley and Shneiderman (1998) is also very relevant. This theory emphasizes the importance of students' active involvement in the learning process to enhance learning. Students learn language cognitively, socially, and emotionally when engaging in meaningful interactions. Therefore, creating more opportunities to speak with native speakers can increase students' engagement levels and strengthen their learning experience.

In addition, the Constructivist Learning Theory developed by Vygotsky (1978) can also be applied here. Students' desire to interact with native speakers aligns with Vygotsky's emphasis on the significance of social interaction in learning. An environment that supports collaboration and interaction can help students build their language knowledge and skills more effectively.

Program leaders, lecturers, and administrators can use this student feedback to improve the curriculum and maintain flexibility to meet students' changing needs. Implementing language exchange programs and speaking opportunities with native speakers will improve students' language skills and increase overall satisfaction with the program, in line with the Expectancy-Confirmation Theory (ECT), which states that meeting students' expectations contributes to their satisfaction (Oliver, 2015).

Conclusion

According to the assessment conducted in the Pusat Bahasa program, students are generally "quite satisfied" with their educational experiences, with 85% expressing high satisfaction levels. This suggests that the Pusat Bahasa program effectively provides quality instruction and a supportive atmosphere for learning at Institut Teknologi dan Kesehatan Bali. However, neutral presence or moderate satisfaction levels indicate a need for continuous evaluation and modifications to enhance the program further.

These findings align with the principles of Continuous Improvement Theory, which emphasizes the importance of regularly assessing educational programs to maximize their effectiveness. Additionally, the data indicates that the program fosters engagement and communication, particularly as students desire to interact with native speakers. This highlights

a significant opportunity for the institution to enrich the learning experience by incorporating elements such as discussion forums or language exchange programs, which can create a more immersive and interactive environment.

Future research should examine how these enhancements impact students' academic achievement and satisfaction. Implementing a longitudinal research design could offer more details about the long-term effects of such improvements. Furthermore, through ongoing feedback mechanisms and assessments of engagement levels, researchers can gather valuable information that will inform the continuous enhancement of the Pusat Bahasa program.

Additionally, applying frameworks such as Self-Determination Theory (SDT) may help the program better support students' intrinsic motivation by addressing their autonomy, competence, and relatedness needs. The program can encourage greater student engagement and satisfaction by fostering these psychological needs.

Ultimately, it is hoped that future assessments will reveal increased student engagement and satisfaction levels, contributing to the program's overall success. Making program improvements based on Expectation-Confirmation Theory (ECT)—which says that meeting student expectations boosts satisfaction—will be key to creating a better and more responsive educational experience.

Disclosure statement

According to the authors, there have been no possible conflicts of interest in the research, authorship, or publication.

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