

**LAPORAN AKHIR  
PENELITIAN MANDIRI**



**The Effectiveness of Batik Training for  
International Students**

**Peneliti**

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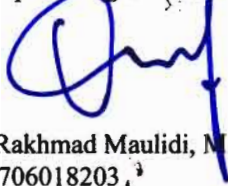
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## RINGKASAN

Pelatihan membatik yang menjadi objek dalam penelitian ini adalah bagian dari kegiatan *cultural camp* sebagai upaya untuk meningkatkan citra, promosi, dan sebagai bagian dari internasionalisasi perguruan tinggi. Program ini diselenggarakan pada tahun 2016 oleh Kantor Urusan Internasional STIKI yang diikuti oleh mahasiswa internasional yang sedang belajar di Indonesia. Mahasiswa internasional tersebut sebagai subyek penelitian berjumlah 10 (sepuluh) orang yang berasal dari 4 (empat) perguruan tinggi di Jawa Timur. Tujuan dari penelitian ini adalah untuk mengetahui reaksi peserta pelatihan membatik dan keefektifan dari kegiatan *cultural camp* berdasarkan teori The Four Levels Kirkpatrick. Sedangkan metode yang digunakan dalam penelitian ini adalah metode deskriptif. Hasil penelitian menunjukkan bahwa kegiatan *cultural camp* yang diselenggarakan tersebut sudah efektif, karena aktifitas pentingnya yaitu pelatihan membatik yang dilakukan sudah berjalan dengan baik. Hal ini dapat dilihat dari hasil evaluasi yang telah dilakukan oleh KUI STIKI yang mendapatkan respon positif dari panitia, instruktur, dan peserta.

## PRAKATA

Dengan segala kerendahan hati, peneliti memanjatkan puji dan syukur kehadiran Tuhan atas selesainya laporan Hasil Penelitian dengan judul “The Effectiveness of Batik Training for International Students”. Penulisan laporan hasil penelitian ini dimaksudkan untuk memenuhi salah satu tri darma perguruan tinggi yaitu penelitian dosen. Penulis menyadari, selesainya penyusunan Laporan Hasil Penelitian ini tidak terlepas dari bantuan berbagai pihak.

Untuk itu penulis mengucapkan Terimakasih kepada:

1. Ketua STIKI
2. Wakil Ketua bidang Akademik
3. Kepala Program Studi Teknik Informatika STIKI Malang
4. Kepala LPPM STIKI Malang dan staff

Semoga Laporan Hasil Penelitian ini dapat dimanfaatkan dan dapat memberikan sumbangsih pemikiran untuk perkembangan pengetahuan bagi penulis maupun bagi pihak lain yang berkepentingan.

Terima kasih.



# **BAB 1**

## **PENDAHULUAN**

Kegiatan pelatihan membatik yang diselenggarakan oleh KUI STIKI merupakan bagian dari program kerjasama antar perguruan tinggi dan hibah yang didapat dari kemenristekdikti. Pelatihan ini penting dalam upaya mengenalkan budaya Indonesia kepada mahasiswa internasional, melestarikan budaya Indonesia, menjadi sarana komunikasi global bagi peserta yang berasal dari berbagai latar belakang budaya dan bahasa, menanamkan wawasan internasionalisasi bagi peserta, dan memberikan wawasan tentang bagaimana menjadi warga dunia, yang semuanya terangkum dalam sebuah kegiatan cultural camp.

Salah satu cara yang dapat dilakukan oleh institusi dalam upaya mengenalkan budaya Indonesia kepada mahasiswa internasional adalah memberikan pelatihan membatik. Pelatihan tersebut pada hakikatnya mengandung unsur-unsur mengenalkan, melestarikan, dan mengomunikasikan budaya, serta menanamkan wawasan internasionalisasi. Kegiatan semacam ini juga dapat dikatakan sebagai suatu fungsi manajemen yang perlu dilaksanakan secara periodik dalam rangka pembinaan sumberdaya manusia dalam sebuah institusi, bukan hanya sekedar pelatihan. Sumberdaya manusia dalam institusi merupakan sumberdaya yang memiliki kemampuan untuk mengelola sumberdaya lainnya dalam mendukung tercapainya tujuan sebuah organisasi (Purnama, 2016), artinya termasuk juga kegiatan pelatihan ini. Oleh karena itu, setiap sumberdaya manusia harus dikelola secara baik dengan memberikan bekal pengetahuan dan sesuai dengan kebutuhan agar dapat mendukung kegiatan pelatihan yang diadakan oleh KUI STIKI atau unit lain yang membutuhkannya. Secara spesifik, proses pelatihan merupakan serangkaian tindakan atau upaya yang dilaksanakan secara berkesinambungan, bertahap, dan terpadu (Balawa, Bagia, & Suwendra, 2016). Penyelenggaraan pelatihan dalam sebuah institusi tidak bisa dipungkiri membutuhkan tenaga, waktu, dan dana yang tidak sedikit (Widyastuti & Purwana, 2015). Oleh karena itu, pihak manajemen yang memiliki wewenang dalam pengambilan keputusan perlu mengetahui bahwa kegiatan diatas atau pelatihan

yang dimaksud merupakan sebuah investasi dari institusi (Christanto & Santoso, 2014) tersebut.

Untuk meyakinkan pihak pengambil keputusan bahwa suatu program pelatihan merupakan investasi, maka tidak cukup hanya dengan memaparkan segi-segi persiapan dan teknis pelaksanaannya. Hasil yang diharapkan harus tampak setelah pelatihan tersebut diselenggarakan. Hal yang perlu digarisbawahi adalah bagaimana membuat institusi tersebut dapat memahami bahwa penyelenggaraan pelatihan bukan sebagai pengeluaran tetapi benar-benar merupakan sebuah investasi yang memiliki pengaruh signifikan terhadap citra diri atau promosi institusi. Alasan lain yang perlu dipertimbangkan adalah apakah kegiatan atau program pelatihan diatas dapat mendukung pencapaian visi institusi ataukah tidak.

Untuk mengetahui hasil, dampak maupun manfaat yang diperoleh dari pelatihan membuat yang diberikan kepada mahasiswa internasional maka perlu dilakukan evaluasi terhadap pelatihan tersebut. Setelah pelatihan diberikan, tentunya perlu diketahui sejauh mana manfaat pelatihan tersebut terhadap perubahan atau peningkatan kinerja maupun kompetensi terhadap institusi. Hal ini penting mengingat bahwa belum tentu sebuah pelatihan yang telah diselenggarakan dan telah menyerap dana besar akan memberikan hasil yang efektif sesuai dengan tujuan pelatihan yang ingin dicapai oleh institusi. Secara umum tujuan pelatihan adalah meningkatkan pengetahuan (*knowledge*), keterampilan (*skill*), maupun perilaku (*attitude*) dari para peserta pelatihan secara optimal (Dewi & Suhardini, 2014).

Kantor Urusan Internasional STIKI merupakan unit penting yang memberikan pelayanan kepada mahasiswa tentang kesempatan magang atau exchange di lingkungan STIKI. Selain itu KUI ini juga berperan dalam bidang pelatihan bahasa Inggris, kerjasama dengan perguruan tinggi di luar negeri, dan program internasionalisasi. KUI STIKI telah berhasil menyelenggarakan pelatihan untuk mahasiswa internasional dalam sebuah kegiatan cultural camp dan telah membuka kesempatan bagi mahasiswa untuk berkonsultasi tentang magang atau perkuliahan di luar negeri. Berdasarkan pengamatan yang telah dilakukan, KUI STIKI belum secara optimal melakukan evaluasi terhadap pelatihan-pelatihan yang telah dilakukan. Evaluasi pelatihan adalah upaya untuk mengetahui tingkat

keberhasilan program, atau untuk mengetahui implementasi dari suatu kebijakan (Hanjarwati & Aminah, 2014). Dengan demikian kegiatan evaluasi pelatihan mengacu pada tujuan sebagai ukuran keberhasilan (Darodjat & Wahyudhiana, 2015).

Implementasi program harus senantiasa dievaluasi untuk melihat sejauh mana program tersebut telah berhasil mencapai tujuan pelaksanaannya. Tanpa adanya evaluasi, pelatihan-pelatihan yang telah dilaksanakan tidak akan dapat dilihat hasilnya. Sebelumnya, kebijakan sehubungan dengan program pelatihan tidak pernah didukung oleh data. Oleh karena itu, evaluasi pelatihan ini menyediakan data dan informasi serta rekomendasi bagi pengambil kebijakan (*decision maker*) untuk memutuskan apakah akan melanjutkan, memperbaiki atau menghentikan sebuah program. Selain itu evaluasi dimaksudkan untuk mengetahui kebermanfaatan penyelenggaraan pelatihan. Berdasarkan latar belakang tersebut, maka dilakukan penelitian tentang evaluasi pada pelatihan membatic bagi mahasiswa internasional yang telah diselenggarakan oleh KUI STIKI dengan menggunakan teori *The Four Levels* yang dikembangkan oleh Kirkpatrick.

## BAB 2

### TINJAUAN PUSTAKA

#### *Teori Evaluasi Training: The Four Levels*

Komponen penting dalam siklus penyelenggaraan pelatihan adalah komponen evaluasi (Paramita, Yudiaatmaja, & Bagia, 2016). Tahapan ini menjadi penting karena pada tahapan ini memberikan umpan balik pada setiap tahapan dalam siklus penyelenggaraan pelatihan. Pada dasarnya evaluasi mempunyai tiga tujuan yaitu untuk memperbaiki program (termasuk strategi penyelenggaraan pelatihan), untuk menentukan apakah suatu program pelatihan harus dihentikan atau tetap dilanjutkan, dan untuk memberikan nilai program pelatihan. Evaluasi suatu training adalah bagian yang tidak terpisahkan dari penyelenggaraan training itu sendiri dan bahwa evaluasi tersebut merupakan kegiatan yang harus dilakukan agar training secara keseluruhan dapat berlangsung dengan efektif. Pada tahun 1959, Kirkpatrick melahirkan teori tentang evaluasi training melalui tulisannya di *American Society for Training and Development Journal*, teori tersebut dikenal dengan *The Four Levels Techniques for Evaluating Training Programs* (Kirkpatrick & Kirkpatrick, 2006). Berdasarkan teori tersebut, terdapat 4 (empat) tingkat/level dalam evaluasi training, yaitu:

1. Level 1: *Reaction*.

Evaluasi pada tingkat ini mengukur reaksi kepuasan peserta terhadap pelaksanaan training. Hal-hal yang dievaluasi pada level ini antara lain materi training, pemberi materi (*trainer*), fasilitas yang disediakan, waktu penyelenggaraan, serta metode yang digunakan. Evaluasi pada level ini berguna untuk memberikan umpan balik (*feedback*) bagi manajerial, penyelenggara training, dan pemberi materi untuk penyempurnaan penyelenggaraan training berikutnya.

2. Level 2: *Learning*.

Evaluasi pada tingkat ini mengukur sejauh mana peserta memahami materi training yang disampaikan dalam tiga domain kompetensi yakni *knowledge*, *skill*, dan *attitude*. Evaluasi pada level ini menekankan pada seberapa jauh

pembelajaran (*learning*) peserta atas materi training dalam konteks peningkatan kompetensi.

### 3. Level 3: *Behavior*

Evaluasi pada tingkat ini mengukur sejauh mana peserta menerapkan atau mengimplementasikan pemahaman atas tiga domain kompetensi (*knowledge*, *skill*, dan *attitude*) yang diperolehnya tersebut dalam lingkungan pekerjaannya. Selain itu, evaluasi pada level ini tidak cukup hanya sekedar mengukur perubahan yang terjadi pada behavior eks-peserta, namun lebih jauh lagi perlu dievaluasi pula sejauhmana perubahan yang terjadi tersebut dapat diterapkan dalam kesehariannya.

### 4. Level 4: *Result*

Evaluasi pada tahap ini mengukur seberapa besar dampak pelaksanaan training terhadap kinerja pekerjaan ataupun hasil akhir yang diharapkan. Evaluasi level ini merupakan evaluasi paling penting sekaligus paling sulit dilakukan karena mengukur sejauh mana training yang dilakukan memberikan dampak/hasil (*result*) terhadap peningkatan kinerja eks-peserta, unit kerja, maupun organisasi secara keseluruhan.

Untuk memperdalam pemahaman tentang efektivitas dalam pelatihan, pada umumnya suatu institusi mengandalkan level 1 reaksi (*reaction*) dan level 2 pembelajaran (*learning*) teori evaluasi Kirkpatrick. Evaluasi tahap pertama dalam model evaluasi efektivitas menurut Kirkpatrick yang menjelaskan bahwa untuk mengukur sebuah program pembelajaran, manajemen maupun individu dapat mengukur sikap maupun kepuasan peserta terhadap program tersebut, sedangkan level kedua dalam teori keefektifan Kirkpatrick yaitu level evaluasi pembelajaran, lebih mengandalkan pengamatan dan evaluasi terhadap hasil setelah melakukan pelatihan salah satunya dengan melihat hasil tes yang dilakukan setelah program pendidikan dan pelatihan tersebut selesai diselenggarakan.

Selain itu untuk mengukur efektivitas suatu pelatihan, dapat membandingkan antara hasil dari evaluasi level 1 reaksi (*reaction*) dan level 2 pembelajaran (*learning*) teori evaluasi Kirkpatrick dengan biaya yang timbul dari penyelenggaraan suatu pelatihan. Penyelenggaraan pelatihan yang efektif adalah yang mampu meningkatkan pengetahuan (*knowledge*), keterampilan (*skill*), dan

tingkah laku (*attitude*) dari peserta pelatihan sesuai dengan kebutuhan organisasi (Munajatisari, 2014). Untuk mencapai tujuan penyelenggaraan pelatihan yang efektif tersebut, disusun beberapa metode pelatihan yang sesuai dengan hasil yang ingin dicapai oleh organisasi. Penyusunan metode pelatihan tersebut, tidak hanya memperhatikan unsur efektivitas, melainkan juga unsur biaya. Hal ini dikarenakan anggota organisasi dipandang sebagai aset yang harus memberikan feedback bagi organisasi, sehingga setiap biaya yang dikeluarkan oleh organisasi untuk pelatihan anggota organisasinya diharapkan akan menghasilkan return yang lebih besar dari biaya yang telah dikeluarkan.

### ***Teori Membatik***

#### **Nggambar (drawing)**

Langkah pertama adalah membuat desain batik yang biasa disebut *nggambar*. Istilah lain yang biasa digunakan adalah *nyorek* atau ada juga yang menyebutnya *molani*. Dalam penentuan motif, setiap orang memiliki selera masing-masing. Ada yang lebih suka untuk membuat motif sendiri, namun yang lain lebih memilih untuk mengikuti motif-motif umum yang telah ada. Motif yang kerap dijumpai di Indonesia sendiri adalah batik yang terbagi menjadi 2 macam. Yang pertama adalah batik klasik, yang banyak menonjolkan penggunaan simbol-simbol. Yang kedua adalah batik pesisiran dengan ciri khas natural seperti gambar-gambar bunga atau kupu-kupu. Membuat pola atau motif ini dapat menggunakan pensil.

#### **Nyanthing**

Salah satu proses unik dalam pembuatan batik adalah *nyanting*. *Nyanting* adalah proses merekatkan malam ke atas kain putih yang sebelumnya telah diberikan pola motif batik (Prasetyo, 2016). Proses ini membutuhkan ketekunan dan kesabaran dalam mengerjakannya. Sebuah proses yang membutuhkan waktu, bergantung dari pola dan motif batik yang dibuat. Dalam proses pembuatan batik, untuk mendapatkan kualitas yang baik, maka proses ini harus dikerjakan dengan sangat tekun, sabra, dan membutuhkan waktu agar menghasilkan karya-karya batik yang indah dan cantik. Hasil perpaduan kreatifitas seni dan kesabaran para pembatik, juga telah terbukti mampu menghasilkan karya yang mendunia. Selain sebagai bagian dari proses pembuatan batik, kegiatan *nyanting* dapat juga dijadikan sebagai

kegiatan positif untuk melatih peserta pelatihan kreatifitas, ketekunan, dan kesabaran.

### **Colet (memberi warna)**

Mencolet/Coletan adalah memberi warna pada kain batik (Siswiyanti & Luthfianto, 2016) setempat dengan larutan zat warna yang dikuaskan/dilukiskan dimana warna daerah yang diwarnai itu dibatasi oleh garis-garis lilin sehingga warna tidak merembes pada daerah lain. Zat warna yang sering digunakan adalah zat warna rapid/indigosol.

### **Njemur**

Kondisi yang basah etelah kain dicelupkan ke dalam wadah yang telah diberi larutan pewarna perlu dikeringkan. Proses ini dinamakan *njemur*. Proses *njemur* ini dilakukan berulang-ulang. Setelah kering, kain dicelupkan kembali untuk mendapatkan hasil yang maksimal atau warna yang diinginkan. Pengeringan ini tidak boleh dibawah sinar matahari langsung, cukup di angina-angin saja.

### **Nglorot**

Nglorot merupakan tahapan akhir dalam proses pembuatan sehelai kain batik tulis maupun batik cap yang menggunakan perintang warna (malam). Dalam tahap ini, pembatik melepaskan seluruh malam (lilin) dengan cara memasukkan kain yang sudah cukup tua warnanya ke dalam air mendidih. Setelah diangkat, kain dibilas dengan air bersih dan kemudian diangin-anginkan hingga kering. Proses awal hingga proses akhir bisa melibatkan beberapa orang, dan penyelesaian suatu tahapan proses juga memakan waktu lama.

### **BAB 3**

## **TUJUAN DAN MANFAAT PENELITIAN**

Tujuan dari penelitian ini adalah :

- Tujuan dari penelitian ini adalah untuk mengetahui reaksi peserta pelatihan membuat dan keefektifan dari kegiatan *cultural camp* berdasarkan teori The Four Levels Kirkpatrick.

Manfaat yang didapat dari penelitian ini adalah :

- Mendapatkan feedback dari peserta pelatihan membuat
- Dapat mengevaluasi kegiatan *cultural camp* berdasarkan teori The Four Levels Kirkpatrick.
- Dapat menjadi bahan pertimbangan untuk kegiatan *cultural camp* berikutnya.



## **BAB 4**

### **METODE PENELITIAN**

Penelitian ini akan dilakukan dengan metodologi sebagai berikut:

#### ***Responden***

Peserta penelitian membatik ini adalah mahasiswa internasional yang sedang belajar di Indonesia. Mereka adalah mahasiswa aktif dari 4 (empat) perguruan tinggi yang ada di Jawa Timur, yaitu dari Malang dan Surabaya. Perguruan Tinggi di Malang yang dimaksud adalah Universitas Widyagama Malang (UWM) dan Universitas Negeri Malang (UM), sedangkan perguruan tinggi yang dari Surabaya adalah Universitas Airlangga (Unair) dan Institut Teknologi Sepuluh Nopember Surabaya (ITS). Masing-masing peserta dari Unair sebanyak 2 (dua) orang, dari UWM sejumlah 2 (dua) orang, dari Unair sebesar 3 (tiga) orang, dan dari UM terdiri dari 3 (tiga) orang.

#### ***Instrumen***

Karena tujuan dari penelitian ini adalah untuk mengetahui reaksi peserta pelatihan membatik dan keefektifan dari kegiatan *cultural camp*, maka penelitian ini menggunakan desain kualitatif deskriptif. Instrumen untuk mengumpulkan data dalam penelitian ini menggunakan kuesioner yang *open-ended*. Tujuan dari penyebaran kuesioner ini adalah untuk mendapatkan gambaran tentang reaksi peserta dalam pelatihan membatik selama di STIKI. Observasi juga dilakukan pada setiap sesi dari 6 (enam) sesi yang dijadwalkan. Observasi ini dilakukan untuk mengetahui secara langsung reaksi mereka pada saat pelatihan membatik tersebut berlangsung.

#### ***Prosedur***

Kuesioner dibagikan pada hari kelima dari enam hari penyelenggaraan pelatihan dimana pelatihan dimulai tanggal 21 Nopember hingga 26 Nopember 2016. Dari Namun, dari 6 (enam) hari penyelenggaraan kegiatan ini, pelatihan membatik ini membutuhkan 6 (enam) sesi dengan waktu 4 (empat) hari. Pelatihan ini ditujukan

untuk para peserta yang adalah mahasiswa internasional dari 4 (empat) perguruan tinggi di Malang dan Surabaya. Kuesioner dibagikan kepada 10 (sepuluh) peserta yang mengikuti semua sesi pelatihan. Kuesioner dijawab dan dikumpulkan pada hari itu juga. Pengamatan terhadap kegiatan peserta dilakukan baik di dalam kelas maupun di luar kelas.

### *Analisis data*

Data yang dikumpulkan dari kuesioner dan observasi dianalisis secara deskriptif. Analisis data pada dasarnya sudah dilakukan sejak kegiatan dimulai. Karena penelitian ini menggunakan metode deskriptif kualitatif, maka untuk menganalisis data digunakan analisis induktif. Metode induktif ini digunakan untuk mendapatkan kesimpulan dari fakta dan data yang dikumpulkan melalui kuesioner dan observasi.

## **BAB 5**

### **HASIL DAN LUARAN YANG DICAPAI**

#### ***Biaya Penyelenggaraan Cultural Camp***

Berdasarkan data yang diperoleh oleh peneliti, dalam penyelenggaraan Cultural camp ini terdapat 6 (enam) komponen biaya yang menjadi bagian dari total biaya kegiatan secara keseluruhan. Keenam komponen biaya tersebut adalah kesekretariatan, konsumsi, bendahara, acara, publikasi & dokumentasi, dan transportasi & akomodasi. Komponen biaya overhead dalam penelitian ini tidak diikutsertakan ke dalam komponen biaya yang dikeluarkan untuk penyelenggaraan kegiatan cultural camp. Hal ini dikarenakan adanya kesulitan untuk menetapkan besaran biaya yang timbul dari hal-hal yang tidak terkait langsung dengan penyelenggaraan program kegiatan disamping memang tidak dianggarkan secara khusus. Keseluruhan pembiayaan kegiatan cultural camp bersumber pada Dana Hibah Urusan Internasionalisasi Perguruan Tinggi dari Kemenristekdikti.

Sejalan dengan teori bahwa komponen terbesar dari kegiatan penyelenggaraan sebuah kegiatan adalah adalah komponen delivery/acara (Munajatisari, 2014). Dalam hal ini penggunaan dana sampai sebesar 29.66%. Hal tersebut dapat terlihat dalam Tabel 1 terkait rincian biaya acara. Sedangkan pengeluaran terbesar adalah komponen konsumsi. Hal ini menunjukkan bahwa penyelenggaraan kegiatan ini, komponen konsumsi termasuk komponen yang menggunakan anggaran terbesar kedua setelah komponen acara.

#### ***Reaksi Peserta Terhadap Kegiatan***

Reaksi adalah suatu sikap yang timbul dari peserta yang timbul dikarenakan adanya suatu kondisi yang dihadapi (Munajatisari, 2014). Pengukuran reaksi peserta terhadap kegiatan ini dilakukan dengan cara membagikan kuesioner kepada peserta cultural camp setelah selesai mengikuti kegiatan. Jumlah responden untuk mengukur reaksi peserta terhadap kegiatan ini adalah 10 (sepuluh) orang.

Kuesioner terdiri dari 34 (tigapuluh empat) butir pertanyaan yang mengukur reaksi peserta terhadap program, instruktur, materi, refreshment, transportasi, akomodasi,

fasilitas, dan panitia. Reaksi peserta terhadap kegiatan cultural camp secara keseluruhan dapat dilihat dari jawaban kuesioner yang telah mereka isi.

Jawaban mereka menunjukkan bahwa mereka sangat puas terhadap pelaksanaan acara. Peserta merasa mendapatkan banyak pengetahuan dan pengalaman dari pelaksanaan kegiatan cultural camp ini.

Berdasarkan hasil penelitian, ditunjukkan bahwa mayoritas peserta pelatihan memiliki reaksi yang baik terhadap penyelenggaraan Cultural camp. Apabila dilihat secara keseluruhan, persentase peserta yang memberi penilaian sangat puas lebih banyak daripada jawaban puas. Hal ini menunjukkan bahwa reaksi peserta terhadap penyelenggaraan kegiatan ini adalah sangat baik.

Suatu kegiatan pelatihan dikatakan efektif apabila setelah proses belajar muncul adanya peningkatan pengetahuan (*knowledge*), keterampilan (*skill*), dan tingkah laku (*attitude*) dari peserta pelatihan. Sesuai dengan teori evaluasi Donald L Kirkpatrick level 2 learning, maka yang dijadikan acuan untuk mengetahui efektivitas kegiatan pelatihan adalah hasil pembelajaran mereka setelah mengikuti pelatihan membuat, yakni dengan melihat produk yang mereka hasilkan setelah program cultural camp tersebut selesai diselenggarakan, khususnya pada kegiatan pelatihan membuat.

Setelah melakukan evaluasi secara menyeluruh yang meliputi evaluasi level satu sampai dengan level empat berdasarkan teori *The Four Levels Techniques for Evaluating Training Programs* dari Kirkpatrick maka dapat hasil yang didapat dari kegiatan tersebut adalah sebagai berikut. Keberhasilan suatu pelatihan dapat dilihat dari tiga domain kompetensi (*knowledge, skills, dan attitudes*) yang merupakan hal-hal yang dapat diajarkan dalam suatu pelatihan. Oleh karenanya, evaluasi pelatihan membuat ini menekankan pada seberapa jauh pembelajaran (*learning*) peserta pelatihan atas 5 (lima) unsur penting pada proses membuat dalam konteks peningkatan kompetensi mereka. Berdasarkan pengamatan dan wawancara kepada peserta pelatihan dapat disimpulkan bahwa tujuan kegiatan pelatihan ini telah tercapai. Mulai dari tujuan pertama yaitu upaya mengenalkan budaya Indonesia kepada mahasiswa internasional, melestarikan budaya Indonesia, menjadi sarana komunikasi global bagi peserta yang berasal dari berbagai latar belakang budaya dan bahasa, menanamkan wawasan internasionalisasi bagi peserta, dan sampai

pada tujuan yang terakhir yaitu memberikan wawasan tentang bagaimana menjadi warga dunia, semuanya telah tersampaikan secara efektif.

Sedangkan tinjauan dari sisi kemanfaatan, KUI STIKI melalui analisis kebutuhan yang telah diidentifikasi sebelum kegiatan dimulai, dapat menyatakan bahwa program pelatihan ini dapat meningkatkan fungsi KUI STIKI dalam program internasionalisasi institusi. Ditinjau dari sisi kegiatan, maka terselenggaranya kegiatan cultural camp ini sudah masuk dalam ranah internasionalisasi perguruan tinggi. Sedangkan dari sisi hasil pelaksanaannya, tujuan memperkenalkan budaya Indonesia kepada mahasiswa internasional melalui kegiatan cultural camp ini juga telah berjalan sesuai dengan rencana.

## **BAB 6**

### **KESIMPULAN DAN SARAN**

Berdasarkan hasil penelitian yang telah dilakukan terkait evaluasi terhadap kegiatan pelatihan tersebut, maka dapat ditarik kesimpulan sebagai berikut:

1. Berdasarkan rekapitulasi total biaya keseluruhan kegiatan cultural camp, maka dapat dikatakan biaya anggaran tererap dengan baik
2. Berdasarkan hasil penelitian yang dilakukan kepada 10 (sepuluh) orang peserta pelatihan menunjukkan bahwa peserta sangat puas terhadap pelaksanaan acara pelatihan membuatik.
3. Berdasarkan hasil penelitian yang dilakukan kepada baik peserta pelatihan maupun panitia, menunjukkan bahwa kegiatan pelatihan ini telah berjalan dengan baik.

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## **LAMPIRAN-LAMPIRAN**

### **Lampiran 1. Instrumen Penelitian**



## Level 1 Evaluation Survey: Your opinions matter!

**Instructions:** The following questions are designed to find out your reaction to the instructor, course, and learning environment. Based on your feedback and other evaluation components we will determine if any changes are necessary. Thanks in advance for your feedback.

1. Did you like the training session about the CT Partnership for Long-Term Care?

Yes \_\_\_\_\_; no \_\_\_\_\_; somewhat liked or disliked \_\_\_\_\_

2. If yes, please skip to question # 4. If “no”, or “somewhat liked or disliked”, please answer question # 3:

3. Which of the following factors caused you to not to enjoy the class (please provide details for each check mark on the additional separate sheet provided):

\_\_\_\_\_ Instructor Style

\_\_\_\_\_ Class Content

\_\_\_\_\_ Training materials

\_\_\_\_\_ Training Room Location

\_\_\_\_\_ Material and concepts too complicated

\_\_\_\_\_ Not enough case studies

\_\_\_\_\_ Too many case studies

\_\_\_\_\_ Concepts that apply to my job not explained thoroughly

\_\_\_\_\_ More time should be spent on case studies

\_\_\_\_\_ Other: Please explain on the separate survey sheet about other training aspects you feel need improvement that will enhance the overall class experience.

4. Would you recommend this class to others in your unit?

5. Was the class content relevant to your work? If so, how do you feel the training will help you? If not, please explain.

6. If anything, what would you change about the class, and why?

Please provide any additional comments you feel would help with the evaluation of the class. Thank you for taking the time to provide your feedback.

**Session Title:** \_\_\_\_\_

**Name (optional)** \_\_\_\_\_

**Instructor:** \_\_\_\_\_

**Date:** \_\_\_\_\_

	Strongly Disagree	Disagree	Agree	Strongly Agree
1. The topics presented were what you expected of the training.	1	2	3	4
2. This training met your needs.	1	2	3	4
3. The training was of adequate length for the topics presented.	1	2	3	4
4. The instructor was responsive to the participants.	1	2	3	4
5. The instructor was knowledgeable in all topics presented.	1	2	3	4
6. The instructor provided adequate audio/visual aids.	1	2	3	4
7. The instructor's style and delivery was effective.	1	2	3	4
8. The facility provided a comfortable learning environment.	1	2	3	4
9. Breaks were provided when needed and were of adequate length.	1	2	3	4
10. Would recommend this training to other employees.	1	2	3	4

How would you rate this training overall? \_\_\_\_\_

Would you like participate in upcoming trainings? \_\_\_\_\_

What topics would you like presented in the future? \_\_\_\_\_

\_\_\_\_\_

What can we do to make the training better? \_\_\_\_\_

\_\_\_\_\_

Other comments: \_\_\_\_\_

\_\_\_\_\_

# Training Evaluation

Training Attended: \_\_\_\_\_ Date: \_\_\_\_\_

Please indicate on the form below your impression of the training class you have just attended. Rate the training session based upon the following criteria.

In the interest of developing and maintaining a quality training program please feel free to comment in the space provided or use the back of the sheet in needed.

	Expectations				
	Low			High	
<b>Curriculum</b>					
1. The training meet my expectations	1	2	3	4	5
2. I will be able to use the knowledge gained from this course	1	2	3	4	5
3. The training objectives were identified and meet	1	2	3	4	5
4. Class materials were distributed and helpful	1	2	3	4	5
5. The presentation was organized and contributed to my knowledge	1	2	3	4	5
<b>Instructors/Staff</b>					
1. The presenters were knowledgeable in subject matter	1	2	3	4	5
2. The presenters meet the course objectives	1	2	3	4	5
3. Good training aids and audio visuals were used.	1	2	3	4	5
4. Class participation was encouraged	1	2	3	4	5
5. The presenters were responsive to the student's questions	1	2	3	4	5
<b>Training Questions</b>					
1. How would you rate this training class?	1	2	3	4	5
2. Did this class meet your training needs?	1	2	3	4	5
3. Was the training relevant to your work environment?	1	2	3	4	5

Comments: \_\_\_\_\_

\_\_\_\_\_

**Training Evaluation Level One**

Course Title - I Help School Nurses Turn Asthma Chaos Into Quiet Control 3-13-09.....

**Learning Objective # 2**  
 Each learner will make AERS referrals for their asthmatic students with frequent hospitalizations or ED visits or high school absenteeism To decrease the # of school absences by 10%

	a lot	some	a little	none	specific highlights and/or suggested improvements?
Did I enjoy this course?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Did I learn gain new knowledge and get some new ideas?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Will I use the information and ideas at school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Do I think that the ideas and information will improve my effectiveness in helping children control their asthma?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<p><b>Do you have any other comments or suggestions on The Power Point Slides? The presenters presentation style? The Flow of the Course? Your comments to this form will help to improve my SN training program on asthma</b></p>					

**PRESENTER'S NAME:**  
 Elizabeth Reynolds.....

<b>Trainer Name</b>	
<b>Course Name and Number</b>	
<b>Location</b>	
<b>Date</b>	
<b>Trainee Name (optional)</b>	

This feedback form will help us to evaluate how well our training has met your expectations and needs. Please check the square which best corresponds to your answer.

	<b>Strongly Agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
The course content was arranged so as to make the most effective use of the time allotted.					
The training material addressed all of the learning objectives that were discussed at the beginning of the course.					
The content was appropriate to my training needs and skill level.					
The course materials were easy to read and understand.					
The instructor was knowledgeable about the subject matter.					
I was encouraged to ask questions, voice my concerns and observations, and engage in discussion.					
The instructor used a variety of presentation methods (i.e. lecture, group discussion, activities and exercise, handouts, and audiovisuals) which met my learning needs.					
The instructor helped group members relate the concepts taught to their practice and provided examples for how to apply them to their daily job activities.					
The location was accessible and convenient.					
The time allocated was appropriate to the content of the training.					
The physical classroom environment was comfortable (i.e. room temperature, light, and seating).					
This class met my expectations.					
What I learned will improve the way I communicate and interact with all my clients/staff.					
I would recommend this training to others.					

Please include additional comments on the back side of this sheet.

Thank you for you time and cooperation with this request.

## Kirkpatrick's Four Levels of Training Evaluation in Detail

This grid illustrates the Kirkpatrick's structure detail, and particularly the modern-day interpretation of the Kirkpatrick learning evaluation model, usage, implications, and examples of tools and methods. This diagram is the same format as the one above but with more detail and explanation:

EVALUATION TYPE	EVALUATION DESCRIPTION AND CHARACTERISTICS	EXAMPLES OF EVALUATION TOOLS AND METHODS	RELEVANCE AND PRACTICABILITY
<p><b>LEVEL 1 REACTION</b></p>	<ul style="list-style-type: none"> <li>▪ <b>reaction evaluation is how the delegates felt, and their personal reactions to the training or learning experience, for example:</b></li> <li>▪ did the trainees like and enjoy the training?</li> <li>▪ did they consider the training relevant?</li> <li>▪ was it a good use of their time?</li> <li>▪ did they like the venue, the style, timing, domestics, etc?</li> <li>▪ level of participation</li> <li>▪ ease and comfort of experience</li> <li>▪ level of effort required to make the most of the learning</li> <li>▪ perceived practicability and potential for applying the learning</li> </ul>	<ul style="list-style-type: none"> <li>▪ typically 'happy sheets'</li> <li>▪ feedback forms based on subjective personal reaction to the training experience</li> <li>▪ verbal reaction which can be noted and analyzed</li> <li>▪ post-training surveys or questionnaires</li> <li>▪ online evaluation or grading by delegates</li> <li>▪ subsequent verbal or written reports given by delegates to managers back at their jobs</li> </ul>	<ul style="list-style-type: none"> <li>▪ can be done immediately the training ends</li> <li>▪ very easy to obtain reaction feedback</li> <li>▪ feedback is not expensive to gather or to analyze for groups</li> <li>▪ important to know that people were not upset or disappointed</li> <li>▪ important that people give a positive impression when relating their experience to others who might be deciding whether to experience same</li> </ul>
<p><b>LEVEL 2 LEARNING</b></p>	<ul style="list-style-type: none"> <li>▪ <b>learning evaluation is the measurement of the increase in knowledge or intellectual capability from before to after the learning experience:</b></li> <li>▪ did the trainees learn what intended to be taught?</li> <li>▪ did the trainee experience what was intended for them to experience?</li> <li>▪ what is the extent of advancement or change in the trainees after the training, in the direction or area that was intended?</li> </ul>	<ul style="list-style-type: none"> <li>▪ typically assessments or tests before and after the training</li> <li>▪ interview or observation can be used before and after although this is time-consuming and can be inconsistent</li> <li>▪ methods of assessment need to be closely related to the aims of the learning</li> <li>▪ measurement and analysis is possible and easy on a group scale</li> <li>▪ reliable, clear scoring and measurements need to be established, so as to limit the risk of inconsistent assessment</li> <li>▪ hard-copy, electronic, online or interview style assessments are all possible</li> <li>▪</li> </ul>	<ul style="list-style-type: none"> <li>▪ relatively simple to set up, but more investment and thought required than reaction evaluation</li> <li>▪ highly relevant and clear-cut for certain training such as quantifiable or technical skills</li> <li>▪ less easy for more complex learning such as attitudinal development, which is famously difficult to assess</li> <li>▪ cost escalates if systems are poorly designed, which increases work required to measure and analyze</li> </ul>

EVALUATION TYPE	EVALUATION DESCRIPTION AND CHARACTERISTICS	EXAMPLES OF EVALUATION TOOLS AND METHODS	RELEVANCE AND PRACTICABILITY
<p><b>LEVEL 3 BEHAVIOR</b></p>	<ul style="list-style-type: none"> <li>▪ <b>behavior evaluation</b> is the extent to which the trainees <b>applied the learning and changed their behavior</b>, and this can be immediately and several months after the training, depending on the situation:</li> <li>▪ did the trainees put their learning into effect when back on the job?</li> <li>▪ were the relevant skills and knowledge used</li> <li>▪ was there noticeable and measurable change in the activity and performance of the trainees when back in their roles?</li> <li>▪ was the change in behavior and new level of knowledge sustained?</li> <li>▪ would the trainee be able to transfer their learning to another person?</li> </ul> <p>is the trainee aware of their change in behavior, knowledge, skill level?</p>	<ul style="list-style-type: none"> <li>▪ observation and interview over time are required to assess change, relevance of change, and sustainability of change</li> <li>▪ arbitrary snapshot assessments are not reliable because people change in different ways at different times</li> <li>▪ assessments need to be subtle and ongoing, and then transferred to a suitable analysis tool</li> <li>▪ assessments need to be designed to reduce subjective judgment of the observer or interviewer, which is a variable factor that can affect reliability and consistency of measurements</li> <li>▪ the opinion of the trainee, which is a relevant indicator, is also subjective and unreliable, and so needs to be measured in a consistent defined way</li> <li>▪ 360-degree feedback is useful method and need not be used before training, because respondents can make a judgment as to change after training, and this can be analyzed for groups of respondents and trainees</li> <li>▪ assessments can be designed around relevant performance scenarios, and specific key performance indicators or criteria</li> <li>▪ online and electronic assessments are more difficult to incorporate - assessments tend to be more successful when integrated within existing management and coaching protocols</li> <li>▪ self-assessment can be useful, using carefully designed criteria and measurements</li> </ul>	<ul style="list-style-type: none"> <li>▪ measurement of behavior change is less easy to quantify and interpret than reaction and learning evaluation</li> <li>▪ simple quick response systems unlikely to be adequate</li> <li>▪ cooperation and skill of observers, typically line-managers, are important factors, and difficult to control</li> <li>▪ management and analysis of ongoing subtle assessments are difficult, and virtually impossible without a well-designed system from the beginning</li> <li>▪ evaluation of implementation and application is an extremely important assessment - there is little point in a good reaction and good increase in capability if nothing changes back in the job, therefore evaluation in this area is vital, albeit challenging</li> <li>▪ behavior change evaluation is possible given good support and involvement from line managers or trainees, so it is helpful to involve them from the start, and to identify benefits for them, which links to the level 4 evaluation below</li> </ul>

EVALUATION TYPE	EVALUATION DESCRIPTION AND CHARACTERISTICS	EXAMPLES OF EVALUATION TOOLS AND METHODS	RELEVANCE AND PRACTICABILITY
<p><b>LEVEL 4 RESULTS</b></p>	<ul style="list-style-type: none"> <li>▪ <b>results evaluation is the effect on the business or environment</b> resulting from the improved performance of the trainee - it is the acid test</li> <li>▪ measures would typically be business or organizational key performance indicators, such as:</li> <li>▪ volumes, values, percentages, timescales, return on investment, and other quantifiable aspects of organizational performance, for instance; numbers of complaints, staff turnover, attrition, failures, wastage, non-compliance, quality ratings, achievement of standards and accreditations, growth, retention, etc.</li> </ul>	<ul style="list-style-type: none"> <li>▪ it is possible that many of these measures are already in place via normal management systems and reporting</li> <li>▪ the challenge is to identify which and how relate to the trainee's input and influence</li> <li>▪ therefore it is important to identify and agree accountability and relevance with the trainee at the start of the training, so they understand what is to be measured</li> <li>▪ this process overlays normal good management practice - it simply needs linking to the training input</li> <li>▪ failure to link to training input type and timing will greatly reduce the ease by which results can be attributed to the training</li> <li>▪ for senior people particularly, annual appraisals and ongoing agreement of key business objectives are integral to measuring business results derived from training</li> </ul>	<ul style="list-style-type: none"> <li>▪ individually, results evaluation is not particularly difficult; across an entire organization it becomes very much more challenging, not least because of the reliance on line-management, and the frequency and scale of changing structures, responsibilities and roles, which complicates the process of attributing clear accountability</li> <li>▪ also, external factors greatly affect organizational and business performance, which cloud the true cause of good or poor results</li> </ul>

Since Kirkpatrick established his original model, other theorists (for example Jack Phillips), and indeed Kirkpatrick himself, have referred to a possible fifth level, namely ROI (Return On Investment). In my view ROI can easily be included in Kirkpatrick's original fourth level 'Results'. The inclusion and relevance of a fifth level is therefore arguably only relevant if the assessment of Return On Investment might otherwise be ignored or forgotten when referring simply to the 'Results' level.

Learning evaluation is a widely researched area. This is understandable since the subject is fundamental to the existence and performance of education around the world, not least universities, which of course contain most of the researchers and writers.

While Kirkpatrick's model is not the only one of its type, for most industrial and commercial applications it suffices; indeed most organizations would be absolutely thrilled if their training and learning evaluation, and thereby their ongoing people-development, were planned and managed according to Kirkpatrick's model.

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**Lampiran 2. Personalia Tenaga Pelaksana Beserta Kualifikasinya**

No	Nama/NIDN	Instansi Asal	Bidang Ilmu	Alokasi Waktu (Jam/Minggu)	Uraian Tugas
1	Jozua Ferjanus Palandi, M.Kom., /0012057201	STIKI MALANG	Desktop Programming	10	<ul style="list-style-type: none"> <li>▪ Mengkoordinasi penelitian</li> <li>▪ Mengkoordinasi persiapan instrumen penelitian dan perlengkapan penunjang lainnya</li> <li>▪ Penanggungjawab</li> </ul>
2	Subari, M.Kom. /0702027201	STIKI MALANG	Teknik Informatika	10	<ul style="list-style-type: none"> <li>▪ Membantu ketua dalam meneliti</li> <li>▪ Membantu ketua menyiapkan instrumen penelitian dan perlengkapan penunjang lainnya</li> <li>▪ Membantu ketua menyusun RAB dan laporan penelitian</li> </ul>
3	Nyoman Arya Wigraha Ni Ketut Kertiasih Lativa Hartiningtyas Rini Agustina Khaidir Rahman Muhammad Imran	UNDIKSHA UNDIKSHA UNU Blitar UNIKAMA AKBA AKBA	Tek. Mesin  TIK P. Vokasi P. Vokasi TIK TIK	10	<ul style="list-style-type: none"> <li>▪ Membantu ketua dalam meneliti</li> <li>▪ Membantu ketua menyiapkan instrumen penelitian dan perlengkapan penunjang lainnya</li> <li>▪ Membantu ketua menyusun artikel ilmiah</li> </ul>

### **Lampiran 3. Artikel Ilmiah**

# The Effectiveness of Batik Training for International Students

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**Abstract**— Batik training which is the object of this research is part of the cultural camp activities conducted by STIKI. This activity was carried out as an effort to improve campus image and promotion. In addition, this activity is part of the internationalization of STIKI. This program was held in 2016 by the Office of International Affairs which was attended by international students. The international students involve 10 (ten) people, they come from 4 (four) universities in East Java. The purpose of this study was to determine the effectiveness of batik training based on The Four Level Kirkpatrick's theory. While the method used in this research is descriptive method. The results showed that the cultural camp activities held were effective. This can be seen from the important activities of batik training that worked well. The results of the evaluation conducted by the Office of International Affairs of STIKI received a positive response from the committee, instructors, and participants. (*Abstract*)

**Keywords**—international students, cultural camp, four levels, kirkpatrick, training (*key words*)

## I. INTRODUCTION

Cultural camp was organized by the Office of International Affairs of STIKI which was part of a collaboration program between universities. The activity was supported by the Ministry of Research, Technology and Higher Education through a grant for Office of International Affairs. This activity is important in an effort to introduce Indonesian culture for international students, preserve Indonesian culture, become a global means of communication for participants from various cultural and linguistic backgrounds, instill internationalization insights for participants, and provide insight into how to become citizens of the world, all of which were summarized in activities called cultural camp.

One of the ways carried out by institutions in the effort to introduce Indonesian culture to international students is to provide batik training. The training essentially introduces, preserves, and communicates culture. In addition, this event also instilled insight into internationalization. This kind of activity is a management function that needs to be carried out periodically. This is not just a training but is a development of

human resources in an institution. Human resources in an institution should be able to manage other resources to support the achievement of organizational goals [1]. Likewise, this training activity. Therefore, every human resource must be managed properly so that they receive knowledge that suits their needs, in this case the resources at STIKI should be able to support training activities held by the Office of International Affairs of STIKI or other units that need it. Specifically, the training process is a series of actions or efforts carried out in a continuous, gradual and integrated manner [2]. Organizing training in an institution definitely requires a lot of effort, time, and costs [3]. Therefore, the management who has the authority in decision making needs to know that an activity or training is a form of investment from the institution [4].

To convince the decision maker that a training program is an investment, it is not enough to just explain the aspects of preparation and technical implementation. The expected results must appear after the training is held. The important part is to make the institution understand that the implementation of training is not as an expenditure but really an investment that has a significant effect on the image or promotion of the institution. Another reason to consider is that the above training activities can support the achievement of the institutional vision.

To find out the results, impacts and benefits obtained from batik training given to international students, it is necessary to evaluate the training. After the training is given, how far is the benefit of the training to change or improve performance or competence with the institution. This is important because it is not certain that training that has absorbed large funds can provide effective results in accordance with the training objectives. In general, the objective of training is to optimally improve the knowledge, skills and behavior of the trainees [5].

The International Affairs Office of STIKI is an important unit that provides services to students about internship and student exchange opportunities in the STIKI environment. In addition, the Office of International Affairs of STIKI also plays a role in the field of English language training, cooperation with universities abroad, and internationalization

programs. Office of International Affairs of STIKI has successfully held training for international students in cultural camp activities and has opened opportunities for students to consult about internships or lectures abroad. Based on observations that have been made, the Office of International Affairs of STIKI has not optimally evaluated the previous training. Training evaluation is an effort to find out the level of success of the program, or to find out the implementation of a policy [6]. Thus training evaluation activities refer to goals as a measure of success [7].

The implementation of a program must always be evaluated to see the extent to which the program has achieved its objectives. Without evaluation, the results of the training cannot be seen. Previously, policies related to training programs were never supported by data. Therefore, this training evaluation provides data and information as well as recommendations for policy makers to decide whether training will continue, improve or stop a program. In addition, the evaluation is intended to find out the benefits of conducting training. Based on this background, this research was conducted on the evaluation of batik training for international students. The evaluation was carried out using The Four Levels theory developed by Kirkpatrick.

## II. LITERATURE REVIEW

### A. The Four Levels

Important components in the training implementation cycle are evaluation components [8]. This stage is important because at this stage it provides feedback at each stage in the training implementation cycle. Basically, evaluation has three objectives, namely to improve the program (including training implementation strategies), to determine whether a training program must be stopped or continue, and to provide training program values. Evaluation of a training is an inseparable part of the training itself and that evaluation is an activity that must be carried out so that overall training can take place effectively. In 1959 Kirkpatrick produced a theory of training evaluation through his writing in the American Society for Training and Development Journal, a theory known as The Four Levels Techniques for Evaluating Training Programs [9]. Based on this theory, there are 4 (four) levels / levels in training evaluation, namely:

#### 1. Level 1: Reaction.

Evaluation at this level measures the reaction of participants' satisfaction to training. The things that were evaluated at this level included training materials, trainers, facilities provided, time of administration, and methods used. Evaluation at this level is useful to provide feedback for managerial, organizers of training, and material providers for improvement of the next training implementation.

#### 2. Level 2: Learning.

Evaluation at this level measures the extent to which participants understand training material delivered in three competency domains, namely knowledge, skills and attitude. Evaluation at this level emphasizes how far the learning of participants on training material in the context of increasing competence.

#### 3. Level 3: Behavior

Evaluation at this level measures the extent to which participants apply or implement an understanding of the three competency domains (knowledge, skills, and attitude)

acquired in their work environment. In addition, the evaluation at this level is not enough to just measure the changes that occur in the ex-participant behavior, but furthermore it needs to be evaluated as far as the changes that occur can be applied in their daily lives.

#### 4. Level 4: Result

Evaluation at this stage measures how much impact the implementation of training has on job performance or expected end results. This level evaluation is the most important and the most difficult evaluation carried out because it measures the extent to which the training carried out has an impact / result (result) on improving the performance of the ex-participants, work units, and the organization as a whole.

To deepen understanding of effectiveness in training, in general an institution relies on Kirkpatrick's level 1 reaction and level 2 learning theory. The first stage evaluation in the effectiveness evaluation model according to Kirkpatrick explaining that to measure a learning program, management and individuals can measure participants' attitudes and satisfaction with the program, while the second level in Kirkpatrick's effectiveness theory is the level of learning evaluation, relying more on observation and evaluation of results after doing the training, one of them is by seeing the results of the tests carried out after the education and training program was completed.

In addition to measuring the effectiveness of a training, it can compare between the results of Kirkpatrick's evaluation of level 1 reaction (reaction) and level 2 learning (learning) theory with the costs arising from the implementation of a training. The implementation of effective training is able to increase the knowledge, skills and attitudes of the trainees according to the needs of the organization [10]. To achieve the objectives of the effective training implementation, several training methods have been prepared that are in accordance with the results to be achieved by the organization. The preparation of the training method, not only pay attention to the element of effectiveness, but also the element of cost. This is because members of the organization are seen as assets that must provide feedback for the organization, so that any costs incurred by the organization for training members of the organization are expected to generate returns that are greater than the costs incurred.

### B. The process of Batik

#### Nggambar (drawing)

The first step is to make a batik design which is usually called nggambar. Another term commonly used is nyorek or some call it molani. In determining motives, everyone has their tastes. Some prefer to make their own motives, but others prefer to follow the common motives that already exist. The motif that is often found in Indonesia itself is batik which is divided into 2 types. The first is classic batik, which emphasizes the use of symbols a lot. The second is coastal batik with natural features such as pictures of flowers or butterflies. Making this pattern or motif can use a pencil.

#### Nyanthing

One unique process in making batik is nyanting. Nyanting is the process of gluing the night onto a white cloth that has previously been given a batik motif pattern [11]. This process requires perseverance and patience in doing it. A process that requires time, depending on patterns and batik motifs made.

In the process of making batik, to get good quality, this process must be done very diligently, sabra, and takes time to produce beautiful and beautiful batik works. The result of the combination of artistic creativity and patience of the batik makers has also been proven to be able to produce works that are global. Aside from being part of the process of making batik, nyanting activities can also be used as a positive activity to train participants in creativity, perseverance and patience.

Plug (give color)

Pencolet / Coletan is giving a color to the batik cloth [12] locally with a dyed / dyed dye solution where the color of the colored area is limited by wax lines so that the color does not seep in other areas. Dyestuffs that are often used are dyestuff rapid / indigosol.

Njemur

Wet conditions after the cloth has been dipped in a container that has been given a dye solution needs to be dried. This process is called njemur. This drying process is done repeatedly. After drying, the cloth is dipped again to get maximum results or the desired color. This drying should not be under direct sunlight, just in the wind.

Nglorot

Nglorot is the final stage in the process of making a piece of batik cloth or stamp batik that uses color barriers (night). In this stage, the batik releases the entire night (wax) by inserting a cloth that is old enough to color in boiling water. Once removed, the cloth is rinsed with clean water and then aired to dry. The initial process until the final process can involve several people, and the completion of a process stage also takes a long time.

### III. METHOD

#### A. Respondents

Participants in this batik study are international students studying in Indonesia. They are active students from 4 (four) universities in East Java, namely from Malang and Surabaya. Universities in Malang in question are Widayagama University Malang (UWM) and State University of Malang (UM), while universities from Surabaya are Airlangga University (Unair) and Sepuluh Nopember Institute of Technology Surabaya (ITS). Each participant from Unair was 2 (two) people, from UWM 2 (two) people, from Unair amounting to 3 (three) people, and from UM consisting of 3 (three) people.

#### B. Instrument

Because the purpose of this research is to find out the reaction of batik training participants and the effectiveness of cultural camp activities, then this research uses descriptive qualitative design. The instrument for collecting data in this study uses an open-ended questionnaire. The purpose of distributing this questionnaire is to get an overview of the reaction of participants in batik training during STIKI. Observations are also made at each session of the 6 (six) scheduled sessions. This observation was carried out to find out directly their reaction when the batik training was held.

#### C. Procedure

Questionnaires were distributed on the fifth day of the six days of training where training began on 21 November to 26 November 2016. From the 6 (six) days of this event, this batik training required 6 (six) sessions with 4 (four) days . This

training is intended for participants who are international students from 4 (four) universities in Malang and Surabaya. Questionnaires were distributed to 10 (ten) participants who attended all training sessions. Questionnaires were answered and collected on the same day. Observations on participants' activities were carried out both in the classroom and outside the classroom.

#### D. Data Analysis

Data collected from questionnaires and observations were analyzed descriptively. Data analysis basically has been done since the activity began. Because this research uses descriptive qualitative method, inductive analysis is used to analyze the data. This inductive method is used to obtain conclusions from facts and data collected through questionnaires and observations.

## IV. DISCUSSION

TABLE I. COSTS

Activity / Activity Category / Type of Shopping / Shopping Details	The amount of costs	%
1	2	3
ADMINISTRATION		
<i>Amount of administration</i>	1,400,000	3.29%
REFRESHMENT		
<i>Amount of refreshment</i>	9,687,500	22.75%
EXPENDITURE		
<i>Amount of expenditure</i>	4,150,000	9.75%
EVENT		
<i>Amount of all event</i>	12,630,000	29.66%
PUBLICATION & DOCUMENTATION		
<i>Amount of publication &amp; documentation</i>	6,225,000	14.62%
TRANSPORTATION & ACCOMODATION		
<i>Amount of transportation &amp; accomodation</i>	8,490,000	20%
<i>Total amount of Cultural Camp</i>	42,582,500	100%

### A. Cost of Organizing a Cultural Camp

Based on the data obtained by the researchers, in organizing this Cultural camp there are 6 (six) components of costs that are part of the total cost of the overall activity. The six components of costs are secretarial, consumption, treasurer, events, publications & documentation, and transportation & accommodation. The component of overhead costs in this study were not included in the components of costs incurred for organizing cultural camp activities. This is due to the difficulty in determining the amount of costs arising from matters that are not directly related to the implementation of activity programs besides being not specifically budgeted. The overall financing of the cultural camp activities is based on the Higher Education Internationalization Grant Fund from the Ministry of Research, Technology and Higher Education.

In line with the theory that the biggest component of the implementation of an activity is the delivery / event component [10]. In this case the use of funds is up to 29.66%. This can be seen in Table 1 regarding the details of event costs. While the biggest expenditure is the consumption component. This shows that the implementation of this activity, the consumption component includes components that use the second largest budget after the event component.

### B. Reaction of the Participants

Reaction is an attitude that arises from participants arising due to a condition faced [10]. The measurement of participants' reactions to this activity was carried out by distributing questionnaires to cultural camp participants after completing the activities. The number of respondents to measure the reaction of participants to this activity is 10 (ten) people.

The questionnaire consisted of 34 (thirty-four) questions that measured participants' reactions to the program, instructors, materials, refreshment, transportation, accommodation, facilities, and committees. The reaction of participants to the overall cultural camp activities can be seen from the answers to the questionnaires they have filled out.

Their answers showed that they were very satisfied with the implementation of the event. Participants feel they get a lot of knowledge and experience from the implementation of this cultural camp activity.

Based on the results of the study, it was shown that the majority of the training participants had a good reaction to the implementation of the Cultural camp. When viewed as a whole, the percentage of participants who gave a very satisfied assessment was more than satisfied answers. This shows that the reaction of participants to the implementation of this activity was very good.

A training activity is said to be effective if after the learning process appears there is an increase in knowledge, skills, and behavior of the trainees. In accordance with Donald L Kirkpatrick's level 2 learning evaluation theory, what is used as a reference to find out the effectiveness of training activities is the result of their learning after participating in batik training, namely by seeing the products they produce after the cultural camp program is completed, especially in batik training activities.

After conducting a comprehensive evaluation that includes level one to level four evaluations based on Kirkpatrick's The Four Levels Techniques for Evaluating Training Programs, the results obtained from these activities

are as follows. The success of a training can be seen from the three domains of competence (knowledge, skills, and attitudes) which are things that can be taught in a training. Therefore, the evaluation of batik training emphasizes on how far the learning of the training participants on 5 (five) important elements in the batik process in the context of improving their competence. Based on observations and interviews with trainees it can be concluded that the objectives of this training activity have been achieved. Starting from the first goal, namely the effort to introduce Indonesian culture to international students, preserve Indonesian culture, become a means of global communication for participants from various cultural and linguistic backgrounds, instill internationalization insights for participants, and arrive at the final goal of providing insight into how become citizens of the world, everything has been conveyed effectively.

While the review in terms of benefits, the Office of International Affairs of STIKI through needs analysis that has been identified before the activity starts, can state that this training program can improve the function of the Office of International Affairs of STIKI in the institutionalization program. In terms of activities, the implementation of this cultural camp activity has been included in the domain of university internationalization. Whereas in terms of the results of its implementation, the aim of introducing Indonesian culture to international students through the activities of this cultural camp has also proceeded according to plan.

## V. CONCLUSION

Based on the results of the research that has been done related to the evaluation of the training activities, it can be concluded as follows: 1) Based on the total recapitulation of the total cost of cultural camp activities, it can be said that the budget costs are well absorbed, 2) Based on the results of research conducted on 10 (ten) training participants, it was shown that the participants were very satisfied with the implementation of the batik training program, 3) Based on the results of research conducted on both training participants and the committee, it shows that the training activities have been going well.

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**Lampiran 4. Laporan Penggunaan Anggaran 100%****A. Honor**

No	Item	Vol	Satuan	Honor	Total
1	Honor Ketua	10	bulan	20,000	200,000
2	Honor Anggota 1	10	bulan	20,000	200,000
3	Honor Anggota 2	10	bulan	20,000	200,000
4	Honor Anggota 3	10	bulan	20,000	200,000
5	Honor Anggota 4	10	bulan	20,000	200,000
6	Honor Anggota 5	10	bulan	20,000	200,000
7	Honor Anggota 6	10	bulan	20,000	200,000
8	Honor Anggota 7	10	bulan	20,000	200,000
					1.600.000

**B. Bahan Habis Pakai**

No	Item	Vol	Satuan	Harga	Total
1	Kertas A4	3	rim	50,000	150,000
2	Fotocopy	8	paket	50,000	400,000
3	Tinta Printer	4	botol	50,000	200,000
					750.000

**C. Perjalanan**

1	Transportasi Belanja	8	orang	50,000	400,000
					400.000

**D. Lain-lain**

1	Akomodasi meeting	3	kali	100,000	300,000
					300.000

Total Pengeluaran: Rp. 3.050.000,-



**Lampiran 5. Isian Data Kinerja Penelitian**

DATA PENELITIAN	
Judul Penelitian	<b>Redesigning CHIML: Orchestration Language for Chimera-Framework</b>
Jenis Penelitian	<input checked="" type="checkbox"/> Penelitian Dasar <input type="checkbox"/> Penelitian terapan <input type="checkbox"/> Pengembangan Eksperimental
Bidang Penelitian	<input type="checkbox"/> Natural Science <ul style="list-style-type: none"> <li><input type="checkbox"/> Mathematical Sciences</li> <li><input type="checkbox"/> Physical Sciences</li> <li><input type="checkbox"/> Chemical Sciences</li> <li><input type="checkbox"/> Earth Sciences</li> <li><input type="checkbox"/> Biological Sciences</li> <li><input type="checkbox"/> Information, Computing, and Communication Sciences</li> <li><input type="checkbox"/> Other Natural Sciences</li> </ul>
	<input type="checkbox"/> Engineering Technology <ul style="list-style-type: none"> <li><input type="checkbox"/> Industrial Biotechnology and Food Sciences</li> <li><input type="checkbox"/> Aerospace Engineering</li> <li><input type="checkbox"/> Manufacturing Engineering</li> <li><input type="checkbox"/> Automotive Engineering</li> <li><input type="checkbox"/> Mechanical and Industrial Engineering</li> <li><input type="checkbox"/> Chemical Engineering</li> <li><input type="checkbox"/> Resources Engineering</li> <li><input type="checkbox"/> Civil Engineering</li> <li><input type="checkbox"/> Electrical and Electronic Engineering</li> <li><input type="checkbox"/> Geomatics Engineering</li> <li><input type="checkbox"/> Environmental Engineering</li> <li><input type="checkbox"/> Maritime Engineering</li> <li><input type="checkbox"/> Metallurgy</li> <li><input type="checkbox"/> Materials Engineering</li> <li><input type="checkbox"/> Biomedical Engineering</li> <li><input type="checkbox"/> Computer Hardware</li> <li><input type="checkbox"/> Communications Technologies</li> <li><input type="checkbox"/> Interdisciplinary Engineering</li> <li><input type="checkbox"/> Other Engineering and Technology</li> </ul>
	<input type="checkbox"/> Agricultural and Environmental Sciences <ul style="list-style-type: none"> <li><input type="checkbox"/> Agricultural and Veterinary Sciences</li> <li><input type="checkbox"/> Environmental Sciences</li> <li><input type="checkbox"/> Architecture Urban Environment and Building</li> <li><input type="checkbox"/> Other Agricultural and Environmental Sciences</li> </ul>
	<input type="checkbox"/> Medical Sciences <ul style="list-style-type: none"> <li><input type="checkbox"/> Medical Sciences</li> <li><input type="checkbox"/> Public Health and Health Services</li> <li><input type="checkbox"/> Other Medical and Health Sciences</li> </ul>
	<input checked="" type="checkbox"/> Social Sciences <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Education</li> <li><input type="checkbox"/> Economics</li> <li><input type="checkbox"/> Commerce, Management, Tourism and Services</li> <li><input type="checkbox"/> Policy and Political Sciences</li> <li><input type="checkbox"/> Studies in Human Society</li> <li><input type="checkbox"/> Behavioral and Cognitive Sciences</li> <li><input type="checkbox"/> Law, Justice, and Law Enforcement</li> <li><input type="checkbox"/> Journalism, Librarianship and Curatorial Studies</li> <li><input type="checkbox"/> Other Social Sciences</li> </ul>
	<input type="checkbox"/> Humanities <ul style="list-style-type: none"> <li><input type="checkbox"/> The Arts</li> </ul>

		<input type="checkbox"/> Language and Culture <input type="checkbox"/> History and Archeology <input type="checkbox"/> Philosophy and Religion <input type="checkbox"/> Other Humanities
Tujuan Sosial Ekonomi	<input type="checkbox"/> Defense	<input type="checkbox"/> Military and Politics <input type="checkbox"/> Military Technology <input type="checkbox"/> Military Doctrine, Education, and Training <input type="checkbox"/> Military Capabilities <input type="checkbox"/> Police and Internal Security
	<input type="checkbox"/> Plant Production and Plant Primary Products	<input type="checkbox"/> Field crops <input type="checkbox"/> Plantation crops <input type="checkbox"/> Horticultural crops <input type="checkbox"/> Forestry <input type="checkbox"/> Primary products from plants <input type="checkbox"/> By-products utilization <input type="checkbox"/> Herbs, Spices and Medicinal Plants <input type="checkbox"/> Other plant production and plant primary products not elsewhere classified
	<input type="checkbox"/> Animal Production and Animal Primary Products	<input type="checkbox"/> Livestock <input type="checkbox"/> Pasture, browse and fodder crops <input type="checkbox"/> Fisheries products <input type="checkbox"/> Primary & by-products from animals <input type="checkbox"/> Other animal production and animal primary products not elsewhere classified
	<input type="checkbox"/> Mineral Resources	<input type="checkbox"/> Exploration <input type="checkbox"/> Primary mining and extraction processes <input type="checkbox"/> First stage treatment of ores and minerals <input type="checkbox"/> Prevention and Treatment of Pollution <input type="checkbox"/> Other mineral resources (excluding energy) not elsewhere classified
	<input type="checkbox"/> Energy Resources	<input type="checkbox"/> Exploration <input type="checkbox"/> Mining and extraction <input type="checkbox"/> Preparation and supply of energy source materials <input type="checkbox"/> Non-conventional energy resources <input type="checkbox"/> Nuclear Energy <input type="checkbox"/> Other energy resources not elsewhere classified
	<input type="checkbox"/> Energy Supply	<input type="checkbox"/> Energy transformation <input type="checkbox"/> Renewable energy <input type="checkbox"/> Energy distribution <input type="checkbox"/> Energy Conservation and efficiency <input type="checkbox"/> Energy issues <input type="checkbox"/> Other energy supply not elsewhere classified
	<input type="checkbox"/> Manufacturing	<input type="checkbox"/> Processed food products and beverages <input type="checkbox"/> Fiber processing and textiles, footwear and leather products <input type="checkbox"/> Wood, wood products and paper <input type="checkbox"/> Human pharmaceutical products <input type="checkbox"/> Veterinary pharmaceutical products <input type="checkbox"/> Agricultural chemicals <input type="checkbox"/> Industrial chemicals and related products <input type="checkbox"/> Basic metal products (including smelting)

	<input type="checkbox"/> Industrial mineral products <input type="checkbox"/> Fabricated metal products <input type="checkbox"/> Transport equipment <input type="checkbox"/> Computer hardware and electronic equipment <input type="checkbox"/> Communication equipment <input type="checkbox"/> Instrumentation <input type="checkbox"/> Machinery and equipment <input type="checkbox"/> Latex product industry <input type="checkbox"/> Standard supporting technologies <input type="checkbox"/> Materials performance and processes/analysis <input type="checkbox"/> Milling and process materials <input type="checkbox"/> Synthesis and design of fine and specialty chemicals <input type="checkbox"/> Consumer Products <input type="checkbox"/> Other manufactured products not elsewhere classified
<input type="checkbox"/> Construction	<input type="checkbox"/> Planning <input type="checkbox"/> Design <input type="checkbox"/> Construction processes <input type="checkbox"/> Building management and services <input type="checkbox"/> Other construction not elsewhere classified
<input type="checkbox"/> Transport	<input type="checkbox"/> Ground transport <input type="checkbox"/> Water transport <input type="checkbox"/> Air & space transport <input type="checkbox"/> Other transport not elsewhere classified
<input type="checkbox"/> Information and Communication Services	<input type="checkbox"/> Computer software and services <input type="checkbox"/> Information services (including library) <input type="checkbox"/> Communication services <input type="checkbox"/> Geoinformation Services <input type="checkbox"/> Other information and communication not elsewhere classified
<input type="checkbox"/> Commercial Services	<input type="checkbox"/> Electricity, gas and water services and utilities <input type="checkbox"/> Waste management and recycling <input type="checkbox"/> Wholesale and retail trade <input type="checkbox"/> Finance, property and business services <input type="checkbox"/> Tourism <input type="checkbox"/> Other commercial services not elsewhere classified
<input type="checkbox"/> Economic Framework	<input type="checkbox"/> Macroeconomics issues <input type="checkbox"/> Microeconomics issues <input type="checkbox"/> International trade issues <input type="checkbox"/> Management and productivity issues <input type="checkbox"/> Measurement standards and calibration services <input type="checkbox"/> Commercialization <input type="checkbox"/> Socio-economic development <input type="checkbox"/> Economic development and environment <input type="checkbox"/> Human resource management <input type="checkbox"/> Other economic issues not elsewhere classified
<input type="checkbox"/> Natural resources	<input type="checkbox"/> Soil resources <input type="checkbox"/> Water resources <input type="checkbox"/> Biodiversity <input type="checkbox"/> Bioactive product <input type="checkbox"/> Industrial raw materials <input type="checkbox"/> Mineral resource

	<input type="checkbox"/> Other natural resources not elsewhere classified
<input type="checkbox"/> Health	<input type="checkbox"/> Clinical (organs, diseases and conditions) <input type="checkbox"/> Public health <input type="checkbox"/> Health and support services <input type="checkbox"/> Other health not elsewhere classified
<input checked="" type="checkbox"/> Education and training	<input type="checkbox"/> Early childhood and primary education <input type="checkbox"/> Secondary education <input type="checkbox"/> Tertiary education <input type="checkbox"/> Technical and further education
	<input type="checkbox"/> Special education <input type="checkbox"/> Computer base teaching and learning <input type="checkbox"/> Education policy <input type="checkbox"/> Teaching <input type="checkbox"/> Educational administration <input checked="" type="checkbox"/> Other education and training not elsewhere classified
<input type="checkbox"/> Social development and Community services	<input type="checkbox"/> Community services <input type="checkbox"/> Public services <input type="checkbox"/> Art, sport and recreation <input type="checkbox"/> International relations <input type="checkbox"/> Ethical issues <input type="checkbox"/> Nation building <input type="checkbox"/> Urban issues <input type="checkbox"/> Other social development and community services not elsewhere classified
<input type="checkbox"/> Environmental Knowledge	<input type="checkbox"/> Climate and atmosphere <input type="checkbox"/> Ocean <input type="checkbox"/> Water <input type="checkbox"/> Land <input type="checkbox"/> Nature conservation <input type="checkbox"/> Social environment <input type="checkbox"/> River and Lake <input type="checkbox"/> Other environmental knowledge not elsewhere classified
<input type="checkbox"/> Environmental aspects of development	<input type="checkbox"/> Plant production and plant primary products (including forestry) <input type="checkbox"/> Animal production and animal primary products (including fishing) <input type="checkbox"/> Mineral resources (excluding energy) <input type="checkbox"/> Energy resources <input type="checkbox"/> Energy supply <input type="checkbox"/> Manufacturing <input type="checkbox"/> Construction <input type="checkbox"/> Transport <input type="checkbox"/> Information and communication services <input type="checkbox"/> Commercial services <input type="checkbox"/> Environmental economic framework <input type="checkbox"/> Other environmental of development not elsewhere classified
	<input type="checkbox"/> Environmental management <input type="checkbox"/> Waste management and recycling

	<input type="checkbox"/> Environmental management & other aspects	<input type="checkbox"/> Climate and Weather <input type="checkbox"/> Atmosphere (Excl. Climate and Weather) <input type="checkbox"/> Marine and Coastal Environment <input type="checkbox"/> Fresh water and Estuarine Environment <input type="checkbox"/> Urban and Industrial Environment <input type="checkbox"/> Forest and Wooded Lands <input type="checkbox"/> Mining Environment <input type="checkbox"/> Other environmental aspects not elsewhere classified
	<input type="checkbox"/> Advancement of Natural sciences, technology, and engineering	<input type="checkbox"/> Mathematical science <input type="checkbox"/> Physical sciences <input type="checkbox"/> Chemical sciences <input type="checkbox"/> Earth sciences <input type="checkbox"/> Information, computer and communication technologies <input type="checkbox"/> Applied sciences and technologies <input type="checkbox"/> Engineering sciences <input type="checkbox"/> Biological sciences <input type="checkbox"/> Agricultural sciences <input type="checkbox"/> Medical and health sciences <input type="checkbox"/> Multimedia <input type="checkbox"/> Other Natural sciences, technology, and engineering not elsewhere classified
	<input type="checkbox"/> Advancement of Social sciences and humanities	<input type="checkbox"/> Social sciences <input type="checkbox"/> Humanities <input type="checkbox"/> Cyber law <input type="checkbox"/> Other Social sciences and humanities not elsewhere classified
Sumber Dana		<input type="checkbox"/> Dalam negeri <input type="checkbox"/> Luar negeri/Asing
Institusi Sumber Dana		<input type="checkbox"/> Pemerintah <input type="checkbox"/> Swasta/industri <input type="checkbox"/> Lembaga multilateral <input type="checkbox"/> Lembaga nirlaba <input type="checkbox"/> Internal perguruan tinggi <input checked="" type="checkbox"/> Pribadi peneliti <input type="checkbox"/> Sumber dana lain
Jumlah Dana		Rp. 3.050.000,-
Personil Dosen		NIDN : 0012057201 Nama Dosen : Jozua F. Palandi Program Studi : Teknik Informatika
Personil Non Dosen		Nama : - Institusi : -