

## INTISARI

Penelitian ini mengevaluasi efektivitas Pelatihan *Up-Re Skilling* Guru SMK Bidang Bisnis dan Pariwisata Kompetensi Keahlian Tata Boga. Tujuan dari penelitian ini adalah untuk menilai sejauh mana pelatihan *Up-Re Skilling* ini mampu meningkatkan kompetensi profesional guru sesuai standar industri, serta dampaknya terhadap kualitas pembelajaran di sekolah. Penelitian ini menggunakan Model Kirkpatrick sebagai kerangka evaluasi, yang mencakup empat level analisis: reaksi, pembelajaran, perilaku, dan hasil. Metode penelitian yang diterapkan adalah pendekatan kualitatif dengan desain studi kasus, menggabungkan wawancara semi terstruktur dan studi dokumen. Data primer diperoleh melalui wawancara dengan guru peserta pelatihan, atasan peserta diklat, rekan sejawat, dan siswa. Sedangkan data sekunder diperoleh dari laporan hasil pelatihan, nilai tes awal dan tes akhir, serta dokumentasi terkait program. Analisis data dilakukan dengan metode naratif interpretatif, yang bertujuan untuk memahami pengalaman guru dalam proses pembelajaran dan implementasinya di sekolah.

Hasil penelitian pada level reaksi menunjukkan bahwa tingkat kepuasan peserta terhadap materi, instruktur, dan fasilitas bernilai baik, dan terdapat peningkatan signifikan dalam pengetahuan serta keterampilan teknis guru pada level pembelajaran. Selain itu, dalam praktik mengajar di sekolah, terjadi perubahan perilaku yang positif di mana guru lebih mampu mengintegrasikan pendekatan pembelajaran berbasis industri, yang meningkatkan keterlibatan siswa, serta kolaborasi yang semakin baik dengan rekan sejawat. Pada level hasil, penelitian menemukan adanya dampak positif dalam kualitas pembelajaran di SMK, dengan siswa yang lebih siap menghadapi tuntutan dunia kerja dan memiliki kompetensi yang lebih relevan dengan kebutuhan industri.

**Kata kunci :** evaluasi, pendidikan, pelatihan, upskilling, reskilling, guru SMK, vokasi, kirkpatrick

## ABSTRACT

*This study evaluates the effectiveness of the Up-Re Skilling training for vocational high school (SMK) teachers in the fields of business and tourism, particularly in Culinary Arts competencies. The aim of the research is to assess the extent to which the Up-Re Skilling training enhances teachers' professional competencies according to industry standards, as well as its impact on the quality of learning in schools. The study employs the Kirkpatrick Model as the evaluation framework, encompassing four levels of analysis: reaction, learning, behavior, and results. The research method uses a qualitative approach with a case study design, combining semi-structured interviews and document studies. Primary data were collected through interviews with teacher trainees, school principals, peers, and students. Secondary data were obtained from training outcome reports, pretest and posttest scores, and related program documentation. The data analysis is conducted using the narrative interpretative method, which aims to understand teachers' experiences in the learning process and its implementation in schools.*

*The research results at the reaction level indicate that participants' satisfaction with the materials, instructors, and facilities was rated highly. At the learning level, there was a significant improvement in teachers' knowledge and technical skills. Furthermore, at the behavioral level, positive changes were observed in teaching practices at schools, where teachers became more adept at integrating industry-based learning approaches, leading to increased student engagement and improved collaboration with colleagues. At the results level, the study found a positive impact on the quality of learning in vocational high schools (SMK), with students better prepared to meet the demands of the workforce and possessing competencies more aligned with industry needs.*

**Keywords:** *evaluation, education, training, upskilling, reskilling, vocational teachers, vocational education, Kirkpatrick*