

Evaluating Reproductive and Sexual Health Training for Red Cross Youth: The Kirkpatrick Model

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ABSTRACT

In Indonesia, where cultural sensitivities and varying levels of awareness about sexual health exist, the need for tailored, culturally appropriate education is paramount. The Indonesian Red Cross (PMI) plays a pivotal role in community health initiatives, including sexual reproductive health education, by leveraging its wide network of volunteers. These volunteers are often on the frontline, engaging directly with the community, including adolescents, who are at a critical stage of developing attitudes and behaviors regarding their health. This study aims to evaluate the effectiveness of a sexual reproductive health training program for Indonesian Red Cross (PMI) volunteers in Langkat and Jombang districts, employing a mixed-methods approach based on the Kirkpatrick four-level evaluation model. The study utilizes an evaluative methodology with the Kirkpatrick model, involving data collection techniques through surveys, tests, interviews, and observations. It applies purposive sampling to 65 training participants, focusing on individuals who meet specific and relevant criteria. Data analysis is tailored to each level of Kirkpatrick's evaluation: Reaction, Learning, Behavior, and Results. Findings indicate a high level of participant satisfaction with the training material and its delivery, as well as an increase in knowledge and skills regarding adolescent sexual reproductive health. Despite significant improvements, the study identifies areas requiring enhancement. Evaluation success criteria were set using a Likert scale, allowing for objective and standardized measurement. The training program successfully enhanced the awareness and skills of PMI volunteers in addressing adolescent sexual reproductive health issues. This study provides essential insights for future improvements and development of training programs, emphasizing the importance of a comprehensive approach that involves technical, interpersonal, cultural aspects, and self-reflection in adolescent reproductive health education.

Keyword: Adolescent, Reproductive, Health, Training, Evaluation

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INTRODUCTION

Awareness regarding the importance of sexual and reproductive health education for adolescents remains low, especially in certain regions such as the Langkat and Jombang districts. The Indonesian Red Cross (PMI) has initiated a training program for its volunteers to enhance their knowledge and skills regarding adolescent sexual reproductive health issues. This program is crucial given the high incidence of reproductive and sexual health problems among adolescents, including the rates of unintended teenage pregnancies and the spread of sexually transmitted infections (STIs).

Langkat District is located in North Sumatra Province, Indonesia. This region faces several challenges in adolescent reproductive health, such as high rates of early marriage, low levels of contraception knowledge, and a high risk of sexually transmitted infections. These issues highlight the need for comprehensive health education and awareness programs, particularly targeting the youth in these areas. The PMI's initiative in conducting training programs for its volunteers is a significant step towards addressing these challenges and promoting better reproductive health practices among adolescents. Through these efforts, it is hoped that there will be a notable improvement in the understanding and management of sexual (siga sumutpro.go.id, 2022).

Similarly, Jombang District, located in East Java Province, faces comparable challenges concerning adolescent reproductive health. The level of knowledge among teenagers about reproductive health is notably low. According to a survey conducted by the Jombang District Health Office in 2022, only 50% of female adolescents and 45% of male adolescents were aware of the fertile period. Furthermore, only 15% of female teenagers and 10% of male teenagers had knowledge about pregnancy prevention methods. These statistics from Jombang District underscore a significant gap in reproductive health education among adolescents. The low awareness about fertile periods and pregnancy prevention indicates a need for more effective educational strategies and outreach programs targeting young people. Such initiatives are crucial for empowering adolescents with the necessary knowledge and skills to make informed decisions about their reproductive health and to reduce the risks associated with sexual activity, such as unintended pregnancies and sexually transmitted infections.

Efforts like those of the Indonesian Red Cross (PMI) in providing training programs for their volunteers become even more critical in this context. These programs can play a vital role in disseminating accurate and comprehensive information on reproductive health to adolescents, particularly in areas where access to such information is limited. By enhancing the capacity of volunteers, organizations like PMI can effectively contribute to raising awareness and educating the youth on these important topics, ultimately fostering a more informed and healthy adolescent population in regions like Jombang (BPS Indonesia, 2022).

The fact remains that providing education on reproductive health and sexuality to adolescents is still considered taboo, even though such knowledge is crucial in equipping them to face specific health challenges and needs (Envuladu et al., 2023). Education on reproductive health and sexuality plays a critical role, not only in delivering information but also in developing adolescents' ability to make wise and responsible decisions about their health and well-being (Adekola & Mavhandu-Mudzusi, 2023; World Health Organization, 2021). This can be achieved through effective training, where adolescents are empowered with communication skills, self-awareness, and social consciousness, all of which are essential for navigating the complexities of interpersonal relationships and their future sexual health.

This training program focuses not only on the basic knowledge transfer about reproductive and sexual health but also emphasizes the development of effective communication skills and education for teenagers. This approach is vital because, in many cases, adolescents lack not only information but also struggle to access accurate and trustworthy sources of information. The Indonesian Red Cross (PMI) recognizes that by enhancing the capabilities of its volunteers in providing appropriate education and support, they can significantly help in reducing reproductive and sexual health problems among adolescents.

Such educational initiatives are essential in breaking the stigma and silence surrounding sexual and reproductive health topics. By fostering an environment where these subjects are openly discussed and understood, teenagers can be better prepared to make informed decisions, leading to healthier outcomes. The PMI's efforts in training volunteers to provide accurate and empathetic guidance reflect a proactive approach to addressing these critical health issues in a sensitive and effective manner (Andoh et al., 2023; Karanikola & Panagiotopoulos, 2023). This initiative focuses not only on reproductive health education but also explores a holistic approach similar to the self-capacity development programs for Family Welfare Program cadres in the e-commerce era. Retnowati et al. (2023) emphasize the importance of adapting to technological and economic changes in delivering vital health information. Furthermore, this program resonates with efforts to empower youth organizations in raising awareness about a clean and healthy environment through the Garbage Bank, demonstrating the link between reproductive health and environmental health.

On the other hand, this approach is similar to the Development of a Model for Continuous Technical Guidance to enhance the competencies of Package C Tutors, which focuses on continuous learning and adapting to the specific needs of the community (Sutisna, 2015). Lastly, this initiative also aligns with efforts to build entrepreneurial literacy among village populations in Indonesia, where empowerment through knowledge and skills can be key to developing more independent and sustainable communities. The overall program reflects PMI's commitment to human resource development across various sectors, highlighting the importance of a multi-disciplinary approach in community capacity building (Sasmita et al., 2022).

Through training, individuals can gain a deeper understanding of specific areas, both technically and conceptually. Training provides an opportunity for learners to acquire specialized knowledge and skills, enabling them to comprehend and apply concepts in a more effective and nuanced manner. This deepened understanding is crucial in both professional and personal development, as it allows individuals to excel in their chosen fields and to approach problems and tasks with a greater level of expertise and insight. Whether in a technical domain, such as engineering or IT, or in more conceptual areas like management or education, training serves as a pivotal tool for enhancing capabilities and promoting continuous learning and growth (Baig & Naqvi, 2023).

The lack of adequate training can lead to a number of significant issues. Firstly, it can result in a deficiency in volunteers' knowledge regarding reproductive health, gender issues, and sexual violence. Without the knowledge and skills acquired through proper training, volunteers may be unprepared to handle various types of reproductive health problems and could potentially exacerbate more complex issues. Effective training is crucial to ensure that volunteers have the necessary skills and capacity to address the prevalent cases of sexual violence. Moreover, a lack of expertise can lead to insensitive or inappropriate handling of cases, which not only fails to assist the victims but could also worsen their trauma. In addition, unpreparedness in managing complex situations can diminish the trust and credibility of volunteer organizations in the eyes of the public, hampering their efforts in advocating for awareness and behavioral change related to reproductive health and gender (D. Darmawan; D.Yatimah; K. Sasmita; R. Syah, 2020).

Therefore, investing in the development and provision of comprehensive training for volunteers is not just important, but urgent, to strengthen their capacity in providing effective and empathetic support and in efficiently and sensitively preventing and addressing issues of sexual violence. Skills acquired through training enable individuals and groups to work more efficiently and effectively. Training equips people with the necessary tools and techniques to perform tasks with greater competence and confidence (Darmawan et al., 2021; Retnowati et al., 2023). By mastering specific skills, individuals can streamline their work processes, reduce errors, and improve overall productivity. For teams, training fosters better collaboration, communication, and understanding of roles and responsibilities, leading to a more cohesive and high-performing group dynamic. Additionally, training often introduces new methodologies and best practices, keeping individuals and organizations up to date with the latest trends and technologies in their respective fields. This continuous learning and development are essential for staying competitive and achieving success in today's rapidly evolving professional landscape. With the appropriate skills, volunteers can produce higher quality output in a shorter time (Koppenhafer et al., 2023; Nyanja et al., 2021). The need for training as a response to demands and expectations that continue to develop deeply.

With ongoing training, it is hoped that the goals of this program will be better achieved. Volunteers are expected to have more in-depth knowledge about issues of reproductive health, gender equality and sexual violence. In addition, through continuous training, volunteers can also develop the psychosocial skills needed to provide emotional support to assisted youth and affected communities. Regular evaluation of the training program is key in ensuring its effectiveness. However, the overall evaluation of the program is not in accordance with academic principles and standard models. Therefore, an appropriate evaluation model is needed to maximize training (Bernardino & Curado, 2020; Urbancová et al., 2021). One comprehensive evaluation model is the Kirkpatrick evaluation model, this model can be used to measure the extent to which volunteers have benefited from training (El Nsouli et al., 2023; Matondang et al., 2023).

Todesco et al. (2023) in his research highlights the importance of evaluating the effects of comprehensive sexuality education interventions based on socio-emotional learning. Todesco et al. (2023) emphasizes the need for better conceptualization and operationalization as well as careful measurement of the relationship between sexuality education and socio-emotional learning. Results included improvements in perceived behavioral control, gender equality attitudes, norms, and intentions related to sexual reproductive health and rights, despite limitations and inconsistencies. The difference between this research and the current study, which is being conducted in Jakarta, extends beyond location. Notably, the ongoing research may be utilizing the Kirkpatrick model as a framework for evaluation. This model assesses training effectiveness at multiple levels: reaction, learning, behavior, and results. Therefore, in addition to its focus on socio-emotional

learning, the current study might differ in its approach to measuring outcomes, such as evaluating participant feedback (reaction), testing knowledge and skills gained (learning), observing changes in behavior post-training (behavior), and analyzing the overall impact on the organization or community (results). These aspects could significantly distinguish the methodologies and objectives of the two studies.

Corcoran et al. (2020) show that teens want honest and comprehensive content, delivered by unbiased health professionals. However, it should be noted that the focus of this research is on adolescents' perceptions of sexual health education programs, not on evaluating the effectiveness of the program itself, and the methodology used is different from a randomized controlled trial. Kemigisha et al. (2019) explained that the effectiveness of comprehensive sexuality education programs in rural schools provides increased sexual and reproductive health (SRH) knowledge and better behavioral intentions among students in intervention schools. Although there was an increase in the proportion of students who had had sex between baseline and endline, the differences between groups were not statistically significant.

Through reproductive health training programs for volunteers, PMI strives to close the information gap and provide a safe platform for teenagers to learn and discuss topics that are often considered taboo. It is hoped that by increasing the capacity of volunteers in dealing with this sensitive issue, teenagers in Langkat and Jombang Regencies will have better access to accurate reproductive health information, as well as receive support in making healthier and more responsible decisions regarding their reproductive health. The training program implemented by the Indonesian Red Cross (PMI) aims to increase the knowledge and skills of volunteers in the field of reproductive and sexual health education for adolescents, requiring effective evaluation to measure its success. In this case, the Kirkpatrick Evaluation Model, which consists of four levels - reaction, learning, behavior, and results - is important to apply.

The Kirkpatrick Evaluation Model has four levels of evaluation, each of which provides valuable insight. The first level is reaction evaluation, which measures how participants responded to the training and the extent to which they felt engaged. Then, at the second level, learning evaluation focuses on increasing volunteers' knowledge and skills as a result of training (Dewi & Kartowagiran, 2018; Kaufman & Keller, 1994; Savul et al., 2021; Stokking, 1996; Tamsuri, 2022).

The third level is behavioral evaluation, where actual changes in volunteers' actions and behavior are assessed to see whether the training actually affected their field practices. Finally, at the fourth level, results evaluation measures the positive impact produced by training on achieving final goals, such as increasing the effectiveness of responses to reproductive health issues. The ongoing training program also provides an opportunity to build stronger networks and collaboration between PMI in Langkat and Jombang Regencies and related stakeholders in their respective work areas. Through the exchange of experience, knowledge and skills, this program not only has a positive impact on volunteers but also on teenagers and the communities who are the beneficiaries. It is hoped that through this collaboration, PMI will have volunteers with good performance who are ready and competent in dealing with issues related to reproductive health.

By implementing the Kirkpatrick Evaluation Model, PMI is in a better position to assess and optimize training programs, so they can provide broader and more sustainable impact. The evaluation will assist in identifying areas that need improvement and ensure that volunteers are equipped with all the tools necessary to effectively support and educate youth. Through collaborative efforts and an approach that is continuously updated based on feedback, PMI is committed to providing comprehensive, responsive and equitable reproductive health education for teenagers in Indonesia.

The importance of understanding the impact and effectiveness of Adolescent Reproductive and Sexual Health Education training in Langkat and Jombang Districts is becoming clear. This research aims to evaluate the training program using the Kirkpatrick Evaluation Model, with the hope of not only measuring training outcomes in terms of knowledge and skills, but also to understand changes in behavior and its long-term impact on volunteers and organizational goals. Thus, it is hoped that this research will provide valuable insights and recommendations that can assist in the development of similar training programs in the future.

METHOD

Evaluation of the Adolescent Sexual Reproductive Health Education Training Program for PMI Volunteers in Langkat and Jombang Districts using a mixed-methods approach to obtain a comprehensive and in-depth picture of the effectiveness of the program (Weyant, 2022). This research method uses an evaluative method with the Kirkpatrick Evaluation method which allows a comprehensive assessment of various aspects of training, from participant reactions to the long-term impact of the program (Matondang et al., 2023). This research applies a purposive sampling method for population and sample selection, which focuses on individuals who meet specific criteria and are relevant for research purposes. This sample, referred to as participants, met basic criteria such as full involvement in training, completion of pre- and post-training tests, and implementation of post-training follow-up plans. From this method, data was collected from 65 training participants. The main purpose of this purposive selection is to explore in-depth insights from those who have experience and direct involvement in the training program.

To assess the effectiveness of Adolescent Reproductive and Sexual Health Education training for PMI volunteers in Langkat and Jombang Regencies, this research integrated three data collection techniques: questionnaires, tests, and interviews. Each of these techniques aims to obtain a holistic picture of various aspects of training. Questionnaires are used to measure participants' reactions, assess their responses to the training, including the quality of the material and the effectiveness of delivery by the instructor. The test is applied to evaluate the increase in knowledge as a result of training, by comparing test results before and after training. Survey was conducted to measure changes in volunteer behavior post-training in daily work practices.

Data analysis was adjusted to each level of Kirkpatrick's evaluation (El Nsouli et al., 2023). The level of reaction is measured through descriptive analysis of questionnaire data, while the increase in knowledge at the learning level is measured through comparison of test results. The level of behavior is measured through a qualitative approach of survey, and finally, the level of results is measured through quantitative analysis to assess the long-term impact of the training. Criteria for the success of training evaluation are determined based on the achievement of expected goals and significant benefits for volunteers and the community. Performance assessments use a scale, with high scores indicating outstanding achievement. This evaluation not only measures overall training effectiveness, but also provides insight for improvement and development of training programs in the future.

In evaluating the reaction level, focus is given to satisfaction surveys to measure participant satisfaction with the training material, delivery of the material by the facilitator, and the relevance of the material. At the Learning level, emphasis is placed on pre- and post-training tests to assess improvements in knowledge and skills. Behavior levels are measured through survey to evaluate the application of knowledge and skills in real practice. Finally, Outcome levels are measured through analysis of performance data to assess the long-term impact of training. The success criteria for each level of evaluation are set on a Likert scale, allowing for objective and standardized measurements. Variables and dimensions are measured based on predetermined success criteria, providing a comprehensive and evidence-based evaluation.

RESULTS AND DISCUSSION

The study's evaluation results of the reproductive health training program for Red Cross volunteers in the Langkat and Jombang districts reveal that implementing the Kirkpatrick evaluation model is key to ensuring the achievement of learning objectives. This research focuses on the evaluation of adolescent sexual reproductive health training, adopting the four-level Kirkpatrick evaluation model, which includes Reaction, Learning, Behavior, and Results. Each evaluation level is measured using various methods, including ratings, tests, and performance data analysis (Bernardino & Curado, 2020; Urbancová et al., 2021). The aspects measured include participants' reactions to the training, increases in knowledge, skills, attitudes, training implementation, impact on the target audience, long-term effects, and program sustainability. Through this study, we aim to provide in-depth insights into the effectiveness of adolescent sexual reproductive health training, offer recommendations for enhancing training programs, and contribute to the literature on adolescent reproductive health education.

Reaction Level

This research began by measuring participants' reactions to the training, including their reactions to the training materials, the quality of the trainer's delivery of the materials, the training environment and available resources, as well as the relevance of the materials to the volunteers' needs. The main focus at this level is to determine how effective the training materials are in meeting participants' needs and expectations.



Figure 1. Measurement of Reaction Level

The analysis of the participants' reaction to the training shows high overall satisfaction, with most aspects of the training being rated as "Very Good." Key aspects such as "Training Material Suitability to Needs," "Skill Improvement," and "Enhanced Understanding" each scored 4,65, with a 93.12% satisfaction rate. This indicates that the delivered material was highly relevant to the participants' needs and significantly improved their skills and understanding. Other aspects like "Clarity of Training Material," "Instructor's Mastery of the Material," and "Opportunities for Discussion" also received high ratings, with scores of 4.625, 4.625, and 4.64 respectively. These scores demonstrate the effectiveness of the material delivery and good engagement between the trainers and participants. The "Motivation from Trainer" aspect scored the highest, at 4.671875, affirming that the trainers were able to provide strong motivation to the participants.

However, there were some areas rated as "Good" that require further attention, such as "Readiness for Knowledge Application" with a score of 4.390625 and a 87.81% satisfaction rate, and "Comfort of Training Venue" and "Training Facilities and Infrastructure," each scoring 4.421875 and 4.437500. Although these indicate positive results, there is room for improvement in terms of participants' practical preparedness and training infrastructure. Overall, the reaction evaluation results paint a positive picture of the training's effectiveness, with the majority of aspects receiving a "Very Good" rating. This shows that the training overall successfully met its objectives to a great extent, although there are still areas that need enhancement to further improve the effectiveness of future training.

The comprehensive analysis of the training program's effectiveness, as indicated by the high satisfaction rates and positive feedback from participants, particularly in aspects such as material suitability, skill improvement, and enhanced understanding, strongly corroborates Kirkpatrick's Level 1 Evaluation Theory. This theory underscores the significance of participants' initial reactions and satisfaction as foundational indicators of the success of a training program (Elangovan & Rajendran, 2020; Kulkova et al., 2019). The scores reflect participants' perceptions of clarity in training material, the instructors' mastery, and the opportunities for interactive discussion, further reinforcing the theory's premise.

It suggests that the positive immediate reactions observed are not only a testament to the training's quality but also a critical predictor of the subsequent levels of learning, behavior change, and results, as

outlined in Kirkpatrick's model. Therefore, the alignment of the high satisfaction and engagement rates with Kirkpatrick's theory underscores the training's initial effectiveness and sets a promising foundation for evaluating its impact on deeper learning and practical application (Bo et al., 2020; Cheng et al., 2021).

Learning Level

Then, the evaluation proceeds to the Learning Level, where the effectiveness of the training is measured through pre- and post-training tests. The aspects measured at this level include increased knowledge about adolescent sexual reproductive health, understanding of educational strategies and effective communication, improved skills in delivering reproductive health education, and the ability to implement interactive learning methods (Lee et al., 2022). Furthermore, this research also explores changes in attitudes towards adolescent sexual reproductive health issues and the willingness to apply the knowledge and skills acquired. At the Learning Level, the focus is on quantifiable changes in knowledge and skills, as well as qualitative improvements in understanding and attitude. This comprehensive approach ensures that the training not only imparts factual information but also influences the participants' perspectives and approaches to dealing with relevant issues, equipping them with both the information and the tools necessary for effective application (Finlay et al., 2020; Fubam et al., 2022).

Table 1. Learning Level

No.	Item	Std. Dev	Score
1	Physical and Psychological Changes During Adolescence	0,13	0.97
2	Physical Characteristics of Puberty in Females (Except)	0,50	0.49
3	Main Purpose of Using Contraception (Condom)	0,00	0.98
4	Risks Preventable with Condoms	0,00	0.98
5	Normal Menstrual Cycle in Females	0,49	0.62
6	Adolescent Rights in Reproductive Health (Except)	0,50	0.58
7	Advice for Unplanned Teen Pregnancy	0,13	0.97
8	Prevention of STIs in Sexually Active Adolescents	0,13	0.97
9	Impact of social media on Adolescents' Sexual Perception	0,48	0.34
10	Comprehensive Information on Adolescent Reproductive Health	0,13	0.97
11	Communication Strategies in Adolescent Reproductive Health	0,13	0.97
12	Overcoming Challenges in Adolescent Engagement	0,13	0.97
13	Importance of Adolescent Reproductive Health Education	0,13	0.97
14	Skills of Adolescent Reproductive Health Trainers	0,29	0.89
15	Trainer Considerations in Reproductive Health Material	0,13	0.97
16	Implementation of Interactive Learning Methods	0,27	0.91
17	Benefits of Interactive Learning in Reproductive Health	0,24	0.92
18	Attitude Towards Unwanted Teen Pregnancy	0,18	0.95
19	Efforts to Improve Attitudes Towards Teen Pregnancy Prevention	0,31	0.88
20	Application of Adolescent Reproductive Health Knowledge	0,24	0.92
Overall		0,23	0.86

Based on the data presented in the knowledge table, it can be concluded that the respondents have a very good understanding of several aspects of adolescent reproductive health, particularly regarding physical and psychological changes during adolescence, the purpose of using contraception, the prevention of Sexually Transmitted Infections (STIs), and communication strategies in adolescent reproductive health. The high average scores in these categories indicate the effectiveness of the training material in communicating key concepts.

However, there are some areas where understanding appears to be relatively lower, such as the impact of social media on adolescents' sexual perception, the physical characteristics of puberty in females, and adolescents' rights in reproductive health (O'Higgins et al., 2015; S.E.U. et al., 2018). The lower average scores in these areas indicate a need for increased focus and educational resources to enhance understanding of these

topics. Average score of 0.86 suggests that the training has been generally successful, but there is still room for improvement and enhancement in several specific areas. This condition calls for a more focused approach and possibly an adjustment of the training materials to address areas that are still not well understood by the respondents.

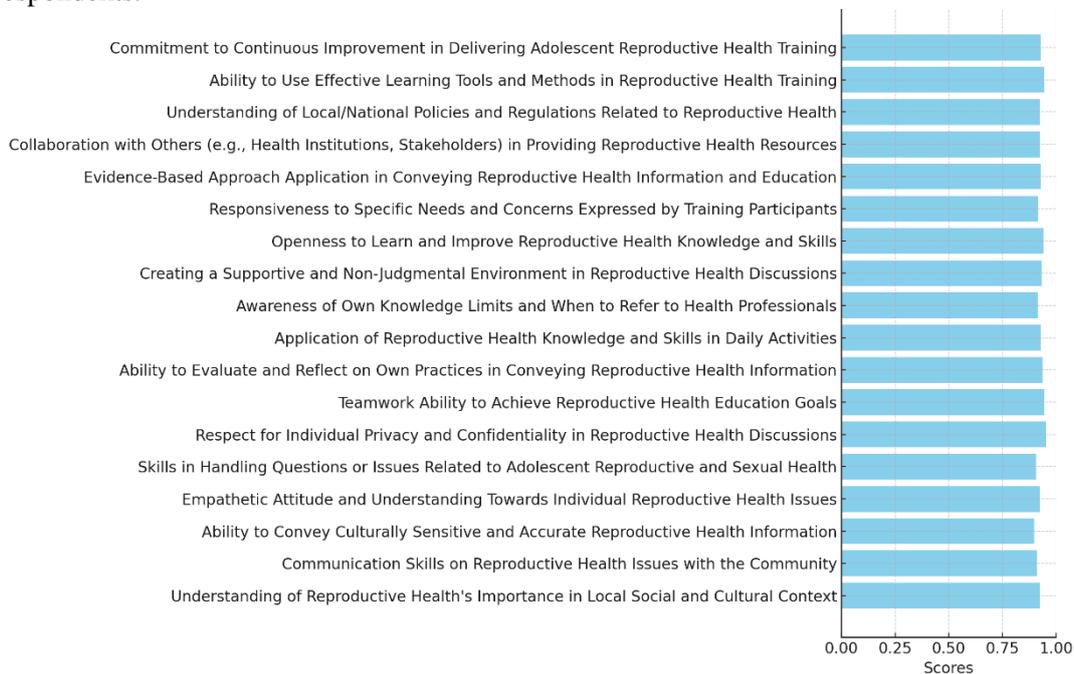


Figure 2. Assessment of Reproductive Health Training Competences

Reproductive health training is a crucial element in health education, particularly for professionals working in this field (Janighorban et al., 2022; Jannat et al., 2023; Tilahun et al., 2021). Evaluations of various competencies in this training demonstrate both successes and areas needing improvement. Based on the available data, we can see that competency such as "Respecting personal confidentiality and individual trust when discussing reproductive health issues" and "Ability to work in a team to achieve reproductive health education goals" received high scores, indicating the effectiveness of the training in honing these aspects. High scores in these competencies indicate a good understanding of the importance of confidentiality and teamwork in the context of reproductive health.

Meanwhile, competencies such as "Ability to convey accurate and culturally sensitive reproductive health information" and "Skills in handling questions or problems related to adolescent reproductive and sexual health" scored slightly lower, though still above average. This suggests that there is room for improvement in delivering information that is not only accurate but also culturally sensitive to the patient or client's context. Skills in addressing questions or problems related to reproductive health are also important, especially in the context of adolescents who often seek information and support.

Other competencies like "Understanding the importance of reproductive health in the local social and cultural context" and "Ability to evaluate and reflect on one's own practice in delivering reproductive health material" show that the training successfully developed awareness of the importance of social and cultural contexts, as well as self-reflection in reproductive health practices. These are key aspects that help professionals not only apply their knowledge but also continue to learn and evolve in their practice (Olímpio et al., 2020; Yao et al., 2022). Overall, this competency evaluation underscores the importance of comprehensive reproductive health training, which focuses not only on technical knowledge but also on interpersonal skills, cultural awareness, and reflective abilities. This is crucial to ensure that reproductive health professionals can provide effective, empathetic, and appropriate services tailored to the specific needs of their patients or clients.

Behavior Level

At the Behavior Level, this study utilized interviews and observations to measure the extent of the training's implementation. This includes the frequency and quality of applying reproductive health education in the target area, initiative, and creativity in delivering material, and the impact on the target audience, including feedback from volunteers and changes in their knowledge and attitudes regarding reproductive health (Belay et al., 2021).

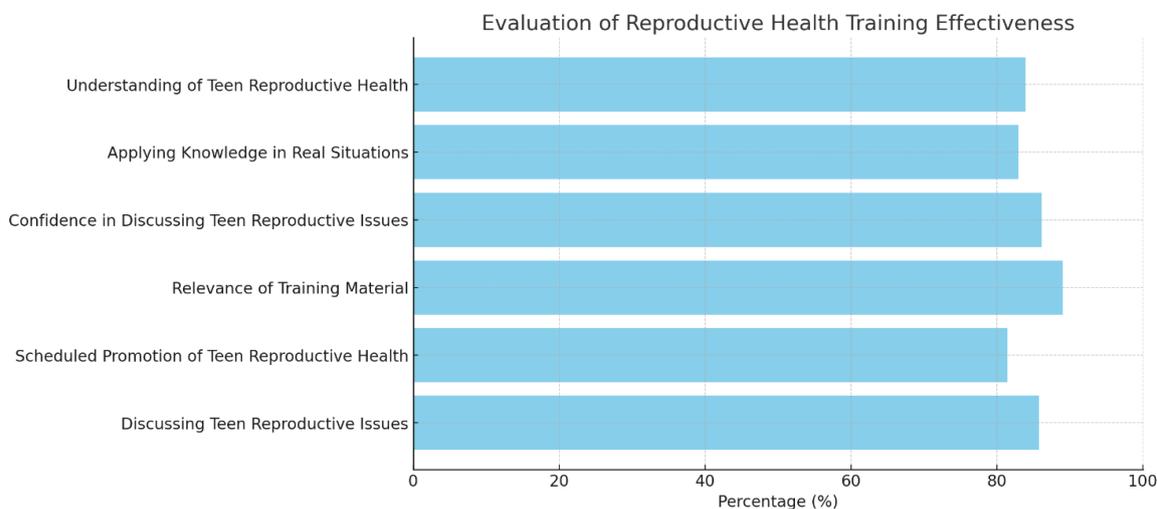


Figure 3. Behavior Level Descriptive Data

Of the 65 participants, 60 stated that the teaching methods or activities in the training were effective. This indicates a very high satisfaction level (about 92.3%) with the teaching methods used. Such a high figure shows that the majority of participants found the methods and activities relevant and beneficial in understanding the training material. Understanding of adolescent reproductive and sexual health reached a score of 81.70%, indicating that the training successfully increased participants' awareness and knowledge on this topic. This is important as better understanding of these issues helps teenagers make more responsible and informed decisions.

The ability to apply new knowledge in real-life situations, with a score of 80.58%, shows that participants not only understood the theory but were also able to adapt and apply it in real life. This is a crucial aspect of reproductive health education, where the practical application of knowledge can directly impact healthy behavior. A significant increase was observed in participants' confidence in discussing and handling reproductive health issues, reflected by a score of 84.15%. This confidence allows them to communicate more effectively and be more open in addressing and resolving sensitive issues related to reproductive health.

Another notable aspect is the relevance of the training material to the volunteers' tasks, which scored the highest at 87.50%. This shows that the training material is very suitable for their needs in the field, allowing participants to directly apply their knowledge and skills in their volunteer tasks. However, there is room for improvement in scheduled reproductive health promotion, which scored 78.79%. Although knowledge and confidence are present, the application of consistent and regular reproductive health promotion strategies remains a challenge. This requires the development of more effective strategies to motivate participants to be more active in health promotion activities.

Lastly, the ability to discuss health issues, with a score of 83.71%, indicates that participants have developed better communication skills in discussing these sensitive topics. This is important in ensuring that issues of adolescent reproductive and sexual health are addressed in an open, empathetic, and effective manner. Overall, these scores depict positive behavioral changes among the training participants, covering improved understanding, application, confidence, relevance to tasks, and communication skills. Nevertheless, there are still areas that need enhancement, particularly in the consistency of reproductive health promotion. This indicates that the training has been successful in many aspects, but continuous efforts are needed to ensure that

all aspects of adolescent reproductive and sexual health are comprehensively addressed (Cameron et al., 2020; Liang et al., 2019).

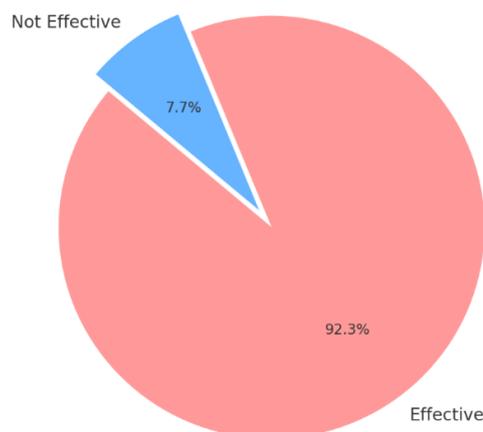


Figure 4. Effectiveness of Teaching Methods in Reproductive Health Training

From the data analysis related to the effectiveness of the teaching methods in reproductive health training, a high level of satisfaction among participants was revealed. 60 out of 65 participants, or about 92.3%, stated that the teaching methods and activities carried out during the training were effective. This figure indicates that the majority of participants found the methods used to be relevant and helpful in understanding the material.

However, there were 5 participants, or about 7.7%, who felt that the teaching methods were ineffective. This indicates a gap in the reception of the training material, signaling the need for further evaluation. Feedback from this minority group is invaluable, as it provides insights into aspects of the training that need to be improved or adjusted to be more inclusive and effective for all participants. The diversity of responses also underscores the importance of diversity in teaching methods. Each participant has a unique learning style, so effective training needs to consider different learning needs and preferences. Thus, the use of various techniques and teaching approaches can enhance the overall effectiveness of the training.

In conclusion, the data shows that most participants are satisfied with the teaching methods used in the training. However, there are opportunities for improvement, particularly in accommodating the needs of participants who find the teaching methods less effective. Therefore, future training can be more tailored to meet the needs of all participants more effectively.

Table 2. Responses on Adolescent Reproductive Health Education

Category of Response	Description
Understanding and Awareness	<ul style="list-style-type: none"> - Opens eyes to reproductive health - Changes perspectives on taboo issues - Encourages openness and understanding of adolescent situations
Educational Approach	<ul style="list-style-type: none"> - Increases the number of discussion sessions - Uses real and relevant examples - Delivers engaging and easy to-understand material
Importance of Reproductive Health	<ul style="list-style-type: none"> - Highlights the importance of adolescent reproductive and sexual health - Provides contemporary insights - Teaches responsibility and promotes healthy behavior
Interaction and Communication	<ul style="list-style-type: none"> - Facilitates two-way interaction - Encourages effective communication - Creates a non-judgmental environment
Empowerment and Life Skills	<ul style="list-style-type: none"> - Enhances life skills - Fosters a supportive environment - Empowers through accurate information

Practical and Relevant Approach	- Relates material to everyday life - Raises awareness of reproductive health issues - Advocates for early education in the digital era
Renewal of Insights and Knowledge	- Influences perspectives - Provides clearer viewpoints - Improves understanding and the ability to share information
Diverse Perspectives	- Encourages viewing from various angles - Responds to issues with evidence-based approaches - Avoids premature judgment

Result Level

At the result level, this study employs performance data analysis to assess the long-term impact and sustainability of the program. The aspects measured at this level include changes in adolescent reproductive health awareness, reduction of reproductive health issues among adolescents, sustainability of the adolescent reproductive health education program, and the development and improvement of the program based on the feedback received.

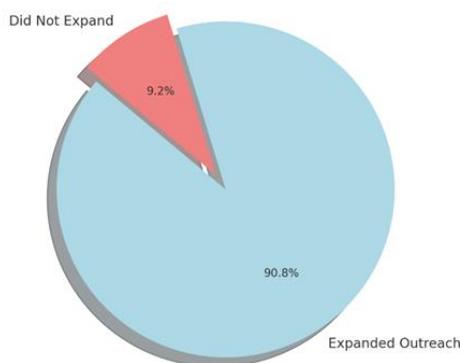


Figure 5. Responses on Expanding Target Outreach

Several participants shared stories about how they were able to apply the knowledge from the training in real-life situations. They recounted their experiences in using the acquired knowledge to assist adolescents and their families in dealing with reproductive health and social issues. These stories demonstrate the practical application of the training material and how this knowledge has had a direct impact in the community. The following data illustrates various specific situations where the knowledge from the training has been effectively utilized.

Table 3. Strategies and Outcomes of Enhancing Reproductive Health Training Programs

Main Category	Sub-Category	Description
Suggestions/Recommendations for Enhancing Training Program	Improvement of Training Methodology	Use of small group discussions, material improvement, use of props and games, and material delivery tailored to participants' needs.
	Expansion of Reach	Expanding the program's reach, including the use of social media and socialization in areas that are not yet aware.
	Collaboration and Partnerships	Suggestions for inter-agency cooperation and partnerships for information dissemination.
	Frequency and Continuation of Program	Regular, progressive, and continuous training sessions.
Success Stories/Program Impact	Impact on Adolescents and Community	How the training has been applied in real situations, helping adolescents and families.

	Increased Awareness and Involvement	Stories about increased adolescent awareness of reproductive health and inspiration to become peer educators.
Sub-Category Actions Enhancing Effectiveness	Understanding of Reproductive Health Issues	Improved understanding of reproductive health issues.
	Communication and Interaction Skills	Improved skills in communication and interaction with the community.
	Self-Confidence and Initiative	Increased self-confidence and initiative in delivering reproductive health material.
	Networking and Cooperation	Formation of networks and cooperation with other institutions or organizations.

Based on Table 3, several recommendations can be made to enhance the reproductive health training program. First, an update in training methodology is necessary, utilizing approaches like small group discussions, material improvement, the use of props and games, and delivering material tailored to the participants' needs. Additionally, expanding the program's reach is crucial, including through the use of social media and socialization in areas lacking sufficient understanding (Fombona et al., 2023; Somko & Migda, 2023). Collaboration between institutions and parties that can assist in spreading information is also advised. Lastly, the training program needs to be held regularly, progressively, and continuously (Jadwin-Cakmak et al., 2020; Keuroghlian et al., 2021). Furthermore, the table also records the positive impact of the training program on adolescents and the community, such as increased awareness of reproductive health and inspiration to become peer educators. Additionally, there are improvements in understanding reproductive health issues, communication skills, self-confidence, and the formation of networks and cooperation with other institutions or organizations supporting this program (Jadwin-Cakmak et al., 2020; Keuroghlian et al., 2021; Yao et al., 2022).

The effectiveness of the reproductive health training program, as evaluated through Kirkpatrick's model, is supported by various studies in the field of health education. Niati et al. (2021) highlighted the impact of training courses on enhancing capabilities, skills, and specific knowledge of employees in an educational setting, emphasizing the importance of logical and appropriate training methods. This aligns with the high participant satisfaction and positive feedback observed in the reproductive health training program, indicating the relevance and impact of the training material.

In line with your conclusion, Kirkpatrick's model effectively measures the different aspects of training programs, including reaction, learning, behavior, and results. For instance, Sahni (2020) on the effectiveness of training courses using Kirkpatrick's model observed that changes in each of these dimensions were influential. This suggests that the improvements in knowledge, skills, and attitudes towards reproductive health issues seen in your program are consistent with the expectations of Kirkpatrick's model (Dalimunthe et al., 2023; Sahni, 2020). Moreover, the need for continuous refinement in educational program design, especially in dynamic fields like health education, is highlighted by Yurkofsky et al. (2020) findings. They noted that while training courses could enhance skills and increase Kirkpatrick's levels scores, the lack of attention to new and effective teaching and learning methods could reduce their usefulness.

Furthermore, studies in health care education, like the one on simulation and debriefing, also apply Kirkpatrick's model. These studies have found a positive relationship between simulation, a common training method, and learning outcomes. However, they also identified a scarcity of studies at the highest levels of evaluation, indicating an area for future research and development in simulation education (Cahapay, 2021; Grosser et al., 2020). In essence, these studies and the Kirkpatrick model itself validate the comprehensive approach of your training program, highlighting the need for ongoing assessment and adaptation to ensure the effectiveness of training in healthcare.

CONCLUSION

The evaluation study of the reproductive health training program for Red Cross volunteers in the Langkat and Jombang districts, utilizing Kirkpatrick's four-level evaluation model—Reaction, Learning, Behavior, and Results—provides in-depth insights into the training's effectiveness in enhancing the volunteers' knowledge and skills. The evaluation revealed a high level of satisfaction with the training materials and delivery, with positive assessments across nearly all aspects. Participants showed a significant increase in their knowledge, understanding, and practical skills related to adolescent sexual reproductive health. The training was successful in raising participants' awareness and self-confidence when dealing with sensitive issues, and in demonstrating the relevance of the material to their roles as volunteers. However, the study also identified areas for improvement, particularly in scheduled reproductive health promotion and the adaptation of teaching methods to meet all participants' needs. Recommendations for improvement include updating the training methodology, expanding the program's reach, fostering cross-institutional collaborations, and implementing more sustainable training. Overall, this training program significantly contributes to adolescent reproductive health education, highlighting the importance of a comprehensive approach that involves technical knowledge, interpersonal skills, cultural awareness, and self-reflection.

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