

## The Evaluation of Mustahiq Training Effectiveness in Rumah Gemilang Indonesia (RGI) for the 16<sup>th</sup> Generation to Increase Work Readiness

**Fauziyah Rahmi Adilah, Muhammad Findi, and Khalifah Muhamad Ali**  
Bogor Agricultural University

### ABSTRACT

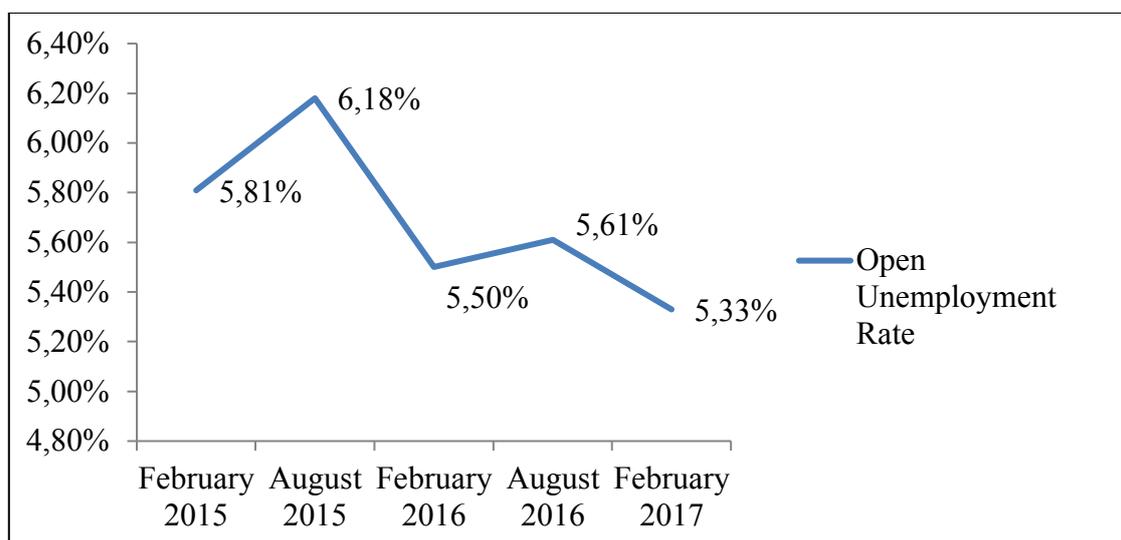
*Indonesia is the fourth largest country in the world in terms of population size. However, the potential of large amounts of Indonesia's human resources cannot be optimized due to the continuing high number of unemployed people. Rumah Gemilang Indonesia (RGI) is a program run by the Al-Azhar National Amil Zakat Institute, focusing on the eradication of productive-age unemployment. The purpose of this research is to examine the implementation of the mustahiq training organized by RGI and to evaluate the running of mustahiq training at the reaction level, learning level, behavioral level, and results level. The methods used to process and analyze the data are descriptive analysis and paired data t-test. The result shows that the mustahiq training organized by RGI has been effective. At the reaction level, the respondents were quite contented with the training. The result of the paired data t-test at the learning level shows that there is a significant difference in mustahiqs' competence before and after the training. At the behavioral level, on average, the respondents always apply the training materials to their job. At the results level, RGI's vision to increase the level of work readiness has been achieved.*

*Keyword: Kirkpatrick model, paired data t-test, productive zakat, training effectiveness, unemployment measure*

### INTRODUCTION

Based on data from the Central Bureau of Statistics (2015), Indonesia is the fourth most populous country in the world after China, India, and the United States. The population of Indonesia is estimated to be 255,461,070 inhabitants. Based on data from the Central Bureau of Statistics (2016), the current population of Indonesia is dominated by the productive age groups. This shows that Indonesia is entering an era of demographic bonuses, in which an overpopulation of those at productive age can be utilized to enhance development.

Despite the large size of the productive-age population in Indonesia, there are nevertheless problems with harnessing this level of resource. The large potential of Indonesia's human resources has not been translated into opportunities for employment from Indonesia's expanding economic growth. In general, labor conditions in Indonesia are inseparable from unemployment problems. The percentage of unemployment to the total labor force can be seen in the Open Unemployment Rate. In general, the Open Unemployment Rate in Indonesia has fallen (Figure 1).



**Figure 1** Open Unemployment Rate in Indonesia

Source: Central Bureau of Statistics (2017)

Figure 1 shows that in general, the Open Unemployment Rate in Indonesia has fallen. The greatest single decline occurred in the period August 2015–February 2016. However, the February 2017 unemployment rate of 5.33% is still relatively high compared to the rates in other ASEAN countries such as Malaysia, Singapore, Vietnam, and Thailand. Lack of expertise and low levels of education are among the factors that have meant the available workforce has not been absorbed by the existing jobs.

Based on data from the Ministry of Education and Culture of the Republic of Indonesia (2016), the number of students who drop out remains high, respectively 39,213 students at elementary level, 38,702 students for junior high school, and 109,163 at the high school/vocational school level. In fact, education is one area identified for investment in the field of human resources. Such investment in education is expected to lead to increases in individual income and work productivity.

Indonesia's unemployment problems can be alleviated through use of the zakat instrument that exists within the Islamic economy. Zakat offers the potential to not only address problems of poverty and economic inequality, it can also play a role in human development.

Beik (2010) states that zakat has three main dimensions, namely the personal spiritual dimension, social dimension, and economic dimension.

On the one hand, zakat can increase one's productivity as it encourages the development of a high work ethic. On the other hand, a high work ethic is also a command in a verse in the Qur'an. *Work you, then Allah and His Messenger and the believers will see your work* (Q.S. At-Taubah: 105). The benefits of zakat can be felt by the community in terms of overcoming the economic demands to meeting their needs. This is in line with the purpose of holding zakat, which is to distribute property from people who have excess wealth to people who need property.

However, the amounts currently collected by zakat fund management institutions in Indonesia are still far from the full potential of national zakat. This is due to a tendency for people to surrender their own zakat to mustahiq. Such transference of zakat funds directly to mustahiq leads to such funds being utilized solely for present consumptive needs and does not help to lift the poor out of the poverty cycle. However, if zakat funds are properly managed through zakat fund management institutions in Indonesia, they

can be used as a source of productive funds for development by mustahiq.

Such a development may take the form of the provision of working capital for a mustahiq business. This could be accompanied by training to improve the competence of mustahiq and may also be in the form of education/scholarship. This change in how zakat is distributed is expected to be able to lift the zakat-receiving community from poverty and lead to more people changing status from mustahiq to muzaki. Ultimately, the development has the potential to yield improvements to the Indonesian economy.

Al-Azhar National Amil Zakat Institute is one of the zakat institutions that has been inaugurated as a national zakat institution by the Ministry of Religious Affairs of the Republic of Indonesia. This institute aims to empower poor people through the optimization of zakat funds, infak, alms, and other social funds justified by the religious sharia and resources that exist in the community. One such zakat fund empowerment program that is managed by Al-Azhar National Amil Zakat Institute is Rumah Gemilang Indonesia (RGI).

RGI is an empowerment program and training center aimed at productive-age teenagers who drop out of school and are unable to continue their education to a higher level. RGI adopts the Islamic boarding school platform but focuses on the provision of non-formal education in a short-course format. RGI is one way in which productive zakat is utilized. Through RGI, some of the problems with unemployment that are expected to occur in Indonesia can be minimized. Therefore, this study will focus on the effectiveness of the mustahiq training organized by RGI using the Kirkpatrick model.

There has been wide research into the effectiveness of training using the Kirkpatrick model, especially in the company context. Pajriati (2016) conducted a study related to the effectiveness of entrepreneurship training

for Indonesian Workers in Kuala Lumpur, Malaysia. The results of the study revealed that entrepreneurship training for labor migrants was effective from the reaction level to the result level. The paired t-test data at the result level indicated the presence of significant differences before and after the training activities.

Putri (2016) conducted a study related to the effectiveness of marketing skills training at PT XYZ Insurance company. The result identified two variables at the reaction level that required improvement, namely the module and the facilitator. The variable requiring improvement at the outcome level was motivation. The efficiency analysis result identified three sections that were efficient and one section that was not efficient, as seen from the efficiency score.

Ayuningtyas (2016) carried out research related to the effectiveness of training in Bintang Pelajar Institute. The result of the descriptive analysis in the Kirkpatrick model indicated that implementation of the Bintang Pelajar teacher training had been effective. The results of partial least squares showed that the effectiveness of training had a positive and tangible effect on competence.

The related research on the effectiveness of the mustahiq training organized by RGI was conducted to determine whether the utilization of zakat funds in the form of a mustahiq training program had been effective. Evaluation of the effectiveness of training in this research is conducted at the reaction level, learning level, behavioral level, and results level.

## LITERATURE REVIEW

### *Definition and Zakat Theory*

In Qardhawi (2011), in terms of language, zakat means blessing, growing, clean, and good. Zakat, from the term jurisprudence, means a certain amount of property that

Allah requires to be handed over to the righteous. The word zakat is mentioned 30 times in the Qur'an. One of the verses that commands zakat is Q.S. At-Taubah: 103. "Take zakat from their wealth, to cleanse and purify them, and pray for them. Your prayers are indeed (growing) the peace of their souls. Allah is Hearing, Knower."

#### *Objectives of Zakat*

The Ministry of Religious Affairs of the Republic of Indonesia, in Suprayitno (2005), states the following aims and objectives of zakat:

##### 1. Improving living standards

Many Indonesians live below the poverty line. Two kinds of activities are undertaken to improve the standard of living of the poor. First, motivational activities such as providing knowledge about the management system (in a simple sense) and guidance related to home industry, etc. Second, activities that provide capital assistance in the form of money for main capital and additional capital such as equipment and livestock, etc.

##### 2. Education and Scholarships

The continuing high level of poverty in Indonesia leads to limited opportunities for education. There are two types of programs that can be implemented to help overcome this. First, provide assistance to organizations or foundations engaged in education, either in the form of money or educational facilities. Second, provide the school fees for certain children whose access to education remains in the form of scholarships.

##### 3. Overcoming Unemployment

The goal of this program is *fuqara*, namely those who do not have a business or permanent job to enable them to meet the needs of everyday life. Other targets are those who drop out of school or who have completed their studies but have not obtained an expected job.

##### 4. Health Service Program

Other programs that can help to tackle poverty through the utilization of zakat funds address the problem of health services for the poor in particular, and in rural areas in general, where there is an uneven distribution of services. Potential activities include the establishment of a polyclinic.

##### 5. Orphanages

Zakat funds can be used for the maintenance of orphaned children. Such a program could include providing assistance to an existing orphanage in the form of money or skill equipment, or by establishing a new orphanage.

#### *Problems of Unemployment in Islam*

Unemployment is an issue that is linked to economic activities, social relations, and also humanitarian problems. Qardhawi (2005) outlined the adverse effects of unemployment on an individual in the community, among others, as follows:

1. economically, having no income,
2. healthily, will reduce body movement and activity levels,
3. psychologically, will lead to a person living in a vacuum of time, and
4. socially, lead to envy of others' success.

Qardhawi (2005) explained that unemployment in the Islamic perspective is generally divided into two, namely *jabariyah* unemployment (out of necessity/forced) and *khiyariah* unemployment (by choice).

##### 1. *Jabariyah* Unemployment

*Jabariyah* unemployment is unemployment that occurs when a person has no right to choose this status and is simply forced to accept it. Unemployment is treated like a disaster that cannot be rejected and this type generally occurs because someone does not have the slightest skill.

But it can also arise if someone does have a certain skill but that skill has been rendered useless due to changes in the environment and/or the development of the times. Or it may be that someone has learned a certain skill but in order to exercise that skill, lots of tools and equipment are required, which he has no capital to acquire.

## 2. *Khiyariah* Unemployment

*Khiyariah* unemployment is unemployment where a person is capable of working but instead chooses to be unemployed so that they become a burden to others. Such people choose to waste their potential rather than use it well. Islam aims to counter such people and does not bless them for their actions. It is not lawful for *sadaqah* to be given to a rich person or a worker (H.R. Ahmad, Abu Daud, Tirmidzi, and Hakim).

### *Definition and Purpose of Training*

Swasto (2011) states that training is intended to improve the mastery of a variety of skills and techniques of a specific job implementation for the needs of the present. With training, it is expected that the production process can be carried out in accordance with the plan and the product can be accepted by the community.

Swasto (2011) also states that training will be successful if the process for fulfilling training needs is carried out correctly. Basically, training needs are generated by a lack of knowledge, skills, or the attitudes of each worker, to varying degrees. The purposes of training are thus to:

1. meet the demands of the current job,
2. meet the demands of other positions,
3. meet the demands of change, and
4. have an impact on the need for new knowledge through internal and external changes.

### *Training Evaluation*

Maarif and Kartika (2014) stated that in order to know the results and effectiveness of an activity, especially for training and development programs, it is necessary to evaluate the training program. There are two main focuses with regard to the evaluation of a training program – the effectiveness of the training program and the value of the training program related to whether the effort and cost has a significant and positive effect on the strategy and evaluation. This is reinforced by Rivai and Sagala (2009), who state that training needs to pay attention to the evaluation of the participants who follow the training program.

### *Definition of Effectiveness*

Siagian (2001) defines effectiveness as the utilization of certain amounts of resources, facilities, and infrastructure that are consciously established in advance to produce some of the goods or services of the activities it undertakes. Effectiveness indicates success in terms of whether or not the target has been achieved. The closer the results of the activity to the target, the greater the level of effectiveness.

### *Kirkpatrick Model*

Along with the development of science in the development of human resources, especially in the aspect of training, there has also been development of training evaluation methods. One commonly used training evaluation method is the Kirkpatrick four-level model. Kirkpatrick and Kirkpatrick (2008) explain that the model contains four levels for use in evaluating training, namely:

1. reaction, aiming to measure the level of satisfaction of the training participants on the training program,

2. learning, aiming to identify the extent to which training participants have absorbed the content of the given training materials (as shown by knowledge, skills, and attitudes), usually revealed through testing before and after the training,
3. behavior, aiming to determine the extent to which trainees apply the material that has been learned in their work activities,
4. results, aiming to examine the impact of training on a working group or organization as a whole.

## METHODS

This research was conducted at RGI located on Pengasinan Street RT 01 RW 06, Depok City. RGI is a training and empowerment program for unemployed productive-age people, managed by the Al-Azhar National Amil Zakat Institute.

The data used in this research comprise primary and secondary data. The primary data were obtained through interviews with the management of RGI and respondents, while the secondary data were obtained through a review of literature related to research derived from journals, books, and other resources. The respondents in this study comprise 51 participants of the 16<sup>th</sup>-generation RGI training, spread over every regular program. The regular programs are Computer Engineering and Networking, Photography and Videography, Fashion Design, Graphic Design, Office Applications, and Automotive.

The purposive sampling method was employed as the sampling technique. Data processing was performed using Microsoft Excel and Statistical Product and Service Solutions (SPSS) 22. Data analysis was performed using descriptive analysis and paired data t-test.

## RESULTS AND DISCUSSION

### *Evaluation of Effectiveness at the Reaction Level*

In the evaluation at the reaction level, a total of 19 statements were given to the respondents by the researcher, the aim of which was to determine the level of the respondents' satisfaction with the training activities organized by RGI. The statements are based on the five common criteria commonly assessed when using the Kirkpatrick model, listed as follows: training methods, facilitators/instructors, training facilities, training materials, and training time. The statements contained semantic differential scales with six choices ranging from 1 through 6.

Numerical linear scales were used to interpret the data from the semantic differential scales. Simamora (2004) states that the first thing to determine when constructing a numerical linear scale is the Scale Range (SR). The SR in this study is based on the following calculation results:

$$SR = \frac{6-1}{4} = 1.25$$

Based on the scale of satisfaction measurement used in this study, a four-class category standard was used to measure the respondents' satisfaction with the training, which can be seen in Table 1.

**Table 1** Scale of Satisfaction Measurement

Scale Range	Information
1.00 – 2.25	Very Dissatisfied
2.26 – 3.50	Not satisfied
3.51 – 4.75	Satisfied
4.76 – 6.00	Very satisfied

Source: Simamora (2004)

Based on Table 1, a higher average score of the questionnaires for the reaction level indicates that the respondents are very satisfied with the training activities held. A higher result in the measurement

of respondent satisfaction indicates that the training activity has been effective (Badu, 2013). The results for the evaluation of effectiveness at the reaction level can be seen in Table 2.

**Table 2** Evaluation at the Reaction Level

No.	Statement	Average Value	Info
1.	Existing skills training methods are able to assist me in understanding the material provided.	5.29	Very Satisfied
2.	The existing method of religious coaching is able to motivate me to become a better person.	5.75	Very satisfied
3.	The Islamic boarding school-based training method appealed to me.	5.22	Very satisfied
4.	The training is separate for male and female participants.	5.20	Very satisfied
5.	I like the various rules that exist during the training program.	4.49	Satisfied
6.	The teachers are able to communicate the material to the participants well.	5.29	Very Satisfied
7.	The facilitator's appearance has covered the aurat according to Islamic rules.	5.29	Very satisfied
8.	The learning facilities (classrooms, projectors, practical equipment, modules, etc.) are in good condition.	4.82	Very satisfied
9.	The dorm facilities are convenient to use.	5.31	Very satisfied
10.	The bathroom facilities are in keeping with the sunnah in Islam.	4.47	Satisfied
11.	The food and beverages provided is guaranteed halal.	5	Very satisfied
12.	There is a cozy prayer area available.	5.76	Very satisfied
13.	The training materials were in line with the competencies I need.	5.24	Very satisfied
14.	The training materials were in accordance with the job I wanted.	5.35	Very satisfied
15.	The religious material was in accordance with my needs and capacity.	5.61	Very satisfied
16.	The training time did not neglect prayer times.	5.84	Very satisfied
17.	There are sufficient breaks.	5.41	Very satisfied
18.	The proportion of training between skills development and religious guidance was balanced.	5.14	Very satisfied
19.	The allocation of time between material delivery, practice, and religious coaching was effective.	5.41	Very satisfied
<b>Average Satisfaction of Respondents</b>		<b>5.26</b>	<b>Very satisfied</b>

Source: Author (2017)

Table 2 shows that the average level of respondent satisfaction for the training methods, facilitators/instructors, facilities, training materials, and training time is 5.26. This score indicates that the average respondent felt very satisfied with the training organized by RGI.

The highest average satisfaction rate of 5.84 was found for the variable training time that did not neglect prayer time. The respondents stated that during the training program at RGI, there was a security guard assigned to notify the participants and class facilitators of when it was prayer time. This was done so that the learning activities or training could be paused to enable the performance of obligatory prayers in congregation at the correct time. Furthermore, the lowest average satisfaction rate of 4.47 was found for the bathroom facilities variable. The respondents stated that the available bathroom facilities were dominated by the sitting toilets. In addition, the bathroom is rated less well for its cleanliness because the trainees are less hygiene when using it.

#### *Evaluation of Effectiveness at the Learning Level*

For evaluation at the learning level, 15 questions were put to the respondents by

the researcher. The questions were asked to determine the extent of the respondents' ability to respond to the training materials. The questions were formed on the basis of the following three commonly assessed competencies when using the Kirkpatrick model: knowledge, expertise, and attitude before and after training. The questions used a semantic differential scale with six choices, from 1 through 6. The results of the evaluation at the learning level can be seen in Table 3.

Table 3 shows that the greatest increase of 2.57 is for the variable Knowledge of the basic concepts of the chosen regular program. This is because the majority of the respondents had not received any learning related to the regular program chosen prior to them joining the training program at RGI. Increased knowledge is also supported by the ability of a good facilitator. The respondents stated that the facilitator explained the material clearly and patiently when answering questions. The smallest increase of 0.79 was found for the attitude variable Be grateful for everything that happens. This was due to that fact that the majority of the respondents already had an environment to always remind them of the importance of gratitude, prior to them following the training program at RGI.

**Table 3** Evaluation at the Learning Level

No.	Questions	Average (Before)	Average (After)	Increase
1.	Knowledge related to Islamic values.	4.20	5.35	1.15
2.	Knowledge of the basic concepts of the chosen regular program.	2.65	5.22	2.57
3.	An understanding of the various terms in the chosen regular program.	2.53	5.04	2.51
4.	Knowledge related to recent developments of the chosen regular program.	2.78	4.96	2.18
5.	Have memorized the Quran juz 30.	3.63	5.25	1.62
6.	Ability to use equipment commonly used in the chosen regular program.	3.08	5.16	2.08
7.	Ability to perform training material.	2.78	5.24	2.46
8.	Ability to think creatively.	3.75	4.92	1.17
9.	Clothing covers aurat.	4.65	5.65	1.00

10.	Be grateful for everything that happens.	4.78	5.57	0.79
11.	Limits interaction with other gender.	3.96	5.37	1.41
12.	Confident in doing anything.	4.00	5.35	1.35
13.	Initiative in looking for information independently.	4.12	5.29	1.17
14.	Enthusiasm in developing self-ability.	4.35	5.43	1.08
15.	Optimistic in facing the future.	4.65	5.63	0.98

Source: Author (2017)

The results of the evaluation at the learning level are in accordance with those of research by Putri (2016). The results obtained from marketing skills training at insurance company PT XYZ showed that the greatest increase occurred in knowledge, while the lowest increase was for attitude.

The results of the paired data t-test for the learning level before and after training in RGI show both  $-t$  arithmetic  $<$   $-t$  table ( $-13.410 < -2.009$ ) and significance ( $0.000 < 0.05$ ); thus,  $H_0$  is rejected, i.e. there was a significant difference before and after training in RGI. The negative t-test result indicates that the level of learning before the training was lower than after the training.

When analyzed further, the significant change in learning level is caused by the concept of training in the form of an Islamic boarding school that is conducted at RGI. Within that concept, the trainees live in a dormitory so they can focus more on the training activities. Furthermore, the long training times

enable the trainees to obtain more training materials.

*Evaluation of Effectiveness at the Behavioral Level*

For the evaluation at the behavioral level, 14 statements were submitted to the respondents by the researcher with the aim of determining the extent to which the respondents applied the training materials while in the work environment. The statements included a semantic differential scale, with the responses on a scale ranging from 1 through 5. Interpretation of the data from the semantic differential scale was carried out using a SR based on the following calculation results:  $SR = \frac{5-1}{4} = 1.00$

Based on the frequency measurement scale used in this study, a four-class category standard was used to measure the frequency with which the respondents applied the training materials at work, with the results displayed in Table 4.

**Table 4** Scale of Frequency Measurement

Scale Range	Information
1.00 – 2.25	Always
2.26 – 3.50	Often
3.51 – 4.75	Rarely
4.76 – 6.00	Never

Source: Simamora (2004)

Based on Table 4, a higher average score from the questionnaire at the behavioral level indicates a higher frequency with which the respondents apply the training materials at work. If a

training activity does not produce a change in behavior, it is not deemed to have been effective (Ikramina & Gustomo, 2014). The results of the evaluation at the behavioral level can be seen in Table 5.

**Table 5** Evaluation at the Behavioral Level

No.	Statements	Average Value	Info
1.	I will not surrender in the face of various problems at work.	4.02	Always
2.	I use the knowledge/skills I get from the training during work.	4.04	Always
3.	I was able to position myself when to work individually and when to work in teams.	4.35	Always
4.	I obey the rules in the company where I work.	4.67	Always
5.	I am professional in doing the job.	4.63	Always
6.	I am happy to help a friend who is having trouble.	4.00	Often
7.	I try to keep charity even though I'm in need.	4.18	Always
8.	I give my family news about my condition during work.	3.33	Often
9.	I perform the obligatory prayers at the beginning of time in congregation.	4.20	Always
10.	I perform the Sunnah Prayer.	3.88	Often
11.	I read the Qur'an and its translation.	3.20	Often
12.	I do the sunnah fasting.	3.49	Often
13.	I try to be a productive person.	4.69	Always
14.	I behave honestly in my activities.	3.45	Often
<b>Average Application of Training Materials</b>		<b>4.01</b>	<b>Always</b>

Source: Author (2017)

The results of the evaluation at the behavioral level show that the respondents' average frequency level for applying the training material is 4.01. This score indicates that the average respondent always apply the training materials organized by RGI at the time of work. The respondents always implemented the training materials while working since they are placed with partners whose field of business is in accordance with the regular program chosen. For example, trainees from the Graphic Design program are often placed in printing companies. Another example is trainees from the Fashion Design program, many of whom are placed in convection or boutiques.

The highest average frequency at the behavioral level was for the variable I try to be a productive person. Here, the respondents stated that during the training program at RGI, they were always reminded that the best human being is a

useful human being. Therefore, they always try to fill their time with productive activities.

Meanwhile, the lowest average frequency at the behavioral level was for the variable I read the Qur'an and its translation. The respondents stated that they usually read the Quran but not with the translation. However, they still tried to read the Quran while also engaged in their busy work.

#### *Evaluation of Effectiveness at the Results Level*

In the evaluation at the results level, six questions were put to the respondents by the researcher. The questions were tailored to the purpose of holding the training at RGI and were asked to determine the level to which the training impacted the achievement of the training objectives themselves. The average readiness of the

participants before and after the training program at RGI can be seen in Figure 2.

Figure 2 shows the highest increase to be for the skill/ability variable. This is the case because the training program at RGI places more emphasis on practice via cooperation between RGI and its partners. Such cooperation is carried out so that the mustahiq who become trainees can improve their skills while working in companies that become partners. Practical activities are also supported by the adequacy of the equipment and facilities for practice at RGI, such as computers, cameras, sewing machines, and automotive tools.

The lowest increase was found for the variable of religious knowledge. This occurred since the majority of the respondents came from a religious family environment or had been educated in religious schools (MI/MTs/MA/Islamic boarding school). The effect was that the respondents already had relatively well-developed religious knowledge prior to attending the training activities at RGI.

The result of the paired data t-test at the results level before and after the

training at RGI show  $-t$  arithmetic  $< -t$  table ( $-18.572 < -2.009$ ) and significance ( $0.000 < 0.05$ ); thus,  $H_0$  is rejected, i.e., there was a significant difference before and after the training in RGI. The negative t-test result indicates that the mustahiqs' work readiness was lower before the training than after training.

When analyzed further, a significant change at the results level is due to the good implementation of training programs organized by RGI. In addition, the participant selection process plays an important role in terms of accepting highly motivated participants. Such participants are expected to make the maximum use of the training activities that are held.

In general, the evaluation at the results level is based on RGI's vision to make mustahiq ready for work in terms of them achieving knowledge, expertise, and a good character. Mustahiq can use the competencies they obtain from the training program, namely knowledge, skill, and good morals, as basic capital to enable them to compete in the world of work or to run a business independently.

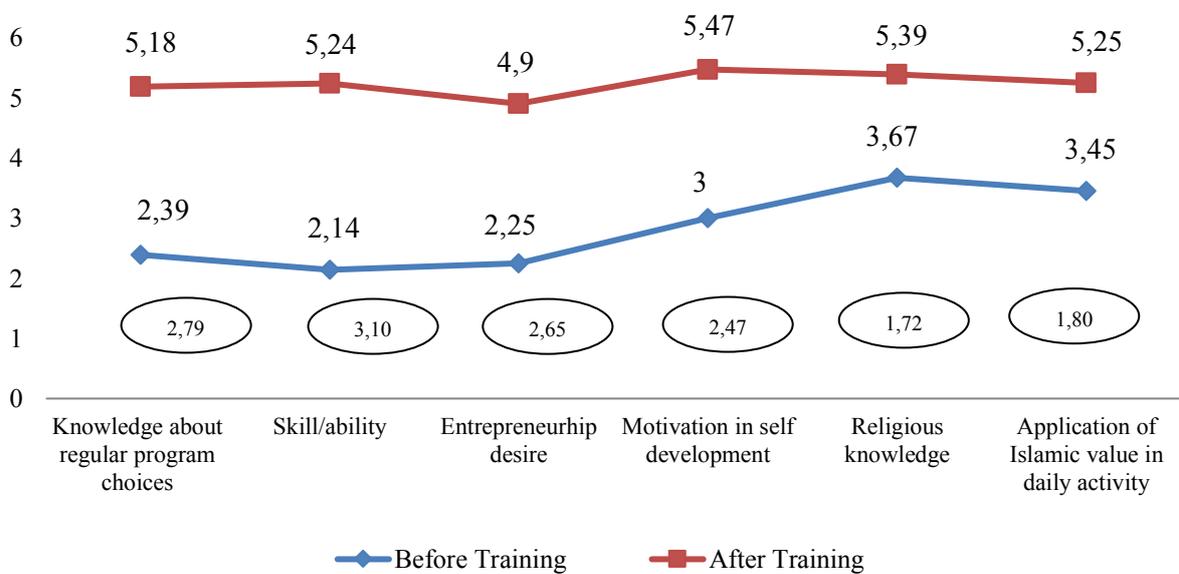


Figure 2 Evaluation at the Results Level

Source: Author (2017)

## CONCLUSION

Based on the results of the study, the evaluation of the 16th generation of mustahiq training at RGI at the reaction level indicates that the average mustahiq feels very satisfied with the training that is held. The result at the learning level indicates that the highest increase in competence is for knowledge. The result of the paired data t-test at the learning level shows that there is a significant difference between the mustahiq competence before and after training.

The result at the behavioral level indicates that the average mustahiq always implements the training materials within their work activity. Furthermore, the data from the results level show that RGI's vision to increase the work reediness of mustahiq has been achieved through the holding of the training. The result of the paired data t-test at the results level reveals a significant difference before and after the training.

## REFERENCES

- Ayuningtyas, D. (2016). Efektivitas pelatihan dalam meningkatkan kompetensi pengajar bintang pelajar, Skripsi, Institut Pertanian Bogor.
- Badan Pusat Statistik (2015). *Perkiraan penduduk beberapa negara 2000-2014*. Retrieved from: <https://www.bps.go.id/linkTableDinamis/view/id/960>.
- Badan Pusat Statistik (2016). *Penduduk berumur 15 tahun ke atas menurut jenis kegiatan 1986-2017*. Retrieved from: <https://www.bps.go.id/linkTableStatis/view/id/969>.
- Badan Pusat Statistik (2017). *Keadaan ketenagakerjaan Indonesia Februari 2017*. Retrieved from <https://www.bps.go.id/website/image/s/Infografis-Naker-Rilis-Mei-2017-ind.jpg>
- Badu, S. Q. (2013). The implementation of Kirkpatrick's evaluation model in the learning of initial value and boundary condition problems. *International Journal of Learning and Development*, 3(5), 74-88. doi:10.5296/ijld.v3i5.4386.
- Beik, I. S. (2010). Tiga dimensi zakat. *Republika*. 29 Juli.
- Departemen Agama Republik Indonesia (2008). *Al-Quran dan terjemahnya*, Diponegoro, Bandung.
- Ikramina, F., & Gustomo, A. (2014). Analysis of training evaluation process using Kirkpatrick's training evaluation model at PT. Bank Tabungan Negara (Persero) Tbk. *Journal of Business and Management*, 3(1), 102-111.
- Kementerian Pendidikan dan Kebudayaan 2017, *Ikhtisar data Pendidikan*. Retrieved from: <http://publikasi.data.kemendikbud.go.id/index.php?Thn=2014>.
- Kirkpatrick, D., & Kirkpatrick, J. (2008). *Evaluating training programs: The four levels*. San Francisco, CA: Berrett-Koehler Publishers, Inc.
- Maarif, M., & Kartika, L. (2014). *Manajemen pelatihan: upaya mewujudkan kinerja unggul dan pemahaman employee engagement*. Bogor: IPB Press.
- Pajriati, M. (2016). *Analisis evaluasi efektivitas pelatihan kewirausahaan bagi Tenaga Kerja Indonesia di Kuala Lumpur Malaysia*. Skripsi, Institut Pertanian Bogor.
- Putri, Y. E. (2016). *Evaluasi pelatihan marketing skills pada perusahaan asuransi PT XYZ*. Skripsi, Institut Pertanian Bogor.
- Qardhawi, Y. (2005). *Zakat dalam membangun ekonomi kerakyatan*, Zikrul Hakim, Jakarta.
- Qardhawi, Y. (2011). *Hukum zakat*. Bogor: Pustaka Litera AntarNusa.

- Rivai, V., & Sagala, J. (2009). *Manajemen SDM untuk perusahaan*. Jakarta: Raja Grafindo Perkasa.
- Siagian, S. P. (2001). *Manajemen sumber daya manusia*. Jakarta: Bumi Aksara.
- Simamora, H. (2004). *Manajemen sumber daya manusia*. Yogyakarta: Sekolah Tinggi Ilmu Ekonomi.
- Suprayitno, E. (2005). *Ekonomi islam: pendekatan ekonomi makro islam dan konvensional*. Yogyakarta: Graha Ilmu.
- Swasto, B. (2011). *Manajemen sumber daya manusia*. Malang: UB Press.

Fauziah Rahmi Adilah  
Bogor Agricultural University  
Indonesia  
fauziahrahmi95@gmail.com

Muhammad Findi  
Bogor Agricultural University  
Indonesia

Khalifah Muhamad Ali  
Bogor Agricultural University  
Indonesia