ABSTRAK

Sudiarta, I Gede (2022), *Evaluasi Pelaksanaan Program Magang Guru Produktif Bersertifikat Industri Pada SMK Pusat Keunggulan Di Kota Denpasar.* Tesis, Administrasi Pendidikan, Program Pascasarjana, Universitas Pendidikan ganesha.

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Kata-kata kunci: evaluasi, magang guru produktif, CIPP,

Penelitian ini bertujuan untuk mendeskripsikan efektifitas pelaksanaan program magang guru produktif bersertifikat industri pada SMK Pusat Keunggulan di Kota Denpasar dilihat dari variabel, yaitu: konteks, input, proses, produk. Kemudian evaluasi secara bersama-sama yang ditinjau dari konteks, input, proses, dan produk, serta kendala- kendala yang dihadapi dan solusinya terhadap pelaksanaan program magang guru produktif bersertifikat industri pada SMK Pusat Keunggulan di Kota Denpasar. Variabel konteks meliputi; regulasi pemerintah, visi, misi, tujuan, dan kebutuhan kompetensi SDM. Variabel input terdiri dari; struktur organisasi, kesiapan/kemampuan tenaga kependidikan, kesiapan tim pengembang, pendanaan, fasilitas fisik/sarana fisik, pedoman magang. Variabel proses meliputi; sosialisasi program magang kepada peserta, proses pelaksanaan magang industri bersertifikat industri, kesesuaian jadwal dengan pelaksanaan, kenyamanan dalam pelaksanaan program magang, hambatan-hambatan selama pelaksanaan program, dan *monitoring dan evaluating* secara komperhensif. Variabel produk meliputi seberapa jauh program tersebut memberikan kualitas layanan yang terbaik bagi guru untuk meningkatkan kompetensinya. Subjek dalam penelitian ini adalah 56 orang guru produktif yang telah melaksanakan program magang guru bersertifikat industri yang dipilih berdasarkan teknik *purposive sampling*. Penelitian ini merupakan penelitian evaluasi dengan pendekatan kuantitatif menggunakan model CIPP (*context, input, process*, dan *product*). Data dikumpulkan dengan kuisioner, dokumentasi, dan wawancara dan dianalisis secara deskriptif kuantitatif. Analisis data dilakukan dengan mengubah skor mentah kedalam skor Z (z-skor) dilanjutkan ke arah skor T kemudian di konversikan ke dalam kuadran Glickman. Hasil penelitian menunjukkan efektifitas pelaksanaan program magang guru produktif bersertifikat industri dari konteks diperoleh hasil efektif (+), efektifitas pelaksanaan program magang guru produktif bersertifikat industri ditinjau dari input diperoleh hasil efektif (+), efektifitas pelaksanaan program magang guru produktif bersertifikat industri ditinjau dari proses diperoleh hasil kurang efektif (-), efektifitas pelaksanaan program magang guru produktif bersertifikat industri ditinjau dari produk diperoleh hasil efektif (+). Secara keseluruhan evaluasi variabel *context, input, process, dan product* pada pelaksanaan program magang guru produktif bersertifikat industri pada SMK pusat keunggulan di kota denpasar tergolong efektif (+ + - +).

ABSTRACT

Sudiarta, I Gede (2022), Evaluation of the Implementation of the Industrial Certified Productive Teacher Internship Program at the Center of Excellence Vocational School in Denpasar City. Thesis, Educational Administration, Graduate Program, Ganesha University of Education.

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Key words: evaluation, productive teacher apprenticeship, CIPP,

This study aims to describe the effectiveness of the implementation of an industry-certified productive teacher apprenticeship program at the Center for Excellence Vocational School in Denpasar City in terms of variables: context, input, process, and product. Then evaluate jointly in terms of context, input, process, and product, as well as the constraints encountered and the solutions. Context variables; government regulations, vision, mission, goals, and HR competency requirements. Input variables; organizational structure, readiness/ability of education personnel, the readiness of the development team, funding, physical facilities, and apprenticeship guidelines. Process variables include; socialization of the apprentice program to participants, the process of implementing an industry-certified industrial apprenticeship, suitability of the schedule with the implementation, convenience in implementing the apprentice program, obstacles during program implementation, and comprehensive monitoring and evaluation. Product variables include how far the program provides the best quality of service for teachers to improve their competence. The subjects in this study were 56 productive teachers who had implemented an industry-certified teacher apprenticeship program and were selected based on a purposive sampling technique. This research is evaluation research with a quantitative approach using the CIPP model (context, input, process, and product). Data were collected using questionnaires, documentation, and interviews and were analyzed descriptively and quantitatively. Data analysis was performed by converting the raw score into a Z score (z-score) followed by a T score and then converted into the Glickman quadrant. The results of the study show the effectiveness of the implementation of the industrial-certified productive teacher apprenticeship program from the context of obtaining effective results (+), the effectiveness of the implementation of the industrial-certified productive teacher apprenticeship program in terms of the input obtained effective results (+), the effectiveness of the implementation of the industrial-certified productive teacher apprenticeship program in terms of process obtained less effective results (-), the effectiveness of the implementation of the industrial-certified productive teacher apprenticeship program in terms of the product obtained effective results (+). Overall, the evaluation of the context, input, process, and product variables in the implementation of the industrial-certified productive teacher apprenticeship program at a vocational center of excellence in Denpasar city is classified as effective (+ + - +).