

ABSTRAK

Suasta Yasa, I Putu (2023), *Evaluasi Program Pendidikan Inklusi Di SD Bali Hati*. Tesis, Program Administrasi Pendidikan, Program Pasca Sarjana, Universitas Pendidikan Ganesha.

Tesis ini sudah disetujui dan diperiksa oleh Pembimbing I : Prof. Dr. Ir. Dewa Gede Hendra Divayana, S.Kom., M.Kom., IPM., ASEAN. Eng dan Pembimbing II: Dr. Ni Luh Gede Erni Sulindawati, S.E., Ak., M. Pd.

Kata kunci: CIPP, evaluasi program, pendidikan inklusi

Penelitian ini bertujuan mampu mendeskripsikan evaluasi program pendidikan inklusi di SD Bali Hati baik dalam hal perencanaan (*context*), strukturisasi organisasi (*input*), perjalanan program (*process*) serta hasil atau lulusan yang dihasilkan (*product*). Populasi dalam penelitian ini adalah guru kelas (wali kelas), orang tua peserta didik, guru mata pelajaran dan guru GPK. Teknik *sampling* yang digunakan dalam penelitian ini menggunakan teknik *puspositive sampling* (sampling menurut tujuan) yang berjumlah 33 orang. Penelitian ini dirancang dalam bentuk penelitian evaluasi dengan menggunakan metode kuantitatif deskriptif dengan model CIPP. Data dalam penelitian ini dikumpulkan dengan menggunakan kuesioner dengan skala LIKERT dengan menggunakan *sheclist* dan setiap pernyataan memiliki bobot masing-masing, jumlah pernyataan sebanyak 37 butir. Disamping itu juga menggunakan metode wawancara tidak terstruktur (*unstructured interview*) dan dokumentasi. Berdasarkan penelitian yang telah dilakukan hasilnya menunjukkan bahwa: (1) Efektifitas pelaksanaan program pendidikan inklusi di SD Bali hati yang ditinjau dari *konteks* diperoleh hasil efektif (+). Dengan rata-rata variabel konteks adalah $34 < 34,85 \leq 35,7$ dan berada pada kategori Sedang. (2) Efektifitas pelaksanaan program pendidikan inklusi di SD Bali hati yang ditinjau dari *input* diperoleh hasil efektif (+). Dengan rata-rata variabel input $48,6 < 49,64 \leq 50,7$ dan berada pada kategori sedang. (3) Efektifitas pelaksanaan program pendidikan inklusi di SD Bali hati yang ditinjau dari *process* diperoleh hasil efektif (+). Dengan rata-rata variabel *process* $50 < 50,97 \leq 51,9$ berada pada kategori Sedang. (4) Efektifitas pelaksanaan program pendidikan inklusi di SD Bali hati yang ditinjau dari *product* diperoleh hasil efektif (+). Dengan rata-rata variabel Product $22 < 22,54 \leq 23,1$ berada pada kategori sedang. (5) Hasil evaluasi secara bersama-sama terhadap pelaksanaan program pendidikan inklusi di SD Bali Hati ditinjau dari *konteks*, *input*, *process*, *product* memperoleh hasil efektif (+ + + +). Jadi secara keseluruhan mendapatkan hasil (+ + + +) sangat efektif. Dengan demikian, hasil dari penelitian tersebut dapat dijadikan sebagai indikator dari kualitas program pendidikan inklusi yang sudah berjalan di SD Bali Hati ditinjau dari perencanaan (*context*), strukturisasi organisasi (*input*), perjalanan program (*process*) serta hasil atau lulusan yang dihasilkan (*product*).

ABSTRACT

Suasta Yasa, I Putu (2023), Evaluation of Inclusive Education Program at SD Bali Hati. Thesis, Educational Administration Program, Postgraduate Program, Ganesha University of Education.

This thesis has been approved and examined by Supervisor I: Prof. Dr. Ir. Dewa Gede Hendra Divayana, S.Kom., M.Kom., IPM., ASEAN. Eng and Supervisor II: Dr. Ni Luh Gede Erni Sulindawati, S.E., Ak., M. Pd.

Keywords: CIPP, program evaluation, inclusive education

This study aims to describe the evaluation of the inclusive education program at SD Bali Hati, both in terms of planning (context), organizational structuring (input), program progress (process), and the resulting outcomes or graduates (product). The population in this study was class teachers (homeroom teachers), parents of students, subject teachers, and GPK teachers. The sampling technique used in this study was purposive sampling (sampling according to objectives) which amounted to 33 people. This study was designed in the form of an evaluation study using a descriptive quantitative method with the CIPP model. Data in this study were collected using a LIKERT scale questionnaire using a checklist, and each statement had its own weight, with a total of 37 statements. In addition, unstructured interview methods and documentation were also used. Based on the research that has been conducted, the results show that: (1) The effectiveness of the implementation of the inclusive education program at SD Bali Hati, as viewed from the context, obtained effective results (+). With an average context variable of $34 < 34.85 \leq 35.7$ and in the medium category. (2) The effectiveness of the implementation of the inclusive education program at SD Bali Hati, as viewed from the input, obtained effective results (+). With an average input variable of $48.6 < 49.64 \leq 50.7$ and in the medium category. (3) The effectiveness of the implementation of the inclusive education program at SD Bali Hati, as viewed from the process, obtained effective results (+). With an average process variable of $50 < 50.97 \leq 51.9$, which is in the medium category. (4) The effectiveness of the implementation of the inclusive education program at SD Bali Hati, as viewed from the product, obtained effective results (+). With an average product variable of $22 < 22.54 \leq 23.1$, which is in the medium category. (5) Joint evaluation results of the implementation of the inclusive education program at SD Bali Hati, as viewed from the context, input, process, and product, obtained effective results (+ + + +). So overall, it obtained very effective results (+ + + +). Thus, the results of this research can be used as an indicator of the quality of the inclusive education program that has been running at SD Bali Hati, viewed from planning (context), organizational structuring (input), program progress (process), and the resulting outcomes or graduates (product).