

EVALUASI PELAKSANAAN *BLENDED LEARNING* PADA MATA PELAJARAN MATEMATIKA DI SMK NEGERI DI KABUPATEN KARANGASEM

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ABSTRAK

Tujuan dari penelitian ini adalah untuk mengevaluasi pelaksanaan *blended learning* pada mata pelajaran matematika di SMK Negeri di Kabupaten Karangasem. Sudah diterapkan *blended learning* pada beberapa semester di SMK Negeri di Kabupaten Karangasem tetapi hasil efektivitasnya belum ada. Metode penelitian menggunakan studi evaluasi berdasarkan model *Context, Input, Process, Product* (CIPP). Dari 6 SMK Negeri yang ada di Kabupaten Karangasem, terdapat 2 sekolah yang diteliti yang menerapkan *blended learning*. 11 guru matematika dan 336 siswa dijadikan subjek dalam penelitian ini. Teknik analisis data kuantitatif deskriptif dengan teknik skoring pada skala likert kemudian diinterpretasikan berdasarkan kategori persentase, sedangkan teknik analisis data kualitatif yang digunakan menggunakan model Miles dan Huberman. Hasil penelitian ini menunjukkan bahwa kesiapan guru berada pada kategori sangat baik dengan persentase 84% sedangkan kesiapan siswa tergolong baik dengan persentase 80%. Materi dan platform pembelajaran dinilai baik oleh guru dengan persentase 81% maupun siswa dengan persentase 80%. Pelaksanaan dan evaluasi pembelajaran juga berada pada kategori baik untuk guru dengan persentase 82% dan siswa dengan persentase 80%. Pada hasil belajar siswa dan respon siswa, guru dengan persentase 79% dan siswa dengan persentase 79%, keduanya termasuk kategori baik. Guru dan siswa umumnya telah menunjukkan kesiapan dalam melaksanakan *blended learning*, didukung oleh kesiapan infrastruktur teknologi yang memadai. Materi pembelajaran telah disusun dengan baik oleh guru, sementara platform pembelajaran yang digunakan cukup bervariasi. Pelaksanaan *blended learning* dilakukan secara terjadwal. Evaluasi pembelajaran dilaksanakan secara berkala. Hasil belajar siswa cukup baik, siswa lebih fokus dan antusias pada mata pelajaran produktif dibandingkan mata pelajaran matematika. Terdapat kendala yang dihadapi yaitu interaksi kurang ketika pembelajaran *online*, keterbatasan jaringan beberapa siswa di rumah, dan membuat media yang menarik.

Kata Kunci: Evaluasi, Pembelajaran Matematika, *Blended Learning*, CIPP.

EVALUATION OF THE IMPLEMENTATION OF BLENDED LEARNING IN MATHEMATIC SUBJECTS AT STATE VOCATIONAL SCHOOLS IN KARANGASEM REGENCY

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ABSTRACT

This study is aimed at evaluating the implementation of blended learning in mathematics subjects at public vocational high schools in Karangasem Regency. Blended learning has been implemented for several semesters in these schools, but the results of its effectiveness are not yet available. This study employed an evaluative research method using the Context, Input, Process, Product (CIPP) model. From 6 state vocational schools in Karangasem Regency, there were 2 schools studied that implemented blended learning. The research subjects consisted of 11 mathematics teachers and 336 students. The quantitative data were analyzed descriptively using Likert scale scoring, which was then interpreted based on percentage categories, while qualitative data were analyzed using the Miles and Huberman model. The results of this study show that teacher readiness is in the very good category with a percentage of 84% while student readiness is classified as good with a percentage of 80%. Learning materials and platforms were rated well by teachers with a percentage of 81% and students with a percentage of 80%. Learning implementation and evaluation were also in the good category for teachers with a percentage of 82% and students with a percentage of 80%. On student learning outcomes and student responses, teachers with a percentage of 79% and students with a percentage of 79%, both are in the good category. Overall, both teachers and students demonstrated readiness in implementing blended learning, supported by adequate technological infrastructure. Learning materials were well-prepared by teachers, and the learning platforms used were varied. Blended learning was conducted according to a set schedule, and learning evaluations were carried out regularly. Student learning outcomes were fairly good, although students tended to be more focused and enthusiastic in productive subjects rather than mathematics. Several challenges were encountered, including limited interaction during online learning, network issues for some students at home, and difficulties in creating engaging learning media.

Keywords: *Evaluation, Mathematics Learning, Blended Learning, CIPP.*