

ABSTRAK

Mufidah Ilimiyati, Laili (2025), *Evaluasi Program Transformasi Digital Meningkatkan Mutu Layanan Pendidikan Madrasah Tsanawiyah Hasanudin di Kabupaten Klungkung*, Prodi Administrasi Pendidikan, Program Pasca Sarjana, Universitas Pendidikan Ganesha.

Tesis ini sudah disetujui dan diperiksa oleh Pembimbing I : Prof. Dr. Anak Agung Gede Agung, M.Pd. dan Pembimbing II: Dr. Ni Luh Gede Erni Sulindawati, S.E., Ak., M. Pd.

Kata Kunci: CIPP, evaluasi program, transformasi digital, mutu layanan pendidikan, madrasah tsanawiyah

Evaluasi program merupakan langkah strategis untuk menilai keberhasilan pelaksanaan suatu program pendidikan, termasuk program transformasi digital dalam meningkatkan mutu layanan pendidikan di MTs Hasanudin Kabupaten Klungkung. Penelitian ini bertujuan untuk mengevaluasi efektivitas pelaksanaan program transformasi digital menggunakan model evaluasi CIPP (*Context, Input, Process, Product*). Metode penelitian yang digunakan adalah evaluasi program model CIPP. Subjek penelitian ini adalah waka madrasah, guru, siswa, dan komite madrasah. Metode pengumpulan data menggunakan kuesioner, wawancara dan studi dokumentasi. Data hasil penelitian dianalisis menggunakan metode analisis deskriptif kuantitatif. Hasil penelitian menunjukkan bahwa (1) variabel *context* tergolong efektif, ditunjukkan oleh jumlah respons positif ($\sum(+)$) yang lebih besar dibandingkan respons negatif ($\sum(-)$), (2) variabel *Input* dinyatakan kurang efektif karena jumlah respons positif ($\sum(+)$) (3) variabel *process* juga dinyatakan efektif (4) variabel *product* menunjukkan hasil yang efektif, lebih kecil dibandingkan respons negatif ($\sum(-)$). Secara keseluruhan, hasil evaluasi menunjukkan pola (+ - + +), yang berarti program transformasi digital di MTs Hasanudin Kabupaten Klungkung dinilai efektif pada variabel *context*, *process*, dan *product*, namun belum efektif pada variabel *input*. Temuan ini menegaskan perlunya penguatan pada aspek *input*, khususnya peningkatan kompetensi tenaga pendidik dan kependidikan, penyediaan infrastruktur teknologi yang memadai, serta dukungan kebijakan yang berkelanjutan agar program transformasi digital dapat berjalan secara optimal dan berkelanjutan dalam meningkatkan mutu layanan pendidikan.

ABSTRACT

Mufidah Ilmiyati, Laili (2025). *Evaluation of the Digital Transformation Program in Improving the Quality of Educational Services at Madrasah Tsanawiyah Hasanudin, Klungkung Regency.* Educational Administration Study Program, Graduate Program, Universitas Pendidikan Ganesha.

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Keywords: CIPP, program evaluation, digital transformation, quality of educational services, madrasah tsanawiyah.

Program evaluation is a strategic step to assess the success of implementing an educational program, including digital transformation programs aimed at improving the quality of educational services at MTs Hasanudin, Klungkung Regency. This study aims to evaluate the effectiveness of the implementation of the digital transformation program using the CIPP evaluation model (Context, Input, Process, Product). The research employed a program evaluation approach based on the CIPP model. The participants of this study included the vice principal, teachers, students, and the school committee. Data were collected through questionnaires, interviews, and document analysis. The research data were analyzed using quantitative descriptive analysis. The results showed that (1) the context variable was categorized as effective, as indicated by the number of positive responses ($\Sigma+$) being greater than negative responses ($\Sigma-$); (2) the input variable was categorized as less effective because the number of positive responses ($\Sigma+$) was lower than negative responses ($\Sigma-$); (3) the process variable was also categorized as effective; and (4) the product variable showed effective results, with positive responses exceeding negative responses ($\Sigma+ > \Sigma-$). Overall, the evaluation results revealed a pattern of (+ - + +), indicating that the digital transformation program at MTs Hasanudin, Klungkung Regency was effective in the context, process, and product components but not yet effective in the input component. These findings emphasize the need to strengthen the input aspect, particularly through improving the competencies of teachers and educational staff, providing adequate technological infrastructure, and ensuring sustainable policy support so that the digital transformation program can be implemented optimally and sustainably to improve the quality of educational services.