

ABSTRAK

Dewi, Putu Laksmi Ari (2026), Evaluasi Program Pendidikan Guru Penggerak di Provinsi Bali. Tesis, Program Studi Penelitian dan Evaluasi Pendidikan, Program Pascasarjana, Universitas Pendidikan Ganesha.

Tesis ini telah disetujui dan diperiksa oleh Pembimbing I: Prof. Dr. I Made Candiasa, M.I.Kom. dan Pembimbing II: Dr. Ni Ketut Widiartini, S.Pd., M.Pd.

Program Pendidikan Guru Penggerak (PPGP) merupakan salah satu kebijakan strategis Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi dalam meningkatkan kualitas kepemimpinan pembelajaran dan kompetensi guru di Indonesia. Penelitian ini bertujuan untuk mengevaluasi pelaksanaan PPGP di Provinsi Bali menggunakan model evaluasi *Context, Input, Process*, dan *Product* (CIPP) dengan pendekatan Penilaian Acuan Ideal Teoretik (PAIT). Evaluasi dilakukan untuk memperoleh gambaran menyeluruh mengenai kesesuaian antara perencanaan, pelaksanaan, serta hasil program dengan standar ideal yang ditetapkan, sekaligus mengidentifikasi kelebihan, kekurangan, kendala, dampak program serta harapan terkait program peningkatan kompetensi guru dan kepemimpinan di masa mendatang. Penelitian ini menggunakan pendekatan kuantitatif evaluatif yang didukung oleh data kualitatif. Subjek penelitian meliputi 356 guru penggerak, 148 fasilitator, dan 243 pengajar praktik di Provinsi Bali. Teknik pengumpulan data dilakukan melalui penyebaran angket tertutup dan pertanyaan esai. Instrumen penelitian dikembangkan berdasarkan indikator model CIPP dan telah melalui uji validitas dan reliabilitas. Analisis data kuantitatif dilakukan dengan menggunakan pendekatan PAIT untuk menentukan kategori hasil evaluasi, sedangkan data kualitatif dianalisis secara deskriptif untuk memperkaya interpretasi hasil penelitian. Hasil penelitian menunjukkan bahwa pelaksanaan PPGP di Provinsi Bali berada pada kategori sangat baik pada seluruh aspek CIPP dan seluruh peran yang terlibat, meliputi guru penggerak, fasilitator, dan pengajar praktik. Secara kualitatif, program ini dinilai mampu meningkatkan kompetensi profesional, pedagogik, sosial, dan kepemimpinan pembelajaran guru, serta memberikan dampak positif terhadap budaya belajar di sekolah. Meskipun demikian, masih ditemukan beberapa kendala, terutama terkait beban tugas, manajemen waktu, dan dukungan lingkungan kerja. Berdasarkan temuan tersebut, disarankan agar penyelenggaraan program serupa di masa mendatang memperkuat koordinasi lintas pemangku kepentingan, meningkatkan dukungan institusional, serta mengembangkan strategi keberlanjutan program untuk memastikan dampak jangka panjang terhadap peningkatan mutu pendidikan.

Kata-kata kunci: evaluasi program, guru penggerak, model CIPP, PAIT, kepemimpinan pembelajaran.

ABSTRACT

Dewi, Putu Laksmita Ari (2026). *Evaluation of the Teacher Leadership and Development Program in Bali Province*. Thesis, Educational Research and Evaluation Study Program, Postgraduate Program, Universitas Pendidikan Ganesha.

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The Teacher Leadership and Development Program (Program Pendidikan Guru Penggerak/PPGP) is one of the strategic policies of the Ministry of Education, Culture, Research, and Technology aimed at improving the quality of instructional leadership and teacher competence in Indonesia. This study aimed to evaluate the implementation of PPGP in Bali Province using the Context, Input, Process, and Product (CIPP) evaluation model with the Theoretical Ideal Reference Assessment approach. The evaluation was conducted to obtain a comprehensive overview of the alignment between program planning, implementation, and outcomes with the established ideal standards, as well as to identify the strengths, weaknesses, challenges, impacts of the program, and expectations regarding future teacher competency development and leadership programs. This research employed a quantitative evaluative approach supported by qualitative data. The research subjects consisted of 356 teacher participants, 148 facilitators, and 243 practice instructors in Bali Province. Data were collected through closed-ended questionnaires and essay questions. The research instruments were developed based on the indicators of the CIPP model and were tested for validity and reliability. Quantitative data were analyzed using the Theoretical Ideal Reference Assessment approach to determine the evaluation result categories, while qualitative data were analyzed descriptively to enrich the interpretation of the findings. The results showed that the implementation of PPGP in Bali Province was categorized as very good across all CIPP aspects and all involved roles, including teacher participants, facilitators, and practice instructors. Qualitatively, the program was perceived to improve teachers' professional, pedagogical, social, and instructional leadership competencies, as well as to generate positive impacts on school learning culture. Nevertheless, several challenges were still identified, particularly related to workload, time management, and workplace support. Based on these findings, it is recommended that the implementation of similar programs in the future strengthen cross-stakeholder coordination, enhance institutional support, and develop sustainability strategies to ensure long-term impacts on the improvement of educational quality.

Keywords: CIPP model, instructional leadership, program evaluation, teacher leadership, theoretical ideal reference assessment approach