

## DAFTAR PUSTAKA

- Al-Mazrouei, H., Al-Hammadi, F., & Al-Ali, M. (2024). How to Deal with Insufficient Sample Size Due to Non-Response in Surveys. *Quantum Journal of Social Sciences and Humanities*, 5(1), 12–25. <https://www.qjssh.com/index.php/qjssh/article/view/346>
- Alkin, Marvin C. Vo, Anne T. Christie, C. A. (2024). *Evaluation Essentials From A to Z Third Edition*. Guilford Press.
- Apiyani, Supriani, Y., Kuswandi, W., & Arifudin, O. (2022). Implementasi Pengembangan Keprofesian Berkelanjutan dalam Meningkatkan Kompetensi Profesional Guru. *Jurnal Ilmiah Ilmu Pendidikan*, 5(2). <https://jiip.stkipyapisdompou.ac.id/jiip/index.php/JIIP/article/view/443>
- Arikunto, S. (2013). *Prosedur Penelitian: Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta.
- Arikunto, S., & Jabar, C. S. A. (2018). *Evaluasi Program Pendidikan: Pedoman Praktis Bagi Mahasiswa dan Praktisi Pendidikan*. Jakarta: Bumi Aksara.
- Aryati, G. A. P. B., Divayana, D. G. H., & Ratnaya, I. G. (2023). *Evaluation of Character Education in Public High School Using the CIPP Model*. 56, 349–358. <https://doi.org/DOI:https://doi.org/10.23887/jpp.v56i2.66144>
- Asih, N. M. U., Setemen, K., Artanayasa, I. W., & Widiartini, N. K. (2023). *The Evaluation of Handicrafts and Entrepreneurship Learning Process at SMAN 1 Kerambitan*. 8(1), 529–540.
- Azwar, S. (2021). *Reliabilitas dan Validitas (Edisi 4, Cetakan IX)*. Yogyakarta: Pustaka Pelajar.
- Baker, R., Brick, J. M., Bates, N. A., Battaglia, M., Couper, M. P., Dever, J. A., Gile, K. J., & Tourangeau, R. (2013). Summary Report of the AAPOR Task Force on Non-Probability Sampling. *Journal of Survey Statistics and Methodology*, 1(2), 90–143. <https://doi.org/10.1093/jssam/smt008>
- Bandura, A. (2001). Social cognitive theory: An agentic perspective. *Annual Review of Psychology*, 52, 1–26. <https://doi.org/10.1146/annurev.psych.52.1.1>
- Bank, W. (2022). *Education Technology and Teacher Development in Emerging Economies*. World Bank. <https://www.worldbank.org/>
- Brookfield, S. D. (2017). *Becoming a critically reflective teacher*. Jossey-Bass.
- Candiasa, I. M. (2010). *Pengujian Instrumen Penelitian Disertai Aplikasi ITEMAN dan BIGSTEPS*. Singaraja: Unit Penerbitan Universitas Pendidikan Ganesha.
- Candiasa, I. M. (2014). Evaluasi Program RKBI Jurusan Pendidikan Matematika Fakultas MIPA Universitas Pendidikan Ganesha. *Seminar Nasional FMIPA Undiksha IV Tahun 2014*, 214–222.
- Candiasa, I. M. (2020). *Analisis Data dengan Statistik Univariat dan Bivariat*. Singaraja: Unit Penerbitan Undiksha Press.
- Chusni, A., Afifah, D., Syirojuddin, M. A., & Sulaswari, M. (2023). Peran Balai Besar Guru Penggerak Merangsang Upaya dan Kualitas Guru Penggerak u Kemajuan Pendidikan di Indonesia. *Jurnal Penelitian Dan Pendidikan IPS*, 19–29.

- Collie, R. J. (2020). COVID-19 and teachers' somatic burden, stress, and emotional exhaustion: Examining the role of workload. *Social Psychology of Education*, 24(5), 1–20.
- Cooper, D. R., & Schindler, P. S. (2022). *Business Research Methods (Twelfth Edition)*. Mcgraw-hill Us Higher Ed.
- Damayanti, D., Asbari, M., & Zaharantika, A. (2024). Guru Penggerak: Pengembangan Pendidikan melalui Kepemimpinan Guru. *Journal of Information System and Management*, 03 No. 02, 5–10.
- Dantes, N. (2023). *Evaluasi dan Asesmen Pembelajaran*. Singaraja: Undiksha Press.
- Darling-Hammond, L. (2017). Teacher education around the world: What can we learn from international practice? *European Journal of Teacher Education*, 40(3), 291–309.
- Darling-Hammond, L., Flook, L., Cook-Harvey, C., Barron, B., & Osher, D. (2022). Implications for educational practice of the science of learning and development. *Applied Developmental Science*, 24(2), 97–140. <https://doi.org/10.1080/10888691.2018.1537791>
- Direktorat Jenderal Guru dan Tenaga Kependidikan. (2022). *Keputusan Direktur Jenderal Guru dan Tenaga Kependidikan Kementerian Pendidikan, Kebudayaan, Riset dan Teknologi Nomor 1302/B/PD.00.02/2022*.
- Divayana, D. G. H. (2013). *Evaluasi Pemanfaatan E-Learning Menggunakan Model CSE-UCLA*. 280–289. <https://jurnal.uny.ac.id/index.php/cparticle/view/12853pdf>
- Divayana, D. G. H. (2017). *Evaluasi Pelaksanaan Blended Learning di SMK TI UDAYANA Menggunakan Model CSE-UCLA*. 7(1), 64–77. <http://journal.uny.ac.id/index.php/jpv>
- Divayana, D. G. H., Adiarta, A., Santiyadnya, N., Suyasa, P. W. A., & Andayani, M. S. L. (2022). *Rancangan Model CIPP Berbasis WP Untuk Mengevaluasi Keefektifan Pembelajaran Online*. 6(2), 275–285. <https://doi.org/https://doi.org/10.23887/jppp.v6i2.47894>
- Divayana, D. G. H., Ariawan, I. P. W., & Giri, M. K. W. (2021). Pengaruh Aplikasi Evaluasi Model CIPP yang Diintegrasikan Dengan Metode SAW Terhadap Efektivitas Pelaksanaan E-Learning. *Sebatik*, 25(2), 514–519. <https://doi.org/10.46984/sebatik.v25i2.1462>
- Divayana, D. G. H., & Sugiharni, G. A. D. (2016). *Evaluasi Program Sertifikasi Komputer Pada Universitas Teknologi Indonesia Menggunakan Model CSE-UCLA*. 5(2), 158–165.
- Divayana, D. G. H., Suyasa, P. W. A., & Widiartini, N. K. (2022). An Innovative Model as Evaluation Model for Information Technology-Based Learning at ICT Vocational Schools. *Heliyon*, 7(4). <https://doi.org/10.1016/j.heliyon.2021.e06623>
- DuFour, R. (2004). What is a professional learning community? *Educational Leadership*, 61(8), 6–11.
- Fitzpatrick, J. L., Sanders, J. R., & Worthen, B. R. (2015). *Program Evaluation: Alternative Approaches and Practical Guidelines*. Pearson.
- Fullan, M. (2020). *Leading in a Culture of Change*. Jossey-Bass.
- Garrison, D. R., & Vaughan, N. D. (2008). *Blended learning in higher education: Framework, principles, and guidelines*. Jossey-Bass.

- Graham, C. R. (2006). Blended learning systems: Definition, current trends, and future directions. In *The handbook of blended learning: Global perspectives, local designs* (pp. 3–21). Pfeiffer.
- Hallinger, P. (2005). Instructional leadership and the school principal: A passing fancy that refuses to fade away. *Leadership and Policy in Schools*, 4(3), 221–239. <https://doi.org/10.1080/15700760500244793>
- Handayani, T., & Rasyid, A. (2022). Efektivitas supervisi akademik terhadap peningkatan kualitas pembelajaran guru. *Jurnal Manajemen Pendidikan*, 12(2). <https://journal.uny.ac.id/index.php/jmp/article/view/45876>
- Harasim, L. (2012). *Learning theory and online technologies*. Routledge. <https://doi.org/10.4324/9780203846934>
- Hargreaves, A., & Fullan, M. (2012). *Professional capital: Transforming teaching in every school*. Teachers College Press. <https://doi.org/10.1007/978-94-007-1350-5>
- Hattie, J. (2009). *Visible learning: A synthesis of over 800 meta-analyses relating to achievement*. Routledge.
- Hattie, J. (2015). *Visible Learning for Teachers: Maximizing Impact on Learning*. Routledge.
- Hayati, R., Fachrurazi, Karim, A., Adisaputera, A., Sutopo, A., & Murad, A. (2023). META EVALUASI: PROGRAM GURU PENGGERAK DI PENDIDIKAN DASAR. *Jurnal Ilmiah Pendidikan Dasar*, 08 Nomor 0, 5223–5234.
- Heri Risdiyanto, et al. (2024). Evaluasi Program Guru Penggerak Di Kota Bandar Lampung. *Jurnal Ilmiah Pendidikan Dasar*, 9(1), 1751–1767. <http://journal.unpas.ac.id/index.php/pendas/article/view/11501%0Ahttps://journal.unpas.ac.id/index.php/pendas/article/download/11501/5491>
- Kardiawan, I. K. H., Widiana, I. W., & Ratnaya, I. G. (2023). *Evaluasi Penerapan Kebijakan Program Pendidikan Karakter di Perguruan Tinggi dengan Model CIPP*. 4(2), 256–265. <https://doi.org/10.23887/mpi.v4i2.65528>
- Kementerian Pendidikan, Kebudayaan, Riset, dan T. R. I. (2022). *Peraturan Menteri Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia Nomor 26 Tahun 2022 Tentang Pendidikan Guru Penggerak*. Jakarta: Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia.
- Kementerian Pendidikan, Kebudayaan, Riset, dan T. R. I. (2023). *Permendikbudristek Nomor 52 Tahun 2023 tentang Perubahan atas Peraturan Menteri Pendidikan, Kebudayaan, Riset, dan Teknologi Nomor 26 Tahun 2022 tentang Pendidikan Guru Penggerak*.
- Kim, L. E., & Asbury, K. (2022). Teacher burnout and workload intensification: Examining occupational stress in education. *Educational Review*.
- Knight, J. (2018). *The Impact Cycle: What Instructional Coaches Should Do to Foster Powerful Improvements in Teaching*. Corwin Press.
- Knowles, M. S., Holton, E. F., & Swanson, R. A. (2015). *The Adult Learner: The Definitive Classic in Adult Education and Human Resource Development*. Routledge.
- Learning, P. for 21st C. (2019). *Framework for 21st century learning*. <https://www.battelleforkids.org/networks/p21>

- Leithwood, K. (2019). Characteristics of successful school leaders. *Educational Administration Quarterly*, 55(4), 1–22.
- Mahadewi, I. A., Candiasa, I. M., & Divayana, D. G. H. (2023). *The Evaluation of Online Learning Effectiveness in Economic Course*. 56, 473–480. <https://doi.org/https://doi.org/10.23887/jpp.v56i3.67710>
- Mangolo, P. V. C., Tambingon, H. N., Rawis, J. A. M., & Mangantes, M. L. (2022). Supervisi dan Evaluasi Pendidikan Dalam Perspektif Guru Penggerak. *Jurnal Pendidikan Dan Konseling*.
- Marhaeni, A. A. I. . (2012). *Evaluasi Program Pendidikan (Bahan Ajar Mahasiswa Program Pasca Sarjana)*.
- Matei, A., & Ranalli, M. G. (2012). Dealing with Nonresponse in Survey Sampling. *ArXiv Preprint, arXiv:1207.4385*. <https://arxiv.org/abs/1207.4385>
- Mertasari, N. M. S. (2021). *Pengujian Instrumen Penelitian Kuantitatif*. Depok: Rajawali Pers.
- Mertasari, N. M. S. (2022). Summative Evaluation of ICT-Based Learning Media. *Journal of Educational Research and Evaluation*, 6(3), 688–695.
- Mertasari, N. M. S., & Candiasa, I. M. (2022). Formative Evaluation of Digital Learning Materials. *Journal of Education Technology*, 6(3), 507–514. <https://doi.org/https://doi.org/10.23887/jet.v6i3.44165>
- Mezirow, J. (1997). Transformative learning: Theory to practice. *New Directions for Adult and Continuing Education*, 74, 5–12. <https://doi.org/10.1002/ace.7401>
- Mudanta, K. A., Astawan, I. G., & Jayanta, I. N. L. (2020). *Instrumen Penilaian Motivasi Belajar dan Hasil Belajar IPA Siswa Kelas V Sekolah Dasar*. 25(2), 262–270.
- Nisa, I. T., Sutarsih, C., & Sudarsyah, A. (2023). Efektivitas Pelaksanaan Diklat Calon Guru Penggerak Angkatan 4 Berdasarkan Model Evaluasi Kirkpatrick di Balai Besar Guru Penggerak (BBGP). *Jurnal Tata Kelola Pendidikan*, 5(2), 111–126. <https://doi.org/10.17509/jtkp.v5i2.64848>
- Nurhasanah, Sukmawati, & M.Syukri. (2022). EVALUASI PROGRAM GURU PENGGERAK DI SMA KABUPATEN KUBU RAYA. *Jurnal Pendidikan Dan Pembelajaran Khatulistiwa*, XI, 1308–1321. <https://doi.org/10.26418/jppk.v11i9.57874>
- Nurhayati, S., & Rahman, A. (2021). Peran pendampingan dalam meningkatkan kompetensi profesional guru. *Jurnal Administrasi Pendidikan*, 28(1). <https://ejournal.upi.edu/index.php/JAPSPs/article/view/31245>
- OECD. (2019). *OECD Learning Compass 2030*. OECD Publishing. <https://www.oecd.org/education/2030-project/>
- Prince, M. (2004). Does active learning work? A review of the research. *Journal of Engineering Education*, 93(3), 223–231. <https://doi.org/10.1002/j.2168-9830.2004.tb00809.x>
- Rahmayanti, W., Oktavia, G. F., Indriani, N., & Sastrawati, E. (2024). EVALUASI KOMPETENSI GURU PENGGERAK DALAM MEWUJUDKAN KEPEMIMPINAN PEMBELAJARAN. *Jurnal Ilmiah Pendidikan Dasar*, 09 Nomor 0, 1029–1041.
- Ratnaya, G., Indriaswuri, R., Widayanthi, D. G. C., Atmaja, I. M. P. D., & Dalem, A. A. G. P.

- K. P. (2022). CIPP Evaluation Model for Vocational Education: A Critical Review. *Education Quarterly Reviews*, 5(3), 1–8. <https://doi.org/10.31014/aior.1993.05.03.519>
- Robinson, V. M. J., Lloyd, C. A., & Rowe, K. J. (2008). The impact of leadership on student outcomes: An analysis of the differential effects of leadership types. *Review of Educational Research*, 78(3), 635–674. <https://doi.org/10.3102/0034654308325183>
- Rohman, M. F., Sudirman, S., Waluyo, U., Sumardi, L., & Fahrudin, F. (2023). Evaluasi Program Pendidikan Guru Penggerak di Kabupaten Lombok Utara NTB. *Jurnal Paedagogy*, 10(4), 1128. <https://doi.org/10.33394/jp.v10i4.9122>
- Sandi, A., Prasetyo, D., & Utari, T. (2023). Peran Pendampingan dalam Meningkatkan Kompetensi Profesional Guru. *Media Manajemen Pendidikan*, 6(2). <https://jurnal.uwp.ac.id/pps/index.php/mm/article/view/476>
- Schon, D. A. (1983). *The reflective practitioner: How professionals think in action*. Basic Books.
- Scriven, M. (1991). *Evaluation Thesaurus (4th ed)*. Newbury Park, CA: Sage.
- Skaalvik, E. M., & Skaalvik, S. (2017). Motivated for teaching? Associations with school goal structure, teacher self-efficacy, job satisfaction and emotional exhaustion. *Teaching and Teacher Education*, 67, 152–160. <https://doi.org/10.1016/j.tate.2017.06.006>
- Sokal, L., Trudel, L. E., & Babb, J. (2022). Teacher stress and burnout during educational change: Implications for workload and wellbeing. *International Journal of Educational Research*.
- Stoll, L., Bolam, R., McMahon, A., Wallace, M., & Thomas, S. (2006). Professional learning communities: A review of the literature. *Journal of Educational Change*, 7(4), 221–258. <https://doi.org/10.1007/s10833-006-0001-8>
- Stufflebeam, D. L., & Coryn, C. L. S. (2014). *Evaluation Theory, Models, and Applications (2 ed.)*. Jossey-Bass.
- Stufflebeam, D. L., & Zhang, G. (2017). *The CIPP Evaluation Model: How to Evaluate for Improvement and Accountability*. New York: The Guilford Press.
- Sugiyono. (2019). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta.
- Surahman, Rahmani, R., Radiana, U., & Saputra, A. I. (2022). Peran Guru Penggerak dalam Pendidikan Merdeka Belajar di Kubu Raya. *Jurnal Pendidikan Indonesia*, 03 No 04, 376–387.
- Tegeh, I. M., Jampel, I. N., & Pudjawan, K. (2014). *Model Penelitian Pengembangan*. Graha Ilmu.
- Tomlinson, C. A. (2014). *The differentiated classroom: Responding to the needs of all learners (2nd ed.)*. ASCD.
- UNESCO. (2023). *Global Education Monitoring Report 2023: Technology in education*. UNESCO. <https://unesdoc.unesco.org/>
- Wahyuni, F. S., & Supendi, P. (2023). Penerapan manajemen pengembangan keprofesian berkelanjutan (PKB) untuk meningkatkan kualitas dan profesionalisme guru. *Jurnal Penelitian Tarbawi*, 8(2). <https://jurnal.iaihpancor.ac.id/index.php/tarbawi/article/view/1286>

- Wahyuni, R., & Anisa, N. (2023). Manajemen Pengembangan Keprofesian Berkelanjutan Guru. *Jurnal Pendidikan Tambusai*, 7(1). <https://jptam.org/index.php/jptam/article/view/12176>
- Wenner, J. A., & Campbell, T. (2022). The theoretical and empirical basis of teacher leadership: A review of the literature. *Review of Educational Research*.
- Widiana, I. W., Gading, I. K., Tegeh, I. M., & Antara, P. A. (2023). *Validasi Penyusunan Instrumen Penelitian Pendidikan*. Depok: Rajawali Pers.
- Wijiutami, C. T., Wahjoedi, & Djatmika, E. T. (2019). Pengembangan keprofesian berkelanjutan bagi guru sekolah dasar. *Jurnal Pendidikan: Teori, Penelitian, Dan Pengembangan*, 4(6), 741–747. <https://journal.um.ac.id/index.php/jptpp/article/view/13521>
- Winarsa, R., Supriadi, D., & Purbonuswanto, W. (2025). Supervisi Akademik dan Pendampingan dalam Pengembangan Profesional Guru. *Media Manajemen Pendidikan*, 8(1). <https://jurnal.ustjogja.ac.id/index.php/mmp/article/view/18412>
- Wiratnaya, I. M., Yudana, I. M., & Divayana, D. G. H. (2020). *Evaluasi Pelaksanaan Program Penguatan Pendidikan Karakter*. 11(2), 139–148. <https://doi.org/https://doi.org/10.23887/japi.v11i2.3427>
- Yeni, N., Muthi, I., & Sugiarti, D. Y. (2023). EVALUASI PROGRAM GURU PENGGERAK DI KECAMATAN CIKARANG PUSAT KABUPATEN BEKASI. *JRGI*, 2, 109–118.
- Zhao, Y., Li, W., Jiang, H., Siyiti, M., Zhao, M., You, S., Li, Y., & Yan, P. (2024). Development of a Blended Teaching Quality Evaluation Scale (BTQES) for Undergraduate Nursing Based on the Context, Input, Process and Product (CIPP) Evaluation Model: A Cross-Sectional Survey. *Nurse Education in Practice*, 77(April), 103976. <https://doi.org/10.1016/j.nepr.2024.103976>

