

**EVALUASI PROSES PEMBELAJARAN MATEMATIKA SECARA  
DARING DENGAN MODEL EVALUASI *CONTEXT, INPUT, PROCESS,*  
*PRODUCT* (CIPP) DI SMAN KOTA SINGARAJA**

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**ABSTRAK**

Tujuan penelitian ini untuk mengkaji proses pembelajaran matematika secara daring di SMAN Kota Singaraja, diukur dari variabel konteks, input, proses dan produk. Penelitian ini termasuk dalam jenis penelitian studi evaluasi. Sampel dalam penelitian ini adalah guru matematika kelas X yang berjumlah 5 orang dan siswa kelas X di SMAN 2 Singaraja dan SMAN 4 Singaraja yang berjumlah 194 orang. Metode yang digunakan untuk pengumpulan data berupa kuesioner sebagai instrumen utama, wawancara dan data studi dokumentasi sebagai instrument pendukung. Teknik analisis data yang digunakan dalam penelitian ini adalah deskriptif kuantitatif dengan memakai rumus z-skor yang kemudian di ubah ke dalam t-skor, setelah itu dikonversikan ke dalam kuadran *prototype* teori Glickman. Setelah dianalisis data dari siswa memberikan hasil bahwa komponen konteks bernilai +, input -, proses -, dan produk -. Berdasarkan *prototype* Glickman, proses pembelajaran matematika secara daring bagi siswa di SMAN Kota Singaraja berada di kuadran III yang tergolong kurang efektif karena dari hasil penelitian siswa kurang paham terhadap materi yang di jelaskan oleh gur dan koneksi internet menyebabkan pembelajaran terganggu. Sedangkan, data dari guru memberikan hasil bahwa komponen konteks bernilai +, input +, konteks – dan input +. Berdasarkan *prototype* Glickman, proses pembelajaran matematika secara daring bagi guru di SMAN Kota Singaraja berada di kuadran II yang tergolong efektif karena koneksi internet tidak menyebabkan proses pembelajaran terganggu dan guru mampu menyelesaikan materi pembelajaran secara daring. Berdasarkan temuan tersebut dapat disimpulkan proses pembelajaran matematika secara daring di SMAN Kota Singaraja bagi siswa tergolong kurang efektif dan bagi guru tergolong efektif ditinjau dari segi variabel konteks, input, proses dan produk.

**Kata Kunci** : Daring, Efektivitas, Evaluasi, Model CIPP

## ABSTRACT

The purpose of this study was to examine the online mathematics learning process at SMAN Kota Singaraja, measured from context variables, inputs, processes and products. This research is included in the type of research evaluation study. The sample in this study were mathematics teachers in class X, amounting to 5 people and class X students at SMAN 2 Singaraja and SMAN 4 Singaraja, totaling 194 people. The method used for data collection was a questionnaire as the main instrument, interviews and documentation study data as a supporting instrument. The data analysis technique used in this research is quantitative descriptive using the z-score formula which is then converted into a t-score, after which it is converted into the quadrant *prototype* of Glickman's theory. After analyzing the data from students, the results show that the components of the context are worth +, input -, process -, and product -. Based on the *prototype* Glickman, the online mathematics learning process for students at SMAN Singaraja City is in quadrant III which is classified as less effective because from the results of the research students do not understand the material described by the teacher and the internet connection causes disrupted learning. Meanwhile, the data from the teacher shows that the context component is +, input +, context - and input +. Based on the *prototype* Glickman, the online mathematics learning process for teachers at Singaraja City Senior High School is in quadrant II which is classified as effective because the internet connection does not interfere with the learning process and the teacher is able to complete the learning material online. Based on these findings, it can be concluded that the online mathematics learning process at SMAN Singaraja City for students is classified as less effective and for teachers is classified as effective in terms of context, input, process and product variables.

**Kata Kunci :** Daring, Effectiviness, Evaluation, CIPP Model.