STUDI EVALUASI PEMBELAJARAN DARING GUGUS V PENEBEL

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ABSTRAK

Penelitian ini mengkaji permasalahan yaitu bagaimana efektifitas pelaksanaan pembelajaran daring Gugus V Penebel ditinjau dari variabel *context, input, process, product*. Penelitian ini bertujuan untuk mengetahui efektivitas pelaksanaan pembelajaran daring SD Gugus V Penebel diukur dari variabel *context, input, process, product*. Penelitian ini termasuk jenis penelitian studi evaluasi. Sebagai subjek penelitian dalam penelitian ini adalah guru yang terdiri dari 31 orang dan 5 kepala sekolah di SD Gugus V Penebel. Data dikumpulkan melalui kuesioner sebagai instrumen utama, wawancara dan dokumentasi sebagai instrumen pendukung. Analisis data secara deskriptif kuantitatif dan kualitatif. Data yang dianalisis adalah data hasil pengisian kuesioner kemudian menghitung rata-rata skor dan mengkonversikannya ke kategori skala lima, kemudian mengubah skor mentah menjadi Z-Skor. Z-Skor kemudian ditransformasi ke dalam T-Skor kemudian diverifikasi ke dalam kuadran prototype Glickman. Hasil analisis data diperoleh variabel *context* menghasilkan F(+) lebih besar daripada F(-) yang berarti efektif, arahnya positif (+), variabel *input* menghasilkan F(+) lebih besar daripada F(-) yang berarti efektif arahnya positif (+), variabel *process* menghasilkan F(+) sama dengan F(-) yang berarti efektif arahnya positif (+), variabel *product* menghasilkan F(+) lebih besar dari F(-) yang berarti efektif arahnya positif (+). Setelah diverifikasi ke kuadran Glicman pelaksanaan pembelajaran daring berada di kuadran I yang artinya sangat efektif. Berdasarkan temuan tersebut dapat disimpulkan pelaksanaan pembelajaran daring SD Gugus V Penebel dari variabel *context, input, process, product* berjalan dengan sangat efektif.

Kata kunci: pembelajaran daring, evaluasi, efektifitas, *context, input, process, product.*

ABSTRACT

This study examined the problem of how the effectiveness of online learning implementation in Gugus V Penebel in terms of context, input, process, and product variable. This study aims to determine the effectiveness of online learning implementation at SD Gugus V Penebel observed from context, input, process, and product variable. This study belongs to evaluation study research. The subject of this study was teachers consisting of 31 (thirty one) people and 5 (five) principals at SD Gugus V Penebel. The data were collected using a questionnaire as the main instrument, while interviews and documentation as the supporting instruments. The data was analyzed in descriptive quantitative and qualitative. The data analyzed was the data resulting from filling out questionnaires. It was then calculated the average score and converted it into the five-scale category. Then, it was converted the raw score into a Z-Score. The Z-Score was transformed into a T-Score. It was then verified into the Glickman prototype quadrant. The results of data analysis obtained that the context variable produced F (+) greater than F (-), which means it was effective, the direction was positive (+). The input variable produced F (+) greater than F (-), which means it was effective, the direction was positive (+). The process variable produced F (+) equal to F (-), which means it was effective, the direction was positive (+). The product variable produced F (+) greater than F (-), which means it was effective, the direction was positive (+). After being verified into the Glickman quadrant, the online learning implementation was in quadrant I, which means it was very effective. Based on these findings, it can be concluded that the online learning implementation at SD Gugus V Penebel in terms of context, input, process, product variables runs very effectively.

Keywords: online learning, evaluation, effectiveness, *context, input, process, product.*