EVALUASI PELAKSANAAN *TEACHING FACTORY* DENGAN MODEL *CONTEXT, INPUT, PROCESS,* DAN *PRODUCT* (CIPP)

(STUDI KASUS SMKN 2 SUBANG)

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ABSTRAK

Evaluasi pada pelaksanaan *teaching factory* diperlukan untuk mengetahui tingkat keberhasilan dan sebagai masukan untuk mengembangkan dan meningkatkan kualitas pelaksanaan *teaching factory*. Penelitian ini bertujuan untuk mengetahui kesesuaian pelaksanaan *teaching factory* ditinjau dari aspek *context, input, process*, dan *product*. Aspek *context* terdiri dari landasan pelaksanaan *teaching factory*, relevansi visi dan misi sekolah dengan tujuan *teaching factory*, dukuangan sekolah terhadap pelaksanaan *teaching factory*. Aspek *input* terdiri dari manajemen, sarana dan prasarana, sumber daya manusia, dan penunjang pembelajaran. Aspek *process* terdiri dari pembelajaran berdasarkan sintak TF-6M, kewirausahaan, tata kelola penggunaan alat, pengawasan mutu, penjadwalan, pemberian motivasi. Aspek *Product* terdiri dari kualitas produk, pendapatan, dan hasil belajar siswa. Penelitian ini dilakukan di Program Keahlian Teknologi Pengolahan Hasil Pertanian (TPHP) SMKN 2 Subang. Instrumen penelitian yang digunakan adalah kuisioner dan dokumentasi. Kuisioner diberikan kepada kepala sekolah, penanggung jawab *teaching factory*/guru produktif, siswa, dan konsumen. Analisis data secara kuantitatif dan diinterpretasikan ke dalam kuadran *Glickmann*. Hasil penelitian menunjukkan bahwa pelaksanaan *teaching factory* ditinjau dari aspek *context*, *input*, *process*, dan *product* menghasilkan T-skor yang positif (++++) berada pada kuadran I sangat efektif.

Kata Kunci : CIPP, Evaluasi, *Teaching Factory*

EVALUATION OF THE TEACHING FACTORY IMPLEMENTATION USING BY CONTEXT, INPUT, PROCESS, AND PRODUCT (CIPP) MODEL

(CASE STUDY AT SMKN 2 SUBANG*)*

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ABSTRACT

Evaluation of the teaching factory implementation is recommended to know the success rate and as input for develop and improve the quality of the teaching factory implementation. This research aims to know the effectiveness of the teaching factory implementation viewed from context, input, process, and product. Context aspect consist of legal aspect, relevance of vision and mission of school with the goal of teaching factory, and support from the school to teaching factory .Input aspect consist of management, infrastructure, human resources, and supporting learning. Process aspect consist of learning based on teaching factory syntax, entrepreneurship, maintenance, repair, and calibration (MRC), quality control, scheduling, and giving motivation. Product aspect consist of quality, income, and student competency. This research was conducted on Agricultural Processing Technology SMKN 2 Subang*. Research instrument used was a questionnaire and documentation. The questionnaire responders were headmaster, person in charge of teaching factory or productive teacher, students, and consumers. The data analysis technique used is quantitative and interpreted into quadrant Glickmann. The research show that implementation of teaching factory viewed aspect context, input, process, and product giving positive T-score (++++) in first quadrant is very effective.*

Key words : CIPP, Evaluation, Teaching Factory