

**EVALUASI TERHADAP PROGRAM PEMBELAJARAN BERBASIS
SCIENCE, TECHNOLOGY, ENGINEERING, MATHEMATICS (STEM)
PADA MATA PELAJARAN IPA SMP MENGGUNAKAN MODEL CIPP**

Tesis

Diajukan untuk Memenuhi Sebagian Syarat Memperoleh Gelar
Magister Pendidikan pada Program Studi Pengembangan Kurikulum



Oleh

M. Mamduh Winangun
NIM. 1707958

PROGRAM STUDI PENGEMBANGAN KURIKULUM
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SURAT PERNYATAAN

Dengan ini saya menyatakan bahwa tesis dengan judul:

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Yang membuat pernyataan,



M. Mamduh Winangun
NIM.1707958

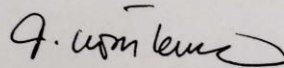
HALAMAN PENGESAHAN TESIS

M. MAMDUH WINANGUN

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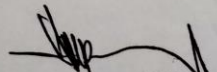
Disetujui dan disahkan oleh pembimbing

Pembimbing,



Dr. Deni Kurniawan, M.Pd.
NIP. 196912042005011002

Mengetahui,
Ketua Program Studi Pengembangan Kurikulum



Dr. Rusman, M.Pd.
NIP. 19720505199802 1 001

Abstrak

Winangun (2019): Evaluasi Program Pembelajaran Berbasis *Science, Technology, Engineering, Mathematics* (STEM) pada Mata Pelajaran SMP Menggunakan Model CIPP.

Program Pembelajaran Berbasis STEM ialah percobaan implementasi pendekatan pembelajaran STEM dalam Kurikulum 2013 pada Mata Pelajaran IPA SMP di Kota Bandung. Tujuan penelitian ini adalah untuk mengevaluasi program tersebut dengan menggunakan model evaluasi *Context, Input, Process, Product* (CIPP). Penelitian evaluasi ini dilakukan untuk mengetahui kualitas penyelenggaraan program yang telah dilaksanakan melalui evaluasi empat aspek evaluasi, diantaranya konteks, masukan, proses, dan hasil. Penelitian ini melibatkan 32 guru IPA SMP di seluruh Kota Bandung yang terbagi dalam dua populasi, yakni; populasi Guru CMT dan guru Induk Klaster. Guru CMT adalah guru yang dipersiapkan sebagai pelatih dalam Program Diseminasi Pembelajaran Berbasis STEM pada induk klaster di Kota Bandung melalui tahapan pelatihan, percobaan implementasi, dan penguatan, dimana dari 56 sekolah dipilih sepuluh sekolah guru IPA sebagai sampel dengan menggunakan metode *purposive sampling*. Sementara, Guru Induk Klaster ialah guru yang mendapatkan pelatihan dari Guru CMT dan berjumlah 186 sekolah dan dipilih 22 sekolah sebagai sampel dengan metode *simple random sampling*. Instrumen pengumpulan data yang digunakan ialah kuisioner, lembar analisis dokumen, pedoman wawancara. Pada bagian akhir, peneliti juga melihat keterlaksanaan sintaks pembelajaran. Temuan dari penelitian ini menunjukkan bahwa aspek konteks, masukan, dan salah satu aspek hasil penyelenggaraan program, yakni perubahan persepsi guru, sebagian besar dikategorikan baik. Sementara aspek proses yang berkenaan dengan salah satu hasil penyelenggaraan program sebagian besar tidak baik karena tidak sesuai dengan standar pembelajaran berbasis STEM.

Kata Kunci: Evaluasi, Program Pembelajaran Berbasis STEM, Model CIPP

Abstract

Winangun (2019): Evaluation of Science, Technology, Engineering, Mathematics (STEM)-Based Learning Program in Junior High School of Science Subjects Using CIPP Model.

The STEM-Based Learning Program is a trial in implementing the STEM learning approach in the Curriculum 2013 at junior high school of science subject in Bandung City. The purpose of this study is to evaluate the program using Context, Input, Process, Product (CIPP) evaluation model. This evaluation study was conducted to determine the quality of program implementation that has been carried out through evaluation of four aspects of evaluation, including context, input, process, and results. This research involves 32 science teachers of junior high school in the city of Bandung which is divided into two populations, such as; CMT Teacher population and Cluster Teachers. CMT teachers are teachers who are prepared as trainers in the STEM-Based Learning Dissemination Program on clusters in the city of Bandung through training, implementation, and strengthening phases, of which ten schools selected ten science teacher as samples using purposive sampling method. Meanwhile, Cluster Teachers are teachers who received training from CMT Teachers and amounted to 186 schools and 22 schools were selected as samples by simple random sampling method. The instruments of data collection used were questionnaires, document analysis sheets, interview guidelines. At the end, researchers also looked at the implementation of learning syntax. The findings of this study indicate that aspects of context, input, and one aspect of the results of program implementation, namely changes in teacher perceptions, are mostly categorized as good. While the process aspects relating to one of the results of implementing the program are mostly not good because it is not in accordance with STEM-based learning standards.

Keywords: *Evaluation, STEM-Based Learning Program, CIPP*

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