

## ABSTRAK

Dwi Riyanti: Evaluasi Implementasi Hasil Program Diklat Kerajinan Tangan dan Kesenian (Kertakes) Guru Sekolah Dasar dan Sekolah Menengah Pertama PPPPTK Seni Budaya Yogyakarta. Tesis. Yogyakarta: Program Pasca Sarjana, Universitas Negeri Yogyakarta, 2012.

Penelitian ini bertujuan untuk memperoleh gambaran tentang implementasi program diklat kerajinan tangan dan kesenian Guru SD dan SMP, setelah peserta kembali ke sekolah yang difokuskan pada: (1) konteks, meliputi manfaat dan relevansi diklat dengan kebutuhan guru; (2) input, meliputi dukungan sekolah, fasilitas yang tersedia dan motivasi guru untuk menerapkan hasil diklat; (3) proses, meliputi implementasi hasil program diklat; dan (4) hasil meliputi kinerja guru yang difokuskan pada peningkatan kemampuan guru dan perubahan sikap.

Penelitian ini merupakan penelitian evaluasi, dengan menggunakan model evaluasi CIPP (*Context, Input, Process, Product*) yang dikembangkan oleh Stufflebeam. Populasi penelitian ini adalah semua peserta diklat Kertakes dan Dikseni di PPPPTK – Seni Budaya. Subyek penelitian meliputi peserta diklat, kepala sekolah dan teman sejawat. Pengumpulan data dilakukan dengan menggunakan kuesioner, wawancara, observasi dan dokumen. Penelitian ini menggunakan teknik analisis statistik deskriptif.

Hasil penelitian adalah sebagai berikut: 1. Hasil evaluasi Konteks menunjukkan bahwa: a) manfaat diklat Kertakes dan Dikseni bagi guru adalah untuk mengembangkan potensi pribadi dan meningkatkan kemampuan dalam mengajar menunjukkan bahwa ada 9 guru (45%) menilai baik dan 11 guru (55%) menilai cukup; b) relevansi program diklat dengan kebutuhan guru dalam mengajar 20 guru (100%) menilai baik karena materi yang diberikan sesuai dengan kebutuhan guru untuk mengajar; 2. Hasil evaluasi Input menunjukkan bahwa: a) dukungan sekolah dan fasilitas yang tersedia di sekolah 6 guru (30%) menilai cukup dan 14 guru (70%) menilai baik respon sekolah terhadap diklat positif, kesempatan mengikuti diklat bagi guru SD dan SMP masih sedikit. b) motivasi guru untuk menerapkan hasil diklat 3 guru (15%) menilai baik, 8 guru (40%) menilai cukup, dan 9 guru (45%) menilai kurang karena kesibukan guru sebagai guru kelas dan tidak adanya sanksi; 3. Hasil evaluasi Proses menunjukkan implementasi program diklat Kertakes dan Dikseni 13 guru (65%) menilai baik dan 7 guru (35%) menilai cukup; 4. Hasil evaluasi Produk, menunjukkan bahwa kinerja peserta diklat menurut 4 (7%) teman sejawat dan kepala sekolah menilai baik dan 50 (93%) teman sejawat dan kepala sekolah menilai cukup baik.

Kata kunci: Evaluasi, Implementasi Hasil Program, Diklat Kerajinan Tangan dan Kesenian.

## ABSTRACT

**Dwi Riyanti:** Evaluation of Crafts and Arts Training Product Implementation of Primary School Teachers (SD and SMP), PPPPTK Seni Budaya, Yogyakarta. **Thesis: Yogyakarta: Post Graduate Program, State University of Yogyakarta, 2012.**

The study was intended to obtain information from ex-participants of Crafts and Arts Training Program for Primary School Teachers after they went back to school, focusing on: (1) context, which covers the benefit and relevance of training with the teacher's need, (2) input, which covers school support, facility available and teacher's motivation to implement the result of the training (3) process, which covers the implementation of Crafts and Arts Training Learning, and (4) product, which covers teacher's performance focusing on changing the attitudes of the teachers.

The research is an evaluation research using CIPP evaluation model (Content, Input, Process, Product) developed by Sufflebeam. The population of the research was all of the ex-participants of Crafts and Arts Training Programs, school principals and colleague teachers. The data were collected using questionnaires, interviews, observation and document. The approach used in this evaluation research is descriptive statistical analysis techniques.

The result of the research can be described as follows: 1. the result of the context evaluation indicates: a) the benefit of the Crafts and Arts training for teachers to develop their personal potential and to improve their teaching skill shows 9 teachers (45%) gave a good score and 11 teachers (55%) gave a fairly good score; b) relevance of the training program with the teachers's need in teaching shows 20 teachers (100%) gave a good score because the material taught is suitable with the teachers's need in teaching; 2. The result of the input evaluation indicates: a) for the school support and facilities available at school shows 14 teachers (70%) gave a good score and 6 teachers (30%) gave a fairly good score because either teachers or the school gave a positive response towards the training, but the opportunity for primary school teachers to follow trainings is very limited. b) teacher's motivation to implement the result of the training shows 3 teachers (15%) gave a good score, 8 teachers (40%) gave a fairly good score, and 9 teachers (45%) gave a below average because there is no consequence from school and the training insitution, there is no follow up program; 3. The result of the process evaluation indicates that the implementation of Crafts and Arts training program shows 13 teachers gave a good score and 7 teachers (35%) gave a fairly good score; 4. The result of the product evaluation on the teacher's performance shows 4 (7%) colleague teachers and school principals gave a good score and 50 (93%) colleague teachers and school principals gave a fairly good score.

**Keywords:** Evaluation, Product Implementaion , Craft and Art Training