

ABSTRACT

Dina Muliana Haratilu (01621220014)

EVALUATION STUDY OF THE NEW TEACHERS' SUPPORT PROGRAM (MENTORING) USING THE CONTEXT, INPUT, PROCESS, PRODUCT (CIPP) METHOD AT SCHOOL XYZ IN MAKASSAR

(Xiv + 126 pages; 2 pictures; 5 tables; 27 appendices)

The New Teachers' Support Program (Mentoring) is a program to support and help new teachers to adapt the workplace environment at XYZ School Makassar. The program aims to develop behavioral management strategies, and effective teaching strategies, recognize strengths and weaknesses, and plan professional development experiences for the new teachers. This study aims to obtain information about the causes of new teachers' adaptation difficulties and to evaluate the implementation process of the mentoring program at XYZ School Makassar using a qualitative approach of evaluation studies with CIPP (Context, Input, Process, Product) model. This study's respondents consisted of five mentor teachers, five new teachers, and a school leader. The data collection techniques used were in-depth interviews, observations, and document studies. The source triangulation techniques were used for the data validity. The results of the evaluation of New Teachers Support Program (Mentoring) are based on the evaluation of a) Context, can implement the school's vision and mission and answer the new teacher adaptation's needs b) Input, shows deficiencies in strategy preparation, such as arranging schedule, addressing clear expectations to mentors, and effective monitoring methods c) Process, shows minimal intensity of classroom observations and mentoring quality that has not touched the emotional and spiritual aspects d) Product, the program results answer the needs and are by the objectives achieved, yet it needs further assistance for new teachers professional development.

Keywords: Mentoring, New Teacher, Mentor, Mentee, CIPP Evaluation

References: 45 (1969-2023)

ABSTRAK

Dina Muliana Haratilu (01621220014)

STUDI EVALUASI *NEW TEACHERS SUPPORT PROGRAM* (MENTORING) DENGAN MODEL CONTEXT, INPUT, PROCESS, PRODUCT (CIPP) DI SEKOLAH XYZ MAKASSAR

(Xiv + 126 halaman: 2 gambar; 5 tabel; 27 lampiran)

New Teachers Support Program (Mentoring) merupakan sebuah program untuk mendukung dan membantu guru baru beradaptasi dengan lingkungan kerja di Sekolah XYZ Makassar. Program mentoring ini bertujuan mengembangkan strategi manajemen perilaku, strategi pengajaran yang efektif, mengenali kekuatan dan kelemahan, serta merencanakan pengalaman pengembangan profesional guru baru. Penelitian ini bertujuan untuk memperoleh informasi tentang penyebab kesulitan adaptasi guru baru serta untuk mengevaluasi proses pelaksanaan program mentoring di Sekolah XYZ Makassar dengan pendekatan kualitatif studi evaluasi dengan model CIPP (*Context, Input, Process, Product*). Responden dalam penelitian ini terdiri dari lima guru mentor, lima guru baru, serta seorang pimpinan. Teknik pengumpulan data menggunakan wawancara mendalam, observasi, dan studi dokumen. Validitas data menggunakan teknik triangulasi sumber. Hasil evaluasi *New Teachers Support Program* (Mentoring) berdasarkan evaluasi a) *Context*, memiliki kemampuan untuk melaksanakan program yang merupakan implementasi visi misi sekolah dan menjawab kebutuhan adaptasi guru baru b) *Input*, menunjukkan kekurangan pada persiapan strategi yaitu penentuan penjadwalan, penyampaian ekspektasi yang jelas kepada mentor, dan cara monitoring yang efektif c) *Process*, menunjukkan intensitas observasi kelas yang minim dan kualitas mentoring yang belum menyentuh ranah emosional dan spiritual d) *Product*, hasil program menjawab kebutuhan dan sesuai dengan tujuan yang ingin dicapai, namun perlu pendampingan lanjutan untuk pengembangan profesional guru baru.

Kata kunci: Mentoring, Guru Baru, Mentor, Mentee, Evaluasi CIPP

Referensi: 45 (1969-2023)