

ABSTRAK

Anisa, 2019, Evaluasi Pelaksanaan Program *Full Day School* pada Pembelajaran Matematika SMA di Kota Semarang. Skripsi, Program Studi Pendidikan Matematika, Universitas Muhammadiyah Semarang. Pembimbing: I. Dwi Sulistyarningsih, S. Si., M. Pd., II. Martyana Prihaswati, S. Si., M. Pd.

Kata Kunci: *Full Day School*, Pembelajaran Matematika.

Pada era globalisasi, pendidikan menjadi salah satu upaya memperkuat pendidikan karakter. Implementasi pendidikan karakter dijabarkan dalam kurikulum 2013, yang dilanjutkan melalui kebijakan lima hari sekolah. Kebijakan lima hari sekolah atau *full day school* di Kota Semarang menuai berbagai respon terutama pada pembelajaran matematika. Berdasarkan hal tersebut dilakukan penelitian evaluasi pelaksanaan program *full day school* pada Pembelajaran Matematika SMA di Kota Semarang. Tujuan penelitian ini adalah dapat mendeskripsikan pelaksanaan *full day school* dan evaluasi pelaksanaan *full day school* pada pembelajaran matematika SMA di Kota Semarang. Pendekatan yang digunakan adalah kualitatif yang bersifat deskriptif. Teknik pengumpulan data dilakukan dengan wawancara, observasi dan dokumen (dokumentasi). Populasi pada penelitian ini adalah sekolah menengah atas di Kota Semarang yang menerapkan program *full day school*. Sampel yang digunakan adalah 5 (lima) sekolah dengan *grade* tertinggi, menengah dan terendah baik negeri maupun swasta. Narasumber terdiri dari kepala sekolah/ waka kurikulum, guru matematika dan siswa. Jumlah narasumber minimal 1 (satu) orang guru dan 4 (empat) orang siswa di setiap sekolah. Teknik pengambilan sampel dilakukan dengan *purposive sampling* yaitu hanya guru matematika yang dijadikan narasumber dan siswa yang dijadikan narasumber adalah siswa yang direkomendasikan oleh guru matematika. Model evaluasi yang digunakan adalah CIPP yaitu *context evaluation*, *input evaluation*, *process evaluation* dan *product evaluation*. Beberapa hal yang akan dievaluasi diantaranya: dampak penerapan *full day school*, sumber daya yang ada, kegiatan-kegiatan pada *full day school* dan minat belajar matematika.

Berdasarkan analisis data hasil wawancara, observasi dan dokumen (dokumentasi), pelaksanaan *full day school* pada pembelajaran matematika SMA di Kota Semarang sesuai dengan Peraturan Menteri Pendidikan dan Kebudayaan Nomor 23 Tahun 2017. Alokasi waktu dan kegiatan yang dilakukan berdasar pada peraturan yang berlaku. Namun fasilitas-fasilitas di beberapa sekolah yang menjadi sampel belum disediakan dengan baik dan maksimal sehingga siswa merasa kurang nyaman berada di sekolah selama sehari. Harapannya pemerintah dan sekolah dapat bekerjasama untuk melengkapi fasilitas-fasilitas yang kurang, agar tujuan pembelajaran tercapai. Selain itu, penugasan yang menjadi pekerjaan rumah juga masih dikeluhkan oleh para siswa, harapannya peraturan mengenai *full day school* dapat ditambahkan untuk pembatasan penugasan.

ABSTRACT

Anisa, 2019, Evaluating the Implementation of the Full Day School Program in High School Mathematics Learning in the City of Semarang. Thesis, Mathematics Education Study Program, University of Muhammadiyah Semarang. Supervisor: I. Dwi Sulistyarningsih, S. Si., M. Pd., II. Martyana Prihaswati, S. Si., M. Pd.

Keywords: Full Day School, Mathematics Learning.

In the era of globalization, education is one of the efforts to strengthen character education. The implementation of character education is spelled out in the 2013 curriculum, which is continued through a five-day school policy. The five day school or full day school policy in the city of Semarang has received various responses, especially in mathematics learning. Based on this evaluation research conducted the implementation of a full day school program in high school mathematics learning in the city of Semarang. The purpose of this study is to describe the implementation of full day school and evaluation of the implementation of full day school in high school mathematics learning in Semarang City. The approach used is descriptive qualitative. Data collection techniques are done by interview, observation and documents (documentation). The population in this study was high school in Semarang City which implemented a full day school program. The sample used was 5 (five) schools with the highest, middle and lowest grade, both public and private. Resource persons consisted of the principal of the school / curriculum curriculum, mathematics teachers and students. The number of speakers is at least 1 (one) teacher and 4 (four) students in each school. The sampling technique is done by purposive sampling that is only the mathematics teacher who is used as a resource and students who are used as a resource are students who are recommended by the mathematics teacher. The evaluation model used is CIPP, namely context evaluation, input evaluation, process evaluation and product evaluation. Some things that will be evaluated include: the impact of implementing full day school, available resources, activities on full day school and interest in learning mathematics.

Based on data analysis of interviews, observations and documents (documentation), the implementation of full day school in high school mathematics learning in Semarang is in accordance with Minister of Education and Culture Regulation No. 23 of 2017. The allocation of time and activities carried out is based on applicable regulations. However, the facilities in some of the sample schools have not been provided properly and optimally so that students feel less comfortable in school for a day. It is hoped that the government and schools can work together to complete the lack of facilities, so that learning objectives are achieved. In addition, assignments that become homework are still complained by students, hoping that the rules regarding full day school can be added to limit assignments.