

## ***ABSTRACT***

**Syaiful Haq, 2019. *Evaluation of Teacher Professional Education Programs (PPG), Indonesia's Leading Regions, Indonesia's Outer Regions, and Underdeveloped Regions (SM-3T) Building Engineering Education Study Program (PTB) Universitas Negeri Padang.***

*This research is based on the low percentage of graduates of the State University of Padang's PPG SM-3T in the main National Examination of PPG SM-3T which only 41.26%, especially the Building Engineering Education Study Program only passed 12%, and there were various problems during the program implementation (the results of the initial interview), and there has not been an evaluation after two years the program is running. This study aims to reveal the implementation of the PPG SM-3T Program of PTB Department of Civil Engineering FT UNP in 2017 using the CIPP evaluation model, because the CIPP model is considered as an appropriate and comprehensive evaluation model for evaluating educational programs.*

*This research was carried out in the Civil Engineering Department, Padang State University, and in the place of respondents with quantitative research. Sampling is used Total sampling technique. The procedure of the research was done by distributing questionnaires to 15 PPG SMT-3T 2017 participants, interviewing 10 lecturers of Civil Engineering Department (PTB Study Program), and interviewing 3 teachers of Vocational High School (SMK 1 Padang) and 2 teachers of Vocational High School (SMK 5 Padang) Teachers involved in PPG SM-3T 2017 program .*

*Based on the data analysis, the average value of the overall evaluation results in the PPG SM-3T program was 82.49% or included in the good category. The lowest value of this study is in the process variable, which is 79.51% (sufficient category), which means that the implementation of the PPG SM-3T program still needs improvement in terms of the process, especially related to the most striking problem that is the material provided during the program with material tested on the program's main national exam. Therefore, if the program is continued, then improvements need to be made in the future, especially with regard to improving the communication and coordination of the organizers and all aspects involved with the program.*

***Keywords:*** PPG, SM-3T, Evaluation, Program Evaluation.

## **ABSTRAK**

**Syaiful Haq, 2019. Evaluasi Program Pendidikan Profesi Guru (PPG) Sarjana Mengajar di Daerah Terdepan, Terluar, dan Tertinggal (SM-3T) Program Studi Pendidikan Teknik Bangunan (PTB) Universitas Negeri Padang.**

Penelitian ini didasari oleh rendahnya persentase lulusan PPG SM-3T Universitas Negeri Padang pada ujian Nasional utama PPG SM-3T yang hanya 41,26%, khususnya Program Studi (Prodi) Pendidikan Teknik Bangunan hanya lulus 12%, dan terdapat berbagai permasalahan selama pelaksanaan program (hasil wawancara awal), serta belum dilakukannya evaluasi setelah dua tahun program itu berjalan. Penelitian ini bertujuan untuk mengungkap pelaksanaan Program PPG SM-3T Prodi PTB Jurusan Teknik Sipil FT Universitas Negeri Padang (UNP) pada tahun 2017 menggunakan model evaluasi CIPP, sebab model CIPP dinilai sebagai model evaluasi yang tepat dan komprehensif untuk mengevaluasi program pendidikan.

Penelitian ini dilaksanakan di Jurusan Teknik Sipil Universitas Negeri Padang dan ditempat responden berada dengan jenis penelitian kuantitatif. Pengambilan sampel digunakan teknik Total *sampling*. Prosedur penelitian yang dilakukan yaitu dengan menyebarkan kuesioner kepada 15 peserta PPG SM-3T 2017, mewawancarai 10 dosen Jurusan Teknik Sipil (Prodi PTB), dan mewawancarai 3 guru SMK N 1 Padang dan 2 Guru SMK 5 Padang yang terlibat program PPG SM-3T 2017.

Berdasarkan analisis data diperoleh nilai rata-rata hasil evaluasi secara keseluruhan pada program PPG SM-3T sebesar 82,49% atau termasuk kategori baik. Adapun nilai terendah dari penelitian ini ialah pada variabel proses yaitu 79,51% (kategori cukup) yang berarti pelaksanaan program PPG SM-3T masih perlu penyempurnaan dalam hal prosesnya, khususnya terkait permasalahan yang paling mencolok yaitu berbedanya materi yang diberikan selama program dengan materi yang diujikan pada ujian Nasional utama program tersebut. Oleh sebab itu, apabila program ini dilanjutkan, maka perlu perbaikan untuk masa yang akan datang, terlebih berkaitan dengan hal meningkatkan komunikasi dan koordinasi penyelenggara serta seluruh aspek yang terlibat dengan program tersebut.

**Kata Kunci:** PPG, SM-3T, Evaluasi, Evaluasi Program.