

Evaluation of Block Learning Innovation Program in MAN 2 Lubuk Pakam

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Abstract

The purpose of this paper is to describe the implementation of the evaluation of the Block Learning learning innovation program at MAN 2 Lubuk Pakam. This research method is qualitative research and uses an evaluation model that is in accordance with the theme adopted, namely the CSE-UCLA Evaluation Model with five stages carried out in the evaluation, namely planning, development, implementation, results and impact. The results of this study are 1. The effectiveness of block learning learning innovations at MAN 2 Lubuk Pakam really helps the learning process, not only material that is easy to understand, from an economic perspective it also helps parents of students, this innovation is also very effectively applied in MAN 2 Lubuk Pakam , because the learning carried out produces positive things where students understand the material better, and it is better than online learning with Google Class Room or others, in the previous semester. 2. Evaluation of the block learning innovation program at MAN 2 Lubuk Pakam, namely: a. the planning carried out to start the Block Learning program has shown that the process has been carried out well because it involves many people and has determined several things that are needed for the implementation of the Block Learning program well in the future b. the development of the Block Learning learning innovation program was carried out well where the development was carried out in the even semester to the implementation in the previous semester, namely the odd semester regarding the effectiveness of the time for collecting teacher material in the field of study, thus this program will continue to improve if it continues to be developed in the future. c. the implementation of the implementation of block learning shows that the implementation is very structured, it can be seen that the sequence from the beginning from the formulation of the material to the distribution of the learning blocks and the collection of tasks carried out by the students is carried out in an orderly manner. d. the results of the program are very significant and include all the goals at the beginning of program planning where to anticipate declining learning in the previous semester, and to help the economy of parents who were hit by the covid 19 pandemic outbreak, the things that were planned had been implemented properly and

resulted in results. amazing. and e. This Block Learning does not have a follow-up for the future, because this program is only for dealing with learning during a pandemic that requires PJJ (Distance Learning)..

Keywords: Program Evaluation, Learning Innovation, Block Learning

INTRODUCTION

Education is essentially a significant need and guidance to ensure the development and continuity of the life of the nation and state in order to achieve high-quality and intellectual human resources. Intellectuality and quality are highly dependent on the success of the implementation of the education system. Every nation will progress because of its education, advanced education is the heart and pulse of the nation. Where national education functions to develop capabilities and shape the character and civilization of a dignified nation in the context of educating the nation's life, the goal is to develop the potential of students to become human beings who believe and fear God Almighty, have noble character, are creative, independent and become citizens who democratic and responsible.

In a teaching and learning process there is an evaluation activity. Evaluation is an activity to find out whether the teaching and learning process has achieved the goals that have been set or not, in other words, the teaching and learning process has not been known to be successful or not before the evaluation is carried out. Therefore evaluation must be needed in the teaching and learning process. With a good and thorough evaluation, you will be able to find out what you want from teaching and learning activities. An evaluation is said to be good if it has criteria. The evaluation criteria are good according to Smith (2002) are "validity, objectivity, prakticability" . From a good evaluation, it will be able to motivate both students and teachers. In the science of educational evaluation, there are many models that can be used to evaluate a program. Although they differ from one another, the intent is the same, namely to collect data or information related to the object being evaluated, the purpose of which is to provide material for decision makers and determine the follow-up of a program.

The evaluation model emerged because of the continuous effort derived from the development of measurement and human curiosity to try to apply the principles of evaluation in a more abstract scope including the fields of education, behavior, and the arts (Stufflebeam, 1971) a. Evaluation has always played an important role in all forms of effective teaching. With evaluation, feedback is obtained which is used to improve materials or teaching methods or to adapt materials to scientific developments. If it is related to learning innovation, the evaluation of learning innovation should not only

reveal the implementation of the program, but how the impact and even follow-up of the program will be.

During this pandemic, school principals must really think about ways to make the learning process for their students, so that the knowledge taught by the teacher is well absorbed, even with the current limitations.

Before doing research, look at the tribune news during the pandemic or 2020/2021 teaching period MAN 2 Lubuk Pakam Prepares a New Learning Concept, No Longer an Online System, namely preparing a block learning learning model designed by the Madrasah Head, namely Dr. H. Burhanuddin Harahap, M.Pd, who said in his news "So later in the new school year we won't be online anymore because it's too hard for parents to buy packages (internet) of all kinds, that's why we just make Block Learning"

If you look at the research that has been done by Nurwantoro and Alfani Risman Nugroho (2018) entitled the effect of the practice block system on the competence of students majoring in leather processing technology at the Yogyakarta ATK Polytechnic, which concludes that through the block system, the theoretical and practical learning processes are carried out alternately in time. sufficient to meet the desired competence. This study aims to determine the effect of applying the practice block schedule in the learning process to increase the effectiveness of learning in the Department of Leather Processing Technology, Polytechnic ATK Yogyakarta.

There are several studies that also state that learning the block system can increase competence, according to Dedi Arsil Majid, Amat Mukhadis and Eko Edi Poerwanto (2011) which states "learning outcomes with block release scheduling are superior to block hours, with an average learning outcome of 79.71.

If the research above reveals about the success of learning with the block system, but in this study, it examines block material, or material that is combined into 1 for 1 month per block.

To find out whether or not the objectives of the learning innovation program have been achieved, it is necessary to conduct a program evaluation, because this assessment is to determine the extent to which block learning innovations are implemented and have a positive impact on the learning process during this pandemic.

Based on the initial findings above, the researchers are interested in conducting more in-depth research on block learning innovations carried out at MAN 2 Lubuk Pakam with the Research Title "Evaluation of Block Learning Innovation Programs at MAN 2 Lubuk Pakam for the 2020/2021 Academic Year"

Evaluation comes from the word evaluation (English) which is then absorbed into the vocabulary of Indonesian terms into "evaluation" with the aim of maintaining the

original word with a slight adjustment of pronunciation. Arikunto and Jabar (2008) suggest that evaluation is an activity to collect information about the workings of something, which is then used to determine the right alternative in a decision.

Tyler argues that evaluation is a process that determines the extent to which educational goals can be achieved. While Maccolm, Provus defines evaluation as what difference there is with a standard to find out whether there is a difference. (Tayibnapis, 2008)

Wirawan (2011) suggests that evaluation is research to collect, analyze, and present useful information about the object of evaluation, evaluate it by comparing it with evaluation indicators and the results are used to make decisions about the object of evaluation.

CSE stands for Center for the Study of Evaluation , while UCLA stands for University of California in Los Angeles . The characteristic of the evaluation of the CSE-UCLA model is that there are five stages carried out in the evaluation, namely planning, development, implementation, results and impacts. (Arikunto, 2008)

Learning innovation can be interpreted as a new effort in the learning process, using various methods, approaches, facilities and an atmosphere that supports the achievement of learning objectives. Hasbullah, 2001 argues that "new" in innovation is anything that has not been understood, accepted or implemented by the recipient of the innovation.

It can also be said that learning innovation is an effort to renew the various components needed in the delivery of subject matter in the form of knowledge from educators to students with the aim of improving the quality of ongoing education..

METHOD

Research Approach

Qualitative research is a type of research that does not carry out calculations, but is described with descriptive words or sentences on the data obtained in order to get a conclusion. From the explanation that has been explained above, related to the subjects and problems raised in the field learning to fulfill this coursework, the researchers used qualitative research.

In the case being studied, the evaluation model that is in accordance with the theme adopted is the CSE-UCLA Evaluation Model with five stages carried out in the evaluation, namely planning, development, implementation, results and impacts.

Research Location and Time

The research was conducted at MAN 2 Lubuk Pakam. as far as the author's observations on initial observations and based on the identification of the problems described previously. This school needs attention and the author wants to research more about the role of the principal as a creator of the work climate in improving the work ethic of teachers.

Data and Data Sources

Data is the most important source to uncover an existing problem, and data is also what is needed to answer research problems or fill out hypotheses that have been formulated. In conducting this research, the necessary data were obtained from two sources, namely: 1. Primary data, namely primary data, is data that comes from informants who know clearly and in detail about the problem being studied. 2. Secondary Data, namely secondary data is data that comes from a second source or from agencies such as student learning outcomes documents, either in the form of reports or other secondary data or from text books. Sources of data are also taken into consideration in determining research tools.

Data collection technique

In order to obtain valid data in this research activity, it is necessary to determine appropriate and systematic data collection techniques.

The collection of qualitative data according to Lincoln and Guba is by using interviews, observations and documents (notes or archives). In this case the researchers used the following techniques: 1. Observation techniques (Observation). 2. Interview technique (*Interview*). 3. Documentation Techniques

Data analysis technique

In a research analysis is a very important part, because it is an outline of the results of the research whose data can be presented and conclusions can be drawn from the final goal of the study. In this research, the analysis of the Milles and Huberman model consists of: (a) data reduction, (b) data presentation, and (c) conclusions.

Data Validity Check Technique

Likewise in this study, the researcher will indirectly use several criteria for checking the validity of the data by using the examination technique as mentioned above, to prove the certainty of the data. Namely with the presence of the researcher as the instrument itself, looking for a theme or comparative or competitive explanation, comparing the observational data with interview data, conducting interviews with

several different people, providing sufficient descriptive data and discussing with colleagues.

RESULTS AND DISCUSSION

The Effectiveness of the Block Learning Learning Innovation Program at MAN 2 Lubuk Pakam

This learning innovation program is carried out to overcome the difficulty of the online learning process where the process is very difficult for students and parents and teachers in the process. This Block Learning program is a program where all teachers collect 1 month's learning material into 1 book and then print it out and distribute it to their respective classes.

It is known that the implementation of Block Learning was carried out very carefully at the beginning where all the material made by each teacher was verified again by each MPMG in MAN 2 Lubuk Pakam, and then put back together into a book of materials each month, each month. each class.

This Block learning program is a program that maximizes the learning process for students, where students no longer do online learning, but only learn the material that has been shared and do the exercises that exist at the end of the material, if there are students who do not understand the material, then allowed to contact the teacher of each field of study.

This Block Learning program is carried out by MAN 2 Lubuk Pakam for free to students, where a monthly collection of materials is given free of charge to all students, so this greatly reduces the burden on students during the pandemic where they no longer study online which will consume quite expensive data. .

The previous learning process was very ineffective where learning was done online, this was revealed by the head of the madrasa that "He considered the online concept that had previously been implemented, the results were less effective, many students actually played games from mobile phones instead of participating in teaching and learning activities"

With the new program brought by the school principal to deal with this pandemic period, the learning process is slightly different, where the Learning block program only distributes books containing material, then students study the book and do the existing exercises, and the learning process is carried out at home. each, and in 1 week students only come once to collect the exercises that have been done until the fourth week, then for the following month students will get new books with new material that has been prepared by their respective field of study teachers.

This learning process is certainly more effective than previous online learning, and the material presented is more or less absorbed by students, although this program certainly cannot compensate for face-to-face learning.

It can be concluded that the Block Learning Program is very helpful in the learning process, not only material that is easy to understand, from an economic point of view it also helps parents by not charging students to buy packages for learning, besides that this innovation is also very effectively applied in MAN 2 Lubuk Pakam, because the learning that is carried out produces positive things where students understand the material better, helps the parents' economy, and is better than online learning with Google Class Room or others.

Implementation of Block Learning Innovation Program Evaluation at MAN 2 Lubuk Pakam

In the implementation of a program, of course, there are various processes, the innovations made by Dr. H. Burhanuddin, M.Pd as the head of the MAN 2 Lubuk Pakam madrasa.

In the program evaluation process, which is carried out using the CSE-UCLA Evaluation Model with five stages carried out in the evaluation, namely planning, development, implementation, results and impacts.

The Block Learning learning innovation planning carried out by MAN 2 Lubuk Pakam was planned as well as possible, it started with concerns and concerns about learning in the even semester of 2019/2020 at the beginning of the pandemic and all educational institutions were closed and learning online. This prompted the head of the madrasa to create a Block learning program and this was well supported and responded to by the MGMP and teachers at MAN 2 Lubuk Pakam.

With this support, all existing subject teachers and MGMPs held a meeting regarding the implementation system of this program, and discussed how the implementation of this Block learning program would be carried out, at the meeting activities were determined regarding the schedule of material collection, the limit for each material per month on each field of study, schedule for distributing books, techniques for distributing books to students, techniques for guiding students to understand the contents of the book, as well as a system for collecting student performance results on the exercise of the contents of the book.

Regarding the planning carried out to start the Block Learning program, it has been seen that the process has been carried out well because it involves many people and has determined several things that are needed for the implementation of the Block Learning program well in the future.

After planning, the program evaluation process is carried out, namely seeing how the development of the Block Learning program is carried out, from the previous explanation it is known that the block learning innovation program was programmed due to the COVID-19 pandemic that hit, thus this program is a new program and of course the development and renewal of the previous program cannot be carried out yet, but for the next year development and renewal will continue to be carried out by the MGMP and the head of madrasa regarding the implementation system, as has been done in the even semester of the 2020/2021 academic year, development has been carried out for the material collection process carried out online by teachers who previously only sent the material directly.

The development was carried out to make it easier for teachers in the field of study to send materials and shorten the time so that they were more effective and timely in distributing material books to students.

From the evaluation of the second program regarding the development of the Block Learning learning innovation program, it was carried out well where the development was carried out in the even semester looking at the implementation in the previous semester, namely the odd semester regarding the effectiveness of the time for collecting teacher material in the field of study, thus this program will continue to improve if it continues to be implemented. develop in the future.

The third stage of program evaluation that needs to be seen next is the implementation stage of the Block Learning learning innovation program.

The implementation of the Block Learning program was carried out carefully, where the collection of materials carried out by the subject teachers was carried out well, where all the study teachers collected and no material was left behind, and the printing of books containing these materials was also carried out and ready. on time so that it can be distributed to students in a timely manner as well.

After all the books are printed where the printing costs are all financed by the Madrasa, then the distribution of the books is carried out at the beginning of the odd semester of the 2020/2021 academic year and the distribution is carried out by the respective homeroom teachers, because previously the books had been submitted to their respective homeroom teachers. by the curriculum area of MAN 2 Lubuk Pakam, the distribution was carried out on July 13, 2020 and was scheduled according to what had been determined, this was due to avoid a booming crowd because all MAN 2 Lubuk Pakam students numbered 1048, and when the learning process had started on At the beginning of the semester all students already have the material book.

Books that are accepted by students and studied by students and students also work on assignments at the end of each existing material, but in the learning process, if

there are students who do not understand the material in the book, they can directly contact the teacher in the field of study, and if they do not have a cellphone then It is allowed to visit the teacher at school, and every week according to the schedule determined by the teacher in the field of study, the student collects the results of the student's performance, and the teacher in the field of study evaluates the work of his students.

The distribution of the books is carried out every month, because 1 book only contains material for all subjects for 1 month, therefore in month 8 a second block is distributed to students on condition that the material previously has been done and submitted to each teacher. field of study.

From the implementation of the implementation of block learning, it can be seen that the implementation is very structured, it can be seen that the sequence from the beginning from the formulation of the material to the distribution of the learning blocks and the collection of tasks carried out by the students is carried out in an orderly manner.

The next stage of evaluation is to see the results of the program made, namely the Block Learning program, where the results of the program can be seen from student learning outcomes, because block learning is a program to support learning to be more effective and efficient.

Learning in the even semester in 2019/2020 there was a decline in student learning outcomes due to the pandemic which required students and teachers to carry out the online teaching and learning process (in the network) using Wastaap media, google class room, zoom and others, this made many students lazy - lazy to participate in learning activities, many misuse their cellphones to play games instead of participating in learning, even many students find it difficult to understand the teacher's explanations, from an economic point of view, many students find it difficult to buy packages continuously to follow learning.

After the Block learning program was carried out in the 2020/2021 academic year in the odd semester last year, many felt the difference, even many parents responded well to the program, learning outcomes also increased compared to the previous semester, many students understood the material being shared, This can be seen from the results of student work collected every week.

From the implementation of the program above, it can be concluded that the results of the program are very significant and include all the goals at the beginning of the program planning, which is to anticipate declining learning in the previous semester, and to help the economy of parents who have been hit by the COVID-19

pandemic. The plans that have been planned have been implemented well and have produced something extraordinary.

For the last stage of the evaluation of this program, namely the impact or follow-up, this block learning program has a positive impact, this can be seen from students who are more independent and prefer to read the block, and this program also has an impact on students' craft to learn, compared to In the previous semester, there were many students who did not care about learning, with this learning block, students were more active and responded to subjects in all fields of study.

As a follow-up to this program, because this program was carried out and designed to deal with the learning process during the pandemic, this program will no longer be continued for the 2021/2022 school year, because the information received by the head of the madrasa is that for the 2021/2022 school year, 2022 learning will be carried out face-to-face as before.

This is as expressed by Mr. Muhammad Rizky as the homeroom teacher who said that "this program is only for the Covid-19 period, if schools are allowed to enter, this program will not be made again, because students are admitted." This program for the 2021/2022 academic year will no longer be carried out if schools are allowed to meet face-to-face, but if distance learning continues to be extended, then this program will be continued with a system that will continue to be improved.

From the explanation above, it can be concluded that the Block Learning program does not have a follow-up for the future, because this program is only for dealing with learning during the pandemic which requires PJJ (Distance Learning).

CONCLUSION

The effectiveness of block learning learning innovations at MAN 2 Lubuk Pakam really helps the learning process, not only material that is easy to understand, from an economic perspective it also helps parents by not charging students to buy packages to study, besides that this innovation is also very effectively applied in schools. MAN 2 Lubuk Pakam, because the learning that is carried out produces positive things where students understand the material better, helps the parents' economy, and is better than online learning with Google Class Room or others.

Implementation of the evaluation of the block learning learning innovation program at MAN 2 Lubuk Pakam, namely: a. the planning carried out to start the Block Learning program has shown that the process has been carried out well because it involves many people and has determined several things that are needed for the implementation of the Block Learning program well in the future b. the development of

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