

ABSTRAK

Penelitian ini bertujuan untuk: (1) mendiskripsikan pelaksanaan program pendidikan kepemimpinan di Madrasah Mu'allimaat Muhammadiyah Yogyakarta dengan pendekatan evaluasi program model CIPP; (2) menjelaskan faktor penyebab kendala dalam pelaksanaan program pendidikan kepemimpinan; (3) menjelaskan solusi masalah dalam pelaksanaan program pendidikan kepemimpinan.

Penelitian ini termasuk penelitian evaluasi dengan melihat efektivitas masing-masing faktor sesuai model CIPP (*context, input, process, dan product*). Subjek penelitian ini adalah unsur direktur, wakil direktur, kepala urusan, guru leadership, guru bimbingan dan konseling, pamong dan musyriyah asrama, dan siswi Madrasah Mu'allimaat Muhammadiyah Yogyakarta. Pengumpulan data dilakukan dengan menggunakan wawancara, lembar observasi dan dokumentasi. Data dianalisis dengan menggunakan metode kualitatif deskriptik.

Hasil analisis menunjukkan bahwa: (1) Pelaksanaan Program Pendidikan Kepemimpinan di Madrasah Mu'allimaat Muhammadiyah Yogyakarta termasuk cukup efektif ditinjau dari komponen konteks, input, proses, maupun produk. (2) Faktor-faktor kendala dalam pelaksanaan pendidikan kepemimpinan meliputi: (a) komponen lingkungan yang belum sepenuhnya mendukung pelaksanaan tata tertib, (b)) komponen siswi yang belum seluruhnya berpartisipasi secara aktif dalam mengikuti program, (c) komponen guru/pembimbing yang belum optimal dalam pendampingan pembinaan, (d) komponen sarana prasarana yang masih perlu perbaikan dan belum mencukupi kebutuhan, (e) komponen proses yang masih kesulitan dalam pembagian waktu kegiatan, (d) komponen hasil yang belum maksimal pada tindak lanjut kegiatan. (3) Solusi masalah dalam pelaksanaan pendidikan kepemimpinan: (a) merealisasikan kampus terpadu, (b) keterlibatan partisipasi aktif siswi, (c) optimalisasi peran pendampingan pembinaan, (d) perbaikan dan pengadaan sarana prasarana, (e) perbaikan proses kegiatan yang terkoordinasi, (f) perbaikan tindak lanjut hasil program pendidikan kepemimpinan.

Kata kunci: evaluasi, pelaksanaan program, pendidikan kepemimpinan, CIPP

**AN EVALUATION OF IMPLEMENTATION PROCESS OF
LEADERSHIP EDUCATION AT MADRASAH MUALLIMAT
MUHAMMADIYAH YOGYAKARTA**

ABSTRACT

This research aims to: (1) describe the program implementation of leadership education at *Madrasah Muallimat Muhammadiyah* Yogyakarta with the CIPP model program evaluation approach; (2) explain the factors causing obstacles in the program implementation of leadership education; (3) explain the problem solution in the program implementation of leadership education.

This research is included in evaluation research by considering the effectiveness of each factor in accordance with the CIPP model (context, input, process, and product). The subject of the research is the elements of director, vice director, administrative coordinator, leadership teacher, guidance and counseling teacher, guardian and dormitory *mushrifs*, and the students of *Madrasah Muallimat Muhammadiyah* Yogyakarta. The data collection was conducted by interview, observation sheets, and documentation. The data was analyzed using qualitative descriptive method.

The analysis results show that: (1) The program implementation of leadership education at *Madrasah Muallimat Muhammadiyah* Yogyakarta is categorized fairly effective seen from the components of context, input, process, and also product. (2) The obstructing factors in the implementation of leadership education cover (a) the environment components which have not fully support the implementation of regulations, (b) the female students component which has not fully participate actively in following the program, (c) the teacher/ counselor component which has not been optimal in the coaching assistance, (d) the facilities component which still needs improvement and has not fulfilled the needs, (e) the process component still facing difficulties in managing the activity schedule, (f) the result component which has not been at maximum in the activity follow-ups. (3) The solutions of the problems in the implementation of leadership education: (a) realization of integrated campus, (b) involvement of active participation of the students, (c) optimization of the role of coaching assistance, (d) improvement and provision of facilities, (e) improvement of coordinated activity process, (f) improvement of the follow-ups of leadership education program results.

Keywords: evaluation, program implementation, leadership education, CIPP