

## **ABSTRACT**

### **THE EVALUATION OF EXTRACURRICULAR ACTIVITIES AT SMK N 2 WONOSARI**

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This study aims to evaluate the implementation of extracurricular activities at SMK N 2 Wonosari. The evaluation of extracurricular activities can be seen from four aspects: context, input, process and product. The results of the evaluation will be used as the suggestions for the school to implement the extracurricular activities.

This study was conducted at SMK N 2 Wonosari. The respondents of the study are the principal and the vice-principal of student affairs (2 persons), 13 teachers as the consultant of extracurricular activities in the school, and 201 students involving in the extracurricular activities. This study used CIPP (Context, Input, Process, Product) evaluation method. The data were collected through questionnaires. The data analysis technique used was descriptive analysis.

The results show that (1) the evaluation of extracurricular activities implementation from the aspect of context with the principal and the vice-principal of student affairs as the respondents is included in good category with the value of 50%, (2) the evaluation of the extracurricular activities implementation from the aspect of input with the consultants of sport balls as the respondent is included in good category with the value of 39.60%, the field of martial sport is also included in good category with the value of 44.40%, the field of reasoning is included in good category with the value of 38.90%, the field of art is included in the poor category with the value of 50 %, the special field is in good category with the value of 44.20%. According to the students, the aspect of input in the implementation of sport balls extracurricular is categorized as sufficient with the value of 46.70%, the martial sport is included in good category with the value of 45.76%, the field of reasoning is included in good category with the value of 48%, the field of art is included in the poor category with the value less than 47.40%, and the special field is in good category with the value of 42.265%, (3) the evaluation of extracurricular activities implementation from the aspect of process with the consultant teachers of sport balls as the respondents is included in good category with the value of 52, 77%, the martial sport is included in good category with the value of 55.55%, the field of reasoning is included in good category with the value of 64.80%, the field of art is included in the excellent category with the value of 60%, and the special field is included in good category with the value of 61.15%. According to the students, the aspect of process in extracurricular sport balls is included in good category with the value of 61.50%, in the field of martial sport, it is also included in good category with the value of 62.10%, in the field of reasoning, it is included in good category with the value of 60.90%, in the field of art, it is included in sufficient category with the value of 47.10%, and in the special field, it is included in good category with the value of 60.20%, (4) the evaluation of extracurricular activities implementation from the aspect of product with the students of sport balls as the respondents is included in good category with the value of 58,05%, the sport martial is included in good category with the value of 71.20%, the field of reasoning is included in good category with the value of 57.90%, the field of art is included in good category with the value of 52.60%, the special field is included in good category with the value of 66.65%.

Keywords: evaluation, CIPP method, extracurricular