

## ABSTRACT

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**EVALUATION STUDY OF THE WEEKLY PROFESSIONAL DEVELOPMENT PROGRAM FOR TEACHERS USING CONTEXT, INPUT, PROCESS, PRODUCT (CIPP) MODEL IN TK-SD XYZ MANADO**  
(xiv+141 pages: 2 pictures; 9 tables; 108 appendices)

This research evaluates the Weekly Professional Development (WPD) program for teachers at TK-SD XYZ Manado using the CIPP (Context, Input, Process, Product) model. The program was designed to improve teachers' competencies, with an emphasis on strengthening Christian education in teaching. However, after some implementation, there was a gap between teachers' expectations and the PD materials provided, particularly in terms of more applicable content and relevant materials.

This study revealed several key findings through a qualitative approach with interviews with the Head of School, the principal, and six Team Leaders as teacher representatives, observation of the WPD implementation, and literature review. The context evaluation shows the alignment of the program's objectives with the school's vision, although there are challenges in meeting the needs of the different teachers. The input evaluation showed that the planning was quite decent; however, time management and facilitator preparation needed to be improved. The process evaluation indicated that the variety of learning methods was effective, but time management and learning documentation needed to be improved. The product evaluation showed that the program has successfully improved teachers' pedagogical skills and understanding of Christian education, but improvements are needed in the personalization of materials and follow-up.

The study recommends a differentiated approach for teachers based on teaching experience, the involvement of expert presenters, and improved time management and documentation systems.

Keywords: Weekly Professional Development (WPD), Program Evaluation, CIPP Model, Teacher Professional Development

References: 43 (2002-2024)

## ABSTRAK

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### **STUDI EVALUASI PROGRAM *WEEKLY PROFESSIONAL DEVELOPMENT* GURU MENGGUNAKAN MODEL *CONTEXT, INPUT, PROCESS, PRODUCT* (CIPP) DI TK-SD XYZ MANADO**

(xiv+141 halaman: 2 gambar; 9 tabel; 108 lampiran)

Penelitian ini mengevaluasi program *Weekly Professional Development* (WPD) bagi guru di TK-SD XYZ Manado menggunakan model CIPP (*Context, Input, Process, Product*). Program ini dirancang untuk meningkatkan kompetensi guru, dengan penekanan pada penguatan pendidikan Kristen dalam pengajaran. Namun, setelah beberapa pelaksanaan, terdapat kesenjangan antara harapan guru dan materi PD yang diberikan, khususnya dalam hal konten yang lebih aplikatif dan materi yang relevan.

Melalui pendekatan kualitatif dengan wawancara kepada *Head of School*, Kepala Sekolah dan enam Team Leaders sebagai perwakilan guru, observasi pelaksanaan WPD, dan studi literatur, penelitian ini mengungkapkan beberapa temuan utama. Evaluasi konteks menunjukkan keselarasan tujuan program dengan visi sekolah, meskipun terdapat tantangan dalam memenuhi kebutuhan beragam guru. Evaluasi input menunjukkan perencanaan yang cukup baik, namun manajemen waktu dan persiapan fasilitator perlu diperbaiki. Evaluasi proses mengindikasikan bahwa variasi metode pembelajaran efektif, namun pengelolaan waktu dan dokumentasi pembelajaran perlu ditingkatkan. Evaluasi produk menunjukkan bahwa program ini telah berhasil meningkatkan keterampilan pedagogis dan pemahaman pendidikan Kristen guru, namun perlu perbaikan dalam personalisasi materi dan tindak lanjut.

Penelitian ini merekomendasikan pendekatan diferensiasi untuk guru berdasarkan pengalaman mengajar, keterlibatan pemateri ahli, serta perbaikan manajemen waktu dan sistem dokumentasi pembelajaran untuk meningkatkan keberlanjutan, keefektifan dan dampak jangka panjang program.

Kata kunci: *Weekly Professional Development* (WPD), Evaluasi Program, CIPP Model, Pengembangan Profesional Guru

Referensi: 43 (2002-2024)