

# **Evaluation of the Stake Model for Continuous Professional Development of Geography Teachers in the Implementation of the Independent Curriculum**

**by Muhammad Nursa'ban, Mukminan, Ajat Sudrajat**

## **ABSTRACT**

The aim of this research is to evaluate the implementation of continuous professional development for geography teachers in implementing the independent curriculum. The evaluation uses a stake countenance model which consists of three stages, namely starting from planning (antecedent), implementation (transaction), and results (outcomes) which focuses on teacher performance in pedagogical and professional aspects in Indonesia. The number of evaluation subjects was 141 teachers spread across 140 schools in 26 provinces. The evaluation results obtained are: 1) the highest development of teacher pedagogical abilities at each stage, namely; the antecedent stage in learning design as the educational basis for learning (32.62%), the transaction stage namely in the implementation of learning (31.21%), and the outcome stage in the aspects of deepening personality principles, cognitive development, and identification of media and student teaching materials ( 28.37%). 2) The highest development of teacher professional abilities at each stage, namely: Antecedent stage in mastery of material, concepts, structure, and scientific mindset (34.75%); transaction stage in the reflection aspect of learning based on continuous professional development (34.75%) and in the outcome stage in the reflection aspect of learning based on continuous professional development (33.33%). Overall, the continuous professional development efforts of geography teachers in pedagogical and professional aspects are in the antecedent stage in the Good category (50%), the transaction stage in the Good category (51%), and the outcome stage in the Good category (51%).

*Kata Kunci: Stake Model Evaluation; Self-development; Scientific Publications; Innovative Work; Geography Teacher.*