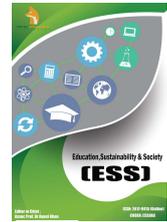


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RESEARCH ARTICLE

THE EFFECT OF KELOMPOK KERJA GURU IN ELEMENTARY TEACHERS' PROFESSIONAL DEVELOPMENT IN HELVETIA DISTRICT MEDAN INDONESIA

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ABSTRACT

Kelompok Kerja Guru (KKG)/ Teacher Working Group or generally known as Professional Learning Community (PLC) program should be a vehicle for developing teacher professionalism as expected by the government and schools. However, the current situation regarding its implementation, the effect on elementary school teachers and its activities are unknown. The purpose of this research is to find out an in-depth picture and the current situation regarding the implementation of the KKG and its influence in developing the professionalism of elementary school teachers in Helvetia District, Medan, North Sumatra Province. Researcher had interviewed teachers from representatives of each school individually and in groups to get their thoughts and perspectives by using semi-structured interviews so that the contents of the conversation are more organized. The researcher has also observed the activities within the KKG through a qualitative method approach in order to report the activities carried out by the KKG. The data obtained were analyzed using a five-phase cycle: compiling, disassembling, reassembling, interpreting and concluding. The results showed that the KKG carried out by the participants in this study was a KKG program that had been set by the government and was carried out with different schedules and durations. There are programs that are carried out 2 times in a semester with duration of 2-3 days, and there are programs that are carried out 1 time in 1 semester which takes 1.5-2 hours. The mechanism for selecting teachers who will take part in the KKG is always determined by the principal in accordance with the field of study taught. It is revealed that the KKG activities are not only carried out per district with several schools but also in each school under the supervision from the principal or foundation. The teachers gained knowledge and skills from KKG especially those related to the 2013 curriculum such as designing annual program, semester program, and lesson plan, compiling questions to be tested and assessed, and increasing 4 teacher competencies which are competency social, professional, pedagogic, and personality. It was also found that the activities they carried out at the KKG are group discussions, sharing information and teaching experiences, sharing students' work book, and conducting presentations. It is suggested that the government should have a good preparation in conducting KKG activities in order to provide useful and meaningful KKG.

KEYWORDS

Elementary teachers, Kelompok Kerja Guru (KKG), Professional Learning Community (PLC), teacher professional development (TPD), teacher competence.

1. INTRODUCTION

In Indonesia, the development of teacher professionalism has been taken seriously by the government and is the responsibility of the Directorate General of Quality Improvement of Educators and Education Personnel (DG PMPTK), the Office of Education, Higher Education, schools, and even teachers individually. This is reinforced through RI Law No. 14 of 2005 concerning Teachers and Lecturers, requiring: (1) to have a minimum academic qualification of S1 / D4; (2) having competence as an agent of change, namely pedagogical competence; personality, social and professional competence; and (3) has an educator certificate. With the enactment of this law, the government also provides various programs to improve teacher professionalism through training, writing scientific papers, teacher working group meetings (KKG), and subject teachers' deliberations (MGMP). If it is managed properly, the KKG which

accommodates elementary school teachers will be the source of the birth of professional teachers.

However, the formation of cluster programs and Teacher Working Groups (KKG) that are unclear, funding and infrastructure facilities that are not supportive, the level of togetherness among teachers is felt to be less supportive, the implementation time is small, the lack of precise selection decreases causing KKG to be lethargic, the program becomes a routine activity, does not vary and results in saturation (Supriadi, 1998). In a previous study it was also found that KKG participants lacked understanding of the importance of KKG activities as a forum for coaching to improve teacher competency (Legarano, 2014).

This is very crucial to be explored in depth so that teachers, schools and the government can improve the implementation of the GFC and make an effective contribution in improving teacher competency, especially in the

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implementation of the KKG for elementary school teachers in Helvetia District, Medan City, North Sumatra Province. By knowing the effectiveness of the KKG in developing teacher professionalism, the teacher or school can be motivated to be actively involved in KKG activities (Tangyong, 1990). Teachers will know how and why they can develop through the KKG so that they will implement it continuously. Furthermore, by providing up-to-date information on the implementation of the KKG and its effectiveness in developing teacher professionalism, it will be an evaluation of government programs that specifically mandate this program to be implemented.

2. LITERATURE REVIEW

Teacher Working Group (KKG) is a forum for professional activities for elementary / MI /SDLB teachers in an area or group of schools consisting of a number of teachers from a number of schools to improve teacher competency. KKG is useful as a forum for teacher creativity, helping teachers develop topics, waiting for contributions new ideas from the teacher, information sources, communication platforms, useful workshops, a laboratory where the teacher is experimenting, a place for family formation, and a library center for teachers (3).

According to the KKG guidelines KKG has a role to (1) accommodate the aspirations of, by and for members, (2) accommodate the aspirations of the community, stakeholders and students, (3) implement more creative and innovative changes in the learning process, (4) work partners The Office of Education in disseminating information on education policy (Depdiknas, 2004). While the role of the GFC is: (1) reformers in the classroom reformation, especially in the effective learning orientation, (2) mediators in developing and increasing teacher competencies, especially in developing curriculum and testing systems, (3) supporting agency in classroom management and school management innovation, (4) collaborators towards relevant units and relevant professional organizations, (5) evaluators and development reforms in the context of School-Based Quality Development Management (MPMBS) (6) clinical and academic supervisors with an approach appraisal assessment (Departement Pendidikan Nasional, 1997; Mangkoesapoetra and Arif, 2004).

According to Government Regulation of the Republic of Indonesia Number 19 of 2005 concerning National Standards of Education, Chapter VI article 28 states that education must have academic qualifications and competencies as agents of learning, physically and mentally healthy, and have the ability to realize the objectives of national education. Competencies as agents of learning at the level of education primary and secondary cover pedagogical competence, personal competence, professional competence, and social competence. Thus, the more a teacher can master these four competencies, the more professional he is in carrying out his duties. Some abilities that must be possessed by a teacher related to pedagogical competencies are: the ability to manage learning, understanding of students, learning planning, implementing learning that teaches dialogues, the use of learning technology, assessment of learning outcomes and student development.

Research on the development of elementary school teacher professionalism has been carried out previously in various regions in Indonesia. Case study research on KKG in Curup Timur District, Rejang Lebong Regency and found that KKG activities significantly and effectively improve teacher learning abilities (Day, 1997; OECD TALIS, 2009; Berlian, 2014). Research also found that the KKG went well and was very helpful in increasing teacher professionalism (Purnanda and Aan, 2013; Utami and Putri, 2016; Creswell, 2003; Cohen et al., 2007; Yin, 2002). Furthermore, recent research found that the way teachers develop professionalism in the SDG 02 Genengan KKG is through the creation of teaching aids together, learning strategies and varied methods supplemented with media that attract students' attention (Wijayanti, 2018). Not different from previous studies, research on elementary school teachers in the Cahyana cluster Karang Moncol District, Purbalingga Regency and concluded that the GFC influenced the performance and professionalism of elementary school teachers and was quantitatively analyzed with linear regression showing values $\beta_1 = 0.193$ and $\beta_2 = 0.282$ where the KKG contribution to work motivation and teacher performance improvement is 47.5% (Utami and Putri, 2016; Hayulia, 2018).

3. METHODOLOGY

This research focuses on the openness of teachers and their willingness to express their experiences, thoughts and perspectives regarding the implementation of the GFC so that in depth conversations are needed through qualitative methods. This study uses individual interviews, group

interviews, and observations within groups. This research was conducted in a natural setting without manipulation on any variable. The location of this study was conducted in two elementary schools Helvetia District Medan City, North Sumatra Province with 8 participants.

Data were analyzed using a five-phase cycle: Compiling, Disassembling, Interpreting and Concluding (Yin, 2002). Compiling is collecting data and making it in several arrangements and separating the collection of records from the source archive. Disassembling is taking and processing data that has been compiled so that it is placed in a smaller order (new labeling). Reassembling is taking back and reprocessing data (disassembling results) into new labels to get a theme. Interpreting is giving meaning / meaning we ourselves in the reassemble of data structures. Concluding is describing statements that arise from the findings of a study into a higher conceptual and broader idea. The data analysis process is organized as shown in Figure 1 below.

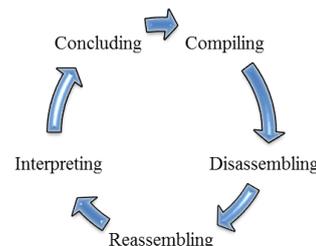


Figure 1: Data analysis process picture. Reprinted from *Case study research: Design and methods* by Yin, R. K, 2002, CA: Sage Publications.

4. RESULTS AND DISCUSSION

4.1 The KKG in Helvetia District

Based on the results of the data analysis, the researcher found that the Teacher Working Group (KKG) participated by the participants in this study was a KKG program that had been set by the Education Office and was carried out with different schedules and durations. There are programs that are carried out 2 times in a semester with duration of 2-3 days, and there are programs that are carried out 1 time in 1 semester with 1 day duration which takes 1.5-2 hours. The mechanism for selecting teachers who will take part in the KKG is always determined by the principal in accordance with the class being taught and the field of study taught. The place of implementation is at the school that has been designated as the host / host for the activity. In its organization, the KKG consists of management (Chairperson, Secretary, Treasurer, Division) selected by members based on the Statutes / By-Law. KKG members consist of class teachers, religious teachers, and health education teachers in SD / MI whose members come from 10 schools. The KKG program was attended by approximately 40 elementary / MI teachers who were in a group of Helvetia District.

KKG activities in Medan Helvetia District are more routinely carried out after a change in the applicable curriculum from the Education Unit Level Curriculum (KTSP) to the 2013 Curriculum. This occurs because teachers are required to be more active in implementing the 2013 Curriculum. Compared to 2018, where KTSP is still valid in some low grades, in 2019 the 2013 curriculum has been implemented as a whole and all teachers are required to master its implementation. Thus, the main topics that are always discussed are matters relating to the 2013 curriculum learning tool. The assigned facilitator or instructor delivers the material to all participants with a variety of methods and activities. Facilitators can be provided by the organizing committee or school such as teachers who are considered to have expertise in certain scientific fields as guides in the field of study, but can also be determined by the supervisor himself in collaboration with the committee or person in charge of the activity.

4.2 The KKG in each school

Data shows that the KKG activities are not only carried out per district with several schools but in each school the KKG activities are also carried out under the supervision of the principal or the foundation. Participants revealed during the interview that they also had regular teacher meetings as school KKG which were formed based on the field of study. "At school there is also a KKG, a kind of discussion originating from the same field of study. So usually, between mathematics teachers they discuss what the difficulties in teaching topics in mathematics are. Including revising questions and correcting programs that have been prepared". *Tiyer / Individual Interview 1 / July 19th, 2019.*

KKG activities in this school, if traced, are more regular in implementation compared to KKG conducted per district. In 1 month they meet at least 1 time to discuss various matters related to teaching related to their field of study. They also use this meeting to create state tools, share difficulties, and find solutions together. The KKG formed by this school has a coordinator in each field of study and the coordinator usually arranges activities and programs for their meetings every month. Judging from the benefits and objectives, the KKG held in schools discussed more about the learning process in class so that it was more applicable to the participants who followed it coupled with a livelier atmosphere of activities. Whereas the KKG that carried out per district, the activities are more in the interests of schools in general.

4.3 Activities of KKG in Helvetia District Medan

The activities carried out at KKG are very varied. Through joint activities or collaborative activities, participants can learn from other teachers and share with other teachers as well. These collaborative and collaborative activities have a very important role in teacher development. Compared to self-study, learning with collaboration in KKG contributes more to the development of teacher professionalism.

Activities	Activities descriptions
Designing the lesson plans	This activity is the main goal of KKG especially because of the changing of curriculum becomes 2013 curriculum.
Group Discussion	Group discussion usually is carried out to talk about the teaching/ instructions in the classroom
Presentation	The presentation is mostly done by the mentor/leader. However, the teachers were also asked to present their discussion result.
Sharing students' performances	The students' performance and works is shared in KKG in order to inspire other teachers
Sharing the implementation of the lesson plans	This sharing is mostly done in when the members have routine meeting.
Monthly examination discussions	The discussion is for all teachers, which was facilitated by the leader of the KKG to talk about the monthly test questions.
Cosultation/ Mentoring	The mentoring activities provided during the 2013 curriculum socialization.
Learning teaching method or strategies	The teaching method and strategy that the participants learn in KKG are related to 2013 curriculum

These activities were not carried out at once in one KKG activity. In fact, there were participants in this study who had only participated in one KKG program while being a teacher at the school. The KKG activities also cannot be routinely followed every semester by the participants since they also have the obligation to teach at the same time. Participants expect the continuity of KKG activities; not just one shoot meeting like a seminar, but it has follow-up of activities so that the material that has been studied can effectively develop teacher professionalism faster.

4.4 Teachers' development in KKG

The teachers' development in the form of new knowledge and skills are varied since the participants have different teaching experience, education background, and perception. The knowledge and the skills that teachers gained mostly the knowledge and skills related with 2013 curriculum such as designing annual program, semester program, and lesson plan, compiling questions to be tested and assessed, determining Minimum Master Criterion/ Kriteria Ketuntasan Minimal (KKM), discussing it's textbooks. The KKG activities are carried out to comprehend 2013 as stated by one of the participants:

"In KKG, we learn about the teaching and learning process, how to design lesson plan, annual plan, semester plan, assessment in 2013 curriculum because this curriculum has been implemented in our school. In addition, we

also discuss the test or questions for the evaluation". (Helti/ Personal interview 3/July 19th, 2019)

4.5 Teachers' competencies

The teachers' competencies that are focused in this study are four teacher competencies, namely Pedagogic Competence, Personality Competence, Social Competence and Professional Competence. In Pedagogical Competence, research participants experienced a good development in understanding students. In the interview, participants stated:

"I am increasingly aware that the character of different children has a background. For example he is not clean and neat because it turns out the child lives with his grandmother. His parents have separated and I as his teacher realize that I need to be more attentive because he needs love." Prila / Individual Interview / July, 19 2019

Prila's understanding of her students was not experienced by other participants. Prila can develop his understanding because he takes time to talk and reflect on what he knows about his students. Overall, in Pedagogic Competence, participants develop in managing learning, learning planning, assessment of learning outcomes and student development. In Personality Competencies, the development experienced by participants is not as significant as the other competencies because in personality, participants with a lot of teaching experience are personal who have been steady, stable, mature, role models for students, and noble. Especially in private elementary schools, which demand a high level of Personality Competency, teachers must further hone their competencies in order to be able to follow each of the regulations and requirements requested. The development of Social Competence was confirmed from the statements of participants who had many new relationships after getting acquainted with the KKG program. As expressed by participants who said:

"I personally have more and more relationships because of meeting with representatives from each school. I just have a friend to confide in, right?" Ida / Personal Interview / July 2019

This was reiterated by participants who experienced the development of Social Competence by expressing, "Of the four competencies, the most honed and improved are social competencies because they have to work together and mingle with groupmates, teacher boards, committees, supervisors." Amri / Personal Interview / July 2019

In the KKG, participants had the opportunity to collaborate not only with teachers from the same school but from other schools in Helvetia District. Through the KKG, they can also create new collaborations between schools which will certainly increase the achievement of the school's vision and mission. Professional Competency Development will be discussed in two parts, namely:

4.5.1 Increase instructional capacity (teaching).

In delivering learning, the teacher has a role and task as a source of material that is not dry in managing the learning process. Teaching activities must be welcomed by students as an art of managing the learning process obtained through training, experience and a willingness to learn that never broke. In implementing the learning process, teachers must pay attention to the principles of methodical active learning as a teacher. For example how to apply the principles of apperception, attention, group work, correlation and other principles. Data shows that participants have improved in instructional and teaching with new strategies, media and materials after attending the KKG. The capacity of instruction is "the collection of resources for teaching to provide high quality instruction to groups of students in a specific context" (collection of teaching resources to provide quality instruction to students in certain contexts) Instructional resources are very important for achieving high quality teaching to students (Darling-Hammond, 1999; Hord, 1997).

However, because the capacity of instruction is obtained through a never ending learning experience, participants in this study really hope that

every KKG activity is carried out routinely and meaningfully. What is meant by participants is a continuous activity, which is not only presented once then finished, but there are activities afterwards, so that they really master each material. Based on the data obtained, KKG can be a futile and time-consuming activity if the instructor or resource person does not prepare the material properly. One participant even mentioned that sometimes the KKG activities were merely a formality.

"The KKG is only a formality if only implemented briefly. There is no benefit in following it because in 1.5 hours the instructor is very boring and the activities are not interesting". Abdul / Individual Interview / July 2019

This discovery certainly becomes a very valuable reflection and input for the organizing committee of the activity and the Chair of the KKG throughout Indonesia and in Helvetia District in particular, so that the KKG truly becomes a forum for teachers to develop their professionalism.

4.5.2 Enhance the Understanding of Material

In carrying out the learning process the activeness of students must be created and continued learning by using appropriate teaching methods and strategies. The teacher creates an atmosphere that can encourage students to ask questions, observe, conduct experiments and find facts and concepts that are true. Therefore, the teacher must conduct learning activities using multimedia, so that an atmosphere of learning while working, learning while listening, and learning while playing according to the context of the material. The development of teaching skills acquired by participants varies according to their respective fields. For English and Indonesian language teachers, the development of teaching skills that participants get is generally about language structure, reading text and dialogue / conversation. For Mathematics teachers, the development of teaching skills obtained is the exact teaching method for super active children.

5. CONCLUSION

Based on the foregoing discussion, it can be concluded that the Teacher Working Group (KKG) has an influence on the professional development of elementary school teachers in Helvetia Sub district, namely in increasing teaching knowledge and skills and increasing teacher effectiveness. Activities that are carried out jointly or collaboratively at KKG are compiling learning tools, discussions about teaching, presentations, sharing about student performance, discussing exam questions, consulting, learning new learning methods and strategies, and sharing problems and solutions. In addition, teachers also experience influence in social, pedagogical, personal and professional competencies so that they hope that the activities of the GFC can be carried out sustainably and optimally prepared. The KKG increases instructional capacity and increases teachers' understanding of the material with appropriate methods. Teachers who do not take part in KKG are also recommended to join and participate in KKG routinely because communities with collaborative activities are more effective in developing teacher competence compared to personal activities. It is recommended to the government that has launched and worked on this program to pay attention to the quality and quantity of KKG activities that will be implemented so that it will effectively enhance the development of the teachers.

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