

The Role of Teacher Working Groups in Improving Pedagogical Competence

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Abstract

The Role of the Teachers' Competence Committee Head in Improving Teachers' Pedagogical Competence" will examine the important role of the teachers' working group in creating a learning environment that supports the improvement of teachers' pedagogical competence. With effective teachers' working groups that mobilize cooperation among teachers, teachers are expected to share knowledge and experiences that can improve the quality of their teaching. In this section we discuss various strategies that teachers' working groups can use to improve teachers' pedagogical competence, such as training, workshops, mentoring and cross-subject collaboration. The results of this research reveal that KKG is a strategy for improving pedagogical competence that supports learning to provide quality education. We hope that readers will understand the important role of teachers' working groups in developing teachers' pedagogical competence to improve the quality of education in schools.

Keywords: *role of KKG, pedagogical competence, strategy, teacher*

INTRODUCTION

KKG, an abbreviation for Teacher Working Group, has a very important role in improving teacher pedagogical competence. KKG is a forum for teachers to share knowledge, experience and best practices in the teaching and learning process. Through KKG, teachers can learn from each other, discuss the problems they face, and develop innovative and effective learning strategies. By participating in KKG, teachers can improve their pedagogical competence through various activities such as training,

workshops, comparative studies and group discussions. Apart from that, KKG can also be a means of accessing the latest information regarding the curriculum, teaching methods and learning evaluation. Thus, the role of KKG in improving teacher pedagogical competence is very important and has a positive impact on improving the quality of learning in schools.

Currently, there are starting to be teachers who use a systematic approach in learning but the volume is still limited, so the reality in the field is that there are still many teachers who only teach as if they are completing an obligation, do not use appropriate strategies and methods in teaching, so that the impression they get is that learning activities are important. can take place. Even though having good pedagogical competence, teachers in implementing and maximizing learning in the classroom can also provide a good learning experience for students. Teachers' mastery of the material is very influential in improving the quality of learning in the classroom (Sulfemi & Minati, 2018).

Teachers as educators must be able to adapt students to teaching materials. Teachers must also understand how students learn so that they can increase learning motivation and interest in the subject. On the other hand, students can also learn noble morals from experience when interacting with teachers when carrying out the learning process in the classroom and also outside the classroom at school. (Usman, 2010). In looking at teachers in the learning process, both in planning, processes and evaluating learning, every teacher at any level must have pedagogical competence so that learning takes place effectively and with quality and has an impact on improving the quality of the learning process and also on student learning outcomes. As teachers, teachers are agents of social change (agents of change) who change human thought patterns, attitudes and behavior to create a better, more respectful and more independent life through optimal learning. (Sulfemi & Lestari, 2017).

Teachers can improve their competence, especially pedagogical competence, through reading materials and seminars. Independent research in class can also be done through Teacher Working Groups (KKG) with the main output being improving learning processes and outcomes. The aim of this research is to determine the benefits of Teacher Working Groups (KKG) in improving Pedagogical Competence.

METHODS

This research is qualitative research in the nature of a literature study using the literature study research method. This research uses descriptive analysis methods such as collecting sources containing books, journals, articles and dissertations according to titles related to the titles chosen by the researcher. In its stages, this research uses technical analysis by reading the data, then discussing it and then concluding. Library research is research that collects data from literature originating from books, magazines,

journals, encyclopedias and other sources by reading (Sugiono, 2017).

RESULTS AND DISCUSSION

Teacher working groups (KKG) are a forum for developing teachers' professional abilities, training and exchanging information in a particular subject in accordance with the demands of developments in science and technology.

Teacher working groups (KKG) are forums/organizations or associations of subject teachers who have special activities in providing educational information in order to improve the personal quality of teachers in the teaching and learning process (Resmini, 2010).

As stated in Law number 2 of 1989 concerning the National education system article 31 paragraph 4 which states "every educational staff is obliged to improve their professional abilities in accordance with the demands of scientific and technological developments and nation building". Through the KKG forum, teachers in one school cluster gather to discuss matters related to teaching/educational tasks. The KKG holds regular meetings which function to improve the quality of teaching and learning activities. (Lubis, 2017)

The objectives of the KKG include the following:

- a. Expanding teachers' knowledge horizons in various matters, especially mastery of the substance of learning materials, preparation of syllabi, preparation of learning materials, learning strategies, learning methods, maximizing the use of learning facilities/infrastructure utilizing learning resources and so on
- b. Provide opportunities for members of work groups or work deliberations to share experiences and provide mutual assistance and feedback.
- c. Increasing knowledge and skills, as well as adopting a more professional, updated approach to learning for participants in working groups or work deliberations
- d. Empower and assist work group members in carrying out school learning tasks.
- e. Changing the work culture of working group members or work deliberations (increasing knowledge, competence and performance) developing teacher professionalism through teacher professionalism development activities at the KKG level
- f. Improving the quality of the education and learning process which is reflected in improving student learning outcomes
- g. Increasing teacher competency through activities at the KKG level

The function of the KKG according to the Ministry of Education and Culture in its guide to managing school clusters is:

- a. Arranging one year KKG activities guided by supervisors, tutors and guide teachers
- b. Accommodate and solve problems faced by teachers in teaching and learning

activities through meetings, discussions, teaching examples, demonstrations on the use of teaching aids and making teaching aids

The function of the KKG is in accordance with the research results contained in the Improving schools journal as follows: In the past, teachers always worked alone without being aware of other teachers' problems or sharing their problems. Moreover, we discovered that it was easier for us to solve the problems if we discussed them with our colleagues. We employ MGMPs as a media to share and solve these problems (Alwi, 2009).

Pedagogical Competence

Understanding pedagogical competence

Teachers are students who transfer knowledge by looking at the character of the students themselves. Before teaching, teachers can prepare the material they want to teach so that students are suited to the students' circumstances. Simple ways of learning and implications are usually defined as pedagogy, in this case including teaching methods, explaining material, and evaluation or feedback from students (Rachmawati et al., 2021). It is said that people's pedagogy will refer to conveying a learning curriculum in class. How a teacher manages a classroom situation that is conducive to learning from the teacher's planning, implementation and assessment of students regarding their pedagogical abilities.

Pedagogical ability is the teacher's ability to facilitate the student learning process related to skills that support, encourage and motivate students in the learning process (Sulfemi, 2019). Based on this, pedagogical competence is the teacher's ability to develop students' understanding and learning strategies in various contexts during face-to-face teaching that goes beyond the curriculum being taught. Interesting and varied learning activities will make students more enthusiastic in participating in the learning process, which a professional teacher must have. Through knowledge as a set of principles and strategies used in classroom teaching (Susanto et al., 2020). In this case, the teacher must prepare everything in an effective and active learning process for students so that the learning is not boring.

The problem of pedagogical competence

In reality, this learning process still has many problems. The syllabus and lesson plans that each teacher has are usually distributed together in the KKG or photocopied from schools or other organizations using the "copy file" or "rename" method without any changes or revisions being made to adapt to each student's performance and school conditions. Almost all teachers use RPP only to fulfill administrative needs (such as promotions and teacher training materials), not to gain experience in the teaching process (PD, 2016). In terms of being a teacher, there is a lack of understanding in learning and professionalism. So that the implementation of the teacher's teaching is

less than optimal and teaching is carried out contextually without any other variations such as examples, practice and student activity in the learning process.

Some of the challenges faced by KKG are the relatively low level of student participation in classroom activities, low level of participation in the learning process (both from teachers and students themselves), monotonous learning method programs, low acceptance of the use of information and communication technology by students. teachers in elementary schools, and there are still many teachers who have not used it. This problem is a challenge for KKG teachers to be able to manage an effective and active learning process between teachers and students (Das et al., 2019). Then there is the problem of teacher pedagogical competence which consists of two aspects: educating and evaluating learning as well as the low ability of teachers in planning, and low student motivation. So teachers lack mastery of the learning process by being innovative and creating a conducive classroom atmosphere (Sele et al., 2022). It can be concluded that the problem of pedagogical ability refers to teachers who lack the ability to plan, implement and evaluate in the process so that in this case teacher training is needed so that it can develop further.

The role of KKG in overcoming the problems of Teacher Pedagogical Competency

Related to the problem above, a forum for teacher development in pedagogical competence is needed, namely teacher working groups (KKG). One of the main objectives of the KKG is to assist teachers in developing lesson plans, as well as the ability to teach students in various subjects. Another goal is to use teaching strategies, use methods so that teaching is effective according to the planned curriculum (Nurhikmah et al., 2019). By implementing the KKG at the elementary school level, teachers must be able to provide opportunities and support to develop student competencies (Nurhikmah et al., 2019). By carrying out trainings, workshops as teacher competency development. The active participation of teachers in various classes and seminars, both through KKG and directly, is basically a means of increasing knowledge in order to understand various theories and principles of learning. This is related to efforts to support the teaching methods used by teachers in schools and, indirectly, efforts to improve the curriculum and lesson plans. This is in line with what Rivai, Hambali, and Luthfi stated in their writing, which stated that teaching is essentially a learning process that aims to improve and strengthen abilities which include managerial, intellectual, physical and other abilities (Megawati et al., 2021). Therefore, to maintain the quality of teachers' pedagogical abilities, training and evaluations continue to be held approximately every 2 weeks as evaluation material and can be further improved in the learning process so that learning is more effective, active, and motivates students to achieve learning goals.

Benefits KKG

The formation of teachers' working groups is expected to facilitate efforts to increase the capacity of teachers in the field of business. Therefore, the existence of teachers' working groups must be strengthened and optimally organized so that the activities carried out by teachers can be carried out and support the creation of active teaching and learning activities. improve the quality of knowledge, subject mastery skills, teaching techniques, interaction between teachers and students, teaching methods and other methods to create active teaching and learning activities. To facilitate efforts to improve the quality of knowledge, ideas, capacity and professional qualifications of education personnel, especially elementary school teachers, to improve the quality of teaching and learning activities / processes and use all the resources and potential of schools which in turn can improve the quality of learning. (Sukirman, 2020). According to the Ministry of National Education in the KKG/MGMP Development Standards (2008: 4-5), the benefits of KKG are:

1. Expanding teachers' insights and knowledge in various fields, especially drug control, study materials, programming, preparation of study materials, learning strategies, learning methods, maximum utilization of learning facilities/infrastructure.
2. Creating opportunities for members of the working group to share experiences with each other
3. Improve knowledge, skills and apply internal innovation methods for more professional learning for working group participants.
4. Provide facilities and help members
5. Changing the work culture of team members and developing teacher professionalism through.
6. Improving the quality of education and the learning process, thus bringing higher results.

Case study

Competency is the knowledge, skills and behavior that teachers must possess and master in carrying out their professional duties as an educator, instructor, directing, assessing and evaluating students. Teacher pedagogical competence focuses on the teacher's duties in teaching through three stages, namely teaching preparation, teaching implementation, and evaluation and conclusion of learning (Bagja Sulfemi, 2019). According to Arsyad and Wahyu, KKG activities have a positive influence by increasing teacher pedagogical competence with a variable correlation value of 3.27 (Palettei & Sulfemi, 2019). It is not surprising that Sarmadan in his research stated that the benefits of KKG activities are increasing teachers' abilities as professional teachers who master the teaching materials and characteristics of students which include potential, attitudes and interests, as well as the characteristics of teaching materials which include concepts, principles and theories contained in teaching materials. (Lubis, 2017).

In line with Arsyad and Wahyu, Nursina in her research revealed that there was an increase in teachers' pedagogical competence in preparing lesson plans through workshops in KKG activities. The proof was that teachers were able to prepare complete and systematic lesson plans after going through two cycles where each cycle contained (1) planning, (2) implementation, (3) observation (4) reflection (Nursina, 2016). Preparing lesson plans is part of teaching preparation where teachers design models, methods, strategies and learning objectives, so that preparing lesson plans is included in the teacher's pedagogical competence.

On the other hand, qualitatively, Mijahamuddin said that the KKG as a forum for professional teachers had helped a lot in resolving the problems faced, especially in preparing for learning, such as making syllabi and learning plans, mastering materials through discussions. (Alwi, 2009). This is in accordance with one of the objectives of the KKG, namely expanding teachers' knowledge and insight, especially in mastering the substance of learning materials, preparing syllabi, preparing teaching materials, learning strategies, learning methods, as well as maximizing learning facilities, infrastructure and learning resources. (Depdiknas, 2008).

CONCLUSION

Teacher Working Groups (KKG) play a crucial role in improving teacher pedagogical competence and, by extension, the quality of education. They provide a platform for teachers to collaborate, share knowledge, and address challenges related to teaching and learning. KKGs help overcome issues like monotonous teaching methods and low student engagement by fostering innovation and facilitating professional development. Through KKGs, teachers can enhance their skills in lesson planning, teaching strategies, and student evaluation, ultimately leading to a more effective and engaging learning experience for students.

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