



Implementation of Teacher Working Group Development in Improving the Quality of the Learning Process (A Case Study of Elementary School Teachers in Bougenville Cluster 5 Ulubelu District)

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Abstract: This study aims to describe and analyze the implementation of KKG development in improving the quality of the learning process, the supporting and inhibiting factors in its implementation, as well as its impact on teacher professionalism in Bougenville 5 Cluster, Ulubelu District. This study employed a qualitative approach using a case study method. The research subjects consisted of KKG administrators, elementary school teachers, and school principals in Bougenville 5 Cluster, Ulubelu District. Data were collected through in-depth interviews, observation, and analysis of relevant school records. Data analysis was conducted through data reduction, data display, and conclusion drawing, while data credibility was ensured through source and technique triangulation. The results indicate that the implementation of KKG development in Bougenville 5 Cluster has been carried out through various programs, including regular meetings, instructional training, pedagogical discussions, and collaborative preparation of learning tools. KKG development contributes positively to improving the quality of the learning process, particularly in lesson planning, the use of varied teaching methods, and increased student participation and engagement. The main supporting factors include teacher commitment, principal support, and educational policies, while the inhibiting factors include limited time, inadequate facilities, and inconsistency in teacher attendance. This study concludes that systematically and sustainably managed KKG development is able to improve the quality of the learning process in elementary schools.

Key Words: Teacher Working Group, learning process quality, teacher professional development.

Introduction

Education plays a strategic role in shaping high-quality and competitive human resources. The quality of education is largely determined by the effectiveness of the learning process implemented in educational institutions, particularly at the elementary school level. Teachers, as the primary agents of learning, are required to continuously develop their pedagogical and professional competencies in response to curriculum changes, diverse student characteristics, and the demands of 21st-century education. However, in practice, the learning process in elementary schools still faces various challenges, including the dominance of teacher-centered instruction, limited variation in teaching methods and learning media, and the lack of continuous reflection and evaluation of instructional practices.

Normatively, the development of the KKG is supported by a strong policy framework, including the Circular Letter of the Ministry of Primary and Secondary Education Number 5684/MDM.B1/HK.04.00/2025 concerning Teachers' Learning Day, which emphasizes the importance of allocating dedicated time for teachers to learn and collaborate



through professional forums such as the KKG. However, the implementation of this policy in Bougenvile Cluster 5 has not been optimal due to limited time availability, insufficient support from school principals, minimal technical assistance, and low levels of active teacher participation. This situation indicates a gap between policy ideals and the realities of implementation in the field.

Based on the literature review and empirical conditions described above, the scientific novelty of this article lies in its comprehensive analysis of the implementation of KKG development through a management function perspective, encompassing planning, organizing, actuating, and controlling, and its direct relationship with improving the quality of the learning process. Unlike previous studies that primarily focus on the general role or impact of the KKG, this article emphasizes how the management processes of the KKG influence the actual quality of classroom instruction. The main issue examined in this article is the suboptimal implementation of KKG development as a means of improving the quality of the learning process in Bougenvile Cluster 5, Ulubelu District, along with various inhibiting factors affecting its effectiveness. Therefore, the purpose of this article is to analyze in depth the implementation of Teacher Working Group development in improving the quality of the learning process in elementary schools by examining the planning, implementation, and supervision processes, as well as identifying supporting and inhibiting factors influencing its implementation.

Method

This study employed a qualitative approach with a descriptive research design. The qualitative approach was chosen because the study aims to gain an in-depth understanding of the implementation of Teacher Working Group (Kelompok Kerja Guru—KKG) development in improving the quality of the learning process, viewed from the perspectives of context, process, and the experiences of educational practitioners. Descriptive qualitative research focuses on describing phenomena as they naturally occur without manipulating research variables (Furidha, 2024). This approach is considered appropriate as it allows for a comprehensive exploration of the planning, organizing, actuating, and controlling (POAC) processes involved in KKG development and their impact on the quality of the learning process in elementary schools.

Research Site and Duration

The study was conducted in Bougenvile Cluster 5, Ulubelu District, which consists of three public elementary schools: SD Negeri 1 Sirnagalih, SD Negeri 1 Ulu Semong, and SD Negeri Sinar Banten. The research site was selected purposively based on the consideration that the cluster actively implements KKG activities and has ongoing teacher professional development programs. The research was carried out in 2026, covering the stages of proposal preparation, field data collection, data analysis, and the preparation of the research report.

Research Participants

The participants of this study were elementary school teachers who were directly involved in KKG development activities in Bougenvile Cluster 5, Ulubelu District. The selection of participants employed a snowball sampling technique, in which informants were identified



gradually, starting with key informants and expanding based on recommendations from previous informants until data saturation was achieved.

Research Instruments

In qualitative research, the primary instrument is the researcher as a human instrument, who is responsible for planning the study, collecting data, analyzing data, and interpreting research findings. To support the data collection process, the researcher employed supplementary instruments, including: Observation guidelines for KKG activities and classroom learning processes, Semi-structured interview guides. These instruments were developed based on the research focus, namely the implementation of KKG development from the POAC management perspective and the quality of the learning process.

Data Collection Techniques

Data collection in this study was conducted using the following techniques:

Observation Non-participant observation was conducted to obtain factual data regarding the implementation of KKG activities and their application in classroom learning. The observation focused on aspects of planning, organizing, actuating, and controlling KKG activities, as well as factors inhibiting their implementation.

Interviews

Semi-structured interviews were conducted with the teacher participants. The interviews aimed to explore in-depth information related to the informants' experiences, perceptions, and involvement in KKG activities, as well as the influence of these activities on the quality of the learning process. All interviews were recorded and transcribed for data analysis purposes.

Data Analysis Techniques

Data analysis in this study was carried out using a descriptive qualitative approach with an interactive analysis model. The stages of data analysis included. To ensure data trustworthiness, this study employed triangulation techniques, including source triangulation, technique triangulation, and time triangulation. Triangulation was conducted by comparing data obtained from interviews, observations, and documentation across different informants and time periods to ensure the credibility and dependability of the findings.

Result and Discussion

Result

The results of this study indicate that the implementation of Teacher Working Group (Kelompok Kerja Guru—KKG) development in Bougenvile Cluster 5, Ulubelu District, has been carried out through management functions consisting of planning, organizing, actuating, and controlling. These four functions form an interrelated system that supports the improvement of the quality of the learning process in elementary schools. In terms of planning, KKG development activities are formulated through work programs that are adjusted to teachers' needs and school conditions. This planning reflects an institutional awareness that improving learning quality requires well-directed and problem-based planning rooted in real classroom learning challenges. However, the findings also reveal that KKG

planning has not been fully sustainable and has not consistently been based on a systematic analysis of teachers' professional needs.

Regarding organizing, the KKG has an organizational structure with relatively clear roles and task distribution. This structure serves as a coordinating framework for implementing KKG activities. The findings indicate that the existence of an organizational structure contributes positively to program implementation, although the level of active participation among members remains varied. In terms of actuating, KKG activities are realized through regular meetings, instructional discussions, and the sharing of teaching experiences. The implementation of KKG provides a reflective space for teachers to develop instructional strategies and teaching materials. The findings show that KKG activities contribute to the enhancement of teachers' pedagogical competencies, particularly in planning and implementing more active and contextual learning.

With regard to controlling, KKG development is carried out through monitoring and reflection on activities conducted by both KKG administrators and school management. Supervision functions as a control mechanism to ensure that programs are implemented in accordance with predetermined objectives. However, supervision has not been implemented systematically and continuously, resulting in limited impact on improving the quality of the learning process. In addition, the study identified several inhibiting factors affecting the implementation of KKG development, including limited teacher time, heavy administrative workloads, differences in teachers' motivation and commitment, and limited mentoring support from relevant stakeholders.

Discussion

The scientific findings indicate that planning in KKG development has a direct influence on the quality of activity implementation and the learning process. Planning based on teachers' needs enables the KKG to function as a forum for solving instructional problems. This occurs because relevant planning directs teachers' activities toward enhancing pedagogical competencies required in daily teaching practices. However, the lack of optimal needs analysis causes KKG planning to become routine and administrative in nature. Scientifically, this condition suggests that professional development activities not based on actual needs tend to have limited impact on changes in instructional practice. This finding is consistent with the study by Hadhiansyah et al. (2020), which emphasizes that the effectiveness of KKG programs is largely determined by the quality of systematic program planning.

The findings related to organizing indicate that the KKG organizational structure functions as a supporting factor for program implementation. Clear task distribution enables more effective coordination of activities by clarifying roles and responsibilities, thereby minimizing task overlap among members. Nevertheless, variations in teachers' participation levels suggest that organizing alone has not fully encouraged active involvement from all members. From an organizational learning theory perspective, formal structures must be supported by a collaborative culture for learning organizations to function optimally (Sodikin et al., 2022). This finding aligns with the study by Mardan et al. (2023), which emphasizes the importance of strengthening collective teacher commitment in KKG organization.

The implementation of KKG activities demonstrates a tangible contribution to improving the quality of the learning process. The findings reveal that collaborative activities, such as instructional discussions and the sharing of best practices, encourage teachers to reflect on and improve their classroom teaching practices. This occurs because collective reflection facilitates the exchange of pedagogical knowledge among teachers. The observed trend of improved learning quality through KKG implementation aligns with the concept of professional learning communities, in which teachers engage in continuous learning through social interaction and practical experience (Rahmi et al., 2024). This finding is also consistent with Affandi et al. (2022), who reported that KKG activities are effective in enhancing pedagogical competence when they are practical and oriented toward classroom instruction (Rahmi et al., 2024b).

The findings related to supervision indicate that monitoring and reflection function as evaluative mechanisms for assessing KKG program implementation. Supervision enables the identification of weaknesses and supports continuous improvement of KKG programs. However, the absence of a systematic and continuous supervision system results in evaluation outcomes that are not fully translated into instructional improvement. From a scientific perspective, inconsistent supervision weakens the cycle of learning quality improvement due to the lack of sustained feedback (Handayani, 2024). This finding aligns with Susanto et al. (2024), who emphasize the importance of academic supervision integrated with KKG activities.

Additional findings indicate that limited time availability, heavy administrative workloads, and variations in teacher motivation constitute the main inhibiting factors in KKG implementation. These conditions explain why improvements in learning quality through KKG activities have not been fully optimized. Scientifically, excessive workloads tend to reduce teachers' participation in professional development activities (Ahmadi & Hadi, 2023). This finding is consistent with Winarni and Misbah (2021), who state that the success of KKG implementation is highly dependent on school policy support and effective management of teachers' workloads.

Based on the scientific findings and discussion, it can be concluded that the research hypothesis stating that the implementation of KKG development contributes to improving the quality of the learning process is accepted. This contribution occurs through the integrated application of KKG management functions, although further strengthening is required in the areas of planning, supervision, and policy support.

Conclusion

Based on the research objectives, it can be concluded that the implementation of Teacher Working Group (Kelompok Kerja Guru—KKG) development in Bougenville Cluster 5, Ulubelu District, plays a significant role in supporting the improvement of the quality of the learning process in elementary schools. KKG development has proven to be a strategic forum for teachers to enhance their pedagogical competencies through collective, collaborative, and practice-oriented activities aimed at improving classroom instruction. KKG development is implemented through integrated management functions, including planning, organizing, actuating, and controlling. The integration of these four functions indicates that the success of KKG development is determined not only by the intensity of activities but also



by systematic and sustainable management. Needs-based planning, clear organizational structures, collaborative implementation of activities, and continuous supervision are key factors in supporting improvements in the quality of the learning process (Safran Safran et al., 2023).

The findings also reveal that KKG development contributes to improving the quality of instructional processes, particularly by promoting more active, reflective, and student-centered learning. Through KKG forums, teachers are provided with opportunities to share experiences, develop instructional materials, and reflect on their teaching practices, thereby leading to improvements in the teaching and learning process (Kusno et al., 2022b).

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