

Analyzing the Role of Teachers' Working Groups in Improving Teachers' Pedagogical and Professional Competencies

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ABSTRACT

This study aims to analyze the role of the Teacher Working Group (KKG) in enhancing the pedagogical and professional competence of teachers at SD Inpres Macanda, Somba Opu District, Gowa Regency. This qualitative research uses a descriptive approach with data collection techniques such as interviews, observation, and documentation. The subjects include the KKG chairperson, school principal, and teachers at SD Inpres Macanda. The findings reveal that KKG significantly contributes to improving pedagogical and professional competencies through training participation, teacher collaboration, and innovative teaching strategies. However, factors such as limited time, imbalanced participation, and irrelevant training materials present challenges. The study highlights the importance of flexible planning and tailored training to overcome these obstacles and improve the overall teaching quality.

INTRODUCTION

In the context of globalization and technological advancements, education has become a central pillar for fostering high-quality human resources. Particularly at the elementary school level, the role of teachers is pivotal in determining the success of the educational process. Teacher competence, including both pedagogical and professional aspects, is a key determinant of the quality of education. As Mulyasa (2021) highlights, teacher competence encompasses the ability to understand student characteristics, master the curriculum, and implement effective and innovative teaching strategies. Therefore, strengthening teacher competence has become a priority in improving the quality of education in elementary schools.

In Indonesia, the government has established the Teacher Working Group (KKG) as a platform to foster teacher development. KKG serves as a professional forum where teachers can share experiences, expand their knowledge, and improve their skills through discussions, training, and workshops. According to Supriyadi (2022), KKG not only enhances teachers' technical abilities but also fosters collaboration among educators, thus creating a dynamic learning environment. However, the effectiveness of KKG in enhancing teacher competence faces several challenges in practice, such as limited facilities, insufficient support from stakeholders, and low teacher participation.

Initial observations at SD Inpres Macanda, Somba Opu District, Gowa Regency, in November 2024 revealed that KKG implementation at the school was not optimal. The school principal noted that while KKG was established, its implementation was often hindered by limited time allocation due to teachers' administrative duties. Furthermore, many teachers had yet to fully understand the purpose and benefits of KKG as a platform for improving their professional competence. This initial data points to the need for a deeper analysis of KKG's role in enhancing both pedagogical and professional competencies of teachers at SD Inpres Macanda.

A body of research has focused on the importance of teacher competence and the role of professional development programs like KKG in improving teaching quality. Hamalik (2020) asserts that pedagogical competence is the foundation for successful learning, as it enables teachers to design, implement, and evaluate effective teaching methods that meet students' needs. Similarly, Sudjana (2023) emphasizes that professional competence goes beyond subject mastery and includes the teacher's ability to adapt to new teaching methodologies and integrate technological innovations.

Several recent studies have examined the role of teacher development programs in enhancing teacher competence. For instance, Nurdin (2024) explores how school leadership influences the success of professional development programs, arguing that effective leadership can motivate teachers and create a conducive environment for learning. However, many studies have identified challenges such as low teacher participation, inadequate facilities, and a lack of tailored training materials. Suryani (2024) highlights that one of the primary reasons for low participation is teachers' lack of awareness of the benefits that KKG can provide. Similarly, Yusuf (2022) suggests that evaluation of professional

development programs should be data-driven, incorporating measurable indicators such as student learning outcomes and changes in teacher behavior.

Despite these insights, significant gaps remain in the literature. For example, while much attention has been paid to the importance of teacher participation and leadership, fewer studies have provided a comprehensive framework for measuring the effectiveness of KKG in both pedagogical and professional development. Additionally, while some research touches on factors that hinder KKG's success, there is limited exploration of the specific barriers faced by teachers in rural or remote areas, such as limited access to resources and training opportunities.

While existing studies offer valuable insights into the challenges and opportunities associated with teacher professional development, a gap remains in understanding the precise role of KKG in enhancing both pedagogical and professional competencies of teachers. Most studies, including those by Supriyadi (2022) and Nurdin (2024), emphasize the importance of collaboration and leadership in improving teacher performance but do not adequately address the unique barriers faced by schools like SD Inpres Macanda, where limited resources and time constraints are more pronounced. Furthermore, studies such as those by T. Suryani (2023) and Yusuf (2022) suggest that teacher participation and program evaluation are crucial, yet there is little empirical research that directly links these factors to actual improvements in teaching quality.

The lack of clear and measurable indicators to evaluate the success of KKG further compounds the issue. There is a need for an empirical approach to assess how KKG can effectively improve teacher competence, especially in schools with limited resources. This research aims to bridge this gap by providing a detailed analysis of how KKG impacts teacher competence at SD Inpres Macanda, identifying both enabling and inhibiting factors, and proposing solutions that can optimize KKG's effectiveness in enhancing teaching quality.

The primary objective of this research is to analyze the role of the Teacher Working Group (KKG) in improving the pedagogical and professional competencies of teachers at SD Inpres Macanda. This study seeks to not only provide an in-depth understanding of KKG's effectiveness but also identify the factors that support or hinder its implementation. By examining these aspects, the research will contribute valuable insights into how KKG can be optimized to enhance teacher development, especially in contexts with limited resources.

A key aspect of this study's novelty lies in its empirical approach to measuring the effectiveness of KKG. While previous studies have examined the role of KKG in teacher development, none have provided a comprehensive, data-driven evaluation of its impact on teaching quality in a specific context like SD Inpres Macanda. This research will offer concrete recommendations for improving KKG, focusing on flexible planning, enhanced teacher engagement, and tailored training programs. The findings will have broader implications for the development of teacher professional development programs in other schools with similar challenges, thus contributing to the ongoing efforts to improve educational quality in Indonesia.

LITERATURE REVIEW

Teachers' Working Group

The teachers' working group is a professional forum that aims to improve the competence and professionalism of teachers at various levels of education. Anwar (2018) explains that teachers' working groups serve as a forum for sharing experiences and knowledge among teachers, allowing them to update their teaching methods and improve the quality of education. Hidayati (2019) adds that teachers' working groups also play a role in implementing government programs related to education, such as competency-based training. In addition, Arikunto (2018) revealed that teachers' working groups combine theory and practice, where teachers can share their experiences and reflect on their learning practices. This is in line with the function of teachers' working groups as a means of developing social, communication and leadership skills, as stated by Widiastuti (2020), who emphasizes the importance of social skills for teachers in carrying out their profession.

The main function of the teachers' working group is as a forum for developing teacher competencies that include pedagogical, professional, social and personality aspects. Hidayati (2019) states that teachers' working groups help teachers update their understanding of the latest curriculum and learning methods through training and group discussions. In addition, KKG functions to encourage knowledge exchange among teachers and strengthen their professional networks. It also supports productive collaboration among teachers, enabling them to address challenges in the learning process more effectively. In addition, teachers' working groups can be a tool for implementing national education policies, as suggested by Fathoni (2018), who states that teachers' working groups enable teachers to better understand and implement education policies.

In addition to their functions, teachers' working groups also provide significant benefits for teachers. Rohman (2020) revealed that teachers' working groups not only improve teachers' scientific competence, but also encourage mastery of innovative learning method Sukardi (2018)s and improve teachers' social skills. In this context, teachers' working groups act as a means to strengthen solidarity among teachers, expand professional networks and support their career development. Prasetyo(2021) adds that the scope of KKG activities includes training in curriculum development, classroom management and the use of technology in learning. All these activities are designed to strengthen the quality of learning in the classroom and improve student learning outcomes, which in turn support the overall improvement of education quality.

Teacher Competence: Definition and Role in Education Development

Teacher competence is a comprehensive ability involving knowledge, skills and attitudes that must be possessed by an educator to provide quality education. Sukardi (2018) revealed that these competencies include the ability to manage classes, develop learning strategies, and evaluate student learning outcomes. In addition, teacher competence also includes interpersonal skills in building good relationships with students and colleagues. Yulianti (2019) added that teacher competence is a combination of academic expertise and practical

experience in education, as well as the ability to adapt to changes in curriculum and education policy. Along with this, Widiastuti (2020) emphasizes four main aspects of teacher competence: pedagogic, personality, social and professional, which are interrelated to create a conducive and productive learning environment.

In a more specific context, the characteristics of competent teachers include the ability to manage learning well, deep mastery of the material, and effective communication skills, as described by Yulianti (2019). Good teachers must also have creativity in using learning methods, adapt to changes in the world of education, and demonstrate good professional and ethical attitudes. These characteristics show that teacher competence is not only a matter of academic ability, but also includes the ability to create a safe learning environment and support students' social-emotional development. Furthermore, Hadi (2017) identifies several types of teacher competencies, including pedagogical competencies that focus on planning, implementing and evaluating learning, as well as professional, personality and social competencies that support the success of education in the classroom.

Teachers' Working Groups (KKGs) play an important role in developing teachers' competencies, especially at the primary school level. Zainuddin (2021) emphasizes that teachers' working groups are a strategic forum for sharing experiences, ideas and best practices in teaching, as well as providing opportunities for teachers to obtain training relevant to curriculum development and learning innovations. In KKG, teachers can reflect on their teaching practices, as well as improve their classroom management skills and effective evaluation methods. Danim (2021) explains that KKG supports teachers in facing the challenges of applying technology in learning, which is increasingly important in the digital era. With the teachers' working groups, teachers can collaborate, learn from the experiences of their peers and continue to develop in their profession, which in turn can improve the quality of education in schools.

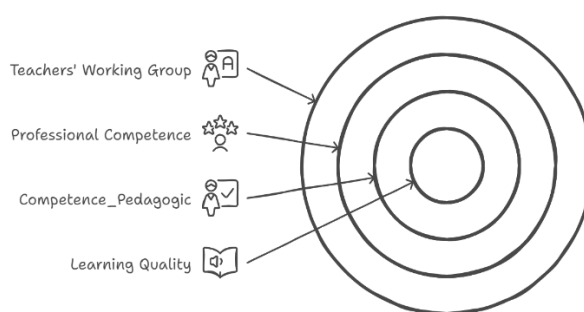


Figure 1. Conceptual Framework

METHODOLOGY

This research was conducted at SD Inpres Macanda, Somba Opu Sub-district, Gowa Regency, in the odd semester of the 2024/2025 academic year, precisely from November to December 2024. Using a descriptive qualitative approach, this study aims to explore the role of the Teacher Working Group (KKG) in improving teachers' pedagogical and professional competencies, as

well as its impact on learning quality. The researcher used various instruments, such as observation guides, interview guidelines and documentation checklists, to collect data from the school principal, the chairperson of the teachers' working group and three classroom teachers. Data was collected through non-participant observation, in-depth interviews and documentation related to the implementation of teachers' working groups in schools. To ensure the validity of the data, this study used source, method and time triangulation techniques to obtain accurate and reliable results. The steps of data analysis were carried out by data reduction, data presentation, and drawing validated conclusions. This research went through three stages: preparation which included initial observations and planning, implementation which involved collecting data through interviews and documentation, and completion which focused on compiling research results in the form of scientific papers in accordance with applicable guidelines at Patempo University Makassar.

RESEARCH RESULT

The Role of Teacher Working Groups (KKG) in Improving the Pedagogical Competence of Elementary School Teachers

This study aims to analyze the role of the Teachers Working Group (KKG) in improving teachers' pedagogical competence at SD Inpres Macanda. The results showed that KKG has a significant contribution in developing teachers' pedagogical competence through three main aspects: training, cooperation among teachers, and implementation of learning strategies.

1. Participation in Training

Training organized by the teachers' working group provides teachers with new insights into innovative teaching methods. However, although the training has provided new knowledge, teachers consider that the training needs to focus more on practical application in the classroom and ongoing support. A more systematic evaluation is needed to determine the extent to which the training has an impact on student learning outcomes.

2. Cooperation between teachers

KKG plays an important role in improving cooperation among teachers through various collaborative activities, such as workshops, group discussions and mentoring. Despite these efforts, more time and a more organized activity structure are needed to make collaboration between teachers more effective and lead to better quality learning in the classroom.

3. Implementation of learning strategies

KKG facilitates teachers in implementing effective learning strategies, such as problem-based, cooperative learning and the use of technology. However, while the training has provided a good understanding, there is still a lack of direct assistance in the classroom. Teachers want more support and monitoring to ensure that the strategies learned can be implemented effectively.

Overall, KKG has played a very important role in improving teachers' pedagogical competence at SD Inpres Macanda. However, to achieve more optimal results, teachers' working groups need to focus more on improving in-class mentoring, more structured evaluation, and providing sufficient time and opportunities for teachers to share their experiences in implementing learning.

Supporting Factors of the Teachers' Working Group (KKG) in Improving the Pedagogical Competence of Teachers

This study identified factors that support the role of the teachers' working group (KKG) in improving teachers' pedagogical competence at SD Inpres Macanda. Some of the main factors found include educational facilities, collaboration between teachers, and technology utilization.

1. Educational facilities

The teachers' working group has provided various facilities that support the development of teachers' pedagogical competencies, including structured training, access to the latest learning materials and the use of technology in learning. However, some teachers stated that training materials need to be more focused and practical so that they can be applied directly in the classroom. KKG needs to tailor training to teachers' specific needs in the field and increase support in implementing the strategies learned.

2. Collaboration between teachers

KKG plays an important role in facilitating collaboration between teachers through group discussions, workshops and case study forums. These activities allow teachers to share experiences and effective teaching strategies. However, some teachers feel less involved in these activities, especially those with busy teaching schedules. Therefore, KKG needs to increase the frequency and timing of meetings and ensure active participation from all teachers, to create more productive collaboration.

3. Technology Utilization

KKG also utilizes technology such as Google Classroom and Zoom to support distance learning and sharing of training materials. While these technologies help many teachers, there are still some who struggle to access and use them to their full potential. Therefore, teachers' working groups need to provide additional training and technical support so that all teachers can effectively utilize technology to improve the quality of teaching and learning.

Overall, teachers' working groups have provided good facilities to support the improvement of teachers' pedagogical competencies but there is still room for improvement, especially in terms of increasing the relevance of training materials, facilitating more active collaboration, and providing more intensive technical support in the use of technology. With these improvements, it is hoped that teachers' working groups can be more effective in improving teachers'

pedagogical competence at SD Inpres Macanda and improving the quality of learning at the school.

The inhibiting factors of the teachers' working group (KKG) in improving the pedagogical competence of teachers

This study identified three main inhibiting factors affecting the effectiveness of the teachers' working group (KKG) in improving pedagogical competence at SD Inpres Macanda. These factors include lack of time and opportunity, lack of institutional support and limited knowledge of technology.

1. Lack of time and opportunity

One of the biggest challenges faced by the teachers' working group is the limited time to conduct training due to teachers' busy teaching schedules and administrative obligations. Although the teachers' working groups have organized training outside of school hours and used technology such as online training, many teachers find it difficult to attend the training optimally. Solutions include more flexible time arrangements, the use of online training and meetings outside school hours. However, improvements are still needed in terms of planning and coordination so that all teachers can be fully involved.

2. Lack of Institutional Support

The lack of support from relevant institutions, especially in terms of budget and facilities, is also a major obstacle. Limited funding prevents teachers' working groups from organizing training with qualified resource persons and providing adequate technology. Some teachers have to pay additional personal expenses to attend training, and access to adequate technology tools is often limited. Solutions include utilizing free online platforms and social media but these do not fully replace the need for greater financial support and better facilities from the government.

3. Lack of Knowledge of Technology

In the digital age, the inability of some teachers to access and utilize technology is a significant barrier. Limited knowledge of using apps and online learning platforms hinders teachers' ability to integrate technology into their teaching. Existing technology training has not been effective enough in improving teachers' skills in using learning software. Proposed solutions include intensive training, more hands-on time and better technical support so that teachers can feel more confident and effective in using technology in the classroom.

Overall, although teachers' working groups have made various efforts to improve teachers' pedagogical competence, inhibiting factors such as time constraints, institutional support and knowledge of technology remain a major challenge. Teachers' working groups need to find more effective solutions to overcome these barriers, such as increasing schedule flexibility, improving budget support and facilities, and expanding technology training that is more focused on the practical needs of teachers in the field.

Analysis of the Role of the Teachers' Working Group (KKG) in Improving Professional Competence

1. The Role of the Teachers' Working Group in Improving the Professional Competence of Teachers

Participation in the teachers' working group (KKG) has a significant impact on developing teachers' professional competence. Through this forum, teachers can share experiences, ideas and useful learning strategies, and gain new insights that enrich their knowledge in teaching. The teachers' working group is a very important place to discuss current issues in education, test learning methods and adapt the curriculum to the latest developments. In interviews with KKG leaders, principals and some teachers, it was found that active participation in KKG enables teachers to identify their professional development needs, improve their skills in designing lesson plans and maximize the use of learning media. However, some teachers are still less active in sharing their experiences or taking part in discussions, which poses a challenge in improving participation. Nonetheless, the forum overall has a positive contribution in broadening insights and improving the quality of learning in schools.

2. Implementation of Innovative Learning Generated from KKGs

KKG plays a big role in developing more innovative and effective learning. The forum provides an opportunity for teachers to share ideas and gain new insights that can be applied in the classroom. The implementation of new ideas in the classroom has helped teachers to create a more interactive and engaging learning atmosphere for students. Although many teachers have successfully adapted new learning methods gained from the KKG discussions, some still need to adapt the ideas to the characteristics of the students and the needs of the class. While implementing new ideas in the classroom can improve student engagement, there are challenges in adapting appropriate methods to different classroom contexts. Further support from the school, as well as the provision of additional training, is expected to help teachers overcome this challenge.

3. Teacher self-evaluation based on feedback from teachers' working groups (KKG)

Feedback from peers and supervisors in KKGs is very helpful for teachers in evaluating their teaching practices. Through self-evaluation conducted with the support of constructive feedback, teachers can recognize their strengths and weaknesses in teaching. This process enables teachers to improve the quality of their teaching and, in turn, positively affect student learning outcomes. Although the feedback provided in the teachers' working groups is mostly useful, there are still some teachers who struggle to apply the feedback received consistently. Therefore, teachers' working groups must

ensure that the feedback provided is practically applicable and relevant to real classroom needs.

Supporting Factors for the Teachers' Working Group (KKG) in Improving the Professional Competence of Teachers

1. Supporting infrastructure such as working group facilities and infrastructure

Adequate facilities greatly support the success of the teachers' working group in improving teachers' professional competence. Teachers' working groups need adequate facilities, such as comfortable meeting rooms, access to technological devices and quality training materials. At SD Inpres Macanda, although the existing facilities are sufficient to support teachers' working group activities, there are still challenges in fulfilling some needs, such as internet connection and the limited number of devices. Improving the quality of facilities and technology will help maximize the learning experience for teachers, so that they can more optimally implement new ideas gained from the teachers' working groups.

2. Developing communication between teachers in the teachers' working groups

Good communication between teachers' working group members is essential in improving collaboration between teachers and enriching their teaching experience. Open discussions allow teachers to share challenges, solutions and innovative ideas in learning. At SD Inpres Macanda, communication in the teachers' working group has been good, but there are still challenges related to the structured delivery of information and the inclusion of more teachers in discussions. To address this, improved communication structures, as well as more efficient use of digital platforms, are expected to improve information delivery and involve more teachers in each activity.

3. Access to Training Materials and Learning Resources

Access to relevant training materials and quality learning resources greatly affects the effectiveness of teachers' working group activities. Supervisors or facilitators in the teachers' working groups play an important role in providing materials that are appropriate to teachers' needs, as well as providing the necessary support to enable teachers to implement new learning strategies. At SD Inpres Macanda, support from supervisors is helpful but there are still shortcomings in terms of providing facilities and time for more in-depth training. Increased frequency and quality of training, as well as greater access to relevant resources, are needed to support the development of teachers' professional competencies.

Inhibiting factors of the teachers' working group in improving the professional competence of teachers at SD Inpres Macanda

1. Lack of free time to attend teachers' working group activities

Limited time is one of the main inhibiting factors for teachers in participating in teachers' working group activities. Busyness with teaching and administrative duties makes it difficult for many teachers to actively participate in KKG meetings. Although there are solutions in the form of more flexible scheduling and the use of online platforms, this challenge still needs to be addressed by improving the efficiency of activities and providing more time options for teachers to attend meetings.

2. Imbalance in the number of active members in the teachers' working groups

An imbalance in the number of active members in teachers' working groups can reduce the effectiveness of discussions and collaboration. If only a small number of teachers actively participate, the potential for innovation in learning is limited. To overcome this, teachers' working groups need to encourage all teachers to be more actively involved, either by rewarding those who contribute or providing better communication media to remind them of the importance of participation.

3. Mismatch of training materials with teachers' needs

Training materials that do not meet teachers' practical needs are a barrier to improving professional competence. Teachers need training that is relevant to the challenges they face in the classroom. Therefore, it is necessary to conduct a needs assessment beforehand so that the training materials are more in line with the real conditions in the field, so that the impact of the training can be maximized in improving the quality of teaching in the classroom.

Overall, KKG plays an important role in improving teachers' professional competence at SD Inpres Macanda, but there are still some inhibiting factors that need to be addressed to improve its effectiveness. Improving infrastructure, communication between teachers, and customizing training materials according to teachers' needs will help increase participation and the quality of teachers' working group activities, so they can have a greater impact on developing teachers' professional competencies.

DISCUSSION

Analysis of the Role of the Teachers' Working Group (KKG) in Improving Pedagogical Competence

The Teachers' Working Group (KKG) at SD Inpres Macanda plays a crucial role in enhancing the pedagogical competence of teachers. Several supporting factors significantly contribute to the smooth implementation and effectiveness of KKG activities. One key supporting factor is the availability of adequate infrastructure. Good facilities, such as meeting rooms, presentation equipment, and internet access, allow teachers to communicate and engage in discussions effectively. Suryanto (2021) emphasizes that quality educational facilities can enhance teacher comfort and productivity during KKG activities. At SD Inpres Macanda, the presence of suitable meeting rooms and adequate resources

facilitates effective discussions and training, supporting the development of teachers' competencies.

Another supporting factor is effective communication among teachers within the KKG. Teachers not only share experiences but also exchange strategies for more effective teaching. Through regular and open communication, teachers can provide each other with constructive feedback, which directly improves classroom learning quality. Mulyasa (2022) highlights that collaboration among teachers in KKG positively impacts pedagogical competence, as discussions enrich teaching methods. At SD Inpres Macanda, teachers engage in strong communication, particularly when addressing challenges in teaching. This collaboration significantly enhances the quality of education.

Access to training materials and learning resources also plays a vital role. Rosyid (2021) suggests that easy access to diverse learning materials—both digital and conventional—greatly contributes to teachers' development. Teachers at SD Inpres Macanda benefit from flexible access to training materials both online and in person, allowing them to learn new, relevant teaching strategies. Additionally, the integration of technology provides opportunities for continuous professional growth through accessible digital training.

However, despite these supportive factors, several challenges hinder the success of KKG in improving pedagogical competence. One significant obstacle is the limited free time available for teachers to engage in KKG activities. Due to heavy teaching and administrative duties, teachers often struggle to allocate time for KKG participation. Suryanto (2021:133) acknowledges that limited time is a common barrier in professional development activities. A potential solution is to schedule KKG activities at times that do not conflict with teaching hours, such as weekends or during free time outside regular school hours, allowing teachers to participate without disrupting their primary duties.

Moreover, an imbalance in active participation within the KKG is another challenge. Although many teachers are members, only a few consistently participate in KKG activities. This reduces the overall impact and effectiveness of KKG. Mulyasa (2022:118) asserts that active participation from all members is essential for maximizing the development goals of KKG. Strategies to address this include motivating teachers to become more engaged, potentially through rewards or recognition for active contributors.

Additionally, the mismatch between training materials and the practical needs of teachers can hinder KKG's effectiveness. Rosyid (2021:100) explains that training that is not aligned with teachers' practical needs can diminish its impact on improving pedagogical skills. Conducting needs assessments to identify relevant topics and ensuring training materials are hands-on and applicable in the classroom would increase the relevance and utility of KKG sessions.

In conclusion, KKG at SD Inpres Macanda plays a pivotal role in enhancing teachers' pedagogical competence through factors like adequate infrastructure, strong teacher collaboration, and access to training materials. However, challenges such as limited time, imbalanced participation, and mismatched training content must be addressed. Solutions like more flexible scheduling, increasing teacher motivation, and adapting training to teachers' needs will

ensure KKG can continue to optimally contribute to the development of teachers' competencies.

Analysis of the Role of the Teachers' Working Group (KKG) in Improving Professional Competence

The teachers' working group (KKG) at SD Inpres Macanda plays an important role in developing teachers' professional competencies. Participation in teachers' working groups has a positive impact on improving teachers' teaching skills and pedagogical insights, as Muhaimin (2022) states. Teachers who are active in KKGs show significant progress in classroom management and learning strategies, which enriches the quality of education. Collaboration in teachers' working groups encourages innovation in learning methods, such as project-based learning and technology utilization, which helps improve student learning outcomes (Sunandar, 2023)].

Self-evaluation based on feedback from teachers' working groups also plays a major role in developing teachers' competencies. Constructive feedback allows teachers to reflect and make improvements in their teaching approach (Rosyid, 2021:84). In addition, teachers' working groups help strengthen professional networks among teachers, which is important in their career and professional development (Muhaimin, 2022:82). Teachers at SD Inpres Macanda not only share experiences but also stay up-to-date with educational developments, improving their professional competence.

Supporting factors that promote the success of the teachers' working group at SD Inpres Macanda include adequate infrastructure, good communication between teachers and easy access to relevant training materials and learning resources. Comfortable facilities and technological support greatly assist teachers' working group activities (Suryanto, 2021:98). Open communication between teachers allows them to share experiences and teaching strategies (Mulyasa, 2022:106), while access to online-based training materials provides flexibility for teachers to develop their competencies (Rosyid, 2021:124).

However, there are some inhibiting factors that need to be considered. Time constraints, caused by busy teaching schedules and administrative duties, reduce teachers' opportunities to engage in KKG. A suggested solution is to schedule more flexible meetings or use online platforms (Suryanto, 2021:135). The imbalance in the number of active members in KKGs also affects the quality of learning, so motivation and incentives are needed to increase participation (Mulyasa, 2022:120). In addition, the mismatch of training materials with teachers' practical needs is a barrier, so training materials need to be adjusted to the challenges faced in the field (Rosyid, 2021: 128). Overall, the teachers' working group plays a major role in improving teachers' professional competence, but challenges such as time constraints, uneven participation and the mismatch of training materials need to be addressed with appropriate solutions to increase its effectiveness in improving the quality of education at SD Inpres Macanda.

CONCLUSIONS AND RECOMMENDATIONS

This study on the role of the Teachers' Working Group (KKG) at SD Inpres Macanda has provided valuable insights into how KKG contributes to improving teachers' pedagogical competence. The research findings highlight the significant impact of KKG on teachers' professional development, particularly through the provision of training, fostering collaboration among teachers, and supporting the implementation of innovative teaching strategies. However, several challenges remain, such as the limited time for participation, imbalances in active membership, and the need for more practical, relevant training materials. These factors influence the effectiveness of KKG in fully maximizing its potential in enhancing pedagogical competence. The study suggests that addressing these challenges through flexible scheduling, greater participation incentives, and aligning training content with real classroom needs will help KKG become even more effective in supporting teachers' professional growth.

The value of this research lies in its practical implications for educational policy and teaching practices. By identifying both the supportive and inhibiting factors in the operation of KKGs, this study provides a framework for enhancing teacher professional development programs. It underscores the importance of collaboration, effective communication, and relevant training in improving pedagogical skills. Moreover, the research highlights how an organized and well-supported KKG can significantly contribute to improving not only individual teaching competencies but also the overall quality of education at the school level. These findings are crucial for educational stakeholders looking to create environments that foster continuous professional development for teachers.

However, there are several limitations to this study. The research was limited to the context of SD Inpres Macanda, and its findings may not be directly applicable to other schools with different institutional structures, resources, or challenges. The study primarily focuses on teachers' self-reports and their participation in KKG activities, which may not fully capture the broader impacts of KKG on student learning outcomes. Future research could explore the long-term effects of KKG participation on student performance and the broader school environment. Additionally, investigating the perspectives of students and parents could provide a more comprehensive view of the impact of teacher professional development on educational outcomes. Future studies could also include a comparative analysis of KKG effectiveness in various schools across different regions to identify transferable best practices. In sum, while this research offers valuable insights into the role of KKG in enhancing teachers' pedagogical competence, it also opens up several avenues for further inquiry and development in the field of teacher professional development.

ADVANCED RESEARCH

Every research study, including this one, has its limitations that should be acknowledged. One key limitation of this study is that it was conducted in a single school, SD Inpres Macanda, which may not represent the broader educational context in other regions or institutions. As a result, the findings may not be fully generalizable to schools with different resources, teaching environments, or teacher demographics. Another limitation is that this study

relied primarily on teachers' self-reports and subjective assessments of KKG activities, which may not fully capture the nuanced impact of KKG on their pedagogical competence or student learning outcomes. Additionally, the study did not include perspectives from students or parents, which could have provided a more holistic view of the effectiveness of teacher professional development programs.

Further research could address these limitations by expanding the scope to include multiple schools with varying contexts, enabling a comparative analysis of KKG effectiveness across different settings. Additionally, future studies could incorporate longitudinal designs to explore the long-term impact of KKG participation on both teacher development and student academic performance. Another area of future research could involve including the views of students, parents, and school administrators to gain a more comprehensive understanding of the overall impact of KKG on educational outcomes. Investigating the role of technology in teacher development and its integration into KKG activities is another area worth exploring, as this study revealed the challenges teachers face in effectively utilizing technology in the classroom. Finally, examining the relationship between KKG membership and other professional development opportunities outside the group could provide a more nuanced understanding of the factors contributing to effective teacher development.

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