



ANALYSIS OF THE CONTINUOUS PROFESSIONAL DEVELOPMENT (PKB) PROGRAM MANAGEMENT THROUGH TEACHER WORKING GROUPS (KKG) IN PUBLIC ELEMENTARY SCHOOLS IN BABAHROT DISTRICT

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Abstract

The Continuous Professional Development (PKB) Program for teachers is a systematic process of activities that teachers undertake to examine, assess, or reflect on their teaching practices after conducting teaching and learning activities to improve their professional competence. The purpose of this study is to determine the management, implementation, and obstacles of the Continuous Professional Development (PKB) Program through Teacher Working Groups (KKG) in Public Elementary Schools in Babahrot District. The approach used in this study is a qualitative approach with descriptive research. The research subjects are 15 classroom teachers, consisting of 7 classroom teachers who are members of the Teacher Working Group (KKG) at the elementary school level in Babahrot District, Southwest Aceh Regency, 7 school principals, and 1 school supervisor. Data collection techniques used by the researcher are observation, interviews, and documentation studies. Based on the research results, it can be concluded that 1) The management of the Continuous Professional Development (PKB) Program through Teacher Working Groups (KKG) in Public Elementary Schools in Babahrot District has not been fully implemented. The planning and organization indicators are good, but the program accountability, which includes KKG activity reports, does not meet the criteria. The evaluation and follow-up indicators have been implemented well. 2) The implementation of the Continuous Professional Development (PKB) Program through Teacher Working Groups (KKG) in Public Elementary Schools in Babahrot District has not been fully optimal. The limited facilities and infrastructure, internet access, and skills in using technology hinder teacher participation in KKG activities. 3) The obstacles in implementing the PKB Program in Public Elementary Schools in Babahrot District are coordinating KKG schedules, limited funding or resources, difficulties in implementing KKG learning into the classroom, and limited internet access or technology skills.

Keywords: *Management of Continuous Professional Development Program Teacher Working Group*

1. INTRODUCTION

In terms of improving teacher competency in Indonesia, the policy direction and development strategies in the education sub-sector prioritize the implementation of Continuous Professional Development (CPD) programs for in-service teachers through regular and equitable training (Gultom, et al., 2024). CPD programs for teachers are a systematic process of activities undertaken by teachers to systematically examine, assess, or reflect on their teaching practices after conducting teaching and learning activities to improve their professional competence (Ministry of Education and Culture, 2020:92). Initial observations conducted by the researcher from July to September 2023 found that the implementation of CPD through Teacher Working Group (KKG) activities in Public Elementary Schools in Babahrot District has not been optimal. This is due to a lack of awareness and participation among teachers in participating in KKG activities. Thus far, KKG implementation has only aimed to fill monthly routines attended by some teachers, without systematic program planning in terms of content or facilitators, as well as activity evaluation. Murni and Sumardjoko (2015:102) state that the implementation of CPD has

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not been optimal. This is because of several obstacles such as simultaneous implementation with school's effective hours.

Most teachers only occasionally invest in themselves related to the three elements of CPD. Obstacles in CPD implementation as stated by Wiranti (2015:2) include personal obstacles faced by teachers such as lack of time and ability, as well as institutional obstacles such as lack of supporting facilities and infrastructure. The purpose of this research is to determine the management, implementation, and obstacles of the Continuous Professional Development (CPD) Program through Teacher Working Groups (KKG) in Public Elementary Schools in Babahrot District.

2. IMPLEMENTATION METHOD

2.1 Research Approach

The approach used in this research is a qualitative approach with a descriptive research type. Arikunto (2010:136) states that: 'Research method is a way used by researchers to collect research data.' The approach in this research uses a qualitative approach, which essentially involves directly observing the research object. Qualitative research does not aim to test or prove the truth of a theory. Instead, existing theories are developed using the collected data.

2.2 Research Subjects

The research subjects involved in this study are the School Principal, Teachers, School Operators, Librarians, School Guards, and Students who are being researched. All of these subjects are encouraged to provide data on the implementation of facility management in improving the quality of learning in Primary Schools in the Setia District.

2.3 Data Collection Techniques

The key instrument for data collection in qualitative research is essentially the researcher themselves, using various techniques. The data collection techniques used by the researcher include observation, interviews, and document study. Interviews were conducted with teachers to understand the management of the PKB program through KKG activities, while interviews with principals and supervisors were conducted to understand supervision, evaluation, and follow-up of the PKB program through KKG activities. Observation techniques were used to determine the implementation of the PKB program through KKG activities, while document studies were conducted to understand the accountability and reporting of the PKB program through KKG activities.

2.4 Data Analysis Techniques

The data analysis in this study was carried out in several stages, including: 1) data reduction; 2) data presentation; 3) drawing temporary conclusions/verification. The steps taken in the data analysis stage include the first step of data reduction, which involves collecting data through observation, interviews, and documentation. After the data is collected, editing is done to check the accuracy of the data and to delete incorrect or unnecessary data. The second step is to present the data with descriptions that can be in the form of graphs or charts. The third step is to verify the data or draw conclusions about the Sustainable Professional Development Program (PKB) in Teacher Working Groups (KKG) in Public Elementary Schools in Babahrot District, Southwest Aceh Regency.



2.5 Research Instrument

Research Instrument Framework for the Sustainable Professional Development Program (PKB) in Teacher Working Groups (KKG) in Public Elementary Schools in the Babahrot District, Southwest Aceh Regency.

Table 1 Research Instrument Framework

No	Type of Data	Data Collection Techniques			Data Sources
		Obs.	Ww	Dok.	
1	Planning for the PKB Program		√	√	Teacher
2	Target of the PKB Program		√	√	Teacher
3	Program Implementation	√	√	√	Teacher
4	Evaluation	√	√	√	Teachers, Principals, Supervisors
5	Follow-up	√	√	√	Teachers, Principals, Supervisors

3. RESULTS AND DISCUSSION

The results of this study depict data regarding the management of the Sustainable Professional Development Program (PKB) through Teacher Working Groups (KKG) in Public Elementary Schools in the Babahrot District, obtained through observation, interviews, and documentation study. The research results consist of data described to understand the management of the Sustainable Professional Development Program (PKB) through Teacher Working Groups (KKG) in Public Elementary Schools in the Babahrot District.

3.1 Management of the PKB Program through KKG in Public Elementary Schools in the Babahrot District

Based on the summary of interviews with teachers, principals, and supervisors, it can be seen that the management of the Sustainable Professional Development Program (PKB) through Teacher Working Groups (KKG) in Public Elementary Schools in the Babahrot District is good for the planning and organization indicators. This can be seen in the respondents' answers regarding the goal of the PKB program, which is to improve the quality of education at the school level. In terms of organization, teachers responded that each KKG member has an important role in supporting professional development and improving the quality of teaching. Each member understands their roles and responsibilities and actively participates in achieving common goals.

Regarding the implementation indicator of the PKB program through KKG in Public Elementary Schools in the Babahrot District, teachers strive to create a sustainable professional development cycle, where teachers continuously improve the quality of their teaching through collaboration, reflection, and implementation of practices in the classroom. Through collaboration and knowledge sharing in KKG, the PKB program becomes more than just a series of individual training sessions. It becomes a collective initiative that has a greater impact on professional development and learning outcomes in schools.

Regarding the supervision indicator of the PKB program through KKG in Public Elementary Schools in the Babahrot District, teachers responded that it is important to evaluate and update the PKB program according to the needs and latest developments in education. The supervision and monitoring mechanism of the PKB program can be the responsibility of various parties, including local educational institutions, education offices, or higher education institutions involved in the implementation of the program. Coordination between various parties and transparency in the monitoring process can enhance the accountability and effectiveness of the PKB program.

Regarding the accountability indicator of the PKB program through KKG in Public Elementary Schools in the Babahrot District, teachers responded that the KKG reporting

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mechanism is an important part to ensure accountability, transparency, and periodic evaluation of the implementation of the PKB program. For the follow-up indicator, it can be seen that a successful PKB program will encourage teachers to actively engage in their own professional development and together with their peers. This not only improves individual quality but also creates a dynamic learning environment throughout the school. The management of the Sustainable Professional Development Program (PKB) through Teacher Working Groups (KKG) in Public Elementary Schools in the Babahrot District for evaluation and follow-up is good. The principal strives to create a holistic evaluation approach and considers various aspects related to learning in the school.

Table 2. Observation Sheet for Continuous Professional Development (PKB) Program through Teacher Working Groups (KKG)

Observation Statements	Strongly Agree	Agree	Disagree	Don't Agree	Strongly Disagree
The suitability of the themes and training materials presented in KKG is relevant to the curriculum and learning objectives.		√			
Teachers are active in implementing KKG and participate in sharing experiences and knowledge during the activities.		√			
Facilities and infrastructure to support the implementation of KKG are adequate.			√		
There is active interaction and collaboration among teachers in KKG.		√			
Student learning outcomes increase with the implementation of the PKB Program through KKG.		√			
Teachers are able to use the resources and materials provided through the PKB Program through KKG effectively.		√			
Teachers are able to integrate training materials into daily classroom learning.		√			
Teachers experience improvement in skills, understanding, and motivation in carrying out their tasks.		√			
Teachers provide feedback on the implementation of KKG activities.		√			
Teachers provide follow-up plans for the implementation of the next KKG activities.		√			

Based on the above observations, it can be seen that the implementation of Continuous Professional Development (PKB) through Teacher Working Groups (KKG) in SD Negeri in the



Babahrot District has not been maximized. There are several indicators that still need to be improved, especially regarding the availability of facilities and infrastructure to support the implementation of KKG. In other aspects, the implementation of KKG has been going well.

Table 3. Documentation Study of the Management of Continuous Professional Development (PKB) through Teacher Working Groups (KKG) in SD Negeri in the Babahrot District

Document	Have	Incomplete	Do not have
School Strategic Plan: This document contains the school's goals and priorities in developing CPD through KKG.	√		
PKB Program Implementation Plan: Document that details the schedule for implementing the PKB program, including topics, speakers, and activities that will be carried out.	√		
KKG Meeting Report: File containing notes from each KKG meeting, including topics discussed, discussion results, and recommendations produced.		√	
KKG Training Materials: A document containing training materials, modules, presentations, or guidelines used in KKG meetings.	√		
Evaluation of KKG Meeting Results: Evaluation that includes feedback from KKG meeting participants regarding the quality and effectiveness of the meeting.		√	
Student Achievement Report: Data regarding student academic achievement before and after implementing the PKB program through KKG.		√	
PKB Program Budget: Details of the budget used to support the CPD program through the KKG, including expenditure on training, materials or facilities.	√		
PKB Program Evaluation Report: A report that describes the results of a comprehensive evaluation of the effectiveness of the CPD program through the KKG, including recommendations for improvements if necessary.		√	

Based on the table above, it can be seen that the administrative documents regarding the management of Continuous Professional Development (PKB) through Teacher Working Groups (KKG) in SD Negeri in the Babahrot District still need improvement. For example, in the indicator of KKG meeting reports, it has not been written in full for the recommendation aspects from the discussion results. Furthermore, in the indicator of student achievement reports, data on student academic achievements before and after the implementation of the PKB program through KKG are not attached in the KKG documents. The PKB program evaluation report, which is a report describing the comprehensive evaluation results of the effectiveness of the PKB program through KKG, including recommendations for improvement, is also not attached in the documents. For other indicators, they are already complete in the KKG documents.

3.2 Barriers in Implementing the PKB Program in State Elementary Schools in Babahrot District

Challenges or obstacles can arise during the implementation of the Continuous Professional Development (PKB) program through Teacher Working Groups (KKG) in SD Negeri in the Babahrot District. Based on the research results obtained through interviews with teachers, principals, and supervisors, it can be seen that there are several challenges or obstacles that arise

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during the follow-up process of the Continuous Professional Development (PKB) program through Teacher Working Groups (KKG) in SD Negeri in the Babahrot District. Some common challenges faced in KKG activities are as follows.

1. Difficulty in coordinating teachers' schedules for KKG meetings, prioritizing relevant topics, and minimizing the duration of meetings to use time efficiently.
2. Limited funds or resources can limit the implementation of KKG activities.
3. Some teachers have difficulty implementing learning from KKG into the classroom.
4. Limited internet access or technological skills.

Based on the above description, it can be concluded that by identifying and overcoming these challenges or obstacles together with principals and teachers, the PKB program through KKG in SD Negeri in the Babahrot District can become more effective and relevant. This can support the professional development of teachers and improve the quality of learning. The PKB program aims to improve the quality of education at the school level. In terms of organizational indicators, teachers provide feedback that each KKG member has a crucial role in supporting professional development and improving the quality of teaching (Widiastuti, 2024). Each member understands their role well, is responsible, and actively participates in achieving common goals. The importance of creating a collaborative work environment within KKG to ensure that each member feels heard and involved in the decision-making process (Al Rasyid, 2017).

In terms of PKB program supervision through KKG, teachers provide feedback on the importance of evaluating and updating the program according to the needs and current developments in the education world (Maghfiroh, 2022). The supervision and monitoring process of the PKB program can involve various parties, such as local educational institutions, education offices, or higher education institutions involved in the program's implementation. Good coordination between relevant parties and transparency in the monitoring process is expected to improve the accountability and effectiveness of the PKB program (Yohamintin, et al., 2021).

Accountability for the PKB program through KKG (Teacher Working Groups) is an effort to ensure accountability, transparency, and periodic evaluation of the implementation of the Continuous Professional Development (PKB) program (Mulyati, 2020). In this context, KKG serves as a collaborative forum among teachers to support professional development and improve the quality of teaching. According to Mustofa, et al. (2023), overall, accountability for the PKB program through KKG serves as the foundation for maintaining the quality, effectiveness, and positive impact of efforts to develop teachers' professionalism in supporting the improvement of education quality.

The evaluation of the PKB program is an opportunity for learning and growth. Identifying areas for improvement and necessary changes allows the program to continue to evolve and become more effective in supporting teachers' professional development in the future (Nurkholis, et al., 2023). The key role of the principal is crucial in ensuring the success of the PKB program through KKG by providing strong support, facilitating collaboration, and creating an environment that supports teacher professional development (Rasyid, 2015). Through regular monitoring and evaluation, it is hoped that the continuity and effectiveness of this professional development initiative can be maintained.

According to Aslam, et al. (2023), the PKB program through KKG is designed as a continuous and dynamic process, creating a supportive learning environment that enhances the overall quality of education. Close collaboration between the school and KKG can create a dynamic learning environment, support professional development, and improve the quality of education in schools (Sufyarma, et al., 2020). Thorough evaluation and ongoing monitoring are needed to assess the real impact of PKB through KKG on improving the quality of learning in schools. Every plan and effort must be tailored to the specific needs and contexts of the school. Effective management of the PKB program requires a sustainable and responsive approach to the dynamics in the education world.



4. CONCLUSION

Based on the research on the management of the Continuous Professional Development (PKB) program through Teacher Working Groups (KKG) in State Elementary Schools in the Babahrot District, the following conclusions can be drawn:

- a. The management of the Continuous Professional Development (PKB) program through Teacher Working Groups (KKG) in State Elementary Schools in the Babahrot District has not been fully implemented. The planning and organization indicators are good, but the program's accountability, which includes the KKG activity report, does not yet meet the criteria. The evaluation and follow-up indicators have been implemented well.
- b. The implementation of the Continuous Professional Development (PKB) program through Teacher Working Groups (KKG) in State Elementary Schools in the Babahrot District has not been fully maximized. Limited facilities and infrastructure, internet access, and skills in using technology hinder teachers' participation in KKG activities.
- c. The obstacles in implementing the PKB Program in State Elementary Schools in the Babahrot District are coordinating KKG schedules, limited funds or resources, difficulty in applying learning from KKG into the classroom, and limited internet access or technological skills.

From the results and conclusions of the research on the management of the Continuous Professional Development (PKB) program through Teacher Working Groups (KKG) in State Elementary Schools in the Babahrot District, the following recommendations are given:

- a. For teachers, there is a need to improve the PKB program management procedures, from planning to evaluation. Teachers' awareness of changes in the classroom learning process is crucial so that teachers do not revert to using conventional methods and improve their skills in using computer technology.
- b. For principals, more effective follow-up steps are needed after the implementation of the PKB program to ensure that the program does not end only at the initial implementation stage. Assistance from relevant parties is needed to ensure the effectiveness of the PKB Program implementation in the teacher learning process at school.
- c. For supervisors, a control mechanism is needed to conduct periodic evaluations by relevant parties to ensure the improvement of education quality after the program is implemented.
- d. For educational institutions or relevant parties, it is advisable to conduct IT-based training, teaching module training, and other training related to improving teacher professionalism.

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