

The Implementation of Primary Teacher's Forum and Its Impact Based on Teacher's Perceptions

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Abstract: The Implementation of Primary Teacher's Forum and Its Impact Based on Teacher's Perception. Objectives: This study aims to find out the implementation profile of primary teacher's forum in East Sumba, Indonesia which consisted of the existence, organization, management, and its impact based on teacher's perception. **Method:** This study is a quantitative descriptive study using a combination research method. Data were collected using questionnaires and interviews. The sampling technique used in this study was cluster sampling, which consisted of 748 primary teachers. **Findings:** Teacher's forum in East Sumba has been formed at about 10 years and workplan has been arranged before. The activities always hold in every semester. Directly monitoring is always done by supervisor in every meeting. **Conclusions:** Teacher's forum in East Sumba has been work properly and give significant to improve teacher professionalism.

Keywords: Primary teacher's forum, teacher professionalism, Indonesia.

Abstrak: Implementasi Kelompok Kerja Guru (KKG) SD dan Dampaknya berdasarkan Persepsi Guru. Tujuan: Tujuan penelitian ini adalah mengetahui profil pelaksanaan Kelompok Kerja Guru (KKG) SD di kabupaten Sumba Timur yang meliputi keberadaan, penyelenggaraan, pengelolaan, serta dampak implikasi dari pelaksanaan KKG tersebut. **Metode:** Penelitian ini merupakan penelitian deskriptif kuantitatif dengan menggunakan metode penelitian kombinasi. Data dikumpulkan menggunakan kuisioner dan wawancara. Teknik sampling yang digunakan dalam penelitian ini adalah cluster sampling, dengan melibatkan 748 guru sekolah dasar. **Temuan:** KKG tingkat SD di kabupaten Sumba Timur telah terbentuk selama sepuluh tahun terakhir dan program kerja telah disusun oleh pengurus dengan baik. Kegiatan dilakukan tiap semester dengan melibatkan guru-guru mata pelajaran sebagai pesertanya. Monitoring secara langsung dilakukan oleh pengawas dan melalui laporan kepada dinas pendidikan kota di setiap akhir kegiatan. **Kesimpulan:** KKG di kabupaten Sumba Timur telah berjalan dengan baik dan memberikan manfaat positif yakni meningkatkan profesionalitas guru.

Kata kunci: Kelompok kerja guru, profesionalitas guru, Indonesia

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■ INTRODUCTION

Education is an important thing that everyone has to deal with life's problems (Ireland, 2014; Torres, 2010). Some of the benefits obtained through education include exploring the potential of the students so that they are more directed, opening the mind set, becoming a guarantee of the future, to realize the life of a smarter nation (Wu & Lin, 2017). Recognizing the benefits of education which is very important causes education not only to be an option but has become a necessity that must be fulfilled. The government has sought educational equality in all regions of Indonesia. This can be seen from various programs that have been organized by the government, including the nine-year compulsory education program.

The existence of various government efforts does not necessarily lead to the prevalence of the quality of education in all regions of Indonesia. The low quality of education is still felt by people in eastern Indonesia. Papua is a region that is classified as having a low quality of education and even the Human Development Index in Papua Province ranks lowest compared to other provinces. Not only Papua, NTT province is also included in the region that has low quality education. Based on data from the Central Statistics Agency on the Human Development Index (HDI) from 2010 to 2016, East Nusa Tenggara Province always ranks above 30 of the 34 provinces in Indonesia. The measurement standard for HDI in a region is seen from 3 aspects, namely Education, Health and Expenditure (Luque *et al.*, 2016). The causes of the inequality in the quality of education in Indonesia include financial factors, facilities and infrastructure, and the backwardness of technology and information. This is in line with the condition of primary school education in East Sumba. Some of the

reasons conveyed by the head of the East Sumba education office, Yusuf Waluwanja, stated that elementary school education in eastern Sumba still faced many obstacles including teacher competence, literacy or students' low literacy, the distance students traveled to distant schools, and many elementary school students can't speak Indonesian. Based on the results of the Sarjana Mendidik di Daerah Terdepan, Terluar, dan Tertinggal (SM3T) program survey, teacher competency in East Sumba is still urgent to be improved. In all schools where the SM3T teachers were assigned it showed that 85% needed to improve teacher competency because there were still teachers who taught multiple classes and subjects, even though they were not in line with the department or scientific basis of the teacher or teaching staff.

The teacher is one of the determinants of success in every effort to improve education (Blömeke & Delaney, 2012; Schoenfeld, 2010). Teacher quality is one of the factors that influence the quality of education. Teacher competency must continue to be developed to improve the quality of education. Efforts to improve the quality of education minimally select and select teachers through competency testing towards the selection of professional teachers (Suprijanto & Arikunto, 2016). Professional teachers will be able to engage their students maximally in the learning process so as to produce quality and quality learning. Quality learning will affect student learning achievement, therefore to improve student learning achievement then the learning process of students in the classroom must take place well, efficiently and effectively. The results of the research conducted by Senduperdana show that the quality of learning contributes 21% to learning outcomes.

Based on the results of a research study conducted by the Stimulant Institution of

Sumba (2015: 33), it was obtained an illustration that the quality of graduates for the elementary school level had a tendency to be of a low category. Quality learning can be formed from the performance of professional teachers. Research conducted by Widoyoko and Rinawati (2012) shows that teacher performance in the classroom significantly influences student motivation. Increasing teacher competency can be realized through the effectiveness of teacher forums that exist at both the school, sub-district and district levels. This is in accordance with the objectives of Primary Teacher's Forum (KKG) written in the standard manual for the development of KKG and MGMP by the Educators Professional Directorate (2008), namely 1) broadening teachers' insights and knowledge, 2) providing opportunities for working group members to share experiences, 3) increasing knowledge and skills, 4) increasing knowledge, competence and performance and developing teacher professionalism through KKG activities. It was also shown that the KKG's activities were effective in improving teacher learning skills both from preparation, implementation to evaluation.

Increasing teacher competency will have an impact on teacher performance and teacher performance will affect student achievement. Research conducted by Widoyoko and Rinawati (2012) shows that students who have very high learning motivation 8.7% come from classes whose teachers have very good performance compared to classes whose teachers have sufficient performance. Recent study about elementary school just focused to teaching and learning activity (Ponners & Piller, 2019; Yopp, *et al.*, 2019; Amendum *et al.*, 2018; Llyod, 2018) and student achievement (Buristic *et al.*, 2012; Kim & Hong, 2018). However, there are no study explain detail about implementation of

KKG. So, this study aims to find out the implementation profile of primary teacher's forum in East Sumba, Indonesia which consisted of the existence, organization, management, and its impact based on teacher's perception

■ METHOD

The study was conducted from August to November 2017. The population in this study were all members of the KKG in East Sumba, with the selection of samples using cluster sampling techniques so that from 22 sub-districts in East Sumba, 12 sub-districts were selected as the sample group namely Pahunga Lodu, Kanatang, Haharu, Nggaha Ori Angu, Lewa, Lewa Tidahu, Wulla Waejelu, Rindi, Umalulu, Waingapu City, Pandawai, and Kambera. The number of samples used was 748 people. The method used in this research is quantitative descriptive method. Data obtained through observation, questionnaires and interviews.

■ RESULT AND DISCUSSION

The existence of the KKG SD in East Sumba is shown in the Table 1.

Table 1. The existence of the KKG SD in East Sumba

Indicator	Data	Percentage(%)
Establishment of the KKG	More than 10 years ago	61.4
Number of schools for KKG Members	5-7 school	38.15
Existence of work plan	Exist with work plan	76.02
Time of KKG meeting activities	Routine for each semester	60.03
Number of teachers sent at the KKG meeting	All of teachers	67

When viewed from the results of respondents from each sub-district, it was found that the most data from all sub-districts showed the duration of the formation of the KKG more than 10 years ago. The KKG SD formed has a work plan for each semester and routine activities are carried out per semester by inviting all subject teachers. The implementation of KKG SD activities is shown in the Table 2.

Table 2. Implementation of KKG SD activities

No	Indicator	Data	Percentage(%)
1	Resource for Implementing KKG / MGMP	Supervisor	74.75
2	The place for conducting KKG / MGMP activities	Core school	89.34
3	Day of the KKG activity	Saturday	50.91
4	Month starts from KKG / MGMP activities	July	42.78
5	The furthest distance from the school to the place of the KKG / MGMP	<30 minutes	48.25
6	The obligation of the teacher to attend the KKG / MGMP activities	Required for all activities	89.9
7	How teachers participate in KKG / MGMP activities	The school where teaching is assigned	89.34
8	The nature of the teacher's presence	All teachers must attend	81.77
9	Teacher assignments are present at KKG / MGMP activities	Headmaster	86.96
10	Participants who attend each activity	75% of teachers are the same	57.5
11	Sanctions if the teacher does not attend KKG / MGMP activities	Giving verbal reprimand by the Principal concerned	80.36
12	Duration of each KKG / MGMP activity	> 5 hours @ 60 minutes	66.76
13	Determining meeting schedules	KKG / MGMP Management	65.92
14	What the teacher did before attending the KKG / MGMP meeting	Identifying material that is difficult to understand	63.67
15	Competencies are generally enhanced in KKG / MGMP activities	Professional competence	87.52

Based on the data above, it can be seen that the average KKG / MGMP activities carried out in the core schools were taken no more than 30 minutes from each school. Activities are carried out on Saturdays or holidays where activities begin at the beginning of the school year, namely in July, which are determined by the KKG management. The activity was attended by class teachers at

the elementary level. Participants are required to attend by being assigned by the Principal. Activities that have been carried out so far emphasize more on professional competence. Teachers usually identify problems in the learning process and material that has not been understood before participating in the activity. The management of the KKG is carried out as follows.

Table 3. Management of KKG

Indicator	Data	Percentage(%)
The process of choosing the board	Schools propose candidates and are selected by teachers participating in the KKG / MGMP	79.8
Meeting for administrators	There is	90.74
Number of board meetings in 1 year	1-2 times	41.51
Which facilitates board meetings	Core teacher	29.87
KKG program designer	KKG Management /	83.17
Source of funds	MGMP	67.04
Management of KKG activities	School	63.11
Who plans the KKG budget	Based on low class (grades 1-3) and high class (4-6)	45.58
Forms of activities that are often carried out	KKG Management	31,85
Monitoring and evaluation carried out		45.86
Monitoring officer	Discussion	77.7
The frequency of annual visits by education service officials	Sometimes	50.35
Time to make a report on the results of the KKG	Supervisor	63.67
Form of report on the results of the GFC	1-2 times	43.34
Parties given the results of the KKG activity report	End of the KKG activity	53.02
Party given the results of the KKG financial report	Print out (hard copy)	47.83

The management of the KKG is carried out by forming a board that will be tasked with making a work plan and determining the activities to be held. The form of activity that is most often carried out by the KKG is in the form of discussions regarding educational issues. The program held by the East Sumba KKG is not in accordance with the standards of the KKG / MGMP development by the directorate of the education profession (2008) who expect at least 1) discussion of learning problems, 2) preparation of syllabus, semester programs, and learning program plans, 3) analysis curriculum, 4) preparation of learning evaluation instruments, 5) discussion of material and stabilization in facing national examinations. The activities carried out by the KKG in each sub-district in East Sumba have not continuously carried out the five activities. Managers are formed through the nomination of names of candidates for management by each school and then selected by teachers of the KKG members. Managers formed a special meeting for administrators on average 1 to 2 meetings in each year. The source of funds for conducting KKG activities for elementary school is on average obtained from school. KKGs that are formed are grouped according to class teachers at each level. Monitoring is carried out by supervisors sometimes around 1 to 2 times a year. The management makes a report at the end of the activity and reports in hardcopy to the local district / city education office.

Based on the questionnaire distributed to teachers from 12 sub-districts that were used as samples, the most common obstacle faced in organizing the KKG activities at the elementary level in East Sumba Regency was related to funding that was still minimal and needed sufficient funds to assist in effective KKG activities. held. Data on the obstacles to program implementation by the KKG are as stated in the following Table 4.

Table 4. The obstacles to program implementation

Indicator	Data	Percentage (%)
Problem on KKG activities	No fees available	64.24
What is needed to streamline the activities of the KKG	Sufficient funds	81.77
Inhibiting the activities of the GFC	Finance	79.38

■ CONCLUSION

Based on the results of the research and discussion it can be concluded that the SDG KKG in East Sumba district has been formed in each sub-district. Most shows more than 10 years the teacher working group has been formed. Program activities are carried out in each semester and the implementation usually starts in July. Participants in the activity involved class teachers in each school. What is often done by the teacher before joining the KKG activity is identifying material that is difficult to understand. The type of activity that is most often carried out is in the form of discussions both related to the curriculum, teacher competence to discuss the problems experienced by teachers in their respective schools. Monitoring is done from various parties but the most data shows that monitoring is carried out by supervisors. At the end of each activity the committee prepares a report which will later be reported to the city education office. The existence of the KKG provides positive benefits for teachers including increasing student achievement and contributing to improving teacher professionalism. The main obstacle faced by teachers is the problem of unavailability of funds to carry out activities, but several other obstacles faced by the SDG KKG in East Sumbawa Regency include the lack of

adequate facilities and infrastructure, problems related to activity participants and lack of time, lack of resource persons and instructors and programmed activities. regular / standard.

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