



## The Effect of Teacher Working Groups (Kelompok Kerja Guru/KKG) on the Pedagogical Competence and Performance of Elementary School Teachers in South Touluaan District, Southeast Minahasa Regency

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### Abstract

*This study aims to examine the influence of the Teacher Working Group (Kelompok Kerja Guru/KKG) on the pedagogical competence and performance of elementary school teachers in South Touluaan District, Southeast Minahasa Regency. Teacher competence, especially pedagogical competence, plays an important role in improving the quality of learning and student outcomes. The KKG serves as a professional forum for teachers to collaborate, share experiences, and improve their teaching skills. However, its implementation is not yet fully optimal. Therefore, this study investigates the extent to which participation in KKG contributes to improving teachers' pedagogical competence and performance in the classroom. The results of this study are expected to provide input for improving teacher professional development programs.*

### Abstrak

*Penelitian ini bertujuan untuk mengkaji pengaruh Kelompok Kerja Guru (KKG) terhadap kompetensi pedagogik dan kinerja guru sekolah dasar di Kecamatan Touluaan Selatan, Kabupaten Minahasa Tenggara. Kompetensi guru, khususnya kompetensi pedagogik, memiliki peran penting dalam meningkatkan kualitas pembelajaran dan hasil belajar siswa. KKG berfungsi sebagai forum profesional bagi guru untuk berkolaborasi, berbagi pengalaman, dan meningkatkan keterampilan mengajar. Namun, pelaksanaannya belum sepenuhnya optimal. Oleh karena itu, penelitian ini meneliti sejauh mana partisipasi dalam KKG berkontribusi terhadap peningkatan kompetensi pedagogik dan kinerja guru di kelas. Hasil penelitian ini diharapkan dapat menjadi masukan bagi peningkatan program pengembangan profesional guru.*

## **1. Introduction**

Education is a strategic sector in national development, as advances in technology, economy, and socio-cultural aspects are highly determined by the quality of education. In the context of 21st-century global education, education systems are expected not only to produce intellectually capable graduates but also individuals who possess critical thinking, creativity, collaboration, and communication skills in order to compete globally. The achievement of these goals largely depends on the role of teachers as the main actors in the educational process. Various international studies, including reports from UNESCO and the OECD through the Teaching and Learning International Survey (TALIS), emphasize that teacher quality and professionalism significantly influence student learning outcomes, particularly when teachers are actively involved in self-development and professional learning communities. Countries with advanced education systems such as Finland, Singapore, and Japan place strong emphasis on systematic and continuous teacher development through training, collaboration, and strong institutional support.

In Indonesia, improving teacher quality has become a national agenda with the establishment of four core teacher competencies, namely pedagogical, personality, professional, and social competencies, where pedagogical competence holds a strategic position as it is directly related to teachers' ability to design, implement, and evaluate instruction based on the curriculum. According to Wongkar & Pangkey (2024), the implementation of the Merdeka Curriculum, which emphasizes flexibility and the development of students' talents and interests, has not yet fully encouraged all students to be actively engaged; some show high enthusiasm, while others remain passive. Mulyasa (2013) states that pedagogical competence is a core ability that determines the success of the learning process because it is closely related to understanding students' characteristics and managing meaningful learning. Teachers with strong pedagogical competence are expected to create active, participatory learning environments that improve student learning outcomes, which are ultimately reflected in teacher performance in the classroom.

As an effort to improve teacher competence, particularly at the elementary school level, the Ministry of Education, Culture, Research, and Technology of Indonesia established the Teacher Working Group (Kelompok Kerja Guru/KKG) as a professional forum for classroom teachers at the cluster or district level. The KKG functions as a collaborative platform for sharing experiences, discussing instructional problems, developing teaching materials, and improving teachers' pedagogical and professional competencies. Kunandar (2014) emphasizes that professional teacher communities such as KKG play a strategic role in improving pedagogical competence and teacher performance through collaborative activities, reflective practice, and continuous

professional development. However, in practice, KKG activities have not yet fully achieved optimal impact due to administrative and ceremonial tendencies, limited competent facilitators, lack of program innovation, and insufficient policy and financial support.

This condition is also evident in North Sulawesi Province, particularly in Southeast Minahasa Regency, which has diverse geographical characteristics and a wide distribution of elementary schools. South Touluaan District, as part of this region, shows variations in teacher performance and instructional practices across schools, despite most teachers being members of the KKG. This phenomenon raises questions regarding the extent to which teacher participation in the KKG truly influences pedagogical competence and teacher performance in the classroom, considering that some teachers who are active in the KKG do not show significant performance improvement, while others demonstrate the opposite. Therefore, the study on the influence of the Teacher Working Group (KKG) on the pedagogical competence and performance of elementary school teachers in South Touluaan District, Southeast Minahasa Regency is highly relevant and important to conduct. This research is expected to provide an objective empirical overview and serve as a basis for policymakers, KKG administrators, and schools in designing more effective and sustainable strategies for improving educational quality at the local level.

## **2. Research Methods**

### **Data Collection Techniques and Procedures**

The data collection technique used in this study is a questionnaire. A questionnaire is a data collection tool consisting of a series of questions or statements given to respondents to be answered. Questionnaires are commonly used in quantitative research to obtain information or data regarding attitudes, opinions, behaviors, or characteristics of individuals or groups.

The research instrument contains a number of statements that must be responded to by respondents in order to obtain information about the three variables discussed. The development of the instrument was carried out through several stages: (1) determining the research objectives and variables, (2) developing the theoretical framework, (3) determining the types of questions, (4) constructing the question items, (5) developing the measurement scale, including the calculation of validity and reliability of the research instrument, and (6) testing the instrument (validity and reliability). The variables to be included in the questionnaire were first defined in terms of conceptual definitions, operational definitions, and the research instrument grid.

## Data Analysis Techniques

The collected data were analyzed to test whether the predetermined hypotheses could be accepted or rejected. Prior to data analysis, prerequisite tests for analysis were conducted as follows:

### Regression Assumption Tests

**Normality Test:** The Kolmogorov-Smirnov (KS) formula was used. If the significance value  $p > \alpha = 0.05$ , the data are considered normally distributed. Conversely, if  $p < \alpha$ , the data are considered not normally distributed, and regression analysis cannot be applied. If the data are not normally distributed, a non-parametric analysis is used as an alternative.

**Linearity Test:** Since regression analysis is used, the assumption of a linear relationship between variable X and variable Y must be fulfilled. Therefore, a linearity test is conducted using the F-test within the framework of analysis of variance (ANOVA) in SPSS 27. If the calculated F-value is greater than the F-table value, a linear relationship between variables X and Y is confirmed.

**Regression Analysis:** Simple regression analysis and multiple regression analysis are employed.

Furthermore, to test the hypotheses, the F-test is used. In the ANOVA table generated by SPSS 27 analysis, the calculated F-value can be observed. If the calculated F-value is greater than the F-table value or if  $p < 0.05$ , then the alternative hypothesis is accepted.

## 3. Results and Discussion

### 3.1. Results

This study was conducted in elementary schools located in South Touluaan District, Southeast Minahasa Regency. The subjects of this research were all elementary school teachers who are members of the Teacher Working Group (Kelompok Kerja Guru/KKG) in the region. The total population in this study was 43 teachers who were actively teaching and registered as KKG members. From this population, several teachers were selected as the research sample using a purposive sampling technique, based on the consideration that the respondents were active participants in KKG activities and had sufficient teaching experience.

This technique was used to obtain valid data that reflects the actual implementation of KKG activities in South Touluaan District. The sample served as the main data source related to the research variables, namely X (Teacher Working Group/KKG), Y1 (teachers' pedagogical competence), and Y2 (teacher performance). Data collection was carried out through questionnaires distributed to the selected teachers. The research instrument was designed in the form of a rating scale aimed at measuring the level of teacher participation in KKG activities, teachers' pedagogical competence, and teacher performance in carrying out instructional tasks in schools. The questionnaire was designed to obtain quantitative data as well as to describe teachers' perceptions

of the benefits of KKG in supporting their professional development.

The results of the study showed that most respondents gave positive responses toward the implementation of the Teacher Working Group (KKG). The KKG was perceived as an effective forum for sharing experiences, discussing learning problems, developing instructional materials, and improving teachers' understanding of appropriate strategies, methods, and approaches based on students' characteristics. These findings indicate that teachers' active participation in KKG contributes to the improvement of their pedagogical competence.

Furthermore, the data analysis also revealed that teachers' pedagogical competence has an influence on teacher performance. Teachers with strong pedagogical competence tend to be more capable of planning, implementing, and evaluating learning effectively. KKG activities that are systematically and continuously conducted encourage teachers to become more professional, creative, and responsible in performing their duties.

Overall, the research findings indicate that the Teacher Working Group (KKG) has a positive influence on the pedagogical competence and performance of elementary school teachers in South Touluaan District, Southeast Minahasa Regency. The optimal implementation of KKG plays an important role in improving teachers' pedagogical competence and performance, which ultimately contributes to enhancing the quality of learning in elementary schools.

### Coefficient of Determination Analysis (Adjusted R<sup>2</sup>)

The coefficient of determination analysis is used to determine the percentage contribution of the influence of the KKG variable on Pedagogical Competence. The results of the determination analysis can be seen in the SPSS 27 output Model Summary from the results of the simple regression analysis below:

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.668 <sup>a</sup>	.447	.433	2.297
a. Predictors: (Constant), X				

Based on the table, an R Square value of 0.282 or 38.7% was obtained. This shows that the percentage contribution of the independent variable's influence on the dependent variable

is 28.2%. Meanwhile, the remainder is influenced by other variables that were not examined in this research model.

#### Coefficient of Determination Analysis (Adjusted R<sup>2</sup>)

The coefficient of determination analysis is used to determine the percentage contribution of the influence of the KKG variable on Teacher Performance. The results of the determination analysis can be seen in the SPSS 27 Model Summary output from the simple regression analysis below:

Based on the table, an R Square value of 0.442 or 44.2% was obtained. This indicates that the percentage contribution of the independent variable's influence on the dependent

variable is 44.2%. Meanwhile, the remaining percentage is influenced by other variables that were not examined in this research model.

#### Coefficient of Determination Analysis (Adjusted R<sup>2</sup>)

The coefficient of determination analysis is used to determine the percentage contribution of the influence of the KKG variable on Pedagogical Competence and Teacher Performance. The results of the determination analysis can be seen in the SPSS 27 Model Summary output from the multiple linear regression analysis below:

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.668a	.447	.433	2.297
a. Predictors: (Constant), X				

Based on the table, an Adjusted R Square value of 0.433 or 43.3% was obtained. This indicates that the percentage contribution of the independent KKG variable to Pedagogical Competence and Teacher Performance is 43.3%. Meanwhile, the remaining percentage is influenced by other variables that were not examined in this research model.

### 3.2. Discussion

#### 1. The Influence of the Teacher Working Group (KKG) on Teachers' Pedagogical Competence

The results of the simple regression analysis show that the Teacher Working Group (KKG) has a positive and significant effect on teachers' pedagogical competence.

particularly in improving teachers' abilities to understand students' characteristics, design learning activities, implement instructional processes, and conduct learning

This is evidenced by a regression coefficient value of 0.674 with a significance level of 0.000 (< 0.05). The resulting regression equation,  $Y_1 = 16.839 + 0.674X$ , indicates that every one-unit increase in teachers' participation in KKG activities will be followed by an increase in teachers' pedagogical competence.

The Adjusted R Square value of 0.282 indicates that KKG contributes 28.2% to the improvement of teachers' pedagogical competence, while the remainder is influenced by other factors outside the research model, such as teaching experience, educational background, work motivation, and school facilities and infrastructure. These findings indicate that KKG serves as an effective forum for teachers' professional development

evaluations. Through discussions, experience sharing, and collaborative preparation of teaching materials, teachers gain a better understanding of effective teaching practices.

This result is consistent with the theory of teacher professional development, which states that collective and collaborative activities such as KKG can sustainably improve teachers' pedagogical competence. Therefore, the existence of active and well-organized KKG is proven to be an important factor in improving the quality of elementary school teachers' pedagogical competence.

## 2. The Influence of the Teacher Working Group (KKG) on Teacher Performance

The second hypothesis testing results show that the Teacher Working Group (KKG) also has a positive and significant effect on teacher performance. This is indicated by a regression coefficient of 0.718 with a significance level of 0.000 ( $< 0.05$ ). The regression equation  $Y_2 = 14.056 + 0.718X$  indicates that an increase in teachers' participation in KKG activities directly contributes to improved teacher performance.

The Adjusted R Square value of 0.442 shows that KKG contributes 44.2% to teacher performance. This is relatively high, indicating that KKG plays a strategic role in improving teacher performance quality, particularly in lesson planning, teaching implementation, classroom management, and professional responsibility.

KKG activities encourage teachers to be more disciplined, creative, and innovative in carrying out their teaching duties. Through the KKG forum, teachers not only gain new knowledge but are also motivated to apply the results of discussions and training in classroom practice. This

## . Conclusion

The Teacher Working Group (Kelompok Kerja Guru/KKG) has a positive and significant effect on the pedagogical competence of elementary school teachers in Touluaan Selatan District, Southeast Minahasa Regency. Teachers' active participation in KKG activities, such as professional discussions, preparation of learning tools, and problem-solving in teaching, has been proven to improve

Simultaneously, the Teacher Working Group (KKG) has a positive and significant effect on both pedagogical competence and teacher performance. This indicates that optimizing the implementation of KKG as a forum for continuous professional development is able to enhance teachers' competence and performance simultaneously, thereby contributing to the improvement of the quality of learning in elementary schools.

leads to an overall improvement in teacher performance quality. These findings support the view that teacher performance is not only determined by individual abilities but is also influenced by a supportive professional environment, one of which is the continuous implementation of KKG activities.

## 3. The Influence of the Teacher Working Group (KKG) on Pedagogical Competence and Teacher Performance Simultaneously

The multiple regression analysis results show that the Teacher Working Group (KKG) has a positive and significant simultaneous effect on both pedagogical competence and teacher performance. This is indicated by an F value of 33.122 with a significance level of 0.000 ( $< 0.05$ ), thus the third hypothesis is accepted.

The Adjusted R Square value of 0.433 indicates that KKG contributes 43.3% to the improvement of both pedagogical competence and teacher performance simultaneously. This finding confirms that KKG is an important factor in teacher professional development, both in terms of competence and performance. Conceptually, good pedagogical competence leads to improved teacher performance. Teachers who have a strong understanding of teaching strategies, student characteristics, and assessment methods are better able to carry out their teaching duties effectively. Therefore, KKG acts as a bridge that strengthens the relationship between pedagogical competence and teacher performance.

teachers' understanding of students' characteristics, instructional strategies, and learning evaluation.

The Teacher Working Group (KKG) also has a positive and significant effect on teacher performance. Teachers who are actively involved in KKG activities show improvements in lesson planning, implementation of teaching, and evaluation of learning. Well-organized and continuous KKG activities encourage teachers to work in a more professional, creative, and innovative manner in carrying out their duties.

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