

The Effect of Teacher Work Group on the Performance of Elementary School Teachers in Pujut District, Central Lombok Regency

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Abstract. The purpose of this study was to determine the effect of the activities of the Teacher Working Group on the performance of elementary school teachers in Pujut District, Central Lombok Regency. The population of this study were elementary school teachers in Pujut District, Central Lombok Regency, totalling 101 teachers and the research sample. The technique used for data collection is a questionnaire. The data analysis used was descriptive analysis, prerequisite test and hypothesis testing, which included linear regression analysis in determining the effect of teacher working group activities on teacher performance. The results showed that the KKG activity significantly affected the performance of elementary school teachers in Pujut District, Central Lombok Regency, by 51.1%, with $p=0.001$. This means that the more the Teacher Working Group activities increase, the teacher's performance will improve.

Keywords: Teacher Working Group; Teacher Performance; Primary school.

INTRODUCTION

Teacher performance is related to the quality of tasks and work-oriented behaviour [3]. This can be seen from the accepted sense of moral responsibility. That will be seen in obedience and loyalty in carrying out teacher duties inside and outside the classroom. In general, teacher performance can be interpreted as performance/work results that can be seen in quality and quantity, achieved by a teacher in carrying out the tasks and responsibilities assigned to him [6].

The situation in the field shows that teachers' teaching performance is in the poor category. This is based on the low reading ability of fourth-grade elementary school students. According to [7], based on the results of the Progress in International Reading Literacy Study (PIRLS) survey that the reading literacy achievement of Indonesia's fourth-grade students (405) is below the international average (500) and is ranked 41 out of 45 participating countries. The results of this study are also supported by [5], which shows that on reading ability of elementary school stu-

dents in Indonesia is ranked 26th out of 27 study participating countries.

The condition of not optimal performance of elementary school teachers also occurs in Central Lombok Regency. Based on the Teacher Competency Examination (UKG) results of Central Lombok Regency, SD obtained UKG results of 50.54, SMP 54.14, SMA 57.92, and SMK 54.12. From these results, the SD level ranks the lowest compared to other districts (NTB Regional Education Balance, 2020/2021).

Obtaining the UKG results determines the teacher's performance assessment. Teachers with scores below the standard will participate in training, while teachers above the average will become learning teachers and receive an educator certificate. According to [9] factors that cause low UKG scores to consist of internal and external factors. Internal factors are teacher competence, teacher literacy ability, and teacher professionalism. At the same time, the external factor is the composition of the questions.

It is necessary to evaluate teachers' teaching performance in the teaching and learning process, and it is essential to improve teachers' teaching

performance. Given that the role of the teacher is so important in the teaching and learning process, teacher performance needs to be enhanced and nurtured regularly and continuously so that teachers have professional teaching performance. Efforts are made to improve teacher performance, so teachers must have a forum to improve their work professionalism through the Teacher Working Group (KKG) at the sub-district level.

Central Lombok Regency, which has 14 sub-districts in Central Lombok Regency as a whole, has implemented the implementation of the KKG. This program is directly supervised and monitored by the Education Office of Central Lombok Regency, which has 51 school supervisors spread over 14 sub-districts in Central Lombok Regency. The implementation of the KKG in Central Lombok Regency is carried out by the Technical Implementation Unit (UPT) for Kindergarten and Elementary Schools, which are divided into four areas covering the Central Lombok Regency. Pujut District has 77 elementary schools consisting of 72 public schools and five private schools. Implementing the KKG at the Pujut District level, elementary schools were grouped based on cluster clusters of 6-7 elementary schools. Each collection has a core school and an impact school. The core school is a school that is the place for planning KKG activities as well as a place for discussion, and the impact school is a school that is a member of a cluster. The KKG in Pujut District consists of 3 groups, while the core schools are SD Negeri 1 Kawo, SD Negeri 2 Sengkol, and SD Negeri Ketangan.

The KKG is seen as ineffective in improving teachers' performance and professionalism in the cluster. Activities that have been planned do not always get a positive response from the teacher. KKG is seen as a formality activity that must be followed without clear outputs. Besides that, teachers in KKG activities lack initiative or always need guidance from resource persons to advance KKG activities. Research results [5] revealed that KKG activities affect teacher performance. This shows that the teacher working group (KKG) exercises are likely to be an effective vehicle for improving teachers' performance in the field. KKG activities can be said to develop teacher performance in the form of teacher study groups. KKG activities can assist teachers in developing pedagogic competence, professional competence, social competence and personality competence.

METHODS

This research is quantitative, where the researcher describes the phenomenon in more detail with quantitative data. This study will use a correlational approach and an ex post facto approach. The place of this research was carried out in Cluster 09 Rambitan, Pujut District, Central Lombok Regency.

The population in this study were all elementary school class teachers who participated in the KKG in Pujut District, Central Lombok Regency, totalling 136 teachers. The sample of this study is part of the research population obtained using the Slovin formula, so the number of pieces is 101 teachers. This research sample was obtained using a proportionate random sampling technique.

Before the research instrument is used, validity and reliability tests are first carried out. The data analysis technique used in this research is regression analysis. Before the hypothesis test, data analysis requirements were tested, including normality, homogeneity, multicollinearity, and autocorrelation tests.

RESULTS AND DISCUSSION

The KKG activity variable was measured using a questionnaire that had been divided and filled out by the teacher as a respondent. Table 1 shows 101 respondents' highest score was 149, and the lowest was 75. The research instrument consisted of 30 items with five answer choices: never, rarely, sometimes, often, and always.

Table 1 – Respondents' Perception of KKG Activities

Score Range	Category	Amount	Percentage
135–149	Very high	47	49
120–134	Tall	36	34
105–119	Currently	12	12
90–104	Low	5	4
75–89	Very low	1	1
Total		101	100

Table 1 shows that most of the respondent's responses to the KKG activities were included in the very high category, namely 47 respondents (49%). The reaction of respondents who stated that the KKG activity was deficient was one person (1%).

Single linear regression analysis was used to test the effect of one independent variable on one dependent variable. In this study, a single linear regression analysis was used to test whether KKG activities affect teacher performance and the impact of academic supervision on teacher performance. The results of single linear regression analysis are as follows.

Table 2 – Results of Single I Regression Analysis

Independent Variable	Dependent variable	Constant	Coefficient
KKG activities	Teacher Performance	61,667	0.715

The single linear regression analysis results become the following equation: Teacher performance = $61.667 + 0.715$ KKG activities. The regression equation can be interpreted that:

1) The constant shows the value of the dependent variable if the independent variable is 0. The constant in the regression equation is 61,667, which means that if the KKG activity variable is 0, then the teacher's performance is 61,667.

2) The positive coefficient on the independent variable shows a unidirectional relationship, meaning that an increase will follow an increase in the independent variable in the dependent variable. This indicates that if there is an increase in KKG activities. An increase will follow in teacher performance.

The magnitude of the influence of the KKG on teacher performance can be determined through the coefficient of determination, as shown in Table 3.

Table 3 – Coefficient of Determination of KKG Activities on Teacher Performance

Independent Variable	Dependent variable	R ²
KKG activities	Teacher Performance	0.511

The coefficient of determination generated by the regression model is 0.511, so the contribution of the influence of the KKG activity variable on teacher performance is $0.511 \times 100 = 51.1\%$.

The results of this study indicate that the KKG activity has a positive and significant effect on teacher performance. The statistical tests' results on the impact of KKG activities on teacher performance show that the significance value of the KKG activity variable is 0.001 (smaller than 0.05) and the regression coefficient is 0.400 (positive). Hypothesis 1 (H1) is accepted, which means that the activity KKG has a positive and significant effect on teacher performance. This study's results align with the research conducted by [2, 4], which stated that KKG activities contributed positively and significantly to teacher performance. The more the KKG activities increase, the teacher's routine will increase.

Regarding this KKG, the author [1] explained that the Teacher Working Group (KKG) is a forum for the professional development of elementary school teachers who are members of school clusters. The KKG is a non-structural forum or organization that is independent, based on kinship and has no hierarchical relationship with other institutions. The existence of the KKG is part of the embodiment of the professional coaching system because it includes a series of activities to improve the quality of education, teacher professional abilities, the quality of the teaching and learning process, and learning outcomes by utilizing all the resources and potentials possessed by schools, education personnel and the surrounding community.

Teacher working group (KKG) activities can be an effective vehicle to improve teachers' performance in the field. Teacher performance is the result achieved by the teacher in carrying out the tasks assigned to him based on skills, experience, sincerity, and time, with the resulting output reflected in quantity and quality. The working principle of the KKG is activities from teachers, by teachers and for teachers from all schools. The Teacher Working Group consists of all teachers in the group concerned, which operationally, the Teacher Working Group can be further divided into smaller groups based on grade level or per subject [8].

The purpose of the KKG, according to [7], is to solve the various main tasks and functions of teachers in schools and create a forum for teachers to be together in determining the planning, implementation, and assessment of learning. KKG activities must be carried out continuously, programmed, and scheduled based on the needs of teachers in schools. This is done so that the

KKG activities positively impact teachers in the teaching and learning process because the activities discussed in the KKG are related to teaching and learning activities. Therefore, in KKG activities, teachers are required to play an active role in the implementation of all activities held in the KKG, namely, cooperation between one teacher and another teacher.

CONCLUSIONS

Based on the results of the descriptive analysis, it can be concluded that the KKG activity significantly affects the performance of elementary school teachers in Pujut District, Central Lombok Regency, by 51.1% with $p = 0.001$. This means that the more the KKG activities increase, the teacher's performance will improve.

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