

The Role of The Teacher Working Group (KKG) on The Professionalism of Islamic Religious Education Teachers in The Independent Curriculum

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Abstract The Independent Curriculum is one of the updates given by the government to be able to overcome educational challenges and problems so that Indonesia is more advanced. However, it is undeniable that in addition to having positive values, it also has negatives, especially for teachers who have entered old age and teachers who still do not understand in detail because of changes such as activities, devices, etc., including for Islamic religious education teachers to achieve professional teachers. This is because they become teachers who teach not only focusing on the world but also the hereafter. One of the solutions is the role of the Teacher Working Group (KKG) which must be optimized so that it has benefits. For this reason, the researcher is interested in researching the role of KKG in Group IV in fostering professional Islamic religious education teachers. The method used is a type of qualitative research with the collection of interviews, observations and documentation. The results obtained were that there were two KKGs in group IV of Lowokwaru District. First, the KKG Group IV which is focused on all elementary school teachers, including Islamic religious education teachers. Second, the KKG Group IV Islamic Religious Education (PAI) which focuses on PAI subjects only. In both activities, they have the same activities but several different things such as time, management composition, main activity programs and others, the goal is the same, namely to be able to make teachers understand the independent curriculum, including making teachers professional. Of the various activity programs, almost all activities were carried out well, then also had an impact on Islamic religious education teachers, such as: better understanding the teacher's duties to students, understanding the independent curriculum starting from the syllabus, teaching modules, projects to strengthen the *Pancasila* learning profile and others. All Islamic religious education teachers feel helped by the existence of the KKG to make teachers professional both in their teaching tools and activities. So with this, the role of the KKG is very positive so that this also supports data from other studies that state that the KKG has the ability to reach 79.00% of the 80 teachers who fill in the research data.

Keywords: Islamic Religious Education; KKG; Professionalism; Role

A. INTRODUCTION

Indonesia has now entered a new world of education with increasingly advanced developments and challenges. One of the ways taken by the government is to issue a new curriculum called the independent curriculum or as it can be known as KURMER. The independent curriculum with the previous curriculum, namely the 2013 curriculum, can be said to have changed completely because it is not only from the naming but also related to the policies and activities in it. With this, it is not surprising that many problems arise among educators both at the student and student levels.

Based on the results of the initial research, it was found that many teachers who are currently related to the independent curriculum complain a lot about the devices and also the things of their activities. As an example related to PMM, a different device from the previous curriculum and also

some activities that are felt to be burdensome on teachers' work. However, on the positive side, for teachers, there are several interesting activities such as the implementation of the *Pancasila* Student Profile Project (P5) activities. Of course, overcoming the above problems is not easy for teachers, especially teachers who are already vulnerable to the age of 50 and above. Difficulties in understanding and other things will certainly be experienced. Islamic Religious Education teachers are no exception that there are many activities that must be carried out in addition to activities that are from schools, offices, subjects are also related to the implementation of activities needed to collaborate with other teachers.

One of the solutions is related to the role of the Teacher Working Group (KKG) which is a forum or place where teachers can collaborate to express what will be achieved in learning. Here teachers have a very good opportunity for self-development, teachers can ask and answer questions with KKG speakers and their peers about learning problems in the classroom. This aims to develop the teacher's abilities and expertise in the classroom. Supriyana stated that the KKG is a place to share understanding that improves teachers' professionalism in their work. Teachers need a forum to share stories in managing learning in the classroom in order to achieve the expected results, so that achieving professionalism as a teacher can be achieved (Supriatna & Lusa, 2023). Professionalism here as emphasized is enthusiasm, cooperation, cheerfulness and energy in teaching. With this, all teaching activities, including completing all tools and activities in the independent curriculum, are carried out very well so as to make progress for education in Indonesia, especially for schools and students (Sugianti, 2022). This is in line with Kamaliah's opinion that the place to develop teachers' abilities to be able to achieve learning goals is in teacher working groups (KKG), including for Islamic religious education teachers.

The role related to KKG is very important to the professionalism of teachers, so teachers are obliged to actively participate in all activities and discussions held. Dariyanto in his research agrees that in addition to the pedagogic competence of teachers, teachers must also be professional well during the learning process, because teachers are required to master the ability to manage learning and use the right methods or strategies in the classroom (Daryanto, 2021). This is also emphasized by Suprihatiningrum in his book, that teachers must be professional because with the demands of a teacher's professionalism, teachers can become the best teachers so that teachers can participate in reforming education, making the most of learning resources outside of school, overhauling the structure of teacher-student relationships, using modern technology and mastering science and technology, cooperation with peers between schools, as well as cooperation with the educational environment community (Suprihatiningrum, 2014).

The above has also been explained and stated by the supervisor of Islamic religious education in Malang City, "KKG is a forum for teachers to solve related to teacher activities, including overcoming problems in the classroom, so that teachers must be professional in their teaching careers," he said during his remarks at the Lowokwaru District KKG event (7/8/24). So that with this it is even stronger that the KKG has a good role in the professionalism of teachers, including Islamic religious education teachers. This is considering that Islamic religious education teachers or known as PAI have an important role for students, especially related to the afterlife and the world of students in accordance with their religious guidance. KKG in Lowokwaru District, especially in cluster IV, there are 2 where KKG is focused on all teachers and KKG is devoted to subject teachers including Islamic religious education. Therefore, the researcher is interested in studying the role of the Teacher Working Group (KKG) on the professionalism of Islamic religious education teachers.

A study similar to this study has been carried out as follows, 1) a study of the Role of Teacher Working Group Activities (KKG) in Supporting the Competence of Elementary School Physical Education Teachers in Dlingo Bantul District, Yogyakarta by Andhi Dwi Susilo (Susilo, 2017). 2) Implementation of the Teacher Working Group Program (KKG) of the H. Said Cluster during the Pandemic in Tembilahan District, Indragiri Hilir Regency by Asmi Purwandi (Purwandi, 2022). 3) The Role of the Teacher Working Group (KKG) in Improving the Professional Science Teachers of Suralaga District by M Alwi (Alwi, 2009). 4) Teacher Working Group and Its Role in Improving the Quality of PAI Learning in Elementary Schools by Salihin (Asalihin, 2021). and 5) Assistance in the Development of Student Worksheets (LKPD) Based on Realistic Mathematics Education (RME) in the Elementary School Teacher Working Group (KKG) in Hulu Palik District to Improve the Competence

of Intercessory Teachers (Syafaat et al., 2022). Of the five studies above, there are several things that have not been discussed as reinforcements to other studies. Where the discussion is related to the role of KKG in general for Islamic religious education teachers in this era of independent curriculum, so researchers are interested in discussing it in depth.

B. METHODS

The methods and approaches in this study are qualitative. This research can be classified as descriptive/interpretive research because it refers to the description of the data to be interpreted (Mapiare, 2013). The researcher identified the role of the teacher working group (KKG) and then described and interpreted the professionalism of Islamic religious education teachers. This research was conducted in Lowokwaru District, Cluster IV, Malang City. This research was carried out in 4 stages, namely field exploration, determination of problem categories, data collection, and data interpretation. Field assessment is carried out by formulating and determining the category of research location. The field study was carried out by analyzing the role of KKG on Islamic Religious Education (PAI) teachers in Malang City.

The data obtained by the researcher is data in the form of information about the Role of the KKG by referring to the source of data to the KKG management and also Islamic religious education teachers. The data can be in the form of documents, observation results, and interview results. The main sources of data in qualitative research are words, and actions, the rest are supplements such as documents and others (Lexy J Moleong, 2018). The data sources in this study are everything related to the role of the KKG on the professionalism of Islamic religious education (PAI) teachers, both obtained directly from informants and from other sources.

Data collection in this study was carried out by means of interviews, observations, and documentation studies. Interviews are one of the techniques used to collect research data. In simple terms, it can be said that an interview is a process of interaction between the interviewer and the informant by communicating directly; while observation is a stage where the researcher makes direct observations to find out various activities to support the data through interviews; and document study is the stage of collecting data in the form of written documents, images, works, and electronic (Yusuf, 2014).

The analysis technique of this study uses Miles and Huberman which consists of three streams of activities that occur simultaneously, namely: data reduction, data presentation, conclusion drawing or verification (Matthew B Miles, A Michael Huberman, 2020). Meanwhile, data verification uses triangulation techniques. Triangulation here is a technique for checking the validity of data that utilizes something other than data for checking purposes or as a comparison against it, so that later it can find the same and appropriate points. In this study, the triangulation used is the triangulation of data sources, where this triangulation directs the research so that in collecting data, it is obliged to use a variety of existing data. Triangulation utilizes different types of data sources to dig up similar data. Thus, what is obtained from one source can be tested when compared to similar data obtained from other different sources (Sutopo, 2002).

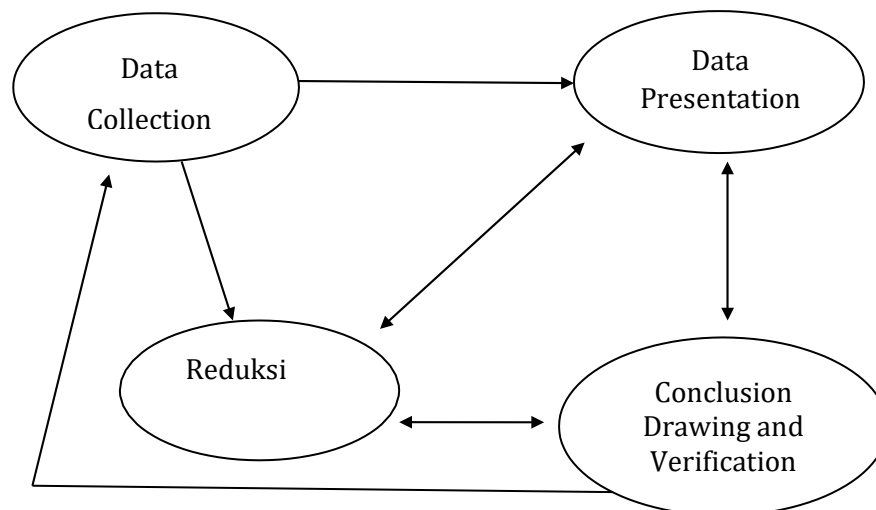


Figure 1. Research overview and research components

C. RESULT & DISCUSSION

In general, the role of KKG, there are several subjects that must be considered in improving teacher professionalism that are often carried out in KKG activities, namely:

1. Making a syllabus
2. Creating an annual program
3. Creating a semester
4. program Making a learning implementation plan (RPP)
5. Having a student Absentee books
6. Having a supervision book
7. Having a counseling guidance book
8. Making a grade analysis
9. Making a problem analysis
10. Having a Question Bank book Creating teaching media that is in accordance with the curriculum (Permadi & Arifin, 2013).

Where in the above case, KKG Cluster IV has 2 places that are a forum for Islamic religious education teachers to become professional teachers. The first is the Gugus IV KKG which includes all elementary school teachers within the Malang City education office, both private and public. Second is the KKG Group IV of Islamic religious education teachers (PAI) which only covers each subject, so that in all matters of management and activities do not involve teachers outside the subject.

The role of the KKG in Islamic Religious Education (PAI) teachers in the independent curriculum is seen from the 2 forums above. In the case of KKG Group IV, the role carried out for the independent curriculum is to introduce related to the independent curriculum starting from changes in devices, activities to things that need to be done by teachers, especially civil servant/PPPK teachers. In this case, according to the chairman of KKG Group IV, Mr. Pandu said:

"This KKG is a place where an understanding is given regarding the duties of a teacher. Including the independent curriculum, the teachers here are briefed every semester. This debriefing was carried out by teachers who drive the independent curriculum. The hope is that all teachers, including Islamic religious education teachers, can understand well their teaching duties and others related to the independent curriculum" (interview, August 1, 2024).

From the words above, it is emphasized that the KKG Group IV always holds mandatory activities related to the independent curriculum. Where this activity is attended by all teachers, including Islamic religious education teachers whose goal is to provide for teachers to be able to achieve professionalism by being able to understand and meet all the requirements of teachers in the independent curriculum.

Meanwhile, if you look at the Special KKG for Islamic Religious Education Teachers, the activity is not far from the above activities. It's just that in activities related to the independent

curriculum, coordination is usually carried out between all groups in Lowokwaru District. Then there were activities to prepare and also practice related to the independence curriculum, especially the task for Islamic religious education teachers. In the prosecution, the chairperson of the KKG of Group IV of Lowokwaru District, Mrs. Sofia said that:

"KKG Group IV is part of the PAI KKG of Lowokwaru District. Regarding the independent curriculum, the role of the KKG is to facilitate Islamic religious education teachers to understand the differences with the previous curriculum. In addition, in order to better understand, debriefing and practice are provided every semester by inviting Islamic religious education teachers who are already classified as civil servants and also part of teacher leaders related to the independent curriculum" (interview, August 5, 2024)"

So that the above statement confirms that the KKG Group IV specifically for Islamic religious education is a forum for PAI teachers. Where activities are always held as a form of debriefing and at the same time practice understanding the independent curriculum well so that all things including reports, learning are carried out well so that the goal can be to make teachers professional.

If detailed according to the needs of an Islamic religious education teacher, the role of the KKG in Group IV of Lowokwaru sub-district has six important things for the professionalism of Islamic religious education teachers.

1. Understanding of students

Based on the analysis of the results of observation, interviews and documentation, it can be concluded that teachers have the ability to understand students. Teachers understand the characteristics of students both in cognitive, affective and psychomotor forms. This understanding was obtained by some teachers from the KKG in simulation activities, discussions and briefings by peers and guides. KKG activities are able to deepen teachers' knowledge to pay more attention to the student's situation. In addition, teachers gain understanding of students through daily activities with students. The direct involvement of students in learning helps teachers understand its characteristics. This understanding helps teachers to adjust the treatment of students according to their characteristics. Teachers' ability to understand students is one of the things discussed in KKG activities.

According to the theoretical analysis that has been presented in the previous chapter, it is stated that the purpose of the KKG activities according to the Directorate General of Primary and Secondary Education (1995:5) one of the goals is the KKG as a vehicle for information, innovation, and inviting education personnel to equip themselves in an effort to improve the quality of human resources that are successful and according to the target. In an effort to improve the quality of human resources, a teacher is required to have pedagogical competence, one of which is the competence that must be possessed according to PP RI No. 75 of 2008 concerning Teachers Article 3 paragraph 4 states that teachers must have competence in understanding students. Understanding of students, at least according to Sukmadinata in Jejen Musfah, states that teachers must know and understand students well, understand the stages of development that they have achieved, their abilities, their advantages and disadvantages, the obstacles they face and the dominant factors that affect them. This understanding is then simplified into an understanding of students, including the teacher's knowledge of students' cognitive abilities, development and growth according to the age of the students and an understanding of the characteristics of students (Musfah, 2018).

A teacher is said to understand his students if the first teacher is able to know the student's cognitive ability. This is in accordance with the results obtained which stated that teachers have understood their students who are known through observation activities and through the results of interviews that say teachers understand the cognitive abilities of students because of the help of KKG activities. Both teachers know the development and growth of students according to age. This understanding is shown by the teacher's attitude in responding to questions and treating students both physically and psychologically. The results of the observation were supported by the results of interviews stating that teachers gained knowledge related to the growth and development of students from KKG activities. This knowledge helps teachers in treating students according to their growth and development. Third, teachers' understanding of student

characteristics. This understanding is shown by the results of observations that show that teachers can provide responses to students according to the characteristics of their students. This understanding was acknowledged by teachers from KKG activities. Teachers discuss ways to handle students according to their characteristics. Based on the results of the discussion, the teacher is able to develop and provide direction to students according to their characteristics. Based on the results of the analysis, it can be concluded that the results of this study are in accordance with the theory that has been presented related to the objectives of the KKG related to the binding of the quality of human resources. So that KKG activities can support teachers' ability to understand students. Curriculum or syllabus development.

Based on the analysis of the results of observations, interviews and documentation, it can be concluded that teachers develop a syllabus together in KKG activities but there is no discussion about the curriculum. Teachers' knowledge related to the syllabus can increase after participating in the implementation of the KKG. This result was shown in interviews where most teachers mentioned that the syllabus owned by teachers was a development of K3S (Principal Working Group). The syllabus is handed over to the classroom teacher to be discussed together with the suitability of the content based on the needs of the school and each grade level. If the syllabus prepared by K3S is appropriate, no reshuffle will be held. This result is shown by the existence of the exact same syllabus between teachers by taking advantage of cooperation in carrying out and completing their tasks.

The joint syllabus discussion activities are in accordance with the scope discussed in the KKG activities. According to Mulyasa, the scope in question is in the development of curriculum, syllabus and lesson plans. And in accordance with the goals of the KKG by Mulyasa who stated that the KKG is a forum for teachers to work together in determining learning plans. In learning planning, there is the formulation of a syllabus with teachers having the authority to innovate the syllabus according to the needs of students. This result is in accordance with the scope discussed in the KKG, namely solving problems that teachers always face related to the preparation of the syllabus. And the purpose of the KKG as a forum to provide direction, coaching and innovation in supporting the quality of education, one of which is through the syllabus has been fulfilled (Mulyasa, 2013).

2. Learning planning Teaching Module

Based on the results of the interviews in the Cluster of teachers, they have the ability to prepare teaching modules (MA). As mentioned by the PAI teacher who said that with this KKG he was able to compile the MA. Some teachers argue that the MA owned in Group IV is the result of joint formulation. This formulation requires each teacher to compile one MA subject class in one year. Then from the formulation itself, it was then corrected together with other teachers. Based on these results, it can be interpreted that teachers have the ability to prepare learning plans through experience and direction obtained from KKG activities.

The explanation from the results of the interview was strengthened by the documentation of the MA owned by two schools at the level of religious teachers in grade VI. The lesson plans owned by the two schools are the same even though they are slightly different in implementation so that it can be interpreted that teachers in KKG activities can increase teachers' knowledge for the development of learning planning. Based on the results of the analysis, it can be concluded that KKG is useful in the development of learning planning. This benefit is in accordance with the purpose of KKG activities according to the Directorate General of Elementary and Secondary Education, namely as a forum to improve the quality of education in the preparation of learning plans.

3. Implementation of educational and dialogical learning

The implementation of learning is the process of implementing the steps arranged in the learning plan. The purpose of the implementation of learning is to provide learning experience and develop students' skills and knowledge. In the development of learning implementation, teachers must have 8 basic skills. These basic skills are shown in the implementation of learning as follows: Skills of Opening and Closing Lessons, explaining, asking, reinforcing skills, various learning media, guiding group discussions, managing classes, and holding learning variations.

Based on the results of observations that are strengthened by documentation in the implementation of learning, it shows that in the implementation of learning, teachers in Group IV have skills in the implementation of learning. In an interview with one of the PAI teachers who mentioned that simulation activities in this KKG activity can provide teachers with inspiration for the implementation of learning. The PAI teacher said that this simulation motivated him to develop the learning method he knew. Therefore, the skills of learning implementation activities can be improved and developed through KKG activities in simulation activities. Based on the analysis of the results of the above research, it can be concluded that KKG activities help teachers in the development of learning implementation. These results are in accordance with the goals of the KKG, namely as a forum for coaching, direction, and discussion in the context of innovation in the implementation of learning.

4. Evaluation of learning outcomes

Based on the analysis of the results of observations, interviews and documentation owned by the researcher, it can be concluded that the implementation of learning evaluation is adjusted to the needs of each teacher. Knowledge related to the evaluation of learning outcomes obtained in the KKG association is in the form of evaluation techniques. This knowledge can be seen from the implementation of learning activities with teachers assessing students based on the process if the learning activity is to produce work. However, in the implementation of learning certain themes, teachers assess based on written assessments. The knowledge of teachers obtained from the KKG is certainly in accordance with the goals of the KKG as a forum for coaching, direction, explanation and discussion related to the evaluation of learning outcomes.

5. Development of students to actualize their various potentials.

Teachers' abilities in developing students' potential can be channeled in some forms of first activities related to extracurricular. Extracurricular activities are a forum for developing student potential. Extracurricular activities are used by teachers in order to improve and channel the talents of students. This is shown by a statement from a PAI teacher who stated that he held training on recitation of the Quran and religious singing for his students to prepare for the competition that if held at any time. At first, the teacher tests students in this activity so that the teacher knows which students have potential and which students do not have the ability. In addition, what PAI teachers have done in order to develop the potential of music games in their students. And the average teacher in Group IV becomes a coach in the implementation of religious extracurricular activities and also others.

In addition, PAI teachers are also often a place for counseling guidance for students. Teachers hold counseling guidance when dealing with students directly because according to teachers, guidance is a very instinctive thing. However, this guidance is also carried out at certain times, for example in tutoring, religious guidance and social guidance are integrated into the implementation of learning by linking certain material to the subject.

With this, it can be reaffirmed that this shows that the KKG has a good role for Islamic religious education teachers. Including the KKG in Lowokwaru District, especially cluster IV which is very good as a forum for teachers to become professionals so that later it will have a good impact on students, schools and education in Indonesia. This is also in line with and strengthens the affirmation of previous research as carried out by Azmi Rahmi, with the results of this study there is a significant contribution from the teacher working group (KKG) to the competence of classroom and subject teachers in Kuranji Padang by 79.00%. This was done for 80 teachers, including Islamic religious education teachers who teach in schools (Rahmi & dkk, 2024).

Of course, this result is a positive where it shows that the KKG has good benefits for teachers, students and education in Indonesia, so it must be present and followed by all teachers, including Islamic religious education teachers. And this is also in accordance with the results of research from Hasmiati that has been carried out finding that this KKG positively has an influence on the professionalism of teachers in improving future performance in Mandai District, Maros Regency (Hasmiati et al., 2022). So it can be concluded that KKG throughout Indonesia has both large and small benefits for teacher professionalism, especially for the independent curriculum which began to be implemented in 2020.

For programs in the KKG of Lowokwaru sub-district cluster IV that have been implemented or not based on the chairman of the KKG PAI and also the chairman of the KKG Group IV for all elementary school teachers, both classroom or teachers of subjects such as Islamic religious education, that there have been many programs that have been implemented as follows data:

Table 1. KKG Work Program

No	Work Program	Information
1	Create an academic calendar, prota and promissory note	Well done
2	Mapping the independent learning curriculum	Well done
3	Preparation of teaching modules	Well done
4	Compile an analysis of student learning outcomes	Well done
5	Media socialization in accordance with the material taught	Enough to do
6	Deepening the material: talking about the problems experienced in the classroom	Well done
7	Inviting resource persons according to their knowledge	Well done
8	Independent learning curriculum training	Well done
9	Determine the appropriate MOH	Well done
10	Strengthening P5 (<i>Pancasila</i> Student Profile Strengthening Project)	Well done
11	Strengthening teachers and students through competitions	Well done

In the data above, it can be seen that there are still several activities that have not been carried out, this is where the important role of the KKG or the existence of this KKG lies. With the maximum implementation of this KKG program, teacher competence can also increase. The existence of this teacher working group is very important because it is a place to accommodate problems and scientific development for teachers. To convey the problems faced in the teaching and learning process in the classroom, teachers can tell stories, chat with other teachers to exchange ideas in solving problems related to learning. Not only about learning, teachers can correct each other so that later they will be able to reach the category of professional Islamic religious education teachers.

D. CONCLUSION

Therefore, from the above, it can be concluded that there are two KKGs in group IV of Lowokwaru district. First, the KKG Group IV which is focused on all elementary school teachers, including Islamic religious education teachers. Second, the KKG Group IV Islamic Religious Education (PAI) which focuses on PAI subjects only. In the activities, both have the same activities but some things are different such as time, management composition, main activity programs and others. However, the goal is the same, which is to be able to make teachers understand the independent curriculum, including making teachers professional. Of the various activity programs, almost all activities were carried out well, then also had an impact on Islamic religious education teachers, such as: better understanding the teacher's duties to students, understanding the independent curriculum starting from the syllabus, teaching modules, projects to strengthen the *Pancasila* learning profile, learning evaluation, learning methods and others. So that with this, teachers in completing all learning tools and also understanding all activities and discussions of problems related to the classroom can be overcome well, including mandatory things in the independent curriculum so that they are able to make teachers understand and at the same time direct to the professionalism of good Islamic religious education teachers. All Islamic religious education teachers feel helped by the existence of the KKG to make teachers professional both in their teaching tools and activities. So with this, the role of the KKG is very positive so that this also supports data from other studies that state that the KKG has the ability for teachers, including Islamic religious education teachers, in achieving teacher professionalism in the independent curriculum.

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