THE INFLUENCE OF THE TEACHER WORKING GROUP PROGRAM (*KKG*) ON TEACHER PROFESSIONALS IN STATE MADRASAH IBTIDAIYAH IN BANDA ACEH CITY

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Abstract. The aim of this research is to find out whether the *KKG* Program is effective in increasing the professionalism of Banda Aceh City State Madrasah Ibtidaiyah Teachers. This research uses experimental research with a qualitative and quantitative approach. The sample for this research was 6 MIN teachers in Banda Aceh City who were selected using a saturated sampling technique. Data collection techniques use observation, interviews, and teacher ability test results. The data analysis technique used is integrated quantitative and qualitative. To describe the *KKG* program that has been implemented, qualitative analysis was used. Meanwhile, to determine the effectiveness of the *KKG* on professional teachers, a paired sample t test was used with the SPSS version 25.0 program. Based on research findings, it was found that there were significant differences in the teaching profession before and after the implementation of the *KKG* program at MIN Banda Aceh City. The results of the hypothesis test show 0.002 < 0.005, which means there is a significant influence of the *KKG* program on the teaching profession. The pretest data shows an average value of 58.78 and the posttest shows an average value of 80.56 indicating a 22% improvement. The conclusion of this research shows that the *KKG* program has an influence on improving the professionalism of State Madrasah Ibtidaiyah teachers in Banda Aceh City.

Keywords: Classroom *KKG* Program; Professional Teachers; Madrasah Ibtidaiyah

I. INTRODUCTION

Improving the quality of education, especially at Madrasah Ibtidaiyah Negeri, is the focus of attention in order to improve the quality of human resources. This is because Madrasah Ibtidaiyah Negeri is a form of formal education which has the responsibility to provide a foundation for students in developing attitudes and abilities as well as providing basic knowledge and skills. The development of quality education by realizing quality education, development and improvement are carried out both in terms of curriculum, systems, evaluation, teaching materials, teacher training and also other efforts with the aim of improving student learning achievement (Amelia, Aprilianto, Supriatna, Rusydi, & Zahari, 2022; Komalasari, Arafat, & Mulyadi, 2020; Rahmania, Budiono, Soenaryo, Syakur, & Tinus, 2020).

This educational development effort is a response to the development of global demands as an effort that can provide adaptation to the education system so that it is able to develop human resources to meet the demands of an ever-growing era (Akdere & Egan, 2020; Makarova, Makarova, & Korsakova, 2019; Yosintha, 2020). Low teacher performance invites various efforts and policies. Efforts to improve teacher quality can be carried out in various ways such as training, seminars, workshops and through *KKG* Program forums (Aliyyah et al., 2020; Sanjar & Oghly, 2023; Zaini & Syafaruddin, 2020). With the increasingly rapid development of technology, teaching and education patterns are also changing (Churiyah, Sholikhan, Filianti, & Sakdiyyah, 2020; Dakhi, Jama, Irfan, Ambiyar, & Ishak, 2020; Ghazal et al., 2021). Therefore, each individual teacher as the spearhead of implementing curriculum and education is required to be active and creative in facing the paradigm of educational change (Nababan, Ardani, & Purba, 2019; Nurhayati, Jamaris, & Sufyarma Marsidin, 2022; Pujiani, Sukmawati, & Indrasari, 2021).

As a class teacher who provides a foundation of knowledge and morals to his students, he is required to be more dynamic so that the delivery of knowledge and mental education to children can be in line with expectations. Teachers as the main component in the world of education are continuously required to be able to keep up with or even exceed developments in science and technology that are developing in society (Burbules, Fan, & Repp, 2020; Rapanta, Botturi, Goodyear, Guàrdia, & Koole, 2020; Shaturaev, 2021). These demands are in accordance with the National Education Standards where education must have academic qualifications and competence as a learning agent, be physically and spiritually healthy and have the ability to realize the goals of national education (Gabriela, Cicerchi, Colin, & Ana, 2022; Krowin & Merentek, 2018; Uyuni & Adnan, 2020).

Increasing teacher professionalism and developing competence is an important aspect in the world of education. Professional teachers have a big positive impact on student development and the quality of learning in schools. Teacher professionalism involves a commitment to continuously learn and improve their skills in order to provide better teaching (Agung Pambudi & Gunawan, 2020; Akib et al., 2020; Fejes, Nylund, & Wallin, 2019). Competency development includes a deep understanding of subject matter, application of innovative teaching methods, and the ability to adapt to the latest developments in education. Teachers who have a high level of professionalism tend to have a positive impact on student motivation and achievement. They are able to create a positive learning environment, provide effective guidance, and support the development of students' creativity and potential. Apart from that, teachers who continue to develop their competencies can face growing challenges in the world of education, such as the application of information technology in the learning process. Increasing teacher professionalism also has a broad impact in improving the image of schools and the education system as a whole.

Professional teachers can be role models for their colleagues and inspire productive collaboration among teaching staff. By having teachers who continuously develop themselves, schools can offer a higher quality and more relevant educational experience for students. In this era of globalization and rapid change, it is important for teachers to continue to increase their professionalism and develop competencies in order to be able to answer new challenges that arise in the world of education. Through investment in teacher professional development, it can be hoped that education will continue to develop and make a positive contribution to the formation of a generation that is competent and ready to face the future (Fejes et al., 2019; Madani, 2019; Wermke, Olason Rick, & Salokangas, 2019).

Based on initial observations, it shows that teacher professionalism is in the poor category. Some of the problems found were: 1) teachers' difficulties in delivering learning material; 2) lack of teacher knowledge about learning methods that are relevant to the current curriculum; 3) teachers have not been creative in developing learning materials; 4) teachers' difficulties in maintaining class discipline; 5) lack of teacher participation in training and self-development needed to improve the quality of teaching; and 6) Lack of active involvement in supporting students' personal and academic development.

Based on the conditions above, an evaluation of teacher professionalism in the teaching and learning process is needed and teacher professional improvement is needed. Considering the significance of the role of teachers in the teaching and learning process, it is necessary to improve teacher performance with regular and continuous coaching (Rostini, Zaeni Achmad Syam, & Achmad, 2022; Saihu, 2020; Stavroulia et al., 2019). This aims to ensure that teachers can achieve an optimal level of professionalism in carrying out their teaching duties. To achieve this increase in performance, teachers must have a special platform that supports improving their professionalism, and one of the recommended platforms is through the *KKG* Program (Mahardika, Juangsih, & Sabila, 2023; Wicagsono, Muhammad, & Muhammad, 2023). *KKG* is an informal professional teacher organization, formed by elementary school teachers in a region or school cluster, and functions as a means of sharing experiences to improve teacher skills and improve the quality of learning (Habibie, Humaidi, Rahim, & ..., 2021; Komarudin, Muhammad, & Rohana, 2022; Wolf, Aber, Behrman, & Tsinigo, 2019).

Minister of Religion Regulation (PMA) No. 60 of 2015, amendments to Minister of Religion Regulation (PMA) No. 90 of 2013, regulates the existence of class *KKG* Programs for Madrasah Ibtidaiyah teachers. Only the formation of Madrasah Working Groups (KKM) is regulated in regulation no. 90 of 2013, while PMA No. 60 of 2015 added new articles to Articles 47 and 48 (Articles 47A and 47B respectively). Article 47A which discusses the formation of working groups can be seen in Part IV. (*KKG*), sub-districts, districts and cities all have the potential to establish *KKG* as intended in paragraph (1). Additional regulations for the *KKG* in paragraph (1) are determined by the Director General.

The *KKG* Program at Madrasah Ibtidaiyah provides a safe platform for educators to build and hone their skills under the law. The *KKG* is a living example of a professional development system because it requires a series of initiatives designed to improve educational standards, educator competence, effectiveness of the learning process, and student learning outcomes through the mobilization of all available resources (Caena & Redecker, 2019; Frerejean et al., 2021; Hew & Brush, 2007).

Several previous studies have been studied by Mardan et. Al (2023) regarding the Influence of *KKG* Programs on the Performance of Elementary School Teachers in Pujut District, Central Lombok Regency, shows the results that *KKG* activities have a significant effect on the performance of elementary school teachers. Research conducted by Sukirman (2020) on the Effectiveness of *KKG* Programs in Increasing Teacher Competency shows the results that *KKG* Programs are effective in increasing teacher competency in Cimanggu District, Cilacap Regency based on the

implementation of *KKG* activity programs, types of *KKG* activity programs, success planning *KKG* activities, implementing *KKG* management, effectiveness of *KKG* Programs in increasing teacher competence in preparing plans. effectiveness of *KKG* Programs in improving Teacher Competency in Implementing Learning Before and After *KKG* Program Based on several studies above, there has been no research that focuses on the impact of *KKG* Programs on teacher professionalism at the State Madrasah Ibtidaiyah in Banda Aceh City. This research focuses on the specific context in which the effectiveness of *KKG* Programs in madrasas can influence the development of teacher professionalism.

II. METHODS

This research uses an experimental research method using a Pre-Experimental approach, which adopts a one group pretest-posttest research design. This study did not use a control group and the sample was not randomly selected; instead, the sample used is a training class selected without changing the existing structure ((Sugiyono, 2012) In this research design, the entire class is involved as one group which is given a pretest, undergoes a treatment, and then is given a posttest. The success of the treatment is assessed by comparing the pretest and posttest scores. The treatment applied is the implementation of the *KKG* Program system. The One Group Pretest – Posttest design can be seen in the following table.

TABLE I.
ONE GROUP PRETEST – POSTTEST SCHEME

Pretets	Treatment	Posttest
T1	X	T2

Information:
T1 : The initial test (pretest) is carried out before being given treatment
X : Treatment is given to teachers in the form of *KKG*
T2 : The final test (posttest) is carried out after being given treatment

After implementing actions according to the design plan, it can be concluded that the results of the treatment can be known more accurately because they can be compared with the conditions before the treatment was given. The choice of this design is adjusted to the objectives to be achieved, namely to evaluate the professional competence obtained by *KKG* participants before and after receiving the action. Thus, the results of this comparison show the effectiveness of the *KKG* carried out at MIN Banda Aceh.

The population in this study was taken from three madrasas, namely two teachers from MIN 1 Banda Aceh City, MIN 11 Banda Aceh City and MIN 9 Banda Aceh City. The research sample was taken using a saturated sampling technique, that is, all members of the population were included in the sample in the research (Sugiyono, 2013). Thus, a total of 6 teachers were included because the population was relatively small, namely less than 100 people. Research data was collected through interviews and questionnaires.

The data analysis method in this research uses integrated quantitative and qualitative data analysis. To describe the *KKG* program that has been implemented, qualitative analysis was used, and an open questionnaire was used to collect information about the *KKG* program. To determine the effectiveness of *KKG* on professional teachers using the paired sample t test with the SPSS version 25.0 program.

The essay test instrument indicators consist of 35 questions covering teacher professional competence which can be seen in the following table.

TABLE II.
TEACHER PROFESSIONAL INDICATORS

No.	Items	Question No
1.	Teachers arrange teaching materials according to students' educational levels.	1
2.	The teacher describes and organizes teaching materials systematically according to learning objectives.	2
3.	Teachers create creative and innovative teaching and learning programs	3
4.	Teachers carry out teaching and learning programs thematically.	4
5.	Teachers create an active, effective and conducive classroom atmosphere.	5
6.	Teachers manage the class with various techniques adapted to the teaching materials.	6
7.	Teachers use audio visual media in the learning process.	7
8.	Teachers develop teaching resources in the learning process.	8
9.	Teachers master the basics of education	9
10.	Teachers convey scientific information that is relevant to everyday life to students.	10
11.	Teachers master the educational foundations in the learning process.	11
12.	Teachers convey scientific information that is relevant to students' daily lives	12
13.	Teachers are able to manage teaching and learning interactions, teachers are able to act as motivators	13
14.	Teachers as inspirational organizers, facilitators and evaluators	14
15.	Teachers carry out classroom and school administration	15
16.	Teachers participate in guidance and counseling services at school	16
17.	In teaching, teachers are required to be proficient in methodical didactic aspects so that students can study actively	17
18.	Encourage students to ask questions according to the material	18
19.	Teachers are able to assess student achievement for teaching purposes	19
20.	Develop evaluation tools according to learning material	20
21.	Encouraging students to learn by linking one subject to other subjects (thematic)	21
22.	Encourage students to study harder independently	22
23.	Teachers carry out evaluations at the end of each lesson	23
24.	Teachers know and are able to participate in	24

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	school administration		
25.	Teachers are required to be competent or able to collaborate in an organized manner in classroom management	25	
26.	Teachers arrange school administration	26	
27.	Teachers understand the principles of education	27	
28.	Teachers create learning innovations in achieving learning goals	28	
29.	Teachers plan, implement and evaluate learning systematically	29	
30.	Teachers master the material, structure, concepts and scientific mindset that support the subjects they teach	30	
31.	Teachers master competency standards and basic competencies in the subjects they teach	31	
32.	Teachers develop lesson materials taught creatively	32	
33.	Teachers develop professionalism continuously by carrying out reflective actions	33	
34.	Teachers utilize information and communication technology to develop themselves	34	
35.	Teachers arrange teaching materials according to students' educational levels	35	

To determine whether the items used to assess teacher professionalism are valid and reliable, a validity and reliability test of the instrument is carried out as shown in the following table.

TABLE III.
INSTRUMENT VALIDITY TEST RESULTS

No.	Question Item No	r count	r table	Information
1.	1	0.456	0.344	Valid
2.	2	0.557	0.344	Valid
3.	3	0.564	0.344	Valid
4.	4	0.430	0.344	Valid
5.	5	0.480	0.344	Valid
6.	6	0.513	0.344	Valid
7.	7	0.502	0.344	Valid
8.	8	0.534	0.344	Valid
9.	9	0.641	0.344	Valid
10.	10	0.389	0.344	Valid
11.	11	0.432	0.344	Valid
12.	12	0.440	0.344	Valid
13.	13	0.408	0.344	Valid
14.	14	0.510	0.344	Valid
15.	15	0.515	0.344	Valid
16.	16	0.498	0.344	Valid
17.	17	0.576	0.344	Valid
18.	18	0.391	0.344	Valid
19.	19	0.512	0.344	Valid
20.	20	0.503	0.344	Valid
21.	21	0.462	0.344	Valid
22.	22	0.435	0.344	Valid
23.	23	0.478	0.344	Valid
24.	24	0.421	0.344	Valid
25.	25	0.470	0.344	Valid
26.	26	0.506	0.344	Valid
27.	27	0.468	0.344	Valid
28.	28	0.435	0.344	Valid
29.	29	0.423	0.344	Valid
30.	30	0.511	0.344	Valid
31.	31	0.419	0.344	Valid
32.	32	0.501	0.344	Valid
33.	33	0.567	0.344	Valid
34.	34	0.487	0.344	Valid
35.	35	0.450	0.344	Valid

Based on table 3, it shows that all teacher professional indicator items have a calculated r value > 0.396. These results provide an indication that each item in the research instrument is declared valid and can be used by researchers. Thus, the results of this statistical calculation provide confidence that the instrument used can effectively measure the variables studied, as well as validate the suitability of the instrument with the research objectives. These positive results strengthen the reliability and validity of using pre-test and post-test instruments in the context of implementing the *KKG* program. The instrument reliability test can be seen in the following table.

TABLE IV.
INSTRUMENT RELIABILITY TEST RESULTS

Cronbach's Alpha	N of Items
,705	6

Table 4 shows that all items in this study are reliable. This can be seen from the Cronbach's Alpha value of 0.705 > 0.60. So it can be concluded that the instrument is reliable and can be used to assess teacher professionalism.

III. RESULT

A. *Implementation Program of the KKG Program in Improving Teacher Professionalism in State Madrasah Ibtidaiyah (MIN) Banda Aceh City*

The research results show that the *KKG* Program in MIN Banda Aceh City has a greater ability to develop programs by taking advantage of the opportunities they have to ensure increased competence and professionalism of teachers as members of the *KKG* Program. The strategy that can be implemented is to use mixed learning (direct and virtual meetings).

Using this training or learning model will make the *KKG* Program meetings easier without being constrained by time and place. Apart from that, it can also broaden teachers' insight into using computer technology and can make it a learning medium. The *KKG* Program implementation program in MIN Banda Aceh City consists of planning, organizing, implementing and supervising

1) *Planning*

Standards for developing the *KKG* Program are things that need to be done after the organization is formed, namely: Preparing the *KKG* Program program starting from compiling the Vision, Mission, goals, to the activity calendar. By using a mixed training model (virtual and face-to-face) it is also hoped that it will provide variations in arranging programs to be more structured into general programs, routine programs and development programs.

Apart from that, you can also add programs that aim to provide teachers with insight into educational policies, as

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well as supporting programs. The way this can be done is by empowering each member in preparing the program so that they can find out what program activities are needed and socialize the program to all members.

Furthermore, the strategy that can be taken is to program the implementation of the *KKG* Program via virtual zoom or face to face, so as to be able to solve problems in the field in a more intense *KKG* Program forum. This is supported by the opinion of Alwi & Mumlahana (2023:30) who state that: "Strategy in implementing *KKG* Program activities has the greatest contribution, because it is one of the determining factors for the success or failure of a program."

2) Organizing

The *KKG* program consists of administrators and members. The management is divided into chairman, secretary, treasurer, and three heads of areas including program planning and implementation, administrative organization development, facilities and infrastructure, and community relations and cooperation. The *KKG* program has a management structure like other organizations.

This is done so that the communication created is easier and more targeted. The organizational structure of the *KKG* Program can be seen in the attachment. The members of the *KKG* Program are class teachers, religious education teachers, physical education teachers, and other teachers at the MIN level, the numbers of which are adjusted to the Banda Aceh City area. The organizational structure of the *KKG* Program consists of administrators and members. The management is divided into chairman, secretary, treasurer, and the planning and organizational development sector as well as members of the *KKG* Program in general. The *KKG* program certainly has a management structure like other organizations.

3) Implementation

Implementation in the *KKG* Program is an implementation to carry out, or mobilize members, and encourage what is none other than an effort to realize the program plans of the *KKG* Program which have been prepared to become a realization through various directions and motivations so that members of the *KKG* Program can carry out their activities or duties efficiently. optimally both directly (offline) and online (Zoom, Google Meet).

From the explanation above, it can be concluded that directing/actuating is one of the tasks of organizational leaders to provide motivation, encouragement and confidence to their subordinates so that they work sincerely for the realization of organizational goals. In this case, a supervisor, head of the *KKG* Program, Head of divisions in the *KKG* Program, and all members of the *KKG* Program must have high consistency in implementing all planned programs in order to obtain the desired results.

4) Supervision

Supervision of the implementation of the *KKG* Program in the City of Banda Aceh has been carried out by the supervisor, head of the *KKG* Program, and each head of field

as well as the teachers involved and those in the cluster either directly or via virtual account (zoom/google meet/ edmodo) and others.

So from the explanation above it can be concluded that *KKG* Program training does not have to be carried out in person, but can also be carried out using a virtual account. This is an alternative that teachers can implement in training/learning.

B. Normality test

The normality test is carried out to evaluate the distribution of data in a group of data or variables, whether the data distribution is normal or not. This study used the Shapiro-Wilk normality test because the sample in this study was less than 100 (<100). The results of the normality test in this research can be seen in the following table.

TABLE V.
NORMALITY TEST

	Kolmogorov-Smirnova			Shapiro-Wilk		
Tests of Normality						
	Statistics	df	Sig.	Statistics	df	Sig.
Pretest	,193	6	,200*	,953	6	,771
Posttest	,187	6	,200*	,959	6	,808

*. This is a lower bound of the true significance.
a. Lilliefors Significance Correction

Based on table 5, it is known that the Sig. for the pretest it was 0.771 and the Sig value for the posttest was 0.808. The Sig value of the two tests is > 0.05, so it can be concluded that the teacher pretest and posttest test data are normally distributed.

C. Homogeneity Test

The homogeneity test is a statistical method used to show that the variance of two or more groups of data samples comes from the same population. The homogeneity test results of this research can be seen in the following table.

TABLE VI.
HOMOGENEITY TEST RESULTS

Test of Homogeneity of Variance			
Levene Statistics	df1	df2	Sig.
3,316	1	3	0.074

Based on table 6 it can be concluded that the Sig. Based on Mean for the teacher professional variable is $0.074 > 0.05$. So it can be concluded that the variation in teacher professional data is homogeneous.

D. Hypothesis testing

This research uses a paired sample t-test to assess whether there is a difference in the average value between two samples that are paired or related to each other. The homogeneity test results of this research can be seen in the following table.

TABLE VII.
T TEST RESULTS

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest - Posttest	-12,087	10,879	3,319	-20,134	-5,678	-3,780	5	,002

Based on table 7, it is known that the Sig. (2-tailed) of 0.002 < 0.005. So it is concluded that there is an average difference between the pretest and posttest results, which means that there is an influence of the *KKG* program on increasing teacher professionalism in Madrasah Ibtidaiyah, Banda Aceh City.

E. Descriptive Statistical Test

Descriptive statistical analysis aims to provide a comprehensive picture of the data used in research, taking into account the average value, standard deviation, variance, maximum value, minimum value and total. The results of descriptive statistical tests can be seen in the following table.

TABLE VII.
TABLE OF DESCRIPTIVE STATISTICAL TEST RESULTS

Paired Samples Statistics

		Mean	N	Minimum	Maximum	Std. Deviation	Std. Error Mean
Teacher Professional	pretest	58.78	6	42	81	11,345	2,567
	posttest	80.56	6	67	98	10,986	2,248

Table 8 shows that the average pretest score for the experimental class is known to be different from the average posttest score. The average pretest score is 58.78 and the average posttest score is 80.56. The average score of the experimental class increased by 21.78. Thus it can be concluded that the implementation of the *KKG* program has provided an increase in teacher professionalism in the learning process at Madrasah Ibtidaiyah Banda Aceh City by 22%. This reflects the positive impact of the *KKG* program on teacher professionals.

IV. DISCUSSION

The research results showed that the *KKG* program had an influence on teacher professional improvement by 22%. This shows that the *KKG* program has been effectively implemented in improving teacher professionalism in the classroom learning process. The class *KKG* Program program at MIN Banda Aceh City has a structured plan, consisting of long-term (5 years) and short-term (1 year) programs. The program includes routine, development and incidental programs, with a focus on learning problems, competency standard theme mapping, credit score training, classroom action research, writing scientific papers, and various other activities. The implementation strategy involves direct/face-to-face and virtual meetings (Zoom/Google Meet), providing flexibility in time and place, as well as expanding the use of information technology.

The implementation of class *KKG* Programs is not limited to once a week, it can be carried out virtually or face to face twice a week, increasing the intensity of discussions. Socialization of the program to all members and additions to the program support the structure and clarity of the program. Evaluations are carried out monthly through instruments, observations and interviews by group leaders, school principals and all teachers involved to identify obstacles and obstacles in implementing the program. The findings of this research support several previous studies, such as Mardan et. Al (2023) shows the results that *KKG* activities have a significant effect on the performance of elementary school teachers. Research conducted by Sukirman (2020) shows the results that *KKG* Programs are effective in increasing teacher competency in Cimanggu District, Cilacap Regency based on the implementation of *KKG* activity programs, types of *KKG* activity programs, successful planning of *KKG* activities, implementation of *KKG* management, effectiveness of *KKG* Programs in increasing teacher competence in preparing plans. effectiveness of *KKG* Programs in improving Teacher Competency in Implementing Learning Before and After *KKG* Program.

According to Winingsih (2019), in the context of the *KKG* Program, the *KKG* is described as a professional development platform for elementary school teachers who are members of school clusters. The *KKG* is considered a forum or organization that is non-structural, independent, based on the principle of kinship, and does not have hierarchical relationships with other institutions (Abbas & Marhamah, 2020). The existence of the *KKG* is considered an integral part of the professional development system, because it includes a series of activities to improve the quality of education, professional abilities of teachers, the quality of the teaching and learning process, and learning outcomes (Suchyadi et al., 2020). All of this is done by utilizing the resources and potential available in schools, education staff and the surrounding community.

The implementation of *KKG* Programs has great potential as an effective means of improving teacher performance in the field (Aliyyah et al., 2020). Teacher performance includes the results of achievements in carrying out the tasks assigned to them, which depend on skill, experience,

seriousness and time allocation, and are reflected in the output produced both in quantity and quality (Wieman, 2019). The basic principle of *KKG* is that activities originate from teachers, are carried out by teachers, and are aimed at teachers from various schools. Members of the *KKG* Program consist of all teachers in the group, and operationally can be divided into small groups based on grade level or subject (Sukirman, 2020).

According to Rahmawati (2021), the main aim of the *KKG* is to divide the duties and functions of teachers in schools, as well as to become a place for teachers to come together in planning, implementing and evaluating learning. *KKG* activities must be carried out in a sustainable, structured and scheduled manner according to the needs of teachers at the school. This aims to ensure that *KKG* activities have a positive impact on the teaching and learning process, because the topics discussed in the *KKG* are relevant to teaching and learning activities. Therefore, the active participation of teachers in all *KKG* activities is key, with collaboration between the teachers involved.
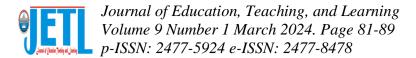
V. CONCLUSION

The research results show that the *KKG* Program program in MIN Banda Aceh City is effective in increasing teacher professionalism by 22%. The *KKG* program has structured planning with long and short term programs, involving routine, development and incidental programs. Implementation strategies include in-person and virtual meetings, expanding the use of information technology, and intensifying meetings to twice a week. Program socialization and additional activities support program structure and clarity. Monthly evaluations are carried out using instruments, observations and interviews by the group leader, school principal and all teachers involved. The findings of this research support previous research and confirm the effectiveness of *KKG* in improving teacher performance. *KKG* is considered an effective means of improving teacher performance with basic principles that emphasize activities originating, carried out and aimed at teachers, as well as active teacher participation as the key to success.

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