THE ROLE OF KKG IN IMPROVING TEACHERS PROFESSIONALISM
IN BIMA LUKAR CLUSTER KEJAJAR DISTRICT

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Abstrak

Teachers have a place to accomadate their problems in teaching and a place to solves them. As stated in education ministry decree no: 079/c/Kep.1/93, date April 7 th 1993 about the guidelines for Theacher Professional Development system through School Cluster Formation in Elementary School (KKG). KKG Bimalukar which in placed in Kejajar district on Wonosobo Region do the activity in SD N Kejajar as the core of KKG Bimalukar, he has eight members wich is consist of elementary school on it and all of them have same purposes that is improving teachers profesionalism, it might be useful for teachers, student, and school. The implementation of it starting from planning, realization, and evaluation gathering all of the members.

Introduction

According to the teacher and lecturers law, teachers have to have undergraduate education or most of people said Strata I (Diploma IV), have great experience to be practice in their class, master in four domain competencies, such as: paedagogie, personality, social and professionalism.

Teachers have an important role in achieving national education purposes, that is develop students potential to become people who faith and fear to their god, noble, healthy, knowledgeable, skilled, creative and independent and always hope from study in school they will be democratic and responsible citizen. Therefore, teachers competences should be continuously developed to become professional teacher (educator) and credit figures. Based on Minister of state for Administrative and bureaucratic Reform that professionalism of teachers is increasing or not depend on their credit scoring in a certain time. Activities are taken into account for credit scoring such as improve professional development and support activities. The continous professional development could be done through self development, publish the scientific research paper, and innovative work. Improving quality of education, especially in primary education has been the achieve it is by improving quality of human resources those are teachers. This disc is very important to teachers or educators for learning management.

Therefore, teachers should he professional in carrying out their duties. But in fact, most of Indonesian teachers are not qualifieds in their studies most of them are not reach the sarjana degree, as mandated by rule of law no.14 of 2005. It proved by first group (dabin) from fifty five teachers only twenty seven that have sarjana degree (S1/undergraduate education). The change of educational. Paradigm in this globalization era is requires a change in mindset and followed by the action set for teachers, especially in implementing and developing the curriculum (KTSP) that applies now. A changes of paradigm and act for teachers in classroom in globalization era is requires a change in mindset and followed by action set for teachers, especially in implementing and learning process, teachers must be creative and innovative in improving the quality of education services according to the standard process (permendiknas no.41 of 2007). The shift of paradigm in educational between learners and teacher, between learners and a learning resources in a learning environment. Learning process needs to be planned/ implementation assessed and monitored in order to run effectively and efficiently learning process in and motivate the students to participate actively, also give a chance them to be creative, initiative, and independe according to their talents, interests, physical and psychological development of the learners (Government Regulation No 19 of 2005 article 19 paragraph 1).

In order to improve teachers professionalism need a place to accomadate their learning problems and looking for the way to solving them. In Director General of Basic Education Decree No .079 / C/ Kep I / 93, dated 7 th April 1993 which is decided the Guide lines for professional development system by creating school cluster in Elementary School, then as the concrete effort to empower and improving teachers competence as our expectation and people needs in dynamic situation. The existence of teacher Working Group (KKG) is a place or professional forum of teacher in school cluster district, region or sub region level which is take an important role to improve their competence so that they would be profesional teachers. Through KKG our government hope the learning problems faced by teachers in their classroom can be improve the national education quality. By empowering KKG as teachers organization and their activities, from KKG expected hold a variety professional development for teachers incluers accredited training for teachers who have not had sarjana degree or diploma IV without leaving their their works, so they would fill their education qualified.

But the fact must of teachers are not effectively empower KKG with avarous reasons such as materials are not match, with their needs, facilitator are not the expert, they only their friends, the location for meeting of KKG are not reachable or far, there is no principal office accompanying the activity and many task for KKG activities the situations caused by the less awareness of teachers. Such as KKG which is placed in Bimalukar, although
the Bimalukar although the Bimalukar school cluster had been running for a long time since 2009 to 2012 and had has goverment assistance for this activities so there is no reason not to run the KKG programm ,but the result of it is not satisfiesed, the evident of it from fifty there teachers only 75 % .That laziness of teachers coused the teachers profesionalism has not achieved as expected.

**Conditron before Ininitative**

The implementation of KKG Bimalukar cluter in Kejajar distrik had been running in core school that is SDN Kejajar located in Street of Dieng km.17 Kejajar, Whose members contained eight elementary school ,with the following is sues:

1. The laaziness of teachers to come KKG
2. There is apart the profesional ,it prove by they did not do the KKG task.
3. Most of teachers are old ( 49 % of members )
4. The learning process in classroom are still confensional and do not use the props.
5. Teachers are still get difficulties in making lesson plan.
6. still many teachers who have not able to opperate the computer and it give an impact on student achievement.

The profil of teachers as a member of Bimalukar Cluster : Cluster Bimalukar have eight school is SDN Kejajar,SDN 1 Buntu,SDN 2 Buntu,SDN 1 Tambi, SDN 2 Tambi, SDN 1 Sigedang, SDN 2 Sigedang, SDN Kreo

**Initiative and Implementation Strategies.**

Basically teachers professional development would be realized if all teachers have the same vision fill their lack of awareness in their profesionalism ,the way to reach it is by empower KKG totally this is needed from self encouragement and external encouragement ( educational office ( UPT ),superintendent ,principlees school and fagilitator ) because in KKG programme the participant are free to ask everything that they did not know as long as related to education such as preparing syllabus,lesson plan, determine the effective hours,PKG and ete ,in KKG we can share anything ,for example teachers who just got training could pass on his knowledge to others.

**Purposes**

1. Increase teachers awareness to participate KKG program and do the KKG task actively
2. Improve teachers knowledge and their understanding a bout teachers performance assemsent (PKG) Sustanable profesional development and young teachers induction program.
3. Improve teachers knowlenge and skill in managing their class with PAKEM approach.
4. Improve teachers in mastering of curriculum in force (KTSP) especerally arrange the syllaby and National Character lesson plan.
5. Improve teachers in prepare scientic Writing (PTK, Paper, or Critical Studies)
6. Improve teachers knowledge and understanding to learning materials materials through studying materials closely especerally ICT.

**Achievement**

1. Achiev for teacher awarness to follow KKG program and active do the KKG tasks.
2. Achieving an improving teachers knowledge and understanding of Theacher Performance Assesment, Sustainable professional development,and Young teacher induction programm.
3. Achieving in skill and knowledge improvement in managing their class with PAKEM.
4. Increasing teachers ability to develop the applies curriculum (KTSP).
5. Increasing teachers ability in preparation of scientic writing (Class Actron Research (PTK ),paper,or Critical studies).
6. Improving teacher knowledge and understanding to learning materials through studying materials closely especially ICT.

**Benefit**

1. Students
   - Improving learning quality of students undertaken by teachers as members of KKG Bimalukar ,so it will increase learners achievement in learning.
2. Teacher
   - Improve teachers professionalism
3. School
   - Improve educational sercvice quality in KKG Bimalukar members.
4. KKG
   - Improve KKG Bimalukar member quality where they are prarticipate.

**Prinsip and Approach**

The principle which is used to improve teachers professionalism is empower all teachers to participate in KKG programm totally and all programm that will be running would be discuss and planned together all teachers in Bimalukar cluster ,so that most of them have a need and responsible to programm which is planned.

**The Implementation**

To achieve all purposes above ,several steps are carried out in stages:

1. Planned meeting which is attended is all teachers in Bimalukar Cluster ,eight
headmaster from eight elementary school, and also survivors in preparing management structures consist of chairman, secretary, treasures and board of three days, activities schedule, the funding discussion also determine the KKG employment contract.

2. The facilitators consist of UPT, survivors, guess speaker and teachers guide, Which is held TOT (Training of Trainers) from LPMP who also has aduty to prepare the materials that has been scheduled and facilitated KKG.

3. Regular meeting of KKG are carried out in Saturday, at 10.00 01.am to 02.00 p.m

4. All the tasks done by members and responsible man for each elementary school do the activitres as meeting result.

5. Cross study to others elementary schools that more bonafit in other districts.

6. All participants has an initiative to give funding for KKG Rp.10.000,00 each teacher in every meeting, to get right: lunch and beverage Rp.6000,00 and simple ATK ( fotocopy and folio )

In order to improve teachers profesionalism by empowering KKG activitres in meeting planned giver a positive effect:

1. The structur board depend on all teachers choices, so the board of complied the responsible and teachers complied the board’s decision.

2. The schedule arranged in detail time and materials as needed and determined all the teachers and the consequences for all teachers must follow with responsibility.

3. The task completely with responsible man in Elementary School who has been pointed out in meeting. It helps the the board, also for elementary school who do has spirit and responsible to their duty.

4. Officers consumption is a primary duty officers according to schedules the elementary school have a responsibility to determines lunch menu for all participants in KKG. The members also have responsible to keep clean the rome before and after KKG activities, and the members would come earlier and leaving late.

5. The eight headmaster of Elementary School would be shifth in schedule to give present motivation in KKG activities.

Finally, the implementation of KKG could be running regular and KKG task can be fill totally.

The board structure of KKG Bimalukar

Chairman : Paijan, S.Pd.SD
Secretary : Nurul Ngaeni, S.Pd.SD
Treasure : Sri Yanti, S.Pd.SD
Trainers : Nurul Ngaeni, S.Pd.SD, M.Zamroni, S.Pd.
Afif Widiyanto, S.Pd.SD

Real Achievement

After teachers empower the KKG for result achievement, we can sholwed by teachers activities:

1. Teachers want to come and follow KKG by their own awareness and responsible to did KKG tasks which planned.

2. Teacher had awareness to improve their profesionalism by continuing their study to sarjana degree, from orginal data only 53 teachers only 20 teachers who passed the sarjana degree ( S 1 ) and now according to report there are 30 teachers continuing their studies.

3. Teachers al ready use appropriate learning prop, so the students got better understanding for subject and students achievement are increased, and most of teachers practice teaching used ( micro teaching ) fun learning.

4. Teachers are skilled to prepare syllabus and lesson plan also implemented in learning activities.

5. Teachers understand various learning model so in their learning proses, teachers more creative, use learning models which is appropriate to learning materials.

6. Teachers had been master to operate computer support their learnings and also to finished their administrative task.

Increased teacher profesionalism it proven by teachers skilled in composing syllabus, lesson plan, using the model of learning in teachers use props also ICT in learning, the result could be seen as follows:

Students achievements in 2013:

- Kejajar Elementary School got 17 trophies as winner and non academic which is consist of 6 trophies as winner, and 11 tropliies as runner up in district level. Student achievement
  - writing series story ( pi ), reading poetry ( pi ), Javaness language olympiade ( pa ), Kid atletik Kangas Escape ( pa ) as the runner up in district level.
  - for reading poetry, batik craft, KID Atletik leap frog ( pa ) , Nursing Olympiade, comic art competition ( pi ) weaving art ( pa ) geguritan ( pi ) pantomim, and choir the winner.

- Kreo Elementary School got 4 trophies, that is table tennis for male and female students as winner in wonosobo region, takrow as the third winner in local district,jumping frog ( leupfrog ) as the first winner in district.

- SD N 1 Tambi as the first winner in : chess ( pa ) , pantomim, LCC maple, and become a runner up in nursing olympiade.

- SDN 2 Tambi as the runner up in single singing and as the third winner in volley ball ( pa )

- SD N 1 Sigedang as the winner in volley ball ( pa & pi ) , As the runner up in science olympiade.
• SDN 2 Sigedang as the third winner in mathematic olympiade.
• SDN 1 Buntu as the fist winner in choir and kid atletik (pa) as the runner up in badminton, as the third winner in speech competition (pi) and painting (pi).
• Beside the achievement in non academic programme in academic programme also has increasing achievement. It showed by the 6th mark in passing grade. The value of passing grade (NEM) in 2013 has better than 2012. SDN Kejajar had been increase, in 2012 the value average was 7.98 and in 2013 the average was 8.05.

Teachers achievement
• As the the winner in Wonosobo region for Creating Class Research Action paper (PTK) entitled “Effort to Improve Student Achievement by Multiplication Technique” by Triyono from SDN Kejajar.
• As the runner up for Teacher Achievement in 2012 followed by Nurul Ngaeni, teacher from SDN Kejajar.
• Follow best practice symposium in Jakarta 2013 entitle “Use of Multiplication” followed by Triyono from SDN Kejajar.

The Lesson to be Taken
The writer got the lesson from improving teachers professionalism through empower KKG as bellowed:
• Involve all teachers and evaluate the programme to foster teachers cooperation and motivation
• Openness among teachers in cluster and complementary to the teachers
• Improve teachers courage to try new model of learnings.
• Increase the willingness of teacher to create good critical reviews, articles, paper, and class research action (PTK).
• Increase teachers skill in operating ICT

Sustainable of Possibility
• Thoughout cooperation and penness between teachers and KKG administrators so that KKG would be useful place for teacher to improve their professionalism.
• If All teachers have purpose and spirit to go forward, then KKG is helpful organization to improve teachers professionalism.

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CHAPTER III

Closing
Teachers professional development can be realized if the teachers have to complete their lack awareness in its professionalism the way is empower the KKG totally. It is the aim to improve teachers wareness following KKG program and active do the KKG task, Teacher Induction Program, Skills of teachers in managing their class with PAKEM approach teacher mastery in applied curriculum (KTSP) especially creating syllabus, and national lesson plan The Ability of teachers in preparing Scientific Writing (class Action Research Paper (PTK), paper, or Critical studies). Learning material through closely studied especially ICT.

The expected result, goals, and beneficial for schools, teachers, students and the community.

REFERENCES
Peraturan Pemerintah Nomor 19 tahun 2005 tentang Standar Nasional Pendidikan.