

## **Evaluation Of Teacher Working Group Program (KKG) of Islamic Religious Education in Masohi Maluku Tengah**

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### **ABSTRACT**

*The enhancement of professional skills of Islamic religious education teachers can be done with a professional coaching system through the KKG, as a platform to anticipate various problems that teachers encountered in conducting learning activities in the classroom. In addition, teachers can exchange thoughts, raise problems together in the KKG, solve and find the best way together and assisted by the facilitator and teacher of the subjects. The research aims to determine the level of achievement of KKG of Islamic religious education at elementary school level, in Masohi regency of Maluku Tengah. The study uses evaluative research methods on KKG activities of the PAI subjects using a goal-oriented evaluation model developed by Ralph Winfred Tyler. Where the focus is on research into the level of goal achievement. The collection of data conducted in the evaluation study of KKG's activity program of PAI's subjects in Masohi, was conducted using observation techniques, interviews, questionnaires, and documentation. The subjects in this study were principals, PAI teachers, and the KKG-PAI manager of Masohi. The results showed that the result of input evaluation related to KKG capacity includes activity activities KKG PAI has an average score, 84.21%, management performance KKG PAI has an average score of 90.07%, facilities and infrastructure KKG has a score an average of 82.91%, KTSP availability in school member KKG has a score of 93.65%. The implementation of learning has an average score of 87.36%, and the learning results assessment has an average score of 84.13%. Overall evaluation of inputs related to the capacity of KKG PAI Masohi is in good category. Meanwhile, for aspects of the output related to the competency of teachers in the school, members of the KKG, have a 91.2% of the average value of the teacher's competence.*

**Keywords:** *Evaluation, KKG-PAI, Competency of teachers.*

### **ABSTRAK**

Peningkatan kemampuan profesional guru Pendidikan Agama Islam dapat dilakukan dengan sistem pembinaan profesional melalui KKG, sebagai wadah untuk mengantisipasi berbagai masalah yang ditemui guru dalam melaksanakan kegiatan belajar mengajar di kelas, selain itu juga guru dapat bertukar pikiran, mengangkat masalah bersama dalam KKG, memecahkan dan mencari jalan terbaik secara bersama dan dibantu fasilitator dan guru pemandu mata pelajaran. Penelitian ini bertujuan untuk mengetahui tingkat ketercapaian tujuan kegiatan KKG mata Pelajaran Pendidikan Agama Islam pada tingkat Sekolah Dasar, di Masohi Kabupaten Maluku Tengah. Penelitian ini menggunakan metode Penelitian evaluatif terhadap kegiatan KKG mata pelajaran PAI ini menggunakan model evaluasi berorientasi pada tujuan (*goal-oriented*) yang dikembangkan oleh Ralph Winfred Tyler. Di mana *fokusnya adalah penelitian terhadap tingkat ketercapaian tujuan*. Pengumpulan data yang dilakukan dalam penelitian evaluasi program kegiatan KKG mata Pelajaran PAI di Masohi ini, dilakukan dengan menggunakan teknik observasi, interview, kuesioner, dan dokumentasi. Subyek dalam penelitian ini adalah kepala sekolah, guru PAI, dan pengurus KKG-PAI kota Masohi. Hasil penelitian menunjukkan bahwa hasil evaluasi input terkait kapasitas KKG meliputi keaktifan kegiatan KKG PAI memiliki skor rata-rata, 84,21%, Kinerja Pengurus KKG PAI memiliki skor rata-rata sebesar 90,07% ,Sarana dan prasarana

KKG memiliki skor rata-rata sebesar 82,91%, Ketersediaan KTSP di Sekolah anggota KKG memiliki skor sebesar 93,65%. Pelaksanaan pembelajaran memiliki skor rata-rata sebesar 87,36%, dan Penilaian hasil pembelajaran memiliki skor rata-rata sebesar 84,13%. Secara keseluruhan evaluasi input terkait dengan kapasitas KKG PAI Masohi berada pada kategori baik. Sementara untuk aspek output terkait dengan Kompetensi guru di Sekolah anggota KKG, memiliki rata-rata nilai 91,2% atau kompetensi guru berada pada kategori baik.

*Kata Kunci: Evaluasi, KKG-PAI, Kompetensi Guru.*

## A. INTRODUCTION

The teacher's professional development activities are directly related to the teacher's main task of making learning devices, conducting learning activities and assessing and evaluating processes and learning outcomes (Danim, 2017:27). Assessment of the learning process and learning outcomes is not detached from the planning and execution of the teacher learning process, therefore it is necessary for a teacher to improve the professional skills of teachers (Supardi, 2015: v). Religious education teachers must be skilled and have pedagogical skills in learning and mastering the material to be taught. Therefore, it is necessary to develop learning method development to overcome the learning difficulties of students in order to understand the complex material related to the concept of religion (Havebackband K. E. Bojczyk, 2019:2).

Professional skills enhancement of Islamic religious education teachers can be done with a professional coaching system

through the formation of a school cluster and through professional coaching in each school. In each group formed teacher activities groups, in SD/MI is called the Working Group teacher/KKG/KKGS while in SMP/MTs, and SMA/MA/SMK called the Teachers of subjects (MGMP/MGMPS). Although the school cluster has been established and the activities of the Teacher Working Group through KKG/KKGS and MGMP/MGMPS have been running, but the implementation of this activity is often inadequate as a forum to improve the quality of learning in schools/Madrasah. There is a teacher Working group (KKG) whose members of all teachers in the cluster concerned are intended as professional coaching containers for teachers in an effort to improve the professional skills of teachers, especially in carrying out and managing Elementary School Learning (Aqib, 2009:50).

The low quality of education is very related to the quality of education in the field. One of those educational

professionals is the teacher. Therefore, the ability of teachers to be built and improved, the ability to improve teachers must be implemented continuously. One of the strategies in implementing the quality improvement efforts of teachers is through education and training and development of professional system (SPP) in a container equipped with other supporting component devices. The container is a working group of Teachers (KKG).

KKG is a teacher-building teacher or professional improvement venue. In the research report of Bedjo Sujanto, DKK, the KKG was formed in order to provide encouragement or motivation to teachers to be competitive to develop themselves, which in the end is expected to improve the quality of its work. (Sujanto, 2000:6)

KKG serves as a container to anticipate the problems found by teachers in conducting teaching and learning activities in the classroom, but also teachers can exchange thoughts, raise problems together in the KKG solve and find the best way Together and assisted Tutor core and teacher guide subjects. Experience exchange activities will be able to increase teacher knowledge and skills and ultimately have an impact on the teacher's performance. Through KKG teachers easily search and find

improvements in the teaching and learning process.

KKG as a working group of all teachers in a cluster, at the implementation stage can be divided into smaller teacher Working Group, which is the teacher Working Group on the basis of class, teacher Working Group on the basis of subjects. The activity functions: (1) develop a one-year program for KKG guided supervisors, tutors and teacher guides; (2) To accommodate and solve the problems faced by the teachers in the EMBASSY through meetings, discussions, examples of teaching, demonstration of use and manufacture of props. (Directorate General of Primary and secondary education, 2016:19).

Attendance, teachers can have a positive impact on the teaching skills of Islamic education teachers if managed and implemented properly. But the field is obtained that the KKG has not been managed and implemented as expected. This is seen from some phenomena, among others: very limited time, KKG material and not yet fit the needs of teachers in the classroom. In addition, the activities according to teachers have not been conducted regularly, grouping teachers based on the class has not been arranged in such a way, so that the material discussion

in the KKG is felt less effective, and the benefits are less felt by the teacher.

Through the KKG container, the teacher gathered, discussing discussing matters relating to teaching and educational assignments. The problem faced by teachers of Islamic education in the field, so far the name of KKG is not enabled to the fullest, because teachers are less understanding of how to manage the correct KKG. The activity is only done to make programs and prepare teaching course. Teachers do not know where to ask if he or she faced problems with the subject matter or how to use props or learning methods and models that are suitable for use.

KKG pattern is now revamped into KKG that can help solve the problems faced by teachers in the field, so the teacher's interest to come to KKG is stronger because they are looking for them in KKG. From the phenomenon found in the field, the majority of participants are present in every activity, even though there are several participants KKG present after the hours of the activities started KKG, participants look inactive KKG and less excited in activities KKG, speakers In the KKG activities are derived from the membership device, and the speaker presents the material with a method of

lectures and discussions. But it is merely a general representation, how about the reality in the field and how the teacher's view as the subject of the KKG program is. For that reason, the authors tried to further examine the activities of the KKG of Islamic religious education in Masohi regency of Maluku Tengah.

KKG is a group that has certain activities that through the group occur the interaction process. This is because groups as a group of people have communicative functions and as bonds and bridges to change and nurture the behavior of others. Thus, communicationally, the group may function as (1) establish a sense of togetherness of the individual who has the same purpose, (2) provide the information to the member, (3) Provide instruction, (4) to defeed the member, (5) To integrate the attitudes, orientation, and norms of members, (5) Provide opportunities for the members to gain satisfaction (Nurhattati, 2007:19).

KKG serves as a consulting forum among fellow teachers in the enhancement of professional skills, while the purpose of the KKG is to (1) foster academic skills and improve the competency of teachers, (2) increase the sense of togetherness and responsibility As educators to create a learning culture that excels in producing

quality output (graduates), (3) Cultivating teachers' excitement in preparing, implementing and evaluating teaching and learning activities (KBM) programs, (4) To reduce the competency gap between teachers so as to support efforts to increase and equalization of quality, (5) identifying the problems faced by teachers in carrying out daily tasks and exchanging minds to find alternatives to completion, (6) assisting teachers in their efforts to fulfill their professional duties Educators, (7) Help teachers acquire a variety of educational information, both in terms of educational and technical learning policies, (8) assisting teachers to cooperate in improving the quality of learning activities, both structured and (9) Broadening the insight and exchange of information and experience between teachers in order to keep abreast of the developments in relation to education and learning, and (10) raise the spirit to spur themselves and achieve Best Achievement in education and learning (Dirjen Pendidikan Islam, 2007:1).

Evaluation of the activities of the KKG is basically implemented by the members, at each level, both at the level of the cluster, sub-districts, districts/cities and provinces and national. Monitoring can be done by the School Committee/Madrasah,

supervisors, the Office of the Ministry of Religious Affairs, Department of Religious Territories and the Directorate of Education Madrasah. This monitoring and evaluation is intended to enhance the role, function and performance of the KKG in improving the skills and competence of teachers in primary school.

The objectives of the evaluation and monitoring of activities of KKG include: (1) planning, consisting of an activity plan within a certain period of time (2) process, consisting of schedule of meetings, attendance and activity of members, content of activities, resource and facilitator, funding, Constraints or problems faced and alternative solutions (3) outputs, consisting of physical outs, works, and impacts in the form of teacher skills and Skills (Dirjen Kelembagaan Islam2007:12). As part of the process of monitoring and evaluation, also conducted supervision, mentoring and consultation. In order to coordinate and partnership, the plan and implementation of activities and evaluation of the results are notified and submitted periodically to the Office of the Department of Religious Affairs, provincial office, and Central Religion department. It is intended to facilitate the formulation of policies and program drafting related to partnership,

empowerment, or coaching of KKG-PAI by the Ministry of Religious Affairs.

## B. METHODS

Research evaluation Program of primary school level PAI Teacher Working group using evaluation research method with goal-oriented evaluation model developed by Ralph Winfred Tyler. Where the focus is on research into the level of goal achievement. (Arikunto, and Abdul Jabar 2012:49). This research was conducted in 16 elementary schools that have KKG PAI teachers in Masohi regency of Maluku Tengah.

Evaluation of activities Program KKG of PAI subjects at the elementary school level in Masohi using four types of research instruments namely documents, interviews, observations, questionnaires, with subjects of the school principal, PAI teachers, KKG managers and members of MGMP. In conducting this evaluation, there are two aspects of evaluation of inputs and outputs. The input instrument consists of (a) The study of documents of the search and analysis of KKG active documents, the inventory checklist of KKG infrastructure and the availability of the education Unit level curriculum in KKG School of members (b) The interview guidelines used to Inquire about

the activities related to the activity of KKG, KKG Manager, facilities and infrastructure of KKG, availability of KTSP in school members of KKG, (c) observation to observe the implementation and assessment of learning outcomes conducted by the teachers and (d) a questionnaire to uncover the performance of the KKG manager of the PAI subjects in Masohi. The output instrument consists of a questionnaire to uncover the competency of teachers of KKG members of the PAI subjects in Masohi.

## C. RESULTS AND DISCUSSION

### Research Results

#### 1. Input Evaluation

##### a. The Aktiveness Of The PAI Subjects In Masohi

Assessment of KKG activity of PAI subjects in Masohi, among others, the list of attendance has a percentage value of 85.33%, participant of activity 87.58%. This indicates that the KKG of PAI subjects in Masohi was active and routinely performed and attended by participants, officers and instructors/facilitators, so it was judged well. For the implementation of activity evaluation by the Board has a value

of 81.48%, it means that admins often conduct evaluation of the activities to improve the program forward and assessed well.

b. Performance of KKG management of PAI subjects in Masohi

The KKG manager's performance of the PAI subjects in Masohi had an average rating of 90.4%. Thus the evaluation result according to the criteria of success made, then show that the KKG manager's performance of PAI subjects in Masohi entered in good category.

c. Facilities and infrastructures of KKG PAI subjects in Masohi

Facilities and infrastructures that support the program activities KKG PAI subjects in Masohi Most shows that the facilities and infrastructures that support the activities of KKG PAI subjects in Masohi complete, the results obtained is the average value of 83.25 %, thus the assessment of the facilities and infrastructures of the KKG PAI subjects in Masohi in accordance with the criteria of success or standard of the object specified, and judged adequate.

d. Availability of education Unit level curriculum at KKG Elementary

School members in Masohi.

Assessment of the availability of KTSP in ELEMENTARY School member of KKG in Masohi 16 elementary schools is known that vision and mission in SD member of KKG in Masohi have an average value of 90.48% which means there is and complete and appropriate, this shows that in ELEMENTARY Members of the KKG have been both in formulating the vision and mission of the school based on input from various school residents and made a goal with the school citizen and all stakeholders in the future and judged quite well. For school purposes, the school's work plan and academic calendar and learning devices in the KKG SD have an average value of 100% which means there is and complete. This suggests that school objectives, school work plans and academic calendars and learning devices at SD KKG members have been complete and accordingly and judged well.

e. Implementation of learning at KKG School

Implementation of learning in school members KKG SD level

PAI subjects in Masohi for the initial aspect of activities undertaken by teachers in the class had a score of 87.5%. This means that the initial activity was well-judged so that with the initial activities the students were deemed prepared to follow the learning. For aspects of the core activities undertaken by teachers in classrooms in the KKG SD in Masohi have a score of 87.65%. This demonstrates the core activities of the learning implementation performed by the teacher. Last for an aspect of the final activity is 88%. This value demonstrates the implementation of the final activity undertaken by the teacher.

f. Implementation of learning outcomes assessment at KKG School

The Learning Outcomes Assessment for SD level KKG members has a score of 84.17%. It shows that for assessment of learning outcomes in elementary school PAI members of KKG in Masohi were judged well. Overall assessment of learning outcomes in the school members of KKG PAI's

subjects in Masohi were judged well. Thus the evaluation results in accordance with the criteria of success or standard of the object made, indicating that the assessment of learning outcomes in school members of KKG PAI subjects in Masohi took place in good category.

2. Evaluation aspect of output

a. Paedagogic Competence

Paedagogic Competence Assessment, can be obtained a flat score of 92%. This shows that understanding insight, understanding of learners, planning and implementation of learning, evaluation of learning outcomes and student development.

b. Professional competence

Professional competency Assessment, a percentage of 89.83% can be obtained. This means that the concept of structure and methods of knowledge, teaching materials, concepts of knowledge between the sciences in daily life.

c. Personality Competencies

Personality Competency Assessment, can be obtained percentage of 91.36%. This shows



that PAI teachers are an example for learners and communities to develop themselves sustainably, adults, prudent, and discreet, and authoritative.

d. Social competence

Assessment, a percentage of 91.6% can be obtained. It shows that PAI teachers are able to communicate orally and in writing, associating effectively with teachers, students and the community.

## Discussion

### 1. Aspect Evaluation Input

Program Activities KKG Elementary School level PAI in Masohi conducted in the KKG through document analysis showed that the activation of KKG PAI subjects in Masohi went well. Results of the evaluation of activity program KKG PAI subjects in Masohi, overall obtained from the results of analysis of documents and the existence of data related to the KKG PAI subjects in Masohi. Thus the evaluation results in accordance with the criteria of success made, then shows that the activity of the program KKG PAI subjects in Masohi entered in good or high category. A KKG PAI at the elementary school

level in Masohi has no articles of association and bylaws, which must be owned by an organization with functions to describe the mechanism of action of an organization, According to the KKG manager that the primary school level PIE teacher Working Group in Masohi is the foremost teacher working group oriented towards improving the quality of material mastery knowledge, teaching techniques, teacher interactions and students teaching methods, which Focuses on the creation of active teaching learning.

The KKG Board of PAI subjects in Masohi has the motivation to manage the activities of the KKG, they strive to fulfill the needs of teachers related to the activities of KKG and together with other friends organize the schedule of activities. In the face of activity issues, administrators always discuss in advance with other friends to resolve the issue, conduct evaluation of activities and monitoring activities, coordinate with school supervisors and From the Office of the Ministry of Religious Affairs reGENCY of Maluku Tengah.

activities and infrastructures that support the program activities KKG PAI

subjects in Masohi Most shows that the facilities and infrastructures that support the activities of KKG PAI subjects in Masohi complete and good, the results gained about the assessment of means and infrastructure of KKG PAI subjects in Masohi in accordance with the criteria of success or the specified object standards, and assessed adequately.

Availability of KTSP in SD KKG members in Masohi obtained that the vision and mission of the school members of the KKG in Masohi exist and complete and accordingly, this indicates that in ELEMENTARY school members of the KKG in Masohi have formulated the vision and mission of schools based on input from various citizens Schools and are made to be ideals with the school citizen and all stakeholders in the future and are well judged. For school work plans, school objectives and academic calendars and all learning devices at the SD KKG members in Masohi are complete and appropriate. This suggests that the purpose of the school and the academic calendar at the SD KKG member in Masohi has been complete and appropriate and well rated.

The implementation of learning at

KKG School of the PAI subjects in Masohi for aspects of the initial activities undertaken by PAI teachers at ELEMENTARY level, KKG members in Masohi were judged well. This means for a good initial activity so that with the initial activity is considered students are ready to follow the learning. For aspects of the core activities undertaken by the KKG PAI teacher in Masohi showed the core activities of the learning implementation conducted by the teacher. Last for the aspect of the final activity conducted by the KKG PAI teacher in Masohi showed the implementation of the final activities conducted by the teacher was good graded. Similarly, the assessment of the results of the assessment of learning outcomes in the KKG School of members on SD level PAI subjects in Masohi has also been in accordance with the criteria of success or standard of created and assessed objects has been achieved.

## 2. Aspect Evaluation Output

Pedagogic competence of the members of the KKG PAI has completely been in preparing the learning, having the regularity and orderliness of learning, the ability to

animate class atmosphere, discipline and obedience to Academic rules, the ability to perform student achievement assessments, objectivity in the student's assessment, ability to guide students, and positively perceptions of students abilities.

Professional competence of KKG PAI teachers is demonstrated by the mastery of the field of expertise that is the main task of the teacher, the ability to demonstrate the interconnectedness of study subjects taught with the context of life, reflection and discussion Learning problems faced with teacher friends, involving students in the development of learning. Similarly, the involvement of teachers in the scientific activities of teacher profession organization and perform the mastery of cutting-edge issues.

he personality competence of the KKG PAI teachers, demonstrated by safeguarding the dignity as a personal teacher, wisdom in making decisions, is an example of being and attitudes, the ability to control themselves in a variety of situations and conditions and In treating associates and students, and judged well.

The social competence of a KKG PAI teacher is demonstrated by the

ability of teachers to convey opinions, the ability to accept criticism, advice and opinions of teachers, easily get along with fellow teachers, students and the surrounding community and have an attitude of tolerance to diversity in the community, and judged good/high. Thus the result of professional competency evaluation according to the criteria of success or standard of objects made and assessed achieved and good.

#### **D. CONCLUSION**

The KKG PAI activity Program in Masohi was carried out routinely at the school of the group who need it, this activity is felt important by the teacher, therefore teachers follow the activities of active KKG PAI. The performance of the KKG manager is good in discipline in carrying out duties, responsibilities of completion of tasks, seriousness in solving the problems faced and increasing efforts in carrying out duties and moral work. The facilities and infrastructures of the KKG PAI in Masohi adequate but need maintenance and maintenance of the manager and all members, so that these facilities and infrastructure can continue to be used. Availability of KTSP in the school members of KKG PAI in Masohi complete and appropriate. While the

implementation and assessment of learning in the class teachers make students comfortable and earnest in receiving material during the implementation of learning in the classroom. Similarly, the competence that PAI teachers have is good however, it needs to be improved to further improve student learning outcomes so that the teacher's performance can improve the output better.

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