

# THE ROLE OF THE KKG IN IMPROVING THE QUALITY OF LEARNING IN ELEMENTARY SCHOOL IN THE DISTRICT OF DEPOK SLEMAN COVID-19 PANDEMIC TIME

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## ABSTRACT

Improving learning outcomes through educational reform can be realized through the KKG. The trick is to absorb as much information as possible about educational reform formats and strategies which can then be applied or practiced in their respective schools. Differences in teaching materials resulted in differences in teaching aids used. KKG has an important role in improving the quality of learning. The objectives of this study are to: 1) find out how the existence of the Teacher Working Group (KKG) in elementary schools in Depok District, Sleman Regency so far, 2) find out how the role of the Teacher Working Group (KKG) in elementary schools in Depok District, Sleman Regency in improving the quality of learning during the Covid-19 Pandemic, 3) knowing the empowerment of the Teacher Working Group (KKG) at elementary schools in Depok District, Sleman Regency so far.

This study uses a survey method to collect data both qualitatively and quantitatively. The sample in this study was the Teacher Working Group (KKG) involving 6 elementary schools in Depok sub-district which was taken by purposive sampling, taking into account cluster 1, cluster 2, and cluster 3 elementary schools. Data collection techniques used FGD techniques, questionnaires, documents, observations, and interviews. The validity and reliability of the questionnaire instrument used expert validation. The validity of the qualitative data was validated by an informant review model, and data triangulation. Analysis of quantitative data with descriptive analysis techniques and qualitative data with interactive analysis models.

The results showed that: 1) the existence of the Teacher Working Group (KKG) in elementary schools during Covid-19 was sufficient to exist as an organizational forum and discussion forum for cognate teachers, 2) the role of the Covid-19 Teacher Working Group (KKG) in schools. The basis for improving the quality of learning is manifested in the form of strategic KKG programs, namely routine work meetings, development of learning tools, implementation of trainings, instrument development, module preparation, and determination of minimum completeness criteria, 3) Empowerment of Teacher Working Groups (KKG) during the COVID-19 pandemic. 19 elementary schools so far through the support of the principal for the KKG programs regarding time support for the implementation of the KKG program and funding support.

Kata Kunci: *KKG, quality, learning, covid-19*