Management of Teacher Working Group in Elementary School

Hamsani

ASN PAIS Kementrian Agama Kota Palangka Raya, Indonesia

✉ paiskemenagpraya@gmail.com

ABSTRACT

This article aims to see the management functions of the implementation of the Teacher Working Group (TWG) program. Where in the implementation of these activities the management function is indispensable in the implementation of the activity itself. Researchers are motivated to conduct research by describing all planning, organizing, implementation and control activities in the TWG in cluster 5 of Palangka Raya city in Jekan Raya Subdistrict. With this TWG, educators can improve professionalism by discussing, the practice of making Lesson Plan, the preparation of annual programs (Prota), semester programs (Promes), analysis of lesson materials, teaching unit programs, learning methods, evaluation tools, teaching materials, the creation and utilization of teaching media can also be reviewed in this forum. This study used qualitative approach with descriptive design, to illustrate the management of TWG in Palangka Raya. The research object is Teacher Working Group (TWG) cluster 5 in Palangka Raya City. The research subjects were head of TWG Cluster 5, and Madrasah Supervisor. Study found planning of Teacher Working Group (TWG) cluster 5 based on Work programs which includes: General work program, principal program and meeting time and schedule which aims to optimize the activities, so that the activities carried out can run smoothly in realizing the professionalism of an educator. Organizing conducted by the TWG cluster 5 conducted at each activity in accordance with the area of expertise of each member. Implementation contained in the TWG cluster 5 is a meeting of activities that they do once a month to discuss the issue of learning in schools. Controlling is carried out by the chairman of the TWG cluster 5 is by identifying problems in the field, then formulating the solution of each problem that exists, so that each member can do the work according to the plan.

Keywords: *Teacher Working Group, Management of Teacher, Management Education*

INTRODUCTION

One of the success factors in the world of education is to put more emphasis on the duties and responsibilities of an educator. Therefore, the improvement of the professionalism of an educator becomes an important thing to do. In order to improve the professionalism of educators, the existence of an organization is very important in a region, one of which is the Organization of Teachers Working Group (TWG) that can improve the professionalism of educators themselves (Gandi & Wibowo, 2019).

Teacher Working Group (TWG) is a forum or gathering place for educators (Class Teachers / Subjects) to improve their skills (professionalism) (AR et al., 2019), both the ability to manage the teaching and learning process and in addressing problems faced in connection with their duties as educators. This is in accordance with the Decree of the Director General of Education through the decision No. 079/C/Kep/I/1993 dated April 7, 1993 stipulated that the Guidelines for the Implementation of teacher professionalism development system through the establishment of TWG in the field of study as a vehicle for improving the competence and professionalism of elementary school teachers (Supriyadi, 2003).

The Teachers Working Group (TWG) is very useful in efforts to increase knowledge, gain insight and solve problems faced by educators when managed properly and professionally (Gandi & Wibowo, 2019). By becoming a member of the TWG it is expected that educators can exchange opinions, add insight, and be able to solve problems faced by them (Sholiha Nurfaidah et al., 2019). Through the activities carried out by the TWG it is expected that an educator can support his performance in advancing the world of education (Simanjuntak et al., 2020). In other words, the role of the Teacher Working Group (TWG) in its program of activities is very influential in providing change and motivation to an educator in improving his/her abilities (Sutriyanti & Luwih, 2019).

Nevertheless, the reality that occurred in the field in the implementation of TWG activities, especially in the group of 5 Palangka Raya city is still not optimal. Among the reasons for the lack of optimality of this activity is that most of the participants of the TWG are not active in participating in the activity, too underestimated / not so important meetings held, at the time of question and answer activities and discussions do not take place with interactive and members who are late in participating in the activity. By looking at and analyzing this phenomenon, it is necessary to improve the management of the TWG so that the role and objectives of the organization in developing and improving educator professionals can run to the maximum. Below are the TWG data of Cluster 5:

Tabel 1 : List of Presence of TWG Member

)	Name Cluster	Meeting	Participant Amount	Total
			Presence	
	Cluster 5	1st Month	13 participants	icipants
	Cluster 5	2nd Month	14 participants	2 participants
	Cluster 5	3rd Month	12 participants	participants
	Cluster 5	4th Month	16 participants	participants

Source : Interview 2021

Based on the table above it appears that there are still many educators who are not present in every meeting, where the circumstances should be educators are obliged to attend the event. In improving the quality of the implementation of the Teacher Working Group (TWG) there needs to be good management, how to plan, organize, implement and control the activities of the TWG. Each sub-district is divided into several groups and each cluster there are several schools in it, where the schools incorporated in the cluster there are several teachers. Cluster 5 is divided into nine state elementary schools: SDN 5 Menteng, SDN 6 Langkai, SDN 7 Menteng, SDN 9 Menteng, SDN 3 Langkai, SDN 12 Langkai, SDN 10 Langkai, SDIT NU and SDN 3 Menteng.

Based on the initial observations made by researchers to the Teacher Working Group (TWG) cluster 5 when the activity took place, at the time of the pandemic as it is now all activities of the TWG are conducted using online methods that are meetings conducted using an interactive model based on the internet using the Zoom Cloud meeting application in a duration of 1-2 hours, researchers see the process of activities carried out at that time is still not maximum. In addition to using Zoom Cloud meeting the activity also uses the CHAT WA Group application, with an unspecified duration of time. The various issues they discussed, most recently on November 11, discussed about SFA (Semester Final Assessment), a meeting was held using the Chat WA Group application (Observation, 2021).

This article aims to see the management functions of the implementation of the Teacher Working Group (TWG) program. Where in the implementation of these activities the management function is indispensable in the implementation of the activity itself. Researchers are motivated to conduct research by describing all planning, organizing, implementation and control activities in the TWG in cluster 5 of Palangka Raya city in Jekan Raya Subdistrict. With this TWG, educators can improve professionalism by discussing, the practice of making Lesson Plan (RPP), the preparation of annual programs (Prota), semester programs (Promes), analysis

of lesson materials, teaching unit programs, learning methods, evaluation tools, teaching materials, the creation and utilization of teaching media can also be reviewed in this forum.

Management Functions

Management serves as a series of activities in an organization conducted by a manager in managing the organization. While management or lobbying has the functions of activities, namely: Planning, organizing, coordinating, communicating, and supervising or evaluating (Arikunto, 2008; Annur & Suhono, 2019). In the field of education is needed a management in the coaching of teachers or educators. The four basic functions can be analyzed as follows:

Planning. Planning is the process of determining the objectives or objectives to be achieved in setting the path and resources necessary to achieve that goal as efficiently and effectively as possible. In each planning there are always three activities although distinguishable but inseparable from each other, namely the formulation of goals to be achieved, the selection of programs to achieve those goals, and the third identification and deployment of resources that are always in limited quantities (Rahmat, 2021: 14). For Terry (2014: 34) planning is to select and connect the facts, make and use assumptions relating to the depiction and preparation of activities to be carried out to achieve the desired results. From some of the definitions above can be concluded that planning (Planning) is a process in determining a goal that will be achieved in an organization with facilities and resources that can support the achievement of a goal that has been agreed (Head, 1982).

Organizing. The term organization has two general meanings. First, an organization is defined as an institution or group, such as a company, a school, an association, government agencies. Second, it refers to the organizing process which is how work is organized and allocated among members, so that the goals of the organization can be achieved effectively. Organizing functions include determining functions, relationships and structures. Functions in the form of tasks are divided into line, staff, and functional functions. According to Saefullah a good organization has the following characteristics: Have a clear purpose; each member may understand and accept such purposes; the unity of direction so as to create unity of action and unity of mind; the unity of command i.e. the subordinate has only one direct superior and from that superior, he receives orders or guidance, and takes responsibility for the results of his work to the superior; there is a balance between the authority and responsibility of each member; the division of tasks or jobs in accordance with their respective abilities, skills, and talents so as to lead to harmonious and cooperative cooperation; Organizational patterns should be relatively permanent and organizational structures structured as simply as possible according to needs, coordination, supervision and control; the existence of security guarantees in the work; the existence of salaries or incentives that are in accordance with services / jobs so as to arouse the passion of work; The lines of power and responsibility and hierarchical of its working system are clearly drawn in the organizational structure; Directing, the process of directing all administrators so that they carry out their work proportionally and professionally (Iriawan et al., 2020). Thus a well-organized organization will greatly influence the process of achieving the established goals (Saefullah, 2013: 43). If all members are able to carry out the task properly and correctly in the implementation of the given task then the desired and established objectives will be achieved properly and correctly.

Actuating. George R.Terry (2012: 313) defines actuating as an attempt to mobilize group members in such a way that they desire and strive to achieve the goals of the organization/institution. Strive to make members of a company/organization work together more efficiently to love their work. Develop their skills and abilities and become a good member of the organization. Actuating is very related to human resources which is the center of management activities. Mobilization is essentially moving people to achieve their set goals effectively and efficiently. Managers are expected to have the ability to provide passion, understanding, so that others will support and work voluntarily to achieve the objectives of the organization / institution in accordance with the task imposed on him. Researchers think that Actuating is an activity that moves and strives for workers to perform their duties and obligations. The workers carry out the plan in concrete activities directed at the goals that have

237

been set in accordance with their expertise and proposi. The workers always hold communication, good humanitarian relations, effective leadership, provide motivation, make orders and instructions and conduct supervision, by improving the attitude and morale of each member of the group.

Controlling. Control is one of the last functions of management itself that must be performed by superiors or leaders in carrying out their duties and obligations. This control has a function to know whether the implementation of work in accordance with the plan or not, in addition to preventing irregularities (Nanang: 2002). Control is also a tool to monitor and assess the planning and implementation (Ryuzen, 2017), whether there are errors and irregularities, to then make improvements and prevent repeated mistakes and irregularities. So it can be concluded, that control is an action or process of activities to control and assess the implementation of work in accordance with the plan that has been determined or set.

The Concept of Teacher Working Group (TWG)

Teacher Working Group (TWG) Definition. In the Technical Guidelines for The Development and Implementation of TWG referred to as: 1) The Teacher Working Group abbreviated to TWG is a collective forum for teachers in developing sustainable professional for teachers at the elementary level (SD) in the education unit; 2) The development of TWG is the elements that must be owned by therefore include organization, program, management, facilities and infrastructure, human resources, financing and evaluation; 3) The implementation of the TWG is a series of written instructions that are standardized on the various processes of organizing elements that must be owned by the TWG such as ordinances, times, and places of implementation of activities; 4) TWG's supervisors and principals in the education unit that fosters in the region; 5) Organization of TWG is the structure of management and legality of administration; 6) The program is a plan of activities of the TWG which covers the short term (1 year) and medium term (4 years); 7) Facilities and infrastructure are physical facilities to support the activities of the TWG; 8) The resource person is a supervisor in the activities of the TWG that can come from teachers, widyaiswara, lecturers or educational practitioners; 9) Financing is the funds used for all activities of the TWG (Dirjend Pendis, 2020: 8-9).

Therefore, new educators or other teachers who have problems that they think are difficult can be solved through the TWG by discussing and sharing experiences with other teachers. Where the term educator is familiar to us, where the definition that we know everyday that an educator / teacher is a person who stands in front of the class to convey science (Tune Sumar & Tune Sumar, 2020) . The main thing is his position as a teacher and educator, namely as a teacher. Based on his position as a teacher, he must show behavior that can be used as an example by his students (Tohirin, 2005).

Scope of Teacher Working Group (TWG). The scope discussed in the Teacher Working Group (KKG) is as below: problem solving learning; problems solving related to student's learning difficulties; troubleshooting related to the parents of students; problem solving related to school committees; problem solving related to society; problem solving faced by teachers, especially in the development of education unit-level curriculum (K-2013), syllabus, learning implementation plan (RPP); problem solving related to the implementation of learning in accordance with process standards; troubleshooting related to simulation materials (Gandi & Wibowo, 2019); solving the school's Management Information System (SIM) related to the delivery of important information for teachers and other educational personnel; problem solving related to the preparation of learning materials in detail; problem solving related to effective learning approaches and methods (PAIKEM), and problem solving related to learning evaluation (Mulyasa, 2013: 145).

Objectives of the Teacher Working Group (TWG). The objectives of the TWG as a form of training, then among the objectives of the TWG in the Cluster as follows: Expanding the knowledge and knowledge of teachers in various ways, especially the mastery of the substance of learning materials, preparation of syllabus, preparation of learning materials, learning strategies, learning methods, maximizing the use of learning facilities / infrastructure, utilizing

learning resources (Budiastra et al., 2019) , etc.; Give workgroup members the opportunity to share experiences and provide each other with help and feedback; Improving knowledge and skills, as well as adopting a reformed approach in more professional learning for working group participants or working deliberations; Empowering and assisting working group members in carrying out learning tasks in schools; Change the work culture of working group members or working deliberations (improving knowledge, competence and performance) and develop teacher professionalism through professional development activities; Improving the quality of the education and learning process as reflected in the improvement of students' learning outcomes; Improving teacher competence through activities at the TWG District level (Dirjend Pendis, 2020).

Profesionalism Concept

Understanding Professionalism. According to the Great Dictionary of The Indonesian Language "Profession can be interpreted as a certain field of work". In the book: Professional teachers and curriculum implementation" Explains that the profession is a field of work based on education, skills skills, vocational and so on (Usman, 2013). While according to Mohamad surya professionalism is a term that refers to mental attitudes in the form of commitment from members of a profession to always realize and improve the quality of professionals (Surya, 2007). Meanwhile, according to Sudarman Danim (2002: 23) professionalism is the commitment of members of a profession to improve their professional skills and constantly develop the strategies used in doing work in accordance with their profession. The word "Professional" according to Nana Sudjana explains that Professional comes from an adjective meaning search and as a noun meaning a person who has expertise, such as teacher, daktor, work that can only be done by those who are specially prepared for it and not the work done by those who because they can not get another job (Fuad, et al., 2021).

According to Hasibuan Botung quoted by A.Ginting (2014: 1), The Teacher Working Group (TWG) is a forum in coaching teachers' professional abilities, training and exchanging information, in a particular subject in accordance with the demands of the development of science and technology. The Teachers Working Group (TWG) consisting of all teachers is a professional coaching platform for teachers in improving and developing the professionalism skills of educators / teachers, especially in implementing and managing learning in elementary schools. Operationally, the TWG can be further divided into smaller groups based on class level or lesson gems of the Teacher Working Group abbreviated as TWG is a forum for professional activities to improve knowledge and capabilities and to foster coordinated and functional cooperation relationships between fellow teachers who are in charge of elementary school and are members of the working group of Islamic religious education teachers in schools by utilizing the potential or capabilities that exist in each of these educators (AR et al., 2019) .

Improving and developing the knowledge and ability of an educator / teacher can be reviewed through the training process organized by the board of the TWG. Lyntondan Pareek separates the training process for the participant organization in three stages, namely pre-training, training process, and post-training. The organization's attention at the pre-training stage lies in the first four areas, explaining the training objectives carefully and the objectives expected by the organization from the participants after the training. Second, select suitable participants. Third, develop favorable expectations and motivations in members before they go through training. And fourth, plan changes in the organization with respect to the improvements projected in the assignment (Samana, 1994).

METHOD

This study used qualitative approach with descriptive design, to illustrate the management of TWG in Palangka Raya. The research object is Gugus 5 Teacher Working Group (TWG) in Palangka Raya City. The research subjects were head of TWG Cluster 5, and Madrasah Supervisor. Data collection techniques were done by interviewing (Ingleby, 2012). Interview techniques are included in unstructured interview techniques and contain only the

core of management of TWG. Subject of this research was head of TWG meanwhile research informan were supervisor, principal, teachers and students, Beside from interview, data also obtained from observation and Whatsapp record.Then, it was analyzed using the concept of Miles and Huberman through reduction, display data and conclusion.

RESULT AND DISCUSSION
The Planning of Teacher Working Group (TWG) Cluster 5

According to Manser (2014: 33) planning is a way that we can handle something complex and define certain issues in a structured manner. The stages that need to be prepared are financial resources for each stage when the tasks will be carried out. In order to improve the professionalism of an educator, especially educators who are in the TWG cluster 5, it is necessary to plan activities that must be arranged by the administrator of the Teacher Working Group (TWG). The activities carried out by the TWG cluster 5 are basically from teachers, by teachers and for teachers. So that with this view can improve the ability and competence of an educator, especially in improving the quality of learning that boils down to optimal and good learning outcomes in school. So far, the TWG cluster 5 has played an active role in contributing to its members through various activities carried out, this is similar to what the chairman of the Teachers Working Group (TWG) group 5 said during the interview that the author did: "Alhamdulillah so far the Group of Teachers (TWG) group 5 has contributed at least to members with various activities related to problems and learning in schools" (Interview , 2021). Work programs or activities carried out by the TWG cluster 5 period 2018/2021 all materials obtained from the results of the meeting of administrators and members, which includes work programs: General work program. The board meeting of the Teachers Working Group (TWG) of group 5 was held after the new board was formed; Record all members of the TWG cluster 5 who are members of this one group; Discuss all programs or activities that will be implemented every month in order to improve and develop the competence of members in teaching in schools; Talk about the funding that will be used in the implementation of activities that will be carried out. Principal Program. Discussion of method methods in learning; Discussion of learning tools and media; Socialization of K-13 curriculum to be implemented in learning; Held a workshop on the development of the K-13 curriculum that will be applied in learning; Creating USBN Questions; Final Semester Assessment (FSA). Support Program. Deepening the Material to include the development of educator personalities to increase the knowledge of members so as to generate new discourse or additional knowledge; Study appeals to other more advanced institutions or TWG; Halal Bihalal which aims to further increase the sense of togetherness and friendship (KKG Document, 2020).

Meeting time and schedule. The time and schedule of the meeting has been agreed by all administrators and has been submitted to all members of the Teachers Working Group (TWG) group 5 which aims to optimize the activities, so that the activities carried out can run smoothly in realizing the professionalism of an educator. The meeting is held once a month, as the author's interview did to the chairman of the Teachers Working Group (TWG) group 5: "Usually the meeting that we conduct once a month, with the time and place that has been mutually agreed" (Interview, 2021).

Organizing Teacher Working Group (TWG) Cluster 5

The division of tasks or jobs in accordance with their respective abilities, skills, and talents so as to create harmonious and cooperative cooperation is what organizing (Saefullah, 2013). Organizing conducted by the TWG cluster 5 conducted at each activity in accordance with the area of expertise of each member. According to the information obtained by the researchers from the interviews conducted, in each activity carried out TWG cluster 5 that each meeting each member has their own role that has been agreed together.following excerpts of interviews that researchers do to the secretary of the TWG cluster 5: " in each activity carried out / meeting about the making of USBN questions then we as the administrator of the TWG cluster 5 divide each member consisting of several educators to make or discuss usbn questions that will be made. For example, four members discuss and make a question for grade 1, then

four more members discuss and make a question for class 2, and so on until the question for grade 6" (Interview, 2021)

This organization is carried out to aim that every activity carried out can run effectively and efficiently so that the purpose of the meeting can be obtained to the maximum and well. This is similar to what said by one member of the Working Group of Teachers (KKG) cluster 5 at the time the researcher conducted the interview as follows: "If the meeting that we conducted was discussing about the creation of a Learning Program Plan, then we have agreed that each member is divide with several members to discuss and make RPP for grade 1, and some more members discuss and make RPP for grade 2 and so anyway until grade 6 jd at the time of the meeting can be more running effectively and efficiently" (Interview, 2021).

Thus, in the aspect of organizing the management of the TWG cluster 5 has divided each member according to their respective abilities so that each member has a responsibility to what mandate has been given. At the end of the meeting all members who have been assigned their respective duties must give a report to the chairman and other administrators to be evaluated and further actions as the results of interviews that researchers conducted to the chairman of the TWG cluster 5: "As an organization needs to organize to give authority and duties to each member manager in accordance with the job description clearly, every administrator and member who has been assigned must report the results of his performance to me as chairman of each monthly meeting for evaluation and improvement of follow-up" (Interview, 2021).

From the findings of the findings that researchers conducted as some of the interviews above can be found that for the function of organizing management conducted by the TWG cluster 5 Palangka Raya city is the division of tasks that have been given by the chairman and has been agreed by all members. That each program of activities carried out then there are several tasks and responsibilities given to each member, this is a form of clarity of each task obtained and carried out by each member. The appointment of the person in charge of each task given to each member is as an organizing effort conducted by the TWG cluster 5 to clarify the duties and functions, as well as the responsibility of each member in realizing a quality TWG cluster 5.

Actuating of Teacher Working Group (TWG) Cluster 5

Implementation can be defined as the whole effort, way, technique and method to encourage the members of the organization to willingly and sincerely work as best as possible in order to achieve the objectives of the organization efficiently, effectively and economically (Siagian, 2010: 60). Implementation is one of the functions of management (Shcherbakov et al., 2017), as is the function of this implementation carried out by the TWG cluster 5 in each program of activities carried out. At the time the researchers did and asked about the implementation of the TWG Cluster 5, delivered by the chairman that: "for the implementation of each activity that we do it every month is routinely held, in each activity carried out of course we will discuss material material related to learning, approximately the duration of time scheduled about 2-3 hours in each meeting, depending on the subject matter to be discussed" (Interview, 2021). The findings of researchers who found in the field for the function of management is the implementation contained in the TWG cluster 5 is a meeting of activities that they do once a month to discuss the issue of learning in schools. This is similar to that of the secretary of the TWG cluster 5 at the time of the interview that the researchers conducted: "before the day of the meeting we conducted I as the secretary is responsible for providing information about the day, date, place and time of the meeting, the information I informed approximately a week before the event was held, in order to facilitate the members in coordinating and asking for approval from the respective principals in attending the kegitan" (Interview, 2021).

This is also said by members of the TWG cluster 5 at the time of the researchers conducted a live interview: " Usually the secretary of the TWG Cluster 5 informed us approximately a week before the meeting about the day, time and place and materials that will be discussed at the time of the meeting to us, this is indeed the result of our agreement the

241

members to be informed about the meeting , with the aim of directly making it easier for us to ask permission to the principal and make a letter of assignment from the school to attend the meeting" (Interview, 2021).

The above indications are in accordance with Terry's expression (2012: 213) that the function of actuating management is an attempt to mobilize group members in such a way that they wish to achieve organizational goals. Working to get members of an organization to work together efficiently to love their work. Develop their skills and abilities and become a good member of the organization. Briefing or (Actuating) conducted by the chairman and administrator of the TWG cluster 5 by carrying out a program of activities is very motivating for each of its members is done by the chairman to further increase the sense and responsibility to the duties and functions of the members as an educator more optimally to further advance the world of education interviews with the Chairman of the TWG Cluster 5: "The role that I do is to carry out the program that we have planned by always providing motivation and direction to the board and members of the TWG of the other 5 groups to further improve their performance and be more responsible for the burdens they carry as an educator can be done in accordance with their respective toxicities" (interview, 2021). So it can be concluded that the implementation management function (Aktuating) carried out by the TWG cluster 5 has been running well and also the role of the chairman and other administrators in motivating all members has been running well .

The implementation of Teacher Working Group (TWG) activities can be classified as follows: Discussing methods of learning methods. In this activity, the administrators and members of the TWG cluster 5 usually start often about what methods are good and suitable in teaching carried out in schools (Rita et al., 2020). From this then found a method that is not fit and effective in learning, for example the method of lectures are less effective and felt less touching in absorption to learners, then all that must be done is to combine / combine the method of lectures with question and answer methods that indirectly involve learners, then demonstrated directly by using the media as a supporting tool. This will directly have a positive impact on the development of learners and provide benefits to educators in the implementation of learning. Educators at meetings are usually frequent or exchange opinions about the media and effective methods of learning in schools. This can be learned from the following interviews: "I often exchange ideas and often to other friends about good and effective methods and media in learning in school so that the students I teach can understand and understand what I have said, and I tell them to always practice the material I teach" (Interview, 2021).

Discussion of learning tools and media. Based on the results of interviews conducted by researchers to the chairman of the TWG cluster 5: "In addition to the problem of methods at the meeting held we also discussed about what devices and media are good and efficient in the application of the field. Usually for educators who still do not understand in the manufacture of learning devices and media then other friends direct and assist in the creation of learning devices At the time of the meeting whose materials discuss about learning devices then we exchange ideas and help in the creation of learning devices, this is very easy for me in understanding and making learning devices that I will apply in school , e.g. making RPP, Syllabus and others. If at the time of the meeting that discussed about learning tools, we managers usually always coordinate with the supervisor and ask him to always direct in every creation of learning devices such as Promes, Prota, and RPP" (Interview, 2021).
Based on the results of the interview conducted above can be concluded that at the time of the meeting that discussed the devices and learning media of the board of the TWG cluster 5, always involve the supervisor to be a resource person in the activity. Then also the members can exchange ideas with other members in the creation of appropriate and effective learning tools and media in learning in their respective schools.

Socialization of K-13. Socialization of the K-13 curriculum is very helpful for educators, especially those in cluster 5, this is very helpful for educators themselves in the application of learning in schools. As stated by the chairman of the TWG cluster 5: "For the implementation of curriculum K-13 for members of the board who have been able to materials

or learning meters that have used K-13 then we as administrators to ask the educator to share knowledge about the K-13 Curriculum to other members at the time of the meeting, so that others can know the application of K-13 in learning in schools" (Interview , 2021). This is also similar to what was said by the secretary of the TWG cluster 5 who revealed: "If there are members who have just participated in activities about the K1-13 curriculum held by institutions, agencies or other oeganisasi, then usually the educator we ask to share the knowledge that he can to us so that we can also know the application of the curriculum k-13 itself. It was very much helpful for us in learning in school as well as the manufacture of learning device tools" (Interview, 2021).

Held a K-13 curriculum development workshop. For the K-13 Curriculum development workshop, it is for the TWG cluster 5 is very difficult because it concerns the financing that must be issued. This activity can be done if there is support from outside parties, such as submitting proposals to government agencies. For 2020 this workshop is not held because of the lack of funds needed and given the atmosphere of pandemic covid-19 is very unlikely in holding workshops. This is reinforced by the results of the interview: "At this time for the workshop we do not because of the situation and conditions that are not possible, then also the necessary funds are still not available" (Interview, 2021).

Making National Exams (USBN) Items Test. For the problem of making USBN questions is usually done when there is information from the Ministry of Religious Affairs about the procedure of making USBN questions by receiving the grid provided by the ministry, we do the making of USBN questions based on the grid. From the following interview explained: "For the division of usbn problem making then we agreed each member is divided into several groups to discuss about the making of the question and then submitted to the chairman of the TWG cluster 5 to be discussed at the city / kab level" (Interview, 2021). This is also what the other members said when the researcher conducted the interview: "After the formation of groups of several members usually 2 to 3 members in one group to make USBN questions and with the agreed time then we will submit the question to the chairman of the TWG cluster 5 to recap into one with another and will be discussed by the chairman and other administrators at the level of the TWG cluster 5 district level" (Interview, 2021).

The data above is reinforced again by observations (2021) conducted by researchers, in the activities of making USBN questions that they will discuss then the chairman of the TWG will divide members into several groups to discuss the questions made, the division of this group of observation researchers at the time the chairman divides the group through the WA group Application. After giving directions and opening words of the chairman of the TWG cluster 5 practice divides members into several groups in the making of USBN problems after each group is gridded in the making of questions, this is done by the chairman during the activity through the WA Group where all members are in the Whatsapp Group.)

Final Semester Assessment (FSA). For activities related to the final assessment of the semester, then in giving grades to students it must be in accordance with the facts in the field does not add and subtract the results of the grades obtained by the student As for interviews with TWG members mentioned: "in giving grades to students I usually give the value as it is not reduced and add, in accordance with the ability of the student in answering questions and assignments given during the semester" (Interview, 2021). This is in accordance with what the researchers were exploring at the time of the initial observations made when they discussed through the Whatsapp group Application with a discussion about FSA (final semester Asssessment) they communicated with each other and exchanged opinions about the value to be given to students. (Observation, 2021).

Controlling of Teacher Working Group (TWG) Cluster 5

Controlling is an activity to correct irregularities in the plan that has been formulated. The function of control is to minimize the failures in the implementation of the plan as well as the implementation of ineffective instructions and objectives that cannot be achieved. As Saefullah considers, controlling is researching and controlling so that all tasks can be done properly and in accordance with existing regulations or in accordance with the description of

243

each personal work (Saefullah, 2013: 38). The control program conducted by the chairman of the TWG cluster 5 is starting from the beginning of the preparation of the general program until the supporting program is carried out by the chairman of the TWG cluster 5 to ensure all activities and programs run as desired. In addition, the chairman conducts a policy to all members to develop a work program in one year by dividing with several groups, this is intended to be able to involve all members to engage in the design and programs that will be implemented annually.In control of each activity the chairman always controls on each activity so that the activity does not deviate much from the material to be discussed. For the work program all members and other administrators are involved in putting together a program that will be implemented for a year and so that more effectively all members play a role in accordance with their respective fields, the division of all members with several groups to create a work program every year. In addition, also the chairman of the TWG Cluster 5 in order to improve the professionalism of educators, especially its members, the chairman always took the initiative to provide assistance or supervision to all members in order to control the administration of learning every month. In addition, the chairman of the TWG cluster 5 innovates in the development of programs that have been proclaimed by the Ministry of Religion and the Ministry of Education and culture in order to develop the professional educators. In addition to monitoring carried out on each activity, supervision assistance to members in the administration of each month on learning planning, such as the creation of syllabus, RPP, tools and learning media, also do not forget I always develop programs that are launched by the Ministry of Religion and the Ministry of Education and Culture so that all members can improve their respective abilities and potentials.

There are some interesting things that are done by the chairman of the TWG cluster 5 in improving the competence and professionalism of an educator, namely by always directing and motivating members to always innovate in the creation of multimedia-based learning planning by developing materials through internet dowload, reading a lot, and assignments to each member to be able to follow training or training and other stewardship , can also attend seminars related to learning to further improve the ability and competence of each member. When asked to members, it said: "In addition to motivating us as members of the TWG cluster 5 in developing and improving our abilities and competencies, by always reading and developing materials by downloading the internet so that the materials we provide to students do not menoton. the chairman always encouraged us and told us to always follow in every activity, as well as seminars conducted outside in order to further improve and increase our ability to be more advanced and good in learning in school" (Interview, 2021).

There are several strategies carried out by the chairman of the TWG cluster 5 to be able to improve the quality and capabilities of educators, especially its members, namely by developing several models: (1) To achieve a good and efficient learning in the development of reliable and good learners, the teacher learning process is carried out often directed by educators not only delivering material materials but more directed to activeness in mentoring students during learning. (2) Give direction to educators / members of the TWG cluster 5 to always prepare a good evaluation, starting from the making of questions, final assessment of the semester, however the success of measuring the success of learners in learning is the result of evaluation conducted by educators. (3) The Chairman shall always coordinate with the ministry and the education and cultural office in order to further improve the competence and ability of the educators. (4) The Chairman always advises and encourages members in the creation of new and innovative programs and learning in schools in order to improve the professionalism of an educator. (5) Motivate members in developing knowledge through seminars or discussions and development of the K-13 curriculum and actively participate in writing in scientific journals and the like.

In addition to the control carried out by the chairman of the TWG cluster 5, supervision was also carried out by the supervisors who led the group as the following excerpts from the interview the author did to the supervisors of the TWG Cluster 5: at times I also participated in activities carried out by the TWG cluster 5 and gave a speech, motivation and supervision to

244

members that the activities carried out are very good in the development and ability of members in the implementation of teaching in school" (Interview, 2021). This is similar to that expressed by other supervisors who supervise the TWG cluster 5 in addition to supervising members of the TWG Cluster 5, also giving directions, then usually share the learning materials obtained from the results of stewardship and training held by the Provincial Ministry of Religious Affairs and other seminars so that educators can also know and float their abilities in accordance with the development of the times. For teachers of TWG's participants, the directions and motivations provided by the supervisors as well as the experience and knowledge provided by the supervisors from the results of trainings and seminars at the provincial level are very helpful in developing learning in schools, however, supervisors who as coaches and directors we still have not imposed penalties or sanctions on members of the TWG who are still not active in participating in the activities held..

This is also expressed by the chairman of the TWG cluster 5, there are still no penalties and sanctions given by the supervisors to members who are not active in the activities, such as sanctions do not want to sign SKP and DP3 educators at the time of promotion, and the signing of SKMT one of the conditions in the filing of certification. In order for the concerned members to be inactive in participating in surveillance activities conducted by supervisors are still not maximal according to the author because of the lack of sanctions and penalties imposed, this indirectly hinders in improving the ability of educators themselves.

The findings in the field for control show that the control carried out by the chairman of the TWG cluster 5 is by identifying problems in the field, then formulating the solution of each problem that exists, so that each member can do the work according to the plan. After being analyzed it can be known that the control of the activities of the TWG Cluster 5 is carried out by the Chairman in each activity by providing motivation and direction to members.

CONCLUSION

Planning of Teacher Working Group (TWG) cluster 5 based on Work programs which includes: General work program, principal program and meeting time and schedule which aims to optimize the activities, so that the activities carried out can run smoothly in realizing the professionalism of an educator. Organizing conducted by the TWG cluster 5 conducted at each activity in accordance with the area of expertise of each member. Implementation contained in the TWG cluster 5 is a meeting of activities that they do once a month to discuss the issue of learning in schools. Controlling is carried out by the chairman of the TWG cluster 5 is by identifying problems in the field, then formulating the solution of each problem that exists, so that each member can do the work according to the plan.

REFERENCES

AR, M., Usman, N., Husen, M., & Irani, U. (2019). Teachers professional management through teachers working group in Aceh Province. *Jurnal Akuntabilitas Manajemen Pendidikan*. https://doi.org/10.21831/amp.v7i1.24054

Annur, S., & Suhono, S. (2019). Implementasi manajemen pergruruan tinggi (studi kasus pada ptkis kopertais wilayah vii sumatera selatan). *JMKSP (Jurnal Manajemen, Kepemimpinan, dan Supervisi Pendidikan)*, *4*(1), 67-75.

Budiastra, A. A. K., Erlina, N., & Wicaksono, I. (2019). Video-based interaction through teacher working group forum to increase elementary school teachers' professionalism. In *New Educational Review*. https://doi.org/10.15804/tner.2019.57.3.15

Fuad, M., Subandi, S., & Muslan, G. (2021). Teachers' Professionalism and Parents' Motivation in Learning Aswaja at Ma Tri Bhakti At-Taqwa Raman Utara. *Bulletin of Pedagogical Research*, *1*(1), 1-15.

Gandi, O. S., & Wibowo, U. B. (2019). *The Professionalism and Work Ethic Improvement through Teacher Working Group*. https://doi.org/10.2991/iccie-18.2019.66

Head, G. L. (1982). Continuing Evolution of the Risk Management Function and Education in the United States. *The Geneva Papers on Risk and Insurance - Issues and Practice*.

https://doi.org/10.1057/gpp.1982.11

Ingleby, E. (2012). Research methods in education. *Professional Development in Education*. https://doi.org/10.1080/19415257.2011.643130.

Iriawan, H., Sasmita, W., & Rusdi, M. (2020). The Urgency of Management Functions in Improving the Quality of Education Services in Public Senior High Schools 1 Biak. *Jurnal Ilmiah Ilmu Administrasi Publik*. https://doi.org/10.26858/jiap.v9i2.12337

Rita, N. B., Sihotang, H., & Murniarti, E. (2020). Evaluation Program Of Subject Teacher Working Group And Information Technologi Workshop At SMK Negeri 2 Toraja Utara. *Advances in Social Sciences Research Journal*. https://doi.org/10.14738/assrj.712.9484

Ryuzen, R. (2017). Strategi Pengelolaan Lembaga Pendidikan Islam. *Al-Tadzkiyyah: Jurnal Pendidikan Islam*. https://doi.org/10.24042/atjpi.v8i2.2122

Shcherbakov, V. S., Ashmarina, S. I., Suraeva, M. O., Kurbanov, R. A., Belyalova, A. M., Gurbanov, R. A., & Torkunova, J. V. (2017). Iteration as a regulatory function of education management. *Eurasian Journal of Analytical Chemistry*. https://doi.org/10.12973/ejac.2017.00246a

Sholiha Nurfaidah, S., Rahmiati, D., & Lukman Praja, A. (2019). COMMUNITY SERVICE TEACHER WORKING GROUP (KKG) VALUES OF THE NATION IN BUILDING CHARACTERS IN THE ELEMENTARY SCHOOL OF BANDUNG CITY. *PICS-J: Pasundan International of Community Service Journal*. https://doi.org/10.23969/pics.v1i1.1883

Simanjuntak, H., Maruli, S., & Silitonga, L. L. (2020). Revisiting teacher working group in Indonesia. *Universal Journal of Educational Research*. https://doi.org/10.13189/ujer.2020.080423

Sutriyanti, N. K., & Luwih, I. M. (2019). Improving The Quality Of Competency Of Hindu Religion Teachers Through Teacher Working Group In Denpasar City. *Jurnal Penjaminan Mutu*. https://doi.org/10.25078/jpm.v5i1.671

Tune Sumar, W., & Tune Sumar, S. (2020). Implementasi Program Pengembangan Keprofesian Berkelanjutan Guru melalui Peningkatan Kompetensi Pembelajaran Berbasis Zonasi. *PEDAGOGIKA*. https://doi.org/10.37411/pedagogika.v10i2.60

246