

**THE ROLE OF THE PATEAN SUBDISTRICT ELEMENTARY SCHOOL
PHYSICAL EDUCATION TEACHERS WORKING
GROUP IN EDUCATION DEVELOPMENT**

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Abstract

This study aims to analyze the role of the Physical Education Teachers' Working Group (KKG) in elementary schools in Patean Subdistrict in the development of Physical Education instruction. The issue examined is the suboptimal utilization of the KKG as a professional forum for enhancing teacher competence and promoting innovation in Physical Education instruction. This study employed a descriptive qualitative approach with purposive sampling involving seven informants, consisting of the chairperson, executive members, and members of the KKG. Data were collected through interviews, observations, and documentation and were analyzed through data reduction, data presentation, and conclusion drawing. Data validity was ensured through triangulation and member checking. The results indicate that the KKG serves as a source of inspiration, a model, a motivator, a catalyst, and an evaluator in the development of learning. The KKG provides a platform for teacher collaboration to share experiences, develop instructional materials, enhance professional competence, and conduct periodic evaluations of learning. The constraints identified include limited time, teachers' administrative workload, inadequate facilities and infrastructure, and suboptimal member participation. This study highlights the importance of strengthening KKG programs and providing continuous support so that the KKG can function more effectively as a professional learning community that contributes to improving the quality of Physical Education instruction in elementary schools.

Keywords: Physical Education Teachers, Teachers' Working Group (KKG), Physical Education, Teacher Professional Development, Elementary Schools.

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INTRODUCTION

Education is an important foundation for developing human resources and preparing students to face future challenges. The quality of education is closely related to the learning experiences provided in schools and the professional capacity of teachers (Al-mughni & Kaharina, 2025). Therefore, efforts to improve the quality of learning need to be accompanied by continuous development of teacher competence.

Physical Education, Sports, and Health is an important component of elementary education because it supports students' physical development, motor skills, and character formation. Physical

education learning can also provide opportunities for students to develop discipline, cooperation, responsibility, and sportsmanship through structured learning activities (susanto susanto et al., 2022). Therefore, physical education teachers need adequate professional and pedagogical competence to plan, implement, and evaluate learning effectively.

Teacher competence is an important factor in determining the quality of learning. Teachers are expected to develop instructional strategies and materials that are appropriate to students' needs and curriculum requirements (Setyawan & Pradana, 2024). In physical education, this requirement is particularly important because teachers need to organize physical activities while simultaneously managing instructional objectives, learning materials, assessment, and student development. Teacher professional competence therefore needs to be continuously strengthened (Maizan & Rifki, 2022). One professional forum that can support teacher development is the KKG. KKG provides opportunities for teachers to discuss instructional issues, exchange experiences, participate in professional activities, and develop teaching materials collaboratively. Previous research indicates that KKG activities can contribute to teachers' professionalism and professional competence (Hartinah & Sudibyo, 2024) (Ade Permana et al., 2022). KKG activities can also provide teachers with opportunities to strengthen their pedagogical competence through professional interaction and shared learning experiences (Shahzad et al., 2024).

Continuous professional development is increasingly important because teachers must respond to changes in educational demands, technology, and curriculum. Professional development can support teachers in improving their pedagogical competence and adapting instructional practices to changing learning conditions (Rohi et al., 2022). (Rahmah, 2023). In the context of physical education, professional development is also relevant to the preparation of instructional materials and teaching modules. Training and assistance can help teachers develop materials that are more appropriate for curriculum implementation (Wardhana et al., 2022). (Zahraini et al., 2025).

KKG can also function as a professional learning environment in which teachers share experiences, discuss instructional problems, and identify possible solutions (Hartinah & Sudibyo, 2024). reported that teacher working groups can support professional competence through professional interaction and collaborative activities. Similarly, (Yudisthira et al., 2023). emphasized the importance of pedagogical competence in physical education learning. These findings indicate that professional interaction among teachers can support the development of instructional competence.

However, the ideal function of KKG may not always be fully realized in local contexts. Initial observations in Patean Subdistrict indicated that some PHYSICAL EDUCATION teachers still experienced difficulties in developing varied and innovative instructional models. Some teachers continued to rely on conventional teaching methods, while KKG activities had not been fully utilized

to discuss instructional problems in depth. This condition indicates a gap between the expected function of KKG as a professional development forum and its implementation in the local context.

This gap is also relevant to curriculum development. Changes in curriculum require teachers to adapt instructional strategies, methods, and materials to students' needs (Rozak et al., 2021). Teachers therefore need opportunities to discuss curriculum implementation and develop appropriate instructional resources. Small-group interaction can also support the exchange of ideas and understanding of learning assessment and curriculum requirements (Hermawan et al., 2025).

Innovation in learning is another important consideration. Teachers need to develop learning activities that are not only appropriate to curriculum requirements but also capable of providing meaningful learning experiences for students. The use of innovative learning approaches can improve students' problem-solving abilities and scientific attitudes (Ananda & Atmojo, 2022). Research on instructional innovation also shows that appropriate learning approaches can support students' creativity and engagement (HARAHAP et al., 2024).

Consequently, KKG can provide an important context for teachers to exchange ideas about instructional innovation.

Based on this situation, this study aims to analyze the role of the KKG in elementary schools in Patean Subdistrict in the development of physical education learning. The study focuses on five roles of KKG: inspirer, role model, motivator, catalyst, and evaluator. The study also identifies obstacles encountered in KKG activities and the areas that require improvement.

METHODS

This study employed a descriptive qualitative approach. This approach was selected because the study aimed to describe and understand the role of the KKG in the development of physical education learning in elementary schools in Patean Subdistrict.

The informants were selected purposively based on their direct involvement in and understanding of KKG activities. Seven informants participated in the study, consisting of one KKG chairperson, two administrators, and four KKG members. The use of informants was appropriate to the qualitative design because the study focused on obtaining in-depth information rather than measuring variables numerically.

The researcher served as the primary instrument (human instrument), supported by semi-structured interview guidelines, observation guidelines, and documentation. The guidelines covered the five roles of KKG: inspirer, role model, motivator, catalyst, and evaluator. The guidelines also addressed teacher competence, support for physical education learning, obstacles, and efforts to improve KKG activities. No numerical rating scale was used in this study. Instead, qualitative interview and observation guidelines were used to obtain descriptive information concerning the experiences and practices of the informants.

Data were collected through semi-structured interviews, observations, and documentation. Interviews were conducted with the chairperson, administrators, and members of KKG. Observations were conducted to examine KKG activities, while documentation was used to complement information obtained from interviews and observations.

Data analysis consisted of data reduction, data presentation, and conclusion verification. Data reduction involved selecting and organizing information relevant to the research focus. The reduced data were presented thematically and narratively to identify patterns in the role and implementation of KKG. Conclusions were then drawn and continuously verified throughout the analysis.

Data validity was examined through source triangulation and technique triangulation. Source triangulation was conducted by comparing information obtained from the chairperson, administrators, and KKG members. Technique triangulation was conducted by comparing information obtained through interviews, observations, and documentation. Member checking was also conducted by reconfirming relevant findings with informants to ensure that the interpretation reflected their experiences.

RESULTS

The findings indicate that KKG in Patean Subdistrict performs five main roles in supporting the development of physical education learning: inspirer, role model, motivator, catalyst, and evaluator. The study also identified four main obstacles: limited time, administrative workload, inadequate facilities and infrastructure, and uneven member participation.

1. KKG as an Inspirer in Instructional Development

The findings indicate that KKG provides teachers with new information, instructional references, and ideas for developing physical education learning. Teachers use KKG activities to discuss instructional strategies, teaching materials, and curriculum implementation.

Experience sharing enables teachers to learn from instructional practices implemented by other members. Teachers can also discuss problems encountered in their schools and consider alternative solutions based on the experiences of their colleagues. The findings therefore show that the inspirational role of KKG is reflected in the emergence of new instructional ideas and references that teachers can adapt to their respective school conditions.

2. KKG as a Role Model for Professional Development

The findings indicate that the chairperson and administrators demonstrate professional attitudes through discipline, responsibility, communication, cooperation, and commitment to KKG programs. These attitudes provide practical examples for members in carrying out organizational and professional responsibilities. The role-model function is therefore reflected in the behavior of organizational leaders and in the way members participate in KKG activities. The findings further indicate that professional

attitudes developed through KKG can be reflected in teachers' responsibilities when carrying out learning activities in their respective schools.

3. KKG as a Motivator

The findings show that KKG motivates teachers to participate in professional development activities. Encouragement from the chairperson, administrators, and fellow members contributes to teachers' willingness to participate in discussions and other KKG activities.

The motivation is reflected in teachers' willingness to exchange experiences, learn new instructional strategies, and improve their classroom practices. Professional interaction also contributes to teachers' confidence in developing their instructional practices. Thus, the motivational role of KKG is closely related to the professional and social support experienced by teachers during KKG activities.

4. KKG as a Catalyst for Instructional Development

The findings show that KKG functions as a catalyst by encouraging communication, collaboration, and collective problem solving among teachers. Teachers discuss instructional problems and exchange possible solutions through KKG activities. The knowledge and experiences of other members become resources for addressing instructional challenges in individual schools.

The catalytic role is also reflected in discussions concerning teaching materials and instructional strategies. Through these discussions, teachers can consider ways of adjusting learning activities to students' needs and curriculum requirements.

5. KKG as an Evaluator

The findings show that KKG performs an evaluator role through the evaluation of organizational programs and reflection on learning activities. Evaluation allows the chairperson, administrators, and members to identify strengths and weaknesses in activities that have been implemented. The results of evaluation can be used to determine follow-up actions and improvements for subsequent KKG programs. The evaluation process also provides teachers with an opportunity to reflect on their professional practices and identify areas that require further development.

6. Obstacles in KKG Activities

The study identified four main obstacles affecting KKG activities. The first obstacle was limited time. Teachers have teaching responsibilities and other school duties that can reduce their opportunities to participate consistently in KKG activities. The second obstacle was administrative workload. Teachers need to complete various administrative responsibilities in addition to teaching duties, which can limit the time available for professional development.

The third obstacle was inadequate facilities and infrastructure, particularly resources that support physical education-related professional activities. The fourth obstacle was uneven participation among members. Some members were less active in KKG activities, resulting in differences in participation.

7. Need for Improvement

Based on the findings, improvement is needed in program planning, member participation, facilities and infrastructure, and institutional support. KKG programs should be designed according to

the actual professional needs of physical education teachers and the instructional problems experienced in schools. Activities should also provide practical outcomes that can be applied in classroom learning.

Member participation needs to be strengthened so that KKG activities involve teachers more consistently. Adequate facilities and institutional support are also necessary to ensure the continuity of KKG programs.

DISCUSSION

1. KKG as an Inspirer

The finding that KKG provides teachers with instructional ideas and references demonstrates the importance of professional interaction among teachers. This finding is consistent with (Hartinah & Sudibyo, 2024). who examined the relationship between KKG activities and teacher professionalism. It is also consistent with (Ade Permana et al., 2022). who found that KKG can support teacher professionalism through organized professional activities.

The present study adds a physical education-specific context by showing that the inspirational role of KKG is reflected in teachers' exchange of instructional experiences and references. This interaction can help teachers consider alternative approaches to instructional problems encountered in their schools.

2. KKG as a Role Model

The role-model function is reflected in discipline, responsibility, communication, cooperation, and commitment demonstrated by KKG leaders and members. This finding is relevant to (Maizan & Rifki, 2022). who examined the relationship between professional competence, pedagogical competence, work discipline, and teacher performance.

In the context of KKG professional attitudes demonstrated within the organization can become practical examples for members. Therefore, the role of KKG as a role model extends beyond organizational activities and can influence teachers' professional practices in schools.

3. KKG as a Motivator

The motivational role of KKG is reflected in the encouragement and professional support provided among teachers. This finding supports (Rohi et al., 2022). who emphasize the importance of teacher pedagogical competence in optimizing physical education learning.(Alfian 2023). also demonstrates the relevance of teacher competence to professional performance. Further supports the importance of teacher support in encouraging positive educational practices (Rizkiyah, 2023). In the present study, professional interaction within KKG provides teachers with encouragement to continue learning and improving their instructional practices.

4. KKG as a Catalyst

The catalytic role of KKG is reflected in communication, collaboration, and collective problem solving. This finding is consistent with (Yudisthira 2023). who emphasize the importance of pedagogical competence in physical education.

The finding is also related to the need for instructional innovation demonstrate the importance of instructional innovation in supporting students' learning experiences. Within KKG, teachers can exchange ideas about instructional strategies and materials that may be adapted to their respective school conditions.

5. KKG as an Evaluator

The evaluator role demonstrates that professional development should not stop after an activity has been implemented. Evaluation enables teachers and KKG administrators to identify strengths, weaknesses, and areas requiring improvement.

This finding is consistent with (Shahzad et al., 2024). who examined the contribution of KKG to teacher pedagogical competence. Evaluation can support this development by identifying whether KKG activities respond to teachers' professional needs.

The evaluation process is also important when teachers are adapting to curriculum changes. (Setyawan & Pradana, 2024). highlight teachers' perceptions of the implementation of the Independent Curriculum in physical education. Therefore, KKG evaluation can provide an opportunity to reflect on whether its activities have adequately supported teachers in responding to curriculum developments.

6. Obstacles and the Need for Improvement

The obstacles identified in Patean Subdistrict demonstrate that KKG effectiveness depends not only on the quality of its activities but also on the conditions supporting implementation.

Limited time and administrative workload can restrict teacher participation. Inadequate facilities can also limit professional activities related to physical education. These challenges indicate that KKG requires support from schools and relevant educational institutions.

The need for appropriate teaching materials is also important.(Wardhana 2022). demonstrate the relevance of assistance in developing teaching modules for physical education teachers (Zahraini et al., 2025). Similarly highlight teacher training and technology-based module development in physical education. These findings suggest that KKG programs should provide practical professional development that responds to teachers' instructional needs.

The development of learning should also consider students' character and critical thinking. (susanto 2022). emphasize the potential of physical-education-based learning to support character development and critical thinking, while (Hendrizal1, 2022). demonstrate the relevance of character-oriented learning approaches. Therefore, KKG activities should not focus solely on teachers' technical competence but also on how physical education learning can support broader student development.

Finally,(Wati & Harvius, 2025) and (Al-mughni & Kaharina, 2025) emphasize the broader importance of education and human-resource development. In this context, strengthening KKG can

contribute to improving the professional capacity of teachers who directly support the quality of elementary education.

CONCLUSION

This study shows that the KKG in elementary schools in Patean Subdistrict performs five main roles in supporting the development of physical education learning: inspirer, role model, motivator, catalyst, and evaluator.

As an inspirer, KKG provides teachers with instructional ideas and references. As a role model, KKG demonstrates professional attitudes through organizational practices. As a motivator, KKG encourages teachers to participate in professional development. As a catalyst, KKG facilitates communication, collaboration, and collective problem solving. As an evaluator, KKG supports reflection and follow-up on organizational and instructional activities.

The study also identified four main obstacles: limited time, administrative workload, inadequate facilities and infrastructure, and uneven member participation. These obstacles indicate that KKG effectiveness depends on both the quality of its programs and the institutional conditions supporting their implementation.

Therefore, improvement should focus on needs-based program planning, stronger member participation, adequate facilities, systematic evaluation, and institutional support. With these improvements, KKG can function more effectively as a professional learning community and contribute to the continuous improvement of physical education teachers and learning quality.

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