

# A CASE STUDY OF KKG IN MOYO HULU, SUMBAWA\*



## WHAT IS KKG?

KKG is a grassroots-level forum for primary school teachers residing within a single school cluster or 'gugus'. This cluster usually consists of 4-12 schools, and engages teachers in professional development activities.



## WHAT DID WE INVESTIGATE & HOW?

This KKG case study sought to understand how KKG activities are being implemented in Gugus 1 of Moyo Hulu, Sumbawa district, NTB. The KKG is located about 20 kilometres to the south of Sumbawa Besar, the district capital. Its members include teachers from 12 primary schools around the area.

The case study was qualitative, complemented with quantitative analysis. It compared 1 active KKG to 1 less active KKG, as recommended by the local education office.

This active KKG was chosen as its focus aligned with INOVASI: local context and local solutions.

Study participants included teachers, principals, KKG and gugus leaders, school supervisors, government officials, and a School Committee member.

Data collection techniques included semi-structured interviews, focus groups, observations and document analysis.



## KKG FUNDING

All schools in Gugus1 allocate a set amount of money every quarter from their School Operational Assistance Fund.

Each school provides a transportation allowance for teachers to attend KKG meetings.

The KKG will only infrequently receive grant support from sources like APBD.



## KKG ACTIVITIES

The KKG meets twice per month, mostly outside teaching hours. This rotates between cluster schools, strengthening member relationships and encouraging schools to constantly improve. Meetings attendance rates are high, at almost 100%.

Routine meeting topics include syllabus development, lesson planning, test preparation for final exams, teaching materials and problems and extra-curricular activities. Non routine topics included teacher certification, ICT training, and credit point calculation.

Types of meetings include general for all teachers, and special gugus meetings. Meeting resource personnel are mostly internal, with an external speaker attending once per year.



**"I got many things out of the KKG, including how to solve learning difficulties faced by students. Colleagues from [my] school and from other schools in the gugus help find the solutions"**

– focus group participant, Moyo Hulu



## KKG BENEFITS

Participants found that the KKG has been very useful:

- ⊕ Helped teachers better understand how to develop classroom instruction planning documents
- ⊕ Helped teachers improve understanding in how to develop student assessment instruments
- ⊕ Established a stronger relationship and collaboration amongst teachers
- ⊕ Provided an opportunity for teachers to share experiences, including instructional problems in the classroom
- ⊕ Helped lighten teacher workload by providing a space for teachers to develop instructional planning instruments for various subjects and grade levels together



## TEACHER COMPETENCY

Overall, analysis of recent UKG results suggest that KKG activities in Gugus 1 of Moyo Hulu do not contribute significantly to teacher competency.

The UKG (teacher competency) results of the active KKG were higher than the less active KKG, but by a small amount.



## STUDENT ACADEMIC ACHIEVEMENT

Student academic and UN results in the active KKG were higher than those for the less active KKG, but still lower than the district average.



## TEACHING PRACTICES

The study found some positive aspects of teaching practice in the active KKG:

- ⊕ Significantly better instructional teaching practices
- ⊕ Lessons more appropriately structured
- ⊕ Students more engaged
- ⊕ More use of teaching aids, including technology
- ⊕ Use of relevant instruction according to age, grade level and cultural background
- ⊕ Use of local context (local materials, local names and terms)
- ⊕ Better encouragement of reading, including available reading corner

However, teachers were not well equipped and trained to teach students with special needs.



**“I had never been involved in KKG. I did not know how to develop questions, how they should be constructed, what types of verbs to use. Here, we have KKG meetings at the gugus as well as with colleagues at school. I have learned quite a lot from there”**

– focus group participant, Moyo Hulu



## KKG CONSTRAINTS

The KKG did face some key constraints, including:

- ⊖ Meetings are routine and administrative
- ⊖ Low capacity of those leading KKG activities
- ⊖ Lack of meaningful KKG support from local government
- ⊖ Challenging geographical conditions and access



## KKG ENABLING ENVIRONMENT

The study found a number of elements that contributed to the success of this KKG:

- ⊕ Willingness of all participants
- ⊕ Availability of resources
- ⊕ Financial incentives
- ⊕ Commitment from school and gugus leadership
- ⊕ Strong communication lines