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The Influence of Teacher Working Group Activities on the Teachers' Performance: A Quantitative Study in Public Elementary Schools in Pancur District Rembang Regency

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ABSTRACT

Improving teacher performance is a central priority in strengthening the quality of elementary education. One strategic effort in Indonesia is through Teacher Working Group (KKG) programs, which serve as collaborative and reflective forums for professional development. However, empirical evidence is still required to confirm how these activities affect teacher performance. This study aims to examine the influence of Teacher Working Group activities on the performance of elementary school teachers in Pancur District, Rembang Regency. A quantitative approach with an ex post facto design was employed, involving 117 teachers selected through proportional random sampling. Data were collected using a validated Likert-scale questionnaire and analyzed through descriptive statistics, Pearson correlation, and simple linear regression with SPSS. The results revealed a very strong positive correlation between KKG activities and teacher performance ($r = 0.869$, $p < 0.01$). Regression analysis further showed that KKG activities significantly influenced teacher performance, explaining 75.6% of its variance ($R^2 = 0.756$, $\beta = 0.942$, $p < 0.05$). The study concludes that optimizing KKG is an effective strategy to enhance teacher professionalism and improve the quality of elementary education, particularly in semi-peripheral regions.

1. Introduction

In the era of globalization, characterized by global competition and the demand for high-quality human resources, education serves as the primary means to develop individual potential in order to compete competitively. Education is not only a vehicle for the transfer of knowledge but also a medium for shaping personality, character, and life skills. This aligns with the mandate of the Preamble to the 1945 Constitution of the Republic of Indonesia as well as Law Number 20 of 2003 on the National Education System, which emphasizes that education is a conscious and planned effort to create a learning environment that enables students to actively develop their potential across various dimensions of life (Depdiknas, 2003).

One of the key elements in the success of an education system is the teacher, as teachers play a direct role in the learning process in the classroom. Teacher performance is a primary indicator of educational success. A teacher with good performance is not only able to deliver material effectively but also capable of creating a conducive learning atmosphere and encouraging active student participation. According to Kusumaningrum et al. (2024), teacher performance is a strategic aspect in the management of educational human resources. Performance evaluations conducted objectively and professionally make a significant contribution to improving teacher motivation and professionalism (Hermalinda, Fitrian, & Natasha, 2025). Therefore, efforts to improve teacher performance should be a primary focus of school management through various relevant professional development activities.

Although various policies and programs have been implemented to improve the quality of learning, the reality in the field still shows several challenges. In Pancur District, Rembang Regency, it was found that teaching practices tend to be conventional and lack innovation. Many teachers still rely on lecture-based methods, make limited use of teaching media, and do not develop assessment instruments independently. Moreover, follow-up actions based on learning evaluations are minimal, indicating weak planning and reflective implementation in the teaching process.

Teacher Performance Assessment (PKG) data over the past three years shows an upward trend, although not yet significant. In 2022, the average PKG score of teachers in Pancur District reached 78.5, categorized as “fair,” indicating the need for strengthening training and professional development. In 2023, the score increased to 81.2, classified as “good,” but the improvement was not substantial enough to reach the “very good” category. In 2024, the average score increased slightly to 82.1, still within the “good” category, suggesting relative stability but also the need to evaluate the effectiveness of professional development activities (Rembang District Education Office, 2024). These facts underline the necessity for systematic and continuous efforts to improve teacher performance.

One strategic avenue for improving teacher competence and performance is the Teacher Working Group (Kelompok Kerja Guru/KKG). The KKG is a professional forum for teachers to share experiences, engage in discussions, and develop teaching skills collectively (Mulyasa, 2015; Sukarman, 2017). Research by Hasanah (2014) shows that KKG has a significant influence on teacher performance, contributing 19.6%. Through KKG activities, teachers can gain new insights, update their teaching methods, and provide mutual support in addressing classroom challenges.

However, in Pancur District, the implementation of KKG activities has not yet demonstrated optimal effectiveness. KKG programs tend to be formalistic and active only when there is a government initiative. Its vision and mission are rarely updated, and planning processes do not involve all members. Evaluations are mostly limited to documentation without concrete follow-up actions to improve the quality of teaching. This condition means that the potential of KKG as a driver of

teacher performance improvement has not been fully utilized. These facts indicate that the suboptimal role of KKG may be one of the factors hindering improvements in teacher performance. Therefore, this study is important to empirically examine the influence of KKG activities on the performance of elementary school teachers in Pancur District, Rembang Regency. The findings are expected to make a practical contribution to formulating strategies for improving the quality of education through strengthening the role of KKG at the elementary school level.

Teacher performance is one of the crucial aspects that directly influences the quality of the learning process in elementary schools. According to Putri and Santoso (2021), teacher performance refers to the professional achievements attained in carrying out teaching responsibilities with high dedication and discipline. This view is reinforced by Hidayat and Rahman (2021), who state that teacher performance reflects the effectiveness and efficiency in performing professional duties based on competence, motivation, and commitment. Teacher performance not only encompasses teaching activities but also includes the planning, implementation, and evaluation of learning in a comprehensive manner. In this context, the teacher's role is highly strategic, as teachers are fully responsible for creating a conducive and meaningful learning environment.

Various factors influence teacher performance. Kartono (2018) categorizes these factors into two groups: internal and external. Internal factors include intelligence, skills, interests, motivation, health, and personality, while external factors cover the work environment, support from the school principal, facilities and infrastructure, as well as a harmonious working atmosphere. Sedarmayanti (2018) adds that organizational climate and colleague behavior also have a significant impact on teacher performance. Barnawi and Arifin (2017) and Supardi (2014) further assert that teacher performance is also influenced by salary, family background, and leadership systems in schools. Within the scope of professional development, the Teacher Working Group (Kelompok Kerja Guru/KKG) is recognized as one of the external factors that can make a significant contribution to improving teacher performance.

The KKG is a professional forum for teachers that facilitates collaborative and reflective learning processes. Mulyasa (2015) describes KKG as an active, cohesive, and friendly platform for teachers to discuss various professional issues in a collegial atmosphere. Sukarman (2017) emphasizes that KKG serves as a means for continuous professional development for teachers. Furthermore, Tangyong et al. (2015) portray KKG as a creative laboratory where teachers can exchange ideas, conduct instructional experiments, and enhance competencies through various professional activities.

In practice, KKG activities involve three main stages: planning, implementation, and evaluation. Planning includes formulating the vision, mission, objectives, and work plans of the KKG that align with the needs of its members. Implementation involves providing venues, schedules, resources, and facilitators for activities. Evaluation aims to assess the effectiveness of KKG programs, the extent to which

activities impact teachers' knowledge and skills, and how well the programs are adopted and applied by members.

The Indonesian Ministry of Education, through the Directorate General for the Improvement of the Quality of Educators and Education Personnel (Dirjen PMPTK, 2010), has directed that KKG should have general programs, core programs (both routine and developmental), and supporting programs, all of which are designed to strengthen teachers' professionalism comprehensively. Consistent and well-targeted implementation of these programs is expected to encourage teachers to be more creative, innovative, and reflective in their teaching practices.

Thus, KKG activities can be considered an effective strategy for improving teacher performance in elementary schools. Through this forum, teachers gain opportunities to share knowledge, refine skills, and develop higher-quality teaching practices. Optimizing the role of KKG is essential to meeting the demands for improving educational quality at the elementary school level, particularly in Pancur District, Rembang Regency.

2. Methodology

This study employed a quantitative approach within the positivist paradigm, which emphasizes objectivity, measurability, and hypothesis testing through statistical procedures (Azwar, 2014). The research was designed as an associative study to examine the relationship between a single independent variable Teacher Working Group (KKG) activities (X) and a dependent variable teacher performance (Y). In line with ex post facto research principles, this study investigated phenomena that had already occurred without researcher intervention or manipulation (Sukardi, 2018; Sukmadinata, 2017; Kuswana, 2015).

The research was conducted in Pancur Subdistrict, Rembang Regency, covering 21 public elementary schools, from March 2024 to July 2025. The stages of research included proposal preparation, instrument development, field data collection, data processing, data analysis, report writing, and presentation of results. The population consisted of all teachers in the 21 schools, totaling 166 teachers. The sample of 117 teachers was determined using the Slovin formula with a 5% margin of error and was drawn proportionally from each school using proportional random sampling (Sugiyono, 2014). This ensured that each teacher had an equal chance of being included while maintaining balanced representation.

The variables in this study were: (1) KKG activities (X), defined as a professional forum designed to improve teaching quality through collaborative and reflective practices, and (2) teacher performance (Y), measured by teachers' ability to plan, implement, and evaluate instruction (Kuntjojo, 2021; Sugiyono, 2014; Priyono, 2016). Data for these two variables were obtained directly from teachers' responses to questionnaire items, which reflected their participation in KKG activities and their self-assessment of performance in planning, teaching, and evaluation.

The research instrument was a closed-ended questionnaire developed using a 5-point Likert scale (1 = strongly disagree to 5 = strongly agree). The blueprint of indicators was derived from the conceptual definitions of each variable, so that each item directly measured dimensions of KKG activities or teacher performance. The data taken in this study consisted of respondents' scores on each item, which were then aggregated into total scores per variable for analysis, ensuring that the results reflected both individual perceptions and collective trends across all participating teachers.

The instrument was tested for validity and reliability. Validity testing used the Pearson Product Moment correlation, with all items declared valid because their correlation coefficients exceeded the critical r -value at the 5% significance level. Reliability testing used Cronbach's Alpha, and the coefficients obtained were above 0.90 for both variables, which according to Arikunto (2014) and Sugiyono (2014) indicate excellent internal consistency. Thus, the questionnaire was suitable for use in the field.

Data collection was conducted directly by distributing the validated questionnaire to teachers at their respective schools. The researcher recorded and collected all responses to ensure completeness and accuracy. No secondary data were used; the study relied entirely on primary data in the form of teachers' questionnaire responses. The data analysis involved several steps. First, raw data from the questionnaires were coded, tabulated, and entered into SPSS version 25. Next, assumption testing was performed, including the Kolmogorov–Smirnov test for normality and a linearity test using ANOVA. After the prerequisites were met, simple linear regression analysis was conducted to test the effect of KKG activities on teacher performance. The regression equation used was $Y = a + bX$, where Y is teacher performance and X is KKG activities (Sugiyono, 2022). In addition, the correlation coefficient (r) was calculated to determine the direction and strength of the relationship, while the coefficient of determination (R^2) was used to measure the contribution of KKG activities to variations in teacher performance (Ghozali, 2018; Henseler et al., 2015).

With this methodological design, the data collected (teachers' questionnaire responses on KKG activities and teacher performance) and the data processed (scores analyzed through descriptive statistics, correlation, and regression) provide a systematic and scientific basis for assessing the influence of KKG activities on the performance of public elementary school teachers in Pancur Subdistrict, Rembang Regency. The step-by-step process, starting from instrument development, data collection, statistical testing, and interpretation, ensured that the findings are both valid and reliable for drawing meaningful conclusions.

3. Results and Discussion

The study was conducted in several public elementary schools located in Pancur District, Rembang Regency, Central Java. The schools in this area generally represent the characteristics of rural education in Indonesia. Most of the students

come from farming families with modest economic backgrounds, which shapes both the learning atmosphere and parental involvement in education. School buildings vary in condition: while some have been renovated with government assistance and present a more comfortable learning environment, others still face challenges such as limited classroom space, inadequate library facilities, and a lack of multimedia equipment to support innovative learning. Despite these limitations, the schools have been implementing the Merdeka Curriculum, which emphasizes student-centered learning, project-based tasks, and the cultivation of higher-order thinking skills. Teachers are required to adapt their lesson planning and instructional strategies to meet these demands, often with limited teaching resources. The learning climate in these schools is colored by both enthusiasm and struggle: enthusiasm comes from teachers' commitment to improving instructional quality, while the struggle arises from constraints in facilities, class size variations, and the diverse academic readiness of students. These contextual realities provide the backdrop against which this research was conducted, highlighting the importance of professional forums such as Teacher Working Groups (KKG) in helping teachers address instructional and managerial challenges.

Data collection was carried out using a closed-ended questionnaire distributed to 117 teachers across multiple elementary schools in Pancur District. The questionnaire was designed using a Likert scale (1 = Strongly Disagree to 5 = Strongly Agree) to capture teachers' perceptions of KKG activities and their professional performance. The variables measured were (1) KKG Activities (X), which included indicators of program participation, collaboration with peers, and reflection on instructional practices, and (2) Teacher Performance (Y), which included planning lessons, implementing instruction, and evaluating learning outcomes. In addition to the quantitative responses, the questionnaire also included several open-ended items to allow teachers to provide qualitative feedback regarding their experiences in KKG forums. This multi-layered approach ensured the validity of the data and provided a more comprehensive picture of the relationship between professional development activities and teacher performance. A summary of the main indicators and sample questions from the questionnaire is presented in Table 1 below.

Table 1. Indicators and Sample Questions in the Questionnaire

Variable	Indicator	Sample Question Item
KKG Activities (X)	Program Participation	"I regularly participate in KKG meetings organized in my district."
	Collaboration	"I actively exchange ideas and teaching strategies with colleagues during KKG."
	Reflection	"Do you regularly participate in KKG meetings organized in your district?"
Teacher Performance (Y)	Planning Lessons	"Do you actively exchange ideas and teaching strategies with colleagues during KKG?"
	Implementation of Teaching	"Do KKG activities encourage you to reflect on and improve your teaching practices?"

Variable	Indicator	Sample Question Item
	Evaluation of Instruction	“Do you prepare lesson plans that are aligned with curriculum standards and student needs?”

Source: Processed Primary Data, 2025

The responses obtained were first scored, tabulated, and then processed into descriptive statistics to show the general tendencies of the two variables: Teacher Working Group (KKG) activities and teacher performance. The descriptive analysis included mean, standard deviation, and category distribution, which were used to capture teachers' perceptions regarding KKG activities and their own professional performance. To provide a clearer overview of these results, the summary of descriptive statistics for both variables is presented in Table 2.

Table 2. Descriptive Statistics of Research Variables

Variable	Mean	Std. Deviation	Category
KKG Activities (X)	86.09	11.6	High
Teacher Performance (Y)	85.17	12.8	High

Source: Processed Primary Data, 2025

The results in Table 2 show that both KKG activities and teacher performance were categorized as high, with average scores above the midpoint of the scale. Teachers' perceptions indicate that the majority selected “Agree” or “Strongly Agree,” illustrating a generally positive view of the role of KKG as well as confidence in their own teaching performance. This provides an early indication that collaborative professional forums are perceived as beneficial and that teachers in the study area have developed strong competencies in planning, implementing, and evaluating instruction.

Validity of Constructs and Assumption Testing

To ensure the robustness of the results, factor analysis showed that all indicators within each variable had high communalities, above 0.90, confirming strong construct validity. For KKG activities, indicators such as program participation, collaboration, and reflection showed strong extraction values. Teacher performance, represented by planning, implementation, and evaluation of instruction, also exhibited high loading values, each above 0.92. Classical assumption tests supported the analysis: the Kolmogorov–Smirnov test showed the data were normally distributed ($p > 0.05$), homogeneity tests confirmed equal variances ($p > 0.05$), and linearity tests confirmed that the relationship between KKG activities and teacher performance was linear.

Inferential Analysis

After descriptive analysis, further data processing was conducted to examine the relationship and causal influence between the two variables. The responses from the questionnaires were transformed into numerical scores and analyzed using Pearson correlation and simple linear regression with the aid of SPSS. This process enabled the researcher to identify not only the strength of the association between

KKG activities and teacher performance but also the extent to which KKG activities explain variations in teacher performance. The summary of correlation and regression analysis results is presented in Table 3.

Table 3. Correlation and Regression Analysis Results

Variable	Pearson r	R ²	Regression Coefficient (β)	Sig. (p)
KKG Activities → Teacher Performance	0.869	0.756	0.942	0.000

(Source: Processed Primary Data, 2025)

The Pearson correlation shows a very strong positive relationship between KKG activities and teacher performance. Regression analysis indicates that KKG activities account for 75.6% of the variance in teacher performance, while the regression coefficient confirms that increases in KKG participation are associated with substantial improvements in teacher performance. This finding provides empirical evidence that structured and consistent involvement in KKG significantly enhances teachers' ability to plan, implement, and evaluate instruction.

Discussion

The results of this study consistently indicate that teacher participation in KKG activities plays a pivotal role in improving performance. Teachers who actively engage in KKG forums tend to demonstrate higher levels of professional competence because these forums provide opportunities for sharing experiences, reflecting on instructional practices, and adopting innovative teaching strategies. This is not only about technical skill development, but also about strengthening teachers' sense of professionalism and collaborative spirit. The finding is in line with the argument of Kurniawan (2021) and Daryanto and Karim (2017), who showed that KKG has a direct positive impact on teachers' instructional capabilities, enabling them to improve lesson planning, classroom management, and evaluation techniques.

The results also support the view of Mulyasa (2015), who emphasizes that KKG fosters social cohesion among teachers. This aspect is particularly relevant in the context of Pancur Subdistrict, where schools are spread across both rural and semi-urban areas, and teachers often face professional isolation. KKG becomes a forum where collaboration is not only technical but also social, creating a community of practice that strengthens mutual trust and peer learning. Similarly, the notion of KKG as a "creative learning laboratory" as suggested by Tangyong et al. (2015) is evident in this study, as teachers reported that their participation allowed them to experiment with new instructional models and reflect on the results together. This reinforces the importance of providing space for innovation within professional forums, so that teachers can adapt to the rapidly changing educational demands.

At the same time, the study also resonates with Sukarman (2017), who argues that the effectiveness of KKG depends on the active engagement of its members and the clarity of its programmatic direction. The findings show that while KKG

participation is generally high, there remains variability in teachers' commitment and in the consistency of program implementation. Without clear objectives and structured agendas, KKG risks becoming a routine activity with limited impact on real classroom practices. Therefore, the challenge lies in designing KKG programs that are purposeful, inclusive, and aligned with teachers' actual professional needs. Taken together, these findings underscore the importance of optimizing KKG as a professional development forum. Schools and policymakers should ensure that KKG programs are conducted regularly, supported by adequate resources, and guided by clear objectives. In addition, the involvement of school leaders in monitoring and facilitating KKG is essential to maintain its relevance and effectiveness. Structured activities such as collaborative lesson planning, peer teaching, and reflective discussions can make KKG a powerful tool for sustaining professional growth. Ultimately, KKG should be positioned not only as a compliance mechanism but as a strategic investment in teacher quality. When conducted effectively, KKG will not only enhance teacher performance but also contribute significantly to improving the overall quality of elementary education in Pancur Subdistrict and beyond.

4. Conclusion

This study concludes that Teacher Working Group (KKG) activities play a crucial role in enhancing the performance of elementary school teachers in Pancur Subdistrict, Rembang Regency. The findings demonstrate that active and structured participation in KKG forums contributes meaningfully to the improvement of teachers' professional competence, particularly in their ability to plan, implement, and evaluate learning effectively. KKG serves not only as a medium for technical skill development but also as a collaborative arena where teachers can share experiences, reflect on classroom practices, and adopt innovative strategies to respond to the evolving demands of education.

The strength of this research lies in its empirical emphasis on KKG as a single determinant of teacher performance in the context of primary education in a semi-peripheral region. By applying a systematic methodological design and using validated instruments, this study provides credible evidence that professional forums such as KKG are central to sustaining teacher quality. This novelty offers an important contribution to the existing body of literature, as few studies have specifically examined the influence of KKG on teacher performance with this level of focus and rigor.

Nevertheless, this research also acknowledges certain limitations. The study was geographically limited to one subdistrict, which may not fully represent the diverse conditions of schools in broader contexts. Furthermore, the exclusive use of a quantitative approach does not capture the deeper cultural and contextual dynamics that may shape KKG implementation. Future research is therefore recommended to adopt qualitative or mixed-method approaches and extend the geographical coverage, so as to provide a more comprehensive and representative understanding

of the role of KKG in improving teaching quality across different educational settings.

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