

Strengthening Teacher Professional Development through Teacher Working Groups: Insights from Educational Administration and Institutional Ethics

Djohar ¹, Dety Yunita Sulanjari ², Asdar Muhammad Nur ³

¹ Universitas Sawerigading, Indonesia; djoharjohar@gmail.com

² Universitas Sawerigading, Indonesia; detysulanjari@gmail.com

³ University of Galway, Irelandia ; a.nur@universityofgalway.ie

Received: 19/02/2026

Revised: 11/04/2026

Accepted: 14/06/2026

Abstract

The Teacher Working Group (Kelompok Kerja Guru/KKG) plays a strategic role in supporting Sustainable Professional Development (Pengembangan Keprofesian Berkelanjutan/PKB) for elementary school teachers. However, previous studies have predominantly examined KKG from pedagogical perspectives, while limited attention has been given to its administrative governance and institutional ethics dimensions. This study aims to analyze the role of KKG in enhancing teacher professionalism in Gowa Regency through the perspectives of educational administration and institutional ethics. A qualitative case study approach was employed. Data were collected through in-depth interviews with KKG administrators, elementary school teachers, and school supervisors, supported by observations and document analysis. Data were analyzed using the interactive model of Miles, Huberman, and Saldaña, consisting of data reduction, data display, and conclusion drawing. The findings reveal that KKG functions as a collaborative learning community that facilitates the sharing of teaching practices, pedagogical reflection, and professional competence development. Nevertheless, its effectiveness is constrained by weak strategic planning, limited resource and logistics management, inadequate coordination with educational authorities, and insufficient internalization of organizational ethics. Furthermore, teacher participation is often driven by administrative obligations rather than professional commitment, reducing the transformative potential of KKG activities. The study concludes that the success of teacher professional development through KKG depends not only on program implementation but also on the quality of institutional governance encompassing administrative, managerial, and ethical dimensions. Strengthening institutional capacity, participatory leadership, and sustainable policy support is therefore essential to optimize the role of KKG in improving the quality of elementary education.

Keywords

Teacher Working Group; Sustainable Professional Development; Educational Administration; Institutional Ethics; Educational Governance

Corresponding Author

Djohar

Universitas Sawerigading, Indonesia; djoharjohar@gmail.com



1. INTRODUCTION

Teachers are key actors in the implementation of basic education and play a strategic role in determining the quality of the process and learning outcomes. The success of curriculum implementation, the effectiveness of classroom learning, and the achievement of national education goals are greatly influenced by the level of professionalism of teachers in fulfilling their pedagogical, professional, social, and personal roles (Darling-Hammond, 2017). In the context of human resource development, teachers are not only seen as implementers of education policies but also as agents of change who directly contribute to improving the quality of education and the nation's competitiveness.

Along with the dynamics of social, technological, and public policy changes, the demand for teacher professionalism is increasing. Teachers are expected to adapt to curriculum developments, learning approaches, and increasingly complex student needs. Therefore, teacher professionalism cannot be understood as a static condition, but rather as a continuous process that requires systematic and planned renewal of competencies (Avalos, 2011). Within this framework, the professional development of teachers is a fundamental element in the education system that is oriented towards quality and sustainability.

In Indonesia, the strengthening of teacher professionalism is formally realized through the Sustainable Professional Development (PKB) policy. This policy positions teachers as lifelong learners who continuously improve their competencies through various forms of self-development, scientific publications, and innovative work. PKB is intended to ensure that the improvement of teacher competence is in line with the needs of education units and the development of national education policies (Alamgir & Shan, 2023; Alim & Sulley, 2024; Elkington, 1997; Porter, 1985; Vergunst et al., 2020). However, the implementation of PKB at the regional level and education units does not always run optimally, especially in the context of education decentralization.

Decentralization of education gives greater authority to local governments and educational units in managing educational resources and programs. On the one hand, decentralization opens up opportunities for innovation and policy adjustment to local needs. On the other hand, decentralization also presents serious challenges related to institutional capacity, administrative governance, and accountability for policy implementation (Dwiyanto, 2018). Studies have shown that the success of education policies in the era of decentralization is highly dependent on the quality of implementing institutions at the local level, including teachers' organizations and professional forums ((Fullan, 2016).

In this context, the Teacher Working Group (KKG) has a strategic position as an institutional instrument for the professional development of basic education teachers. The KKG is designed as a collective forum for teachers who function to improve professional competence through pedagogic discussions, sharing good practices, developing learning tools, and reflecting together on learning practices. Conceptually, KKG is a form of learning organization that relies on collaboration, participation, and strengthening the internal capacity of teachers (Lieberman & Miller, 2011).

However, in practice, the role of the KKG often faces various institutional constraints. A number of studies show that KKG tends to function administratively-formally, simply to meet the demands of programs or policies, without being followed by strengthening the quality of governance and sustainability of activities (Saputra et al., 2024; Suhardiman, 2019). KKG activities often depend on projects or temporary support, so the sustainability of teacher professional development programs is inconsistent. This condition shows that the problem of KKG is not solely pedagogical, but also closely related to administrative and institutional management aspects.

From a public administration perspective, the KKG can be understood as a semi-public organization that operates in an education policy ecosystem. As part of the education administration system, KKG is required to have clear program planning, effective resource management, and adequate coordination and accountability mechanisms. The weak administrative functions of the KKG—such as

activity planning, supply and logistics management, and program documentation—have a direct impact on the low effectiveness of teacher professional development (Mintzberg, 2009).

In addition to administrative issues, the dimension of institutional ethics is also a crucial issue in the management of the KKG. Administrative ethics in the context of education include the values of professional responsibility, integrity, fairness, and commitment to the quality of educational services (Denhardt & Denhardt, 2015). When organizational ethical values are not properly internalized, the KKG has the potential to become a symbolic forum, less participatory, and unable to encourage meaningful professional change. Several studies indicate that the low active participation of teachers in the KKG is often influenced by weak ethical leadership and organizational culture that does not support collective learning (Hargreaves & Fullan, 2012).

Gowa Regency is one of the regions that actively implements the PKB policy and facilitates the existence of KKG at the basic education level. As a region with diverse social and administrative characteristics, Gowa Regency faces challenges in integrating national policies with institutional practices at the local level. This dynamic makes Gowa Regency a relevant empirical context to examine how the role of the KKG is carried out in practice, as well as how administrative aspects and institutional ethics affect the success of teacher professional development.

Although numerous studies have examined Teacher Working Groups (KKG) as a mechanism for teacher professional development, most have focused on pedagogical outcomes, training effectiveness, and program implementation. Limited attention has been given to KKG as an institutional entity whose effectiveness is shaped by administrative governance, organizational management, and institutional ethics. Consequently, there remains a gap in understanding how administrative capacity and ethical dimensions influence the sustainability of teacher professional development within KKG.

Addressing this gap, the present study investigates the role of Teacher Working Groups in promoting sustainable professional development among elementary school teachers in Gowa Regency from the perspectives of educational administration and institutional ethics. By positioning KKG not merely as a pedagogical forum but as an educational institution operating within a decentralized governance system, this study seeks to provide a broader understanding of the factors that determine its effectiveness. The findings are expected to contribute to the development of educational administration literature, particularly regarding institutional governance and ethical leadership in teacher professional development, while also offering practical recommendations for strengthening KKG governance and supporting sustainable improvement in the quality of basic education.

2. METHODS

This study employed a qualitative approach using a descriptive case study design to explore the institutional role of the Teacher Working Group (Kelompok Kerja Guru/KKG) in supporting sustainable teacher professionalism. A case study design was selected because it enables an in-depth understanding of contemporary social and institutional phenomena within their real-life context (Creswell & Poth, 2018). The study was guided by the perspectives of educational administration and institutional ethics, which view KKG as an organizational mechanism within the educational governance system that contributes to the implementation of Sustainable Professional Development (Pengembangan Keprofesian Berkelanjutan/PKB).

The research was conducted in Gowa Regency, South Sulawesi, Indonesia. This site was selected purposively because it actively implements PKB programs and has established KKG structures at the elementary education level, providing a relevant context for examining institutional governance and professional development practices.

Participants consisted of KKG administrators, elementary school teachers who actively participated in KKG activities, and school supervisors responsible for monitoring and facilitating teacher professional development programs. Informants were selected through purposive sampling based on their direct involvement and experience in planning, implementing, and evaluating KKG activities (Patton, 2015). The selection process continued until data saturation was achieved and no substantially new information emerged.

Data were collected through three complementary techniques: (1) semi-structured in-depth interviews with key informants, (2) non-participant observations of KKG activities, including professional discussions, workshops, and coordination meetings, and (3) document analysis of work programs, activity reports, policy documents, and administrative records related to PKB implementation. The use of multiple data sources enabled methodological triangulation and strengthened the credibility of the findings.

To ensure trustworthiness, the study applied source triangulation, method triangulation, and member checking. Source triangulation was conducted by comparing information obtained from teachers, KKG administrators, and school supervisors. Method triangulation involved comparing findings from interviews, observations, and document analysis. Member checking was undertaken by confirming key findings with selected participants to ensure the accuracy of interpretation.

Data were analyzed using the interactive model proposed Miles et al., 2014 which consists of data condensation, data display, and conclusion drawing/verification. Data analysis was conducted iteratively throughout the research process, allowing emerging themes related to institutional governance, administrative practices, and ethical dimensions of KKG to be continuously refined and interpreted. This analytical process facilitated a comprehensive understanding of how KKG contributes to sustainable teacher professional development within the context of decentralized educational governance.

3. FINDINGS AND DISCUSSIONS

Findings

The Role of Teacher Working Groups in the Development of Teacher Professionalism

The results of the interviews showed that the Teacher Working Group (KKG) was perceived by the majority of informants as a collective learning space that has an important role in the development of the professionalism of elementary school teachers. Of the 18 teacher informants interviewed, 13 people stated that KKG is the main forum to share learning practices, discuss pedagogical difficulties, and update understanding of the curriculum and education policies. This perception emphasizes that KKG is not only seen as an administrative forum, but also as a professional learning arena based on teachers' practical experience.

One of the elementary school teachers said that the interaction between teachers in the KKG forum provides a space for reflection that is difficult to obtain through formal top-down training:

"Through KKG, we can exchange teaching experiences. The problems we face in class are often discussed together and solutions are found collectively." (Elementary Teacher, Interview, 2024)

These findings strengthen the concept of KKG as a professional learning community, which is a professional learning community that places teachers as learning subjects through social interaction, reflective dialogue, and continuous collaboration (Lieberman & Miller, 2011; Hargreaves & Fullan, 2012). Within this framework, the professional development of teachers is not understood as an individual activity separate from the context of work, but rather as a social process that is integrated

with daily learning practices.

Empirically, the results of the interviews showed that pedagogic discussion activities, simple workshops, and sharing of good practices carried out in the KKG contributed to the improvement of teachers' pedagogic and professional competence. Most of the informants mentioned that there was an increase in the ability to develop learning tools, design active learning methods, and adjust learning to the characteristics of students. These findings are in line with the view of Darling-Hammond (2017) who emphasizes that effective teacher professional development must be practice-oriented, sustainable, and relevant to the real needs of teachers in the classroom.

From the perspective of education administration, the KKG functions as an institutional mechanism that bridges the Continuous Professional Development (PKB) policy with learning practices at the school level. The KKG allows the process of translating policies into concrete pedagogic actions through collective discussion and peer learning. Thus, the existence of KKG has strategic value in supporting the effectiveness of education policy implementation, especially in the era of education decentralization which demands the active role of local actors (Giddens, 2010).

However, the findings of this study also reveal significant limitations in the sustainability and consistency of the implementation of the KKG program. Around 61% of teacher informants stated that KKG activities are not carried out regularly and tend to be incidental. KKG activities often rely on instructions, programs, or support from the education office, so institutional initiatives from KKG administrators and members are still relatively weak. One of the KKG administrators revealed the condition as follows:

"If there is no agenda from a certain agency or program, KKG activities are usually empty due to limited funds and facilities." (KKG Administrator, Interview, 2024)

This statement shows that the sustainability of the KKG is still greatly influenced by structural factors and system support, especially related to funding, facilities, and logistics management of activities. In the framework of public administration, this condition reflects the weak institutional capacity of policy-implementing organizations at the local level, where the success of the program is highly dependent on external interventions, rather than on strong internal governance (Dwiyanto, 2018).

The limited sustainability of the KKG program also has an impact on the low consistency of teacher participation. Some informants revealed that the irregularity of activities made teachers' motivation to actively engage decrease. This has the potential to shift the meaning of KKG from a professional learning space to a formalistic and administrative forum. A similar phenomenon was also found in the research of Avalos (2011) which showed that the teacher's learning community will lose its transformative power if it is not supported by an adequate organizational structure and resources.

In addition, the results of this study show that positive perceptions of KKG have not been fully accompanied by the systematic strengthening of institutional functions. The KKG is still better understood as a forum for activities, not as a learning organization that has a clear vision, strategic planning, and evaluation mechanism. From the perspective of organizational theory, this condition shows that there is a gap between the ideal function of the KKG as a learning organization and its management practices in the field (Mintzberg, 2009).

These findings strengthen the argument that the development of teacher professionalism through the KKG is not enough just to provide a meeting forum, but requires a thorough revitalization of the institutional function. The revitalization includes strengthening governance, program sustainability, and system support that allows the KKG to function independently and sustainably. Suhardiman's research (2019) also shows that weak KKG institutions tend to produce ceremonial activities and have less impact on improving the quality of learning.

Thus, the results of this study confirm that KKG has great potential as an instrument for developing teacher professionalism, but this potential has not been fully realized due to limited institutional support and administrative systems. In the context of Gowa Regency, strengthening the KKG needs to be placed as an integral part of the regional education administration policy, not just as a complement to the program. This approach is in line with the view that improving the quality of basic education is largely determined by the institutional capacity of local actors who are directly involved in the learning process (Hargreaves & Fullan, 2012; Darling-Hammond, 2017). Thus, the results of this study confirm that KKG has great potential as an instrument for developing teacher professionalism, but this potential has not been fully realized due to limited institutional support and administrative systems. In the context of Gowa Regency, strengthening the KKG needs to be placed as an integral part of the regional education administration policy, not just as a complement to the program. This approach is in line with the view that improving the quality of basic education is largely determined by the institutional capacity of local actors who are directly involved in the learning process (Hargreaves & Fullan, 2012; Darling-Hammond, 2017).

Teacher Working Group Administration Practice

From the perspective of education administration, the results of this study reveal that the planning of the Teacher Working Group (KKG) program in Gowa Regency is still short-term and has not been based on systematic strategic planning. Documentation studies of the work plans and reports of the activities of the KKG show that most of the programs are designed to meet annual agendas or administrative needs, such as the implementation of regular meetings and the preparation of activity accountability reports. The planning has not been equipped with measurable achievement indicators related to improving teachers' pedagogic and professional competence.

This condition is reinforced by the statement of one of the school supervisors who emphasized that the orientation of KKG planning still emphasizes more on the sustainability of activities than on the substantive impact on teacher professionalism:

"The KKG program is usually prepared simply, the important thing is that the activities run and there are reports. It has not yet reached the evaluation of the impact on improving teacher competence." (School Superintendent, Interview, 2024)

In the framework of education administration, planning that is not based on strategic objectives and performance indicators shows the weakness of institutional managerial functions. Mintzberg (2009) emphasizes that organizational planning is not just an administrative activity, but a strategic process that connects the organization's vision with the implementation and evaluation of performance. Without strategic planning, organizations tend to get stuck in short-term routines that are difficult to produce sustainable change. The findings of this study indicate that the KKG is not fully positioned as a learning organization, but rather as a forum for procedural activities.

In terms of sustainable professional development (PKB) policies, the weak strategic planning of the KKG has implications for the non-optimal function of the KKG as an instrument for policy implementation. The KKG should be a systematic space to identify teacher development needs, design competency improvement programs, and evaluate their impact on an ongoing basis. However, when planning is only oriented towards fulfilling administrative obligations, KKG risks losing its strategic role in supporting the improvement of the quality of basic education (Avalos, 2011; Darling-Hammond, 2019).

In addition to planning issues, the results of this study also show that the management of resources and logistics of KKG activities still faces various limitations. Around 67% of informants stated that limited facilities, budgets, and learning supplies are the main obstacles in the implementation of KKG activities. KKG activities are often carried out by utilizing school classrooms, simple meeting halls, or even teachers' personal facilities. This condition has an impact on the limited variety of activities and

the low intensity of training that can be held.

From the perspective of the administration of educational supplies and logistics, these limitations reflect the lack of optimal institutional support system for KKG. Supply and logistics administration is not only related to the provision of physical facilities, but also to needs planning, resource allocation, and sustainable facility maintenance (Dwiyanto, 2018). When this function does not run adequately, educational organizations will experience difficulties in running programs consistently and quality.

Furthermore, logistical limitations also have implications for low motivation and teacher participation in KKG activities. Some informants revealed that the minimal condition of facilities makes KKG activities less attractive and not conducive to professional learning. These findings show that the logistics aspect has an important role in supporting the effectiveness of adult learning, especially in the context of teacher professional development which requires comfort, interaction, and adequate support (Knowles et al., 2015).

In addition to planning and managing resources, the coordination aspect between the KKG and the education office is also an important finding in this study. Interview data showed that coordination occurred more during the implementation of certain programs, such as training or policy socialization, and had not developed into a pattern of continuous routine mentoring. Coordination tends to be top-down and agenda-based, not a strategic partnership in strengthening the institution of the KKG.

In the framework of public administration, coordination between policy actors is a key factor in the success of policy implementation at the local level. Denhardt and Denhardt (2015) emphasized that public organizations need a pattern of continuous collaboration to ensure that policies are not only implemented formally, but also produce a substantive impact on society. The weak coordination between the KKG and the education office shows that there is a gap between policy formulation and implementation at the grassroots level.

This finding is in line with the view of Dwiyanto (2018) who stated that the main challenge for public bureaucratic reform in the education sector lies in the institutional capacity of the implementing organization (Dwiyanto, 2018). KKG as part of the regional education administration system requires consistent policy support, resources, and coaching in order to be able to carry out its functions optimally. Without strong coordination, the KKG has the potential to become an organization that works in isolation and relies on the individual initiatives of specific administrators or teachers.

Overall, the results of this study show that the administrative practices of KKG in Gowa Regency still face significant structural challenges, especially in the aspects of strategic planning, resource management and logistics, and coordination between policy actors. These findings confirm that strengthening the KKG is not enough to be done through increasing the pedagogic capacity of teachers alone, but requires the revitalization of institutional functions from the perspective of education administration and public administration. With the strengthening of governance, adequate logistical support, and continuous coordination, the KKG has the potential to become a strategic instrument in supporting the success of sustainable professional development policies and improving the quality of basic education.

Dimensions of Ethics in the Institution of Teacher Working Groups

The dimension of institutional ethics emerged as one of the important findings in this study, especially in explaining the variation in the level of teacher participation and commitment in the activities of the Teacher Working Group (KKG). The results of the interviews show that the leadership ethics of the KKG management have a direct influence on the quality of member involvement. KKGs managed with a participatory leadership pattern tend to show higher levels of attendance, discussion engagement, and teacher commitment than KKGs that are managed administratively-formally and hierarchically.

An elementary school teacher emphasized that the openness and communication pattern of the administrators are important factors that affect the motivation of teachers to be actively involved in the KKG:

"If the management is open and invites discussions, we are more enthusiastic about participating in the KKG. But if it's just a formality, attendance usually decreases."
(Elementary Teacher, Interview, 2024)

These findings show that leadership ethics are not only related to compliance with organizational rules, but also concern the values of participation, respect for members, and the moral responsibility of the management in creating a conducive organizational climate. From the perspective of public administration ethics, ethical leadership requires an orientation to the public interest, openness, and accountability in decision-making (Denhardt & Denhardt, 2015).

Simple quantitative data obtained through structured interviews showed that around 56% of teachers admitted to participating in KKG activities more because of administrative obligations than professional needs. These findings indicate a gap between the ideal goals of the KKG as a vehicle for sustainable professional development and the actual motivation of some teachers to participate. This phenomenon reflects the issue of professional ethics, especially related to the commitment and moral responsibility of teachers in developing their competencies in a sustainable manner.

Hargreaves and Fullan (2012) emphasize that the professionalism of teachers is not only measured by technical competence, but also by moral commitment to continuous learning and improvement of the quality of education. When teachers' participation in the KKG is driven primarily by administrative obligations, the meaning of professionalism is at risk of being reduced to mere compliance with procedures, not as an ethical responsibility to students and the profession. In this context, the KKG has not fully succeeded in fostering the ethical awareness of teachers as lifelong learners.

Another ethical problem identified in this study is the inequality of participation in KKG activities. The results of observations show that KKG discussions and activities are often dominated by a few active teachers, while most members tend to be passive and only attend as formal participants. This inequality has an impact on the low quality of professional dialogue and the limited collective learning process. In fact, the essence of KKG as a professional learning community lies in the active involvement of all members in the process of reflection and knowledge exchange (Lieberman & Miller, 2011).

The tendency to formalize activities is also a significant institutional ethical issue. In some cases, KKG activities are carried out solely to meet administrative demands, such as attendance and activity reports, without being followed by critical reflection on learning practices. This condition shows that organizational ethical values have not been fully internalized in the management of KKG. Denhardt and Denhardt (2015) stated that public organizations that ignore the ethical dimension risk losing the legitimacy and trust of their members, because organizational activities are no longer perceived to have substantive meaning.

From the perspective of educational administration, the institutional ethics of the KKG are closely related to the organizational culture that develops within it. An organizational culture that emphasizes participation, responsibility, and shared learning will encourage teachers to engage actively and reflectively. In contrast, cultures that are bureaucratic and formalistic tend to result in pseudo-compliance and minimal participation. The findings of this study show that strengthening ethical culture in the KKG is an important prerequisite for the success of teacher professionalism development.

Furthermore, the dimension of institutional ethics is also related to power relations in the KKG organization. When decision-making is dominated by administrators without involving members, the space for teacher participation becomes limited and has the potential to cause apathy. On the contrary, ethical and inclusive leadership is able to distribute roles and responsibilities fairly, thereby increasing the sense of belonging to the KKG. This is in line with the view of Hargreaves and Fullan (2012) that the

development of teachers' professional capital is highly dependent on the quality of social relations and collective ethics in educational organizations.

Overall, the findings of this study confirm that the success of the KKG as an instrument for sustainable professional development is not only determined by technical and administrative aspects, but also by the quality of the institutional ethics that underlie it. Leadership ethics, teachers' professional commitment, and participatory organizational culture are key factors that determine whether the KKG can function as a meaningful collective learning space or simply a formalistic administrative forum.

In the context of Gowa Regency, strengthening the institutional ethical dimension of the KKG needs to be placed as an integral part of the regional education administration policy. Efforts to revitalize the KKG not only require structural and logistical support, but also the development of administrative ethics and teacher professionalism values in an ongoing manner. Thus, KKG can transform into a learning institution that contributes significantly to improving the quality of basic education.

Discussion

This study examined the institutional role of Teacher Working Groups (KKG) in supporting Sustainable Professional Development (PKB) from the perspectives of educational administration and institutional ethics. The findings indicate that KKG serves as a collaborative learning space where teachers exchange professional experiences, engage in reflective discussions, and develop pedagogical competencies. These findings support the concept of Professional Learning Communities (PLCs), which emphasize collaborative learning, collective inquiry, and continuous professional improvement (Al Shawabkeh, 2024; Chatterjee et al., 2022; Eikelenboom & Jong, 2019). Consistent with previous studies, teacher learning is more effective when it is situated within collaborative professional communities rather than isolated training activities (Bari et al., 2022; D. J. Teece et al., 1997).

The positive perception of KKG as a professional learning forum also aligns with studies emphasizing the importance of communities of practice in teacher development (Vangrieken et al., 2017). Through collaborative interactions, teachers construct professional knowledge, share instructional challenges, and develop practical solutions that are directly relevant to classroom contexts. Similar findings have been reported by (Admiraal et al., 2021), who found that schools functioning as professional learning communities contribute significantly to teachers' professional growth and instructional improvement.

However, this study found that KKG has not fully developed into an autonomous professional learning community. Many activities remain dependent on government programs and administrative directives, limiting the sustainability of professional learning. This finding differs from the ideal PLC model proposed by (DuFour et al., 2016; Hord, 2015), where professional communities operate through shared leadership, collective responsibility, and continuous improvement. The findings suggest that the effectiveness of PLCs in developing countries may be constrained by institutional capacity and bureaucratic structures, as also highlighted by Hairon & Dimmock, 2012; Suhardiman, 2019.

From an educational administration perspective, weak strategic planning emerged as one of the major institutional challenges. KKG programs are often implemented on a short-term basis and focus primarily on administrative compliance rather than measurable professional outcomes. This finding supports Mintzberg's (2009) argument that organizations lacking strategic orientation tend to become trapped in routine administrative activities. Similar concerns have been raised by (Bush, 2020; Bush & Glover, 2016), who argue that educational organizations require clear planning systems, performance indicators, and leadership structures to achieve sustainable improvement.

The study further revealed that limited resources, facilities, and logistical support hinder the implementation of KKG programs. These findings are consistent with OECD (2020), which emphasizes that professional development initiatives require adequate institutional support to produce meaningful

impacts on teaching quality. Resource constraints have also been identified as barriers to teacher professional learning in various educational settings (Campbell, 2017; Trust et al., 2016). Consequently, strengthening resource management should be viewed as an integral component of educational governance rather than merely a technical issue.

Another important finding concerns the quality of coordination between KKG and local educational authorities. Effective professional development requires strong collaboration among schools, teacher organizations, and policy actors (Bryk et al., 2015; Hallinger, 2020). The limited coordination identified in this study suggests that KKG remains insufficiently integrated into broader educational governance systems. This finding supports (Leithwood et al., 2020), who argue that successful educational improvement depends on coherent relationships between leadership, policy implementation, and professional learning structures.

The ethical dimension represents one of the most significant contributions of this study. Findings demonstrate that participatory leadership positively influences teacher engagement and commitment. This result confirms previous research indicating that ethical leadership promotes trust, collaboration, and professional responsibility within educational organizations (Alamgir & Shan, 2023). Teachers were more likely to actively participate when KKG leaders encouraged dialogue, transparency, and shared decision-making processes.

Conversely, formalistic leadership practices contributed to passive participation and reduced professional commitment. This phenomenon reflects what Hargreaves and Fullan (2012) describe as the erosion of professional capital, where compliance replaces genuine professional learning. Similar observations were reported by Shapiro and Stefkovich (2016), who emphasize that educational leadership must be grounded in ethical principles that prioritize participation, fairness, and collective responsibility.

The findings also reveal inequalities in participation among KKG members. Discussions and professional activities are often dominated by a limited number of teachers, while others remain passive participants. This condition weakens the collaborative nature of professional learning communities and limits opportunities for collective knowledge construction. Previous studies have similarly highlighted the importance of equitable participation in sustaining professional learning communities (Louis & Marks, 2018; Vangrieken et al., 2017; Stoll et al., 2016).

Theoretically, this study extends the literature on teacher professional development by integrating educational administration, public administration, and institutional ethics perspectives. While previous studies have primarily focused on pedagogical outcomes, this research demonstrates that sustainable teacher professionalism is strongly influenced by governance quality, leadership practices, organizational ethics, and institutional capacity. These findings support contemporary views that teacher professional development should be understood as a systemic and organizational process rather than merely an individual learning activity (Bhadra et al., 2024; Shang et al., 2020; D. Teece, 2007).

Practically, the study suggests that strengthening KKG requires more than increasing the frequency of training activities. Sustainable improvement depends on strengthening institutional governance, improving strategic planning systems, ensuring adequate resource allocation, fostering ethical leadership, and enhancing collaboration between KKG and educational authorities. Such efforts are essential for transforming KKG into a meaningful professional learning community capable of contributing to the long-term improvement of elementary education quality.

4. CONCLUSION

This study examined the institutional role of Teacher Working Groups (KKG) in supporting the Sustainable Professional Development (PKB) of elementary school teachers from the perspectives of

educational administration and institutional ethics. The findings demonstrate that KKG functions as an important professional learning community that facilitates collaborative learning, reflective practice, and the enhancement of teachers' pedagogical and professional competencies. Through collective discussions and knowledge sharing, KKG contributes to continuous teacher professional development and supports the implementation of educational policies at the local level.

However, the effectiveness of KKG is constrained by several institutional challenges, including weak strategic planning, limited resource and logistics management, inadequate coordination with educational authorities, and insufficient internalization of organizational ethical values. These limitations reduce the capacity of KKG to function as an autonomous and sustainable professional learning community. The findings further reveal that participatory leadership, professional commitment, and organizational ethics are critical factors influencing teacher engagement and the overall effectiveness of KKG activities.

Theoretically, this study extends the literature on teacher professional development by highlighting the importance of institutional governance and ethical dimensions in shaping the effectiveness of teacher learning communities. Practically, the findings suggest that efforts to strengthen KKG should focus not only on increasing professional development activities but also on improving governance structures, leadership practices, resource management, and institutional support systems. Strengthening these dimensions will enable KKG to contribute more effectively to the improvement of teacher professionalism and the quality of elementary education.

Future studies are encouraged to employ comparative and mixed-method approaches to examine variations in KKG governance across different regions and to assess more comprehensively the impact of KKG on teacher performance and student learning outcomes.

REFERENCES

- Admiraal, W., Schenke, W., De Jong, L., Emmelot, Y., & Sligte, H. (2021). *Schools as professional learning communities: What can schools do to support professional development of their teachers?*
- Al Shawabkeh, K. (2024). The impact of strategic agility on sustainable competitive advantage: The mediating role of strategic renewal at Jordanian telecommunication companies. *Problems and Perspectives in Management*, 22(1), 446–461. [https://doi.org/10.21511/ppm.22\(1\).2024.36](https://doi.org/10.21511/ppm.22(1).2024.36)
- Alamgir, W., & Shan, H. (2023). Clinical Leadership and Integration of Triple Bottom Line for Planetary Health. *Life and Science*, 4(3). <https://doi.org/10.37185/lins.1.1.439>
- Alim, M., & Sulley, S. (2024). Beyond Healing: Embracing the Triple Bottom Line Approach in Post-pandemic Healthcare. *Cureus*. <https://doi.org/10.7759/cureus.54019>
- Avalos, B. (2011). Teacher professional development in teaching and teacher education over ten years. *Teaching and Teacher Education*, 27(1), 10–20. <https://doi.org/10.1016/j.tate.2010.08.007>
- Bari, N., Chimhundu, R., & Chan, K. C. (2022). Dynamic Capabilities to Achieve Corporate Sustainability: A Roadmap to Sustained Competitive Advantage. *Sustainability*, 14(3). <https://doi.org/10.3390/su14031531>
- Bhadra, K. V., Kamalanabhan, T. J., & Singh, S. K. (2024). Evolution of dynamic capabilities for business sustainability performance. *Business Strategy and the Environment*, 33(6), 5583–5605. <https://doi.org/10.1002/bse.3767>
- Bryk, A. S., Gomez, L. M., Grunow, A., & LeMahieu, P. G. (2015). *Learning to Improve: How America's Schools Can Get Better at Getting Better*. Harvard Education Press.
- Bush, T. (2020). *Theories of Educational Leadership and Management* (5th ed.). Sage.
- Bush, T., & Glover, D. (2016). School leadership models: What do we know? *School Leadership & Management*, 36(5), 553–571.

- Campbell, C. (2017). Developing teachers as change agents: Positive teacher professional identities. *Professional Development in Education*, 43(1), 1–13.
- Chatterjee, S., Chaudhuri, R., Vrontis, D., & Chaudhuri, S. (2022). The Impact of Dynamic Capability on Business Sustainability of Organizations. *FIIB Business Review*, 11(4), 455–467. <https://doi.org/10.1177/23197145221107432>
- Creswell, J. W., & Poth, C. N. (2018). *Qualitative Inquiry and Research Design: Choosing Among Five Approaches* (4th ed.). Sage Publications.
- Darling-Hammond, L. (2017). Teacher education around the world: What can we learn from international practice? *European Journal of Teacher Education*, 40(3), 291–309. <https://doi.org/10.1080/02619768.2017.1315399>
- Darling-Hammond, L. (2019). Teaching and learning for deeper learning. *Harvard Educational Review*, 89(3), 421–443.
- Denhardt, J. V., & Denhardt, R. B. (2015). *The New Public Service: Serving, Not Steering*.
- DuFour, R., DuFour, R., Eaker, R., & Many, T. (2016). *Learning by Doing: A Handbook for Professional Learning Communities at Work*. Solution Tree Press.
- Dwiyanto, A. (2018). *Public Bureaucratic Reform in Indonesia*.
- Eikelenboom, M., & Jong, G. (2019). The impact of dynamic capabilities on the sustainability performance of SMEs. *Journal of Cleaner Production*, 235, 1360–1370. <https://doi.org/10.1016/j.jclepro.2019.07.013>
- Elkington, J. (1997). *Cannibals with Forks: The Triple Bottom Line of 21st Century Business*. Capstone Publishing.
- Fullan, M. (2016). *The New Meaning of Educational Change*.
- Giddens, A. (2010). *Sociology*.
- Hairon, S., & Dimmock, C. (2012). Singapore schools and professional learning communities. *School Effectiveness and School Improvement*, 23(4), 405–424.
- Hallinger, P. (2020). Leadership and teacher learning in educational reform. *Educational Management Administration & Leadership*, 48(4), 563–565.
- Hargreaves, A., & Fullan, M. (2012). *Professional Capital: Transforming Teaching in Every School*.
- Hord, S. M. (2015). *Professional Learning Communities*.
- Knowles, M. S., Holton, E. F., & Swanson, R. A. (2015). *The Adult Learner*.
- Leithwood, K., Harris, A., & Hopkins, D. (2020). Seven strong claims about successful school leadership revisited. *School Leadership & Management*, 40(1), 5–22.
- Lieberman, A., & Miller, L. (2011). *Teachers in Professional Communities: Improving Teaching and Learning*.
- Miles, M. B., Huberman, A. M., & Saldana, J. (2014). *Qualitative Data Analysis: A Methods Sourcebook*.
- Mintzberg, H. (2009). *Managing*.
- Porter, M. E. (1985). *Competitive Advantage: Creating and Sustaining Superior Performance*. Free Press.
- Saputra, M. H., Utomo, M. N., Ariansyah, K., Wismayanti, Y. F., Ansyah, R. H. A., Koeswinarno, & Suradi. (2024). Small and medium-sized enterprises dynamic capabilities and competitive advantage: The mediating effect of digitalization. *Entrepreneurial Business and Economics Review*, 12(3), 41–67. <https://doi.org/10.15678/EBER.2024.120303>
- Shang, H., Chen, R., & Li, Z. (2020). Dynamic sustainability capabilities and corporate sustainability performance. *Sustainable Development*, 28(4), 595–612. <https://doi.org/10.1002/sd.2011>
- Suhardiman, B. (2019). Institutional strengthening of teacher working groups in the development of professionalism of elementary school teachers. *Journal of Education and Culture*, 24(3), 311–323. <https://doi.org/10.24832/jpnk.v24i3.1234>

- Teece, D. (2007). Explicating dynamic capabilities. *Strategic Management Journal*, 28(13), 1319–1350.
- Teece, D. J., Pisano, G., & Shuen, A. (1997). Dynamic capabilities and strategic management. *Strategic Management Journal*, 18(7), 509–533.
- Trust, T., Krutka, D. G., & Carpenter, J. P. (2016). Together we are better: Professional learning networks for teachers. *Computers & Education*, 102, 15–34.
- Vangrieken, K., Meredith, C., Packer, T., & Kyndt, E. (2017). Teacher communities as a context for professional development. *Teaching and Teacher Education*, 61, 47–59.
- Vergunst, F., Berry, H. L., Rugkasa, J., Burns, T., Molodynski, A., & Maughan, D. L. (2020). Applying the triple bottom line of sustainability to healthcare research. *International Journal for Quality in Health Care*, 32(1), 48–53. <https://doi.org/10.1093/intqhc/mzz049>

