

# Revitalization Of The Mgmp Program To Improve The Pedagogic Competence Of High School Science Teachers (SMA)

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## Abstract.

*The Subject Teacher Conference (MGMP) as an association or association of teachers plays a strategic role in improving and strengthening teacher competence through discussion and training. Its main role is to facilitate teachers in the same field of study in exchanging opinions and experiences. However, there are still many teachers who are not active so that they do not develop and are static even though they have participated in MGMP activities. In addition, due to the limited number of roles that can be performed by the MGMP, the ability of teachers to teach as indicated by the indicators of student success is still low. The purpose of this study was to find out how "the revitalization of the MGMP Program To Improve the Pedagogic Competence of Science Teachers at SMA in Karawang Regency is actually through the "POAC" management theory approach from GR Terry. In particular, this study describes and analyzes (1) planning, (2) organizing, (3) implementing and (4) assessing the MGMP in science subjects. This study uses a qualitative method with a case study approach. Collecting data by conducting observations, interviews, and documentation studies as well as validation of research results. The results of the study indicate that the MGMP Revitalization Program is a classification of the findings from the identification process of the MGMP Revitalization Program which is carried out specifically so that the profile obtained in the MGMP is based on factual, objective and precise data. The follow up in the MGMP Program Revitalization lies in understanding the teacher team and how they must coordinate, cooperate and follow up when handling MGMP.*

**Keywords:** Revitalization, MGMP and Pedagogic Competence of teachers.

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## I. INTRODUCTION

Education is the spearhead of the progress of a nation, thus the national education system becomes a very important parameter in determining the quality of human resources. Through education, it is hoped that the Indonesian nation will be able to become a more advanced country, especially through effective education management. The implementation of education in Indonesia is a national education system that is regulated systematically. This is in accordance with what is stated in [1] Law Number 20 of 2003 concerning the National Education System Article 3 which states that National Education functions to develop capabilities and shape the character and civilization of a dignified nation in the context of educating the nation's life, aiming to develop the potential of students to become human beings of faith and fear of God. The Almighty, has noble character, is healthy, knowledgeable, capable, creative, independent, and becomes a democratic and responsible citizen. The Subject Teacher Conference (MGMP) as an association or association of teachers plays a strategic role in improving and strengthening teacher competence through discussion and training. Its main role is to facilitate teachers in the same field of study in exchanging opinions and experiences. However, there are still many teachers who are not active so that they do not develop and are static even though they have participated in MGMP activities. In addition, due to the limited number of roles that can be performed by MGMP, the ability of teachers to teach as indicated by indicators of student success is still low, as can be seen from the Program for International Student Assessment (PISA) rankings and the results of the national exam (UN).

[2] PUSLITJAK (2020) states: "Strengthening teacher competence through MGMP, especially in high schools, needs to be carried out considering the teacher competency test (UKG) scores for teachers in the field of study related to the national exam are still below the UKG average score (standard 6.0). The average UKG result for high school teachers in 2015 (59.16) shows that the pedagogic and professional competence of teachers is still below the average value of 6.0". If you look at the description above, the teacher in particular has a very important role to make students have noble character and are able to maintain peace and harmony. In reality in the field it turns out that some students are not in accordance with what is expected. Therefore, teachers provided by the government to teach in public schools, especially in SMA

Kota Y need to have professionalism and good teaching performance in their service to direct students to better ones. One of the things that is expected that professionalism and teaching performance is owned by teachers who teach in public schools, there is a place for subject teacher deliberations (MGMP) including teacher deliberations per subject that have goals as stated by Mulyasa (2006: 236). [3] that: "MGMP is an organization or forum that can improve the professionalism and performance of teachers". Through this MGMP activity, teachers will be able to improve their abilities in the learning process. All forms of difficulties encountered in the field will be easy to find solutions from MGMP participating teachers and supervisors. As stated by Surya (2000: 4) that: In carrying out its functions, teachers do not act alone but must interact with other related teachers through a systematic, synergistic and symbiotic partnership atmosphere. Likewise, between disciplines should interact and cooperate in dealing with various problems that arise.

An interdisciplinary approach in the form of a work team is an absolute must and must be used as a basis for teacher performance. Supervisors and school principals as coaches should function MGMP in a directed and sustainable manner, so that this MGMP becomes a forum that can improve teacher competence to achieve quality education. Furthermore, regarding MGMP at the high school level to improve teacher professionalism, the Administrator stated that the role of the MGMP at the high school level in program development in schools is very important because this institution is a forum for professional activities of subject teachers in improving knowledge, abilities and skills. In addition, through high school level MGMPs, discussions, exchanges of ideas and experiences between senior high school level MGMP administrators can be carried out to overcome problems that exist and develop in schools. MGMP activities are classified into several types, namely: (1) Increasing mastery of subject matter: This activity aims to improve teachers' understanding of teaching materials, considering that there are still teachers who do not have the same educational background as the subjects being taught, (2) Improvement of Curriculum understanding: This activity aims to improve curriculum understanding starting from curriculum philosophy, teaching planning, teaching implementation to evaluation and follow-up, (3) Improving the quality of learning: This activity aims to provide teachers' skills and abilities in implementing effective and efficient learning. For example, thematic, contextual teaching training, training in learning, and student active learning training, (4) Improving evaluation skills: This activity aims to provide additional knowledge and abilities of teachers in carrying out various evaluations ranging from training on portfolio assessment systems, remedial teaching and enrichment training, to training on analysis of test results and learning outcomes reports, (5) Supporting/professional development:

This activity aims to provide additional knowledge and abilities of teachers that can support the learning process. This activity is in the form of training to improve and develop the ability of teachers independently and training to support learning innovation. For example, classroom action research training, scientific paper writing training, and classroom mapping training. To develop ideal MGMP activities and be able to carry out various activities, funding support is needed, the willingness of teachers in the field of study to participate in MGMP and support from schools that provide opportunities for teachers to develop professionalism through MGMP. Therefore, the MGMP must have a close relationship with the MKKS (Principal Work Meeting) organization, because the principal will provide facilities for teachers in participating in MGMP activities. Facilities can be in the form of licensing, funding, moral support, and so on. The principal also acts as a learning leader who will provide facilities and monitor teachers in implementing their activity programs both within the MGMP organization and in the classroom. Various trainings, seminars and workshops can certainly require relatively large amounts of financial support. The funds come from schools, member fees or from donors. From MGMP activities, several products can be produced such as learning tools, teaching materials, teaching media, and evaluation tools. In addition, teachers become more creative in teaching so that students become more enthusiastic in learning.

The impact of MGMP activities can be felt by the collaboration between teachers in the field of study, the learning process becomes more varied, the achievement of students' academic scores increases and it is hoped that the percentage of graduates will be higher. The roles and functions of the MGMP are currently not as effective as expected. This is caused by various factors, including the lack of support from

stakeholders and internal factors of teachers, such as low motivation, lack of understanding of the essence of MGMP as a very useful forum for teachers. Another factor causing the ineffectiveness of MGMP activities is the lack of activity program planning that refers to the needs of teachers. To be able to meet the needs and demands of increasing teacher professionalism, it is necessary to plan activity programs based on teachers through various strategies. Based on the descriptions that have been put forward, through this MGMP forum, teachers can consult, communicate, share information and experiences, and can find solutions to problems found in the field. Chemistry is a science that is acquired and developed based on experiments that seek answers to the questions of what, why, and how natural phenomena. The Karawang IPA MGMP is a science cluster MGMP consisting of Biology, Chemistry and Physics subjects located in the Karawang Regency area, from 38 public schools and 6 private schools in Karawang. In its activities, the Karawang IPA MGMP is an active MGMP in carrying out routine activities every month. And in the city there are schools, namely SMAN 5 Karawang and in the area of SMAN 1 Majalaya Karawang. Starting from this background, the authors are interested in conducting research with the title "Revitalization of the MGMP Program To Improve the Pedagogic Competence of Science Teachers at SMA in Karawang Regency"

## **II. METHODS**

The research approach used in this study is qualitative research, while the research method used in this study is a case study method, with this method more complete, more in-depth, credible and meaningful data will be obtained so that the research objectives can be achieved. The case study method is the right method to be used in this research, because the researcher will be able to see thoroughly, thoroughly and completely about the implementation of the MGMP Revitalization Program to Improve the Pedagogic Competence of Science Teachers at SMA in Karawang Regency. With the analysis carried out through interviews, documentation studies, observations and conclusions.

## **III. RESULTS AND DISCUSSION**

Improving the quality of education is determined by the readiness of human resources involved in the educational process. Teachers are one of the determinants of the high and low quality of educational outcomes and have a strategic position, so every effort to improve the quality of education needs to pay great attention to improving teachers both in terms of number and quality. The professional development of teachers must be recognized as something very fundamental and important in order to improve the quality of education. Professional development is the process by which teachers and principals learn to improve and use knowledge, skills and values appropriately. Teachers are professional educators, educating is a professional job, therefore teachers as the main actors of education are professional educators. As professional educators, teachers are not only required to carry out their duties professionally but also have professional knowledge and abilities. One of the abilities that must be possessed by teachers is the ability to manage the teaching and learning process which includes the ability to prepare for learning, the ability to carry out learning and the ability to evaluate. To be able to have the ability to manage the teaching and learning process, teachers must always develop their abilities so that in conveying material to their students in accordance with current developments in science and technology. With the existence of regional autonomy, the pattern of education management has changed from being centralized to decentralized, according to Nana Syaodih (2011: 198) [4] a centralized curriculum is a curriculum compiled by a special team at the central level.

While the decentralized curriculum is prepared by certain schools or school groups in an area or region. This curriculum is intended for a particular school or regional environment. Government Regulation (PP) Number 19 of 2005 concerning National Education Standards, mandates the preparation of the Education Unit Level Curriculum (KTSP) which refers to Content Standards (SI) and Graduate Competency Standards (SKL) and is guided by the guidelines prepared by the National Education Standards Agency (Badan Nasional Pendidikan Nasional). BSNP), all of that, The Subject Teachers' Meeting (MGMP) is a forum for meetings for school subject teachers. This institution was formed not only as a forum for friendship, but also as a forum to accommodate various problems faced by teachers in their respective

schools in accordance with their duties and responsibilities. Subject teachers' meetings (MGMP) are expected to exist, by increasing the competence of teachers. The ability of teacher competence is one of the MGMP programs that can improve teacher professionalism. Danim (2002: 23) [5] reveals that professionalism can be defined as the commitment of members of a profession to improve their professional abilities and continuously develop the strategies they use in doing work in accordance with their profession. The scope of the MGMP that is used as research is the MGMP of chemistry teachers covering the knowledge, skills, attitudes and values that are formulated in the chemical competencies that students must possess. Chemistry subjects are compulsory subjects for students majoring in Natural Sciences (IPA). However, some research results show that most students in several schools have difficulty in participating in chemistry learning. This is due to the low motivation and learning achievement of students on chemistry subjects.

Based on the results of research [6] Angelina (2010) the ability of teachers to use learning strategies that are in accordance with the characteristics of chemistry subjects seems monotonous and not enriched with new things that involve students in learning activities. It is known that teacher skills are needed to answer the challenges of educational development and renewal, as stated by Supriadi (2003: 567), namely: [7] "The MGMP development was motivated by the first; The reality on the ground shows that teacher performance in implementing KBM varies widely and their educational qualifications vary, to overcome this situation, teacher working groups such as the MGMP/PKG, which have been initiated since 1979/1980, need to be re-empowered to respond to developments. Science and technology that always demands adjustment and professional development of teachers. Second; [8] Kepmenpan No. Subject teachers' meetings (MGMP) in regular schools at SMAN 5 Karawang and SMAN 1 Karawang are a forum for teacher activities at the high school level to solve all problems and obstacles that occur in the field and improve the learning process, including: a) Differences in mastery of subject matter and b) ) Things that support and relate to the teaching and learning process. This MGMP activity is a means of improving the quality of education, through the MGMP forum the teachers consult to make improvements in perfecting the learning process, so that this will achieve the quality of education. Principals in regular schools at SMAN 5 Karawang and SMAN 1 Karawang Schools and supervisors work together to help teachers improve their competence, but this cannot be fully done.

Therefore, a forum was formed, namely the MGMP. In the implementation of MGMP activities, there is mutual competency improvement between MGMP participating teachers as stated by Suryanto (2005: 5) that: [9] Sometimes, especially at the secondary school level, external supervisors are not able to provide assistance to teachers in the fields they teach. Peer teachers are more likely to provide support than external supervisors. Skills improvement programs by encouraging teachers to provide support and guidance to their peers while improving their own teaching practices in the classroom. The MGMP Program Revitalization Planning is an inseparable part of the Revitalization process which is carried out by the MGMP Management. The planning activity is the identification of all teachers through observation. Revitalization planning at SMAN 5 Karawang and SMAN 1 Karawang leads to one goal, namely a screening effort which is used as a process in finding teacher problems early, the initial process bridges the steps in the preparation of a handling program for MGMP, so that the problems explored at the beginning can be immediate action is taken for prompt handling. The implementation of the Revitalization of the MGMP Program for MGMP is carried out using the Revitalization instrument, a predetermined time allocation and carried out by a person or team who is competent in their field. The implementation of Revitalization is given to teachers who are identified as having problems, either temporarily or permanently. The assessor team will collaborate with professionals in exploring and obtaining data on MGMP barriers, so that the data produced at the end is more objective.

The revitalization model used by the two institutions refers to the MGMP Revitalization, while the implementation model refers to the regulations. Evaluation or assessment of the Revitalization of the MGMP Program is a process in assessing and describing the results of the implementation of Revitalization seen from the behavior, readiness and maturity of aspects of teacher development. At SMAN 5 Karawang and SMAN 1 Karawang, the revitalization evaluation will clearly describe the profile of the MGMP which will

be used as a reference in making the learning approach program, setting goals in handling and the criteria for mentoring in class. So that the information will be conveyed through meetings with the teacher so that it is known so that in handling problems that arise can be overcome together. In following up on the results of the revitalization at SMAN 5 Karawang and SMAN 1 Karawang, the curriculum accommodation, intervention and handling of MGMP were carried out. The accommodation component of the curriculum is a learning strategy that aims for success in learning for MGMP, because it will be the target target that must be achieved and will be a direction for a teacher in particular to help MGMP achieve an expected ability according to its characteristics. In the midst of seeking education and handling for MGMP in regular schools at SMAN 5 Karawang and SMAN 1 Karawang as schools, it cannot be separated from the obstacles of teachers who should be the main supporters, but in fact until now there is still a lack of cooperation, especially from MGMP members towards MGMP, causing no Optimal handling of MGMP at home. In terms of handling MGMP, it cannot only be focused on when at school, but support at the time of handling outside is also very much needed and it is hoped that it will greatly help the development of MGMP to be more optimal.

Regular guidance and evaluation involving the teacher team will greatly assist the handling program for MGMP. Collaboration between multidisciplinary parties must be well established, so that any problems that hinder the implementation of the MGMP handling program, try to be solved through these solutions. In this case the program that is made according to the needs of students is a component of service and handling directed at preparing MGMP conditions to further optimize potential, including in terms of the learning approach at school. In improving the quality of learning in schools, namely SMAN 5 and SMAN 1 Karawang, Judging from the success of the MGMP, it is not only seen from academic achievement or potential, but by revitalizing MGMP it can improve the quality of learning. When talking about quality learning, we are talking about learning that is friendly to all students, and able to enrich the abilities of all students without any individual being harmed.

#### **IV. CONCLUSION**

Based on the results of the study indicate that in general the Revitalization of the MGMP Program to Improve the Pedagogic Competence of Science Teachers is objective and measurable. Planning (Plan) for the Revitalization of the MGMP Program to Improve the Pedagogic Competence of Science Teachers is an integral part of the Revitalization of the MGMP Program and is the stage of identifying all science teachers with the meaning of the word being the screening of problematic science teachers. The implementation of Revitalization is a technique for Revitalizing the MGMP Program To Improve Pedagogic Competence of Science Teachers. It was found during the identification process by using a measuring instrument in the form of an instrument with a reference to the stages of MGMP revitalization, the instrument became the team's reference considering the MGMP conditions between the program and reality sometimes did not match. The implementation of MGMP revitalization is carried out within a certain period of time and is carried out by a team, or MGMP Management who is competent in their field. Evaluation of the MGMP Revitalization Program is a classification of the findings from the identification process and the MGMP Program Revitalization is carried out specifically so that the profile obtained in the MGMP is based on factual, objective and precise data. The obstacle found in the Revitalization of the MGMP Program lies in the understanding of the teacher team and how they must coordinate, cooperate and follow up when handling MGMP. The solution for the teacher team is the existence of coaching, evaluation, periodically and programmed at the institution. Evaluation of the MGMP Revitalization Program is a classification of the findings from the identification process and the MGMP Program Revitalization is carried out specifically so that the profile obtained in the MGMP is based on factual, objective and precise data.

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