

## **The Role of MGMP in Developing Professional Competence of Indonesian Language Teachers**

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### **Abstract**

The problems raised in this study are How is the role of Subject Teacher Deliberation (MGMP) in developing the professional competence of Indonesian language teachers at SMPN 21 Bengkulu City and How is the form of factors inhibiting the role of Subject Teacher Deliberation (MGMP) in developing the professional competence of Indonesian language teachers at SMPN 21 Bengkulu City. The purpose of this study was to determine the role of Subject Teacher Conference (MGMP) in developing the professional competence of Indonesian language teachers at SMPN 21 Bengkulu City and the form of inhibiting factors of Subject Teacher Conference (MGMP) in developing the professional competence of Indonesian language teachers at SMPN 21 Bengkulu City. The results of this study indicate that the development of professional competence of Indonesian language teachers at SMP N 21 Bengkulu City. The first role of MGMP as a change or update in improving teacher professionalism. Creating a conducive atmosphere in active learning. The second role of MGMP as a mediator to improve teacher competence in MGMP Indonesian language at the school level. MGMP's third role as a supporting agent MGMP as a supporting agent, because MGMP facilitates teachers to be able to make various innovations in classroom management and school management.

**Keywords:** Teacher Professional Competence Development, Teacher Working Group (MGMP).

### **A. Introduction**

In a highly developed and highly advanced era with technological sophistication like today, Indonesian is important to develop and understand. And in the world of education is now required to produce human resources who are able to compete and keep up with

technological and cultural advances that continue to develop in society. This national education functions to develop abilities and shape the character and civilization of a dignified nation in the context of developing intellectual life which aims to develop the potential of students. So that they are able to compete nationally in the world of education in this modern era. In accordance with their obligations, the necessary abilities must be synchronized with their duties, continuous learning opportunities with lifelong learning professionalism (Supirhatin, 2015; Suherman, 2010).

Teacher professionalism has become one of the causes of the main requirements for realizing quality education. Professional teachers can be achieved if teachers can work together with other teachers (Suyanto, 2013; Saondi, 2012), to develop their potential is through a program, one of which is for Indonesian language teachers, in the form of MGMP working groups. MGMP is a teacher whose formation is stimulated in Government Regulation of Nonstructural Organizations 78 of 1994 concerning education. Article 38 No. 01 of 1994 Page 8 states that the role of MGMP is to improve teacher professionalism, this became increasingly important when the government implemented the new curriculum. The Ministry of National Education explains that MGMP has the role of carrying out the development, insight, competence of teachers so that teachers have high dedication. Although teachers are advised to be professional, reality shows things differently. Interviews revealed that there are still many Indonesian language teachers who do not make lesson plans, use various methods in teaching, utilize media, or develop a form of evaluation mechanism (Nugraha, 2009). Teachers do not carefully consider teaching and learning strategies. The role of MGMP in improving the quality of teacher professionalism became more important when the government implemented the new curriculum.

In depth, the purpose of MGMP itself is to broaden the horizons of educators, and in this nonstructural organization is given the opportunity to improve the competence of educators in similar subjects. Through this subject teacher meeting, teachers of similar subjects can interact directly with educators with each other, providing information and experience. To improve the quality and role of educators in accordance with the

development of science and technology, MGMP needs to be revitalized and managed professionally so that it can carry out its duties and functions properly.

For teachers, MGMP is a forum for the professionalism of subject teachers in a district or city (Langgau, 2018). The scope itself includes subject teachers at the junior high school (SMP), senior high school (SMA), vocational high school (SMK) education levels, both private and public schools. The principle of work in this MGMP is to compile a discussion of national exam questions, test questions, lesson plans (RPP), learning materials, learning methods, syllabus, semester program, annual program. Through MGMP activities, teachers will be able to improve their abilities in the learning process. All forms of difficulties encountered in the field will easily find solutions from the MGMP teacher forum and supervisors.

Based on observations on December 14, 2020 when making initial observations at SMPN 21 Bengkulu City, the phenomenon that the authors saw in the field, it turns out that the facilities and infrastructure owned at SMPN 21 Bengkulu City can be categorized as good, with adequate facilities such as, teacher's room, principal's room, classrooms, laboratories, libraries, places of worship, halls, UKS (School Health Unit), sports fields, OSIS (Intra-School Student Organization) rooms and canteens. And for the school environment at SMPN 21 Bengkulu City, it is very clean and the school environment is neatly organized because of good relationships, such as mutual cooperation and friendliness of students and teachers and the community in the school environment.

The lessons provided include all compulsory subjects according to the applicable curriculum. SMPN 21 Bengkulu City has a teaching staff of teachers who are competent in their subject areas, thus making the learning process quality and forming this school into one of the best in Bengkulu City. Regarding learning media, teachers use printed books and LKS (Student Activity Sheets), the method used is more of a lecture method. Due to the limited learning media such as infocus which will cause teachers to take turns using infocus. And at Sekolah Menengah Pertama Negeri 21 Kota Bengkulu has not implemented MGMP to the fullest, such as learning methods obtained in MGMP activities have not been applied in Indonesian language learning at school.

In this case the role of the teacher is not to carefully consider teaching and learning strategies. The role of MGMP in improving teacher professionalism becomes more important when the government implements a new curriculum. This research aims to find out "The Role of Subject Teacher Conference (MGMP) in Developing Professional Competence of Indonesian Language Teachers at SMPN 21 Bengkulu City".

## **B. Research Method**

This research is one that uses qualitative methods. Qualitative research method is a process of research and understanding based on a methodology that investigates a social phenomenon and human problems (Melenong, 2012). Qualitative research aims to understand the phenomenon of what is experienced by the research subject, holistically by means of descriptions in the form of words and language in a special natural context and utilizing various natural methods (Sugiyono, 2012, 2015, 2017; Rijali, 2018; Cahyadi, 2019; Adriani, 2010)..

The subject of this research is the Role of Subject Teacher Deliberation (MGMP) in Developing Subject Teacher Competencies at SMPN 21 Bengkulu City, which is studied through direct observation and observation at the location. While the informants of this research are SMPN 21 Indonesian language teachers who are involved in participating in MGMP at the school level.

The data collection techniques used by researchers in collecting data in this study are through observation documentation and interviews. Researchers used source triangulation techniques (data), triangulation techniques, time triangulation to test the validity of data related to the research problem studied by researchers. The data used in this study are recordings of interactions between Indonesian language teachers at SMPN 21 Bengkulu City. Furthermore, the analysis technique used by researchers is using qualitative descriptive analysis techniques.

## **C. Results and Discussion**

## **1. Results**

Based on the circumstances found in the field, the school-level Indonesian Language MGMP at SMP N 21 Bengkulu City has 4 (Four) important roles in improving the professionalism of Indonesian language teachers, these roles are: (a) Role as a refomator (b) MGMP role as a mediator (c) MGMP role as a supporting agency (d) MGMP role as an evaluator. And there are also several factors that become obstacles. The results of research on the Role of Subject Teacher Deliberation in Developing Professional Competence of Indonesian Language Teachers at SMPN 21 Bengkulu City are as follows:

### **a. How is the Role of Subject Teacher Deliberation (MGMP) in Developing Professional Competence of Indonesian Language Teachers at SMPN 21 Bengkulu City.**

#### **a) MGMP Indonesia's role as a mediator**

Subject Teacher Conference (MGMP) in Developing Professional Competence of Indonesian Language Teachers at SMPN 21 Bengkulu City, school-level MGMP Indonesian also acts as a medium in improving the professional competence of Indonesian language teachers in various information and experiences, regarding learning tools. Regarding MGMP as a mediator or liaison for Indonesian language teachers in improving teacher competence through programs held by MGMP Indonesian language at the school level such as training in making learning tools, making exam questions, discussing Indonesian language material and implementing the 2013 curriculum in learning methods, which often changes with the times, so that teachers are required to continue to develop their abilities through the teacher profession forum.

#### **b) The role of MGMP Indonesia as a Refomator**

Subject Teacher Conference (MGMP) in developing professional competence of Indonesian language teachers at SMPN 21 Bengkulu City, in making changes in an effort to create effective and enjoyable learning. As for the role of MGMP

Indonesian language as a refomator, MGMP Indonesian language at the school level provides changes and self-development to Indonesian language teachers through this program, the purpose of MGMP Indonesian language is able to improve the ability of Indonesian language teachers, especially in SMP N 21 Bengkulu City, teachers are able to improve their ability to create effective teaching.

#### **c) The role of MGMP Indonesia Language as a Supporting Agency**

Subject Teacher Conference (MGMP) in Developing Professional Competence of Indonesian Language Teachers at SMPN 21 Bengkulu City, MGMP Indonesian language as a supporting agency that supports teachers to innovate by improving teaching skills, both in energy and in thought. As for the role of MGMP Indonesian language at the school level as a supporting agency, the support provided by MGMP Indonesian language is by holding activities such as training, workshops, preparation of learning tools and preparation of test questions, as well as discussions about effective learning methods with the 2013 curriculum, so that teachers can innovate more well in classroom management and school management. An interesting thing is also done is limited teaching practice for sociology teachers who are directly guided by senior teachers.

#### **d) MGMP Indonesia's role as an evaluator**

MGMP as a reform evaluator in conducting evaluation activities and developing school reform and implementation of the 2013 curriculum. The role of MGMP as an evaluator. Evaluation activities begin with measuring the extent to which the effectiveness of the use of assessment tools used by each Indonesian language teacher in the school in the learning process, so that when there are errors or difficulties in measuring student learning outcomes, we Indonesian language teachers discuss with each other in finding the right alternative in evaluating student learning outcomes in Indonesian language learning. In addition to MGMP evaluation, it is also a development of school reform through activities held by the Indonesian language MGMP and helps teachers implement the 2013 curriculum in the learning process. In improving the professionalism of Indonesian language teachers at SMPN

21 Bengkulu City, MGMP also conducts evaluation activities, develops school reform in school-based management (MBS) and in implementing the 2013 curriculum for Indonesian language teachers.

#### **b. How the Role of Subject Teacher Deliberation (MGMP) in Developing Professional Competence of Indonesian Language Teachers at SMPN 21 Bengkulu City is Obstacles**

In a forum or organization, of course, there are obstacles, as for inhibiting factors:

- 1) Lack of trained lead teachers who master BBM and are ready to guide MGMP activities.
- 2) Procurement of self-study materials and DBL disbursement is not timely.
- 3) MGMP teacher attendance rates are low.

And what is very triggering or obstacles faced by the school-level Indonesian Language MGMP in developing professional competence is the busyness of individual teachers who lack a sense of responsibility for their roles, and there are some teachers who have not realized the importance of the role of MGMP and this happens a lot to friends who are approaching retirement age. This obstacle and there are some teachers who have not realized the importance of the MGMP role and this happens a lot to friends who are approaching retirement age. There are two models of teacher certification programs, the existence of a certification program in general that can make some members not interested in being involved in programs organized by MGMP. With a certification program that already provides guarantees for teachers to be financially or welfare sufficient so that some teachers feel no need to be involved in developing competencies held by MGMP.

## **2. Discussion**

This research, entitled The Role of Subject Teacher Deliberation (MGMP) in Developing Professional Competence of Indonesian Language Teachers at SMPN 21

Bengkulu City, aims to describe the professional competence of Indonesian language teachers.

This research was conducted at SMPN 21 Bengkulu City, SMPN 21 Bengkulu City is located in Bengkulu City, precisely in Panorama Singaran Pati sub-district. The reason this school was chosen as the research location is because the school's activities are in accordance with the focus of the research that the researchers conducted. And considering the importance of teacher professional competence as motivation for students to achieve a good learning process and of course to achieve educational goals, especially for Indonesian language teachers, and teacher competence has a very important role in increasing student learning motivation. Subject Teacher Conference (MGMP) is an institution for the meeting of subject teachers in schools that is nonstructural but has a tiered structure, starting from the provincial, district or city, sub-district, to school level. MGMP aims to broaden the insights and knowledge of teachers of each subject, especially in mastering learning materials, preparing syllabuses and learning materials, learning strategies or methods, maximizing the use of learning facilities and infrastructure, and utilizing learning resources (Rusdiana. (2015). Through MGMP, teachers of each subject can practice the preparation of annual and semester programs, analysis of learning materials, evaluation tools, teaching materials, making teaching media, and studying various problems in learning. (Yusrizal, 2018; Mutumainah, 2011)

In this study, researchers found four roles that influence the professional competence of Indonesian language teachers and along with factors that hinder the role of subject teacher deliberation.

According to Adi (2008: 18), the Subject Teacher Conference (MGMP) is a forum or forum for professional activities of teachers of similar subjects, to solve various problems of teachers of similar subjects, to find solutions to various problems faced by them in an effort to improve their professional quality. Subject Teacher Conference (MGMP), is an activity of, by, and for teachers. Subject teachers are public or private teachers who teach and are responsible for managing the subjects set out in the curriculum. MGMP is a forum and a place provided for teachers of similar subjects to discuss.



According to Supriyadi (2012: 16), teaching as a profession in Indonesia is only at an emerging profession level whose level of maturity has not yet reached that achieved by other professions so that teaching is said to be a half-assed or semi-professional profession (Wijaya, 2009).. Professional work is different from non-professional work because a profession requires the ability with special expertise in carrying out its profession in other words, professional work is work that can only be done by those who are specifically prepared for it, professional development of teachers must be recognized as something very fundamental and important, professional is a process in which teachers and principals learn, improve and use knowledge, skills and values appropriately.

In this study, researchers found 4 (four) roles of subject teacher deliberation that are very influential in the world of education, as a facilitator, the teacher as a facilitator means that the teacher facilitates the learning process. The facilitator is in charge of directing, giving direction, facilitating students' learning activities, and providing encouragement. In the context of education, the term facilitator was originally applied more for the benefit of adult education, especially the non-formal education environment. With this forum, teachers can complete their roles well, and things that are done by individual members that are creative and complex in nature in this activity require cohesiveness and solid teamwork in order to implement a good working group. However, in line with the change in the meaning of teaching which emphasizes more on the activities of students, recently in Indonesia the term facilitator has begun to be adopted in the formal education environment, namely schools, namely with regard to teachers when carrying out teaching and learning interactions. So, the teacher as a facilitator is not just chasing but fostering, guiding, motivating and providing positive reinforcement to students. There are five indicators of teacher success as a facilitator. As a Motivator, in the world of education, the problem of motivation has always been the center of attention. This is because motivation is seen as one of the influencing factors in determining whether or not educational goals are achieved. Motivation as a force that acts on the organism that drives and directs its behavior, to explain differences in the intensity of behavior. Learning motivation is considered important in the learning and learning process in terms of its function and value

or benefit. This shows that learning motivation encourages behavior and influences and changes student behavior.

In overcoming the problems faced by class teachers, this MGMP forum itself, especially at SMPN 21 Bengkulu City, is very helpful for Indonesian language teachers in organizing existing learning strategies and can help get information about the learning outcomes that have been carried out which will be obtained from the results of evaluation or assessment. In the teaching and learning process, the teacher knows the condition of the students better than anyone else so that the way to assess the learning outcomes is determined by the teacher who teaches. And in assessing students, teachers not only assess the cognitive development of students which can only be seen from their intellectual intelligence. However, things are also needed and the development of students is also an affective and psychomotor development. Learners are left to each teacher with the provision of insights gained from the MGMP forum.

Based on the results of this study, the role of the school-level MGMP has been carried out by Mrs. Yuli Andriani as the head of the school-level MGMP of SMP Negeri 21 Bengkulu City, although there are indeed some teachers who still do not have self-awareness in carrying out the assigned tasks due to several factors and things that cannot be left behind. And it is highly desirable for teachers whose participation is still lacking to have a full sense of responsibility, especially for themselves. Because in this MGMP forum it plays an important role in improving the development of professional competence of Indonesian language teachers at the school level.

In overcoming the problems faced by class teachers, this MGMP forum itself can help us in organizing strategies in evaluating existing learning and to obtain information about the results of learning that has been carried out will be obtained from the results of evaluation or assessment. In the teaching and learning process, teachers know the condition of students better than anyone else so that how to assess learning outcomes is determined by the teacher who teaches.

#### **D. Conclusion**

Based on the discussion that has been described regarding the role of subject teacher deliberations in developing the professional competence of Indonesian language teachers at SMP N 21 Bengkulu City, it can be concluded that:

1) The role of subject teacher deliberation (MGMP) in developing the competence of subject teachers in developing the professional competence of Indonesian language teachers at SMP N 21 Bengkulu City has been well implemented, this can be seen from the school-level MGMP forum providing understanding and insight, as well as strengthening the bond of friendship to subject teachers, especially Indonesian language teachers. And the implementation of learning, from MGMP teachers get additional knowledge and insights as well as ways to develop the curriculum and find appropriate learning alternatives, and related to what will be formulated in planning, especially in formulating learning objectives.

2) The inhibiting factor, which is an inhibiting factor in the role of teacher deliberation is time where there is still a lot of lack of awareness of teachers about the tasks they get so that there is a lack of a sense of responsibility in individuals, and what is an obstacle is not only time but also the age factor of teachers who are approaching retirement.

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