



## **Revitalization of mgmp program to improve paedagogic competence of high school science teachers (sma)**

**Salim Munajat**

Email: [salimmunajat@uninus.ac.id](mailto:salimmunajat@uninus.ac.id)

**Iim Wasliman**

Email: [iimwasliman@uninus.ac.id](mailto:iimwasliman@uninus.ac.id)

**Hendi Suhendraya Muchtar**

Email: [hendi@uninus.ac.id](mailto:hendi@uninus.ac.id)

**Yosal Iriantara**

Email: [yosaliriantara@uninus.ac.id](mailto:yosaliriantara@uninus.ac.id)

Received: December 19, 2022; reviews: 2; accepted: January 16, 2023

### **Abstract**

Seeing the reality on the ground, the performance of the MGMP IPA in Karawang Regency in its performance as a teacher professional organization has not been fully empowered. These limitations can be seen from the lack of optimal involvement of MGMP IPA members, lack of coordination between administrators, and limited attention from education stakeholders. In addition, due to the lack of roles that MGMP can perform, the ability of teachers to teach as indicated by the indicators of student success is still low. From some of the descriptions above, the purpose of this study is to find out how to "revitalize the MGMP Program to Improve the Paedagogic Competence of High School Science Teachers in actual terms through the management theory approach "POAC" from GR Terry Specifically this research describes and analyzes about (1) planning, (2) organizing, (3) implementation and (4) assessment of MGMP IPA. This research uses qualitative methods with a case study approach, data collection by conducting observations, interviews, and documentation studies as well as validation of research results. The results showed that the Revitalization of the MGMP Program to Improve the Paedagogic Competence of High School Science Teachers in Karawang Regency went through the stages of planning, organizing, implementing, and evaluating. The success of MGMP in realizing the above goals is indicated by the success of its management. Meanwhile, the factors that influence the success of organizing the Karawang Science MGMP are the leadership role of the management, member participation and coaching of the education office. At the implementation stage, member

participation in MGMP activities is one of the determining factors for the success of MGMP, because in principle in the evaluation of MGMP IPA activities, members' participation in each activity programmed by MGMP from the teacher himself is based on mutual motivation to advance and improve his professional abilities. However, MGMP IPA Karawang in the research results still has obstacles to infrastructure and costs so that MGMP IPA has not run optimally. In this case, the results of the MGMP Revitalization can be successfully carried out if it is supported by all parties involved in the organization. For this reason, it is very important in determining the clarity of the elements and functions of each part in the organization

### **Keywords**

Revitalization, MGMP Science and Paedagogic Competence of teachers

## **1. INTRODUCTION**

Education is the spearhead of the progress of a nation, thus the national education system is 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 developed country, especially through the management of appropriate education. The implementation of education in Indonesia is a national education system that is systematically regulated. 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 abilities and form a dignified national character and civilization in order to educate the nation's life, aiming to develop the potential of students to become people of faith and piety to God Almighty, have a noble character, healthy, knowledgeable, capable, creative, independent, and become a democratic and responsible citizen.

Subject Teacher Deliberation (MGMP) as an association or teacher association plays a strategic role to improve and strengthen 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 they are not developing and static even though they have participated in MGMP activities. In addition, due to the lack of roles that MGMP can perform, the ability of teachers to teach as indicated by student success indicators is still low, as can be seen from the Programme for International Student Assessment (PISA) rankings and national examination results (UN). [2] PUSLITJAK (2020) stated: "Strengthening teacher competence through MGMP, especially in high schools, needs to be carried out considering that the teacher competency test (UKG) scores of teachers in fields of study related to national examinations are still below the average score of UKG (standard 6.0). The average UKG results of high school teachers in 2015 (59.16) show that the teacher's pedagogic and professional competence scores are still below the average score of 6.0".

If you look at the description above, teachers in particular have a very important role to make students have noble morals and be able to maintain peace and harmony. In reality on the ground, it turns out that some students do not match what is expected. Therefore, teachers provided by the government to teach in public schools, especially in City Y High School, need to have professionalism and good teaching performance in their service to direct students to better. One of the things that is expected to be professionalism and teaching performance owned by teachers who teach in public schools, there is a place for subject teacher deliberations (MGMP) including teacher deliberations per subject that have a purpose as stated by Mulyasa (2006: 236) [3] that: "MGMP is an organization or forum that can improve teacher professionalism and performance".

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 their functions, teachers do not do alone but must interact with other related teachers through an atmosphere of partnership that is systematic, synergistic and symbiotic. Similarly, interdisciplinary disciplines should interact and cooperate with each other in dealing with various problems that arise. An interdisciplinary approach in the form of a work team is an absolute and must be used as a foundation in teacher performance.

Supervisors and 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 the professionalism of teachers, it was revealed by the Administrator that the role of high school level MGMP in the development of programs 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 the high school level MGMP, discussions, exchanges and experiences can be carried out between the high school level MGMP administrators to overcome existing and developing problems in the school.

MGMP activities are classified into several types, namely: (1) Improvement of mastery of the subject matter: This activity aims to increase teachers' understanding of the teaching material, considering that there are still teachers who do not have the same educational background as the subjects taught, (2) Increasing curriculum understanding: This activity aims to improve curriculum understanding starting from curriculum philosophy, teaching planning, implementation of teaching up to evaluation and follow-up, (3) Improvement of learning quality: This activity aims to provide teachers with skills and skills in carrying out effective and efficient learning. For example, thematic teaching training, contextual, training in learning, and student active learning training, (4) Improvement of evaluation ability: This activity aims to provide additional knowledge and ability of teachers in carrying out evaluations that vary from training on portfolio assessment systems, remedial teaching and enrichment

training, to training in analysis of test results and reports on learning outcomes, (5) Supporting / professional development: This activity aims to provide additional knowledge and abilities of teachers who can support the learning process. This activity is in the form of training on improving and developing 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, it needs financial support, the willingness of teachers in the field of study to participate in MGMP and support from school officials who provide opportunities for teachers to develop professionalism through MGMP. Therefore, MGMP must have a close relationship with the MKKS (Principal's Work Deliberation) organization, because the principal will provide facilities to 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 program of activities both within the MGMP organization and in the classroom.

Various trainings, seminars and workshops can certainly require relatively a lot of financial support. The funds come from schools, member dues 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 cooperation of fellow teachers in the field of study, the learning process becomes more varied, the achievement of student academic scores increases and it is expected that the percentage of graduates will be higher.

The role and function of the MGMP in the meantime is still not as effective as expected. This is caused by various factors, including 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 planning of activity programs that refer to the needs of teachers. To be able to meet the needs and demands of increasing teacher professionalism, it is necessary to plan a teacher-based activity program through various strategies.

Based on the description that has been stated, through this MGMP forum, teachers can consult, communicate, share information and experiences with each other, and can find solutions to problems found in the field. Chemistry is a science that is obtained and developed based on experiments that seek answers to the questions of what, why, and how the symptoms of nature.

MGMP IPA Karawang is an MGMP of science family subjects consisting of Biology, Chemistry and Physics subjects located in the Karawang Regency area, which are from 30 public schools and 20 private schools in Karawang. In its activities, MGMP IPA Karawang includes MGMP which is active in carrying out

routine activities every month. The revitalization of the MGMP program to improve the paedagogic competence of teachers with a research locus address is located in KCD region IV Jl KK Singawinata no 57, Purwakarta and mgmp IPA Jalan secretariat at SMAN 1 Karawang, Jl Ir sukarno no 22, West Karawang District, Karawang, West Java. Dotted with this background, the author is interested in conducting a research with the title "Revitalization of the MGMP Program to Improve the Paedagogic Competence of Science Teachers at High Schools in Karawang Regency"

## **2. RESEARCH METHODS**

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

## **3. 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 determining factors for the high low quality of educational outcomes have a strategic position, so every effort to improve the quality of education needs to pay great attention to the improvement of teachers both in terms of number and quality. The professional development of teachers must be recognized as a very fundamental and important thing 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 must 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 they can deliver material to their students in accordance with the current developments in science and technology.

With regional autonomy, the pattern of education management has changed from centralization to decentralization, according to Nana Syaodih (2011:

198) [4] a centralized curriculum, is a curriculum compiled by a special team at the central level. Meanwhile, a decentralized curriculum is compiled by certain schools or groups of schools in an area or region. This curriculum is intended for a school or neighborhood of a particular region. Government Regulation (PP) Number 19 of 2005 concerning National Education Standards, mandates the preparation of an Education Unit Level Curriculum (KTSP) which refers to Content Standards (SI) and Graduate Competency Standards (SKL) and is guided by guidelines compiled by the National Education Standards Agency (BSNP), all of which, are carried out in an effort to improve the quality of education.

Subject teacher deliberation (MGMP) is a forum for meetings of teachers of school subjects. 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 teacher deliberation (MGMP) is highly expected to exist, with the way it can increase the competence of teachers. Teacher competency ability is one of the MGMP programs that can improve teacher professionalism. Danim (2002: 23) [5] revealed that professionalism can be interpreted 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. Professionalism is the process of improving the qualifications or abilities of members of a profession to achieve the ideal standard criteria of appearance or deeds desired by their profession.

The scope of MGMP that is used as research is the MGMP of science teachers (Physics, Chemistry and Biology) including knowledge, skills, attitudes and values formulated in science competencies that students must have. Science subjects (Chemistry, Physics, and Biology) 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 science learning. This is due to the low motivation and learning achievement of students towards science 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 science subjects seems monotonous and not enriched with new things that involve students in learning activities, so that students tend to be required to only accept and memorize concepts without knowing the relationship between the knowledge gained and its application in everyday life in solving existing problems Surrounding.

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 development of MGMP is motivated by the first; the reality on the ground that shows that the performance of teachers in implementing kbm varies greatly and the educational qualifications are also varied, to overcome this situation the forums of teacher working groups such as MGMP / PKG which have been pioneered since 1979/1980, need to be re-empowered to respond to the development of

science and technology which always demands adjustment and professional development of teachers. Second; [8] Kepmenpan No. 26/1989 concerning Promotion and credit figures for functional positions of teachers requires teachers to improve their professional abilities and achieve the highest achievements in carrying out daily duties in schools and devoting themselves to society".

Subject teacher deliberations (MGMP) in regular schools at SMAN 5 Karawang and SMAN 1 Karawang School 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 the subject matter and b) Things that support and are related to the teaching and learning process. This MGMP activity is a means of improving the quality of education, through the MGMP forum, teachers have deliberations to make improvements in perfecting the learning process, so that this will achieve the quality of education.

The principals of regular schools at SMAN 5 Karawang and SMAN 1 Karawang and supervisors work together to help teachers to improve their competence, but this cannot be done fully. Therefore, a container was formed, namely MGMP. In the implementation of MGMP activities, there is mutual improvement of competence between teachers participating in MGMP as stated by Suryanto (2005: 5) that: [9] Sometimes especially at the secondary school level, external supervisors are unable to provide assistance to teachers in the field they teach. Peer teachers will be more likely to provide support than external supervisors. Upskilling programs by encouraging teachers to provide support and guidance to their peers while improving the implementation of their own teaching in the classroom. Thus, when studied from a management science approach, the revitalization of MGMP at SMAN 5 and SMAN 1 Karawang is as follows:

MGMP IPA at SMA Karawang has a plan in implementing its organization. In the AD / ART MGMP at least contains: the name, vision and mission of the organization, place of implementation, management, membership, programs, organizational rules, etc. The vision and mission of MGMP are closely related to efforts to improve the paedagogic competence of science teachers. The preparation of programs is intended to achieve organizational goals so that it must strive as effectively as possible in selecting and sorting out programs that are beneficial to the development of teacher competencies. Teachers in participating in MGMP make activity planning by providing motivation in improving abilities and skills and evaluating learning activity programs, assisting teachers in obtaining information from various sources, through regular meetings and training, helping to solve problems related to learning activities, establishing cooperative relationships between teachers

Revitalization at SMAN Karawang At the organizing stage, in Organizing in MGMP IPA is a nonstructural organization within the Ministry of National Education. MGMP's organizational structure is tiered from provincial, district/city, sub-rayon and school levels. The MGMP Board consists of the Chairman, Secretary, Treasurer and 3 fields (areas of substantial development, publication curriculum

development). The term of service of the board is 3 years. The leadership of the MGMP management has a strategic role in carrying out its functions as a motivator and coordinator, for this reason, the management is required to have these leadership roles properly.

Revitalization of the MGMP Science Program at Karawang Regency High School, in the driving stage, science teachers can carry out activities in accordance with the plan/program that has been prepared. develop the abilities and skills of science teachers to increase the success of teaching and learning activities, mastery of curriculum, preparation of semester programs, Learning Implementation Plans including mastery and development of methods, use of learning media, and evaluation techniques, materials / subject matter, activities that include broadening horizons including holding lectures / discussions, holding seminars / workshops, competition / competition programs for students in an effort to improve mastery of science and technology. In addition, there are still several supporting activities, including conducting training, review/observation/tour programs to relevant objects, utilizing print media and electronic media.

The revitalization of the MGMP Program at Karawang Regency High School is a process in assessing and describing the results of the implementation of MGMP's relationship with the Education Office, Head of Field and Supervisor is functional coaching. Through mgmp science activities, teachers are expected to provide motivation to teachers to participate in every activity in the studio, improve the ability and proficiency of teachers in carrying out teaching and learning activities, so that they can support efforts to improve and equalize the quality of education, provide consulting services related to teaching and learning activities, support the fulfillment of teacher needs related to teaching and learning activities, especially those related to subject matter, methodology, evaluation system, and supporting facilities, disseminating information about all policies related to educational renewal efforts in the fields of curriculum, methodology, evaluation system, and others including planning, implementing, evaluating, and reporting the results of MGMP activities and establishing follow-up.

In the midst of seeking education and handling for MGMP in regular schools at Karawang High School. MGMP IPA Karawang activities pay little attention to the organizational performance process. In fact, the performance process largely determines the output of MGMP activities and the implementation of the MGMP IPA that is carried out still cannot release from the local government bureaucratic system, so placing MGMP IPA as a forum for developing teacher professionalism still depends on bureaucratic decisions that have a very long path and sometimes the policies are not in accordance with the needs of local teachers.

Coaching, and periodic evaluations from the principal with the involvement of the teacher team will greatly help the handling program for MGMP IPA. Multidisciplinary collaboration must be well established, so that whatever problems hinder the implementation of the MGMP program, strive to be solved through these solutions. In this case, the revitalization of MGMP can be successfully carried out if



it is supported by all parties involved in the organization. For this reason, it is very important in determining the clarity of the elements and functions of each part in the organization.

In improving the quality of learning at Karawang High School, judging from the success of MGMP IPA is not only seen from academic achievement or potential, but with the revitalization of MGMP can improve the quality of learning. In the learning process between one teacher and another, of course, there are different problems both in terms of learning methods and the use of learning media. Discussion activities between teachers aim to make teachers get creative ideas in the application of learning. Teachers will provide input and feedback on various teaching methods that have been applied from each school, so that from these various experiences it will be considered by other teachers to choose learning methods or media that are in accordance with the character of the school, teachers, and students.

#### **4. CONCLUSION**

Revitalization of MGMP to improve the Paedagogic Competence of Science Teachers in Karawang Regency High School, through the stages of planning, organizing, implementing, and evaluating. The success of MGMP in realizing the above goals is indicated by the success of its management. Meanwhile, the factors that influence the success of organizing the Karawang Science MGMP are the leadership role of the management, member participation and coaching of the education office. At the implementation stage, member participation in MGMP activities is one of the determining factors for the success of MGMP, because in principle in the evaluation of MGMP IPA activities, members' participation in each activity programmed by MGMP from the teacher himself is based on mutual motivation to advance and improve his professional abilities. However, MGMP IPA Karawang in the research results still has obstacles to infrastructure and costs so that MGMP IPA has not run optimally. In this case, the results of the MGMP Revitalization can be successfully carried out if it is supported by all parties involved in the organization. For this reason, it is very important in determining the clarity of the elements and functions of each part in the organization

#### **5. THANK-YOU NOTE**

The author thanks the Director of Postgraduate Universitas Islam Nusantara, to the promoter Prof. Dr. H. Iim Wasliman, M.Pd., M.Si., Dr. Hendi S Muchtar, M.Pd as co-promoter, and member Dr. Yosali Iriantara, M.M.Pd. to MGMP science teachers of SMAN 5 and SMAN 1 Karawang, West Java and their ranks, as well as to the 28th batch of post-graduate doctoral programs in Education UNINUS.

#### **REFERENCES**

- [1] Law Number 20 of 2003 concerning the national education system article 3 which states that National Education

- [2] PUSLITJAK (2020) The Role of Subject Teacher Deliberation in Improving the Quality of Teacher Learning in High School. Jakarta: KEMDIKBUD RESEARCH & TECHNOLOGY-PSKP Education Curriculum and Assessment Agency
- [3] Mulyasa E. (2006) *Becoming a Professional Teacher, Creating creative and fun learning*, Bandung: Remaja Rosdakarya
- [4] Sukmadinata. Nana Syaodih, 2011, *Foundation of Educational Process Psychology*, Bandung: Adolescent Rosdakarya
- [5] Danim, Sudarwan. 2002. *Becoming a Qualitative Researcher*, Bandung: Pustaka Setia.
- [6] Angelina., (2010). *The Influence of Learning Strategies and Learning Styles on Chemistry Learning Outcomes of Gajah Mada Private High School Students in Medan*. thesis. Medan: Unimed Postgraduate Program.
- [7] Supriadi, D. (1998). *Elevating the Image and Dignity of the Master*. Jakarta: Ministry of Education and Culture.
- [8] Kepmenpan No. 26/1989 concerning Promotion and credit score for functional positions of teachers
- [9] Suyanto, Asep Jihad. (2005) *Becoming a Professional Teacher, Strategies to improve the qualifications and quality of teachers in the global era*, Jakarta: Erlangga Publishers