

ACTIVITIES OF MGMP IPA ACTIVITIES TO INCREASE THE TEACHER COMPETENCE IN BOGOR DISTRICT

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ABSTRACT

MGMP is a community of teachers to always learn (long life learning). Rapid development of the times requires the teacher to participate in the pursuit of knowledge. Lifelong learning is the teacher's obligation to generate knowledge. This is necessary because the teacher is a facilitator of students to gain knowledge. In line with that, teachers are expected to master every change process so students can also face global challenges. These results indicate that the majority of teachers who come to MGMP IPA Bogor District civil servants Teachers. MGMP activities are a place that facilitates teachers' mutual learning together. MGMP members consist of various teachers from different schools. The results show the MGMP majority forum of senior teachers. Senior Teachers are expected to guide junior and mediator teachers to learn from one another. The results of the study concluded that continuing professional development needs to be developed, then content, then creativity, ICT and finally SK and KD to improve teacher competence. The activity steps are arranged to help activate and optimize activities, namely by self-development, scientific publications, and scientific work in the Bogor District MGMP.

1. INTRODUCTION

The Directorate General of GTK (2010) states that the Subject Teachers' Conference (MGMP) is a forum for professional activities for teachers of the same subjects at the district level consisting from a number of teachers from a number of schools. MGMP expected results can: 1) expand teacher expertise to prepare syllabus, lesson plans, ICT teaching materials, essential materials, strategies / methods / approaches / learning media, learning resources, remedial, evaluation instruments, learning outcomes and finding appropriate solutions ; 2) feedback; 3) adoption of innovative learning; 4) lighten the task of the teacher; 5) a culture of collaboration; 6) the quality of the education process; 7) mentoring activities from senior teachers to junior teachers; and 8) overcoming problems that are not realized and are not well documented.

The improvement of teacher professionalism is supported by the Directorate General (Ditjen) of Education Quality, the Directorate General (Ditjen) of Teachers and Educational Personnel, the Office of Education, and professional organizations. The Director General of Education Quality through the Educational Quality Assurance Institute (LPMP). Directorate General (Ditjen) Teachers and Education Personnel through and the Center for Development and Empowerment of Educators and Education Personnel (P4TK). The Office of Education through the Subject Teachers' Conference (MGMP), Teacher Working Groups (KKG) and Supervisors. Professional organizations through the Teachers Association of the Republic of Indonesia (PGRI)

and the Association of Scholars and Observers of Indonesian Natural Sciences Education (HISPPIPAD).

Buchory (2016) states the development of professionalism in Indonesia through self-development, scientific publications and scientific work. Personal development through functional training education and nursing activities. Scientific publications through national and international seminars. Scientific work in the form of appropriate products such as learning media, subject books, enrichment books, models, theories and questions. Teacher professionalism development in Indonesia through teacher induction programs, monitoring, coaching, learning observations, learning partnerships, KKG, MGMP, PKB. It can also be done by experts through P4TK, LPMP, LPTK, PGRI.

The focus of professionalism development is classified into four namely 1) Primary Teachers group III / a and III / b focus on improving their competence; 2) Young Teachers class III / c and III / d focus on improving student achievement and school management; 3) Middle class IV / a, IV / b, IV / c teachers focus on school development; Main Teachers group IV / d and IV / e focus on developing their profession (Buchory: 2016).

Abdullah (2019) stated the Teacher Competency Improvement Program in 2016 and continued with the Sustainable Professional Development Program in 2017. The implementation of the Teacher Competency Improvement Program implemented by P4TK IPA includes the Student Teacher Program, Sustainable Professional Development Program, 2013 Curriculum Program for Teachers, Heads School and School Superintendents. P4TK IPA's flagship programs are Inquiry Based Learning (IBL) and Science Technology Engineering and Mathematics (STEM).

Implementation of the Teacher Development Program in Bogor, the level of activity implementation was at 80%. The programs organized by the government such as the Training for subject teachers, MGMP, quality KKG, teacher professional improvement, curriculum assistance programs and workshops have not been innovated or developed. The program that is run is still following the specifications and conditions. In line with this, the implementation of learning has not yet implemented the results of these activities (Susanti, 2016).

Wijaya (2017) states that the PKB training conducted by P4TK Mathematics has not had much impact on the change in alumni behavior. The selection of training participants should consider the actual needs / motivation of the training participants; (2) it is necessary to facilitate activities other than training and seminar forms but (such as colloquia and panel discussions) so as to enable teachers to participate; (3) there is a need for training or training courses that specifically focus on innovative work products; (4) the need for post-training media services through the PPPPTK Mathematics website.

Possible activities as an alternative to training and seminars are the development of learning communities through the Subject Teachers' Consultative Forum (MGMP). MGMP is a collection of subject teachers in a particular region. The purpose is to form a MGMP so that teachers have a community to always learn (long life learning). Rapid development of the times requires the teacher to participate in the pursuit of knowledge. Lifelong learning is the teacher's obligation to generate knowledge. This is necessary because the teacher is a facilitator of students to gain

knowledge. In line with that, teachers are expected to master every change process so students can also face global challenges.

Increasing teacher professionalism is not only the responsibility of the teacher himself, but all related parties also have the responsibility to advance education. The government program instructed to activate MGMP activities received positive responses from science teachers. The most important thing from MGMP records is the existence of policies, instructions and support from related parties. This is very necessary because the activities will not run without awareness. Starting from the later coercive activities MGMP activities will become useful routines.

In addition to regulations that require participating in MGMP activities, the role of the MGMP chairperson is very necessary because the MGMP chairperson is the main promoter. This activity is really needed by people who are willing and able to direct friends with a series of activities that have been arranged together. Although in this activity the role of fellow teachers is the same, but the activity runs according to purpose if there is a guide.

Based on the description of the problems that have been described, the need for the activation of the Natural Science MGMP to improve teacher professionalism. These problems can be formulated as follows: 1) How does the analysis of teacher competency development needs in the MGMP of Natural Sciences Bogor Regency? 2) What are the steps in the activities that are arranged to help activate and optimize the activities of the Bogor District Natural Sciences MGMP?

2. RESEARCH METHODS

This research is a qualitative descriptive approach research. The study population consisted of 112 junior high school science teachers in Bogor. The sample of this study was 38 teachers because of the limitations of teachers who came to the MGMP and returned the research questionnaire. This research instrument was in the form of an open questionnaire. Data collection techniques using a questionnaire. Data Analysis Techniques using qualitative descriptive analysis through describing the results of an open questionnaire sheet and percentage calculation.

3. RESULTS AND DISCUSSION

This study involved 38 science teachers who actively taught in private and public junior high schools and participated in MGMP activities. The number of female teachers is 34 (89%) teachers and the male gender is 4 (11%) teachers. The majority of IPA teachers who take part in the MGMP are women. PNS teachers are 24 (63%) teachers and non PNS teachers are 14 (37%) teachers. Non-PNS teachers consist of 13 (34%) honorary teachers and 1 (3%) permanent private teacher. These results indicate that the majority of teachers who come to MGMP IPA Bogor District PNS Teachers. In line with the provisions of Law RI No. 14/2005 concerning Teachers and Lecturers and National Education Minister No. 19/2007 concerning Education Management Standards as the legal basis for the implementation of the MGMP. A socialized notice that teacher inactivity in the MGMP forum will result in the cessation of certification, thus affecting teachers' concerns for participating in activities. In my opinion this is an appropriate policy, because it starts from coercion which will cause teachers to come to the MGMP regularly. The reality began with

coercion, changed the desire and willingness to learn teachers. Starting only because so that certification is not abolished, it shifts to wanting to learn and follow every set of activities. Therefore, the head of the MGMP becomes the main mover who coordinates MGMP activities to be meaningful or not. MGMP activities are a place that facilitates teachers' mutual learning together. MGMP members consist of various teachers from different schools.

The teacher is classified into three namely junior teacher, mediator teacher and senior teacher. Junior teachers are classified based on length of service of Tahun 5 years. Medior teachers are classified based on years of service between 5 years and 10 years. Senior Teachers are classified based on a work period of more than > 10 years. Junior teachers were 4 (10%) teachers, mediation teachers were 7 (18%) teachers and senior teachers were 27 (72%). The results show the MGMP majority forum of senior teachers. Senior Teachers are expected to guide junior and mediator teachers to learn from one another. The focus of senior teachers is on professional development activities. This is in line with government policy on PKB. So the development of the profession in question is self-development, scientific publications and scientific work. One of the scientific works is classroom action research (CAR), besides that CAR is also needed in improving the learning process and promotion.

Teachers based on their education level are Bachelor's (30%) and 8 (20%) teachers. Most science teachers who come to MGMP have a bachelor level. The level of Bachelor's State University (PTN) is 20 (53%) teachers and Private Universities (PTS) as many as 18 (47%). Levels of Master's degree PTN were 1 (2%) and PTS Master's degree were 7 (18%). These results indicate the majority of natural science teachers are pursuing Bachelor's education at PTN and the majority are Master's degree at PTS. In line with this, this problem is supported by UKG values. The UKG results of junior high school teachers in 2015, 2016, 2017 obtained an average of 43.75; 65.82; 68.23 (DG GTK, 2018). These results increase every year. The national average target for 2015 is 65, so it has not yet shown the achievement of the target. The national average in 2018 that has been set is 75. This shows that there is a need for improvements to the program implemented in order to achieve the specified national targets. An increase in the UKG score is expected to have a positive impact on teacher competence.

Teacher competence is based on self-assessment through a questionnaire that has the average from lowest to highest average in 1) the aspect of "developing professionalism in a sustainable manner by taking reflective action"; 2) aspects of "mastering the material, structure, concepts, and scientific thought patterns that support the subjects being taught"; 3) aspects of "developing learning materials that are taught creatively"; 4) "Utilizing information and communication technology to develop themselves"; 5) Aspects of "mastering the competency standards and basic competencies of the subjects being taught. The results of the study concluded that continuing professional development needs to be developed, then content, then creativity, ICT and finally SK and KD to improve teacher competence.

In addition to competence, teachers are also expected to be able to have 21st Century skills. Self-assessment through questionnaires about 21st Century skills of teachers is obtained from the lowest to highest levels of critical thinking, communication, creativity and collaboration. These results show teachers need the development of knowledge about 21st Century skills. This is necessary

because children are required to have 21st century abilities so that teachers are also expected to be able to equip students. Obligations of teachers who are required to study continuously so that they can improve their competence. So it requires a learning community through MGMP.

4. CONCLUSION

The description of the discussion can be concluded that the analysis of the needs of teacher competency development in Bogor Natural Sciences MGMP namely 1) teachers need professional development; 2) the teacher needs a deepening of the material; 3) teachers need PTK; 4) teachers need continuous professional development; 5) teachers need the use of Information and Communication Technology (ICT); 7) teachers need KI and KD surgery; 8) Teachers need to provide critical thinking skills, communication, creativity and collaboration. The activity steps are arranged to help activate and optimize activities, namely by self-development, scientific publications, and scientific work in the Bogor District MGMP.

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