THE STRATEGY IN IMPROVING ENGLISH TEACHERS’ PROFESSIONALISM THROUGH MGMP

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ABSTRACT
This study aims to: (1) describe the role MGMP in improving the professionalism of English teachers; (2) know the model increase the professionalism of English teachers in MGMP; (3) know the effectiveness of the development strategy of the professionalism of English teachers in MGMP. The design of this study was qualitative research. The collection of the data was done through interview. Findings show that: (1) Implementation of the program MGMP is by planning, implementing and evaluating program; (2) Strategy in improving the professionalism of English teachers in the MGMP is by training, non-training, certification program and educating supervise program; (3) The development model of the professionalism of English teachers is effective to improve the professionalism of English teachers by four domains, namely: the realm of the needs of teachers, sphere of activity in the MGMP, the realm of evaluation and feedback, and the realm of the increase in the professionalism of teachers.

Key Words: Professionalism, MGMP, English teacher

INTRODUCTION

Teachers play an important role in efforts to improve the quality of education. Teachers as a spearhead in the implementation of education are highly influential in the teaching and learning process. The expertise and authority of teachers will determine the continuity of the learning process in class and outside class effect (Subadi, 2013: 59). Duties and responsibilities as a teacher should be enforced in managing a positive learning, dynamic, effective and efficient. Therefore, an increasing in the professionalism of teachers is something that is very fundamental and important in order to improve the quality of education. Potential resources that teachers need to keep are grown in order to perform its functions optimally.

Three factors underpin the merits of teacher professional development (TPD). Teachers with high commitment to promote their professionalism are required due to, first, their position with regular involvement in and great responsibilities for improving students’ learning (Leithwood, 2006: 5), for influencing their learning quality (Timperley, Wilson, Barrar, and Fung, 2007: ii, and Villegas-Reimers, 2003: 7), as a result of their quality of teaching (Leu, 2004: 1); second, the demands for quality and equality of education which call for global commitment, such as, on Convention on the Rights of the Child (Bruns, Mingat, and Rokotomalala, 2003: 26), and Education for All (Unesco & Unicef: 2012: vi). In Indonesian context, the commitment as such is manifested in Wajib Belajar 9 Tahun (9-Year Compulsary Education) movement.; and, third, the rapid change in educational fields in which their professional work addresses not only to cover teaching and learning scope but also to equip students with attitudes and skills for their future life (Europe Union, 2010: 12).
In the Law of the Republic of Indonesia No. 14 of 2005 on Teachers and Lecturers stated that as a professional teacher should master four competencies to do the job. They are pedagogic competence, personal competence, social competence and professional competence. To improve the competencies that one form of media guidance to teachers is through Teachers’ Working Group (MGMP). It is an organization gathering the kind of subject teachers collaboratively within a certain region (district / city) in order to identify and solve problems, test and develop new ideas in order to improve the quality of learning. In addition a range of knowledge, experience, and training will be obtained to increase the motivation of the teacher’s performance.

MGMP contributes in a creative learning process, varied, innovative and evaluative through the implementation of activities. Programs that MGMP done in improving the quality of learning for instance to plan learning activities, create and use models of learning, instructional media, bring in experts, organizes workshops and others. The role of the teacher is proactive and is supported by a varied MGMP activity is a factor that makes the splendor MGMP. The involvement of teachers in the forum MGMP impacts both on the teacher's performance in managing the learning process. MGMP organization aims to improve the quality and professionalization of teachers in the group (Soetjipto, 2007: 36).

But that felt so far is that the implementation of the program MGMP is still not able to run its role optimally. MGMP program has been implemented in almost every district / city, but in the implementation of activities often cannot be trusted as a forum to improve the quality of learning in schools and the means fostering professionalism of teachers. This is in line with what has been identified by the Department of Education, through the Directorate General of Quality Improvement of Teachers and Education Personnel (DG PMPTK, 2006) that there are various factors that led to the ineffectiveness of the forum MGMP, which are (1) the MGMP management does not function optimally (2) the low participation of teachers MGMP members involved in activities.; (3) MGMP programs significantly less board where less sensitivity to new issues of education so as if the activities MGMP only routine activities; (4) less proportionately fund; (5) lack of attention and the contribution of district / city government through relevant education authorities to MGMP; (5) lack of support for professional associations to MGMP; (6) less empowered existence and significance in improving the quality MGMP learning a positive impact on improving the quality of national education; (7) professionalism through MGMP low.

Because of the lack of optimally functioning MGMP, then the implementation of the empowerment MGMP is something that must be immediately implemented. Many attempts were made through a variety of instructor training, improvement of infrastructure, and improving the quality of management in order MGMP can be run well and have implications for the improvement of the professionalism of teachers.

TPD (Teacher Professional Development)

Definitions of TPD
Definitions of TPD (Teacher Professional Development) from many literatures fall into three different spatial coverages: a) within school setting, is represented by Glatthorn (1995, in Villegas-Reimers (2003: 11) who defines TPD as the professional growth as a result of gaining increased experience and examining his or her teaching systematically; b) within-and-outside school setting, OECD (2009: 49) describing TPD as activities that develop an individual’s skills, knowledge, expertise and other characteristics as a teacher; and c) pre-service education and within-and-outside school setting, by European Commission (2010: 19) viewing TPD as the body of systematic activities to prepare teachers for their job, including initial training, induction courses, in-service training, and continuous professional development (CPD) within school settings.

Activities in CPD programs in the light of teacher functional position and credits are composed of three categories: self-development, scientific publication, and innovative work. Self-development itself takes form of functional training and education and teacher collective activities (TCA) (Menneg
PAN dan RB, 2009). TCAs to most extent are similar activities to those of MGMP development programs.

Teaching as Profession

The concepts of teaching as profession come up as subsequent impact of teacher significant roles as subject and object of change in educational reforms in which discourses of TPD prompt globally (Villegas-Reimers, 2003: 7). Teaching as profession in Indonesia is formally recognized with the issuing of the Education Law which declares that educators are professionals in charge of planning and implementing the learning process and assessing learning outcomes (UURI, 2003). As professionals, teachers should meet certain requirements covering minimal academic qualification, teacher competence, and teaching certificates (UURI, 2005: 6). In return, they get rewards: salary, professional and functional allowances (UURI, 2005: 9 and PPRI, 2008: 16, 19) and legal protection in carrying their professional job (UURI, 2005: 6) including the protection of law, profession, job safety, and security assurance (PPRI, 2008: 28).

To remain and promote their professionalism, teachers are obliged to enhance continuous PD (UURI, 2005: 20) facilitated with the Education Law, the Law of Teachers and Lecturers (UURI, 2005) and Government Regulation on National Education Standards (PPRI, 2005). For instance, Government’s program to upgrade their academic qualification and to obtain teaching certificate for in-service teachers (PPRI, 2008: 15) is expected to increase teachers’ pedagogical, professional, social, and personal competence (Mendikbud, 2012a: 3-4).

Teacher Competence as Subject of TPD Programs

Since teacher competence (TC) is an embedded requirement for those to be teachers, it becomes a prominent subject in TPD. TC is described by Ministry of Education as a set of knowledge, skills, and attitudes which must be owned and reflected and actualized by teachers in their professional work (PPRI, 2008: 5). TC comprises four standardized aspects: pedagogical, professional, personal, and social competence (PPRI, 2008: 9, and Mendikbud, 2012a: 2). Besides, teachers’ minimal academic qualifications and teaching certificates also attain similar concerns for TPD (UURI: 2005: 7). Interestingly, continuous professional development (CPD) alone is an integral part of teacher qualification. Professional English teachers can accordingly be described as ones with suitable academic qualifications, four competences of teachers, teaching certificates, and spirits of CPD.

English Teacher Working Group

On account of the facts, teachers’ working groups (TWGs) are suitable places for keeping and improving their professionalism and for enhancing their PD on the regular basis. TWGs are used by some countries as means of professional support for teachers (Leu, 2004: 3) and bring teachers together to address their work problems (Villegas-Reimer, 2003: 80). TWG is also seen as a form of collaborative learning community to energize teachers to commit to PD (Lassonde & Israel, 2010: 30). Musyawarah Guru Mata Pelajaran (MGMP), Indonesian model of TWG, is a perfect place for them to implement their PD through various professional activities facilitated by Government.

With MGMP essential for TPD, many efforts have been made to signify MGMP management quality (Depdiknas, 2009: 2), inclusively through revitalization by making it accountably standardized (Depdiknas, 2008: 8-10). This policy not only acknowledges the high essence of MGMPs, but also aimed to provide proper places for TPD of two million teachers more who are not wholly accommodated by LPMP (Lembaga Penjamin Mutu Pendidikan, Institute for Educational Quality Assurance) for the same purpose (Depdiknas, 2009: 7).

In response to the 2005 Law of Teachers and Lecturers and the 2008 Regulation on Teachers, the revitalization of MGMP is of inevitable emergence, as manifested in standardizing MGMP:
standards of organization, program, management, facilities and infrastructures, human resources, budget, and quality assurance. The standardized programs fall into three groups: general, core, and supporting programs, with the core programs containing routine and development programs as described in Figure 1. While routine programs mostly deal with teachers’ daily work such as designing syllabus, teaching plans and materials, development programs mostly concern with activities for upgrading their professionalism, such as, research, seminars and workshops, journal and bulletin publications, teacher mentoring, and lesson study (Depdiknas, 2009: 15-18).

MGMP Capacity

Defining MGMP Capacity
Capacity is the ability of individuals, organizations or systems to perform appropriate functions effectively, efficiently and sustainably (UNESCO, 2005 cited in IIEP 2006:1), or as potential of organization to use its resources effectively (LaFond & Brown, 2003: 7 in Ubels, Acquaye-Baddoo, and Fowler, 2010: 3). Referred to the propositions, MGMP capacity can accordingly be defined as the ability of MGMP to utilize its resources and potentials in order to perform its functions effectively, efficiently, and sustainably. This implies that MGMP with capacity is one with ability to make use of its resources or potentials, such as members and Government supports, revitalization programs, to perform its function, that is, TPD promotion of the members through its routine and development programs effectively, efficiently, and sustainably.

The Capacity of MGMP

MGMP capacity are not maximally made use for promoting TPD in terms of teachers’ preparing and developing RPPs, their developing teaching methods, their improving classroom assessments, and their innovating learning process in conjunction with cooperative and collaborative learning and the use of ICT for learning. MGMP has not yet organized specific forums to deliver those issues intensively and extensively.

As a result of unintensive and in extensive forums, the meetings do not produce optimum impacts. For instance, even though teachers make RPPs with complete elements, one or two elements are weak, such as the use of three-phase technique and question and answer as teaching methods. So is the correlation among the elements. As an instance, the teaching procedures do not comply with teaching method or the skill to develop. On the contrary, a respondent was observed using text-based language instruction, but she prescribed it as pair work and question and answer for the teaching method in the RPP.

Also, MGMP capacity are not maximally utilized for promoting TPD in terms of teachers’ conducting researches and publishing scientific writings. In spite of the fact that CAR and LS have been introduced, both classroom-based research models have not come to teachers’ independent field implementations. Introduction to CAR was delivered in the workshop. In the previous period, the same subject had been presented and even brought into an implementation. Some respondents reported that MGMP of previous period had ever invited an expert to introduce CAR and explain its steps. Then as follow-up activities, teachers’ individually conducted it in their own classes. However, as claimed a respondent, teachers’ skills on each step of CAR had not yet been settled and in good shape, and accordingly the follow-up CAR got stuck in the way. On the other hand, LS was introduced and executed in real classroom by previous MGMP but has not generated teacher collaboration with regular activities.

The Role of English MGMP in Improving Teachers’ Professionalism
English MGMP is a container association or association for teachers of English subjects that serves as a means to communicate, learn and exchange ideas and experiences in order to improve the performance of teachers as change practitioners in the classroom, English MGMP has a management structure, legal basis, vision, mission and clear objectives. With the implementation of the program English MGMP results expected junior English teachers have a common perception and commitment to advance her career that gathered in activities English MGMP and was able to increase motivation, frequency, and intensity of career development activities. Because of that made the preparation of programs that include program planning, implementation and evaluation stages. The program is implemented consisting of common courses, core courses and support programs implemented in MGMP activities in order to achieve the goal MGMP. General Program is a program that provides insight to the members about the policies of local and central government. Core programs namely programs that will be implemented in MGMP activities. Core courses are grouped into two programs, namely the regular program and program development.

1. Model Increase the Professionalism of Teachers

Efforts to improve the quality of learning and teaching English lasted over a long time. The focus of the program is the improvement of the quality of learning MGMP through various collaborative activities. The professionalism of English teachers who implemented through English MGMP can be explained as follows:

- Development of English teachers through the forum MGMP implemented with support by the home school teachers, supervisors subjects, MKKS and district education offices.
- The appointment and establishment of the management structure MGMP conducted by the district education bureaus through a decree, guidance functions performed by consultants English and Principal Consultative Assembly (MKKS).
- In the preparation of the work program implemented last English MGMP through procedures through working meeting members involving all members MGMP and there through special meetings involving only a fraction official and senior member only.
- The work program is divided into three groups: (1) the nature of academic work programs; (2) incidental work program; (3) the work program that is social and fun.
- Frequency of meetings and activities that do MGMP board hanging the urgency of the need, while meeting all members MGMP is generally carried out between 10 until 12 meetings with duration of each meeting an average of 7 hours.
- Sources of funding in the activities MGMP charged membership fees funded from tuition (BOS) and from cash MGMP.
- The resource persons and facilitators serving in MGMPs activity comes from the teacher guides, core teachers, facilitators USAID, MGMP more competent administrators, consultants MGMP, lecturers and others.

2. The Strategy for Improving the Professionalism of Teachers

What is meant by the strategy of increasing the professionalism of teachers is one way or the efforts made by a person or organization in improving the professionalism of teachers to reach the expected goals. Increased competence of teachers conducted English MGMP through various strategies in the form of education and training (training) and not training. Training includes In-house
training (IHT) and the Partnership schools and not training that group discussion, seminars, workshops, writing books / teaching materials and the manufacture of learning media.

Based on the implementation of activities English MGMP is visible efforts to improve the quality of learning and professionalism of its members. However, it is found that the practice of learning English language teachers after participating in the program MGMP tends not unlike the teaching practices they did before participating in the program English MGMP. This is because the implementation MGMP monotonous and from year to year.

In line with this, Sudarnoto (2009: 26) argues that the factors the cause of the ineffectiveness of the implementation of the program MGMP arises because MGMP activity is not done in coordination and monitoring is not done programmatically. This is evidenced by several facts, for example (1) has not increased the professionalism of teachers as evidenced by changes in behavior, creativity, and innovation in developing career and work ethic; (2) Teachers of English has not been able to increase motivation, frequency, and intensity of career development, it is necessary to apply a model of Teacher Professionalism Development. The model was called the Development Model of Professionalism of Teachers of English (PPGBING). PPGBING Model consists of four main domains:

• Sphere Teacher Needs Analysis (Teachers' Need Domain)

The aim is to identify the material realm and context of what is needed by teachers of English, so that they become better performance. Its activities include: 1) identify the various needs required that English teachers to better support the learning process; 2) identify different learning problems that often prevent the majority of English teachers; 3) finding alternative solutions to the various problems of learning English has been identified; and 4) identify what knowledge and skills need to be developed to support the quality of teaching and learning English

• The sphere of activity in MGMPs In-service Activity and In Class Activity

The purpose of this sphere is to improve the professionalism of junior high school English teacher in carrying out the teaching and learning activities. Its activities involve professors, peers, teachers' guides, and principals. Lecturers provide insight and knowledge to teachers of English on English language materials and knowledge of English language learning strategies. Collaboratively with colleagues to plan English lessons and select the materials or instructional materials; preparing learning media; determine the learning strategies; and choose the procedures and types of assessment; implement the English learning process and implement a reflection of the learning process that has been undertaken to identify the strengths and weaknesses of the learning process that has been done.

• Sphere Evaluation and Feedback (Evaluation and Feedback)

The purpose of this realm to encourage teachers to actively participate in professional development programs involving school principals, peers, teachers' guides and supervisors subjects. The school principal motivating and supporting role on teacher performance, will meet the necessary needs of teachers, and a sense of commitment of teachers to change after participating in a professional development activity. A peer role is to assist other teachers in the planning process of collaborative learning. Teacher guides / core teachers act as facilitators and resource persons to deliver the knowledge and skills to participants MGMP program. The school superintendent are monitoring role of teachers in applying the results of MGMP activity in each class.

• The sphere of Professional Teacher Improvement (Outcomes)

Domain outcomes refer to the level of professionalism of teachers of English as the impact of the implementation of the previous domain. Indicators of professionalism is seen from the change: a) a better understanding of the English linguistic system that includes phonology, grammar, and discourse; b) acquisition of the basic principles of learning English; c) the ability to better design and implement learning plans were effective and efficient; d) a better ability in creating and using the
English language learning approach; e) the ability to better understand and use various techniques of learning English; f) a greater ability to provide feedback to the student to learn optimally.

The implementation of this PPGBING models require their partnerships such as peers, teachers’ guides and lecturers. In the realm of student performance, these models do not look at the impact on improving student learning outcomes. Therefore, to determine the impact of the implementation of these models required observations within a relatively long time. So in the future there needs to be further development of this model. The final impact is scrutiny of the implementation of the development of this model is to increase the professionalism of teachers and improving student learning outcomes. PPGBING model of excellence is the emphasis on the importance of the provision of evaluation and feedback of every activity MGMP so that teachers are encouraged and growing commitment to improve professionalism.

CONCLUSION

In the light of its usefulness for teachers, MGMP offers some benefits either for their personal sake or for classroom practices. Meanwhile, to what extent the students’ learning is positively influenced by MGMP programs depends much on the motivation of individual teachers. Despite the benefits in general, the discussion above concludes some crucial points on MGMP:

• MGMP as a unit has not been managed optimally in terms of organizational body, program coverage, and program schedule. It has not reached the minimum standards of at least the first three standardizations of MGMP), that is standards of organization, program, and management. The others are standards of infrastructures, human resources, finance, and quality assurance.

• MGMP has not gained sufficiently continual supports from Diknas in terms of sustainable mentoring to have MGMP organize periodical meetings beyond the annual workshop, and from schools in terms of providing transport fee for MGMP meeting beyond the workshop and monitoring teachers’ following up the MGMP programs.

• In addition, it is not clearly noticed that teachers give sufficient supports in the sense of enthusiastically joining some meetings in second semester without transport fees and engaged following up what they get in the forums With such a performance, as implications, MGMP cannot optimalize its functions to equip the members with routine and development programs for enhancing their PD. Many essential programs are deeply uncovered caused by factors of lacks of personnel, limited numbers of meetings, lacks of budget, and lacks of additional supports from Diknas, schools, and the members themselves.

• Role of the implementation of English MGMP activity in improving the professionalism of teachers have much to do.

• Model improvement of the quality of learning is done through a variety of collaborative activities, with the support of the supervisory subjects, MKKS and district education offices.

• Professionalism Development Model of Teachers of English (PPGBING) once implemented positive impact on the quality of teachers in the learning process.

• Findings development model to increase the competence of teachers of English (PPGBING) is structured and ongoing process, which is expected to motivate teachers to continuously improve and develop competence in carrying out duties as a professional educator.

Suggestions can be submitted for teachers of English to be responsible for the quality of education so that the need to increase the professionalism of himself to the fullest and for English MGMP forum in
order to apply models and strategies for improving the professionalism of teachers better to improve the quality of teachers.

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