

The Role of Subjective Teachers Association (MGMPs) In Improving The Quality of Education (Perspective Sociology In State Junior High School 2 Sumberpucung Malang)

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Abstract: This study is related to the Subject Teachers Council (MGMPs). Law of the Republic of Indonesia Number 14 Year 2005 on Teachers and Lecturers Article 20 (b) mandates that in order to carry out the task of professionalism, educators obliged to improve and develop the academic quality and competence on an ongoing basis in line with perkembangan science, technology, and art. The main activities of the Council Subject Teacher (MGMPs) is the collective activities of educators in improving competence impact on improving the quality of education. This study aims: to describe and analyze the role of Subjective Teachers Association (MGMPs) in improving the quality of education at the State Junior High School 2 Sumberpucung Malang; to describe and analyze the factors that support and hinder the role of the Council Subject Teacher (MGMPs) in improving the quality of education at the State Junior High School 2 Sumberpucung Malang. This study used a qualitative approach (qualitative approach) and grounded theory developed by Strauss and Corbin as an analytical tool. The subject of the study was the Subjective Teachers Association (MGMPs) Sumberpucung State Junior High School 2 Malang. Techniques of data retrieval through participant observation (participant observation), in-depth interviews (depth interview), and recording documents. The main instrument is the researchers themselves, the data obtained were analyzed by Strauss and coding techniques Cordin models. As the main theory is a theory of the role and theories supporters are organizational theory, the theory of social action and functional structure theory to explore how social reality. From data collection, analysis, and discussion of results of the study researchers concluded: Council Member duty Subjective Teachers Association (MGMPs), replace senior as mentoring in teaching and learning; liabilities actors Deliberation activities Subjective Teachers Association (MGMPs), monitoring and evaluation of School Subject Teachers Council (MGMPs), which is based on the fact; Deliberation manifest function Subjective Teachers Association (MGMPs), useful to develop student achievement regardless of latent functions of professional educators; internal supporting factors, as the principal motivating factor to give discretion to the Subjective Teachers Association (MGMPs) with the availability of infrastructure and learning process; external support factors, admissions implemented through the selection, support parents guardians and the schools are located and the ability of prospective students; Internal inhibiting factors, barriers to internal admissions are done randomly, the infrastructure has not met, as well as the curriculum and methods vary; factors external resistor, external obstacles in the learning process is questionable, limited teaching facilities and infrastructure, with a lecture without variation. admissions implemented through the selection, support parents guardians and the schools are located and the ability of prospective students; Internal inhibiting factors, barriers to internal admissions are done randomly, the infrastructure has not met, as well as the curriculum and methods vary; factors external resistor, external obstacles in the learning process is questionable, limited teaching facilities and infrastructure, with a lecture without variation. admissions implemented through the selection, support parents guardians and the schools are located and the ability of prospective students; Internal inhibiting factors, barriers to internal admissions are done randomly, the infrastructure has not met, as well as the curriculum and methods vary; factors external resistor, external obstacles in the learning process is questionable, limited teaching facilities and infrastructure, with a lecture without variation.

Keywords: Roles, Subject Teacher Council (MGMPs), Quality

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I. INTRODUCTION

In the process of education, educators have a crucial role in guiding learners to maturity, maturity and independence. So that educators often said to be the cutting edge of education in their duties. An educator is not only master the teaching materials and technical skills educative but also personality and must have

reliable personal integrity, So it becomes a role model for students, families and communities. This led to the role of educators to shift from the source and center of knowledge to become a facilitator, mediator, motivator and inspiration for students. Educator resources development, in particular the professional development of educators, is an attempt to prepare educators to have the insights, knowledge,

To increase professionalism on an ongoing basis, educators shall promote the development of academic qualifications and competence on an ongoing basis in line with developments in science, technology, and art. The activity is very possible to be implemented through the Council's role Subject Teacher (MGMPs), considering the container is used as a meeting place for educators subjects. Relating to the role of consultative meeting forum Subject Teacher (MGMPs) is positioned to increase the competence of teachers and educators performance, the empowerment of Subjective Teachers Association (MGMPs) is an urgent matter that should be implemented immediately. This research was conducted in State Junior High School 2 Sumberpucung Malang.

With the following considerations: (1) Unique. State Junior High School 2 Sumberpucung located at Jalan TGP number 9 subdistricts Sumberpucung. State Junior High School 2 Sumberpucung is over the baton generation of fighters in the independence pioneered by Genie Student Army (TGP). So it is also known as the School of TGP and become Sumberpucung community pride; (2) Interesting. In the academic year of 2017/2018 the number of classes has 31 classes with the number of 1,041 students. With details seventh grade class groups consist of 11 class groups with a number of 344 students, class groups VIII class consists of 10 students of class groups with the number 354, ninth grade class groups consist of 10 class groups with a number of 343 students; (3) Specific. The programs launched by the school yielded significant results.

This study aimed to describe and analyze the role of Subjective Teachers Association (MGMPs) in improving the quality of education at the Junior High School 2 Sumberpucung Malang; as well as to describe and analyze the factors that support and hinder the role than the Council Subject Teacher (MGMPs) in improving the quality of education at the Junior High School 2 Sumberpucung Malang.

II. LITERATURE REVIEW

Role concept

The role is a set of behaviors that are expected by others of one's corresponding position in the system. Roles are influenced by social circumstances both from within and from the outside and are stable. The role is a form of behavior that is expected of a person in a particular social situation (Kozier Barbara, 1995: 21). In the Indonesian General Dictionary, so the role is something that holds a portion or the foremost leaders (WJS Poerwadarminto, 1984: 735). The role is a form of behavior that is expected of a person in a particular social situation. If the role is defined by the behavior expected of a person in a certain status, then the behavior is the behavior of the real role of the person doing the role,

Deliberation concept Subject Teacher (MGMPs)

Understanding Subjective Teachers Association (MGMPs) is a forum or container activities subject educators to develop competence and quality of teachers of subjects. Syaefudin (2011: 107) argues that Subjective Teachers Association (MGMPs) is a forum or container of professional activities of teachers of subjects in the studio and in each school consisting of two elements, namely deliberation and subject teachers. Deliberation Subject Teacher (MGMPs) can be used as a good model to help educators develop competence if willing to learn and exchange ideas among educators.

Teacher Competence Concept

In the opinion of SiswoyoDwi (2007: 120), competence is a set of knowledge, skills and behaviors that must be owned, internalized and mastered by teachers in implementing the tasks of professionalism. In this case the educator into the category of profession, require several disciplines that intentionally to be learned are then applied in education, especially formal education in schools, the teachers who have the ability and expertise in the field of teacher training, so it has the ability to perform tasks and function as an educator.

Pedagogic Competence Concept

The views on the process of teaching and learning activities have consequences for an educator in enhancing the role and competence, because the learning process and student learning outcomes are largely determined by the role and competence of educators. In this case, an educator is required to be able to master the pedagogic competence. Educators who have pedagogical competence will be able to create an effective learning environment and will be better able to manage learning in the classroom so that student learning outcomes at the optimum level. In the opinion of Suyanto (2013: 41), which must be mastered pedagogical educators include educator understanding of the students, the design and implementation of learning, evaluation of learning outcomes, and the development of students to actualize their potential.

The concept of Professional Competence

A professional educator is an educator who has knowledge with regard to the subjects taught in schools and in accordance with the field of education that has been taken. To achieve that, an educator is required to master the professional competence that an educator has the ability to control the content and structure of teaching materials in accordance with the expected National Education Standards (NES). According to DwiSiswoyo (2008: 122) forms and criteria of professional competence, among others: (1) acquisition of scientific material; (2) mastery of the school curriculum and syllabus; (3) a special method of learning the field of study; (4) The insights of ethics and professional development.

Quality concept

In a general sense, the quality implies a degree (level) the benefits of a product (work / effort) in the form of goods and services, both tangible and intangible. In relation to the concept of quality education, Sallis (1993: 280) consider that the education is a process of cultural services. This understanding has implications for their input (input) and output (output). Feedback can be a learner, infrastructure and facilities for other learning, including the environment, while the output is a graduate or alumni who later became a quality measure, given the educational products are services, the service quality of education services is highly dependent attitude of service providers in the field as well as expectations of service users educator. In order for a good quality of education can be achieved, then the quality should be supported by the school. Educational quality is the overall school can give satisfaction to customers / community, (Margono, 2002). To improve the quality of schools needed support school leadership and school management to effectively support the school's main activities, namely teaching and learning in the classroom.

Education concept

Based approach to sociology, education, socialization is seen as identical with the process of helping young people to become members of society are expected. It's as defined by Emile Durkheim (Jeane H. Ballantine, 1985) that: Education is the influence exercised by adult generations on Reviews those that are not yet ready for social life, it is the object is to arouse and to develop in the child A Certain number of physical society as a whole and the special milieu for the which he is specifically destined. Education is the impact made by the adult generation to those who are not ready to make a social life. The goal is to build and develop a number of physical, intellectual,

Based on a systems approach, education can be defined as a whole which consists of a number of components that are interconnected functionally in order to achieve the goals of education (transform new input into output). Implications for education, the purpose of education is to help the development of the mind and the self (self) students. Therefore, schools should emphasize the activities of the intellectual, moral considerations, considerations of aesthetic, self-realization, freedom, responsibility, and self-control in order to achieve self-development and personal thoughts (Callahan and Clark, 1983). In other words, education is supposed to help the development of the characters as well as develop human talent and social virtues (Edward J. Power, 1982).

Theory of Social Action

The paradigm of social definition, as the paradigm of social definition does not depart from the standpoint of objective social facts, such as macro-structures and social institutions that exist in society. The paradigm of social definitions precisely contrary of the human thinking process itself as an individual. According to this paradigm processes of action and interaction which is based on the willingness of individuals that is the subject of this paradigm. In sociology there are three paradigms consisting of social facts (Emile Durkheim), social definition (Max Weber) and social behavior (BF Skinner), in which Max Weber is one of the leaders of one of the paradigms that social definition in which the theory of social actions (social action) is part of one of the social definition paradigm developed by Weber. The theory of social action which was donated by Weber's sociology is his theory of rationality. Where the classification of these types of social action. According to Weber's social action associated with conscious consideration and selection that the action was declared. The use of these theories used by researchers as a reference to see how the importance of the educator forms of social life. Rationality is a basic concept used Weber in his classification of the types of social action. On the basis of rationality of social action, Weber differentiate into four types. The more rational social action it is more easily understood. Four types of social actions, among others: instrumental rationality, value-oriented rationality, action affective and traditional action. (1) Instrumental rationality (zwerkrationalitat). Directed action if the objectives, instruments and consequently taken into account and considered rationally. This is defined by the expectations of the behavior of objects in the environment and other human behaviors; these expectations is used as a condition or means to achieve the objectives of the actor through effort and rational calculation. (2) The value-oriented rationality. The action is determined by the full faith awareness of the value

of ethical behavior, aesthetic, religious or other forms of behavior, which regardless of the prospects of success. (3) Measures affective. The action made-up, influenced by emotions and pretenses of the actor. This action is elusive. Action is affective when emotional factors define the ways and objectives of the action. (4) traditional measures. Actions taken by habit, without any conscious reflection or planning. According to Weber this action is non-rational. Economic measures are usually not in a vacuum, a space that does not involve social relationships with other people or groups. But, in general, an economic action occurs in the context of social relationships with others. Therefore, the economic action can take place with the involvement of cooperation, trust, and networks. Or conversely, an economic action can result in discord, distrust, and termination. Weber theory is social action, whatever its form may be perceived subjectively and related motivational patterns. Because it is not always all behavior can be understood as a manifestation of rationality. To understand the subjective and individual motivations need to understand and empathize with other people in order to conclude that other people do, tindakan social influence on patterns of social relationships that occur in society and also structurally related to the pattern. The theory of social action carried out, because the meaning and actions taken to achieve the objectives as measures to make ends meet.

Functional Structure Theory

The theory of functional structures are often referred to as a functionalist perspective is promoted theories about social balance that occur in people's lives. This balance is obtained because society deems as the arrangement of organisms that are interrelated with each other. Organisms that are formed in the community, leading to the stability of the social order is obtained from various forms of social institutions of society, both economic institutions, political institutions, legal institutions, or educational institution. The theory according to Emile Durkheim functional structure is the fabric of society as a social order which indicates that having lived in harmony. Functionalism focus on the macro level social structure in the community, it is also he stressed that the public as an objective reality individuals who are members. Functionalism see the individual as part of a community that is in large social systems. The social system is working to create stability in the social order. Society, thus is a collection of individuals who work in a system to maintain social stability. Durkheim himself sees society as an organism. Organisms composed of multiple components that play their respective roles. If each of the components move themselves, the organism would be dysfunctional or failed to function. Structural-functional theory see an institution or social institution as a component of the social system. Each institution is designed to perform its functions. In everyday life, we can see how the theory of structural-functional working within a system. For example, the government set up a school in order to provide education for its citizens. The disciples are prepared to fill these jobs and positions in the future government. While working, they came to pay taxes. The tax money is used to pay for education and more. Work is also supplying living expenses of his family to remain in existence. In the end, pupils and students were initially financed by the State will finance the State to remain in existence. From the standpoint of the structural-functional theory, if the system is working as it should, the government finance the education, students learn later work, social systems will be in a stable condition. we can see how the theory of structural-functional working within a system. For example, the government set up a school in order to provide education for its citizens. The disciples are prepared to fill these jobs and positions in the future government. While working, they came to pay taxes. The tax money is used to pay for education and more. Work is also supplying living expenses of his family to remain in existence. In the end, pupils and students were initially financed by the State will finance the State to remain in existence. From the standpoint of the structural-functional theory, if the system is working as it should, the government finance the education, students learn later work, social systems will be in a stable condition. we can see how the theory of structural-functional working within a system. For example, the government set up a school in order to provide education for its citizens. The disciples are prepared to fill these jobs and positions in the future government. While working, they came to pay taxes. The tax money is used to pay for education and more. Work is also supplying living expenses of his family to remain in existence. In the end, pupils and students were initially financed by the State will finance the State to remain in existence. From the standpoint of the structural-functional theory, if the system is working as it should, the government finance the education, students learn later work, social systems will be in a stable condition.

III. RESEARCH METHOD

Pendekatan Research

The approach taken in this study is an empirical fact, in the sense that the researchers did not take for granted resources obtained, but the researchers go into the field to learn a process or invention which occurs naturally, record, analyze, interpret, and report and draw conclusions from the process, The strategy chosen for this study is a qualitative approach (qualitative approach) and grounded theory developed by Strauss and Corbin as an analytical tool. The researchers studied more in social reality "Role of Subject Teachers Council (MGMPs) In Improving Quality of Education (Sociology perspective in State Junior High School 2Sumpungpucung

Malang)". The subject of the study was the Subjective Teachers Association (MGMPs) Sumberpucung State Junior High School 2 Malang.

Research focus

The focus of his research is the role of Subjective Teachers Association (MGMPs) in improving the quality of education indicators: (1) the task; (2) the obligation; (3) function; and enabling and inhibiting factors indicators: (1) internal; (2) external.

Data Analysis Techniques

Analysis of the data in this study using a method developed by the NII Strauss and Corbin (1998) in a grounded theory study, the data analysis will be based entirely on the data in the field in perspective EMIC. In terms of data analysis Strauss and Corbin (1998) introduced the encoding process with workflow analysis model cyclical. Data were analyzed using coding procedures for developing grounded theory through data.

Data coding procedure is done in three phases: open coding (open coding), coding pivot (axial coding), and selective coding (selective coding). Open coding steps are (1) to obtain data variation as much as possible of the research; (2) conduct simultaneous interpretation, incongruity, and the presentation of the phenomenon, microstructure analysis and conclusions. Beroros encoding step (axial coding) is a series of relationships as follows: condition causes → phenomenon → context → intervening conditions → interaction strategies and action → consequences. Step encoding selective (selective coding) is the process of checking which are the core category and relation to other categories. By comparing the relationship between categories, using a model paradigm. And finally lead to the conclusion that later became general design.

IV. DISCUSSION

Focus 1: The Role of Subjective Teachers Association (MGMPs) in improving the quality of education indicators:

A. indicators Task

Based on the search data findings known that the results of Interview with the Chairman and Members of Subjective Teachers Association School (MGMPs) each of the subjects in the State Junior High School 2 Sumberpucung delivered as follows: (1) develop learning programs, prota, promissory notes, syllabi, RPP each semester; (2) follow the activities MGMPs Malang regency level and disseminating the results; (3) discuss the problems found by the MGMPs learning; (4) coordinate to discuss the preparation, practice and implementation of competitions followed by the students. For example, OSN, KIR, FLS2N; (5) formulate questions tutoring and discussion; (6) as a trustee of Subjective Teachers Association (MGMPs) Malang regency level, <https://siap.puspendik.kemendikbud.go.id>; (6) as a committee Quiz Competition Four Pillars Nationality Malang junior high school level in 2018; (7) as supervisor of extracurricular activities; (8) as a homeroom and got additional duties as head of the laboratory; (9) following application of the Indonesia Teaching Fellows by the teachers' lounge persada for one year; (10) held a regular meeting Deliberation Subjective Teachers Association (MGMPs) every month and at State Junior High School 2 Sumberpucung; (11) as a Profession Sustainable Development Team (PKB) Mode Face to Face In-1, In-2 Deliberation Teacher eye (MGMP) Junior Mathematics Malang; (12) as the conditioning coaches in the activities of the students, through worship Friday prayers, praying Duha and dhuhur and reprogrammed Islamic holidays memorial activities at school; (13) as operator in Sumberpucung MORA region (for data collection dapodik educators); (14) in coordination with the agents of history TGP (Army Genie Students) and the next generation of TGP (Army Genie Students) as a support material supporting the IPS (Social Studies) as a source to clarify the historical materials TGP (Army Genie Students) are not in accordance with the facts which are actually.

Based on the analysis and description of the role of Subjective Teachers Association School (MGMPs) in improving the quality of education with the task indicators, obtained findings as follows:

Findings-1

As coaches do not always carry out their duties.

Findings 2

Council members Subjective Teachers Association (MGMPs) not all play a role in the increase of professional educators.

Findings -3

Council members Subjective Teachers Association (MGMPs) received additional teaching subjects other and be extra coaches.

Findings 4

Replace senior educator as mentoring junior in the learning process.

Based on the findings of 1 to 4, then drafted propositions, as follows:

Proposition minor one:

Council members Subjective Teachers Association (MGMPs) replace senior as mentoring in the learning process.

B. Indicators Obligations

Based on the findings from the results Interview with the Chairman and Members of Subjective Teachers Association School (MGMPs) are: (1) implement learning programs that have been compiled together to be applied in student learning; (2) carry out the appropriate evaluation of learning programs that have been compiled together; (3) develop the potential of the students in the activities of intra, extra and co-curricular learning; (4) have an obligation to teach a minimum of 24 hours per week face to face; (5) the number of classes and study groups (class groups): Class VII = 11 class groups, Class VIII = 10 class groups, and class IX = 10 class groups; the educator needs as many as 70 people, educators that are applicable to the data as many as 48 people, so the shortage of teachers as many as 22 people; (6) there are some educators who teach other subjects duplicate that does not comply with the certification.

Based on the analysis and description of Subjective Teachers Association School (MGMPs) in improving the quality of education with the obligation indicators, obtained findings as follows:

Findings -5

The perpetrators of the activities of Subjective Teachers Association School (MGMPs) is committed to the learning process in order to improve the quality of the School Subject Teachers Council (MGMPs).

Findings -6

Monitoring and evaluation of School Subject Teachers Council (MGMPs) based on reality.

Findings - 7

Educators in implementing the teaching and learning process is based on the ability.

Based on the findings 5 to 7, then drafted the proposition, as follows:

Minor Proposition two:

Liabilities actors Deliberation activities Subjective Teachers Association (MGMPs), monitoring and evaluation of School Subject Teachers Council (MGMPs) based on the reality.

C. Indicator Functions

Based on the research findings can be mentioned, that the functions of Chairman and Members of Subjective Teachers Association School (MGMPs) are: (1) as a means to discuss, cooperate in the preparation of the study; (2) the solution of educators in implementing learning in school; (3) as a facilitator for educators to improve the ability of educators in implementing learning; (4) media for the development of students' achievement in religious, as a supervisor talent development activities and interests of students, in the art of reading the Qur'an and the art of reading sholawat; (5) as a means to equalize the perception in the steps of the learning process, if there are difficulties in the subjects, to tailor learning programs and practices if there is a material that is difficult to understand the students.

Based on the analysis and description of the role of Subjective Teachers Association School (MGMPs) in improving the quality of education with an indicator function, obtained findings as follows:

Findings -8

There is a latent professional educators, the teaching and learning process.

Findings -9

Methods of Subjective Teachers Association School (MGMPs) useful in developing student achievement.

Based on the findings of 8 to 9, then drafted the proposition, as follows:

Three minor propositions

Deliberation manifest function Subjective Teachers Association (MGMPs), useful to develop student achievement regardless of function Latent of professional educators.

Focus 2: Supporting and Inhibiting Factors indicators

Factors supporting the internal, external and internal inhibiting factors, external.

A. Supporting factors

1. Internal

Based on the research findings supporting factors internal to the Chairman and Members of Subjective Teachers Association School (MGMPs) may be mentioned that: (1) all educators certified S1; (2) The educator is a professional educator for passing and a certificate of professional educators; (3) the availability of laboratory and support book subjects; (4) MGMPs professional development can be done by writing Scientific Writing (KTI) for educators in the form of Action Research (PTK); (5) in MGMPs educators have the opportunity to deepen the knowledge, development of skills and professional attitude that mempu improve the quality of education, guided by the core educators; (6) State Junior High School 2Sumerpucung including a

large school with a number of students in 1041, so many students who excel in the field of sports and cultural arts (vocal arts, dance, and visual arts); (7) good communications between the principals, educators, students and school committee in implementing learning programs, the high motivation of the educators and students in the implementation of learning so that the learning process becomes smooth; (8) space Counseling (BK) is adequate, though not yet a standard and is given hours to go to class so that it can recognize the character of learners; (9) State Junior High School 2Sumberpucung is one of the relics of the former Army monument Genie Student (TGP) which is highly respected and appreciated by all the family Ex TGP Brigade 17 and there is a strong bond between the former Army Genie Student (TGP) by future generations, that every year is always manifested in the form of a reunion held in turns in some areas where Genie Student Army (TGP) had fought before, including Jakarta, Surabaya, Solo, Yogyakarta and Madison; (10) the realization of teaching history is embodied in the form of implementation TGP flag ceremonies and extracurricular scouting.

Based on the analysis and description of the role of Subjective Teachers Association School (MGMPs) in improving the quality of education by supporting factors internal indicators obtained findings as follows:

Findings-10

Most educators Subjective Teachers Association (MGMPs) is a professional in the learning process.

Findings 11

Facilities and infrastructure available in the learning process.

Findings 12

Wisdom of the principal of the School Subject Teachers Council (MGMPs) to encourage the learning process.

Based on the findings of 10 to 12, then drafted the proposition, as follows:

Minor Proposition 4:

As the principal motivating factor to give discretion to the Subjective Teachers Association (MGMPs) with the availability of infrastructure and learning process.

2. External

Based on the findings in the external support factors MGMPs can be described as follows: (1) follow MGMPs Malang district level who regularly once a month, so that adds to the latest knowledge and skills; (2) have the support of parents guardians who are members of the school committee; (3) many students of State Junior High School 2Sumberpucung who follow the race Vocal Arts, Dance, Fine Arts district level, the district and provincial levels who always get the championship trophy; (4) cooperation between the Council Subject Teacher (MGMPs) Malang by Subjective Teachers Association School (MGMPs) were very helpful Learning Process (PBM) subjects; (5) students of State Junior High School 2Sumberpucung addition to already given extracurricular school, siswanyapun many who follow the development of self outside of school or club; (6) the existence of good cooperation between the homeroom teacher, educator subjects, the team Rule and related agencies (police and health centers); (7) the role of the committee and parents who support the existence of a history lesson TGP in State Junior High School 2Sumberpucung will foster a spirit of nationalism, discipline, responsibilities of junior high school students 2 Sumberpucung; (8) State Junior High School 2Sumberpucung future will enliven and enrich Malang batik motifs and batik archipelago. (7) the role of the committee and parents who support the existence of a history lesson TGP in State Junior High School 2Sumberpucung will foster a spirit of nationalism, discipline, responsibilities of junior high school students 2 Sumberpucung; (8) State Junior High School 2Sumberpucung future will enliven and enrich Malang batik motifs and batik archipelago. (7) the role of the committee and parents who support the existence of a history lesson TGP in State Junior High School 2Sumberpucung will foster a spirit of nationalism, discipline, responsibilities of junior high school students 2 Sumberpucung; (8) State Junior High School 2Sumberpucung future will enliven and enrich Malang batik motifs and batik archipelago.

Based on the analysis and description of MGMPs role in improving the quality of education by indicators external support factors, obtained findings as follows:

Findings -13

Student enrollment be made through selection.

Findings -14

Support parents / guardians as committee members play a role in school activities.

Findings - 15

In addition to the strategic location of the school, considering also the ability of prospective students.

Based on the findings of 13 to 15, then drafted the proposition, as follows:

Five minor proposition:

The enrollment of students is carried out through the selection, support parents guardians and the schools are located and the ability of prospective students.

B. Obstacle factor

1. Internal

Based on the findings in an internal inhibiting factors mentioned, that: (1) maximal use of the environment around the school to support the learning needs; (2) the lack of references about learning model that became a source of reference for educators, when compared with the number of students in 1041; (3) the lack of means based on ICT in the classroom is not adequate; (4) if educators are not present in the classroom, the teachers on maple picket replaced by educators at the event; (5) less terprogamnya educators implement professional development optimally and independently to be submitted to member MGMPs; (6) their school activities outside of the learning process so as to disturb the learning process of students; (7) school curriculum that is often changed; (8) educators have not mastered the learning models so that graduates are less able to compete due to lack of clear understanding of the concept; (9) educators carry double duty as the other subject because of a lack of educators; (10) unavailability of enough LCD for learning, making it less effective learning time; (11) the majority of students do not have a laptop to support internet access; (12) the unavailability of a professional trainer in Penjasorkes.

Based on the analysis and description of MGMPs role in improving the quality of education indicators, internal factors, obtained findings as follows:

Findings - 16

The effectiveness of the Subjective Teachers Association (MGMPs) still experience barriers in the learning process.

Findings -17

The results of the selection of students to be students randomly chosen.

Findings -18

In the process of teaching and learning-infrastructure facilities do not meet the requirements.

Findings 19

In his curriculum teaching and learning process changes.

Findings 20

The method used in teaching and learning with different or varied.

Based on the findings of 16 and 20, then drafted the proposition, as follows:

Six minor proposition:

Obstacles to internal admissions are done randomly, the infrastructure has not met, as well as the curriculum and methods vary.

2. External

Based on the findings in the external inhibiting factors mentioned, that: (1) has not been fully guardians concerned about the needs of school-related learning; (2) the limited opportunities that facilitate self development for educators and yet touches all educators in the activities of Subjective Teachers Association (MGMPs) district level; (3) some educators tend to be only as a teacher of the educators, so as to provide character education of children has not been well; (4) lack of support from stakeholders on the activities of Subjective Teachers Association (MGMPs) district level; (5) there is no public libraries around the school to support the needs of the subject; (6) some educators, has a busy outside of school, thus experiencing difficulties in mengantur time for the Council meeting Subjective Teachers Association (MGMPs); (7) culture is very influential on the behavior of a religious student; (8) lack of availability of adequate sports equipment, lack of support from the outside community or parents and relevant agencies are less supportive of facilities and coaches; (9) the advancement of technology and information and misuse of the facility, for example, the issue that led to Sarah, proud menyelekan others; (10) the lack of assistance from parents guardians in the education of students; (11) the lack of cooperation between parents and learners in problem solving; (12) not all Council Members Subject Teacher (MGMPs) Malang understand or know about Genie Army History Student (TGP); (13) less for the training of educators by Subjective Teachers Association (MGMPs) Malang in improving the quality, Subjects craft; (14) a lack of motivation or support from parents that influence students' interest in learning to work towards Subjects craft; (15) for Subjects Batik, the tool and the material is not yet available in Malang.

Based on the analysis and description of the role of Subjective Teachers Association School (MGMPs) in improving the quality of education with external indicators inhibiting factor, obtained findings as follows:

Findings 21

Obstacles to the Subjective Teachers Association (MGMPs) in the learning process is questionable.

Findings-22

Completeness of infrastructure in the learning process is limited.

Findings 23

Frequent use the lecture method without causing boredom variety of students in the learning process.

Based on the findings of 21 to 23, then drafted the following proposition:

Proposition minor seventh:

External barriers in the learning process is questionable, limited teaching facilities and infrastructure, with a lecture without variation.

Proposition Mayor

Based on minor proposition 1, 2, 3, 4, 5, 6, 7, which has been set, then dirumuskanlah major proposition as follows:

Deliberation Subjective Teachers Association (MGMPs) as a forum for communication, development, and improvement of the profession and career educator, student readiness, infrastructure, policy and the school principal obstacles to the learning process implemented.

V. CONCLUSION

Based on the description as that of the discussion of the results of the study, in this study could be given some conclusions as follows:

1. The role of Subjective Teachers Association School (MGMPs) in improving the quality of education in the Junior 2 Sumberpucung Malang:

a. Council Member Duties Pelajaran School Teachers (MGMPs), senior menggantikan as mentoring in the learning process.

b. Liabilities actors Deliberation activities Subject Teacher Schools (MGMPs), monitoring and evaluation of School Subject Teachers Council (MGMPs) based on the reality.

c. Deliberation manifest function Subjective Teachers Association (MGMPs), useful to develop student achievement regardless of latent functions of professional educators.

2.a. Internal and external factors supporting role of Subjective Teachers Association School (MGMPs) in improving the quality of education in the Junior 2 Sumberpucung Malang:

1) Factors supporting the internal

As the principal motivating factor to give discretion to the Subjective Teachers Association (MGMPs) with the availability of infrastructure and learning process.

2) Factors external support

The enrollment of students is carried out through the selection, support parents guardians and the schools are located and the ability of prospective students.

b. Internal and external factors inhibiting the role of Subjective Teachers Association School (MGMPs) in improving the quality of education in the Junior 2 Sumberpucung

1) Internal inhibiting factor

Obstacles to internal admissions are done randomly, the infrastructure has not met, as well as the curriculum and methods vary.

2) Factors external resistor

External barriers in the learning process dipernyatakan, limited teaching facilities and infrastructure, with a lecture without variation.

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