

## The Development Pattern Of Teachers Working Group For Improving Teacher Professional Competency In North Aceh District

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**Abstract:** Teacher professionalism and the quality of education in North Aceh are still low. This is in the background of many factors, that is the distribution of the teachers' notions (Teacher Working Group), MGMP (Teacher Working Group), KKS (Working Group of Principals) and KKPS (Working Group of School Supervisor) are not optimal yet, while discussing the problems faced teachers in carrying out their daily tasks. This thesis describes the problems gained, what is the pattern of MGMP in developing professional competence of entrepreneurship teacher in North Aceh Regency; What constraints occur in the field of development of the competence of entrepreneurship teachers in North Aceh District by the MGMP; Impact of North Aceh entrepreneurship teacher on MGMP function. In this research method use qualitative case study. The data source of this research is the informant and MGMP activity. Data collection techniques used include observation, interviews, studies. This research chose informant by using purposive sampling. In the validity of this research data using source triangulation techniques. The data collection, data presentation, and conclusion drawing or verification. MGMP development of entrepreneurship in improving the professional competence of entrepreneurship teachers in North Aceh District, through work program activities that have been significant and in accordance with the needs of teachers. The program is the discussion of syllabus, making KBM tool, making Module, making semester problem. Impact of Entrepreneurship MGMP implementation received positive response from North Aceh District entrepreneurship teacher; That the MGMP is very helpful for teachers in SBC's implementation of SBC. MGMP constraints in the development of professional competence of entrepreneurship teachers in North Aceh District; Less supervision from the Service) to the MGMP's performance; Inadequate MGMP operational support funds; There are several low teacher work ethos.

**Keywords:** MGMP, Professional Competence, Entrepreneurship Teacher.

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### I. Introduction

The government is very concerned with the improvement plan the National Education system as where stipulated in the constitution of the Republic of Indonesia Number 14 of 2005 on Teachers and Lecturers Article 1 Paragraph 1, which states that teachers are professional educators with the primary task of educating, teaching, guiding, directing, train, assess, and evaluate students in early childhood education on formal education, primary education and secondary education. Teachers as one component in teaching and learning activities (KBM) has a very decisive position of successful learning.

Teachers play a strategic role especially in forming efforts character of the nation through the development of personality and values desired. The dimension, teacher's role is difficult to be replaced by others. Viewed from the dimensions of learning, the role of teachers in society Indonesia remains dominant even though the technology can be utilized in the learning process develops very rapidly. This is because there is the dimensions of the educational process, or more specifically the process, learning, played by teachers who can not be replaced by technology (Supriadi, 1998: xv).

In formal education in school teachers have a role very important because it determines the success of students, especially in relation to teaching and learning process. The definition that we know a day - day is that the teacher is the one who must be digugu and imitated, within meaning people who have charisma or prestige to be imitated and Exemplified. Along with advances in information technology that has been so rapidly, teachers not only act as presenter of information, but also must able to act as more facilitator, motivator, and mentor giving many opportunities to learners to search for and self-processing information. Thus, the teacher's expertise should continue developed and not just limited to the mastery of teaching principles (Uno, 2008: 17).

The main task of the teacher is to teach, most of us say that teaching is a profession. Teacher as a profession in Indonesia is just in the stage of growing (*emerging profession*) who has not reached the level of maturity that has achieved by other professions so that the teacher is said to be a profession half-baked or semi-professional (Dedi Supriyadi, 1998). Professional work is different with non-professional workers because a profession requires the ability and special skills in carrying out his profession in other words professional work is a work that can only be done by those especially prepared for it (Saondi, 2010: 7). Teacher profession at this time is indeed in the peak of popularity, opinions expressed by Soetjipto and Ondi Saondi that teachers in Indonesia is a profession that is now starting in the gemari it is true. The amount of interest people want work as a teacher, can be seen from membludaknya who want LPTK attended, for example in the UN Imed become one of the Universities high favorite in printing prospective teachers. Teacher profession at the moment much in the interest of the community because it is one of the professions which is very promising. New policies are issued the above government towards the profession of teachers and lecturers aims improve the welfare of life, this is the cause why the teaching profession at the moment becomes a favorite profession.

In developing the professional competence of teachers some of them can be through optimizing function and role of activities in the form of PKG (Center for Teacher Activity), KKG (Teachers Working Group), and MGMP (Teachers' Consultative Council Lessons) that allow teachers of various experiences within solve the problems they face in the activity teach him (Supriya, 1998). It needs a container that can improve and develop competence. The organization was in the form because it was wrong one criterion of professional position, profession title must have container to unify the movement and control the overall profession, namely the container profession. For teachers in Indonesia such containers are Indonesian Teachers Association better known as abbreviations PGRI, but in addition to PGRI as the only recourse teachers in government-recognized schools to date, there is a forum for teachers called MGMP kind established at the instigation of the Ministry of Education and Culture. Unfortunately there is not yet interrelationships and formal relationships between groups of teachers within This MGMP with PGRI.

Based on the description above, Many assumption that MGMPs has a very important contribution in developing standardization of concepts and assessors a n subjects nationally, can be a place of development of the competence of teachers in particular professional competence. But whether MGMPs in North Aceh District also be able to contribute equally to the teacher Subjects entrepreneurship based on the purpose and role of MGMPs considering valuation report Teacher Competency Test (UKG) in 2015 from the Department of Education, Youth and Sports of North Aceh district, which concluded that the competence of teachers of entrepreneurship is still very low. Based on the data and information the authors obtained from the North Aceh Education Office, as the North Aceh entrepreneurship MGMP board that teachers who teach entrepreneurship are almost entirely not entrepreneurship education backgrounds. In addition, entrepreneurship teachers are not all active and experienced in the field of entrepreneurship, whereas subjects kewirausahaan required for students to be able to make a work or product that can be marketed before applied to learners so that teachers who do not have the knowledge and experience in entrepreneurship can continue to learn and develop their ability in entrepreneurship.

With the various problems that the author found in the field, it turns out MGMP Entrepreneurship activities are far from the shadow we expect. With less active MGMP activities of this Entrepreneurship, the development of teacher competence will also be hampered. Therefore this research needs to be done by observing the extent of the contribution of masyarakat guru mata pelajaran in improving the professional competence of teachers of entrepreneurship in vocational schools in North Aceh district so that the constraints that occur in the development of competence The Entrepreneurship and teacher responses to MGMPs function can be discovered and addressed as well as possible. Based on the statement, the authors make the title of "MGMP Program Development Pattern for the improvement of professional competence of entrepreneurship teachers in North Aceh Regency".

As an effort to improve the quality of teaching and learning activities MGMP activities at least contribute in terms of: 1). Socialization of KTSP preparation. 2). Preparation of KTSP Syllabus. 3). Preparation of learning media. 4). Preparation of SSKL / KKM. 5). Prepare RPP. 6). Exploitation of learning model. 7). Analysis of evaluation results. 8). Deepening of the material. 9). Classroom action research. 10). Preparation preparing semester questions. 11). Evaluation of work. MGMPs also in demand to be able to act as a first *reformer* in the *classroom*, especially in reorienting effective learning. Second, *the mediator*, in the development and improvement of the competence of teachers, especially in curriculum development and test systems. Third, *Supporting innovation agency* in classroom management and school management. Fourth, *Collaborator*, against the related units and relevant professional organizations. Fifth, *evaluators* and *development* in the context of *school reform* MGMPs, and Sixth, *Clinical and academic supervisors* with *Appraisal assessment approach*.

Education Unit Level Curriculum (KTSP) in its implementation is not easy for a teacher to apply it in the field that is to realize the learning process that can change the psychological aspect of students as outlined by the government, as well as various other problems related to the implementation of SBC.

In this framework is felt the need to revitalize the container musyawarah teacher, so that teachers can solve various problems that face in the implementation of duties and functions effectively. Teachers' deliberations such as the MGMP are an effective means of establishing the teacher profession, because in the MGMP teachers can discuss and examine the difficulties in the classroom and can exchange ideas in designing learning models and the implementation of SBC effectively and efficiently. Through deliberation container teachers be reached by the issue can be resolved, including how to develop the curriculum and implement it in an effective and enjoyable learning, find alternatives to appropriate learning and find a wide variety of methods, and a variety of media to improve the quality of learning.

Teacher deliberation containers can also compile also evaluate the progress of learning learners. Evaluation of progress is done periodically and the results are used to refine the next plan. Intensive teacher-gathering activities can be used as a vehicle for self-development of teachers to improve their capacity and abilities and increase their knowledge and skills in the field being taught. Through deliberation container revitalization teacher is expected that all the difficulties and problems can be solved, and it can improve the quality of education in schools through improving the quality of learning effective and fun (*efective instruction*).

Based on the above description, in the opinion of the authors The professional organization of teachers in Indonesia that has been regulated in law is a very good organization if the implementation is in accordance with the objectives of the organization, but teacher organizations such as PGRI in improving the professional quality of teacher have not been prominent, by therefore at the recommendation of the Ministry of Education and Culture to form another organization called MGMP, basically by looking at the understanding, purpose and role of MGMP that have been described above so well. However, various indicators of educational quality have not shown significant improvement in MGMP performance. Implementation of the field is difficult because of the factors that inhibit the work of the MGMP so it is not as expected.

## **II. METHOD**

Research on the pattern of MGMP development is one of the descriptive research types with the aim of making recommendations required by policy makers (Danim, 2000: 6). Research "The pattern of program development of subject matter teachers to improve the competence of entrepreneurial teacher professionals in North Aceh" uses descriptive method. Descriptive research is research conducted to describe or explain in a systematic, factual and accurate about the facts and the nature of certain populations (Sanjaya., 2014: 59). The same is expressed by Darmadi (2013: 204) which explains that descriptive research is a research that attempts to describe the object or subject studied in accordance with what it is. The purpose of the descriptive study according to Suryabrata (2014: 75) is to make a systematic, factual and accurate rendering of the facts and characteristics of a particular population or region.

From the above description, it can be concluded that descriptive research focuses on actual problems as they are at the time of the research. From this descriptive research, researchers try to describe the events and events that become the center of attention without giving special treatment to the event. Descriptive research does not necessarily require hypotheses, so variable manipulation is not necessary, since symptoms and events already exist and live descriptions. The reason for the use of this descriptive research method is because the researcher intends to get a picture of what it is from a phenomenon that is in the context of research by trying to describe a problem or phenomenon related to the strategy of developing the subject teacher consultation program to improve the professional competence of entrepreneurship teachers in North Aceh.

The aim of this approach to reveal the facts and circumstances contained in the Vocational Entrepreneurship MGMPs in Kabu p aten North Aceh related to the development of professional competence of teachers of entrepreneurship. In qualitative research is more open, the process of this study provides an opportunity for the subject to answer questions posed according to the understanding and framework of thinking the subject.

## **III. RESULT AND DISCUSSION**

### **North Aceh MGMPs Management Entrepreneurship**

Based on the description above data, it seems in general that the election board MGMPs Enterprise as well as the elections which usually occurs in an organization that all members come together and are free to choose anyone who is considered to have the ability, then the newly selected through voting is determined by a majority vote of members present at the election. So in fact the election of the North Aceh Entrepreneurship MGMP board is very flexible because the MGMP members of Entrepreneurship can propose themselves as administrators if they believe they have managerial skills and can be responsible for the organization they lead. However, not all MGMP members can be involved in managing it because there is some emphasis, that is, MGMP members are really entrepreneurship teachers, and have become civil servants. However, if there are civil servant teachers who are not willing to become MGMP administrators, then they are eligible to choose honorary teachers if they are willing to become MGMP administrators, but can not become chairmen. Some of

the emphasis or requirement must be fulfilled because the MGMP organization is not a profit-making organization, so it is necessary for the management who are willing to give up their mind, energy, time for the sustainability of MGMP activities in helping the Entrepreneurship teacher.

Management of MGMP Entrepreneurship of North Aceh period 2014/2018 consists of 3 core officers, namely Chairman, Secretary, Treasurer and 3 supporters namely Chairman of Planning, Head of Organizational Development, Head of Public Relations and Cooperation. Based on documentary studies conducted show that there is no data about the old stewardship. This is because the management of MGMP Entrepreneurship has not been formed and newly formed in the period 2014-2018. And if you look at the conditions that occur should stewardship MGMP Entrepreneurship in advance must be formed considering the very influential to the effectiveness of activities undertaken by MGMP Entrepreneurship in order to realize the ability of teachers in implementing learning Entrepreneurship. Furthermore, the interview result shows that being a member of MGMP of North Aceh Entrepreneurship explained by Mr. Z that "Every Entrepreneurship teacher is a member of Entrepreneurship MGMP". Similarly, as expressed by the SP, that "Entrepreneurship Teachers do not need to register as a member MGMPs, because if the teacher often get invitations Enterprise MGMPs related activities, the teacher automatically has been automatically become members MGMPs Entrepreneurship".

### **Program Development Patterns Entrepreneurship MGMP Activities**

The development of professional competence of Entrepreneurship teachers through MGMP activities is done by involving various parties. Usually the parties involved to develop the professional competence of teachers depends on the activities undertaken. This is tailored to the resource person who has expertise in providing material from the activity. Parties involved apart from the board and members of MGMP Entrepreneurship are also from the Dinas ata from LPMP. This is consistent with an interview with one of the entrepreneurship teachers named Mrs. CW, that "In the development of professional competence of teachers, many parties are responsible, not only from MGMP Entrepreneurship, but also from the Department".

MGMP activities Entrepreneurship is carried out with various time periods, which is sometimes carried out on a regular basis, but sometimes not. Usually if done regularly, then the party that develops and guides the teacher more often to the board of MGMP itself as well as teachers of Entrepreneurship who have expertise in accordance with the material discussed. Here's a little explanation from Mrs. NR as a member of MGMP in a short interview "Development is usually done from LPMP side and representatives from Dinas in helping develop teacher competence, but it is not routine. Development is more often done from the board and teachers of the MGMP itself ". This explanation was later reinforced by NZ as a member of the MGMP of Entrepreneurship that "Usually if the activities carried out are routine, then those who do the development, that is from the board of MGMP itself. However, if the activities carried out from the Office usually a supervisor who helps development of teacher competence, but not Intense ". The activity is aimed to develop the competence of the teacher of Entrepreneurship in doing the learning. The following explanation of the implementation of activities that have taken place.

1. Preparation of teaching materials (dissecting syllabus, preparing RPP, Preparing RPP, and compiling teaching material materials).

The purpose of these activities is to increase the understanding and ability of teachers to create lesson plans before they are conducted to the learners. In practice, the MGMP invited several teachers to attend the event, but there were some teachers who did not attend. For teachers who attend activities, in addition to getting knowledge and experience in training, teachers usually get RPP samples and teaching materials materials that can be used and developed by teachers in accordance with the learning activities undertaken.

2. Preparation of IT-based learning media

The purpose of this activity is to help teachers in understanding and improving the ability to do learning through IT, such as the display of material in the form of powerpoint. MGMP meets with teachers in making powerpoints. Usually the implementation of this activity is filled by resource persons, namely MGMP board or teachers who are experts in IT.

3. Preparation of grid and semester questions

The activity was conducted through a meeting with the Entrepreneurship teacher to discuss how to prepare the grid and the questions. In the future, the teachers present were formed in groups to arrange the grids and questions that were in accordance with the material already discussed. After the matter was completed, the MGMP filed with the Service. The goal is to get out when the exam questions that come out is not much different from that has been discussed by the teacher.

4. Training of Making PTK

This activity aims to provide an understanding to the teacher how to make a good PTK and correct. For the implementation of these activities are fostered by parties who do have expertise, such as LPMP. MGMP programs and activities Entrepreneurship has a different intensity, some are often done and some are rarely done. Implementation depends on the needs of teachers for the development of teachers Entrepreneurship. As

explained by Mrs. SP that "In MGMP Entrepreneurship discussions are often done is tenatng latest information, curriculum, syllabus, and preparing RPP". In line with Mrs. S D, a teacher named Mrs. K R is also phrased such that "more frequent discussions regarding the material, syllabus, and also preparation of the RPP". This is due to the perception among teachers Enterprise that exist in various schools to pembelajarab carried out in accordance with the material already in MGMPs Entrepreneurship.

#### **The impact of the implementation of the program of entrepreneurial MGMPs**

Any activity done will certainly give an impact to the run. However, usually after following a positive activity can be indirectly will increase the knowledge and ability themselves positively as well. Teachers are required to have broad insights and knowledge not only in material or language taught, but general matters must be understood. Through MGMPs activities also affect the teachers in the development of insight and knowledge that didapt with someone to discuss how the information can also *share* with each other or with each other. As the result of interview with Ibu SD, she stated that "Entrepreneurship MGMP conducts discussion on various information needed by sharing and also through seminar activity". In addition, MJ MJ also explains that reinforced from the previous explanation, that "To improve the insight and knowledge for entrepreneurship teachers is definitely the meeting with the teachers of Entrepreneurship after it delivered various information, usually related to the subject matter delivered by the board of MGMP" .

Based on the explanation, it is generally known that MGMP activity program is very positive impact in opening the knowledge and knowledge of teachers in implementing learning. So, in the MGMP activities of Entrepreneurship held various activities undertaken, such as providing various information about important things about Entrepreneurship or a general nature. To get that information carried by discussing each other or *sharing*.

#### **Constraints faced by MGMP in developing teacher competence**

Of the rare activities are usually there are various obstacles that are owned by entrepreneurship MGMP so it can not perform these activities. This is likely because entrepreneurial teachers are still less actively involved in attending and following the activities undertaken by the MGMP. In addition, because of insufficient funds owned, it caused an entrepreneurial MGMPs funds have mainly supported from the cash teachers and members of the entrepreneurial MGMPs paid to MGMPs at the meeting held. However, if at the time of execution of activities there are teachers who are not present, then automatically MGMP cash entrepreneurship was not increased so that cause funds difficult to collect and difficult activities executed.

### **IV. CONCLUSION**

The pattern of teacher competency development carried out by MGMP Entrepreneurship consists of several activities, namely the preparation of lattice and semester problem, training of instructional materials (dissecting syllabus, making RPP, making material), training on making IT-based learning media, training on making PTK. Some activities are more focused on routine programs. The implementation of this entrepreneurship MGMP work program gets supervision from the department because every year it is facilitated by the department in order to improve the professionalism of teachers, the facilities here are donations that are not in the form of funds but in the form of activities to improve the competence of teachers such as workshops, seminars and training. This MGMP activity program has a very positive impact in opening the knowledge and knowledge of teachers in implementing learning. So, in the MGMP activities of Entrepreneurship held various activities undertaken, such as providing various information about important things about Entrepreneurship or a general nature. To get that information carried by discussing each other or *sharing*. The MGMP is a forum for teacher professional development in order to prepare teachers for various insights, knowledge, skills and confidence to perform their duties and obligations as professional officers in the school. A n-Assessor Assessor n given a teacher to MGMPs is very good despite the fact there are some shortcomings and obstacles caused MGMPs was supposed to be a container that can be used as a maximal increase in teacher competence but has not been so worked effectively. The Management of MGMP of North Aceh Entrepreneurship has not been effective yet, this is caused by the delay in forming the management team so that the impact on programs and activities that should be done before and only realized in the management period 2014-2018.

Obstacles encountered in the activities MGMPs y aitu funding problem which is one of the obstacles in the implementation of MGMPs, because in an implementation program to implement the program of activities then it must be supported by the fund. The conclusion is that the activity will be accomplished if supported by a). Learning resources and funds, have limitations and if they do not obtain *blockgran* t or funding from the provincial and district governments and from the office and unable to organize learning resources and other activities. b). There are a number of work ethics of teachers concerned that are low, so they do not intend to develop the results obtained through MGMP work program activities. c). The low attention and contribution of local government through education offices related to the MGMP programs and activities are still perceived as lacking.

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