

TEACHER PROFESSIONAL DEVELOPMENT THROUGH ENGLISH TEACHER WORKING GROUP (MGMP)

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Abstract

Professional development (PD) is one of the key determinants in improving knowledge, attitudes, and skills of a teacher. The role of MGMP in improving the teacher's professionalism is becoming more important when the government is implementing new curriculum. This research aims at finding out the role of English Teacher Working Group (MGMP Bahasa Inggris) to Support Teacher Professionalism Development to Senior High Schools in Kabupaten OKU in the academic year of 2015/2016. The population was the English teachers of SMA, students, the board of management of English MGMP of Senior High School, and Vice Principles of Curriculum from State Senior High School in Kabupaten OKU. The research was a descriptive qualitative by using purposive sampling. Techniques of data collection were done through in-depth interviews, direct observation, document analysis. Data analysis technique was in form of interactive analysis techniques. Further data have been obtained used by triangulation method to obtain truly valid data. Based on research data analysis it can be concluded that; (1) English MGMP for Senior High School in Kabupaten OKU contribute greatly to the development of Senior High School English teacher professionalism in Kabupaten OKU in terms of developing the syllabus, annual and semester program, and lesson plan, developing teaching method and the innovative learning model, developing the use of teaching media and the evaluation system and improving the teachers professional competence; (2) English MGMP in Kabupaten OKU still found obstacles in its implementation so that it is needed for solving the problems in order the activities of English MGMP run better for the following years.

Keywords: *English, MGMP, Teachers' Professionalism Development*

1. Introduction

Education quality is not something that happens by itself. It is the result of an educational process. Drawing on Bunting (1993: 17), he declares that, "Quality in education does have a bottom line and that line is defined by goals and values which underpin the essentially human activity of education". The clear implication is that this bottom line must be the starting point for our understanding of the notion of quality in education so that we do not reify the practice of education. Cited in Suprihatiningrum (2015: 24), Laurence and Jonathan in their book, this is teaching, they defined teacher as a professional person who conduct classes. Teachers are

considered the most important factor on the quality of students' achievement in a school and as knowledge workers that take an active part in educating, teaching, guiding, evaluating the students to create the qualified outcomes through their professional competences.

The quality of teachers is one of the important indicators of quality education. It is in accordance with the Government Role Number 19 year 2005, in generally, teachers must own four competences namely, pedagogic, individual, social and professional. Without refreshing or updating teachers' knowledge and skills, teachers may not be able to attract students into learning engagement to provide students with appropriate hard and soft skills for competitive living in modern society. Teachers Professionalism has become one of the main requirements to realize good quality of education. Professional teacher can be achieved if teachers can work together with other teachers, to develop their potential through a program, one of them is the Teachers Working Group (MGMP). MGMP is a nonstructural organization of teachers whose establishment was stimulated in the Government Regulation No.38 in 1994 regarding Educational Personnel.

The role of MGMP in improving the teacher's professionalism is becoming more important when the government is implementing new curriculum. National Education Department (2003: 5) explains that MGMP has a role to carry out the development of insight, knowledge and competence of teachers so that the teachers will have a high dedication. Although teachers are suggested to be professional, reality shows things differently. Interviews revealed that there are many English teachers who do not make lesson plan, use various methods in teaching, make use of media, or arrange a good evaluation mechanism. The teachers do not consider carefully about the teaching learning strategy.

2. Method

This research was conducted in the form of qualitative research using naturalistic inquiry. In this research, the researcher observed to what extent MGMP was effective to the quality of English teachers professionalism by making an interview and observation in natural setting, place where the observed activity takes place. This study was conducted at two State Senior High Schools in OKU Regency. Recruitment of participants began with the purposive sampling. There were three English teachers, sixty eight students of Senior High Schools who were in the eighth and ninth grade of their study, a member of English MGMP in OKU Regency, and two vice principle of curriculum were taken as the samples.

For the purpose of this research, the data collected was in the form of primary data and secondary data. Primary data was collected by using interview and observation, while secondary data was collected in the form of documentation. Collecting of data with observation, interview, and documentation in the field took about three months, November 2015 to January 2014. To know the roles of English Teachers Working Group (MGMP Bahasa Inggris) to Support Teacher Professional Development (TPD), teaching learning activities were observed from November 2015 to December 2015. Observation as the process of gathering open-ended, firsthand information by observing people and places at the research site (Cresswell, 2008: 221).

To triangulate a preliminary interpretation of the observation, interviews were conducted from December 2015 to January 2016. English teachers, vice principle of curriculums were the respondents of the interviews. The process of data collecting and data analysis were conducted in a synchronized and simultaneous manner. In doing this research, there were some strategies used to obtain the trustworthiness and credibility of the data. Those strategies were used to check the accuracy or the validity of the findings of the research conducted. From eight strategies proposed by Creswell (2008: 177-178), researcher only used three of them. They were triangulation, using rich and thick description, and clarifying the bias.

The data in this research was analyzed by using descriptive qualitative method. researcher used an interactive model of analysis involving collecting the data, reducing the data, and data display and also drawing conclusion. After collected the data, the researcher reduced and present the data. In reducing the data, meaningless data was rejected, to get the important points of finding. It was followed by displaying the data. Thus, the researcher presented the data systematically and logically, so the meaning of every event would be clear. In the end of collecting the data, the researcher verified the data.

3. Result and Discussion

English MGMP for Senior High School in OKU Regency was founded by the Decree of the Head of Education Office No. 800/221/Kep/2011 on July 18, 2011 with the aim to accommodate all the teachers' activity and creativity of especially in Senior High School level, both public and private. Membership and management of MGMP were established by the agreement of MGMP's members. The members of English MGMP SMA in OKU Regency consisted of civil servants and non-civil servants teachers who teach English at the school in OKU both Public and Private schools, under the authority of the Ministry of National Education and Religious Affairs. There are 20 Senior High Schools in OKU Regency, which contain 15 private schools and 5 public schools. From the number of schools, 30 of them are active members while the others are passive members. Board of English MGMP SMA management in OKU Regency 2015/2016 is as follows:

English subjects in MGMP is scheduled every month. So on that days, English teachers are free from teaching duties in order to participate in MGMP. When there is no city level MGMP activities on Tuesday, they usually conducted school MGMP meeting. MGMP is a deliberation of teachers, by teachers and for teachers. Although MGMP is an independent organization activities, but it still requires financial support from other funding sources. Block grant funds is used to

finance the teachers to participate English MGMP in OKU Regency, as disclosed by the chairwoman of English MGMP SMA in OKU Regency. Monitoring and evaluation of MGMP is a process to gain an overview of the activities and performance of MGMP in the management and implementation of activities consistently and continuously. Monitoring is carried out by the principal, whereas the evaluation conducted at the end of the year.

Role of English MGMP to support teachers' professional development in OKU Regency

The results of the field study demonstrated that MGMP has a very important role for English teachers.

1. English teachers in OKU Regency in preparing a syllabus before they implementing their learning program. In formulating the syllabus, the teachers organize the syllabus based on KTSP (School Based Curriculum) from each school, Program Tahunan (annual program) and program semester (semester program). With Annual and semester Program, all learning activities undertaken by teachers should be right in line with what is programmed in annual program.
2. A careful planning is at the same importance as the teaching and learning process in classroom. According to English teachers in OKU Regency, by preparing lesson plans, a teacher describes the interactive learning and it can be used to explore the students' multiple intelligences, to optimize the schools' infrastructure and the learning environment of students, and to increase students' confidence when teaching learning process takes place.
3. Teachers are also use learning methods based on the teaching material and learning objectives in delivering the lesson, such as, lecturing, discussions, question and answer, demonstrations, etc.
4. After implementing instructional program, teacher comes to the next step named evaluation or it is often called learning evaluation. The English teachers in some Senior High Schools in OKU Regency Evaluate the students through conducting periodic tests and observing students' daily performance. The evaluation is done

by the teachers affects the students' learning motivation for they tend to be more active in the teaching and learning activity which are assessed by the teachers.

5. By participating the activity of English MGMP SMA in OKU Regency, there is also an improvement in professionalism of English teachers in performing their duties from the previous year. After carrying out English MGMP SMA in OKU Regency, the English teachers increased their professionalism. Teachers have complete teaching aids and have participated in some activities, such as conducting the Action Research, participating Seminar and workshops, and conducting a scientific work.

English MGMP SMA in OKU Regency is not fully successful in supporting the TPD. The data shows there are some factors that influence the implementation of English MGMP SMA in OKU Regency. First factor is that the meeting in English MGMP SMA in OKU Regency is held only in odd semester every year. The second factor is that only one English teacher of each school may participate the English MGMP SMA in OKU Regency. The third factor is that there are some English teachers who have to teach in the same day the MGMP is held. The next factor is there is no School MGMP in some schools, because the teachers are busy, not only the teaching hours, but also from the other school activity. And the last factor is the English teacher in OKU Regency sometimes has some difficulties in making the teaching media, and most of it is about the mastery of ICT.

Therefore, there are some solution offered for the problems, they are; (1) English MGMP in OKU Regency to maximize its performance by conducting routine activities each year well in odd semester or semesters, not to suffer vacuum activities; (2) English MGMP in OKU Regency to maximize its performance by conducting routine activities each year well in odd semester or semesters, not to suffer vacuum activities; (3) The school should not scheduling the English teachers to teach on the day when the English MGMP Activities is held; (4) Every school should arrange a schedule for their teachers to have school MGMP, because throughout this activity,

the other teachers will also be able to develop their teachers' professionalism; (5) Every school must be facilitated with ICT, so that the teacher will be motivated to learn and use the facilities.

4. Conclusion and Remark

Considering the research findings and the discussion, the findings of the research show that English MGMP for Senior High School in OKU Regency is absolutely necessary, and contribute greatly to increasing the professionalism of English teachers in performing teaching learning task. English MGMP for Senior High School in OKU Regency has an important role to support the TPD in terms of developing the syllabus, annual and semester program, lesson plan, evaluation, innovative learning model, teaching methods, the use of teaching media, and Improving the teachers professional competence.

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