

Pancasila and Civic Education Teacher Organization Role in Improving Professionalism of Civic Education Teachers

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Abstract-The Subject Teacher Organization (MGMP) is a forum that unites perceptions and understandings or exchange information and experiences that are useful as well as find solutions to various problems faced by teachers in classroom learning activities. Therefore, the existence of MGMP needs to be empowered by its functions and roles so that it can be used as a forum to solve various problems faced by teachers in carrying out their main tasks professionally. However, looking at the phenomena in the field, it is seen that the actual role and existence of the MGMP is still questioned both in terms of quantity and quality of performance in accordance with the objectives of the presence of MGMP. The purposes of this study are to describe (1) MGMP membership of the Civics Education Teachers; (2) activities carried out by MGMP in increasing the professionalism of Civics Education teachers in Banjarmasin. The results of this study indicate that (1) MGMP of Civics Education in Banjarmasin is grouped into public junior high school (SMP) and Islamic junior high school (MTs) and private junior high school (SMP) and Islamic junior high school (MTs); (2) activities of MGMP Civics Education in an effort to improve Civics Education teacher professionalism are namely: training in making instructional devices, training in making instructional media, training in making scientific papers, socialization of credit scores for staffing positions, and training in various learning models.

Keywords: *Subject Teacher Working Group, Civics Education, teacher professionalism*

I. INTRODUCTION

One of the main factors determining the quality of education is teachers. It is a teacher who is at the forefront of creating quality human resources. The teacher deals directly with students through the process of teaching and learning activities. The task of the teacher is very complex. In addition to the task of transferring knowledge and skills to students, the teacher also has the responsibility of educating to help the development of all potential students so that they become mature and take part in the future. In the hands of teachers will be produced qualified students academically, skills, emotional maturity as well as moral and spiritual [5]. Therefore, it is very natural that the government is now

paying serious attention to various aspects of the teacher's life.

It must be honestly admitted that there are still many teachers who are still unable to perform optimally in carrying out the duties and responsibilities of their profession. Pedagogic, personality, professional, and social competencies that must be possessed by teachers as learning agents as mandated by PP Number 19/2005 on National Education Standards, Article 28 Paragraph 3 are still questioned by many circles [14]. Of the four competencies that teachers must possess, two of them are considered to always be a serious and crucial problem among teachers, primarily pedagogical and professional competencies. From the aspect of pedagogical competence, teachers are considered not able to manage to learn optimally, both in terms of understanding of students, the design and implementation of learning, evaluation of learning outcomes, as well as the development of students, to actualize their various potentials. From the aspect of professional competence, many teachers are considered to still stutter in mastering teaching materials widely and deeply so that they fail to present meaningful and beneficial learning activities for students [14]. According to Sumarni et al. [8] up to now, we cannot close our eyes that the quality of teachers is still relatively low. Teacher competency test results (*Uji Kompetensi Guru*) in 2015, the national average is only 44.5, far below the standard value of 55. Even pedagogical competencies that can be said to be the primary competency of teachers are still not encouraging. There are still many teachers whose teaching methods are still textbooks, monotonous methods, and boring teaching methods [15].

Law Number 14 of 2005 concerning Teachers and Lecturers states that teachers have strategic functions, roles, and positions in national development in the field of education. Therefore, teacher professionalism is essential. Professional teachers are teachers who have the competencies required to carry out educational and teaching tasks [5]. Characteristics of professional teachers are namely (1) being expert in the fields of educational theory and practice; (2) having an adequate teacher education background; and (3) enjoying to enter the professional

teaching organization [13].

Every teacher is required to remind his/her pedagogical, personality, social, and professional competences. Thus, teachers are expected to be able to plan and implement the learning well, be an example for students, and be able to develop their profession (Director General of Islamic Education, 2007) [5]. One strategic profession forum for empowering teachers to become professional teachers is the Subject Teacher Working Group (*Musyawaharah Guru Mata Pelajaran/ MGMP*). MGMP is one place to be able to unite perceptions and understandings or exchange useful information and experiences as well as solutions to various problems faced by teachers in classroom learning activities. Therefore, the existence of MGMP needs to be empowered in its functions and roles so that it can be used as a forum for resolving various problems faced by teachers in carrying out their main tasks in a professional manner.

MGMP activities generally aim to motivate teachers to improve their abilities and skills in planning, implementing, and evaluating the learning programs, to realize a quality learning process in the classroom. In addition, MGMP activities can also be a place to discuss and find solutions to problems faced by teachers in implementing learning in schools, a source of information that enables teachers to obtain a variety of knowledge and insights about developments, innovations in education and government policies, both at the central and regional levels, relating to the administration of education. Therefore, it is quite reasonable if the government views that the existence of MGMP is very potential as one of the leading sectors in an effort to improve teacher professional competence. This was realized by the government by providing block grant funds for the empowerment of MGMP distributed through Educational Quality Assurance Agency or Lembaga Penjaminan Mutu Pendidikan/ LPMP throughout Indonesia.

The aim of MGMP is to increase teacher knowledge and teaching performance. MGMP as the implementation of collegial supervision techniques uses a collaborative supervision approach with material sourced from members. In this way, the delivery of coaching material will be in accordance with their needs, besides they are more comfortable because they can discuss with their peers to which there is no limit between superiors and subordinates [12].

However, if we look at the phenomena on the field, it is seen that the actual role and existence of MGMP is still being questioned by many parties, including the Civics Education Subject MGMP in Banjarmasin. Therefore, a study on MGMP is considered very important to do.

II. THEORETICAL REVIEW

1. Membership of Junior High School Subject Teacher Working Group (MGMP) in Banjarmasin

The Subject Teacher Working Group (MGMP) of Civics Education Education of Junior High School is located in Banjarmasin, South Kalimantan Province. MGMP of Civics Education in Banjarmasin is divided into two that are for public schools and private schools. MGMP of Civics Education of Public Junior High School Secretariat is at SMP Negeri 27 Banjarmasin. It is located at Jalan SMP 27 RT 02 No. 50 Sungai Andai. Whereas for MGMP of Civics Education of Private Junior High School Secretariat is SMP NU. This school is located at Jalan K.S. Tubun No. 38 Komplek Anugrah RT 05 No. 38, Banjarmasin.

The two schools were chosen to be the secretariat because the schools' locations are in the center of Banjarmasin, and the site is quite strategic as well as can be easily accessed by the members and administrators. Also, the place of teaching domicile of the head of MGMP is also the place of MGMP secretariat. That is the background of the selection of SMP Negeri 27 and SMP NU as MGMP of Civics Education of Junior High School secretariat in Banjarmasin.

The forming of MGMP of Civics Education in Banjarmasin, both public and private, was motivated by the awareness of Civics Education teachers to improve their ability to carry out their roles as teachers. This is by the vision and mission of MGMP of Civics Education in Banjarmasin. Its vision is "Making a forum and effective communication network between teachers of Civics Education subject in Banjarmasin in improving teacher professionalism." Meanwhile, its mission is "Improving the ability of teachers to make (design) learning plans, improve teacher skills in the active, innovative learning process, creative, effective, fun, and meaningful, as well as increasing the ability of teachers to carry out learning assessments.

Both MGMP of Civics Education in Banjarmasin in public and private junior high schools or Islamic junior high schools are independent. In other words, they do not get help from the ministry or from the Educational Quality Assurance Agency. To implement this, MGMP receives financial assistance every month from K3S (*Kelompok Kerja Kepala Sekolah*) which is a form of school leaders' concerning for Civics Education teachers. MGMP members of Civics Education are all Civics Education teachers from each junior high school (SMP) or Islamic junior high school (MTs) who teach in Banjarmasin both those who are civil servants or those who have honorarium and contract teachers.

There are differences in MGMP membership of public and private schools. For MGMP members of the public senior high school or Islamic senior high school/ SMP or Mts, there is solely one represented teacher in a year. Then, the following year the membership changed with another Civics Education teacher in the same school. This was done based on the agreement of all MGMP members to overcome

the lack of Civics Education learning in their respective schools. Due to obstacles so far, when MGMPs have conducted activities, almost all teachers have left their tasks. However, the head of MGMP explained that even though it was only attended by one person, it did not mean that other Civics Education teachers did not obtain material or knowledge from MGMP activities. This is because every teacher who participates in activities is required to socialize it to other Civics Education teachers who do not participate.

In contrast to public schools, members of private SMP/MTs MGMP members are all teachers who teach Civics Education. Therefore, it is not limited to only one Civics Education teacher in a school as the Civics Education teachers in public SMP/ MTs. According to the head, this was done to avoid jealousy and feeling discriminated against if there were teachers who were not registered or not included in the management and members of MGMP.

Regarding the management structure, it is the same as the management of other subjects MGMP which consists of supervisors, coordinators, chairpersons, secretaries, treasurers and members.

2. Activities of MGMP of Civics Education at SMP/ MTs Banjarmasin to Improve Teacher Professionalism

a. Training on Making Civics Education Learning Tools

Based on the data, it is found that not all Civics Education Teachers in Banjarmasin have a Civics Education background, and some of them even do not have a teacher education background. For those who do not have a teacher education background, it is found that the knowledge of learning tools is limited, unlike other teachers with a teacher education background. Therefore, MGMP felt the need to carry out training in making learning tools, such as syllabi and lesson plans.

b. Training and Making of Learning Media

Training and making learning media are also routine activities of the Civics Education MGMP. In this activity, all MGMP members are required to make instructional media which are then practiced in the school where they teach with the "On In On" system that is the learning media made practiced in their respective schools. Then, it is assessed and given input by the school principal. The input from the head of the school is conveyed to the next MGMP meeting forum to get improvements and ideal learning media.

c. Scientific Writing Training

MGMP of Civics Education also often conducts training in making scientific papers, especially classroom action research (CAR). This activity is carried out so that teachers are always motivated to innovate in learning and improve career paths better. For this activity, MGMP usually brings speakers from outside such as from the LPMP, the Department of Education and from the local Higher Education Institution.

d. Socialization of civil service positions

Not all Civics Education teachers, especially those with civil servant status, understand about staffing administration. Therefore, it is deemed necessary to socialize about staffing positions. For this activity, MGMP brought in speakers from the education office and supervisors precisely.

e. Training of Various Learning Models

Training on learning models has been done by various parties, but not all Civics Education teachers can participate. This is because the participants of the activity are usually directly appointed by the education office. Therefore, so that all Civics Education teachers have knowledge about various learning models that can be applied in learning, MGMP feels the need to implement it in MGMP forum. For this activity, MGMP usually makes teachers who have attended training become the speakers.

III. RESEARCH METHODS

The study employed a qualitative approach. The qualitative approach, in addition to being able to uncover and describe real events in the field, can also reveal hidden values from this study. In addition, this study is also susceptible to a variety of information that is descriptive and tries to maintain the integrity of the object under the study. In this study, the researcher's position is as a key instrument [6]. This research was conducted on the Civics Education Education teachers in Banjarmasin who joined in the Subject Teacher Working Group (MGMP) both teaching in public and private schools.

In this research, the main instrument is the researcher herself with data collection techniques through interviews and observations. The data obtained were then analyzed by using an interactive model of analysis technique from Miles and Huberman. In this technique, the researcher worked on three components, namely data reduction, data presentation, and conclusion drawing [9].

IV. RESULTS AND DISCUSSION

Not everyone can carry out their duties as a teacher. It is because teachers are professional work. Professional work is different from non-professional work because the profession requires special abilities and expertise in carrying out its profession in other words professional work is work that can only be done by those who are specially prepared for it [11]. To improve teacher professionalism, many ways can be done. One of them is through MGMP forum. As stated by Soetjipto in [2], 2015, MGMP organization aims to improve the quality and professionalization of the teachers in their groups to make their respective contributions. This is also in accordance with what is stated by the Directorate General of Primary and Secondary Education of the Ministry of National Education (2005) that one alternative teacher professional development program is MGMP Empowerment program [3].

MGMP of Civics Education of SMP/ MTs in Banjarmasin is one of the MGMP that can be said to be

classified as active. In one semester, there are at least ten meetings. Each meeting location always moves from one school to another. However, there are usually only three schools are often used as MGMP of Civics Education meeting location, which is not too far away from access to other SMP/ MTs, and who have the facilities and infrastructure that is complete to support MGMP of Civics Education.

The results of this study indicate that various activities undertaken by the MGMP of Civics Education at SMP/ MTs in Banjarmasin greatly assist teachers in increasing their competence. Some of them include training in the making of Civics Education learning tools, training and making learning media, classroom action research training, socialization of civil service positions and various training learning model. The active teachers in MGMP forum certainly have a good impact on teacher performance in managing the learning process. It is because MGMP is a forum for discussion, sharing information and experiences, consulting, sharing, and carrying out in-house training in order to improve abilities, skills in carrying out their function as educators [13]. MGMP is a forum to discuss teaching methods, teaching materials, learning aids and even the behavior of students in class when certain subjects take place, as well as a place to exchange practices and learning aids also make it together [1].

Some of the statements above are in accordance with the opinion of the Ministry of National Education (1995) who states that MGMP as a teaching profession organization that must have functions and objectives are as follows: (a) Foster teacher interest in improving the ability and skills in preparing, implementing, and evaluating teaching and learning activities; (b) include the ability and skills of teachers in teaching and learning activities so that they can support efforts to improve and equalize the quality of education; (c) discuss the problems faced by teachers in dealing with daily tasks and find solutions to their solutions according to the characteristics of the subject, the teacher, the condition of the school and the environment; (d) help teachers obtain educational technical information related to scientific activities, the development of science and technology, curriculum implementation, methodology, and evaluation systems in accordance with their subjects; (e) share information and experiences in order to follow and adapt to science and technology; (f) help teachers to be proficient and skilled in making learning models and evaluation techniques based on information and communication technology (ICT); and (g) share information and experiences from the results of workshops, symposiums, seminars, education and training, classroom action research (CAR), references, and others.

The role of MGMP in improving teacher professionalism depends on the activities that have been carried out. If seen from the various activities that have been carried out by MGMP of Civics Education of SMP/ MTs in Banjarmasin, it can be said that MGMP of Civics Education of SMP/ MTs in Banjarmasin is quite instrumental in increasing the professionalism of Civics Education teachers. This can be known from various teacher statements and the results of the documentation shown by the teachers, including being able to make good and correct learning tools, make innovative and interesting learning media, use varied learning models, make teachers motivated to continue working and teachers can interact with and discuss the learning process in each school.

V. CONCLUSION

MGMP of Civics Education of SMP/ MTs in Banjarmasin are divided into MGMP of public junior high school or Islamic high schools and MGMP of private junior high school or Islamic high schools. The membership of the public junior high school or Islamic high schools is not permanent because it changes every year. This is because the recruitment of the members-only allocates one Civics Education teacher for each school for a period of one year. For the following year period, they were replaced by another Civics Education teacher in the same school. This is done based on the agreement of the members to anticipate the lack of Civics Education learning in their respective schools because MGMP activities are not uncommon during class hours. Whereas the membership of the MGMP of Civics Education at private junior high school or Islamic high schools includes all teachers who are honorary and contract teachers.

The activities of MGMP of Civics Education in an effort to improve the professionalism of Civics Education teachers include training in making instructional devices, training in making instructional media, training in making scientific papers, socialization of credit scores for staffing positions, and training in various learning models. In order for all MGMP activities to run effectively, the Education Office should be able to allocate sufficient funds every year for these activities. In addition, periodically, external speakers are invited to share knowledge and insights for MGMP members.

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