Activity Pattern of Subject Teacher Forum in Improving Continuous Professional Development Program Through Asset Based Community-Driven Development Approach

Evi Fatimatur Rusydiyah
Faculty of Tarbiyah and Teacher Training,
State Islamic University Sunan Ampel Surabaya
Surabaya, Indonesia
evifatimatur@uinsby.ac.id

Abstract – **The development of Teacher Professionalism has become a priority in the education system throughout the world, including in Indonesia. Teacher competency is the government primary focus for improving the quality of education. The government tries to enhance teacher professionalism through Subject Teacher Forum (MGMP) activities. However, the MGMP activities are not well designed; thus, there is a suggestion to include the ABCD approach in the design of MGMP. The approach identifies the community life and serves the community as actors and determinants for increasing their capacity. This research aims to explore how the ABCD approach used in MGMP activities, and how it could improve teacher professionalism. To explore this, the study used a qualitative approach withthe subjects of 37 teachers of Madrasah Aliyah (Islamic high schools) who involved in MGMP program for almost ten months. After participating in one activity cycle, they completed the questionnaire identifying the changes in their competence after and before the program. The results indicated that in average,90% of the teachers believed that they had a lot of materials when they participated in the program. This opportunity helped them improve their professionalism as teachers; they could structure and plan the learning comprehensively. These results can be used as a reference for increasing teacher competency in the future and offered as a way to increase the capacity of teachers through MGMP.**

Keywords: Subject Teacher Forum, Professional Development, Asset Based Community-driven Development Approach

I. INTRODUCTION

The era 4.0 nowadays, formal education institution holds an important role to prepare and form qualified Human Resource. In the education world, professional teachers are the main factor to improve their students' quality. Teachers as professional has the role in improving students' attitude, knowledge and skills so that they will be beneficial for the country[1]. Teachers are the main pillar in realizing the target of "to enrich the life of the nation" and to reach the qualified education [2].

The challenge of 4.0 education era is marked by the global competition. The competition is not only in the national level but also internationally [1]. This era is also marked by the relationship between individuals which is not limited by time and spaces, where the competition is getting fiercer and the need of communication skill. Therefore, creative and critical generation is needed in order to face these global challenges [3].

The indicator achievements need mature educational strategy planning. Education needs multi-literacy pedagogical planning and to prepare students for various competencies. The competencies are known as the 4C (collaborative, communicative, computer literacy, and critical thinking) [4]. Collaboration competency between countries, culture, religion, and language needs a good diversity competency. This is also true for knowledge competency, attitude and competitive action so that students could collaborate with anyone in the world [3,4]. Meanwhile, global competency is including language use that could be comprehend by society at large, be it verbal or written communication which makes it an important part of an industry, services and many others [3]. Information technology competency means to have information access, communication, public information delivery and data storage which could be accessed anytime, movable, anywhere so that it helps decision making [1]. Therefore, students need to have good critical thinking. This skill is the means to change problems into opportunities to move forward, to think creatively and innovatively and to have good problem solving skill. These skills could be improved with trainings in learning process or special training outside the routine school schedule which usually focuses on knowledge of science [4].

Students ability in mastering the 4 skills above needs to be supported by innovative teachers. Subject Teacher Forum (MGMP) as a dicussion platform forum in improving teacher professionalism needs to have a systematic program which is started from the planning to evaluation or reflection. Recently, the Subject Teacher Forum (MGMP) activities only manage teachers' discussion without a well-planned and measured target in every events. This activity is not designed and planned in certain period but happen in a sudden.

Subject Teacher Forum (MGMP) or subject teacher professional activity platform for teachers in National/Islamic Junior High School, National/Islamic Inclusive Junior High School, National/Islamic Senior High School, National/Islamic Inclusive Senior High School in the same area/ district/ city/ school/ Islamic school. The purpose of this

forum is to communicate, study, and exchange ideas and experiences in improving teachers' performance as practitioner or agent of change to reorient learning activity in the class. The organization of Subject Teacher Forum (MGMP) under the Religious Affair Ministry District Office or the City Education Agency [5].

Subject Teacher Forum (MGMP) is able to support the success of Teacher Competency Test (UKG). It is because the Teacher Competency Test (UKG) data in Indonesia does not show a good result. The result of UKG in 2016 until 2018 does not show a good result. The passing grade which has been targeted by the government has not been achieved by the teachers especially in the aspects of professionalism and pedagogy. The UKG passing grade in 2016 was 65 and the passing grade in 2017 was 70. The passing grade in 2018 was 75. All targets were not achieved. The teachers' average score in 2016 was 66 and in 2017 was 68. It was 72 for 2018. All score did not reach the government target for teachers' professionalism. In other words, Indonesian teachers need to catch up [6].

The passing grade which has not been achieved yet in the previous UKG shows that teachers' professionalism improvement is important. Through the Subject Teacher Forum (MGMP) this can be realized. Teachers' pedagogical skill and professionalism is not yet according to standard. Therefore, this research aimed to describe the Asset Based Community-driven Development in MGMP activities. As Subject Teacher Forum, MGMP has s strategic role; therefore, its activities need to be implemented with continuous improvement approaches. One of the approach implemented is the ABCD (Asset Based Community-driven Development) approach. This approach is one of the approaches which offers a systematic flow in implementing the program.

The ABCD approach is hoped to transform the students, teachers, and schools [7]. ABCD is an approach in society improvement in order to create a social life where the society is the main actor in their own community development. ABCD is often called as CDD (Community-Driven Development). The development of the society needs to be implemented since the beginning in order to find out the strength of the community, the potential and assets. It is only by finding out the strength and assets that society is informed and willing to get involved as the actors and have the initiative in making changes [7].

It is also the fact when ABCD was implemented as an approach in the activities by the MGMP. This approach drove teachers as the member of the organization through self-identification, the awareness of their assets as the booster of activity planning. This approach started by the first stage 1) enculturation, which is the stage where trust in the community is present and the understanding of the vision is built, 2) discovery, is the stage where assets and potentials are mapped, 3) design, which is the activity program planning, 4) define, where the priority activity program is implemented, 5) reflection where the impact of ABCD as a movement of change is measured [7,8]. The stages above have been the guide of MGMP East Java operation.

Based on the background above, this research aims to answer the challenges on MGMP East Java activity pattern with the focus of the problem: "How is the MGMP activity pattern can improve teachers' professional development through ABCD approach?".

II. METHOD

This research used survey research design with qualitative analysis [9]. This research design was meant to figure out the MGMP leader's perception in leading the MGMP activities in each disctrict through ABCD approach in order to improve teachers' competence.

Data was gathered through observation and interview. After data was gathered, it was interpreted and analyzed through the Teacher Professional Development indicators and ABCD. As it has been explained above, the ABCD has 5 stages. These stages were surveyed based on the aspects of: professionalism, pedagogy, social, and personal. All of the aspects were based on the competencies which every teacher should have stated in National Education Ministry Policy No. 16 Year 2007 [1].

The instruments were developed from National Education Ministry Policy No. 16 Year 2007 on the Academic Qualification and Teachers Competencies Standard. In the attachment of the policy, the professionalism aspect is described as having 5 items. The pedagogy has 10 items, the personality has 5 items, and the social has 4 items.

The subjects of this research were 37 MGMP head of East Java. They were given information or workshop on implementing ABCD as an approach for MGMP activities. After 10 months of ABCD implementation, they were given survey intstument of how the implementation of ABCD as an approach in their activities. The survey instrument was based on the competencies stated in Education Ministry Policy No. 16 Year 2007. The surveys were conducted while there were MGMP activities in East Java. Subjects filled in the instrument as part of data collection. Beside filling in the survey, subjects were also interviewed. The survey instrument was designed in linkert scale 1-4. This research was started in July 2018 until May 2019.

III. FINDINGS AND DISCUSSION

A.   Findings

This research describes 4 competencies that teachers should have. These competencies are professional, pedagogy, personal, and social. These four competencies will describe a professional teacher. The indicators of professional competencies are: 1) material, structure, concept, and scientific thinking pattern mastery, 2) mastering the standard competency and subject competency, 3) developing subject materials creatively, 4) developing professionalism continuously with reflective activity, 5) taking the benefit of information technology and communication to develop oneself [10].

In addition, the pedagogy competency indicators are: 1) matering the characteristics of students in the aspects of: physical, moral, spiritual, social, cultural, emotional, and intellectuality, 2) mastering the learning theory and learning principles, 3) developing curriculum with the subject taught, 4) applying educational lessons, 5) taking the benefits of information technology and communication for learning needs, 6) facilitating students' potential development to actualizing their potential, 7) communicating effectively, emphatically, in well-mannered towards the students, 8)

measuring students' progress through process evaluation and learning outcomes, 9) taking the benefits of measurement and evaluation for learning needs, and 10) conducting reflective actions to improve learning quality.

The personal competency has 5 items, they are: 1) to act based on religious norm, law, social norm, and cultural norm in Indonesia, 2) to represent oneself as truthful, noble, a good role model for students and society, 3) to represent oneself as a strong, stable, mature, wise, and authoritative, 4) to show the work ethic, high responsibility, pride as a teacher, and confidence, and 5) to uphold the professional teacher code of ethics [10].

The social competency indicators has 4 items. They are: 1) to be inclusive, objective and not discriminative between sexes, religions, races, physical appearance, family background, and economic and social status, 2) to communicate effectively, emphatically, and well-mannered between teachers, staffs, parents, and society, 3) to adapt in school where teachers work and in Indonesia at large where social and cultural diversity exist, and 4) to communicate with professional communities orally and in written form [10].

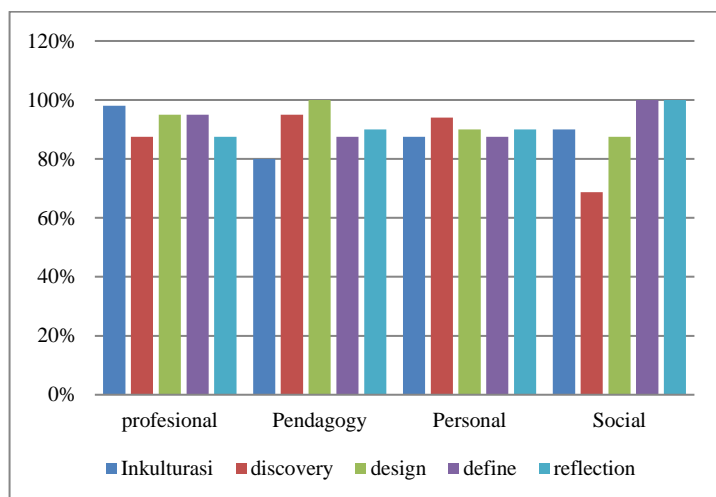The survey result is shown in bar chart as follow:

Fig. 1. Survey Result

The data above shows the average of activities based on professional, pedagogy, personal, and social competencies. The average score was 90%. It shows that the MGMP activities through ABCD approach reached the target in improving the four competencies. The professional, pedagogy, personal, and social competencies illustrated that the member of MGMP, which were represented by the 37 heads, were satisfied by their activities and/or aspects of each competency's indicators with ABCD approach. Therefore, it can be said that community-based approach has a good effect in making the society aware of planning, implementing and evaluating programs systematically based on output to improve their professionalism [11].

B.   Discussion
Research which related with teacher professionalism were conducted by Manikas (2018) [12], Shouman (2019) [13], Keller (2019) [14], Kong (2018) [15], Namamba and Rao (2019) [16], Eva, et all (2019) [17], Bozkus and Bayrak (2019) [18], and Tuli (2017) [19]. Some of these research

showed that the improvement of teacher professionalism needs indicators of teacher profession as the target achievement of their improvement. Indoneisa has the National Education Ministry Policy No. 16 Year 2007 [10], the United State of America has the InTASC Model Core Teaching Standards [20], South Asia Teachers Competency Framework (SEA-TCF) [21], and the United Kingdom [22]. These indicators are also known as TPACK (Tecnological Pedagogical and Content Knowlegde)which was introduced by Koehler, et.al [23].

The professionalism implementation should be measured. The indicators have crucial meaning in measuring the professionalism of teachers in a country [11]. Because education is the heart of the country civilization. A developed country must have satisfactory education system. To measure teacher professionalism a framework indicator to improve teachers professionalism is needed [19].

The measurement of a programs should be systematic. The systematic approach in this research was through ABCD. ABCD is an approach which drives the community to comprehend the contexts and internalize the assets, potential, strength, and independent utilization. The principles of ABCD are: 1) half full and half empty, 2) nobody has nothing, 3) participation, 4) partnership, 5) positive deviance, 6) endogenous, and 7) heliotropic [7].

Each of the principle above represent the awareness of strength and positive energy of the "society." The society has to identify, to know, to comprehend, to internalize, and to act in order to improve the well-being and the empowerment of all elements in the community [8].

The data gathered in this research shows the success level of this survey. One of them is the research conducted by Manikas (2018) [12]. In the research, Manikas found that the community service program was successful in describing the interaction between inclusive college students and other students. This research is important to show that teachers need to be able to interact in different communities. This research also has meaningful in the context of personal and social attitude formation. Personal attitude is formed through the interaction of pre-service teachers so that they will have the ability to face various students (cross-cultural understanding) [12].

In the context of professional ability and pedagogic, pre-service teacher can train well. Teacher or pre-service teacher understand students' differences; therefore, teachers will have to design material and adjust their teaching methodology according to students' needs and their characteristics. Professional teachers ability is to adapt where they are assigned to teach. In the learning process, students' characteristics will be the important points: what is the objective, what is the material, what is the stragey and learning media for various students' needs [12]. It is also to evaluate learning of various students' characteristics.

This is also shown in the research by Shouman (2019) [13]. Shouman research was conducted in Lebanon to find out the changes of college students' self-perception toward their community, to help people in need, to have responsibility toward their community, to urge the community services, to understand community service, to be aware of the ability in making changes, to have the will to participate in community

service, and to believe that community service bring positive effects. Perception changes could be significantly seen after they designed the program with community service approach. This research is very important for those who were affected by war.

Pre-service teachers were trained in designing planning according to contexts. This training showed success in program planning based on community norms which is belong to all members because of shared contexts.

Another research was by Keller (2019) [14] in the United State of America. It was to see pre-service teacher conducting community service in the city. The result of this reseach showed that the interaction between the pre-service teachers with the society was trained well and that the pre-service teachers improved their responsibility. This research showed that pre-service teachers were critical towards social justice and curriculum development for competent teachers and pre-service teacher based on their cultural context. The result of the research was inspiring related with program development based culture. The curriculum development which is not suitable with culture context will not help pre-service teachers to survive in the society. Therefore, curriculum needs to be adaptive. It is similar with community service where pre-service teachers were trained to think critically. Critical thinking is needed in the 21st century learning [14].

Some of the research above is also supported by Kong (2018) [15], Namamba and Rao (2019) [16], Eva, et all, (2019) [17], Bozkus and Bayrak (2019) [18], Tuli (2017) [19]. These research have similar type, which is to find out the improvement of teachers' professionalism from the point of view of professional competence, pedagogical competence, personal and social competence between teachers. Moreover, they also train teachers to be good person (personal and social competence) [10]. The result of these research showed that one of the indicators of the success of teachers and pre-service teachers was determined by cultural context [7,8, 12, 13. 14, 15, 16, 17, 18, 19].

The research above is similar with this research, that the activities by MGMP are part of teacher professionalism development in order to encourage teacher community so that the teachers could be better [7]. MGMP activities in East Java have variety suitable with each city/district's needs. The need of professionalism development in each district has different characteristics based on the identification in the enculturation stage [7]. In this stage, they conduct the programs with meetings to decide the priorities. There are differences in the 37 districts. In this stage the objective is the building of trust of the community and the shared objectives. These activities were usually not available. Therefore, MGMP activities which were planned from the beginning together will always be demanded. It is because the activities are based on their needs [9].

The second stage is the discovery stage [7]. In this stage, MGMP members in their own community identified the assets and potential they have. The identification pattern was not far different with the enculturation stage. In the discovery stage, assets or potential were mapped based on the programme designed. Programs were chosen and identified in the enculturation stage [8]. Therefore, there were varieties in this stage. It is because one disctrict has different potential

compare with others. One district may be strong at experience in conducting Classroom Action Research, but another district may be good at different aspect.

Similar points were also in the design stage. MGMP members chose one program that was their priority [7]. After that, they planned the activities, arranged the committee, decided the presenters, listed the equipment needed, and decided the date. Recently, the MGMP members have decided programs and activities they wish to do based on mutual agreement. MGMP head did not decide it themselves but discussed it with their community [8].

The next stage is define. In this stage, MGMP and its group implemented the priority program [7]. This stage showed that program which was designed together was done together. MGMP members could implemented their tasks as their individual and group responsibility. This is similar with assessment [13,16].

The final stage is reflection. In this stage reflection and evaluation were done together related with the activity [7]. Each member delivered the positive and negative sides of what happened. The MGMP head and committee noted it as suggestions for the next activity. The note-taking was done in front of the members as part of program transparency process. This stage was also the reflection of ABCD cycle. The MGMP head lead the meeting to reflect the implementation of ABCD approach. They found positive results of the changes made. It was shown as data was gathered and displayed in the form of graphic. It was found that through MGMP activity by ABCD approach, professional, social, and personal competencies of teachers in 37 city/districts in East Java were developed.

This research with the contexts of each MGMP district became an important note for other teacher development organizations. The important note was that teachers' development needs activity design that is systematic and clear outcome. The activities in this research were bottom-up not top-down [24]. The activities were initiated by the communities or society and had significant impact towards the spirit and commitment of their members in running the organizations.

REFERENCES

[1] Bedir, Hasan. Pre-Service ELT Teachers' Beliefs and Perceptions on 21st Century Learning and Innovation Skills (4Cs). *Journal of Language and Linguistic Studies*, v15 n1 p231-246 2019

[2] Celine Coggins. tt. *Trends in Education Philanthropy: Benchmarking 2018-19*. Grantmakers for Education

[3] Kivunja, Charles. Do You Want Your Students to Be Job-Ready with 21st Century Skills? Change Pedagogies: A Pedagogical Paradigm Shift from Vygotskyian Social Constructivism to Critical Thinking, Problem Solving and Siemens' Digital Connectivism. *International Journal of Higher Education*, v3 n3 p81-91 2014

[4] Magdalene Lampert'", Megan Loef Franke', Elham Kazemi', HalaGhousseini', Angela Chan Turrou', Heather Beasley', Adrian Cunard', and Kathleen Crowe'. Keeping It Complex: Using Rehearsals to Support Novice Teacher Learning of Ambitious Teaching. *Journal of Teacher Education*. 64(3) 226-243

[5] Kementrian Agama RI. 2017. *Buku Panduan Pelaksanaan MGMP*.

[6] Kementrian Pendidikan dan Kebudayaan. MajalahJendela Pendidikan dan KebudayaanEdisiXXXVII Agustus 2019

[7] Cunningham, Gord., et al. Mobilizing Asset based Community Driven Development: Participant Manual. Nova Scotia: Coady International Institute, 2012.

[8]   Green, Gary Paul and Ann Goetting (ed.). *Mobilizing Communities : Asset Building as a Community Development.* Philadelphia; Temple University Press, 2010.

[9]   Sudjana, N. & Ibrahim. *Penelitian dan Penilaian Pendidikan.* Bandung: CV SinarBaruAlgesindo. 2015

[10]   Peraturan Menteri Pendidikan Nasional No. 16 Tahun 2007

[11]   Budiningsih, A. 2005. *Belajar dan Pembelajaran.*RinekaCipta Jakarta

[12]   Manikas, Alexandra; Carter, Erik W.; Bumble, Jennifer. Inclusive Community Service among College Students with and without Intellectual Disability: A Pilot Study. *Journal of Postsecondary Education and Disability*, v31 n3 p225-238 2018

[13]   Shouman, Dina. A Study to Determine the Impact on Attitude and Skills When Integrating Service-Learning for Pre-Service Educators. *Journal of Service-Learning in Higher Education*, v9 Jul 2019

[14]   Keller, Deborah Biss. Requisite Community Engagement for Teacher Education: A Different Take on Service Learning. *Athens Journal of Education*, v6 n2 p93-110 May 2019

[15]   Kong, Shan. Community of Practice: An Effective Way to ESL Teacher Professional Development in Vocational Colleges. *English Language Teaching*, v11 n7 p158-162 2018

[16]   Namamba, Adam; Rao, Congman. Preparation and Professional Development of Teacher Educators in Tanzania: Current Practices and Prospects. *Journal of Education and Practice*, v8 n8 p136-145 2017

[17]   Kalinowski, Eva; Gronostaj, Anna; Vock, Miriam. Effective Professional Development for Teachers to Foster Students' Academic Language Proficiency across the Curriculum: A Systematic Review. *AERA Open*, v5 n1 Jan-Mar 2019

[18]   Bozkus, Kivanç; Bayrak, Coskun. The Application of the Dynamic Teacher Professional Development through Experimental Action Research. *International Electronic Journal of Elementary Education*, v11 n4 p335-352 Mar 2019

[19]   Tuli, Fekede. Teachers Professional Development in Schools: Reflection on the Move to Create a Culture of Continuous Improvement. *Journal of Teacher Education and Educators*, v6 n3 p275-296 2017

[20]   Council of Chief State School Officers .*InTASC Model Core Teaching Standards: A Resource for State*. CCSSO's Interstate Teacher Assessment and Support Consortium (InTASC)April 2011

[21]   Bacani, Ramon. Priorwirjanto, Hari, Gatot. Donprasit, Somsak.*Southeast Asia Teachers Competency Framework (SEA-TCF)*. Published in 2018 by the Teachers' Council of Thailand

[22]   WWF-UK. *WWF Professional Develepment: Framework of Teacher Competence for Learning Sustainability*.WWF-UK 2012

[23]   Matthew J. Koehler , Punya Mishra , Kristen Kereluik , Tae Seob Shin , and Charles R. Graham. *The Technological Pedagogical Content Knowledge Framework*. Springer Science+Business Media New York 2014

[24]   Rifai, Muhammad. Muhammad, Fadhli. *ManajemenOrganisasi.* Bandung: Ciptapustaka, 2013