

Subject Teacher Deliberation: Role and Functions in School Management

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ABSTRACT

Subject Teacher Deliberation (Musyawarah Guru Mata Pelajaran / MGMP) is a group supervision technique. Supervision is an effort to improve and improve the teaching and learning process and outcomes. Supervisors must guide and direct teachers in terms of preparation, implementation, reporting, and improvement in carrying out their main duties as educators. This is in accordance with the purpose of holding the Subject Teacher Conference, namely to improve abilities and skills in planning, implementing, and evaluating learning programs in order to improve the quality of professional teachers. Operation Subject Teacher Deliberations are in line with the principles of supervision, namely scientific, democratic, cooperative, constructive, and creative. Through the Subject Teacher Conference, the task of supervising teachers is not only the responsibility of the school principal, but also a shared responsibility, in this case the Education Office, practitioners, school supervisors, and among teachers who are more skilled in teaching.

Keywords: subject teacher deliberation, MGMP, role, function, school management

1. INTRODUCTION

The learning and teaching process is the backbone of the achievement of educational goals and functions. Teaching and learning strategies affect the level of ability of students to receive the knowledge conveyed by educators. Teaching is a complex act (a highly complex process) because it requires integrated personal, professional, and socio-cultural abilities in the teaching and learning process. Teaching contains elements of art, science, technology, choice of values, and skills in the teaching and learning process (Hasibuan and Moedjiono, 1988).

Subject Teacher Deliberation is a group supervision technique that seeks to improve the quality of the process and the results of teaching and learning activities in order to achieve educational goals. The purpose of learning supervision is to improve the professional ability of teachers in improving the learning process and outcomes through the provision of assistance which is primarily a professional service style for teachers. Subject Teacher Deliberative Activities can assist teachers in guiding student learning experiences, using information technology-based learning media, assessing student learning abilities, and in making lesson plans to be

implemented (Soetopo and Soemanto, 1984). The implementation of Subject Teacher Deliberations is in accordance with the principles of supervision, namely: scientific, democratic, cooperative, and constructive.

Scientific, Subject Teacher Deliberations are held with reference to systematic, objective, and instrumental principles. Systematic, Subject Teacher Deliberations are carried out regularly, continuously, and planned. Objectively, the Subject Teacher Deliberations are held not based on personal thoughts but collectively. Democratic, Subject Teacher Deliberation upholds the principle of deliberation and there is kinship by accepting other people's opinions. Cooperatively, all members of the Subject Teacher Conference work together in developing and improving the quality of teachers in teaching. Constructive and creative, namely by encouraging and fostering teacher initiative in developing a better teaching and learning process (Soetopo and Soemanto, 1984).

Subject Teacher Deliberation is a forum or forum for professional subject teachers located in a regency, city, sub-district, or school clusters (Achmad, 2004). Its scope includes subject teachers at the high school level. Its working principle is a reflection of the "from, by and for teachers" activities of all schools. On this basis, the Subject Teacher Conference is a non-structural organization that is

independent, based on kinship, and does not have hierarchical relationships with other institutions.

Subject Teachers' Deliberation is a non-structural organization within the Ministry of National Education (Depdiknas, 2002). The organizational structure of the Subject Teacher Conference is arranged in stages from the provincial, district, city, district and school levels. While the management of the Subject Teacher Conference consists of the chairman, secretary, treasurer, and members. The composition and number of the Subject Teacher Deliberative Council administrators are adjusted to the needs and selected based on deliberation and strengthened by a decree from the City or Regency Education Office officials.

Subject Teacher Deliberation is a forum or forum for teachers of similar subjects which is non-structural within the Ministry of National Education and has a specific organizational structure for deliberation solve the problems faced by teachers both in handling students and in teaching and learning activities so that programs that are arranged according to the curriculum can be implemented properly.

2. SUBJECT TEACHER DELIBERATION

Subject Teachers' Deliberative Containers are very important, because with varying levels and educational backgrounds as well as the weight of the mission that must be carried out, efforts are needed to increase the ability and skills of teachers which include training activities for the preparation of learning program tools, learning evaluation training, and learning improvement and enrichment training. The material is adapted to the main duties of the teacher: (1) implementing the preparation of teaching programs; (2) carry out the presentation of the learning program; (3) carry out learning evaluations; (4) carry out an analysis of the results of the evaluation of learning; and (5) compiling improvement and enrichment programs (Nugraheni, 2005).

Subject Teacher Deliberation is a forum or forum for activities for teachers of similar subjects to solve problems and improve the implementation of the teaching and learning process which includes various things such as eliminating differences in mastery of subject matter between teachers, between regions, improving teaching methods, using media and learning tools, evaluation system, as well as other matters that directly or indirectly support the implementation of the learning process. The activities in the Subject Teacher Conference are an integral part of the duties and profession of teachers in an effort to improve their abilities and skills to support teaching and learning activities.

Problem solving is carried out by democratic deliberation where each member has the same position. Apart from that, in this forum the principles of mutual appreciation, compassion and nurture underlie the efforts of the teachers. The problems faced by the teacher, whether related to planning, implementing, evaluating, and managing teaching and learning activities, are solved by

the teachers themselves through exchange of experiences, group discussions, or simulations and the results can be used as implementation guidelines. The principle of mutual sharpening, compassion, and nurturing must be realized by the teacher, that the continuity of the implementation of this Subject Teacher Conference is largely determined by the active involvement and participation of all participants without exception.

Subject Teachers' Deliberations were formed on the basis of the professional needs of teachers to improve skills in an effort to improve the quality of the teaching and learning process. Thus, the motivation behind the teacher to be involved in the Subject Teacher Conference is the individual demands of the teachers to improve their abilities and skills, therefore this activity is in principle carried out independently with the support of every school whose teachers are involved in the Subject Teacher Conference.

3. THE ROLE OF SUBJECT TEACHER DELIBERATION

The role of the forum Subject Teacher Deliberation according to: (1) media development and improvement of teacher professionalism; (2) supports emerging innovations in classroom management and school management; (3) is a forum for cooperation with related units and relevant professional organizations; (4) as a place to evaluate and develop school learning concepts in the context of school-based quality management; and (5) providing clinical and academic supervision using an assessment approach (Depdiknas, 2002).

The role of the Subject Teacher Conference is as a forum for reforming education, especially in restructuring the effective learning process, thus providing opportunities for teachers to improve teachers' professional abilities in teaching and learning activities. Activities that can be carried out by teachers in the Subject Teacher Conference forum are:

1. Deepening of the Material

The deepening of the material is needed by the Subject Teacher Conference forum because it is the teacher's effort to further improve their mastery of the material, both related to the conception of academic review and its application through various learning sources as well as related to resource persons. The deepening of the material is prioritized on the main material that is considered difficult to digest or master both from the teacher's point of view and from the student's point of view. For teachers, the deepening of the material serves to increase self-confidence in the professional abilities of teachers so that they do not hesitate in carrying out teaching and learning activities in schools. In addition, to deepen and broaden the horizons of the conception of academic review and its application so that it can be used to carry out subject analysis.

Selection criteria for essential material are advanced material for one or more previous materials, tools that are closely related to other fields of study, balance between topics, classes and levels of education, basic knowledge that students should know, and have high application (Depdikbud, 1993). The steps taken by the Subject Teacher Conference to select essential materials are: (1) all the material in the Outlines of the Learning Program can be mastered; (2) members of the Subject Teacher Conference are aware of material that is difficult to understand by students or material that is not good enough for them. For this reason, each member of the Subject Teacher Conference fills in a questionnaire containing main material information that is considered easy or difficult; and (3) through deepening the material, it is hoped that the members of the Subject Teacher Conference can find solutions to difficult material and visit relevant objects. In carrying out the Subject Teacher Deliberation, there must be cooperation between one teacher and another, be it teachers of a similar subject or teachers of different subjects (Direktorat Pendidikan Umum, 2000).

2. Making Teaching and Learning Activities Toolkit

Making teaching and learning activity devices that must be made and owned by teachers as guidelines in teaching programs, so that the curriculum goals achieve the goals. The set of learning activities is a breakdown of effective weeks, analysis of subject matter, semester programs, course unit programs, and student worksheets (Depdiknas, 2002). Details of the effective week can be seen from the number of weeks in the semester through the education calendar published annually by the Ministry of National Education. Besides that, it is known the number of effective weeks through the application of time contained in the program structure in the curriculum and also the distribution of time for routine activities that use learning activities.

Analysis of subject matter is one part of the planning of teaching and learning activities that are related to the subject matter in this analysis. The results of this analysis are very useful as a reference for teachers in compiling a unit of study which is now called the syllabus. The allocation of time and scheduling of teaching and learning activities in one semester is a semester program where the semester program serves as one of the reference materials for compiling a unit program and as a calendar for teaching and learning activities in schools.

The lesson unit program is one part of the teaching-learning activity plan, especially in relation to the presentation of subject matter in one subject (Depdiknas, 2002). Teaching and learning activity plans for each meeting with students or students are outlined in a lesson plan so that the lesson unit program can be compiled from one or a number of lesson plans. The lesson unit program must pay attention to the principle of implementation, meaning that the program is designed in such a way that it

is actually implemented in accordance with the local situation and condition of the person or is faced and the limitations mean that the lesson unit program can be read and understood by both the teacher who made it and others.

Student Worksheets (Lembar Kerja Siswa / LKS) which essentially contain information and instructions for students, the goal is that students can carry out teaching and learning activities themselves through practice or application of learning outcomes to achieve instructional goals. This attempt is to find or understand a concept or theory. The use of worksheets in teaching and learning activities is the application of the process skills approach. LKS functions as a means of learning to support the success of teaching and learning activities both in the classroom and in the field.

3. Improved Teaching and Learning Activity Practices

Teachers must understand various teaching methods to improve the quality of teaching and learning activities by doing the following: participating in peer teaching, simulations, visiting teachers who are teaching, and inviting experts who are experts in the field of teaching methods and teaching media which is used in a variety of ways.

4. Learning Evaluation

Subject Teacher Deliberation discusses evaluation planning, namely compiling a grid of questions. The purpose of preparing the question grid is to formulate as accurately as possible the scope, pressure, and parts of the test so that the arrangement can be an effective guide in the preparation of the test.

4. THE FUNCTION OF SUBJECT TEACHER DELIBERATION

Subject Teacher Deliberations are required to act as a reformer in classroom reform, especially in reorientation learning effective, a mediator in developing and enhancing teacher competence, especially in curriculum development and testing systems, supporting agencies in innovation in classroom management and school management, and collaborators with related units and relevant professional organizations.

Destination held Subject Teacher Deliberation are: (1) motivating teachers to improve their abilities and skills in planning, implementing, and evaluating learning programs in order to increase self-confidence as professional teachers; (2) to increase the ability and proficiency of teachers in the learning process so that it can support efforts to increase and equalize the quality of education; (3) to discuss the problems faced and experienced by teachers in carrying out daily tasks and find alternative solutions for solutions according to the characteristics of subjects, teachers, students, school

conditions, and their environment; (4) to assist teachers in obtaining educational technical information relating to science and technology activities, curriculum activities, methodologies, and testing systems in accordance with the subjects concerned; (5) sharing information and experiences from the results of workshops, symposia, seminars, training, references, and other professional activities discussed together; and (6) exchanging information and exchanging experiences in the context of the development of science and technology and the development of teaching technique methods.

Some of the functions carried out by the Subject Teacher Conference are: (1) compiling long-term, medium-term and short-term programs and arranging a schedule and place for routine activities; (2) motivating teachers to take part in the Subject Teacher Conference on a regular basis, at the school, regional, and city levels; (3) improving the quality of teachers' professional competence in planning, implementing, and testing or evaluating classroom learning, so that they are able to strive to increase and equalize the quality of education in schools; (4) developing clinical academic supervision service programs related to effective learning; (5) developing a syllabus and analyzing subject matter, annual programs, semester programs, study units and lesson plans; (6) undertake workshops, symposiums and the like on the basis of classroom management innovations, and effective learning management, such as the results of classroom action research and the results of comparative studies or various information studies from various sources; (7) formulating a variety of learning models and teaching aids for life skill program learning practices, both Broad Based Education (BBE) and High Based Education (HBE); (8) actively participates in the Provincial Subject Teacher Conference activities and collaborates with the Principal Working Group and the like cooperatively; and (9) report the results of the Subject Teacher Conference activities regularly every semester to the City or District Education Office (7) formulating a variety of learning models and teaching aids for life skill program learning practices, both Broad Based Education (BBE) and High Based Education (HBE); (8) actively participates in the Provincial Subject Teacher Conference activities and collaborates with the Principal Working Group (Kelompok Kerja Kepala Sekolah / KKKS) and the like cooperatively; and (9) report the results of the Subject Teacher Conference activities regularly every semester to the City or District Education Office (7) formulating a variety of learning models and teaching aids for life skill program learning practices, both Broad Based Education (BBE) and High Based Education (HBE); (8) actively participates in the Provincial Subject Teacher Conference activities and collaborates with the Principal Working Group (KKKS) and the like cooperatively; and (9) report the results of the Subject Teacher Conference activities regularly every semester to the City or District Education Office (Achmad, 2004).

In general the duties and responsibilities Subject Teacher Deliberation are: (1) encourage teachers to

participate in activities Subject Teacher Deliberation; (2) providing material on increasing the ability and proficiency of teachers in carrying out teaching and learning activities; (3) provide consultative services; (4) providing information services on all policies relating to curriculum and subject development; and (5) planning, implementing, evaluating, and reporting the results of activities Subject Teacher Deliberation and determine follow-up (Depdiknas, 2002).

Based on the description above, the duties and responsibilities of the Subject Teacher Conference are to provide assistance to teachers, especially regarding learning materials, methodologies, evaluation systems, and supporting facilities. Implementation of Subject Teacher Deliberative Activities requires cooperation between subject teachers and teachers of different subjects so that it can increase teacher experience and motivation in implementing Subject Teacher Deliberations. Cooperation across disciplines of subjects is expected to increase the knowledge and quality of teachers which can be used as provisions for carrying out the learning process.

5. CONCLUSION

Through the Subject Teacher Consultation activity, teachers can have the ability and expertise in the field of teacher training so that they are able to carry out their duties and functions as a teacher to the maximum capacity. In addition, teachers need to attend trainings in the hope that the teacher really understands their field of work, of course in facing changes such as curriculum changes, advances in science and technology, and renewal of learning strategies. Teacher activeness in Subject Teacher Deliberations can improve the quality of teacher teaching in the classroom which in turn has an impact on student motivation to improve their performance.

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