



Development of Professional Teacher Competencies in the Contract of Subject Teacher Development in Manado City

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Article Info

Article history:

Received 25 November 2023

Received in revised form 10

December 2023

Accepted 12 January 2024

Keywords:

Competency Development

Professional Teacher

Subjects

Abstract

To be able to achieve quality education, professional teachers are needed. Subject Teacher Conference (MGMP) is one forum that can help improve teacher professionalism. This research aims to find out and analyze how Professional Teacher Competency Development is carried out in the Subject Teacher Deliberation Forum (MGMP) in Manado City. A qualitative approach was used in this research. Subject Teachers' Conference (MGMP) in Manado City as a forum for improving aspects of knowledge, pedagogy and professionalism of junior high school teachers in Manado City. By participating in MGMP activities and programs, teachers have better mastery of the material, mastering standards and competencies, learning theories and learning principles as well as the curriculum of the subjects taught. Activities in the Subject Teacher Deliberation Forum (MGMP) in Manado City must continue to be carried out routinely and sustainably. This research recommends that junior high school teachers must be committed to diligently participating in the activities or programs being implemented, because there are still teachers who do not regularly participate in activities because of their busy schedules. The management encourages its members to actively participate in MGMP activities and programs. Teachers who are not yet very adept at using technology in the learning process must continue to be accompanied and given training and allocated sufficient funds for sustainable implementation of the MGMP.

Introduction

Professional teachers are the initial foundation for success in an educational institution, so successful students also come from the services of a professional teacher. Professionalism related to teacher competency is outlined in Law no. 14 of 2005 and explained more technically through PP No. 19 of 2005 concerning National Education Standards and Permendikbudristek No. 4 of 2022 concerning Technical Guidelines for Professional Allowances for Professional Teachers. Increasing the professional competence of teachers has been and is still being carried out, but the problem is whether teachers are currently truly professional as required in the Minister of National Education Regulation Number 16 of 2007 concerning Teacher Competence? Is the education and teaching model used by the teacher appropriate? Do teachers have personal, social, professional and pedagogical competencies? Has the teacher mastered and appropriately presented the teaching materials so that students understand and master the material?

Professional teachers must have the drive to always be open to changes and new innovations, and have the courage to bring these new innovations into their teaching practices in the classroom. Through professional development activities, teachers can hone their innovative abilities, develop their sensitivity to developments and new demands in their professional practice (Dedi Supriadi, 2003). Development of professional teacher competence can be said

to be the development of teacher human resources. Chris Rowley and Keith Jacson (2012) say that human resource development is carried out to produce changes in behavior in the form of increased knowledge, expertise, skills and changes in attitudes and behavior.

In developing the quality of teaching staff or professional teachers, it is necessary to have a forum that facilitates space for teachers to improve the quality of educators who provide quality value competencies as implementation for students. The Subject Teacher Deliberation Forum or what is known as MGMP is a professional forum for subject teachers including at the junior high school level which functions as a facility for mutual communication, learning and exchanging assumptions and experiences in order to improve the performance of teachers as practitioners which has an impact on the quality of teacher-oriented performance. in classroom learning to improve competence and professional development which includes planning, implementation, evaluation and reflection activities (Payong, 2011)

Professional development is expected to accelerate competency development, especially for junior high school teachers in Manado City, in personal, social, professional and pedagogical competencies for career advancement. The location of the MGMP activities is in the district/city area and is under the auspices of the district/city Education Department throughout Indonesia. It is hoped that MGMP is run by teaching staff to increase professionalism so that it has a positive influence on students. In carrying out their work as a professional educator, educators are obliged to continuously improve and advance academic potential and competence in line with science, technology and art.

An educator or professional teacher is given the potential opportunity to be able to improve and advance his profession through aspects such as activities in the MGMP (Subject Teachers' Conference). This MGMP platform is an embodiment of professional teachers who are shown in educational activities in the school environment so that the impact of learning activities can be known and the preparation of strategies in terms of problem solving and learning objectives can be achieved.

Based on data from the Manado City Central Statistics Agency for 2023, the number of junior high school teachers under the Ministry of Education and Culture in Manado City in 2020 was 1,333, in 2021 there were 1,238 and in 2022 there were 1,222. As junior high school educators you must have a plan before providing learning material. In implementing teaching, teachers must also have personality, social, professional and pedagogical skills that must be able to adapt to middle school age students who are in the teenage years with various abilities and student backgrounds and have emotional reactions and feelings which are sometimes influenced by the environment. Evaluation and reflection are also very important for professional teachers to carry out which can help teachers plan effective learning for junior high school students.

The ability to understand and master the 2014 Curriculum is not evenly distributed among junior high school teachers, so the National Examination results in each school are very different from each other. There is a gap between the abilities of students participating in the National Examination and the standard National Examination questions. This is partly because teachers' understanding of the curriculum is not yet complete. Teachers are still weak in understanding curriculum concepts, analysis of teaching materials and lesson planning. MGMP as an association of subject teachers can help teachers solve problems, especially in classroom learning activities.

For this reason, researchers are interested in examining the development of professional teacher competencies in junior high school education units within the Subject Teacher Deliberation

Forum (MGMP) in Manado City based on Benjamin Bloom's (2014) Competency Theory, which concerns the three main components of competency, namely Knowledge (Cognitive), Skills (Psychomotor) and Attitude (Affective). These three components are also linked to Teacher Competency based on Minister of National Education Regulation No. 16 of 2007.

Methods

This research uses a qualitative method with a descriptive approach (Bungin, 2001) to understand the Competency Development of Professional Teachers in the Subject Teacher Deliberation Forum (MGMP) in Manado City. This research was carried out in Manado City, North Sulawesi Province, specifically on junior high school level teachers at the Subject Teacher Deliberation Forum (MGMP) level which was considered important and adequate for the needs of this research. The informants in this research were 8 people, consisting of elements from the leadership of the Manado City Education and Culture Office, MGMP Management for Mathematics, English, Social Sciences in Manado City and Middle School Teachers at the Subject Teacher Deliberation Forum (MGMP) for Science Subjects, Guidance and Counselling, ICT. The focus in this research is based on Benjamin Bloom's (2014) Competency Theory: Knowledge, Skills, Attitude. Linked to Teacher Competency based on Law Number 14 of 2005, namely: Professional Pedagogy, Social Personality. Data sources will be taken from documents, interview results, notes from the field and observation results.

Data collection carried out in this research was carried out in natural conditions, where data collection techniques were carried out using participant observation, in-depth interviews and documentation (Sugiono, 2013). This research uses the Miles and Huberman model analysis technique in Sugiyono (2012), namely data collection, data reduction, presentation of data, drawing conclusions. The data validity checking technique in this research uses a triangulation approach as a qualitative data processing technique. Triangulation according to Sugiyono (2012) is a technique that combines various existing data collection techniques and data sources.

Results and Discussion

Subject Teachers' Conference or what is known as MGMP is a professional institution or forum for subject teachers at SMP/MTs, SMA/MA located in the district/city area which functions as a facility for mutual communication, learning and exchanging assumptions about experiences in order to improve teacher performance as practitioners in changes that are oriented towards classroom learning in increasing competence and developing professionalism which includes planning, implementation and evaluation. This MGMP organization is under the auspices of the district/city level Education Department throughout. The MGMP structure is a management composition consisting of a chairman, secretary, treasurer and members who come from state, private school teachers, civil servant and non-PNS teachers. Management is elected by members based on the Articles of Association and Bylaws (AD-ART). The MGMP program is a major part of MGMP development. The program must always refer to efforts to increase teacher competence and professionalism.

Lumasuge, et al (2021) explain that the educational aspect is important. However, in its development it is often faced with the need for funds. Busran (2022) explains that to increase teacher professional competence, MGMP is needed as a forum and institution that is non-structural and informal. Nurtanto (2022) stated that teachers' professional competence in preparing quality learning reflects personality values through ability.

Development can be understood as the systematic use of scientific knowledge directed at systems or methods including the design of various prototypes (Putra Nusa (2012). Sugiyono

(2015) states that development means deepening and expanding existing knowledge, which is an effort education, both formal and non-formal, which is carried out consciously, planned, directed, organized and responsible in order to introduce, grow, develop and guide a balanced, complete, harmonious personality base, knowledge and skills according to talents, desires and abilities, as provision on one's own initiative to expand and improve oneself towards achieving optimal quality, ability, human dignity and an independent personality. According to Nurdin in Kompri (2015) in developing teacher professionalism, it cannot be separated from: Knowledge, Ability (Ability), Skills, Attitude and Habits. To develop professionalism, teachers must carry out educational training activities according to their area of expertise (Harsono, 2013). This is in accordance with the objectives of national education in the National Education System Law no. 20 of 2003, namely that teachers are obliged to improve and develop academic qualifications.

Professional teachers must have the drive to always be open to changes and new innovations, and have the courage to bring these new innovations into their teaching practices in the classroom. Through professional development activities, teachers can hone their innovative abilities, develop their sensitivity to developments and new demands in their professional practice. According to Payong (2011) Professional development includes planning, implementation, evaluation and reflection activities. It is hoped that professional development activities will accelerate the development of teacher competencies, namely pedagogical, professional, social and personality competencies for career advancement. Teachers' knowledge and skills can also increase, so that teachers are able to carry out the learning process professionally. Meanwhile, according to Mulyasa (2012), teacher competency is a combination of personal, social, scientific, technological and spiritual abilities in the form of standard teacher competency. Teacher competency also includes mastery of material, understanding of students, educational learning, personality development and professionalism.

Subject Teacher Deliberation Forum or what is known as MGMP is an activity forum that facilitates space for teachers to improve the quality of educators' performance by providing quality value competencies as implementation for students. This MGMP activity forum includes planning, implementation and evaluation of student performance. This MGMP is under the city-level Education Department throughout Indonesia (Sri et al., 2020).

Knowledge, Pedagogy and Professionalism

In welcoming a Golden Indonesia in 2045, teachers play an important role in producing superior Human Resources, in this case students at the Junior High School (SMP) level. Therefore teachers must comply with Law Number 14 of 2005 and Minister of Education and Culture Regulation Number 16 of 2007 concerning academic qualifications and teacher competency standards, where teachers must meet academic qualification standards through formal education with a minimum of Diploma Four (D-IV) or A bachelor's degree (S1) that is appropriate to the subject taught or taught, and obtained from an accredited study program, and meets teacher competency standards, namely that he must be a teacher who has an educator certification. Teachers must also be competent as learning agents who have pedagogical and professional competence.

Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers Article 20 paragraph (b) also mandates that in order to carry out their professional duties, teachers are obliged to develop and improve academic qualifications and competencies on an ongoing basis and in line with developments in science, technology and art. This can be done through training, courses, etc. that focus on the subjects being taught.

Republic of Indonesia Government Regulation Number 74 of 2008 concerning Teachers Chapter 1, Article 1 Paragraph (6) states that a professional teacher organization is a legal entity association founded and managed by teachers to develop teacher professionalism. Subject Teachers' Conference or MGMP is a professional teacher organization that has a strategic role in improving and strengthening teacher competence through discussions and training. The main role is to facilitate teachers in certain fields of study or subjects to exchange information or share opinions and experiences to solve problems in classroom learning.

In the MGMP Knowledge Competency platform, teacher professionalism is increasingly enhanced, which is demonstrated by mastery of the material, concept structure and scientific mindset that supports the subjects being taught. Mastering competency standards and basic competencies in the subjects taught. Mastering various learning theories and educational learning principles related to the subjects taught. Understand the principles of curriculum development and determine the learning objectives taught, as well as master various learning approaches, strategies, methods and techniques that educate creatively in the subjects taught.

MGMP teachers of the same subjects from various schools discussed how to implement the 2013 Curriculum, such as compiling and developing syllabi, learning program plans (RPP), preparing teaching materials based on technology, information and communication (ICT), using methodical, technical or learning strategies, learning evaluation, use of learning materials and media, learning resources, minimum completeness criteria (KKM), remedial learning, test questions for various needs, analyzing learning results, preparing programs and enrichment, and discussing various problems and looking for alternative learning solutions.

The learning outcomes of junior high school students in Manado City correlate with the competence and quality of teachers who carry out the teaching and learning process. Therefore, the competence and quality of teachers affects the quality of student learning. Knowledge according to Notoatmodjo (2023) is a building component that focuses on understanding something that proves that he has knowledge with supporting documents such as diplomas according to a certain field of science or field. Supporting documents can help minimize the potential for lies about mastery of knowledge. For a professional teacher, supporting documents that prove that he has knowledge can be proven by a diploma and teacher competency certificate.

Of course, a professional teacher must have competence in his field. In accordance with Law No. 14 of 2005 and Minister of National Education Regulation No. 16 of 2007, a teacher must meet academic qualifications through a minimum formal education of Diploma Four (D-IV) or Bachelor's Degree (S1) in accordance with the subject being taught or taught, and obtained from an accredited study program.

Apart from that, a teacher must have pedagogical and professional competence and must master the material, concept structure and scientific mindset that supports the subject being taught. Teachers must master competency standards and basic competencies in the subjects taught, master various learning theories and educational learning principles related to the subjects taught, understand the principles of curriculum development and determine the learning objectives taught, master various approaches, strategies, learning methods and techniques that educate creatively in the subjects taught.

Teachers must also have expertise related to the theory and practice of the subjects taught. For example, a mathematics teacher must know certain formulas, must know how to use numbers, make connections between certain numbers. A mathematics teacher must be able to use mathematical logic, measurement and interpretation. When practicing, mathematics teachers

must also be able to use teaching aids, measuring instruments, calculating instruments, computer software, mathematical models and statistical models.

To improve their competence, a teacher must develop themselves by participating in training, workshops, courses, etc. in accordance with the material needed to prove their skills as evidenced by a training certificate.

MGMP is a forum that facilitates professional activities for teachers of the same subjects at the junior high school level and is considered effective in assisting its members in implementing Curriculum 13. Therefore, it is very important for teachers to continue to improve quality and quantity continuously. So that digital-based learning media can also stimulate students' attention, interest, thoughts and feelings in learning activities to achieve the learning objectives of social studies subjects.

Skills, Professional

The use of learning media is currently very necessary in terms of making it easier to present material that is not based on books alone, for example to display pictures, it can be used to search for more factual material or examples using the internet.

According to Djamarah & Zain (2006), "learning media is any tool that can be used as a channel for messages to achieve teaching goals". Meanwhile, according to Sumiati & Asra (2007) argue that "learning media is anything that can be used to convey messages, stimulate students' thoughts, feelings, attention and will so that they can encourage the teaching and learning process.

According to (Dunette, 1976) it is a form of competence that can be learned and improved, while competence can consist of one or more skills. Expertise is the development of knowledge obtained through training, training and experience by carrying out several tasks. Skills relate to a person's creativity and knowledge to make their work meaningful.

According to Robbins (2000), basic skills (Basic Literacy Skills) must be possessed by everyone. For example: The ability to read, write, count and listen. A professional teacher must have expertise or ability regarding the theory and practice of the subject being taught. For example, a professional English teacher must be able to speak, read, write and listen to English. Professional English teachers must understand linguistic aspects of English such as: linguistics, discourse, sociolinguistics, and strategic. A professional English teacher must master spoken and written English, be receptive and productive in all communicative aspects. Meanwhile, a professional mathematics teacher must be able to use teaching aids, measuring instruments, calculating instruments, computer software, mathematical models and statistical models.

To improve their competence, a teacher must develop themselves by participating in training, workshops, courses, etc. in accordance with the material needed to prove their skills as evidenced by a training certificate.

Teachers must also have Technical Skills. Technical expertise that a person obtains through learning in the engineering field. For example: skills in operating computers and other digital tools. According to the Minister of National Education Regulation no. 16 of 2007, teacher professional competence related to Technical Skills is that a professional teacher must utilize information and communication technology to develop themselves. Able to use learning media and learning resources that are relevant to the characteristics of students and the subjects taught to achieve learning goals as a whole.

Personal skills or expertise of a teacher are very necessary. This is to establish communication with other people, both in terms of listening and communicating verbally and in writing, and working as a team with other teachers.

Middle School teachers in the MGMP Forum demonstrate good Personal Skills, in accordance with Law Number 14 of 2005, namely Professional Competence, namely applying effective, empathetic and polite communication verbally, in writing or in other forms when dealing with students. Communicate with colleagues and other scientific communities politely, empathetically and effectively in order to improve the quality of learning.

Communicate with parents of students and the community politely, empathetically and effectively about learning programs and student progress, for example when receiving student learning results each semester, which requires direct face-to-face communication with parents to discuss students' development and learning outcomes.

Communicate the results of learning innovations to the community of fellow teachers within the MGMP forum orally, in writing and in other forms. Sharing the subjects taught so as to improve personal quality and the quality of learning.

Teachers in the MGMP forum also apply Problem Solving, which is a teacher's skill in solving problems using logic. This is in accordance with the Minister of National Education Regulation no. 16 of 2007, which states that professional teachers must be able to apply various approaches, strategies, methods and learning techniques creatively in the subjects they teach. Creatively develop learning designs in the classroom, laboratory and in the field by paying attention to the required safety standards. Involving students' parents and the community in learning programs and in overcoming students' learning difficulties.

In Law Number 20 of 2003 concerning the National Education System, it is mandated that education functions to develop abilities and shape the character and civilization of a dignified nation in order to make the nation's life more intelligent and aims to develop students to become human beings who believe, fear God Almighty. , have noble character, be healthy, knowledgeable, capable, creative, independent and become democratic and responsible citizens. From these Functions and Objectives, improving the quality of Human Resources, in this case junior high school teachers in the MGMP forum, can improve the quality of students so that they become quality resources, competent and able to keep up with developments in science and technology.

The development of knowledge and technology has changed the nation's civilization, including in the world of education where conventional learning systems have been combined with digital learning. So teachers as educators and students must be able to master information technology.

To increase the competitiveness of junior high schools at the National and International levels, efforts need to be made to prepare students and Education Personnel or teachers so that they become Human Resources with high competitiveness both at the National and International levels. In an effort to achieve professional and competent teachers in accordance with their fields, subject teachers joined the Subject Teachers' Conference (MGMP) in Manado City based on a decree from the Manado City Education Office.

Attitude, Social Personality

This component is no less important than the Knowledge and Skill components. Attitude is an attitude towards a particular object and is often accompanied by action. In Indonesian, Attitude is often interpreted as attitude. According to Ajzen (2005), a person's attitude can influence performance and productivity. It is feared that a poor attitude could cause a decrease in

performance. This happens because colleagues or superiors feel disturbed by the person's attitude in the work environment.

According to Gerungan (2004), Attitude is an attitude and willingness to act on something. Attitudes can change according to environmental conditions at different times. Attitude is also related to motivation and feelings. Attitudes can change, they can be positive or negative. Teachers who have a good attitude or attitude can create a positive work atmosphere in the school environment, and vice versa. In accordance with Law Number 14 of 2005, a competent teacher must have a good attitude in accordance with Social Personality Competencies, where a junior high school teacher must be honest in providing assessments and evaluations of student learning outcomes. The grades given must be in accordance with the student's abilities and the characteristics of the subject being taught. Assessments must be given in accordance with the assessment procedures and learning outcomes evaluation processes that have been determined.

In giving assessments, a junior high school teacher must not discriminate between students, whether by ethnicity, customs, region of origin or sex/gender. Teachers must behave in accordance with the religious norms they adhere to, as well as applicable legal and social norms. Teachers must be role models for students and the community in everyday life, both in the school environment, family, and in the community. Teachers must show a responsible attitude towards their work, must appear mature, wise and have authority in front of their students. There is a professional code of ethics for teachers that must be followed when carrying out their responsibilities as a teacher.

Teachers must be role models for students, be a mirror for students to apply good character, both in everyday speech and in carrying out exemplary actions. Teachers must have the ability to master the learning material, so that students are interested in studying the learning material, not just entering the class and giving assignments to students. Teachers must maintain an attractive and neat appearance, so that students feel at home following lessons in class. When teaching, you must smile so that your students listen carefully to the lesson material being presented. Don't get angry so that students get bored and uncomfortable in class. Humorous teachers tend to be liked by students. Polite jokes when teaching or outside the classroom can help attract students' attention. The most important thing is not to offend other people. Humor can make the learning process more fun and less stiff. Teachers must be enthusiastic about teaching, so that they can transmit positive energy and motivate students in learning, especially when studying subjects that are difficult for students to understand, for example: mathematics and English. Teachers must motivate with wise words

Conclusion

Based on the results of the research and discussion, the conclusion from the study of Professional Teacher Competency Development in the Subject Teacher Deliberation Forum (MGMP) in Manado City is that through the MGMP forum, Knowledge, Pedagogy and Professionalism of Middle School teachers in Manado City has increased. Initially, junior high school teachers in Manado City's understanding of the 2014 Curriculum was not evenly distributed and was still weak, in the MGMP forum there was understanding and education about concepts, analysis, teaching materials and learning planning based on the 2014 Curriculum so that understanding increased, and teachers were also able to solve problems, especially in learning activities in class. Through the MGMP platform, junior high school teachers in Manado City also become more professional and their pedagogical competence increases. Because by participating in MGMP activities and programs, teachers have better mastery of the material, mastering standards and competencies, learning theories and learning principles as well as the curriculum of the subjects taught. Through the MGMP platform, the

skills and professionalism of junior high school teachers in Manado City are increasing. From the Basic Literacy Skill aspect, teachers' expertise regarding the theory and practice of the subjects taught (mathematics, English, science, social studies, etc.) is increasingly being increased. From the Technical Skills aspect, teachers are trained to utilize information and communication technology to develop themselves and use it in learning. Although there are still teachers who lack technical skills, especially senior teachers who are not very proficient in using computers. From the Personal Skills aspect, teachers are trained to communicate effectively, empathetically and politely with students, with colleagues, and with students' parents, using unique language in interactions with educational activities or games. From the Problem Solving aspect, junior high school teachers are trained to use various approaches, strategies, methods and learning techniques creatively in the subjects they teach. Through the MGMP Forum, the Attitude and Social Personality of Middle School teachers continues to be improved, by directing and encouraging Middle School teachers to be honest in carrying out assessments and in accordance with the assessment procedures, process evaluation and specified learning outcomes. It is directed that as a teacher you must act in accordance with religious, legal, social and cultural norms, respect students without distinguishing between their beliefs, ethnicity, customs, region of origin and gender. Must present oneself as an honest person, with noble character and an example for students and society. Directing to demonstrate work ethic, high responsibility, work professionally and uphold and behave in accordance with the teacher's professional code of ethics. There are still junior high school teachers who do not regularly participate in activities or programs organized by MGMP.

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