
The Strategy of Civic Education Teacher Deliberation in the Effort to Develop Teacher Professional Competence

A. Rais Bajuri*, & Muhammad Halimi**

*& **School of Postgraduate Studies, Universitas Pendidikan Indonesia

ABSTRACT :

This study focus on development of teacher competence through Subject Teacher Deliberation or Musyarawah Guru Mata Pelajaran (MGMP) bearing in mind that education is integral part of teacher as spearhead in learning process in the field. Teachers have central role in educational success of a nation, because in essence teacher is executor in educating students. It means that teachers have mandate and big responsibility in enhancing educational quality which effect on human resource quality. In implementing their mandate, teachers should become role model for their students whether in their knowledge, attitude and behavior. Therefore, there is a need to manage teachers through organization in the effort to develop teacher competence. Meanwhile, data collection technique use interview, observation, and documentary study. Furthermore, the data obtained is processed by using triangulation technique.

KEYWORDS: Strategy, MGMP, Professional Competence, Teacher

INTRODUCTION

Education is something very strategic in living the life in nation and state. It is expected that education capable to cultivate the lofty nation character and realize excellent and qualified human resources in order to be able to compete in global life. It is necessary for government to give special attention to education world due to the important role of education in realizing nation ideal.

The importance of education is an integral part of teachers as spear head in learning process in the field. Teachers have central role in educational success of a nation, because in essence teachers are executor in educating students. It means that teachers have mandate and responsibility in enhancing educational quality which is effected on human resources quality. In implementing their mandate, teachers should become role model for their students, whether in their knowledge, attitude and behavior.

In responding to this big challenge, government make a policy regarding the matters which should be possessed by teachers. In Act No.14 of 2005 in Article 10, clause (1), it is explained that teachers should have four competences in teaching to support their personality in order to become professional teacher. As for the competence which should be possessed by teachers among others are pedagogical competence, professional competence, personality competence, and social competence. According to (Sajidan, 2010), professional competence can be acquired through academic qualification, education and training, short courses, TOT, course, research based learning, and tutorial and exercise, etc.

Based on explanation above, it can be known that it is not easy to become a teacher. In this case, it needs learning process and sharing experience in order to develop the quality of professional teacher.

Realizing teacher professional competence can be done by various ways, one of them is by creating educative community based on individual needs in the context of broader community desire, and *MGMP* is one educative community which play role as one vehicle in developing professional attitude of a teacher (Sajidan, 2010).

Therefore, among the concrete step done is empowering the implementation of *MGMP* activity. Teacher deliberation is one forum provided for teachers of similar subjects to solve various problems faced in the effort to enhance teacher performance, thus, Teacher Deliberation enhancement is such an urgent problem to become attention in order to create professional teachers and have quality performance.

Through *MGMP*, it is expected that teachers can maintain the quality of its performance by doing their task as teacher in accord with public need particularly in working field. By *MGMP* involvement in performance enhancement process, it is demanded to always do various breakthroughs which in turn will build quality education. Quality education will has high value, so *MGMP* implementation has very strategic role in the effort to enhance teacher performance.

In order that *MGMP* activity is beneficial and can be run as expected, the members is expected to be involved in each stage of organization activity such as program planning stage, implementation stage and evaluation stage. However, earlier study result (Firman: 2016) showed that teachers basically only involved and involve optimally in implementation stage of *MGMP* only. Teachers not only involved in planning stage such as in program arrangement or scheduling. It is seen that the role of administrator is more dominant and this program arrangement also was not done through teacher' need analysis. As for in evaluation stage, in which teachers only as object of evaluation, namely persons who are evaluated.

Another study result explain that to achieve quality standard and teacher professionalism as expected, the efforts to develop those teachers should be done continuously (Winingsih: 2016). That study result explain that teacher professionalism development and enhancement is necessity which should be done by the authorized parties, both by Government directly as well as through institution which has authorization to do that.

MGMP and Teachers is one unity which is harmonious in which teachers are spearhead of education and *MGMP* as vehicle to develop teacher professionalism. But this is still abstract and it needs efficient formulation in order to realize what become nation ideal. Related to it, it is Civic Education subject which has strategic role in the effort to realize nation ideal as mentioned in the main goal of Civic Education as explained by (Kalidjernih, 2010):

The main goal of civic education in whatever forms is to prepare 'a good citizen'. Traditionally, good citizen is individual who understand and can do his/her right and duty as society members and can participate well in society.

Based on the idea which had been explained before, it can be defined that *MGMP* has strategic role in developing teacher potential, and Civic Education subject as basic material for students

in order to become good citizen. It means that Civic Education *MGMP* is very interesting to be studied in related to teacher potential and education urgency in the effort to develop good citizen.

Based on pre study, West Bandung Regency consist of 5 *MGMP*, namely sub rayon 01, sub rayon 02, sub rayon 03, sub rayon 04, and sub rayon 05. Sub rayon include 3 Sub Districts namely Lembang Sub District, Parongpong Sub District, and Cisarua Sub District. Furthermore in *MGMP* sub rayon 1, there are two people who are predicated as Civic Education regency instructor. The regency instructors are mobilized to give guidance to another teachers to share their knowledge for teacher potential equality.

Furthermore, after conduct follow-up pre study, the information is obtained that *MGMP* in West Bandung Regency is sheltering each *MGMP* existed in each sub rayon. One big working program which give systemic effect from Regency *MGMP* is the making of Civic Education items for *USBN*. The making of *USBN* items mostly delegated to Regency *MGMP* as the realization of educational decentralization, which means that Regency *MGMP* has the right to formulate the system which is suited with character, culture and uniqueness of each certain region. It is intended to make adjustment with Human Resource and Natural Resource in accord with the needs.

In the making of *USBN* items, the formulation team is dominated by teachers from sub rayon 01. It is based on experience and capability aspects of teacher individuals organized in sub rayon 01 which is considered capable to develop items for regency level. Besides, if it is seen from type of activity, the agenda of activity existed in sub rayon 1 is considered more massive, such as providing TECHNOLOGY GUIDANCE by collaborating with Indonesia University of Education to develop teacher potential in developing content standard and process standard.

Furthermore, based on pre study, Civic Education *MGMP* in sub rayon 01 also support teacher development individually, sub rayon 01 support and develop its members in order to get more achievement, such as guiding scientific paper writing in mass media and encourage teacher to become teacher with achievement.

Related to it, Civic Education Teacher Deliberation of West Bandung Regency as subject teacher organization has very strategic role to enhance the performance of Civic Education teachers.

METHODOLOGY

The approach used in this study is qualitative approach, because in this study it will conduct the activity of a teacher organization which is mobilized in the effort to develop teacher potential and learning quality particularly Civic Education. Creswell give definition to qualitative approach as follow:

Qualitative research is an inquiry process of understanding based on distinct methodological traditions of inquiry that explore a social or human problem. The methodological builds a complex, holistic picture, analyze words, reports detailed views of informants, and conduct the study in a natural setting (Creswell, 2012).

The research method used in this study is analytic descriptive method. This research method is based on problem solving based by considering facts and realities existed today and concentrated in actual problem occur when the study was conducted.

RESULTS AND DISCUSSION

Based on study result through interview, observation and documentation study, it can be analyzed that almost all resource persons explain that development of teacher professional competence is a necessity. Era development which so rapid demand teachers to capable to adapt to era development process, so what become nation expectation now can be realized, namely create student of next generation who is smart in spiritual, intellectual and emotional in order to be able to compete in the global era like today.

Teacher effort to develop professional competence can be done by various ways, one of them is through *MGMP* which is related to the importance of effort to develop teacher professional competence. Based on result study, it can be analyzed that the strategy of Civic Education *MGMP* in developing teacher professional competence can be done through various ways. The essence of professional teacher is teacher who capable to give the best service for his/her teachers with special ability they posses, so students can receive and understand the material which is delivered. A teacher not only demanded to posses educative technical ability in doing his/her task, but also should has character which can be reliable so he/she can become role model for students, family and community. The development of teacher professional character urge teacher potential development continuously in accord with teaching need of each teacher.

There are some strategies used by *MGMP* in developing teacher professional competence. The first strategy in running organization is firstly, by arranging working program in for the near future about what should do as road map or guidance in running organization. In this case, Civic Education *MGMP* of Sub Rayon 01 in West Bandung Regency is concentrated on development of four competences wrapped by good relation values in order to build tighter bound among subject teachers.

Secondly, by arranging activity concept which had been analyzed before in order to choose and sort which activity which should be done in advance. It is important to make activity more structured and systematic, so the target to develop teacher competence can be achieved in maximal.

Thirdly, implementation of activity. After activity concept is analyzed and arranged, then the next step is to realize it in the form of activity. As for kind of activity which often done is regarding training, guidance and technical. Through this training, it is expected that teachers capable to use theory and practice in teaching so it can be more maximal. One activity to develop professional competence in *MGMP* Sub Rayon 01 of West Bandung Regency is curriculum analysis. Based on observation result, this activity include how to divide group of teachers. It is intended to separate teacher who teach *KTSP* and teachers who teach 2013 Curriculum. Even though teaching different curriculum, through such a method, all teachers can be accommodated by *MGMP* in one same activity.

Good response both from members or administrators is not detached from kind of activity and outstanding working program from Civic Education *MGMP* of sub rayon 01 in giving a development for teachers. Based on interview and observation result, it can be analyzed that there are many activities focus on teacher competence development, about curriculum policy analysis, in which teachers are prepared to face curriculum by inviting resource persons from

LPMP, UPI and from Board of Education to give direction and material to teachers in order that they familiar with curriculum so in its implementation, teachers can be more professional in educating students. The effort which is frequently done in developing teacher competence is activity to prepare altogether good teaching material, started from material, syllabus, *RPP*, *prota*, *promes* so it is resulted in agreement about learning administration.

Based on analysis above, it can be concluded the strategy of Civic Education *MGMP* in Sub Rayon 01 in developing teacher professional competence is done by various ways. *MGMP* itself is vehicle which is closest with teachers in order to develop their professional competence, pedagogic competence, social competence and personality competence. As in its implementation, *MGMP* always do its function as vehicle which capable to develop teacher competence.

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