



The impact of teachers' active involvement level at MGMP of English and their perception pedagogical competence as English teacher

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Abstract

Saharir 2021 *the impact of teachers' active involvement level at mgmp of english and their perception pedagogical competence as english teacher* English Teacher in Maros Regency, Thesis. English Department Faculty of Postgraduate Makassar Muhammadiyah University. This research aimed to know the correlation teachers' active at MGMP and Perception pedagogic competence as English Teacher in Maros Regency. This research used a quantitative method with correlation approach. The data source of this research was primary data from ofa questionnaire and the subject of this research was 60 English teachers in Maros Regency. Based on the data analysis, it can be concluded that teachers' activeness involvement level at MGMP simultaneously has high correlation and their pedagogic competence. It can be described further, as the following: First from the data analysis, it is known that the significance value of Teachers' activeness involvement at MGMP. So it can be concluded that teachers' activeness involvement at MGMP is active to follow the MGMP activities. Second from the data analysis, it is known that the significance value of Teachers' perception pedagogic competence. The explanation that teachers' perception pedagogic competence of MGMP is very good. Third from the data analysis, it is known that the significance value of Teachers' activeness involvement at MGMP (X) and teachers' perception pedagogic competence (Y) is equal $0.01 < 0.05$. This means that there is influence X (activeness involvement at MGMP) and Y (teachers' perception pedagogic

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competence) have significant correlation.

The result of the research showed that the teacher activeness in MGMP had positive effects, active teachers' perception pedagogic competence also had positive effect, and the correlation teachers activeness and their perception pedagogic competence showed a significant positive relationship value of 0.01 is smaller than 0.05

Keyword: *MGMP and Pedagogic Competence*

Introduction

The teacher is one of the main components in the education system as a whole which must get more attention. This figure will always be in particular strategic when discussing educational problems, because teacher is always associated with every component in the education system. Teachers play a major role in the development of education, especially in formal schools. The teacher also determines the success of students, especially in relation to the learning process. In other words, improving the quality of education must start with the teacher and end with the teacher as well. Teachers have a very strategic role in realizing national development goals, especially in the field of education, so that it needs to be developed into professional, dignified and professional staff (Mulyasa, in Rahmawati 2013)

As a central figure in the education process in schools, teachers are the most influential component in the creation of quality education processes. Therefore, to become a professional teacher is required to have expertise as a teacher which is called competence. According to the Ministry of National Education (2006: 2), competence is the ability to behave, think and act consistently as a form of knowledge, attitudes and skills possessed by students. In other words, competence is the ability to perform which is motivated by the mastery of knowledge, attitudes and skills.

Government Regulation Number 19 of 2005 Chapter IV article 19 paragraph 1 states "The learning process in educational units is carried out in an interactive, inspirational, fun, challenging manner, motivates students to actively participate, and provides sufficient space for initiative, creativity, and independence in accordance with talents, interests, and physical and psychological development of students.

Teacher competence is one of the main requirements for realizing quality education. Teacher professionalism can be achieved if teachers can work together with other teachers to develop their potential through competency development programs. One of its programs is the Subject Teacher Working Group (MGMP), a non-structural teacher organization whose formation was stimulated in Government Regulation No. 38/1994 on Education Personnel. MGMP is a forum for subject teachers to come together to discuss problems found in class and share experiences while carrying out learning in class.

In supporting the Government regulation Ministry of National Education about teachers' competence, teachers are required to improve and develop academic qualification and competence through follow MGMP (Musyawarah Guru Mata Pelajaran), according Soejipto in Wulandari (2017) MGMP is one type of school teacher organization that

recognized by the government beside PGRI. Raynessa (2018) found that the teachers perceived to have improvement on their competence particularly the professional competence because of their involvement in MGMP program. It means that the teachers' involvement in MGMP has effect on teachers' professional development. This findings depict that the English teachers' involvement in Subject Teachers Working Group (MGMP) indicates strong relationship with the teachers; pedagogical competence as part of the teachers professional development. By Abdul, 2015

Yusawinur Barella (2014) made research on the role of English Teacher Working Group (MGMP) to support teacher professional development. The research was conducted at SMP in Kota Pontianak. The population was English teachers of SMP, students, board of management of English MGMP of Junior high school, and five principles of curriculum from state high school in Kota Pontianak. The data were analyzed using interactive analysis technique. The finding was that the English MGMP of Junior High School in Pontianak contribute greatly to the English teachers' professional development in terms of (a) developing syllabus, (b) annual and semester program, (c) lesson plan, (d) developing teaching method and the innovative learning model, (e) developing the use of teaching media, and the evaluation system, and improving the teacher professional competence, and so does to the teachers' pedagogical competence.

Silfi (2016) studied the teacher professional development through Teachers Working Group (MGMP) of English. She found that the English MGMP for Senior High School in OKU Regency contribute greatly to the development of Senior High School English teacher professionalism including the teachers' professional competence.

MGMP is a forum for professional activities for teachers of similar subjects. The essence of MGMP functions as a forum of communication, consultation and sharing of experiences. This MGMP is expected to increase the professionalism of teachers in carrying out quality learning according to the needs of students. This professional communication platform is indispensable in contributing to increasing the ability, insight, knowledge and understanding of teachers to the material being taught and its development (Saondi, in Wulandari 2017).

From the understanding of the MGMP above, it is illustrated that the MGMP is a forum for teacher activities outside the teaching and learning process in an organized class, where teachers discuss, examine teacher assignment problems with the aim of improving the quality of learning education. The implementation of the MGMP aims to improve the quality and professionalization of teachers in their respective groups. The activities in this group are arranged on a fairly good schedule.

This program becomes more important when the government has implemented new curriculum. Its role is to carry out the development of insight, teachers' knowledge and competence so they have a high dedication (National Education Department, 2003). Although teachers are suggested to be professional with good competence, reality shows things differently.

This research is directed to analyze the correlation between teachers' active involvement level at MGMP of English and their perception pedagogical competence as English teacher. The research is conducted in Senior High Schools in Maros Regency in the

period of 2019/2020, consisting of 28 schools with 60 English teachers. Therefore, and this research is considered being different from those previous researches particularly because this research talked about two variables that has correlation of the English teachers' active involvement level at MGMP and their perception pedagogical competence as English teacher of Senior High School.

Method of the research

This research uses a quantitative method with explanatory survey by explaining the clausal relationship between variables to test the hypothesis. The research variables are the teachers' active involvement in subject teachers' working group (MGMP) of English as independent variable (variable X) and teachers' perception pedagogical competence as dependent variable (variable Y) consisting of five indicators: 1) teachers' understanding of learners, 2) teaching strategy (implementation), 3) assessment (evaluation), 4) students' potential development, and 5) communication with students.

The result of Research

The data obtained and analyzed in this study include the results of data collection was performed by distributing questionnaires to the English teachers in Senior High Schools in Maros Regency as the research respondents. Matters involved in the questionnaires were some items about teachers' active involvement in MGMP of English.

Table 4.1
Teachers' activeness of following MGMP (X1)

Category	Interval	Frequency	Percentage (100%)
Highest	17 - 20	29	48.33
High	13 - 16	30	50.00
Medium	9-12	1	1.66
Low	5 - 8	0	0
Lowest	1-5	0	0
Total			100.00

Table 4.1, Activeness of following MGMP has highest according to 29 teachers, high for 30 teachers, medium 1 teachers, 0 for low and 0 for lowest, In general, it can be summarized that the Senior High School teachers in Maros Regency have high quality actually in their activeness of following MGMP.

Table 4.2
Teachers' activeness participation of MGMP (X2)

Category	Interval	Frequency	Percentage (100%)
Highest	29 - 35	7	11.67
High	22 - 28	53	88.33
Medium	15 - 21	0	0
Low	8 - 14	0	0
Lowest	1-7	0	0
Total			100.00

Table 4.2, activeness participation of MGMP has highest according to 7 teachers, high for 53 teachers, medium 0 teachers, 0 for low and 0 for lowest, So, In general, it can be summarized that the Senior High School teachers in Maros Regency have high quality actually in their activeness participation MGMP.

Table 4.3
Teachers' Perception Pedagogic Competence of MGMP (X3)

Category	Interval	Frequency	Percentage (100%)
Highest	24 - 30	15	25.00
High	17 - 23	45	75
Medium	10 - 16	0	0
Low	3 - 9	0	0
Lowest	1 - 2	0	0
Total			100.00

Table 4.3, Teachers' Perception Pedagogic Competence has highest according to 15 teachers, high for 45 teachers, medium 0 teachers, 0 for low and 0 for lowest, So, In general, it can be summarized that the Senior High School teachers in Maros Regency have high quality actually in their perception Pedagogic competence MGMP.

Table 4.4
Teachers' Perception Pedagogic Competence of MGMP (Y1)
Teachers' activeness of following MGMP

UNDERSTANDING STUDENTS			
Category	Interval	Frequency	Percentage (100%)
Highest	16 - 20	27	45.00
High	11 - 15	33	55.00
Medium	6 - 10	0	0
Low	1 - 5	0	0
Lowest		0	0
Total			100.00

Table 4.4, Activeness of following MGMP has highest according to 27 teachers, high for 55 teachers, medium 0 teachers, 0 for low and 0 for lowest, In general, it can be summarized that the Senior High School teachers in Maros Regency have high quality actually in their perception Pedagogic Competence of MGMP.

Table 4.5
Teachers' Perception Pedagogic Competence of MGMP (Y2)
Teachers' activeness of following MGMP

TEACHING STRATEGY			
Category	Interval	Frequency	Percentage (100%)
Highest	45 - 55	0	0
High	34 - 44	18	30.00
Medium	23 - 33	42	70
Low	12 - 22	0	0
Lowest	1 - 11	0	0

Total	100.00
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Table 4.5, Activeness of following MGMP has highest according to 0 teachers, high for 30 teachers, medium 70 teachers, 0 for low and 0 for lowest, In general, it can be summarized that the Senior High School teachers in Maros Regency have high quality actually in their perception Pedagogic Competence of MGMP.

Table 4.6
Teachers' Perception Pedagogic Competence of MGMP (Y3)
Teachers' activeness of following MGMP

COMMUNICATION WITH STUDENTS

Category	Interval	Frequency	Percentage (100%)
Highest	16 - 20	46	76.67
High	11 - 15	13	21.67
Medium	6 - 10	1	1.66
Low	1 - 5	0	0
Lowest		0	0
Total			100.00

Table 4.6, Activeness of following MGMP has highest according to 46 teachers, high for 13 teachers, medium 1 teachers, 0 for low and 0 for lowest, In general, it can be summarized that the Senior High School teachers in Maros Regency have high quality actually in their perception Pedagogic Competence of MGMP.

The significant correlation between English teachers' active involvement level at MGMP and their perception pedagogical competence as English teacher of Senior High School in Maros Regency

Table 4.6
Correlations between Teacher's active Teachers' Perception Pedagogical Competence

		Teacher's active involvement (X)	Teachers' Perception Pedagogical Competence (Y)
Teacher's active involvement (X)	Pearson Correlation	1	.563**
	Sig. (2-tailed)		.000
	N	60	60
Teachers' Perception Pedagogical Competence (Y)	Pearson Correlation	.563**	1
	Sig. (2-tailed)	.000	
	N	60	60

** . Correlation is significant at the 0.01 level (2-tailed).

Table 4.6, showed that the significance value of 0.01 is smaller than 0.05, so it can be concluded that teachers'activeness of following MGMP affected teachers' perception pedagogic competence. with information that the impact of X (Teachers' activeness of following MGMP) to Y (teachers' perception pedagogic competence) is a positive relationship..

Conclusion

Based on the data analysis, it can be concluded that teachers' activeness involvement level at MGMP simultaneously has high correlation and their pedagogic competence. It can be described further, as the following:

1. From the data analysis, it is known that the significance value of Teachers' activeness involvement at MGMP. So it can be concluded that teachers' activeness involvement at MGMP is active to follow the MGMP activities.
2. From the data analysis, it is known that the significance value of Teachers' perception pedagogic competence. The explanation that teachers' perception pedagogic competence of MGMP is very good.
3. From the data analysis, it is known that the significance value of Teachers' activeness involvement at MGMP (X) and teachers' perception pedagogic competence (Y) is equal $0.01 < 0.05$. This means that there is influence X (activeness involvement at MGMP) and Y (teachers' perception pedagogic competence) have significant correlation.

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