
Optimizing Teacher Capacity Building Through MGMP Activities at SMPN 1 Banjarbaru

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Abstrak

Guru menjadi pilar dalam pelaksanaan belajar dan pembelajaran di dalam kelas, sebagai elemen terpenting inilah kemampuan para guru dalam melaksanakan pembelajaran juga berimbas terhadap evaluasi dan remedial dari yang dianggap kurang berperan terhadap perkembangan peserta didik. Oleh sebab itu dari MGMP yang dilaksanakan oleh SMPN 1 Banjarbaru untuk meningkatkan kemampuan dan proses evaluasi pembelajaran. Artikel ini bertujuan untuk mendeskripsikan dari perkembangan para guru dalam meningkatkan kemampuan belajar mengajar yang dilaksanakan melalui MGMP di SMPN 1 Banjarbaru. Menggunakan Penelitian Tindakan Sekolah (PTS) dengan metode deskriptif dengan menggunakan siklus-siklus yang telah dilakukan guna menjelaskan hasil temuan, teknik pengumpulan data dengan langkah-langkah berikut 1) Perencanaan Tindakan; 2) Pelaksanaan Tindakan; 3) Pengamatan (Observasi). Hasil temuan 1) menjelaskan bahwa pada siklus 1 masih siklus 1 ke siklus 2, pada siklus 1 ada 3 aspek pengamatan yang belum mencapai persentase 100% dalam beberapa aspek penilaian terlebih ada yang tidak bernilai sama sekali. 2) sementara pada siklus 2 hanya 2 aspek pengamatan yang belum mencapai persentase 100%, sehingga supervisor melakukan evaluasi kepada para guru untuk meningkatkan aspek-aspek tersebut dengan langkah refleksi terhadap kegiatan evaluasi dan remedial yang dilaksanakan dalam MGMP.

Kata Kunci: MGMP, Peningkatan Kemampuan Guru dan Evaluasi.

Abstract

The teacher is a pillar in the implementation of learning and learning in the classroom. As the most important element, the ability of teachers to carry out learning also impacts evaluation and remedial actions that are considered less instrumental in the development of students. Therefore, the MGMP was carried out by SMPN 1 Banjarbaru to improve the ability and process of learning evaluation. This article aims to describe the development of teachers in improving teaching and learning skills carried out through MGMP at SMPN 1 Banjarbaru. Using School Action Research (PTS) with a descriptive method using cycles that have been carried out to explain the findings, data collection techniques with the following steps 1) Action Planning; 2) Action Implementation; 3) Observation (Observation). Findings 1) explained that in cycle 1, it was still cycled 1 to cycle 2. In cycle 1, three aspects of observation had not reached 100% percentage in some aspects of the assessment, especially those with no value. 2) while in cycle 2, only two aspects of observation have not reached the percentage of 100%, so the supervisor evaluates the teachers to improve these aspects by reflecting on the evaluation and remedial activities carried out in the MGMP.

Keywords: MGMP, Teacher Ability Improvement, and Evaluation.

PRELIMINARY

The teacher is the driving force in teaching, and learning activities carried out in the classroom. As the most important element in the teaching and learning process, it requires good cognitive, psychomotor, and affective assessments for students who are capable teachers in the classroom. Supervision is directed in two aspects, namely managerial and academic supervision. Managerial supervision focuses on observing aspects of management and administration that function as supporting the implementation of learning. Academic

supervision focuses on supervisor observations of academic activities in learning both inside and outside the classroom. Academic supervision includes, among others, the design of learning and the learning process, as well as the implementation of assessments. Competency-based curriculum, which was legally implemented in 2006, in line with the development of the education system that refers to the National Education Standards (SNP), for each academic unit must gradually implement the SNP; for example, an educator must understand and implement content standards, graduate competency standards, process standards, assessment standards, education management standards and must have competencies following teacher competency standards, all of these will have a positive impact on the design and implementation of learning in the classroom and outside the classroom (Darma, 2008; Kemdikbud, 2017; Kemenag, 2021; Saleh & Mutiani, 2021; Kusumah & Alawiyah, 2021).

To optimize the implementation of academic supervision of teachers, teacher training is carried out in schools to improve teacher abilities, especially in implementing remedial measures to achieve student learning mastery. The supervision technique that the researchers consider appropriate is the group supervision technique through the School MGMP. Teachers are expected to be more focused on receiving guidance from the Principal. With the hope that student learning completeness will be achieved in each KD/SK for each subject (Kemdikbud, 2017; Mardiana et al., 2021; Syaharuddin et al., 2021).

Therefore, selecting the empowerment of the Teacher Working Group (KKG) or Subject Teacher Consultation (MGMP) in improving teacher competence is one of the more accessible and more practical steps to develop the potential of teachers. There are at least 4 (four) reasons that underlie this.

1. KKG and MGMP are the closest forums to teachers, easy to access, discuss things that are closest to the teacher's needs, especially learning, and teachers don't leave many hours in class.
2. The cost of training carried out at the KKG, and MGMP is not as much as training for days at a hotel or a training center/training center.
3. Activities in the KKG and MGMP are in the form of peer teaching so that teachers are more relaxed in conveying difficulties/problems in learning and conveying best practices in learning.
4. Activities at KKG or MGMP are more gender-responsive because teachers do not need to leave family responsibilities (Kemenag, 2021).

So that with the activities of the MGMP carried out by SMPN 1 Banjarbaru intending to develop the abilities of teachers in schools through supervision by the Principal in the implementation of learning and evaluation to remedial activities carried out by teachers to students, various articles that support the writing of this article as done by Aidil Abdi Rachman

(2020) entitled *Improving the Quality of Learning Through Academic Supervision (Study in SMP Negeri 14 Banjarbaru)*, then from Haliza (2021) entitled *Developing Teachers' pedagogical Competence Through English Subject Teachers' working Group (MGMP)*, thus helping the author in developing this paper. Therefore, this article aims to describe the development of teachers in improving teaching and learning skills carried out through MGMP at SMPN 1 Banjarbaru.

METHOD

This research is Classroom Action Research (PTS), using a descriptive method by using the cycles carried out. They solve the problem using their descriptive method to explain the findings (Arikunto & Suhardjono, 2006). Furthermore, school action research activities include planning, implementing, observing, and reflecting, which results in a cycle. This research is also continuous and repeated until the research objectives are achieved with satisfactory results (Sudarsono, 1996). Data collection techniques with the following steps 1) Action Planning; 2) Action Implementation; 3) Observations were made to the teachers of SMP Negeri 1 Banjarbaru so that the results of this continuous and repeated cycle can be seen in the development of the teachers of SMP Negeri 1 Banjarbaru in preparation for the implementation of learning and remedial courses in 2021.

RESULTS AND DISCUSSION

MGMP (Subject Teacher Consultation) and KKG (Teacher Working Group) activities are places for teachers to learn collaboratively in the form of collaborative inquiry and action research. Teachers together discuss and reflect on problems in their assignments and look for solutions together and try to apply them in learning, give space for car-span learning to occur together and try to apply them in learning, give space for car-span learning to occur in culture, and mutually share their duties. Quoting from Bahrul (2020), as a professional, the teacher must develop his professional abilities independently (self-learning) through various modes of learning. However, as a professional, teachers are part of the teacher community who have the same duties and responsibilities in educating students. Therefore, collaborative learning is a necessity and an effective way for teachers to develop their professionalism (Rachman, 2020; Ministry of Religion, 2021; Haliza et al., 2021).

So that to improve the ability of these teachers, this MGMP is carried out. Based on observations of the implementation of the MGMP activity program carried out by teachers at SMPN 1 Banjarbaru, looking at the results of observations of the activeness of research participants and the activeness of presenters of materials that have been carried out, it is found that the ability of teachers in implementing remedial programs has increased from cycle 1 to

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cycle 2. coaching through school MGMP, teachers who are research subjects at SMPN 1 know about making evaluations of student learning outcomes as well as designing and implementing evaluation and remedial programs.

Table 1. Observation of Teacher's Ability in Implementing Evaluation and Remedial Programs In Cycle 1

No	Teacher name	Aspects Observed										Rating Score
		1	2	3	4	5	6	7	8	9	10	
1.	Samsu Riza, M.Pd.	3	3	2	3	3	3	3	3	3	2	28
2.	Nurul, M.Pd.	3	3	2	3	3	3	3	3	3	2	28
3.	Diah Rahmawati, S.Pd.	3	3	2	3	3	3	3	3	3	2	28
4.	Rusmilawati, S.Pd.	3	3	2	3	3	3	3	2	3	2	27
5.	Sugianor, S.Pd.	3	3	2	3	3	3	3	2	3	2	27
6.	Hasnah, S.Si.	3	2	2	3	3	3	1	1	3	2	23
7.	Nani Suhartini, S.Pd	3	3	2	3	3	3	3	3	3	2	28
Complete		7	6	0	7	7	7	6	4	7	0	
Incomplete		0	1	7	0	0	0	0	2	0	7	
There is not any		0	0	0	0	0	0	1	1	0	0	

Source: Researcher Data (2021)

Value Weight Description:

- Complete = 3
- Incomplete = 2
- There is not any = 1

Observed aspects:

1. There is an analysis of the evaluation of learning outcomes
2. In the analysis of the evaluation of student learning outcomes, there are complete and incomplete student statements
3. In the analysis of the evaluation of student learning outcomes, some indicators are complete and incomplete
4. Determining students who did not complete the remedial
5. Create remedial and enrichment programs
6. Implement remedial and enrichment programs
7. Make test questions for remedial implementation
8. The suitability of the test questions with the results of previous student learning evaluations
9. Analyzing the results of the remedial evaluation
10. Make a report on the implementation of remedial and enrichment

Based on the teacher's ability to carry out the evaluation and remedial program conducted by the researcher as the Principal in cycle 1 of the 7 teachers who were the research subjects, each of them scored scores, namely Samsu Riza, M.Pd. amounted to 28, Nurul, M.Pd. amounted to 28, Diah Rahmawati, S.Pd. amounted to 28, Rusmilawati, S.Pd. of 27, Sugianor, S.Pd. of 27, Hasnah, S.Si. of 23, and Nani Suhartini, S.Pd of 28.

The results of observing the teacher's ability to carry out evaluation and remedial programs for each research subject obtained individually are then presented in the

recapitulation of the teacher's ability to carry out evaluation and remedial programs in cycle 1 (in %), which includes 10 aspects of observation as presented in Table 2 below.

Table 2. Results of Teacher Capability Recapitulation in Implementing Evaluation and Remedial Programs (in %) in Cycle 1

No.	Aspects Observed	Rating Score		
		Complete	Incomplete	There is not any
1.	There is an analysis of the evaluation of learning outcomes	100%	-	-
2.	In the analysis of the evaluation of student learning outcomes, there are complete and incomplete student statements	85.71%	-	-
3.	In the analysis of the evaluation of student learning outcomes, some indicators are complete and incomplete	-	-	-
4.	Determining students who did not complete the remedial	100%	-	-
5.	Create remedial and enrichment programs	100%	-	-
6.	Implement remedial and enrichment programs	100%	-	-
7.	Make test questions for remedial implementation	-	85.71%	14.29%
8.	The suitability of the test questions with the results of previous student learning evaluations	57.14%	28.57%	14.29%
9.	Analyzing the results of the remedial evaluation	100%	-	-
10.	Make a report on the implementation of remedial and enrichment	-	100%	-

Source: Researcher Data (2021).

Based on the data in Table 2 of the 10 aspects of observing the teacher's ability to carry out evaluation and remedial, the results obtained are 3 aspects of observation that have not reached a percentage of 100%; in other words, there are still incomplete or even non-existent— aspects of observation that have not reached 100%, namely aspects 2, 7, and 8. For example, aspects of observation 2 (in the analysis of the evaluation of student learning outcomes there are complete and incomplete student statements) of 14.29% which are incomplete and 85.71% which is complete, observation aspect 7 (making test questions for remedial implementation) is 14.29% which is not at all, and 85.71% is incomplete. The observation aspect is 8 (the suitability of test questions with the results of previous student learning evaluations) of 14.29%, which are not available, 28.57% are incomplete, and 57.14% are complete. So the Principal, as the supervisor in this activity, calls the teachers who are assessed mainly in various aspects seen in the 3rd aspect problem, which is complete no. The 7th aspect is about making questions. The 10th aspect is related to the report from the evaluation and remedial results.

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Hence, the steps taken by the supervisor are to call the teachers who have not completed it so that intending to achieve 100% results on the aspects that have not been maximized in the next cycle.

So that the continuation of the implementation of school action research in cycle 2 includes the same activities as in cycle 1, namely as follows:

- a. At the first meeting, the researcher asked each teacher to report problems in the learning process and show an analysis of the evaluation of learning outcomes that have been made so far, and then jointly designs remedial programs through school MGMP development.
- b. In the second meeting, the researcher evaluates the program evaluation and remedial that the teacher has made and implemented through the School MGMP.

Table 3. Observation of Teacher's Ability in Implementing the Program evaluation and remedial on Cycle 2

No	Teacher name	Aspects Observed										Rating Score
		1	2	3	4	5	6	7	8	9	10	
1.	Samsu Riza, M.Pd.	3	3	3	3	3	3	3	3	3	2	29
2.	Nurul, M.Pd.	3	3	3	3	3	3	3	3	3	2	29
3.	Diah Rahmawati, S.Pd.	3	3	3	3	3	3	3	3	3	3	30
4.	Rusmilawati, S.Pd.	3	3	3	3	3	3	3	3	3	2	29
5.	Sugianor, S.Pd.	3	3	3	3	3	3	3	2	3	2	28
6.	Hasnah, S.Si.	3	3	3	3	3	3	3	3	3	3	30
7.	Nani Suhartini, S.Pd	3	3	3	3	3	3	3	3	3	3	30
	Complete	7	7	7	7	7	7	7	6	7	3	
	Incomplete	0	0	7	0	0	0	0	1	0	4	
	There is not any	0	0	0	0	0	0	0	0	0	0	

Source: Researcher (2021)

Value Weight Description:

- Complete = 3
- Incomplete = 2
- There is not any = 1

Observed aspects:

1. There is an analysis of the evaluation of learning outcomes
2. In the analysis of the evaluation of student learning outcomes, there are complete and incomplete student statements
3. In the analysis of the evaluation of student learning outcomes, some indicators are complete and incomplete
4. Determining students who did not complete the remedial
5. Create remedial and enrichment programs
6. Implement remedial and enrichment programs
7. Make test questions for remedial implementation
8. The suitability of the test questions with the results of previous student learning evaluations
9. Analyzing the results of the remedial evaluation
10. Make a report on the implementation of remedial and enrichment

Based on observations of the teacher's ability to carry out evaluation and remedial programs conducted by researchers as school principals in cycle 2 of the 7 teachers who were

the research subjects, each of them scored scores, namely Samsu Riza, M.Pd. amounted to 29, Nurul, M.Pd. of 29, Diah Rahmawati, S.Pd. of 30, Rusmilawati, S.Pd. of 29, Sugianor, S.Pd. amounted to 28, Hasnah, S.Si. of 30, and Nani Suhartini, S.Pd of 30. Thus, the score obtained by the teacher in cycle 2 has increased compared to the score obtained in cycle 1.

The results of observing the teacher's ability to carry out evaluation and remedial programs for each research subject obtained individually are then presented in the recapitulation of the teacher's ability to carry out evaluation and remedial programs in cycle 2 (in %), which includes 10 aspects of observation are presented in Table 4 below.

Table 4. Results of Teacher Capability Recapitulation in Implementing Programs evaluation and remedial (In %) in Cycle 2

No.	Aspects Observed	Rating Score		
		There is		There is not any
		Complete	Incomplete	
1.	There is an analysis of the evaluation of learning outcomes	100%	-	-
2.	In the analysis of the evaluation of student learning outcomes, there are complete and incomplete student statements	100%	-	-
3.	In the analysis of the evaluation of student learning outcomes, some indicators are complete and incomplete	100%	-	-
4.	Determining students who did not complete the remedial	100%	-	-
5.	Create remedial and enrichment programs	100%	-	-
6.	Implement remedial and enrichment programs	100%	-	-
7.	Make test questions for remedial implementation	100%	-	-
8.	The suitability of the test questions with the results of previous student learning evaluations	85.71%	14.29%	-
9.	Analyzing the results of the remedial evaluation	100%	-	-
10.	Make a report on the implementation of remedial and enrichment	42.85%	57.15%	-

Source: Researchers (2021).

Based on the data in Table 4 of the 10 aspects of observing the teacher's ability to carry out evaluation and remedial programs, the results obtained in cycle 2 there are 2 aspects of observation that have not reached a percentage of 100% in other words, there are still incomplete and even non-existent—aspects of observation that have not reached a percentage of 100%, namely aspects 8 and 10. Aspects of observation 8 (the suitability of the test questions with the results of previous student learning evaluations) are 14.29% incomplete and 85.71%

complete, and observational aspects 10 (making remedial and enrichment implementation reports) of 57.15% incomplete and 42.85% complete. In the second cycle, the Principal as the supervisor in this reflection activity provides input to the teachers through face-to-face and evaluation because the teachers in the 10th aspect have not met the target so that in the future, they are expected to be able to report remedial results from evaluation activities for students.

The improvement of teachers' abilities or performance is related to planning, managing learning, and assessing student learning outcomes. As a planner, the teacher must be able to design learning following the conditions in the field, as a manager, the teacher must be able to create a conducive learning climate so that students can learn well, and as an evaluator, the teacher must be able to carry out assessments of learning processes and outcomes. In the first and second cycles carried out, the teachers serve as evaluators in assessing student learning outcomes. Therefore, it can be concluded that teachers at SMPN 1 Banjarbaru's ability to carry out learning, evaluation, and remedial activities through school MGMP activities need to be further improved (Ismail, 2010; Rachman, 2021).

So that the results of the increase that occurred in this study could not be separated from the role of the Principal who made improvements to teacher performance through the School MGMP, the supervision technique used by the Principal is one of the appropriate techniques in this study with the group supervision technique. group supervision technique is coaching of several teachers by one or several supervisors. Then they are given supervision services according to the problems or needs they face (Pidarta, 2009). The supervision process in group supervision begins with giving an introduction about the purpose of the meeting and then a brief description of the things discussed or certain cases that will be the subject of discussion. Benzito (2008) declare through the MGMP Schools, whose scope is narrower than the cluster KKG, which only consists of teachers who are in one school, it is hoped that teachers will be more focused on receiving guidance from the Principal (Resmini, 2010; Rachman, 2020; Warni et al., 2020).

CONCLUSION

MGMP activities carried out through supervision by the Principal of SMPN 1 Banjarbaru towards teachers showed significant results in their development. The teacher's ability to carry out evaluations and remedial has increased from cycle 1 to cycle 2; in cycle 1 there are 3 aspects of observation that have not reached a percentage of 100%, namely aspects 2, 7, and 8 while in cycle 2 only 2 aspects of observation have not reached a percentage of 100 %, namely aspects 8 and 10. Furthermore, the activity of presenters of material in carrying out school action research in cycle 1 and cycle 2 has increased from being categorized as good to

very good from the results of observations that have been made from the results of supervision by the Principal through reflection to the teachers.

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