

IMPLEMENTATION OF SOCIAL STUDIES TEACHERS' WORKING MEETING (MGMP) IN IMPROVING TEACHER PERFORMANCE IN JUNIOR HIGH SCHOOLS IN SOUTHWEST ACEH DISTRICT

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Abstract

This punishment is included in the nomination for the Social Sciences Professional Teacher Competency Award for the personality and effectiveness of social studies leaders in schools. And for many MGMP IPS awards for Eastern Aceh Province as an extraordinary energy teacher. This research mentions qualitative performance. Data collection techniques are discussed carefully, observation and documentation. The subjects in this research were MGMP administrators, MGMP members, and school principals. These achievements are listed below: 1) developing a program strategy by developing the vision and success of the program, creating a structure that supports the program, developing program themes, and getting coordination with successful outreach or through social media, 2) Yesterday's MGMP program was less than two day at school in Southwest Aceh province and one until but that was two months ago at the end of the day by the head of the MGMP, maintenance school, and main school, with a high temperature. According to the little-known MGMP penguin organization, the body time base of penguins in MGMP projects needs to be evaluated based on various internal and external factors that contribute to the MGMP IPS project. Yesterday, the Governor of North East Aceh's MGMP IPS was also effectively considered a kinetic teacher.

Keywords : Implementation, MGMP, Energy Guru

1. INTRODUCTION

Education is a key aspect in shaping a person's character and enhancing human resources. Recognizing this, the government has an obligation to pay attention to education in order to help improve its quality, supported by competent teachers. The quality of education is influenced by teachers, teaching materials (such as syllabi, lesson plans, teaching plans, syllabuses, teaching materials, and learning media), as well as government policies both at the central and local levels. Among these influences, teachers are the most crucial component for students' learning continuity. Teachers play a vital role in education. Besides transferring knowledge, they also have the task of nurturing students' potential development to prepare them for the future.

Teachers are the main element in the entire education process; therefore, it is reasonable for the government to give special attention to teachers' welfare. Inadequate educational facilities and suboptimal teacher competencies, leading to a lack of teacher participation in improving education quality, are serious issues that require immediate attention. Thus, efforts for improving education quality require well-organized and clear actions within the education system. The integration of the four IPS subjects into Integrated IPS requires broad insights from an IPS teacher, hence the need for continuous professional development, supported by the Teachers' Subject Working Meeting (MGMP). MGMP is part of Continuous Professional Development (PKB) organized by the Government, aiming to provide a platform for teachers to share perceptions and find solutions to various issues they face in teaching. MGMP activities generally aim to motivate teachers to improve their ability in developing teaching materials and teaching activities to achieve effective learning processes in the classroom. The direct field observations during September 2023 indicated that the MGMP IPS forum in Southwest Aceh District, aimed at enhancing the performance of IPS teachers, especially in junior high schools, is indeed active.

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However, the programs designed by the MGMP IPS in Southwest Aceh District have not received a good response from the members or IPS teachers in Southwest Aceh District. The impression is that the junior high school level of MGMP in Southwest Aceh District is not running smoothly. This could be attributed to the lack of concern from the Education Office and the minimal funding provided to the MGMP forum, thereby preventing the forum from conducting training sessions that could enhance the performance of teachers in Southwest Aceh District. Based on this background, the researcher is interested in determining how the Implementation of the IPS Teachers' Working Meeting (MGMP) contributes to Improving Teacher Performance at Junior High Schools in Southwest Aceh District. This study aims to enhance the professional competence of IPS teachers in the quality and effectiveness of IPS learning in schools, as well as the accuracy of IPS teaching materials to be taught to students through MGMP as a forum for teacher communication in improving the professional competence of IPS teachers.

2. IMPLEMENTATION METHOD

2.1 Location and time of research

The research location is a part that cannot be missed, therefore the author chose the location. This MGMP research was carried out at the MGMP IPS secretariat in Abdya, junior high school level, which is located at Jalan Iskandar Muda Balangpidie, Southwest Aceh from January to March 2024.

2.2 Research Subjects

According to Arikunto (2016:26), the research subject is defined as "setting the boundaries of the research subject as an object, matter, or person where data for research variables are inherent and problematized. In a research, the research subject plays a very strategic role because it is where data about research variables are obtained." The research subjects are those who will be the informants providing oral data (interviews) as well as in the form of documents. This research focuses on the implementation of MGMP using a qualitative approach. The main subjects of this research are the MGMP chairperson, vice chairperson, school principal, and IPS teachers in Southwest Aceh District at the Junior High School (SMP) level, whether they are civil servants, contractual teachers, or honorary teachers. The object of the research is the Quality of IPS MGMP Teachers in Junior High Schools in Southwest Aceh District.

2.3 Research Instrument

The development of research instruments is always conducted in a research because instruments are needed to collect the required research data. Adib (Widyoko:2001) stated that: "instruments can be developed independently or using existing instruments, or in other words, adopting instruments available from previous research that are relevant to the current research." In qualitative research, researchers are directly involved in the field to gather information through observation, documentation, and interviews. The observation guide contains the things the author wants to know from the research location, the documentation guide contains a series of notes as a guide for conducting observations at the research location. The interview guide is an outline of questions that the author asks the MGMP chairperson, school principal, and IPS teachers in junior high schools in Southwest Aceh District. It is in line with the data needed, which is the implementation of the IPS Teachers' Working Meeting in Improving Teacher Performance in Southwest Aceh District.

2.4 Data collection technique

The data collection techniques used in this study are interview guides, observation, and documentation. In more detail, the data collection technique in this study involves several steps, namely observation and interviews.

- Observation

Observation as a data collection technique has specific characteristics compared to other techniques such as interviews and questionnaires. Unlike interviews and questionnaires, observation involves direct interaction with people. Sudijono (pusida:2014) states that: "Observation is a way to gather information or data by observing and systematically recording phenomena that are the subject of observation." Another term is also proposed by Yusrizal (2016:160), stating that "Observation is a continuous assessment technique using the senses, either directly or indirectly, with the use of an observation guide containing a number of observed behavioral indicators." In this study, observation refers to observing and recording events in the field regarding the implementation of the IPS Teachers' Working Meeting in Improving Teacher Performance in Southwest Aceh District.

- Interview

The interview technique is one way to collect data in a study. Fitrah (2017:66) states that: "Interview is a data collection technique that uses oral questions to respondents, especially for those who cannot read, write, or similar, questions that require explanation from the interviewer." The form of data collection instrument in this study is the interview, commonly known as the interview. In practice, interviews can be conducted in a structured, semi-structured, or unstructured manner. Structured interviews are used when the researcher knows exactly what information will be obtained, so the researcher prepares a research instrument in the form of written questions and alternative answers. Meanwhile, semi-structured interviews are a category of in-depth interviews, where the researcher has more freedom compared to structured interviews. The purpose of a semi-structured interview is to explore problems more openly, allowing the interviewee to express their views more broadly. On the other hand, unstructured interviews (in-depth interviews) are conducted freely, and the researcher does not use a systematically structured interview guide. Unstructured interviews require the researcher to note down the important points conveyed by the informant and obviously take more time. Of the three types of interviews described, the researcher uses a semi-structured interview with the help of an interview guide to facilitate obtaining the necessary information and to facilitate data analysis.

- Documentation

Documentation is a data source used to complement the study, including written sources, pictures (photos), and works related to this research. The documents in this study are used to obtain data regarding the professionalism of certified teachers. Additionally, Fitrah (2017:126) states that: "Documentation is also done to complement research documents and photos of research results as evidence of the research process." This proves that documentation in this study consists of recorded interview results, written data, and research photos.

2.5 Data Analysis Technique

In the research method, the technique used in the process of finding answers from the research must be adjusted to obtain accurate results. Muhadjir (Rijali, 2018: 84) states that: "The understanding of data analysis is the effort to systematically search and organize observations, interviews, and others to improve the researcher's understanding of the case studied and present it as findings for others." Miles (Wandi, 2019: 527) describes the data analysis technique used, namely qualitative descriptive analysis, while the data management steps are data reduction, data display, and conclusion and data verification. To further enhance understanding, the analysis needs to be continued by attempting to find meaning. Several data analysis techniques for descriptive

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qualitative research are presented, including data reduction, data presentation, and data verification. These three steps are carried out interactively and continuously so that the desired data are achieved perfectly.

- **Data Reduction**

According to Miles and Huberman (in Sugiyono, 2016: 71), data reduction is "the process of selection, focusing attention on simplifying, abstracting, and transforming data that emerge from written field notes. As we know, data reduction occurs continuously during the course of a qualitative-oriented project." Data reduction is a form of analysis that sharpens, classifies, directs, eliminates unnecessary elements, and organizes data in such a way that final conclusions can be drawn and verified. Reducing data means summarizing, selecting important things, focusing on the main points, creating themes and patterns for each point obtained. The data reduction process can be assisted by a computer by providing codes for specific aspects. The essence of data reduction is to produce meaningful information and facilitate the drawing of research conclusions.

- **Data Presentation**

Data presentation in qualitative research is in the form of descriptive text. By using information obtained from the field presented in text form as accurately as possible without engineering and inappropriate additions. This is done to ensure that the reduced data is presented according to the actual conditions. In this research, the researcher has tried to present data that is appropriate and accurate according to the problems and conditions found in the research object. In qualitative research, data presentation can be done in the form of tables, graphs, pictograms, flowcharts, and so on, to organize the data.

3. RESULTS AND DISCUSSION

3.1 General Conditions and Profile of the MGMP IPS in West Aceh Daya Regency

Historically, the Teacher Subject Association (MGMP) is a non-structural organization established based on the guidelines of the Directorate General of Primary and Secondary Education (Dirjen Dikdasmen) since 1991. This organization was formed to provide opportunities for teachers of specific subjects, starting with the science group in 1979, followed by mathematics in 1982, English in 1986, Indonesian language in 1988, and geography in 1990. MGMP has various levels of organization, from school level to provincial level. MGMP IPS of Aceh Barat Daya Regency is the district-level MGMP of the MGMP IPS forum of SMP ABDYA. This organization was established in 2009 and its activities are coordinated by the Department of Education, Youth, and Sports of Aceh Barat Daya. The first chairman of MGMP received assistance in the form of three laptops, one printer, one modem, and funds from the Institute for Education Quality Assurance (LPMP). Throughout its existence, MGMP IPS of Aceh Barat Daya Regency has undergone three changes in leadership. The establishment of MGMP IPS was driven by the awareness of IPS teachers to improve their professional competence. Despite not having a dedicated building, MGMP IPS has established a secretariat office at SMP Negeri 1 Blangpidie, Aceh Barat Daya Regency, to facilitate its members from various areas in carrying out MGMP activities. In conclusion, MGMP IPS of Aceh Barat Daya Regency has a long history of enhancing the professional competence of IPS teachers in the region, with various changes in leadership and evolving initiatives.

3.2 MGMP IPS Program Planning

The MGMP IPS of Aceh Barat Daya District has developed a comprehensive program to enhance the professional competence of Social Studies teachers. The program includes core activities such as sharing effective IPS teaching methods, techniques for creating integrated IPS National Examination question scripts, and socialization of the OSN IPS competition at the district and provincial levels. Additionally, there are supporting programs such as teacher performance

assessment (PKG) training, competency enhancement for SMP IPS subject teachers, workshops on the implementation of the Merdeka Curriculum, PTK pioneer training, and the use of CANVA in teaching. The planning of the MGMP program reflects good planning functions, involving various parties in deliberations and meetings, and paying attention to details and program classifications.

The vision and mission of the MGMP IPS of Aceh Barat Daya District emphasize the formation of professional IPS teachers with Islamic character. MGMP programs are aimed at helping achieve this vision and mission, including activities that support the improvement of teacher professionalism, sharing of experiences, enhancement of competence in IPS, and the development of Islamic character in students. The management of operational funds and the structure of the management have also been well arranged, including effective task delegation. Coordination among MGMP management is carried out well through regular meetings and online communication, as well as member meetings to formulate programs that are suitable for the needs of IPS teachers in the area.

3.3 Implementation of the MGMP Program

The implementation of the MGMP (Teacher Working Group) for Social Studies in Aceh Barat Daya District begins with formulating routine and developmental activities, involving budgets and proposals approved by the Ministry of Education and Culture. The MGMP board designs the method of conducting activities through training, workshops, and the preparation of teaching materials. This program aims to improve the quality of social studies teaching in junior high schools and strengthen collaboration among teachers to enhance the quality of education. MGMP activities are conducted within the school environment, scheduled every six months on Saturdays after school hours, and on Sundays from morning to evening at SMPN 1 SUSOH. Implementation is carried out in classrooms due to the lack of a supporting auditorium, with the consideration of not disrupting the teachers' duties at their respective schools.

During the MGMP implementation, teacher attendance is quite good, with all teachers attending each meeting on average. The programs include observations such as teacher performance assessments (PKG) with speakers from outside the school, conducted in classrooms from 2:00 p.m. to 5:00 p.m. Speakers present the material using lecture and group discussion methods, and provide motivation and program suggestions to improve the professional competence of social studies teachers. MGMP participants are given the opportunity to ask about difficulties they face. Additionally, there is also an MGMP conducted by the Education Office funded by the Ministry of Education and Culture, attended by one social studies teacher from each school for three to four days with speakers from the province.

3.4 Evaluation of MGMP IPS Program

In the implementation of MGMP IPS, evaluation is conducted to improve the quality of the organization in enhancing the professional competence of teachers. Evaluation involves school supervisors and relevant parties to provide suggestions for improvement so that the MGMP program can be better. School supervisors participate in MGMP activities from start to finish, while school principals provide input to strengthen the PKG program with activities such as calculating teachers' credit points. Feedback is also given to MGMP participants, including encouragement to participate regularly and to manage MGMP more effectively. Evaluation is done directly and does not result in an evaluation report, but there will be audit activities and dissemination of results as accountability for the program implementation.

The evaluation results of MGMP also highlight the importance of real work programs over training for the sustainability of MGMP as a forum for teacher discussions. However, at the initial stage of formation, training programs are still necessary. Evaluation is not only carried out by school supervisors and principals, but also involves a special team from the Province to observe the program implementation and conduct audits. The dissemination of the program implementation results will also be carried out for accountability for the funds provided.

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3.5 Supporting and inhibiting factors in implementing MGMP

In the implementation of the MGMP IPS, there are several supporting and inhibiting factors that affect the smooth running of the activities. One of the main supporting factors is the funding from the Ministry of Education and Culture, which enables the MGMP activities to run smoothly. In addition, the active role of the MGMP chairperson in fostering communication, planning programs, and collaborating with relevant parties is also a significant supporting factor. The educational support from the Education and Sports Department as well as the school principals also provides motivation and useful input for the management of MGMP. However, there are also inhibiting factors such as the lack of sustainable operational funding, the busy schedules and activities of the MGMP officials, and the lack of activity and capacity among the officials. Furthermore, the lack of systematic program evaluation and the limited involvement of the education department are also obstacles in the implementation of MGMP.

Efforts are needed to overcome inhibiting factors and strengthen supporting factors in the implementation of MGMP. This can be done by strengthening coordination among MGMP officials, developing more effective fund management strategies, and increasing the participation and involvement of all relevant parties, including the education and sports department. Regular program evaluations are also needed to assess the effectiveness of MGMP activities and find ways to improve their quality. Thus, the MGMP IPS can become a more productive forum in enhancing the professional competence of IPS subject teachers.

3.6 Discussion

Planning the MGMP IPS program is a critical stage that ensures the smoothness and success of the activities to be carried out. In determining the program's objectives, it is essential to consider the needs and challenges faced by IPS teachers directly. Steps such as mapping out the common problems faced by teachers can help formulate a targeted program. Additionally, the active involvement of all relevant parties during the planning process has a positive impact on achieving the desired program results and helps increase motivation in implementing the established programs. A well-structured MGMP organization, with clear task and responsibility assignments, provides advantages in organizing activities. However, a large number of personnel may hinder coordination and monitoring of activities, and may reduce the level of commitment and responsibility of individuals. Therefore, steps such as effective task delegation and selecting the right people to perform the tasks are crucial to ensure the efficiency and effectiveness of program management.

The implementation of the MGMP IPS program includes various activities aimed at enhancing the professional competence of IPS teachers, in accordance with the standards of KKG/MGMP development that have been established. Supervision focused on the implementation of activities is important, but holistic supervision from planning to self-evaluation also needs to be strengthened. This will ensure the optimal achievement of results from each activity undertaken. Furthermore, supportive factors such as continuous training and motivation, as well as efficient communication channels between MGMP managers and members, can enhance the effectiveness of organizational management. Internal and external evaluations are crucial steps to assess program efficiency and identify strengths and weaknesses that need to be addressed. Thus, the MGMP IPS can continue to improve the professionalism of IPS teachers and make a positive contribution to improving the quality of education in South West Aceh District.

4. CONCLUSION

- a. Planning for the MGMP IPS program in Kabupaten Aceh Barat Daya includes (1) formulating the vision and mission of the MGMP Kabupaten Aceh Barat Daya through the Musyawarah Guru Mata Pelajaran (MGMP) IPS SMP, aiming to enhance the professionalism of teachers to produce a generation with Islamic character; (2) establishing

the MGMP management through an official decree issued by the Department of Education, Youth, and Sports; (3) seeking support and funding, currently obtained from the Ministry of Education and Culture at the central level; (4) determining the program theme, which includes the Teacher Performance Assessment (PKG) program, procedures for creating questions, especially for the USBN, character education, and teacher career development; and (5) coordinating with the management through social media.

- b. The implementation process of the MGMP program is scheduled for two days every six months, or twice a year, at schools. The meetings are held at SMPN 1 SUSOH using classroom spaces as there is no hall available. The attendance includes all teachers from SMPN 1 SUSOH. Additionally, the MGMP activities held at the Department of Education, Youth, and Sports last for 3 to 4 days, from 08:00 to 17:00. The implementation includes training, discussions, Q&A sessions, and assigning tasks. The tutors or speakers for the MGMP program are the school principals, staff from the Department of Education, Youth, and Sports, and lecturers from Syiah Kuala University.
- c. Supervision of the MGMP program implementation is conducted by school supervisors, school principals, and also supervisors from the Ministry of Education and Culture since the program is directly supported by the ministry's funds. During the supervision, there are no formal reports provided by the Department of Education, Youth, and Sports or the school principals to the MGMP management. However, feedback on the implemented programs is directly communicated to the management and attending members of the MGMP.
- d. There are several supporting factors in managing the MGMP both internally and externally, including the basic guidelines for MGMP formation, the active involvement of MGMP management and participants, adequate facilities and infrastructure, and support from relevant parties. However, there are also several obstacles, such as the limited capacity of the MGMP management in managing the program, the lack of self-evaluation for the performance of the management and the programs, and the limited time for the management and participants to fully develop and participate in the MGMP program due to their school responsibilities.

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