

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents an analysis of the qualitative data obtained from interview and documentation. The data will be divided into two subchapters which include (1) the contribution of English MGMP forum in developing English teachers' pedagogical competence, (2) the teachers' perception on the contribution of English MGMP forum in developing their pedagogical competence. In finding sections, the researcher will describe the result of the data while conducted the research. In the discussion, the findings are interpreted is based on the theories mentioned in this study.

A. Findings

There are two research questions that have to be answered in this research. The first is about the contribution of English MGMP in developing teachers' pedagogical competence. The second is about the teachers' perception on the contribution of English MGMP in developing teachers' pedagogical competence.

In this section, the researcher will describe the result of the data obtained by researcher while conducted the research. The reseacher conducted the research on English Subject Teachers' Working Group (MGMP) of Vocational High School Kota Banjarmasin.

1. The Contribution of English Subject Teachers' Working Group (MGMP) in Developing Teachers' Pedagogical Competence

a. Parties Involved in the Activities of English MGMP of Vocational High School Kota Banjarmasin in Developing Teachers' Pedagogical Competence

The researcher got the data by interviewing 9 teachers. The findings showed that the contribution of English MGMP in developing teachers' pedagogical competence through MGMP activities was carried out by involving various parties. Usually the parties involved in developing teacher pedagogical competences based on the theme of activities carried out. This is because the activities were adjusted to the resource persons who have expertise in providing material for the activities. The English MGMP of Vocational High School Kota Banjarmasin usually collaborated with various parties from outside such as from several universities in Banjarmasin. This finding reinforced by the teacher from the interview results, she said:

"...biasanya kita juga sering bekerjasama dengan Universitas-universitas seperti ULM, jadi universitas tersebut bisa membantu meng-update kemampuan, teknologi, dan strategi-strategi baru yang ada diluar sana sehingga kita bisa lebih terekspose dengan hal-hal baru".(appendix 3)

(Usually we often collaborated with several universities such as ULM, so the university can help and update capabilities, technologies, and new strategies that are out there so that we can be more exposed to new things). (appendix 3)

The explanation above was strengthened by one of the teachers /members of the English MGMP, she said that usually MGMP had invited external speakers, for example lecturers from ULM, UIN which was in accordance with the theme of the MGMP activities carried out. In addition, there was an explanation by another teacher which provided reinforcement from the previous explanation, he said that MGMP had given a significant role in the development of teachers' pedagogical competences by often invited external speakers, both from lecturers and experts who are connected to English learning.

Furthermore, the administrators and the members of MGMP also often share about their teaching experiences, things they have gotten from seminars, training or other experiences. This is reinforced by the teacher from interview results, the teacher said *“kami sering sharing tentang metode-metode yang memang bisa diterapkan di kelas, misalnya metode apa yang digunakan saat mengajar speaking, sering juga sharing mengenai media mengajar bagaimana penggunaannya”*. (We often share about methods that can be applied in classroom, for example what methods are used when teaching speaking, we also often share about teaching media, how to use them). (Appendix 3)

Moreover, that was also reinforced by the explanation from another teacher, he mentioned that the administrators and the

members of MGMP had shared about media, an interesting digital application for students. They share their teaching experiences when using application such as Instagram app. So, the teachers who do not know how to use the application as learning media ultimately become know.

The parties involved apart from the administrators and members of the MGMP and various external parties, were also supervisors and advisors from *Dinas Pendidikan dan Kebudayaan Provinsi Kalimantan Selatan*. This is consistent with the result of the interview obtained from the head of the MGMP, she said “...sekarang ini di MGMP terdapat Pengawas Pembina dari Dinas Pendidikan dan Kebudayaan Provinsi Kalimantan Selatan, dengan pengurus inti yakni Ketua, Sekretaris dan Bendahara”. (Currently, in the MGMP, there were Supervisors from Dinas Pendidikan dan Kebudayaan Provinsi Kalimantan Selatan, with the core board, namely the head, secretary and treasurer). This explanation was later strengthened by another teacher, he said “biasanya MGMP mengundang pihak dari dinas pendidikan dan kebudayaan, jadi mereka memberikan insight (pemahaman), dan bertukar pikiran juga”. (Usually MGMP invited the parties from *Dinas Pendidikan dan Kebudayaan*, so they provide insight, and exchange ideas as well). (appendix 3)

Intensively, the development of the pedagogical competence of English teachers in the MGMP is more often carried out by the administrators and members of the English MGMP. This is in accordance with the interview results, the teacher said *“Kalau dulu sebelum pandemi kegiatan di MGMP setiap bulan ada. Biasanya sharing pengalaman mengenai perangkat baik itu cara mengajar jadi kita sharing di MGMP. Intinya meningkatkan kemampuan kita mengajar”*. (Before the pandemic, there were activities at the MGMP every month. Usually sharing experiences about the tools, both how to teach, so we share in the MGMP. The point is to improve our ability to teach). Furthermore, this was reinforced by the teacher from interview results, she said that basically their concept in MGMP was that apart from working together, they also share with each other, for example problem they faced when teaching in the classroom, so later if the members have an idea or have a way to solve it, they can share it at MGMP.

Thus, the English MGMP activities to develop teachers' pedagogical competence were carried out intensively by the administrators and members of the English MGMP, although there were often collaborations with various parties to deliver material according to the objectives to be carried out.

b. Programs and Activities of English MGMP of Vocational High School Kota Banjarmasin Related to the Development of Teachers' Pedagogical Competence

English MGMP of Vocational High School Kota Banjarmasin Work Program that available is just in 2017/2018 (appendix 7). The work program used as data is only taken from 2017/2018 because the work program for 2019/2020 is not yet available.

In the table of work program (appendix 7), regarding the MGMP activities carried out in 2017/2018, it can be seen that the activities for the development of teacher competency, especially pedagogical competence, have not been specifically scheduled. Usually, when it comes to material that will be discussed at the MGMP meeting, it will be adjusted to the willingness of the resource person. In addition, usually MGMP activities related to the development of teachers' pedagogical competence can be carried out by sharing among members who have gained experience in an education and training or workshop, which is then disseminated to other MGMP members.

From the data in the table and the data attached to it, it can be seen that there are several activities related to the development of teachers' pedagogical competence that have been carried out. The following is an explanation of the implementation of the activities

that have been carried out based on the data the researcher got from the interviews and documentation:

1) Sharing Material on How to Make Learning Module

The purpose of this activity was to help and facilitate the teacher in learning process and deliver messages to students to make it more effective and efficient. During the implementation of this activity, the MGMP presented a speaker from the English Language lecturer FKIP ULM, Dr. Cayandrawati Sutiono, MA. She shared about how to make a good and correct English learning module. After the discussion was carried out, the teachers became more aware of the stages of making English learning modules properly and correctly.

2) Sharing Material from the Finalist of *Olimpiade Guru Nasional* (OGN)

The purpose of this activity was to share knowledge and experiences by teachers who have participated in OGN. The teacher who had participated in the OGN was Mrs. Nurul Mawaddah S.Pd. She is an English teacher at SMKN 4 Banjarmasin. The teacher shared about various things such as what she faced during OGN, what had to be prepared, and the “Best Practice” she used during the OGN final. Best Practice is the teacher's written work that contains the best experiences in the learning process. One of the “best practice” she shared was

when she was learning with an online system. So students were given a task to post their photos on Instagram using English captions. In addition to sharing knowledge and experiences between teachers, this kind of activity can also provide motivation for other teachers to join OGN later.

3) Sharing How to Make ICT-Based Learning Media

The purpose of this activity was to help teachers understand and improve their abilities in teaching and learning process using IT, such as creating media in the form of digital applications. MGMP conducted meetings with English teachers in order to provide training for teachers in making media with applications. This activity was delivered by resource persons, specifically MGMP administrators or members who are proficient in IT or even present external resource persons who are not only proficient in learning English but also in technology.

In the activity, the teachers were introduced to various things related to computer and internet, such as how to search for teaching materials via internet and how to create learning media with applications. Some of the applications that have been discussed in the MGMP such as Kahoot, Quizziz, Seesaw and Edpuzzle. After the explanation was done, then the teachers were taught how to use the applications. After the teachers

carried out the activity, the teachers can gain knowledge on how to make interesting learning using digital applications.

4) Sharing of making *Soal* USBN and Sharing Teaching Strategies
by Ms. Liann Camille D. Perez

This activity was carried out to discuss the division of making *Soal* USBN. In which the teachers are formed in groups to make a grid of questions, questions, and answer keys. After the drafting of the grid and the questions was completed, the MGMP submitted the questions to the MKKS SMK. At that time, the USBN questions were equated per district/city, so the MGMP made those questions. This activity also aims to improve the understanding and ability of teachers in arranging grids and questions. Usually the parties that foster this activity is the MGMP administrators themselves.

On the same day, Sharing Teaching Strategies was also carried out. The purpose of this activity was to help teachers understand and improve their ability to convey learning to students. MGMP held this activity in order to provide training for English teachers in delivering or providing learning to students. During this activity, the MGMP presented a resource person, namely Ms. Liann Camille D Perez from Philippines who is proficient in teaching. After this activity was held, the teachers who attended gained more knowledge about the

effective English teaching strategies for students, so that they could apply them when they taught in the classroom.

5) Sharing Pragmatics in English Language Teaching

The purpose of this activity was to increase the ability or skills of teachers in providing teaching appropriately and correctly. In this activity, MGMP presented FKIP ULM lecturer, Yusuf Al Arief, M. Hum as a resource person. The activity discussed about teacher pragmatics, where it discussed how teachers understand the conditions and situations of students, in order to build good emotional relationships between teachers and students. So not only focus on preparing learning materials, but become more sensitive and empathetic to the students' conditions.

6) Making Core Competencies (KI) and basic Competencies (KD)

Analysis and Lesson Plan of 2013 Curriculum 2017 Revision

The purpose of this activity was to increase the understanding and ability of teachers to make lesson plans before they are implemented to students. Usually the resource person was the MGMP administrator itself, but if the MGMP does have funds or is currently collaborating, then there was an external party who is assigned as a speaker.

In the activity, the MGMP discussed about making of lesson plan which then divided the basic competencies (KD) of

the Curriculum 2013 revised 2017 which consisted of 32 combined KD, divided into 3 levels, class X, class XI, and class XII. After the KD distributed, usually the teachers also share to make lesson plan. They work together for maximum results. So after the results are collected, they can adjust or adapt the lesson plan to the conditions in their respective schools.

MGMP programs and activities are usually carried out depending on the needs felt by the teachers, and if the material discussed at the MGMP meeting is adjusted according to the willingness of the resource person. Usually discussions such as the latest information, curriculum, syllabus, and preparing lesson plans are held before the beginning of the school year. This was intended to equalize perceptions among English teachers of Vocational High School. Meanwhile, during the course of the school year, the teachers in the MGMP usually share more often about the things they get from seminars, training or other things.

From the description of several programs and activities that have been carried out above, it can be seen that there were several activities that have never been carried out in the English MGMP forum. Even though these activities can help teachers to be able to develop competencies and improve their abilities. The activities that have never been carried out, such as a comparative study to the English MGMP in other regions. In addition, the English MGMP

Kota Banjarmasin have never held a seminar or activity that could attract the attention of many people. This was confirmed by one of the MGMP members, the teacher said it was hoped that later the MGMP can hold activities. Because he saw in Banjarbaru, there were activities that could very well accommodate all teachers, such as holding seminars. So he hope that the English MGMP of Vocational High School Kota Banjarmasin can also hold activities like that in order to improve the skills of English teachers. Not only in Banjarmasin but also outside by holding sharing of things like seminars, workshops, or training.

2. Teachers' Perception on the Contribution of English MGMP in Developing Teachers' Pedagogical Competence

To find out about the teachers' perception on the contribution of English MGMP in developing teachers' pedagogical competence, the researcher conducted an online interview with some teachers who participated in the English MGMP of Vocational High School Kota Banjarmasin. The researcher interviewed 9 teachers consists of the head, the treasurer, and 7 members of the MGMP forum.

Interview Result

- a. The Head of English MGMP of Vocational High School Kota Banjarmasin

The teacher felt that the activities carried out at the MGMP forum were very helpful in increasing teacher competence. She said that MGMP as a community made a big contribution to teachers in increasing their competence, be it pedagogic, professional or social, if indeed the MGMP can be active in every routine meeting.

She also said that there were many benefits when teachers participated in MGMP activities, for example when a teacher passed the *Olimpiade Guru Nasional* (OGN), and the teacher shared about the Best Practices that she used during the OGN final. It can provide meaningful experiences for members of MGMP, and of course also motivate them to join OGN later. In addition, she also mentioned that in every MGMP meeting, there were resource persons from several universities, such as ULM and STIKIP PGRI Banjarmasin. Then, many topics were discussed during the activities, for example regarding the *K-13* teaching Method, English Teaching Pragmatism, How to Make Learning Module, Making an Interesting Media for Teaching, Digital Literacy, and most recently since the Covid 19, there was sharing about the applications like Seesaw and Edpuzzle. Thus, she felt that the activities at the MGMP really improved the knowledge and skills of the teachers.

b. The Treasurer of English MGMP of Vocational High School Kota Banjarmasin

The teacher felt that the activities carried out in the MGMP forum really helped teachers in developing personal and pedagogical competences. She thought that if the English teachers were active in participating in the MGMP activities, it would definitely be beneficial for them. She also said that during the new school year, at the MGMP they discussed the annual program, semester program, effective time, KKM, and about the books that they want to use, etc. In addition, she mentioned that before the National Examination there were grating operations, making learning media, making lesson plans/learning tools. Therefore, she suggested that teachers participate and be active in every activity in the MGMP forum.

c. Teacher A

The teacher felt that the English MGMP is a place for learning. She said that when teachers are busy in their respective schools, it is likely that they will not have time to improve both professional and pedagogical competence. So, the problems they might face at school, they can bring to the MGMP and find ways to handle the problems or find the solutions. Whether it's sharing or hearing from the experiences of other members.

She said that by sharing the experiences, they became more aware of the proper teaching strategies, how to recognize students' psychology, and so on. She strongly suggested that teachers participate in MGMP activities because as far as she knew teachers were obliged to attend MGMP in the subject they were able to do because they had to be registered at the education office.

d. Teacher B

The teacher felt that the contribution of the MGMP forum had a very significant impact on each member. He said that when teachers participate in the MGMP activities, they know more about several things because the MGMP presents resource persons who are proficient in education and teaching. They are not only proficient in English but also in technology and information. He also said that they were taught how to use several applications such as Quizziz, Kahoot, etc. In addition, he mentioned that there is one of the members in the MGMP who has attended a lot of training. So the teacher shares with them what she got from the training.

Furthermore, the teacher felt many benefits that he got when participating in the MGMP forum. Regarding the development of pedagogical competence, such as understanding how the students' characteristic, using media and tools, designing syllabus, designing questions and evaluations, and of course a lot of experience and

new knowledge that he got when he active participated in MGMP activities.

e. Teacher C

The teacher said that the MGMP forum contributed a lot to the development of teacher competencies. The teachers are taught how to make good instructional media, then there are also some parts that they realize when teaching a material they use inappropriate media, so they are taught how to use the right media. Furthermore, she also said that in the MGMP they got a lot of knowledge, such as how to edit interesting learning videos, create game accounts such as Kahoot, Quizziz, which they can use when teaching in the classroom. This is not much different from other teachers' previous statements, she also said that the MGMP programs and activities would be very good if every English teacher was willing to actively participate in every MGMP meeting of Vocational High School Kota Banjarmasin.

f. Teacher D

The teacher felt that the English MGMP really helped the teachers and made a good contribution to make English teachers better in teaching. She said that “*...hal tersebut dikarenakan para anggotanya diberikan pembekalan untuk menjadi guru yang lebih baik*”. (it is because the members are provided with training to become good teachers). She also said that she got many benefits

when participating in the MGMP activities, such as being able to make better lesson plans by sharing among other MGMP members. Furthermore, she got a lot of knowledge about new learning media which made English lessons more interesting and easier for students to understand.

g. Teacher E

The teacher felt that there were many contributions in the MGMP forum in developing teacher competencies. She said “*Dari MGMP para anggota mendapatkan ilmu dan informasi yang sangat bermanfaat dari kegiatan yang diadakan maupun informasi yang diberikaan. Di MGMP juga ada sharing ide-ide bagaimana cara menghadapi berbagai masalah dalam proses belajar mengajar*”. (in the MGMP forum, the members got knowledge and information that was very useful from the activities held and the information provided. In the MGMP, also often share ideas on how to deal with various problems in the teaching and learning process) (appendix 3). In terms of contributing to the development of pedagogical competence, she mentioned that there were several MGMP programs related to making lesson plans. So each school is given a task of making lesson plan, then the results are collected and shared in all schools, so there is a common perception among vocational English teachers. Furthermore, she said that as long as she participated in the activities in the MGMP, she felt that she

could be more focused in teaching and learning practice. Moreover, she hopes that the quantity of meetings in the MGMP can be increased.

h. Teacher F

The teacher felt that the MGMP contributed enough to the development of teacher pedagogical competence. He said “*MGMP cukup berperan dalam pengembangan pedagogik guru dengan sering mengundang pemateri-pemateri dari luar, baik dari kalangan dosen maupun para ahli yang terkoneksi dengan pembelajaran Bahasa Inggris*”. (MGMP has a significant role in developing teacher pedagogical competence by often inviting external speakers, both from lecturers and experts who are connected to English learning). He also said that there were many benefits when participating in the MGMP activities in competency development. For example, at the beginning of the school year, the MGMP usually discussed about lesson plan. So each school is distributed basic competencies (KD), and then made the lesson plan. From so many benefits that teachers can get when participating in MGMP activities, he regrets that not all English teachers can attend. This is because most English teachers have other activities at school so they cannot attend in the MGMP forum.

i. Teacher G

The teacher felt that the contribution of the MGMP forum is very good for the development of teacher competence because before the covid-19 pandemic there were always held a meeting every month. He said that at the MGMP they often share many things, not only about pedagogical competence. The activities of the development of teachers' pedagogical competence such as designing learning, for example, what method is suitable for a topic or material. He mentioned that a topic about descriptive text for example, then there was a teacher who can use a suitable method with the topic or material, so they share like that. Thus, from sharing things like that, it can add new knowledge and of course develop competences, not only pedagogical competence.

Moreover, he felt that the MGMP provided many benefits to teachers in developing their pedagogical competence. Because in the MGMP they share and receive input from other teachers, of course their competence will develop.

B. Discussion

This section presents the discussion of the research finding from interview and documentation with the theories collected in chapter two about the contribution of English Subject Teachers' Working Group

(MGMP) in developing teachers' pedagogical competence and the teachers' perception on that contribution.

1. The Contribution of English Subject Teachers' Working Group (MGMP) in Developing Teachers' Pedagogical Competence

From the facts of the findings described above, the English MGMP of Vocational High School Kota Banjarmasin provided an excellent contribution to the development of teachers' pedagogical competence. The contribution was provided through the following activities: (1) Sharing material on how to make learning module. (2) Sharing material from the finalist of *Olimpiade Guru Nasional* (OGN). (3) sharing how to make ICT-Based learning media. (4) Sharing of making *soal* USBN and sharing teaching strategies. (5) Sharing pragmatics in English language teaching. (6) Making core competencies (KI) and basic competencies (KD) analysis and lesson plan of 2013 curriculum 2017 revision. This statement in line with the MGMP guidelines (Depdiknas, 2004), MGMP must carry out activities to achieve the goals of MGMP include: (1) Improving curriculum understanding. (2) Developing a syllabus and assessment system. (3) Developing and design teaching materials. (4) Increasing understanding of Broad based Education and life skills. (5) Developing an effective learning model. (6) Developing and implement making simple learning tools. (7) Developing and implement computer-based learning programs. (8) Developing media in implementing teaching

and learning process. The statement above related to what the researcher found when conducting interviews. Almost all teachers or members of the MGMP said that when they participated in the MGMP activities, they always gained new knowledge. Because MGMP often collaborated with several universities and presented resource persons who have expertise in providing material in each activity.

In addition, the administrators and members often share about their teaching experiences, knowledge they got from seminars, training or other experiences. This is in line with Sutrisno (2009), MGMP is an association or assemblage for subject teachers in a studio, regency/city that functions as a means of communicating, learning, and exchanging ideas and experiences in order to improve the performance of teachers as practitioners /subjects of change in the reorientation of learning in the classroom. This statement similarities from what the researcher found when do the interview with the respondents.

Thus, MGMP greatly contributes to developing teachers competencies by providing programs and activities according to the teachers' needs. The MGMP contributed to making changes to the learning process, provides training for teachers, as well as a place to exchange ideas and also provide solutions to its members if there are problems faced. So, the MGMP forum can contribute and make teachers more professional in accordance with the demands of the times.

2. The English Teachers' Perception on The Contribution of English Subject Teachers' Working Group (MGMP) in Developing Teachers' Pedagogical Competence

Based on the finding results, the teachers' perception on the contribution of the MGMP it can be seen that programs or activities in MGMP greatly contribute to the development of teachers' competencies. This is in accordance with Mushfah (2011), the efforts to develop teacher competencies explained by the Directorate General of Primary and Secondary Education of the Ministry of National Education, among others: (a) a program to improve teacher education qualifications, (b) an equalization and certification program, (c) an integrated competency-based training program, (d) an education supervision program, (e) Subject Teacher Working Group (MGMP) empowerment program, (f) Teacher Symposium, (g) other traditional training programs, (h) reading and writing journals of scientific papers, (i) participating in scientific meetings, (j) conducting classroom action research, (k) internships, (l) follow the actual news from the news media, (m) participate and be active in professional organizations, and (n) collaborating with colleagues. MGMP as a community gave a lot of contribution to teachers in developing their competence, be it pedagogical, professional, personal, or social competence, if teachers can actively attend in every routine meeting.

The result of the interview showed that the teachers gave positive perception related to the contribution of MGMP. Most teachers said that through the MGMP forum, they can help each other and share knowledge, experiences, and new ideas. This statement is in line with Jalal (2005) who states that MGMP is a place for collaborative teachers to gather in a certain area (Regency/City) in order to identify and solve problems, try and develop new ideas in order to improve the quality of learning. In addition, a variety of knowledge, experience, and training will be obtained to improve teacher motivation. Furthermore, this forum is believed to be one of the effective media to foster teacher professionalism within the framework of activities by, from and for teachers.

Besides, in the MGMP forum there were many programs and activities that can help teachers solve their problems and develop their competences. It is as what Leu (2004) and Villegas-Reimer (2003) mentioned that teachers' working groups are used by some countries as means of professional support for teachers and bring teachers together to address their work problems.

In conclusion to all the aspects of the discussion, the researcher can conclude that the participation of teacher and supported by varied MGMP programs and activities are factors that make the MGMP forum can contribute in developing teachers' pedagogical competence. With the involvement of teachers in the MGMP Forum, it will have a

good impact on their performance in managing the learning process in the classroom later.

