

CHAPTER I

INTRODUCTION

A. Background of Study

Teaching profession is a very important profession in the life of a nation. Teachers are the dominant element in an educational process, so that the quality of education is largely determined by the quality of educators in carrying out their roles and duties in society. Therefore, increasing the professionalism of teachers is a very basic and important thing to improve the quality of education. The efforts to develop the professionalism of teachers continue to be developed in order to be able to perform its functions optimally. It's in line with the Holy Qur'an Al-Baqarah Verse 247 as follow:

وَقَالَ لَهُمْ نَبِيُّهُمْ إِنَّ اللَّهَ قَدْ بَعَثَ لَكُمْ طَالُوتَ مَلِكًا قَالُوا أَنَّى يَكُونُ لَهُ الْمُلْكُ عَلَيْنَا وَنَحْنُ أَحَقُّ بِالْمُلْكِ مِنْهُ وَلَمْ يُؤْتَ سَعَةً مِنَ الْمَالِ قَالَ إِنَّ اللَّهَ اصْطَفَاهُ عَلَيْكُمْ وَزَادَهُ بَسْطَةً فِي الْعِلْمِ وَالْجِسْمِ وَاللَّهُ يُؤْتِي مَلَكَهُ مَنْ يَشَاءُ وَاللَّهُ وَاسِعٌ عَلِيمٌ ○

In the interpretation of Ibnu Katsir, he explained that what is meant *basthatan fil ilmi* is the existence of God to provide breadth of knowledge with which he knows better than others. Means that a teacher must be truly competent in terms of his knowledge because he/she will teach, transform

knowledge to students. (Ghoffar, 2003, cited in Nuraida and Nurteti, 2018, p. 72).

Nuraida and Nurteti (2018) also mentioned that new developments in the view of teaching and learning have consequences for teachers to increase their roles and competencies because the teaching and learning process and student learning outcomes are largely determined by the role and professionalism of teachers. The role and professionalism of teachers in the teaching and learning process includes many things, including the role of instructors, class leaders, mentors, planners, motivators, counselors, etc. Professional teachers will be better able to manage their class so that student learning outcomes are at the optimal level (p. 72).

Referring to the Indonesia's Law of Teacher and Lecturers No.14 (2005) stated that as a professional teacher must master four competencies in carrying out their duties. The four competencies are pedagogical competence, personal competence, social competence and professional competence. Of the four competencies, pedagogical competence is a competence that is the main focus and attention in improving teacher ability. This is because pedagogical competence is basic competence and become the foundation for teachers to be able to do their main task, which is teaching.

The development of pedagogical competence is something that must be the center of attention for a teacher in order to be able to carry out

his/her roles and duties effectively and efficiently. Therefore, the development of teachers' pedagogical competence needs to be done so that teachers always have an open attitude and follow positive new developments in education world. Basically, the development of teachers' pedagogical competence is to add insight or knowledge, improve skills, and inspire enthusiasm in teaching. This is reinforced by the explanation in the same Law, Chapter IV Section 34, Subsection 1, that: "The government and regional governments must foster and develop academic qualifications and teacher competencies in education units organized by the Government, regional governments, and / or the community".

Various efforts to develop the quality of learning have been carried out, both by the government and by various parties who care about learning. These various efforts include in the form of: 1) upgrading; 2) teacher education qualifications; 3) curriculum renewal; 4) implementation of new learning models or methods; and 5) research on students' difficulties and mistakes in learning or what teachers often do such as classroom action research (Tedjawati, 2011, p. 480). In addition, according to Marno and Idris (2010), they said that developing teachers competencies can be done in various ways such as: further education, in-service training, the formation of forums for improving the quality of teachers such as Supervision, *Pemantapan Kerja Guru* (PKG), and *Musyawarah Guru Mata Pelajaran* (MGMP) (p. 27).

Teachers are just ordinary people who are not free from mistakes or negligence. Therefore, teachers need to develop and improve their ability to carry out their professional duties. In answering these problems, a special teacher organization was formed, namely activities carried out by teachers in the same field of study or commonly called as MGMP. 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 teachers motivation. Moreover, this forum is believed to be one of the effective media to foster teachers professionalism within the framework of activities *by, from and for teachers* (Jalal, 2005, p. 55). This statement implies that the MGMP forum is a forum to develop innovation, creativity, communication, consultation, information, and coordination among peer teachers of similar subjects in order to improve the quality of learning.

English MGMP of vocational high school Kota Banjarmasin is one of MGMP forum in Banjarmasin that is fairly active in carrying out activities and routine meetings. Based on the data and information that the researcher obtained from Mrs. Marlina as the head of English MGMP of vocational high school Kota Banjarmasin, this forum includes 18 vocational high schools and 51 English teachers and 5 administrators consists of the head, secretary, treasurer, sector of professional development, and sector of organizational development. In this MGMP

forum there are programs that aim to increase self-potential, especially for new teachers who have not much experience and senior teachers who have been fixated with KTSP where in the teaching and learning process looks monotonous and lack of understanding in the use of learning tools or media. This forum is held regularly once a month in rotation and sometimes presents speakers to provide material. But unfortunately not all members or English teachers can attend these regular meetings. That is because there are some teachers who clash with the teaching schedule at school because this meeting is held during teaching hours between 09.00-12.00 a.m. Then the lack of funds owned by English MGMP of vocational high school Kota Banjarmasin because there is no financial assistance. In the past, there was indeed a financial assistance from the Education Office, but now there is no more, this is causing the implementation of this forum to be slightly hampered.

From the explanation above the researcher is interested in conducting the research related to the contribution of the MGMP forum in developing English teachers' pedagogical competence of vocational high school in Kota Banjarmasin.

B. Research Questions

Based on the background of the research, the research question is formulated as:

1. How is the contribution of English MGMP forum in developing English teachers' pedagogical competence of vocational high school Kota Banjarmasin?
2. How are the English teachers' perceptions on the contribution of English MGMP forum in developing their pedagogical competence?

C. Objective of Study

Based on the research question above, the research objective is formulated as:

1. To find out how is the contribution of MGMP forum in developing English teachers' pedagogical competence of vocational high school Kota Banjarmasin.
2. To find out how are the English teachers' perceptions on the contribution of English MGMP forum in developing their pedagogical competence.

D. Significance of Study

The results of this research are expected to be useful for pre-service teachers and new teachers who do not have much experience in teaching so that later they can further develop their competencies. The findings may also be beneficial for MGMP forum to be used as a reference in

developing teachers competencies. Moreover, this research is expected to be a source of information and further research reference for similar research.

E. Definition of Key Terms

1. English MGMP of Vocational High School Kota Banjarmasin

English MGMP of vocational high school Kota Banjarmasin is a discussion forum or a group of English teachers from all vocational high schools and English teachers in Kota Banjarmasin, both public and private, where there are 18 vocational high schools and 51 English teachers and 5 administrators consists of the head, secretary, treasurer, sector of professional development, and sector of organizational development. This forum is used as a place to discuss problems faced together or to hold discussions so that the English teachers can develop their ability as a professional teacher.

2. Teachers' Pedagogical Competence

Teachers' pedagogical competence is limited to the ability of teachers to manage learning which involves to understand the students, planning and implementing learning, evaluating learning, and the ability to optimize the potential of students.

3. The contribution of MGMP

Contribution here can be defined as an action or a service of MGMP forum that helps to cause or increase teacher competencies. Specifically, in this study, the contribution of MGMP refers to the

MGMP activities and work programs in the current MGMP administrator work period towards developing teacher pedagogical competence.

4. Teachers' Perception

Teachers' perception here can be defined as a combination of beliefs, attitudes and opinions which reflect how teachers see, feel about or understand something. Specifically, in this study, teachers' perception refer to the teachers' beliefs, attitudes, and opinions about the contribution of the MGMP forum in developing their pedagogical competence.