

BEST PRACTISE CHAIRMAN OF MUSYAWARAH GURU MATA PELAJARAN (MGMP) ECONOMY IN DEVELOPING THE PROFESSIONAL COMPETENCY OF ECONOMIC TEACHERS BANYUWANGI DISTRICT

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ABSTRACT

Many factors can make a person successful as a "rich" teacher. The most important factor is the motivation to become a teacher that comes from within oneself. In responding to these challenges, it is natural that every educator and educational staff is motivated to improve professional abilities in their respective fields. It is hoped that through the MGMP activities, the professional ability of teachers will increase to the point of being truly professional. The Economic MGMP program is basically a major part of the development of the Economic MGMP. The program must always refer to efforts to increase teacher competence and professionalism. Human resources to support the activities of the Economic MGMP consist of primary resource persons and supporting resource persons. Management of the Economic MGMP as a forum for increasing competence and developing teacher professionalism includes planning, implementing, and evaluating the Economic MGMP program.

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INTRODUCTIONS

Human resource development for educators, especially teacher professional development, is an effort to prepare teachers to have various insights, knowledge, skills, and give confidence to carry out their duties and obligations as professional officers. . The development or improvement of professional abilities must be based on the real needs or problems faced by teachers, in order to be meaningful. Law of

the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers Article 20 paragraph, namely in carrying out professional duties, teachers are obliged to: plan learning, carry out a quality learning process, as well as assess and evaluate learning outcomes; improve and

develop academic qualifications and competencies on an ongoing basis in line with developments in science, technology and art; act objectively and do not discriminate on the basis of considerations of gender, religion, ethnicity, race, and certain physical conditions, or

family background and socioeconomic status of students in learning; upholding statutory regulations, laws, and teacher code of ethics, as well as religious and ethical values; and maintaining and fostering national unity and integrity. (b) mandating that in order to carry out their professional duties, teachers are obliged to improve and develop academic qualifications and competencies on an ongoing basis in line with the development of science, technology, and arts.

The 'Rich Teacher' is a person who does not only see his existence as a position, and does not view his teaching as limited as the demands of a job. He has abundant good savings, making his profession a long-term investment, where the assessment is not from the amount of assets collected but from the amount of knowledge that is given and used for good.

Many factors can make a person successful as a "rich" teacher. "Rich" who think and requires a change in the way of looking at oneself and the teaching environment, teaching by enforcing humanization and self-reality of students, who always have a vision and mission. The most important factor is the motivation to become a teacher that comes from within oneself. Choosing a profession as a teacher is because of his desire, love for the world of education and other factors are personal abilities (patience, interests, attitudes, responsibilities, ethics, cooperation, creativity) and professional (competence, certification).

THEORY REVIEW

Danim (1997: 59) argues that the MGMP organization is a forum that has a positive contribution to efforts to increase teacher professionalism in carrying out their duties both as educators and as teachers. Along with this opinion, the Minister of Education and Culture Regulation No. 123 of 1993 regarding Subject Teacher Musawarah Activities must be carried out regularly with discussion materials tailored to the needs of the MGMP group. In every implementation of its work, the MGMP must be able to consult and communicate with other related institutions such as MKKS, Supervisors, Heads of District / City Offices, with the aim that every activity of the MGMP can be carried out properly. The implementation of the activities

MGMPare: Conducting consultations with supervisors, the Head of the District / Municipality / Kotif Dikbud Dikbud activities, and the Head of the Dikmenum and relevant experts Hold consultation and coordination with MKKS (KKKS) and MKP (KKP).

Especially for teachers, their quality needs to be continuously developed in order to carry out their functions professionally. The history of the birth of MGMP is chronologically unknown. MGMP grows and develops naturally in accordance with the demands and efforts to improve the quality of education in Indonesia. So that through groups of teachers for certain subjects the initiative to create an organization that can accommodate and discuss various problems that teachers encounter during the learning process in the classroom. With the initiative of these teacher groups, the government through the Ministry of National Education deems it necessary to patent these teacher activities in a forum that is recognized by the government. As a form of this policy, MGMP groups were born in every region throughout Indonesia.

According to Albert L. Meyers (Abdullah, 1992: 5) economics is the science that questions human needs and needs. The key words for this definition are; first, regarding "need" - which is a human need for goods and services of varying nature and types in unlimited quantities. Second, about "satisfying needs" which have "limited" characteristics.

This second aspect, according to Lipsey (1981: 5), causes problems in the economy, namely because of a gaping reality, because human needs for goods and services are unlimited, while on the other hand, goods and services are a means of satisfaction. needs are rare or limited. That is why people in their lives are always faced with disappointment and uncertainty. This definition seems so broad that it is difficult to understand the specifics.

Another economist, JL Meij (Abdullah, 1992: 6) argues that economics is the science of human efforts toward prosperity. This opinion is very realistic, because it is viewed from an economic aspect in which humans as economic beings (Homo Economicus) essentially lead to the achievement of prosperity. Economics as part of social science, of course, is related to other academic disciplines, such as political science, psychology, anthropology, sociology, history, geography, and so on. For example, political activities are often filled with

economic problems, such as policies to protect small industries, tax laws, and economic sanctions. This means that economic activity cannot be separated from political activities (Abdulah, 1992: 6).

Then Samuelson and Nordhaus (1990: 5) suggest "Economics is the study of the behavior of people and society in choosing ways to use scarce resources and have several alternative uses, in order to produce various commodities, to then distribute them - both now and in the future. front - to various individuals and groups that exist in a society. According to Samuelson, economics is the science of choice. The science that studies how people choose to use scarce or limited production resources to produce various commodities, and distribute them to various members of society for immediate consumption. If it is concluded from the three opinions above, even though the sentences are different, it is implied that in essence economics is a human effort to fulfill their needs in achieving the expected prosperity, by choosing to use production resources that are scarce / limited. In other words simply that economics is a discipline about aspects of the economy and human behavior.

Characteristics of Economic Subjects According to Sigit Winarno, and Sujana Ismaya (2007: 177), in the large economic dictionary, economics is defined as economics which studies the principles of production, distribution and use of goods and wealth, such as finance, industry, and trading; science that studies human efforts to meet their needs.

Meanwhile, the understanding of teachers as stated by several experts is as follows: 1) Peter Salim in the Contemporary Indonesian Dictionary defines a teacher as someone whose job is to educate, teach, and love, so that a teacher must be educational.

2) Ahmad D. Marimba, stated that teachers are people who have the responsibility to educate. 3) Amien Daiem Indrakusuma stated that teachers are parties or subjects who do educational work. From several definitions of teachers as stated above, it can generally be interpreted that the teacher is the person who is responsible for the development of all the potential of students, both affective potential, cognitive potential, and psychomotor potential. Teacher professional competence has a meaning that a teacher must have in carrying out his work so that the teacher can carry out his work responsibly and is able to develop his skills without interfering with the teacher's main duties.

The basic understanding of competency (competency) abilities or skills. Competence is a rational teacher behavior to achieve the required goals in accordance with the expected conditions. So, it can be concluded that competence is the ability and authority of teachers to carry out their obligations responsibly and properly.

From these competencies, if examined in depth, it only covers two main competency areas for teachers, namely cognitive competence (knowledge) and affective competence (behavior). . For the analysis of the teacher as a teacher, the teacher's ability or teacher competence which has a lot to do with efforts to improve learning processes and outcomes can be classified into four abilities, namely:

- 1) Planning teaching and learning programs.
- 2) Carry out and lead or manage the teaching and learning process.
- 3) Assess the progress of the teaching and learning process.

Many factors can make a person successful as a "rich" teacher. The most important factor is the motivation to become a teacher that comes from within oneself. Another factor is personal abilities (patience, interest, attitude, responsibility, ethics, cooperation, creativity) and professional (competence, certification). The term "rich" teacher was popularized by Amir and Erlin in a book inspired by a book entitled Pumping Teacher. The definition of "rich" as meant in the book is not only rich in anti-material (money, property) but rich in information so that it is wiser in educating children. In addition, "rich" is meant here is "rich" in anti-having a broad heart in dealing with life's problems.

MATERIALS AND METHODS RESEARCH LOCATION

This paper is written based on research using qualitative methods with the type of case study research that focuses more on program evaluation design. The author conducted in-depth and structured interviews with all MGMP Distrik Banyuwangi Selatan. This subject search technique uses purposive sampling technique, (sampling technique is based on certain objectives). Because the samples were taken according to certain criteria to get a thorough understanding of the problems in this study. The criteria for determining informants in this study are based on evaluation of all elements in the school to improve the existing structure in it. Based on these criteria the researcher tries to select and narrow the informants in order to achieve the desired research objectives in this study. There were ten people interviewing researchers consisting of several educators and education staff, students and some school elements who assist in school activities. Researchers also use research instruments that support this research, including cameras and recording devices that can document any data obtained. From this data it will be processed and presented into a research report.

RESULTS AND DISCUSSIONS

The development of the MGMP which is discussed below includes: Organization, Programs and Activities, Human Resources, Facilities and Infrastructure, Management, Financing, and Monitoring and Evaluation. The Economic MGMP organization regulates its management and membership with various main tasks and functions. The Economic MGMP program is basically a major part of the development of the Economic MGMP. The program must always refer to efforts to increase teacher competence and professionalism. Human resources to support the activities of the Economic MGMP consist of primary resource persons and supporting resource persons. Schools designated as the core schools for the Economic MGMP meeting must have

facilities and infrastructure. Management of the Economic MGMP as a forum for increasing competence and developing teacher professionalism includes planning, implementing, and evaluating the Economic MGMP program. The legal basis for organizing MGMP activities as a vehicle for the development of teacher professionalism, needs to be completed with:

- 1) Determination Letter Economic MGMP from the Head of the Banyuwangi Education Office Branch (Banyuwangi Regency).
- 2) Articles of Association (AD) and Bylaws (ART) Economic MGMP
- 3) Economic MGMP Organizational Structure

The Economic MGMP Organization regulates the management and membership with various main tasks and functions.

- 1) Economic MGMP organization consists of management and members.
- 2) The management of the Economic MGMP consists of: one chairman, one secretary, one treasurer, and three heads of fields, namely
 - (1) program planning and implementation;
 - (2) the field of development organizational, administration, facilities and infrastructure; and
 - (3) public relations and cooperation.
- 3) The management of the Economic MGMP is elected by the members based on the AD / ART.
- 4) Members of the Economic MGMP come from state school teachers and private school teachers, both civil servants and non-civil servants.
- 5) MGMP members consist of teachers in Economics, who come from private and public high schools.

The Economic MGMP program is basically a major part of the development of the Economic MGMP. The program must always refer to efforts to increase teacher competence and professionalism. Each program and activity of the Economic MGMP is expected to have a program framework that includes the following:

- 1) The basic framework and structure of the Economic MGMP activity program

The basic framework for the Economic MGMP activity program refers to the achievement of four teacher competencies, namely professional, pedagogical, social, and personality.

2) ProgramThe program

Structurestructure of the Economic MGMP activities consists of general programs, core / main programs, and supporting programs, which are described as follows.

(1) General

program A program that aims to provide teachers with insight into education policies at the regional to central levels, such as policies related to teacher professional development.

(2) Core

programs The main programs aimed at improving the quality of teacher competence and professionalism. Core programs can be grouped into routine programs and development programs.

(3) program Routine consists of:

- a. Discussion of learning problems.
- b. Preparation and development of syllabus, semester programs, and learning program plans.
- c. Curriculum analysis
- d. Preparation of reports on student learning outcomes.
- e. Deepening of the material.
- f. Training related to mastery of material that supports teaching assignments.
- g. Discussion of material and stabilization in facing the National Examination and School Examination

(4) The development program can be selected at least five of the following activities.

- a. Research, including Classroom Action Research / Case Studies.
- b. Writing Scientific Papers.
- c. Seminars, workshops, colloquium (exposure to research results), and panel discussions.
- d. Tiered education and training (tiered education and training).
- e. Publishing the MGMP Economics journal and bulletin.
- f. Publishing Books
- g. Compilation and development of the Economic MGMP website.
- h. Teacher performance competition.

- i. Assistance in the implementation of teacher duties by tutors / tutors / instructors / facilitators at the MGMP Economics.
- j. *Lesson study* (an assessment of learning practices that has three components, namely *plan, do, see* which in its implementation there must be collaboration between experts, implementing teachers, and partner teachers).
- k. *Professional Learning Community* (professional learning community)
- l. *TIPD (Teachers International Professional Development)*
- m. *Global Gateway*
- n. *Other programs according to local needs.*

(5) Support programs

Aim to increase the knowledge and skills of the participants of the Economic MGMP with supporting materials such as foreign languages, Information and Communication Technology (ICT), etc. Obligations of members of the Economic MGMP Each member of the Economic MGMP is obliged to:

- 1) attend and participate in activities in the Economic MGMP in accordance with a predetermined work program;
- 2) pay dues in accordance with the agreement of members of the Economic MGMP;
- 3) implement the results of activities in the Economic MGMP in each school; and
- 4) play an active role in every activity carried out by the Economic MGMP.

Material for Economic MGMP Activities Each Economic MGMP activity needs to develop material for Economic MGMP activities that refer to the four teacher competencies and predetermined programs. To see the extent of the selected materials in the Economic MGMP program / activity, it is necessary to formulate indicators of achievement of training activities carried out in the Economic MGMP. Calendar of Economic MGMP Activities Every Economic MGMP needs to compile a calendar of activities consisting of a calendar of monthly, semester and annual activities. At least the economic MGMP activity calendar is carried out 12 times a year.

Human Resources Human resources to support the activities of the Economic MGMP consist of main resource persons and supporting resources. The main resource persons for the Economic MGMP activities come from the following elements:

- 1) Teachers (members)
- 2) Instructors / facilitators
- 3) Other functional personnel

Supporting resource persons for the Economic MGMP activities come from elements

- 1) School Principals
- 2) School Supervisors
- 3) Structural personnel in the Education Office
- 4) Structural / non-structural personnel from other institutions

The resource persons must have criteria, namely:

- 1) expertise relevant to the material presented or experts in certain fields that are distinctive or unique and their existence has been recognized;
- 2) good personality and social skills.

School facilities and infrastructure designated as the core school for the organization of the Economic MGMP meeting must have the following minimum facilities and infrastructure.

- 1) Computer
- 2) OHP / LCD Projector
- 3) Telephone and Facsimile
- 4) Additional facilities and infrastructure include:
- 5) Computer Laboratory (Multimedia Room)
- 6) Library with quite varied number and types of books
- 7) Audio Visual Aids (AVA)
- 8) Handycam
- 9) Digital Camera
- 10) Internet Connection
- 11) Davinet (Digital Audio Visual Network) Room and other equipment that suits the needs of the Vision and Mission of the Economic Subject Teacher Conference (MGMP) of Banyuwangi Regency is a forum / forum for professional activities of subject teachers at the SMA / MA which has a strategic vision and mission, namely the vision: "To become a Professional and Dignified Economic Teacher"

Mission: To develop teacher professionalism, develop insight and knowledge, carry out innovative activities towards developing the quality of education and provide quality education services for the community.

Objectives As a forum for professional activities for teachers in Economics for Public and Private SMA / MA in Banyuwangi Regency, the implementation of MGMP aims to:

- 1) Broaden the insight and knowledge of Economics teachers in various matters, especially mastery of substances learning materials, preparation of syllabus, preparation of learning materials,

- learning strategies / methods, maximizing the use of learning facilities / infrastructure, utilizing ICT-based learning resources, development profession and so on.
- 2) Developing the quality of teacher professionalism as the main pillar of classroom management so that teachers are proud against his profession.
 - 3) Realizing effective learning so that students can master the learning material thoroughly (*mastery learning*).
 - 4) Discuss the problems faced and experienced by teachers in carrying out daily tasks and looking for alternative solutions in accordance with the characteristics of the subject, school conditions, and the environment.
 - 5) Helping teachers obtain educational technical information related to scientific activities and technology, curriculum activities, methodologies, as well as testing systems that are appropriate to those subjects concerned.
 - 6) Share information and experiences through workshops, workshops, teacher forums, symposiums, seminars, training, references, etc.
 - 7) Helping teachers obtain technical information related to research activities / research methodologies in professional development and enhancement for teacher functional positions and certification

The Economic MGMP makes and has guidelines that regulate various aspects of management in writing that are easy to read by the parties concerned. Economic MGMP financing is adjusted to the situation and conditions. The costs of implementing the Economic MGMP program activities are determined by various factors, including: incentives for resource persons, and maintenance of facilities and infrastructure. The implementation of the Economic MGMP program is accompanied by a monitoring and evaluation system. Through programmatic monitoring and evaluation and continuous coaching, it is hoped that the results of the MGMP Economy activities can be accounted for and recognized by the parties involved such as: teachers as members, school principals, school supervisors, district / city / provincial education offices, P4TK, LPMP, and Universities.

Implementation of Evaluation and Monitoring Monitoring and evaluation is carried out by the following mechanism.

1) Independent Evaluation

MGMP Ekonomi conducts independent evaluation twice a year using. The results of this independent evaluation are material and an attachment to the overall activity report.

2) Internal

Monitoring of School Supervisors, the LPMP Team, the P4TK Team, the Banyuwangi Regional Branch of the Provincial Education Office Team, and the Directorate General PMPTK Team monitor the implementation of teacher activities at the Economic MGMP. 3) External Monitoring External

monitoring activities are carried out by an independent third party, with instruments compiled by the external monitor themselves. The activities monitored include operational activities as well as technical academic activities. The results of monitoring and evaluation are used as a follow-up to the activities of the Economic MGMP, so that this forum can play a role as expected in efforts to continuously improve and develop teacher competencies in accordance with the demands of the development of science, technology, and arts (IPTEKS).

CONCLUSIONS AND RECOMMENDATIONS

Development of MGMP activities is designed to improve the performance of KKG and MGMP as a forum or organization for guidance and development of teacher professionalism. Many hopes have come true to become a "rich" teacher. Through this forum, among others, the minimum standard of professionalism for MGMP development is fulfilled which is expected to be an alternative that can directly improve teacher professionalism. Furthermore, it is hoped that the MGMP will become a control and assurance group in order to continuously improve the quality of teachers.

Apart from being an effort to improve teacher competence and professionalism, the results of the MGMP program are expected to be used, among others, to: a) increase academic qualifications for and b) develop teacher professionalism in a sustainable manner.

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