

THE EFFECT OF THE ACADEMIC SUPERVISION, AND TEACHER'S INVOLVEMENT IN MUSYAWARAH GURU MATA PELAJARAN (MGMP/DELIBERATION SUBJECT TEACHERS) ON THE PROFESSIONAL COMPETENCE OF SOCIALSCIENCE TEACHER IN THE DISTRIC SLEMAN

Tiara Wahyu Rahmawati¹

Yogyakarta State University, Indonesia

Email: tiaracetha@yahoo.com

Abstract

This study is aimed to propose ideas on the issues of professional competence of social science teachers. It is believed that academic supervision and Deliberation Subject Teacher (MGMP) have a significant effect on professional competence of social science teachers. The problems of professional competence social teacher are shown in the district Sleman. Accordingly this study proposes 1) the professional competence of social science teachers have should be able to deliver innovation in the classroom so that facilitate students in understanding, 2) to develop the professional competence of social science teachers, MGMP can be a forum to develop, and 3) supervision capable of being measures for evaluating the performance of teachers and see the level of professionalism. This study is expected to provide contributions for social science teachers in district Sleman as an evaluation and get attention to improve their competence and the implementation of learning in the classroom.

Keyword: professional competence, supervision, MGMP, social science teachers

INTRODUCTION

Education is a fundamental capital in human life. Education always associated with the dynamics of life community and a nation. Science is the main object of education. Without science, all things cannot be good/well. A nation is more advanced if its human resources has a national character, morals, and has a high quality education. The highest quality of education is characterized by decreasing low levels of education and increased participation in education and the number of professional experts that are generated through the education system. Improving the quality of education is an important factor that must be considered in conducting business in the achievement of national development objectives, such as increasing the quality of human and people of Indonesia and his mastery of astronomy knowledge and technology, as well as national discipline as the embodiment of decency in society.

Asean Economic Community (AEC) as a single market in Southeast Asia allows the country to sell goods and services easily to other countries across Southeast Asia. Indonesia as one of the member of AEC should be able to improve the quality of human resources. The human resource development can be realized by improving the quality of schools and colleges through certification, accreditation, standardization, increased salaries and welfare of teachers and recruitment of professional educators/teacher. To solve education problems

will be impossible without involvement of teachers (Suparlan, 2006: 6). Teacher is the holder of an increased role in education. Master the task to prepare the next generation of qualified It is in accordance with the position and function of the teacher as stipulated in *Undang-Undang No. 14 Tahun 2005* about teachers and lecturers, namely the position of teachers as professionals as defined in Article 2 paragraph (1) serves to enhance the dignity and the role of teachers as a learning agent serves to improve the quality of national education.

Teachers as agents of learning should have high competence. Competence of teachers in primary and secondary education as well as early childhood education, as proposed by Saragih (2008: 23) are: pedagogical, professional competencies, personal competence, and social competence. A professional teacher required to improve insight and knowledge in the fields of education, science supporting, learning processes, and to monitor the development of the education system. In addition, teachers have the task of professionalism as stated in *Undang-Undang No. 14 tahun 2005* about teachers and lecturers of article 20a.

Its means that to carry out the task of professionalism, teachers are obliged to learning plan, implement quality learning process, promoting and developing academic qualifications and competence, don't discriminate on the basis of gender, religion, ethnicity, race, and certain physical conditions, or background families, and the socioeconomic status of students in learning; upholding the legislation, laws and codes of conduct of teachers, as well as religious values and ethics; and maintain and foster national unity. Hence, it is clear that as a professional work force, the teacher's task is not easy. Teachers have to perform various tasks continuous. It is clear that the teacher is a profession, which can only be carried out effectively and efficiently by someone who is prepared to master the competence of teachers through education and / or training. Therefore, utilization of the teaching profession is formally carried out in the formal educational environment that is tiered and different in kind, So the teacher must meet the requirements or qualifications or competence according to the type and level of school where they worked.

As professionals factors are influenced the level of professionalism (Khan, 2011: 1), are included the work ethic, academic supervision, the utilization of Information and Communication Technology (ICT), the principal's leadership, training which can be called education and training (training) and/or the Deliberation Subject Teacher (MGMP), academic qualifications, motivation, welfare and compensation. Academic supervision and MGMP are being external factors of teachers activities. MGMP is an organization of the teaching profession based subjects in a more professional, programmed, and is specifically directed to develop standardized concepts and assessment of subjects nationwide implementation is closer to the teacher in the nearby area, namely throughout the District so that the implementation and coordination of activities and plans more easily (Saondi, 2010: 75). While supervision is a means to evaluate the performance of teachers, it is to see how the teacher has completely and according to the task or not, both administrative and proficiency in delivering the material to the students.

Goal of the academic supervision of teachers in the learning process to assess the professionalism of teachers can be evaluated from the subject matter in the learning process, syllabus and lesson plans, selection of strategies / methods / techniques of learning, the use of media and information technology in learning, assessing the process and outcomes of learning and action research class. Based on a review of the supervision, MGMP can be a forum to embrace / teacher facilitate ease their tasks. Based on the results of research conducted Anik Widiastuti who discuss the competence of teachers to teach junior high school social studies in Sleman district in 2012 concluded tendency teacher competency in table 1.

Table.1 Teachers Teaching Competency IPS SMP in Sleman

Competency Category	Frequency	Percentage (%)
High	24	32,88
Medium	41	56,16
Low	8	10,96
Total	73	100,0

It is showed that the junior high school social science teacher in Sleman district is dominated by the teacher who competence medium category, which is as much as 56.16%. While this includes higher by 32.88% and that includes as much as 10.96% lower categories. Categorization show that social studies teacher in Sleman district has had sufficient competence/medium. Based on these results, practically can be used as consideration to undertake further research to explore the professional competence of teachers through teacher supervision and involvement in the implementation of MGMP in Sleman.

LITERATURE REVIEW AND PREPOSITIONS

Teachers Professional Competence IPS

On Government Regulation PP No. 19 Tahun 2005 on National Education Standards Pasal 28 article 3 point c, stated that the definition of professional competence is the ability of mastering learning materials widely and deeply that allows guiding learners to meet the standards of competence set out in National Standard of Education. The scope of the professional competence of teachers in general expressed Mulyasa (2007: 135) are understand and be able to apply the foundation of education both philosophical, psychological, sosiologis, etc., Understand and be able to apply the theory learned appropriate level of development of participants students, able to handle and develop areas of study under his responsibility, Understand and be able to apply the learning methods varied, Ability to develop and use a variety of media tools and learning resources that are relevant, Ability to organize and implement learning programs, Ability to carry out the evaluation of learning outcomes of students, and Able to cultivate the personality of the learner.

John Jarolimek (Mukminan, 2009: 13) defines that IPS are elements of the social sciences, sociology, politics, social psychology, philosophy, anthropology, economics, history, and others who are closely related to human life. A similar opinion was also expressed by Numan Somatri (2001: 74) states that IPS is a simplification of the discipline of the social sciences and other disciplines in which includes social problems. Armed with the professionalism of teachers, learning social studies fully empowered to produce quality students as citizens of Indonesia who are competent to make decisions and participate in solving environmental problems and their communities. This is in accordance with the purpose of IPS, which equip students to become citizens who are sensitive and active against social problems that occur in the community, a positive attitude will be inequality in society, and skillfully solve any problems themselves and their environment.

Proposition 1: Armed with the ability and potential of the teacher, social studies teacher should be able to develop learning by linking various materials with the social issues close to the students, thus simplifying the student role in understanding the material.

Academic supervision

Supervision is an attempt to stimulate, coordinate, and guide the growth of teachers in schools, either individually or in groups, with tolerance and actions pedagogically effective, so that they are better able to stimulate and guide the growth of each student in order to be able to participate in a democratic society (Soetopo, 1982). Supervision is aimed at the improvement and development of the learning process in total not only to improve the quality of teaching and teachers, but also foster the growth of the teaching profession in the broadest sense, including the provision of facilities and services, leadership and coaching human relations is good for all parties involved (Sahertian, 2000: 19). Through educational supervision activities expected to occur improvements and developments in the process

The principles in the implementation of the supervision of the scientific, democratic, upholds the above discussion, cooperative/partnership, the entire staff can work together, develop a business in the "create" a learning situation and working conditions are better, as well as the constructive and creative, fostering initiative staff/teachers and encouraged to actively create an atmosphere where everyone feels safe and can develop their potential. These principles should be the main reference supervisors in carrying out supervision activities in schools in order to contribute to the learning supervision produce optimal outcomes. Reality on the ground is still found supervisors in performing the duties of supervision tend to the implementation of the principle of negative such as emphasizes the power of the partnership so that communication is one-way, tend to find fault, causing fear among teachers, tend to expect quick results and prioritize the value of learning rather than improving the learning process, and more administrative in nature rather than fostering academic aspects.

Proposition 2: Supervisors should be able to carry out supervision using high accountability and continuing to be able to help overcome the difficulties teachers when

learning, so it can be overcome, and ultimately learning objectives can be achieved optimally.

Deliberation Subject Teacher/ Musyawarah Guru Mata Pelajaran (MGMP)

Saondi (2010: 75) explains that MGMP as container-based teacher professional subjects in a more professional, programmed, and is specifically directed to develop standardized concepts and subjects of national votes. MGMP can be the best model to help teachers conduct continuous competency development. A teacher will be easier to develop competencies if willing to learn and exchange ideas among teachers. Of course, the problems faced by every teacher are different from other teachers. Therefore, through MGMP teachers will gain input from other teachers in solving problems and trying to develop competencies.

In MGMP, there are many activities aimed at positively for teachers, among other activities MGMP (1) An improved understanding of the curriculum, (2) the development of the syllabus and lesson plan; (3) development assessment system, (4) development remedial programs and enrichment, (5) Improving the understanding of the broad-based education, and education-oriented life skills, (6) Develop active learning, innovative, creative , effectiveness and fun or *Pembelajaran Aktif Inovatif Kreatif Efektif dan Menyenangkan* (PAIKEM), (7) develop and carry out analysis of learning tools, (8) develop and carry out the manufacture of learning tools (9) develop and implement programs for computer-based learning, or ICT, (10) as well as developing the media in carrying out the process of learning teach.

With their program activities within the program MGMP above, is expected to be a solution for teachers to solve problems both in terms of characteristics of subjects, school environment, curriculum implementation, methodology and adjustments to the development of science and technology. In addition, activity in MGMP expected to improve the competence of teachers, especially the professional competence, which in terms of the capability of teachers in preparing, implementing, and evaluating programs in teaching and learning activities.

Proposition 3: Activities in MGMP will be able to enhance the professional competence of teachers when better planned and implemented, particularly leading to the improvement of teachers' competence professional.

The involvement of teachers in MGMPs is intended as a guidance teacher adds to information, knowledge, and experience in improving the professional competence of teachers who then will find its influence on professional competence of teachers. The same thing applied to the variable academic supervision. This study will also be watching to see how the academic supervision of professional competence of teachers who see the extent to which the performance of teachers, so that supervisors can help advise on lack of teachers held by teachers. Based on these two variables MGMPs and teachers' involvement in academic supervision, then sought to know the effect of both on professional competence of teachers IPS. Results to be achieved from this research include able to contribute to the social

studies teacher in Sleman district as an evaluation and get attention to improve their competence.

REFERENCES

- Kunandar.(2009). Guru Profesional Implementasi Kurikulum Tingkat Satuan Pendidikan (KTSP) dan Sukses dalam Sertifikasi Guru. Jakarta: Raja Grafindo Persada.
- Mulyasa Enco. (2004). Manajemen Berbasis Sekolah : Konsep, Strategi, dan Implementasi. Bandung : Remaja Rosdakarya
- Mulyasa Enco. (2007). Standar Kompetensi dan Sertifikasi Guru. Bandung: Rosdakarya.
- Numan, Soemantri (2001). Mengapa Pembaharuan Pendidikan IPS. Bandung: Remaja Rosdakarya.
- Peraturan Pemerintah Nomor 19 tahun 2005 tentang Standar Nasional Pendidikan Pasal 28 Ayat (3) Butir (c)
- Sahertian, Piet A. (2000).Konsep Dasar & Teknik Supervisi Pendidikan dalam Rangka Pengembangan Sumber Daya Manusia. Jakarta: Rineka Cipta.
- Sahertian, Piet A. (2000). Supervisi Pendidikan. Jakarta : Rineka Cipta
- Saragih, A. Hasan, (2008). Kompetensi Minimal Guru dalam Mengajar Tabularasa. Jurnal Pendidikan PPS UNIMED,vol 1
- Undang-Undang Republik Indonesia Nomor 14 Tahun 2005 tentang Guru dan Dosen, pasal 7 ayat (1) dan ayat (2)
- Widiastuti, Anik (2012). *Kompetensi Mengajar Guru IPS SMP Di Kabupaten Sleman*. "NUANSA" Jurnal Ilmiah Pendidikan Vol.1 No.1 Edisi Maet-Agustus 2012. ISSN: 2252-4975.