
Performance Analysis of Junior High School Natural Sciences Teacher Forum on Professional Development

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ABSTRACT

The aim of this study was to describe the performance of Junior High School Natural Sciences Teacher Forum (MGMP members) in Pekanbaru on professional development. This study was performed on November 2016 to April 2017. Fifty members of Junior High School natural sciences teacher forum in Pekanbaru that has been actively participating in teacher forum activity took part in this study. The data collection instruments used in this study are closed questionnaire and open questionnaire. Closed questionnaire consists of 30 statements that are divided into 4 indicators namely motivation, creativity, self efficacy, and attitude. Open questionnaire consists of 5 questions. Questionnaires have passed the validity test stage through Pearson correlation test. Reliability test results obtained Cronbach alpha value of 0.89 (good). Descriptive data analysis show that performance of Junior High School Natural Sciences teacher forum members in Pekanbaru on professional development gained a mean of 4.07 (good) with details of average motivation 4.02 (good), average creativity 3.90 (good), average self efficacy 4.09 (good) and average attitude 4.29 (very good). Based on this study we can conclude that Junior High School Natural Sciences teacher forum members in Pekanbaru had a good performance on professional development.

Key word : *Teacher's Performance, Natural Science Teacher Forum self efficacy*

Introduction

Education is a very important and effective aspect in promoting and developing human resources. Education is able to produce learners who are intelligent and qualified, that learners are able to face and solve the problems of life challenges. One of the ways in order to create an intelligent learner is through improving the quality of education so as to improve the learning outcomes of students in education.

Profession and career development directed at improving teachers' competence and performance in the framework of the implementation of the process of education and learning in the classroom and outside the classroom. Initiatives to improve the competence and professionalism must be in

line with the effort to reward, improving the welfare and protection of the teacher. As explained above, the PP 74 Year 2005 on Teachers mandates that there are two grooves coaching and professional development of teachers, namely: training and professional development, as well as coaching and career development.

One indicator of education success is the formation of individuals capable and self-reliant through a learning process. According to Eni Winaryati (2014), the student's key success is a necessity of the demands of professional and dedicated teachers. Teachers are the most responsible for the quality and meaningfulness of the learning process in the classroom. Nyanyu Khodijah (2011) adds that teachers play a major role in the development of education, particularly organized formally in school / madrasah. Teachers also determine the success of learners, especially in relation

to the learning process. Furthermore, according to the Law of the Republic of Indonesia Number 14 of 2005 Teachers are professional educators with the primary task of educating, teaching, guiding, directing, training, assessing and evaluating students on early childhood education, formal education, primary education and secondary education. Professional educators will produce and process quality educational outcomes in order to realize an intelligent and competitive generation.

One container in professional development of teachers in middle and high school level is the Teacher Forum (MGMP). MGMP, as a container or professional forum at the district / city play an important and strategic to improve the competence of teachers. However, activity in MGMP Pekanbaru currently is not running optimally and effectively. MGMP are less functional and low member participation. The Ministry of Education through the Directorate General of Quality Improvement of Teachers and Education Personnel (Dir PMPTK, 2009) has identified that there are various factors that cause inefficiency MGMP this, among which are (1) the management of MGMP not functioning optimally; (2) programs of MGMP less significant; (3) fund operational support MGMP less proportional; (4) Lack of attention and the contribution of district / city government through the department of education related to MGMP; (5) lack of support for professional association to MGMP. Therefore, it needs to be evaluated in order to obtain the data of learning problems faced by teachers in the classroom and can be solved. Community empowerment through learning in MGMP professionalism of teachers will grow so that the learning process more effective, quality and ultimately improve the quality of education, science especially MGMP in Pekanbaru.

Based on the Teacher Competency Test (UKG) result held simultaneously on November 9 to 27, 2015 by a Junior High School Science Teacher in Pekanbaru, showed a still very low and needs to be held coaching. Of the 321 teachers who follow UKG only 34.6% of them were passed if the value of pedagogical competence combined with the value of professional competence. Only 6.5%

of them who graduated in the field of pedagogy (*Pedagogical*), specifically for the professional value of only 7.8% were passed, 31.2% passed and guidance and 62% did not pass and coaching (EviSuryawati, et al, 2015)

Based on the above, the researchers are interested in doing. It is intended to measure the extent to which the performance of member junior high school natural science teacher in Pekanbaru. The results of this study are also expected to be used as input for junior high school science teacher professional development in teaching organized according to the demands of the National Curriculum (K-13).

Methodology

This study is a descriptive study through survey. The population is junior high school of natural sciences teacher at Pekanbaru. Samples are members of MGMP IPA Pekanbaru which is determined by its activity in following MGMP activities, and obtained 50 respondents. The instrument consists of a questionnaire enclosed and open questionnaire. Closed questionnaire consists of 30 items of the statement to see an analysis of the performance of MGMP members and 5 point questionnaire questions open as supporting data.

The results of the test for the validity of the questionnaire enclosed barriers through *Pearson correlation* showed that all items declared invalid statement. To test the questionnaire reliability through *Cronbach's alpha* was obtained alpha of 0.89 and is located on both criteria. Validity and reliability were analyzed using SPSS18:00 version for Windows. The research data were analyzed by descriptive.

Result and Discussion

Member Profile of Pekanbaru Natural Science Teacher Forum

The profile of respondents based on educational background subject can be seen in Table 1 below:

Table1. Profile of Respondents by Educational Background

Level Educational	Education				Total
	BioEdu, n (%)	Physic Edu, n (%)	Chem Edu, n (%)	Other	
D III	3 (6)	0 (0.0)	0 (0.0)	0 (0.0)	3 (6)
S-1	26 (52)	12 (24)	4 (8)	3 (6)	45 (90)
S-2	2 (4)	0 (0.0)	0 (0.0)	0 (0.0)	2 (4)
Total	31 (62)	12 (23.1)	4 (8)	3 (6)	50 (100)

The respondents profile is based on years of service and certification can be seen in Table 2.

Table 2. Profile of Respondents Based work Period and Certification

Work Period	Certification		Number
	Already n (%)	Yet n (%)	
<5 years	0 (0)	3 (6)	3 (6)
5-9 in	2 (4)	6 (12)	8 (16)
10-14 year	12 (24)	3 (6)	15 (30)
15-19 year	5 (10)	1 (2)	6 (12)
20-24 year	3 (6)	(2)	4 (8)
≥25 years	14 (28)	(0.0)	14 (28)
Total	36 (72)	12 (24)	50 (100)

The profile of respondents who had attended training based on age can be seen in Table 3.

Table 3. Profile of Respondents by Age and Training Ever Followed

Age	Following Training		n (%)
	Never n (%)	Not n (%)	
≤20-30 year	(8)	(2)	5 (10)
of 31-40 years and	0 (20)	(8)	14 (28)
41-50 year	3 (26)	(6)	16 (32)
> 51 years and	(12)	(18)	15 (30)
Total	3 (66)	7 (34)	50 (100)

It is appropriate that stated Imas Kurniasih and Berlin Sani (2015) that one of the requirements is to have a teacher certification participants working life as a teacher at least 5 years at a school or different schools within the same foundation. The high desire member of MGMP IPA in following the existing training which are caused because they wish to obtain further information regarding the

world a new education as in the training curriculum implementation in 2013. Their insights related learning materials such as holding training tool use laboratory, the use of microscope and test foodstuffs, also want to know how to use technology in the classroom learning media so that the learning process is not monotonous and can be easily understood by learners (observations and interviews).

Performance Analysis of MGMP IPA members Junior High School in Pekanbaru

Overall analysis of the performance of members MGMP IPA Pekanbaru City in professional development on indicators of motivation, creativity, self-efficacy and attitudes presented in Table 4 below:

Table 4. Summary of the performance of members MGMP Pekanbaru City Junior Science in Professional Development

Indicators	Mean	SD	Criterion
Motivation	4.02	0.70	Good
Creativity	3.90	0.54	Good
Self Efficacy	4.09	0.59	Good
Attitude	4.29	0.56	Very Good
Mean	4.07	0.59	Good

1. Motivation

The members has obtained the professional allowance, will improve the performance of teachers. Furthermore, teachers who have passed the certification entitled to an allowance or income above the minimum subsistence and social welfare (Badrun Kartowagiran, 2011).

2. Creativity

The members of MGMP IPA have had creativity both in terms of creativity in teaching, such as teacher is able to design and carry out experiments science learning for learning purposes, able to apply learning strategies varied, being able to use the methods and techniques of assessment are varied, using media creative learning and able to make difficult materials science learning becomes easy and able to implement classroom management.

The members of MGMP IPA have the creativity and confidence is high in designing and implementing learning science experiment that hopes of learning objectives can be easily achieved and the teachers are able to develop their professional level well as educators. Teacher's creativity is needed in experimental activities when learning science. This is due to the creativity of teachers to stimulate students to think more scientifically in observing the object of study in this lesson.. The competence of teachers includes personal competence, pedagogical, professional competence and social competence requires teachers to improve professionalism through training and writing scientific papers. Develop scientific paper is one form of professional development activities. For the moment the teacher is interested scientific paper research results, which is a report of a Classroom Action Research.

3. Self Efficacy

The members MGMP IPA want earnestly to improve his profession as a teacher, it can be supported, accompanied by a high enthusiasm to follow the implementation of activities MGMP. For example the discussion of module, although members MGMP IPA have passed certification less than that which has passed the certification but the high level of enthusiasm shown by members MGMP precisely who have not passed the certification. This means that members who have not passed the certification of spirit and willingness that is high in performance so hopes to pass certification within the next UKG.

Teachers who have passed the certification can be assumed they have the cognitive skills, affective and adequate performance. But along with the development of science and technology they are still expected to continue to improve their competence, so hope teachers who have passed the certification can also provide an example to be a spring board for other teachers to continue to be committed in organizing self-improvement in order to increase the competence (Sergiovani in I WayanSantayasa, 2015).

4. Attitude

Table 4 shows that there are still some members MGMP who do not want to give an opinion or ask in performance when find trouble, but if a teacher had trouble and was not able to overcome it will affect the improvement of the profession, according to Sarlito Wirawan Sarwono (2008) attitude as a state within one who pushed to perform certain activities in order to achieve the goal. So, if someone has had a good attitude then goals or can be realized well too, so that efforts to improve the teaching profession, the better.

Sitopu and Joni Wilson (2010) explain that the attitude of teachers in the classroom has a positive effect on learning outcomes. Teachers are the factors that influence the success or failure of the learning process. According WiyaniNovanArdi (2012) Teachers should create a learning condition as well as possible for students. Therefore, the teacher must create a learning condition as well as possible for students to create a harmonious environment for the sake of creation of kinship can influence the student learning outcomes.

Conclusion and Recommendations

Based on the research and discussions that have been described, then the picture of the performance of members of the IPA junior MGMPs Pekanbaru City in professional development that are in good criteria.

For teachers to keep improving their knowledge and insights on an ongoing basis in order to accelerate the development of the profession that can be done through forum activities MGMPs.

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