

The Management of Subject Teacher Deliberations Physical Education Sports and Health in Improving Professionalism of Aceh Jaya Junior High School Teachers

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Abstract: The management of teacher training in education subjects (MGMP) physical and sports (PJOK) teachers still have difficulty in carrying out their functions and duties as a staff member. Educated professionals and competence. These difficulties include developing a syllabus, preparing learning plans and evaluating learning outcomes. This study aims to obtain a direct picture of the planning, organization, implementation, and evaluation of teacher training in physical education and sports in improving the professionalism of senior high school teachers in Aceh Jaya. This research approach is a qualitative, research approach with a descriptive method. The subjects of this study were the chairperson of MGMP and MGMP members of the Aceh Jaya PJOK teacher, totaling 7 people. Data collection techniques using interviews and documentation. Data analysis techniques in this study used data reduction, data presentation, and conclusion drawing. The results of this research indicate that: (1) PJOK MGMP planning is compiling program plans namely general, core (routine and development) programs and supporting programs, (2) organizing work programs and distributing authority and responsibilities and resources among members of the organization to achieve planned program objectives, (3) implementation of the MGMP program is an effort to run programs that have been planned namely the general program is to provide insight to teachers about educational policies, routine programs namely learning problems, preparation, and development of syllabus, semester programs, and program plans learning, group work discussion. As for the development program, which is a seminar, training related to learning, material profoundly by the resource persons, and (4) evaluation of the development and support program is carried out after the program is completed by making an accountability report. The obstacles in MGMP are time constraints, limited funds and lack of self-motivation of MGMP members.

Keywords: The Management, MGMP, PJOK

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I. Foreword

The progress and development of science and technology in the era of globalization have changed all aspects of human life including development in general and development in education in particular. Education is a joint work that takes place in certain patterns of human life. Education in a definition is seen as an effort to educate the life of the nation, develop Indonesian people who have faith and piety, virtuous character, knowledge, and skills. Through the education process, humans will be able to express themselves more fully. In-Law Number 20 the Year 2003 regarding the National Education System, the objectives of national education are formulated, namely: "The development of the potential of students to become human beings of faith, devotion to God Almighty, have good morality, be knowledgeable, capable, creative, independent and become citizens. Democratic and responsible".

Education is changing the behavior of a person or group of people to mature humans through teaching and training, the process of change and how to educate. In schools, there is educational staff who play the most important role and determine the quality of education, namely teachers and principals. School effectiveness shows the process of engineering various sources and methods that lead to optimal learning in schools. School effectiveness refers to the empowerment of all components of the school as a learning place organization based on the main tasks and their respective functions in the program structure with the aim that students learn and achieve pre-determined results, namely to have competence. Supardi (2013: 2) states that: "Effective schools are schools that can empower every important component of the school, both internally and externally, and have a good, transparent and accountable management system to effectively achieve the school's vision-mission-goals and efficiency".

The success of school education is largely determined by the success of the school principal in managing the education staff available at school. The school principal is one of the educational components that influence on improving the performance of health physical education (*PJOK*) teachers. The principal is a functional teacher who is given the task to lead a school, where the teaching and learning process takes place or where interaction occurs between the teacher giving the lesson and the student receiving the lesson. The principal's performance is strongly influenced by ability and motivation. The low performance of school principals will impact on the quality of student graduation, which in turn also affects the achievement of educational goals. Therefore, seeing that there are still many principals who have not been able to manage school planning properly.

School management implies the optimization of resources or management and control. Optimization of resources regarding school empowerment is the most appropriate alternative to creating an independent and high-ranking school. School management is an activity that has a high philosophical value, it must be able to achieve school goals effectively and efficiently. A quality education process if all components of education are seen in education itself. Factors in the education process are various inputs, such as teaching materials, methodologies, school facilities, administrative support, and other resources as well as creating a conducive atmosphere. Management comes from the word *to manage* which means to manage. Management is carried out to utilize the resources owned in an integrated and coordinated way to achieve school goals.

Rohiat (2010: 14) states that: "Management is a tool to manage the resources owned effectively and efficiently to achieve goals must be truly understood by the principal".

Management which is based on the expertise of *PJOK* teachers reaches a professional manager and professionals are required by a code of ethics so that the term management is seen as a profession. Efforts to create a conducive and pleasant school atmosphere are the responsibility of *PJOK* teachers to learn together with fellow *PJOK* teachers, indicating that it is important to increase teacher competency through *MGMP*. (Subject Teachers' Deliberation) is a forum for the meeting of *PJOK* subject teachers in schools, this institution is non-structural but has a tiered structure, starting from the Provincial, Regency / City, District, to the school level.

MGMP aims to broaden the insight and knowledge of *PJOK* teachers in various ways, especially the mastery of the substance of learning material, preparation of syllabi, preparation of learning materials, learning strategies/methods, maximizing the use of learning facilities/infrastructure, and utilizing learning resources. Through *MGMP* *PJOK* teachers can improve their professionalism and teacher competence by discussing and practicing the preparation of annual programs (*PROTA*), semester programs (*PROSEM*), analysis of subject matter, teaching unit programs, learning methods, evaluation tools, teaching materials, making and utilizing teaching media can also be reviewed in this forum, as well as various problems that occur in the learning process can also be addressed through this forum. *MGMP* as a place to improve the competence of *PJOK* teachers needs to be managed by a professional board. Professional management is management who knows and practices management principles of *MGMP* *PJOK*.

In increasing the work competence of *PJOK* teachers, it requires the existence of teacher responsibility, discipline in the task, and work motivation for the task. In this case, there is already a concept that professional teachers who work carry out the functions and objectives of schools that have the competence so that *PJOK* teachers can carry out their duties properly. The role of a *PJOK* teacher in delivering educational goals is demanded to have professional competence according to Sukmadinata Fathurrahman and Suryana, (2012: 12) that: "The work of *PJOK* teachers is professional, the implication is that every *PJOK* teacher must meet the requirements demanded by the profession and must work and behave professionally, it certainly must be in line with the role of teachers, especially in schools as professional educational institutions".

Professionalism comes from the word profession, which is a field of work that a teacher wants or will pursue. A profession is also interpreted as a certain position or occupation obtained from academic education. *PJOK* teachers as educators are responsible for passing on values and norms to the younger generation so that the process of inheriting values occurs, through the education process it is hoped that new values will be created. The primary responsibility of *PJOK* teachers is how to condition a pleasant learning environment to arouse the curiosity of all students so that interest and interest in learning grow. *PJOK* teachers are not only responsible for aspects of knowledge, but also for aspects of educating the personality, sportsmanship, and mentality of children. The low performance of *PJOK* teachers must be widely seen, so it is not fixed only on external factors, but must also be seen on internal factors. If the condition of such *PJOK* teacher performance and no coaching or improvement measures are carried out by the effective authority then the performance will remain low which ultimately contributes to the decline in the quality of education.

Quality education if internal customers (principals, teachers and school employees) develop, both physically and psychologically. The quality of education is relative because not everyone has the same size. However, if we refer to quality in general, according to Engkoswara and Komariah (2011: 305) that: "Quality education is an education in which all components have the terms and conditions desired by customers and lead

to satisfaction. The quality of education is good if education can provide services that fit the needs of its customers".

Initial findings in *MGMP SLTA, MGMP* management of *PJOK* teachers still have difficulties in carrying out their functions and duties as professional and competence educators. These difficulties include complicated in developing a syllabus, preparing learning plans and evaluating learning outcomes. This was recognized by the *PJOK* teacher who was a member of the *MGMP* of the school, which his difficulties were in developing a syllabus and formulating lesson plans with character. There are still many *PJOK* teachers who have not been able to develop learning methods that are creative, effective, and fun and there are still teachers who consider the profession only as a routine work routine, so they are less able to instill educational values for students. Also, other problems in the management of *PJOK* teacher *MGMP* are the low competence of educators and education personnel, as well as the lack of school facilities and infrastructure, and the welfare of *PJOK* teachers.

II. Method

The approach used in this research is a qualitative approach with descriptive methods. Descriptive research is a basic form of research. Intended to explain or describe the phenomena that exist, either natural phenomena or human engineering. This study also examines the forms of activities, characteristics, changes, relationships, similarities and differences with other phenomena. Descriptive research in the field of education and teaching is quite important, describing the phenomenon of education, learning, and curriculum implementation at various types, levels, and educational units. Sukmadinata (2012: 54) states that: "Descriptive research is a research method aimed at describing the phenomena that exist, which took place at present or in the past".

This study does not make manipulations or changes to the independent variables but describes a condition as is. The only element of manipulation or treatment is given is the research itself, which is carried out through observation, interviews, and documentation studies. Descriptive research does not stop at data collection, organizing, analysis, and interpretation withdrawal, but proceed with comparison, looking for similarities and causal relationships in various ways. The use of qualitative research methods is often called naturalistic research methods because research is done on natural conditions (*natural setting*). Qualitative methods are used to get in-depth data and contain true meaning. Concerning qualitative research, Sugiyono (2013: 1) argues that:

Qualitative research methods are research methods used to examine natural object conditions, (as opposed to experiments) where researchers are key instruments, data collection techniques are triangulated (combined), data analysis is inductive, and qualitative research results emphasize more meaning rather than generalization. The qualitative method is used to get in-depth data, data that contains meaning. Meaning is actual data, definite data which is a value behind visible data. Therefore in qualitative research, it does not emphasize generalization but rather emphasizes meaning. Generalization in qualitative research is called *transferability*, meaning that the results of the study can be used elsewhere, when the place has characteristics that are not much different.

III. Discussion

In this discussion, several findings will be presented on the results of research in the field and relating to the research that the author is researching, namely: regarding the planning, implementation, and evaluation of *PJOK MGMP* in Aceh Jaya district.

1. Planning of PJOK Subject Teachers' Consultation

Planning has an important and fundamental role which is used to select goals and determine the scope of their achievement. Program planning is the core of *MGMP* planning. *MGMP* aims to improve teacher professional competence. Matters that must be considered in planning *MGMP* programs must consider the source of funding and the needs of teachers.

Based on the Directorate General of Education and Education Personnel (2010: 16) states that the *MGMP* activity program refers to the four teacher competencies, namely pedagogical, professional, and social and personality competencies. The program structure consists of 1) general programs aimed at providing insights to teachers about educational policies, 2) core programs which are the main programs to improve teacher professionalism. The core program is divided into routine and support programs. Routine program in the form of a compilation of lesson plans, syllabus, discussing exam questions, making questions and compiling questions, training in making instructional media. Activities in the development program include the writing of scientific papers. 3) Supporting programs, namely programs that contain activities to increase the knowledge and skills of *PJOK* teachers in the form of training in the use of technology, information, and communication (*ICT*).

Preparation of program planning is followed by a compilation of program structure, schedule of activities, details of activities. Planning can be interpreted as striving for the use of organizational resources. Nanang Fattah (2001: 49) explains that in planning there are three activities namely 1) the formulation of activities that have been achieved, 2) the selection of programs to achieve the objectives, 3) identification of the mobilization of limited resources. The resources contained in the *MGMP* organization are management, resource persons, infrastructure facilities and funds. Based on the results it is known that planning in the *PJOK MGMP* program is guided by an analysis of the needs and sources of available funds. The source of funds comes from *PPMG* and local government assistance, the funds are not owned every year, which results in the program not being implemented. The program in *MGMP* has been planned since the beginning of the new school year is a type of routine program. Other programs that aim to improve teacher professionalism cannot be planned if there is no availability of funds at the *MGMP* level, this is an obstacle often encountered in *MGMP* organizations.

2. Organizing Deliberation of PJOK Subject Teachers

Organizing is a process of organizing, allocating and distributing work and authority, and resources among members of the organization to achieve an organization's program objectives. The organizing steps can be described as follows: determining what tasks must be done to achieve the goals of the organization's program, dividing the workload to groups or individual *MGMP* members.

3. Implementation of PJOK Subject Teachers' Consultation

The *MGMP* activity after planning is implementing a program. Implementation is a concrete step in the core activities of the *MGMP* program implementation. This stage is the most important because in the implementation it must be able to manage a limited number of resources to achieve the goals that have been set. Implementation activities can be in the form of general program implementation, namely, giving insight to teachers about policy policies by resource persons regarding related material. Core program (routine) that is, the activities carried out every week take place in SMA Negeri 1 Calang. As for the routine activity, discussing the problems that *PJOK* teachers usually face at school such as, how to make correct lesson plans, discussing exam questions, discussing when implementing events like *O2SN*. Whereas in the supporting activity program, which is a seminar, training on *PJOK* material, such as the *MGMPPJOK*, was conducted several years ago. These programs can be implemented following the resources owned by *MGMP*. Another thing to consider is the aim of *MGMP* to improve teacher professionalism. A resource person is a person who has more knowledge of something being discussed, the task of the resource person is to provide input or views on a matter discussed to find solutions to the problems faced. While for supporting program activities in the form of *ICT* training as an effort to improve teacher professionalism can be achieved.

4. Evaluation of PJOK Subject Teacher's Deliberations

Evaluation is the process of presenting information about the activities that have been conducted compared to planning that has been carried out systematically in the form of accountability reports. The accountability report is made and submitted to all members and to the funders. According to Zainal Arifin (2004: 4) states that 1) evaluation is a process not a product result, 2) the purpose of the evaluation is to determine the quality of an acceptable value and meaning, 3) the evaluation process must have considerations that determine the value and meaning / the meaning of something being evaluated, 4) giving consideration of value and meaning must be based on certain criteria.

From the results of the study it can be seen that the implementation of the evaluation for support and development programs is carried out after the activity. The form of evaluation is the meeting of members and management by way of accountability report. The reason for the evaluation is as a material consideration to see the obstacles that occur. These constraints can be a matter of time or discipline of members present, funding, and lack of self-motivation to play an active role in participating in activities undertaken by the teacher's deliberations in physical sports and health education subjects.

IV. Conclusion

Based on the results of research and discussion that researchers obtained by conducting interviews with physical and sports physical education teachers who are in the Aceh Jaya Regency government environment, it can be concluded that physical and physical education teachers who are members of the Aceh Jaya District Subject Teachers (*MGMP*) meetings have already understand and carry out the management of deliberations of subject teachers in accordance with their methods. The management is carried out by arranging planning programs for enhancing teacher professionalism, organizing programs and administrators, implementing programs and evaluating programs in teacher training in physical sports and health.

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