CHAPTER IV

DATA PRESENTATION AND RESEARCH FINDING

In this chapter, the researcher exposes data as the research findings after analyzing the data of the study. The research findings are discussed by presenting the data from the interview in the form of description. It includes the description about how the teachers' opinion or viewpoints on MGMP in supporting their pedagogical competence. Then, it also included the data related to how the teachers' pedagogical competence improved through MGMP so that it affects their teaching skill.

A. Data Presentation

The data of the study are presented in two parts; Part 1 and Part 2. Part 1 is the data presentation about the teachers' perception on MGMP in supporting their pedagogical competence, while Part 2 is the data presentation about how the MGMP contributions affect the teachers' teaching skill.

1. The Teachers' Perception on MGMP in Supporting Their Pedagogical Competence

The data of the study were collected from the Chief of MGMP and four members of MGMP as the subjects of the study who are known as Subject 1, 2, 3, and 4. The data were collected through interview. The interview with the Chief of MGMP was conducted to get the detailed information about the MGMP programs especially program that support teachers' pedagogical competence. The interview was conducted on June, 4th 2020.

In line with the objectives and the programs of MGMP, teachers argue that MGMP has already provided activities that support their pedagogical competence. As forum of teacher organization, MGMP has routine and development programs to facilitate teachers in developing their pedagogical competence. It is based on the statement of the chief of MGMP in the interview that improving teachers' pedagogical competence is one of the objectives of MGMP. Therefore, the MGMP program is designed to support teachers' pedagogical competence.

> "…..the core program of MGMP consists of two kinds of programs, routine and development activity. All the programs are designed to facilitate teachers in improving their competencies, especially pedagogical and professional." (The Chief of MGMP)

In addition, the similar argument about the programs of MGMP that help teachers improving their pedagogical competence for the improvement of their teaching skill also stated by Subject 3 in the interview.

> "I think MGMP is a helpful forum to enhance the teacher professionalism. The programs, both routine and development program are focused on developing the teachers' skills in teaching performance." (Subject 3)

Then, in the other interview, Subject 4 mentioned some activities of MGMP which related to the development of teachers' pedagogical competence.

> "In my opinion, MGMP has already provided programs that facilitate teachers to develop their skill and knowledge in those aspects (pedagogical competence), such as seminars, workshops, trainings, or discussion forum about the curriculum change and development, designing syllabus, lesson plan, student workbook, and learning evaluation." (Subject 4)

Dealing with MGMP routine activity, Subject 1 feels that analyzing the curriculum change, designing syllabus, lesson plan, and student workbook are the activities which often conducted.

"…. MGMP programs mostly focus on discussing educational matters and designing syllabus, lesson plan, or semester and yearly programs." (Subject 1)

Subject 1 added that in designing lesson plan, teachers often work in group, then practice it (as lesson plan they have designed) in front of their colleagues. So, the teachers will get feedbacks from their colleagues.

"….like designing lesson plan, there were many format changes. So, as I explained earlier that we had group work to design lesson plan, after that we tried to have teaching practice it in front of others. So, we could get feedbacks from others." (Subject 1)

Meanwhile, the activity such as designing and developing the instruments of learning assessment is rarely done in MGMP routine meetings. As stated by Subject 1, the activity is sometimes conducted as the MGMP follow up activity after having similar topic in seminars, workshops, or training.

"Sometimes, after having seminars or workshops, we reviewed the materials in MGMP forum. We discussed it again like how to design the lesson plan or instrument of assessment based on the learners' characteristics or curriculum development and etc." (Subject 1)

Based on the interview to other subjects; Subject 2 also said the same opinion about the MGMP routine activities. In addition, Subject 2 explained that most of development programs such as seminar, workshop, or training are not the intrinsically program of MGMP, but the programs of the Government which are implemented through MGPM.

"I know that the programs of MGMP such as seminar, workshop, and training are actually from the Government, from Diknas at most. MGMP programs such as the routine meetings are mostly discussing educational matters and designing syllabus, lesson plan, or yearly programs. Sometimes, MGMP hold independent seminar, workshop, or training. Sometimes, MGMP routine meetings were used to have collegiality sharing activity by reviewing or discussing about the materials of seminars or workshops." (Subject 2)

In addition, in the other interview, Subject 3 considered that MGMP becomes a medium for the Government to socialize the programs of teacher

professional development. Subject 3 also mentioned other MGMP routine activities such as conducting CAR, developing student workbook.

> "MGMP is a forum that provides activities to support teachers' pedagogical and professional competence. In line with the pedagogical competence, I think in MGMP routine meetings; analyzing curriculum, conducting CAR, developing student workbook, designing and developing syllabus and lesson plan become the main activity in the forum. Meanwhile, for other knowledge and skill related to the development of my pedagogical competence is supported through MGMP development program such as seminars, workshops, and training. However, most of workshops, seminars, or training programs are not actually the independent or intrinsically MGMP program. It is the Government programs which are socialized through MGMP." (Subject 3)

Dealing with the development program of MGMP, Subject 4 said that MGMP rarely conduct independent or internal workshop or seminar because there have been many programs from Diknas and Dirjen.

> "In my opinion, MGMP mostly focused on discussing curriculum change or improvement, designing, developing lesson plan and student workbook. I meant in its routine meeting. While, other aspects of pedagogical competence are mostly developed through workshops, seminars, Bimtek, and training in which most of them are the programs of Government, in this case Diknas or Dirjen. It is rarely for MGMP to conduct seminar, workshop, and training independently. I meant purely from MGMP internal program." (Subject 4)

As one of teacher professional development program proposed by the Government, MGMP becomes a medium for the Government to socialize the educational policy. It is widely known that there are a lot of numbers of teacher. It is impossible for the government to be able to cover overall teachers effectively to socialize any improvement of the educational policy. Thus, MGMP becomes 'a bridge' for the Government to deliver the educational policy design to the main actors of education. This opinion was stated by Subject 1 in the interview.

> "….. . Just imagine how many teachers there are in this region. Without any forum of teachers, the government educational policy

will be not delivered well. Thus, most programs of government such as workshop, seminar, and etc. were sometimes informed and implemented through MGMP. (Subject 1)

Thus, even though MGMP sometimes hold independent seminars or workshops, but most of the MGMP development programs are presented by the Government. For instance, *Bimtek, Guru Pembelajar*, *Uji Kompetensi Guru* (UKG), *Peningkatan Profesialisme Guru* (PPG), *Pengembangan Kompetensi Berkelanjutan* (PKB), *Pengembangan Kompetensi Pembelajaran* (PKP), and *Guru Penggerak* are the government programs that support teachers' professionalism development which are implemented through MGMP. That's why teachers consider that by joining MGMP, they do not worry about missing the information about professionalism development. The idea was stated by Subject 2 in the second interview process.

> "Joining MGMP helps me to always up to date with the educational change or issues. I do not worry about missing the information. Especially the information about workshops, seminars, training related to teachers' professionalism development. MGMP becomes a place for teachers to share and discuss the educational issue. MGMP is a medium to 'socialize' the Government programs to the teachers." (Subject 2)

Based on the issue, teachers agree that MGMP is an effective forum that supports them in enhancing their pedagogical competence that supports their teaching skill improvement. In MGMP, the teachers have many chances to discuss and share about educational trends and issues, their experiences of their teaching practices, and the problems they encountered in their teaching practices with their colleagues and the experts. Through discussion activity, teachers gain essential feedbacks from their colleagues or the experts. They also find out the solution of their problem in their daily teaching activity and learn another effective ways of teaching.

According to Subject 1, it is necessary for the teachers to join MGMP because getting knowledge and skill of teaching from their formal education is not enough. Since the high demand of being qualified teachers, they have to continuously improve their knowledge and skill through ongoing learning process.

> "I realize that getting knowledge and skill from formal education is not enough. So, however, many teachers like me consider that MGMP as a forum helps us to get information about educational issues." (Subject 1)

However, the teachers tend to select the MGMP meeting that offer them interesting topic that needed for them to be attended. They think that designing lesson plan or the student material can be learned and developed individually by learning another sources. Thus, regarding to the MGMP programs, teachers prefer the MGMP development program to the MGMP routine program. The argument was stated by Subject 1.

> "…. . I see the schedule first. I always tried to attend the meeting if I think the topic or activity that would be done was needed, of course for me. Because, in my opinion, not all the programs are suitable with us. (Subject 1)

> The similar idea also stated by Subject 2.

> "I select the activity or the topic offered by MGMP first. If it is necessary for me, I meant if it is needed for me at that time and I think it is difficult to find any other sources to learn individually, I will attend the meeting. (Subject 2)

In other interview, the subject gave a suggestion; MGMP must offer various topics and activities for its routine meetings to promote the members' involvement such as designing authentic material and using technology in learning activity.

> "I need more, other topics related to teachers' professionalism development. Perhaps, about designing authentic material, the use of technology for learning evaluation, and etc. which I think it is more necessary for us." (Subject 4)

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According to the teachers, the MGMP development program presents many challenging activities. The activities such as *bimtek,* workshop, and seminar often offer the teachers interesting topics that are suitable and necessary for them. In addition, the Government programs such as *Uji Kompetensi Guru* (UKG), *Peningkatan Profesionalisme Guru* (PPG), *Pengembangan Kompetensi Berkelanjutan* (PKB), *Pengembangan Kompetensi Pembelajaran* (PKP) are considered as more challenging than MGMP routine meetings because it requires the teachers to work hard to achieve the predetermined target. In other words, those programs have clear parameters to evaluate the teachers' competence by having test as the final activity. In line with this matter, Subject 1 explained that PKP (Peningkatan Kompetensi Pembelajaran) program is challenging.

> "I think PKP (Peningkatan Kompetensi Pembelajaran) is more challenging. It requires teachers to have training for about a month. The training is about developing teachers' competencies in designing, implementing, and evaluating learning. …... ." (Subject 1)

Dealing with the issue, Subject 2 had similar idea with the previous opinion.

> "….. . But, the programs of the Government such as PKP, *Guru Pembelajar*, PPG are more attractive for me rather than MGMP routine meeting." (Subject 2)

The argument also supported by the statements of Subject 3 in the interview.

> "MGMP is contributive program, especially its development program such as workshops, seminars, and training." (Subject 3)

In other interview, Subject 4 also conveyed the same idea dealing with the MGMP development program.

> "Then in my opinion, to develop teachers' pedagogical competence, the activities such as Trainings (PKP, PKB, *Guru Pembelajar*),

workshops, and seminars are more effective to support it because it
is more challenging." (Subject 4)

Even though the development program of MGMP is considered as more interesting and challenging activity than its routine program, in conclusion, MGMP is perceived as one of the contributive teacher professional development program that supports teachers' pedagogical competence effectively due to its routine and development program for teachers' ongoing learning process. It also plays as the medium of the Government to socialize the educational policy, so it is important for the teachers to join MGMP in order to not miss any information related teacher professionalism program. Furthermore, MGMP is good program that support the improvement of teachers' teaching skill since the knowledge and skill gained from formal education is not enough.

2. **The MGMP Contributions Affect the Teachers' Teaching Skill**

The teachers do some efforts to be able to gain the MGMP contributions from its routine and development program optimally. According to the teachers, besides attending MGMP routine meetings actively, teachers must do an action that assists them to do self-improvement. For instance, the teachers must be well-prepared before attending MGMP routine activity because sometimes, after designing lesson plan in group, they have to practice it in the forum (in this case, the activities are lesson study and peer teaching). It is stated by Subject 1 of the study in the interview.

"......., we've already known the schedules of topics or activities to
be discussed or done in the forum. Sometimes, the committee
reminded us what we should prepare for." (Subject 1)

The additional explanation was also given by other Subject 2 of the study. Since the teacher has already known the schedule about the topics or

activities that will be discussed or done in the MGMP forum, learning the materials from the other sources is one way to enrich teachers' prior knowledge.

> "……., I prepare anything which is needed for the activity. I learn first about the topic that will be discussed by reading some relevant sources." (Source: 2nd interview)

Then, always taking notes about important information is also good for teachers when he/she needs to review the materials by themselves. The idea was conveyed by Subject 3.

> "I always try to attend and to be active in MGMP routine meetings. Taking notes all the important information. Then, I try to learn the material got from MGMP forum by comparing it with other sources." (Subject 3)

Then, it is useless when the skill and knowledge they gained are not applied or implemented on their daily teaching practices. By implementing the knowledge and skill they learned, they can improve their skill in teaching. In the implementation, they will find any problem or weaknesses of something that is being implemented. Thus, teachers can share their experiences with the colleagues or the experts in the MGMP forum and find the solution. Through sharing activity, teachers also might adopt the way how their colleagues' teaching practices. It helps the teachers improving their creativity in creating effective teaching atmosphere for their students. In line with this matter, being more skillful in teaching was felt by Subject 3 after joining MGMP.

> "I feel more skillful in teaching after joining MGMP. I can adopt the way how my colleagues conduct effective teaching including designing learning activity, conducting learning activity, designing and conducting learning evaluation." (Subject 3)

Regarding to the teacher's pedagogical competence, the teachers conveyed some aspects of pedagogical competence that are mostly develop through MGMP routine and development programs. The teachers feel that their knowledge and skill about the aspects of pedagogical competence contribute to

their teaching skill development during their career. In this study, the researcher creates clusters deal with the MGMP contributions which affect the teachers' teaching skill as the findings found in the interview.

1. **In Term of Understanding learners' characteristics**

Understanding students' characteristics is one of the aspects of pedagogical competence. It becomes the basis of managing learning activity. In the interview, the subjects told the researcher about the way of collecting information about students' characteristics and the importance of understanding the students' characteristics for the instructional process they have learned from MGMP. It was stated by Subject 1.

> "Like knowledge that we can understand the students' strengths and weaknesses through need analysis. So, we need to understand their characteristics to design the learning activity such as determining the appropriate learning strategy, media, evaluation, and etc." (Subject 1)

The statement of Subject 1 was also strengthened by Subject 2.

> "It (understanding the students' characteristics) is needed in determining the appropriate learning strategy, media, evaluation, and etc." (Subject 3)

The results of interview show that understanding students' characteristics helps them determining the appropriate learning strategy, learning media, and evaluation technique for the students.

In the interview, the teachers admitted that in the early phase of their career, before joining MGMP, they never realized that understanding students' characteristics is important. Thus, most of them did not pay attention more to this matter. Consequently, they only stayed applying a single strategy or method in teaching learning process without considering the students' characteristics. It can be seen from the statement of Subject 1 in the interview.

"Before joining MGMP I did not really pay attention on various students' characteristics. In designing the lesson plan, I never considered how the students' characteristics." (Subject 1)

The similar argument also conveyed by Subject 2.

"Before joining MGMP I did not really pay attention on the heterogeneity of students' characteristics. Thus, in designing the lesson plan, the students' characteristics did not become my consideration." (Subject 2)

After joining MGMP, the teachers realize how important it is to understand students' characteristics and feel that they get much knowledge and skill about it. MGMP teaches them some actions that can be done to understand their students' characteristics such as conducting pre-test or interview, distributing questionnaire, analyzing the students' data and etc. They realize that understanding the students' characteristics might help them actualizing the students' potential. It was explained by Subject 1 in the interview

"We can conduct pre-test, we can do dialogue with the students, and etc. because, in the real teaching practices we meet heterogeneous students with different ability, learning style, even social background." (Subject 1)

The same activities in understanding students' characteristics were also stated by Subject 2.

"I can do pre-test or interview the students to diagnose the students' characteristics including learning style even social background." (Subject 2)

In other interview, Subject 3 added other activity that teachers can do as their effort in understanding students' characteristic. It is analyzing students' existing data.

"Doing pre-test, conducting interview to the students and analyzing the students' existing data are activities which can be done to diagnose the students' characteristics including learning style, learning ability, even the students' emotional and social background. (Subject 3)

Based on the results of interview, it can be concluded that MGMP facilitates teachers with programs that teach them the importance of understanding students' characteristics for their instructional practices. Thus, the teachers are able to apply the knowledge and skill how to collect detailed information about their students.

2. In Term of Managing Learning Activity

As widely known that the role of teacher covers three main aspects; as a planner or designer, as an actor, and an evaluator. A designer means that as a teacher, he/she must be able to design his/her learning activity based on the students' characteristics, the theories or principals of learning, and the curriculum development. An actor means that teacher must be able to conduct learning activity based on the lesson plan that he/she designed. The last is as an evaluator which means that as teacher, he/she must evaluate the learning activity to know whether the objectives of learning can be achieved or not.

Designing learning activity

Designing learning activity is an initial activity done by the teachers before conducting learning activity. In this stage, the teachers must prepare anything they need in conducting learning activity such as designing lesson plan that they develop based on the curriculum. In designing lesson plan, teachers must determine the learning goal, learning method, learning media, learning source, even instrument of evaluation to support the instructional process in which students' characteristics becomes its consideration. It was explicitly conveyed by Subject 1.

> "For designing learning activity, of course, as teacher, before having classroom activity we have already prepared all we need

as well such as the media, source, instrument of evaluation, and etc." (Subject 1)

Subject 2 also had the same idea with Subject 1.

"As teacher, before having classroom activity I have already prepared all we need as well such as the media, source, instrument of evaluation, and etc." (Source: 2nd interview)

At the earlier stage of the teachers' career, designing lesson plan was considered as the simple matter. Adopting the lesson plan retrieved from the internet became the instant solution taken by the teachers to ease their job. The teachers only need to modify or change the lesson plan as they need. The same statements were conveyed by Subject 1, 2, and 3 in the interview.

"I usually took the lesson plan from internet and I changed it." (Subject 1)

"I often adapted the lesson plan from the internet." (Subject 2)

"Before that (joining MGMP), I only took on the internet and edited it as I needed." (Subject 3)

The improvement of the teaching skill is felt by the teachers after actively taking a part in the MGMP routine and development activities. As the previous explanation, the MGMP routine meeting mostly focuses on designing lesson plan activity which is done in group work, so that it gives great contribution for the teachers' skill in designing and developing their own lesson plan. Based on the interview, through MGMP, she can design and develop her lesson plan based on the development of curriculum and students' characteristic.

"Now, I can design and develop lesson plan by myself based on curriculum development, learning principals, and students' characteristics." (Subject 1)

In the other interview, Subject 2 added similar opinion that there are many chances to learn designing and developing lesson plan from their colleagues in collegiality sharing activity in MGMP.

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> "Now, I design and develop lesson plan by myself based on curriculum development, learning principals, and students' characteristics. I learn it from collegiality sharing in MGMP." (Subject 2)

Furthermore, Subject 3 said that adopting the way how other colleagues design the learning activity is one the advantages of joining MGMP forum.

> "Talking about designing learning activity, after joining MGMP, I feel easier to design my own lesson plan since I can learn and adopt how the colleagues design their lesson plan." (Subject 3)

The results of interview show that the teachers' knowledge and skill are promoted well through MGMP since the MGMP routine program is often held activity to design learning administration such as yearly program, semester program, syllabus, and lesson plan based on the curriculum change.

Conducting learning activity

Conducting learning activity is the stage where the teachers' actualize or implement their lesson plan that they have designed. In this case, the teachers argue that in conducting learning activity, the teachers try to implement the learning activity based on their lesson plan. In the interview, Subject 2 and Subject 3 have the same argument.

> "I conduct the classroom activity based on what I've designed." (Subject 2)

> "I try to implement the learning activity based on what I've designed." (Subject 3)

Then, Subject 1 added that she will change her design of the lesson plan if there is a change, the changes due to the situation and condition.

> "…I conduct the classroom activity based on what I've designed. If there was change, of course, I re-design my lesson plan." (Subject 1)

At the earlier stage of the teachers' career, they often implemented a conventional method for teaching. It was because they were still lack of knowledge and skill about using various methods, strategies, or techniques in teaching.

> "I also implemented only a single strategy of learning …... I always used conventional method in teaching" (Subject 1)

In addition, according to the teacher, having lack knowledge about the importance of understanding students' characteristics caused the teachers tend to apply only one learning method or strategy in teaching activity.

> "Before joining MGMP I did not really pay attention on the heterogeneity of students' characteristics. Thus, in designing the lesson plan, the students' characteristics did not become my consideration. So, I never applied various techniques or strategies in teaching." (Subject 2)

MGMP as one of teacher professional development program has already played its role to enhance the teachers' knowledge and skill about various methods, strategies, or techniques of learning that they can implement in their teaching practices. In the interview, Subject 1 often applies various kinds of teaching strategy in the instructional process.

> "Now, I always try something new, I learn many kinds of learning strategy. I often try it out to my students." (Subject 1)

Regarding to the previous interview, Subject 2 and Subject 3 also had similar argument with Subject 1.

> "Now, I always try something new, I learn many kinds of learning strategies such as game, puzzle, and etc." (Subject 2)

> "Meanwhile, in conducting learning activity, I have implemented various learning strategies,…. ." (Subject 3)

Conducting learning activity does not mean focus on the use of the method, strategy, or technique of learning only. It is also related to the use of technology as teaching media even the use of authentic material for learning

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activity. Regarding to this matters, Subject 1 mentioned that due to the condition and situation when she started becoming teachers, the existing of technology as a tool to support teaching and learning process was not familiar as nowadays. Thus, the MGMP development program such as *Bimtek,* workshop, or seminars related to the use of technology for improving instructional activity was not familiar yet.

> "….I never used technology even power point to help me delivered the material in the classroom." (Subject 1)

Recently, the condition has changed. Teachers are required to master the technology for their instructional practices that might ease the teachers in managing learning activity. In line with this issue, there are many workshops or seminars that the topics related to 'the use of technology as instructional media'. MGMP has provided activities that facilitate the teachers to upgrade their knowledge and skill about technology for instructional process through both its routine and development program. This condition affects the way how the teachers' teaching. Rescently, the teachers sometimes use ICT (Information and Communication Technology) for the instructional process as stated by Subject 3 in the interview.

> "Meanwhile, in conducting learning activity, I have used technology as media of learning,…" (Subject 3)

In other interview, Subjects 1 and Subject 2 mentioned the ICT or learning applications that they ever used in teaching and learning activity. They also argued that ICT was used not only for the main learning activity but also learning evaluation. For instance, they used Google form in conducting formative or summative test.

> "I often use power point to help me deliver the material and use learning application such as Edmodo, Google Classroom,

Google Form in conducting learning activity and or learning evaluation." (Subject 1)

"I usually use power point to help me deliver the material and use learning application such as Google Form in conducting learning activity and learning evaluation such as test." (Subject 2)

In addition, MGMP also teaches the teachers knowledge and skill about the other aspects of conducting learning activity that must be possessed or mastered by the teachers. In the interview, the teachers mention two other aspects of conducting learning activity. They are how the teachers develop the learning materials for the students and how the teachers get close with the students by having good and effective communication during the teaching and learning process.

In the process of teaching and learning, it must need interactions between teacher and students. In line with the matter, understanding how to communicate or interact with the students during learning activity is also important. Then, Developing materials means that the teachers should be creative. Recently, teachers are required to correlate any materials with the students' real life context. Therefore, using authentic materials for the students is very necessary.

Subject 2 explained that in MGMP forum, when conducting Lesson Study or peer teaching activity, the teachers gain much essential feedbacks from the colleagues. As teachers, the way how they deliver or explain the materials to the students is a vital matter. In the process of interview, Subject 2 lighted up this matter.

"In MGMP, when I have to practice to teach in front of my colleagues, I got many feedbacks from them. I learn much more about how to get communication with the students, how to give them feedbacks during learning activity." (Subject 2)

In the next interview, Subject 3 also mentioned other MGMP contribution in term of managing learning activity.

> "MGMP also supports my skill and knowledge in using and developing English authentic material." (Subject 3)

The entire results of interview show that MGMP has great effect for the teachers' teaching skill development. Through MGMP, the teachers' knowledge and skill in conducting learning activity are fostered in term of using various learning methods, strategies, and techniques. It also develops the teachers' mastery on the use of technology as teaching-learning media, the teachers' ability in developing learning materials, and the teachers' ability in keeping good interaction with the students during instructional process.

Designing and conducting learning evaluation and learning reflection

The third component of managing learning activity is learning evaluation which becomes one of the pedagogical competence aspects. In this study, it was found that at the earlier stage of the teachers' career, Subject 1 said that she mostly used written test such as multiple choice tests to evaluate students' learning in the final of unit or semester.

> "I also applied a single strategy of learning and technique of evaluation such as written test only." (Subject 1)

She added information that she rarely conducted remedial, enrichment, or post-test to check whether the materials were understood well by the students or not. In this case, the teacher did not realize that doing remedial or enrichment is an essential matter to develop the students' potential in learning.

> "At first, I never do remedial or enrichment activity. But, I rarely checked my students' understanding through post-test." (Subject 1)

Meanwhile, in other interview, it was found that the teacher did remedial for the students without changing the level of task.

> "I hold remedial, but I always asked the students to do the same task, not the new one that the level of difficulty of the task different based on their ability." (Subject 2)

Evaluation or assessment for learning becomes trends and issues in educational world, especially authentic or ongoing assessment. It becomes a familiar topic which often to be discussed in the MGMP routine and development activity. Thus, the teachers gain valuable knowledge and skill how to conduct learning evaluation in various ways. Their knowledge and skill about learning evaluation are upgraded. They realized that having learning evaluation does not mean to collect the students' scores only through written test or multiple choice tests. In line with this issue, Subject 3 stated that MGMP teaches the teachers various ways of assessing students.

> "Related to learning evaluation, through MGMP, I know that evaluating students' learning is not only by conducting written test to the students. I often conduct oral test when I want to assess students' speaking ability or portfolio assignment to support students' writing ability." (Subject 3)

Furthermore, Subject 2 added that MGMP activities also enrich teachers' knowledge and skill about the use of technology or learning application for their learning evaluation activity.

> "I usually use learning application such as Google Form in conducting learning activity and learning evaluation such as test or requiring students to create a video to show their ability in speaking." (Subject 2)

The teachers believe that conducting students' learning evaluation in the last activity of learning such as checking their understanding toward the delivered materials and conducting post-test is necessary to be done. In addition, MGMP also teaches the teachers that the result of evaluation can be

used as their consideration and reflection about their learning process and learning's follow up activity. The argument about this matter was explained by Subject 1.

> "I can determine the next activity for my students by knowing their results of test or remedial. I can see whether the learning objective is already achieved well or not. It becomes my considerations to change my strategy in teaching, yeah.. as my reflection whether the way that I use to deliver the material can be achieved by the students or not."

> "I realize that checking students' understanding, remedial, and post-test are necessary in learning activity as teacher's consideration or learning reflection in designing lesson plan or doing the next activity"
> (Subject 1)

The similar idea also stated by Subject 2.

> "I can determine the next activity for my students by knowing their results of test or remedial whether I have to still give more review on the material or continue to the next one. I can see whether the learning objective is already achieved well by students or not. It becomes my considerations to change my strategy in teaching, as my reflection whether the way that I use to deliver the material can be achieved by the students or not."
> (Subject 2)

Subject 3 also mentioned the same thing in the interview.

> "I can determine the next activity for my students based on the results of test or remedial. It becomes my considerations to change my strategy in teaching, as my reflection whether the way that I use to deliver the material can be achieved by the students or not. Through post-test or remedial, I know whether the learning goal is already achieved well by students or not."
> (Subject 3)

Furthermore, the teachers also get knowledge and skill to conduct Classroom Action Research (CAR) from the MGMP. Conducting Classroom Action Research (CAR) helps the teachers doing reflection on the learning activity to improve the quality of instructional process. Classroom Action Research (CAR) is conducted when the teachers find classroom problem during teaching and learning process. Through its cycles, the teachers try to

find the solution. Thus, it requires teachers to understand deeply about various kinds of learning methods or techniques.

According to one of the subject of the study, in 1997, Classroom Action Research was familiar research which mostly conducted by students of education department. Since at that time, Classroom Action Research became familiar topic to be discussed in MGMP forum as one of materials that support teachers' pedagogical competence in term of doing learning reflection.

Subject 1 in the interview considers that Classroom Action Research (CAR) is the appropriate research design to be conducted by the teachers. It helps teachers finding out the solution of classroom problem they find in their daily teaching practices.

> "However CAR design is most appropriate research to be implemented in teacher's daily teaching practices to solve the problem found in the classroom. I ever conducted a mini research to my students. Mm.. we realized that students' reading ability is not good enough. It's difficult for me to foster the students' interest in reading. One day, when my material was about narrative text, I gave them 20-30 questions related to the text given. They must answer all the questions. I arrange the questions from simple to the complex one. By doing the activity, unconsciously, it forced the students to read and re-write down the story because the questions were asked all about the story. So, the students knew what it was about." (Subject 1)

Subject 1 also added that Classroom Action Research (CAR) is just like doing an experiment towards students through several strategies or methods of learning to find out the effective one.

> "Yes, CAR. A research designed to help teacher solving the problem found in the classroom through several cycles, I think it is such an experiment." (Subject 1)

It is supported by the statements of the other subjects in other interview who mentioned that doing Classroom Action Research (CAR) helps teachers finding out the effective ways for teaching. It requires the teachers to learn various learning methods or strategies in order to be able to be implemented in the teaching and learning process.

> "I usually give students some treatments (it is different) for the same material. For example, I want to know how the students' mastery on vocabulary. Perhaps, for the first treatment I required the students to memorize it, then another meeting I gave treatment by giving them quiz, games, and etc. related to the vocabulary. So, I know what strategy that was most effective to be applied in my classroom." (Subject 2)

Subject 3 also stated similar opinion about Classroom Action Research (CAR).

> "By conducting CAR, I know the appropriate strategy for teaching certain material or improving students' certain skill or ability." (Subject 3)

Furthermore, in the other interview, Subject 4 also conveyed the similar argument. The teacher argued that the creativity in teaching will increase due to Classroom Action Research (CAR). As researchers, the teachers have flexibility to modify the strategy or the treatment for the students in teaching.

> "It will require the teachers to look for various strategies, techniques, or methods in teaching so that the teachers find out the most effective way for teaching their students. It makes the teachers do not only apply single method or strategy for teaching. It also gives the teachers flexibility to modify any learning strategies for teaching that will meet the appropriate learning strategy, model, or technique based on the condition and students' characteristics. It will help the teachers, like me to always upgrade the creativity in teaching." (Subject 4)

Based on the result of interview, it is known that the subjects ever conducted mini research of Classroom Action Research (CAR) during their teaching practices. The study has cycles in which the teachers can modify

and develop the method or technique they used in the process of learning. Therefore, the activity also improves the teachers' creativity. Classroom Action Research (CAR) is considered as the appropriate research approach for the teachers since it is related to teachers' daily teaching and learning activity.

It can be seen that the teachers gain much knowledge and skill about learning evaluation through MGMP program. It includes learning evaluation techniques, the use of learning evaluation, and the use of media to support teachers in conducting learning evaluation. Then, teachers do not only use the evaluation or test result for doing reflection on learning activity, but also conduct Classroom Action Research (CAR).

3. **In Term of Actualizing the students' potential through learning activity**

Actualizing the students' potential belongs to teachers' pedagogical aspect that is also improved through MGMP program. MGMP teaches the teachers how to actualize the students' potential through learning activity. In actualizing the students' potentials, the teachers argue that they can do some actions as the effort. According to the teacher, one of the functions of conducting pre-test or post-test is to diagnose the students' potentials. After knowing the students' potentials, the teachers can do their role as learning assistance for their students intensively. Subject 1 explained further about actualizing the students' potentials through pre-test or post-test in the interview.

> "Well, we know that teaching language covers four skills, listening, speaking, reading, and writing. For example, in writing, I provided the students sequences of pictures, then I asked them to write down the story based on the sequenced pictures they observed. Sometimes, I also do a dictation, I mention a word, the students' must listen it carefully and write

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down the words. This activity will train the students' ability in writing and listening. So, I can diagnose the students who are good at writing, listening, and others. And I can motivate and give students guidance to always improve their skills." (Subject 1)

Furthermore, actualizing the students' potentials also can be done by giving the students learning guidance in learning activity, giving the students feedbacks, giving the students the same chances to be active in learning activity, or giving the students motivation to learn. Thus, the teachers must ensure that the students can participate in the learning activity and understand the material well. Subject 2 explained further about this in the interview.

"Making sure that all students have already the same chances to show their ability and be active during learning activity is important. I always check the students' understanding during my teaching process. I will explain it again and try to correlate with the real context in order to be understood by the students easily. I always give my students feedbacks." (Subject 2)

Subject 3 added that giving more attention to those who are still lack of understanding as one of the efforts in actualizing the students' potentials.

"There are many ways that I can do to actualize the students' potential through learning activity such as giving the students more chances to be active in classroom activity by conveying their opinions, giving them feedbacks, giving more attention to the students who are still lack of understanding, and etc." (Subject 3)

The teachers argue that it is difficult for them to help the students actualize their potential through learning activity if they do not understand the students' characteristics well. Through MGMP activities the teachers learn many things about how to actualize their students' potentials through learning. It is related to how the teachers' ability in developing teaching learning process.

Thus, it can be concluded that actualizing the students' potentials is related to the teachers' ability in developing their instructional process. It can be done through some actions such as diagnosing the students' potential through pre-test or post-test, giving the students learning guidance in learning activity, giving the students feedbacks, giving the students the same chances to be active in learning activity, or giving the students motivation to learn.

B. Research Finding

The data of the study have been presented. Even though the teachers argue that the MGMP development program is more interesting and challenging activity for teachers' professionalism development than the MGMP routine program, the teachers still consider that MGMP is contributive, effective, important, helpful, and good program for supporting the improvement of teachers' pedagogical competence. It can be seen from the contributions of MGMP for the teachers that are able to enhance the teachers' skill in teaching. In this case, the researcher presents the research finding in table 4.1.

Table 4.1 **The Research Finding**

NO.	The Subject (Teacher)	The Research Problem	
		Perception on MGMP in Supporting Their Pedagogical Competence	The MGMP Contributions that Affect the Teachers' Teaching Skill
1.	Subject 1	- Contributive - Important and helpful - Good program	**In Term of Understanding Students' Characteristics**: - Collecting information of the students by conducting need analysis. **In Term of Managing Learning Activity**: - Designing and developing syllabus, lesson plan, semester program, and yearly program. - Designing and developing learning source and learning media such as student workbook. - Developing learning activity through

NO.	The Subject (Teacher)	The Research Problem	
		Perception on MGMP in Supporting Their Pedagogical Competence	The MGMP Contributions that Affect the Teachers' Teaching Skill
			various learning methods or strategies. - Using technology as the media of teaching and learning activity. - Designing, developing, and conducting learning evaluation. - Conducting reflection activity through Lesson Study (LS) and Classroom Action Research (CAR). **Actualizing the Students' Potentials through Learning Activity**: - Actualizing the students' potential through learning activity by conducting remedial, enrichment, and etc.
2.	Subject 2	- Contributive - Effective - Important - Good program	**In Term of Understanding Students' Characteristics**: - Collecting information of the students through interview. **In Term of Managing Learning Activity**: - Designing and developing syllabus, lesson plan, semester program, and yearly program. - Designing and developing learning source and learning media. - Developing learning activity through various learning methods or strategies. - Using technology as the media of teaching and learning activity. - Designing, developing, and conducting learning evaluation. - Conducting reflection activity through Lesson Study (LS) and Classroom Action Research (CAR). **Actualizing the Students' Potentials through Learning Activity**: - Actualizing the students' potential through learning activity by conducting remedial, enrichment, and etc.
3.	Subject 3	- Contributive - Effective - Important - Good program - Helpful	**In Term of Understanding Students' Characteristics**: - Collecting information of the students through interview, pre-test, and analyzing students' data. **In Term of Managing Learning Activity**: - Designing and developing syllabus, lesson plan, semester program, and yearly program.

NO.	The Subject (Teacher)	The Research Problem	
		Perception on MGMP in Supporting Their Pedagogical Competence	The MGMP Contributions that Affect the Teachers' Teaching Skill
			- Designing and developing learning source and learning media. - Developing learning activity through various learning methods or strategies. - Using technology as the media of teaching and learning activity. - Designing, developing, and conducting learning evaluation. - Conducting reflection activity through Lesson Study (LS) and Classroom Action Research (CAR). - Actualizing the students' potential through learning activity by conducting remedial, enrichment, and etc.
4.	Subject 4	- Contributive - Effective - Helpful	**In Term of Understanding Students' Characteristics**: - Collecting information of the students through interview and pre-test. **In Term of Managing Learning Activity**: - Designing and developing syllabus, lesson plan, semester program, and yearly program. - Designing and developing learning source and learning media. - Developing learning activity through various learning methods or strategies. - Using technology as the media of teaching and learning activity. - Designing, developing, and conducting learning evaluation. - Conducting reflection activity through Lesson Study (LS) and Classroom Action Research (CAR). **Actualizing the Students' Potentials through Learning Activity**: - Actualizing the students' potential through learning activity by conducting remedial, enrichment, and etc.