



The Role of Physical Education, Sports, and Health Subject Teacher Deliberations for Junior High Schools in Bandar Lampung City in Supporting Teacher Competence

Dwi Aprilianto , Bambang Budi Raharjo, Nasuka Nasuka

Universitas Negeri Semarang, Indonesia

Article Info

History Articles

Received:

28 March 2022

Accepted:

15 April 2022

Published:

30 June 2022

Keywords:

Teacher Competency (Pedagogic, Personality, Social, Professional) and MGMP PJOK SMP

Abstract

This research is motivated by previous research which states that the Subject Teacher Deliberation (MGMP) has a strategic role in increasing teacher competence. The purpose of this study was to analyze how the strategy of Teacher Consultation for Physical Education, Sports and Health in Bandar Lampung City Junior High Schools supports teacher competency in the form of; pedagogical, personality, social and professional competence. The approach used in this research is a qualitative approach. A qualitative approach is used to capture the deepest meaning of an event, symptom, fact, event, reality or problem and not to prove a cause-and-effect relationship. The analytical method used in this study adopts Freddy Rangkuti's theory of the SWOT analysis method, Strengths, Weaknesses, Opportunities and Threats. The results of the study showed that the strategy of Teacher Consultation for Physical Education, Sport and Health for Junior High Schools in Bandar Lampung City was in supporting teacher competency; 1).Pedagogic competence it is carried out through teaching training activities between peers (micro teaching), collaborative learning activities (lesson study), Classroom Action Research (PTK) training activities and curriculum training, 2).Personality competence it is carried out through guidance on regulation of the national minister of education concerning teacher competency standards, 3).Social competence it is carried out through brainstorming activities, comparative studies and communication training and 4).Professional competence it is carried out through routine discussion activities to deepen subject matter, common perceptions of subject matter and Professional Development activity programs Sustainable (PKB). Conclusion; choosing the right alternative strategy for the Teacher Consultation for Physical Education, Sports and Health for Junior High Schools in Bandar Lampung City in supporting teacher competence, including; 1).Pedagogic competence is through SO (Strength-Opportunities) strategy, 2).Personality competence is through WO (Weakness-Opportunities) strategies, 3).Social competence is through SO (Strength-Opportunities) strategies and 4).Professional competence namely through the SO (Strength-Opportunities) strategy.

✉ Correspondence address:
Kampus Pascasarjana UNNES Jl. Kelud Utara III, Gajahmungkur
Semarang
E-mail: dwiaprilianto@students.unnes.ac.id

p-ISSN 2252-648X
e-ISSN 2502-4477

INTRODUCTION

Education is an important asset for human resources, especially for the progress of a nation. The importance of education for human resources is based on two simple things; First, that the human mind is incomplete without education. Education makes humans true thinkers; it tells humans how to think and how to make decisions. Second, only through educational attainment is it possible for man to receive information from the outside world, to acquaint him with the historical past and receive all the necessary information about the present. Without education, humans are as if they are in a closed room and with education, humans find themselves in a room where all windows open to the outside world (Shukla, 2014).

The ongoing implementation of the educational process is of course influenced by various factors or supporting components of the education system. Without reducing the urgency of other supporting components of the education system, it cannot be denied that today the educator or teacher component is a "deciding factor" for the success of education. This is in line with what was stated by Jeni Defita, Mugiyo Hartono & Nasuka that the teacher is the spearhead of education, which is expected to be able to provide quality education (Defita et al., 2021).

Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers Article 20 mandates "Teachers in carrying out their professional duties have obligations: 1). Planning lessons, carrying out quality learning processes, and assessing and evaluating results for the benefit of learning, 2). Improving and developing teacher academic qualifications and teacher competencies in a sustainable manner in line with developments in science, technology, and art, 3). Uphold the laws and regulations, laws, and the teacher's code of ethics as well as religious and aesthetic values 4). Maintain and foster a sense of unity and integrity of the nation (Undang-Undang Republik Indonesia Nomor 14 Tahun 2005 Tentang Guru Dan Dosen, n.d.).

Teacher competence can be interpreted as a collection of knowledge, skills and behaviors that must be possessed and improved by teachers to

achieve educational goals, especially learning. Teacher competency standards in Indonesia have been described in the Regulation of the Minister of National Education of the Republic of Indonesia Number 16 of 2007, including; 1).Pedagogic competence, 2).Personality competence, 3).Social competence and 4).Professional competence (Peraturan Menteri Pendidikan Nasional Republik Indonesia Nomor 16 Tahun 2007 Tentang Kualifikasi Akademik Dan Kompetensi Guru, n.d.)

With regard to teacher competence Sri Hidayati, et al revealed; Subject teacher deliberations as a forum or association of teachers have a strategic role in improving and strengthening teacher competence through discussion and training activities (Hidayati et al., 2020). Strengthening teacher competence, including through professional organizations, needs to be done because teacher competence greatly influences student learning achievement at school (Puslitjakdibud, 2021).

According to Fatmawati, et al subject teacher deliberations have the opportunity to become a forum for improving and developing the profession or professionalism of a teacher (Fatmawati et al., 2020). An expert in the field of educational research and evaluation stated; subject teacher deliberations are the right advice for subject teacher teachers to discuss various kinds of problems, especially regarding the problems faced by subject teachers (Rusilowati et al., 2019).

Based on a preliminary study (grand tour) that researchers conducted at UPT SMPN 13 Bandar Lampung City. Researchers found several phenomena and problems as follows; 1).There were \pm 130 subject teachers who were members of the Junior High School Physical Education Sport and Health Subject Teacher Consultation organization (MGMP PJOK SMP), but during the implementation of the activity there were only \pm 20 subject teachers present, 2).There were still some PJOK subject teachers who do not understand the suitability of learning devices based on the needs of students at school and 3).Lack of supervision/coaching for PJOK subject teachers, so that the Subject Teacher Consultation (MGMP) activities are less attractive and have less impact on the subject teachers.

The phenomena and problems that exist in the field certainly make researchers feel interested in conducting a study of the Organization of the Subject Teacher Consultation (MGMP), especially the Physical Education, Sports, and Health Subject Teacher Consultation for Junior High Schools (MGMP PJOK SMP) Bandar Lampung City. The researcher's motivation by raising the theme of Physical Education Sports and Health Subject Teacher Consultation for Junior High Schools (MGMP PJOK SMP) aside from the interests of the nuances of academic studies, namely that there has been no study in the same city, namely Bandar Lampung City, regarding the Organization of Subject Teacher Consultations (MGMP). Furthermore, there is a research gap that supports researchers to carry out ongoing studies regarding the role of the Bandar Lampung City Physical Education and Health Subject Teacher Consultation in Junior High School (MGMP PJOK SMP) in supporting teacher competence, in the form of pedagogic competence, personality competence., social competence and professional competence.

METHODS

The approach used by researchers in this study is a qualitative approach. The focus in this study consists of subjects and objects as research targets. The research subjects were 11 teachers of physical education, sports and health at junior high schools in Bandar Lampung City, both public and private schools, and the object of the study consisted of four teacher competency components; pedagogic competence, personlaity competence, social competence dan professional competence.

Table 1. Research Subjects

Kode Informan	Jabatan Organisasi	Satuan Tugas/UPT
AR-021	Pengurus	SMPN 13 Bandar Lampung
VD-022	Pengurus	SMPN 12 Bandar Lampung
WG-023	Pengurus	SMPN 1 Bandar Lampung
AY-024	Pengurus	SMPs IT Ar Raihan Bandar Lampung

NP-025	Pengurus	SMPs Kota Wiyatama Bandar Lampung
SYm-026	Pengurus	SMPN 28 Bandar Lampung
AP-031	Anggota	SMPs PGRI 6 Bandar Lampung
RBs-032	Anggota	SMPN 3 Bandar Lampung
FM-033	Anggota	SMPs Muhammadiyah 3 Bandar Lampung
WW-034	Anggota	SMPN 27 Bandar Lampung
HK-035	Anggota	SMPN 34 Bandar Lampung

Data collection techniques used include observation, interview, questionnaire, and documentation. Data validity techniques, researchers use credibility or degree of trust which includes persistence of observation, triangulation and member check. Furthermore, at the data analysis stage, the researcher adapted the SWOT analysis model from Fredy Rangkuti. According to Fredy Rangkuti, SWOT analysis stands for strengths, weaknesses which are internal environmental factors and opportunities and threats which are external environmental factors in the world of business or organization (Rangkuti, 2006).

RESULTS AND DISCUSSION

MGMP PJOK's Efforts in Supporting Teacher Pedagogic Competence

IFAS (Internal Factor Analysis Summary) and EFAS (External Factory Analysis Summary) identification results of the efforts of MGMP PJOK SMP Bandar Lampung City in supporting pedagogical competence in terms of strengths, weaknesses, opportunities, and threats) are as follows;

Table 2.IFAS and EFAS MGMP PJOK identification on pedagogic competence

Strength	Weakness	Opportunity	Threat
2.75	-3.32	3.26	2.74

Furthermore, to get the position of the SWOT diagram, calculations are carried out using the SWOT formula which aims to get the values of the x-axis and y-axis which will be described in the table as follows;

Table 3. The x-axis and y-axis of MGMP PJOK SMP Bandar Lampung City on pedagogical competence

Axis x	Axis y
6.08	6.00

Information; x axis (difference in total strengths-total weaknesses) and y axis (difference of total opportunity-total threat)

Based on the results of IFAS and EFAS identification and calculations between the x-axis and y-axis, the position of the MGMP PJOK SMP SWOT diagram in Bandar Lampung City in supporting pedagogic competence is as follows;

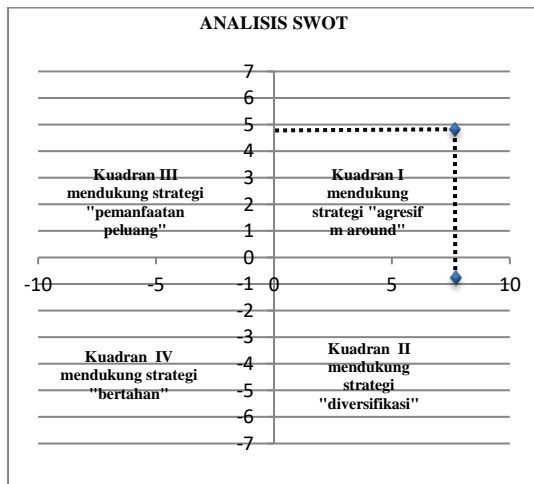


Figure 1. MGMP PJOK SWOT Analysis Diagram on pedagogic competence

The SWOT analysis diagram in Figure 1 shows that both values are positively charged, so that the efforts of the MGMP PJOK SMP Kota Bandar Lampung in supporting pedagogic competence are in quadrant I, namely supporting the "aggressive move around" strategy where this position indicates a very profitable situation because MGMP PJOK SMP Bandar Lampung City has the opportunity and power to support aggressive growth policies to improve pedagogical competence.

The selection of the MGMP PJOK SMP strategy for Bandar Lampung City in supporting pedagogical competence is the SO (Strength-Opportunities) strategy, namely; peer-to-peer teaching training activities (micro teaching), collaborative learning activities (lesson study) and Classroom Action Research (PTK) training activities as well as curriculum training which are combined with taking advantage of opportunities in the form of advancements in Science Technology and Communication (IPTEK).

The results of this study are in line with the results of the research put forward by Sukono regarding "Utilizing Technological Advancements to Improve Teacher Competence", in Sukono's research stated that; Technological developments have a positive impact on the progress of the world of education, teachers as the main actors in education must be able to carry out innovations and implement technological advances so that learning is fun and not boring (Sukono, 2018).

MGMP PJOK's Efforts in Supporting Teacher Personality Competence

IFAS (Internal Factor Analysis Summary) and EFAS (External Factory Analysis Summary) identification results of the efforts of MGMP PJOK SMP Bandar Lampung City in supporting personality competencies in terms of strengths, weaknesses, opportunities and threats) are as follows;

Table 4. IFAS and EFAS MGMP PJOK identification on pedagogic competence

Strength	Weakness	Opportunity	Threat
3.03	3.59	3.49	-2.86

Furthermore, to get the position of the SWOT diagram, calculations are carried out using the SWOT formula which aims to get the values of the x-axis and y-axis which will be described in the table as follows;

Table 5. The x-axis and y-axis of MGMP PJOK SMP Bandar Lampung City on personality competence

Axis x	Axis y
--------	--------

-2.01 **-6.35**

Information; x axis (difference in total strengths-total weaknesses) and y axis (difference of total opportunity-total threat

Based on the results of IFAS and EFAS identification and calculations between the x-axis and y-axis, the position of the MGMP PJOK SMP SWOT diagram in Bandar Lampung City in supporting pedagogic competence is as follows;

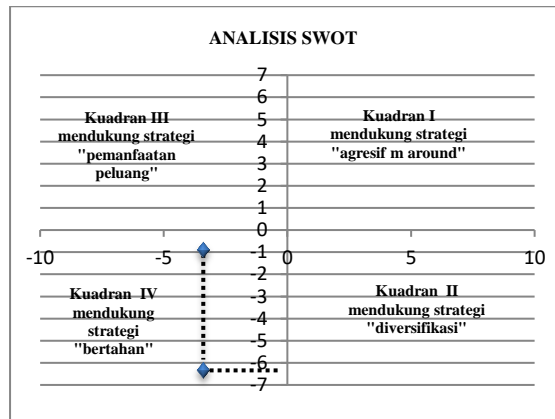


Figure 2.MGMP PJOK SWOT Analysis Diagram on personality competence

The SWOT analysis diagram in Figure 2 shows that both values are negatively charged so that the efforts of the MGMP PJOK SMP Bandar Lampung City in supporting personality competencies are in quadrant IV, namely supporting the "defensive" strategy where this position shows a very detrimental situation because the MGMP PJOK SMP Kota Bandar Lampung facing various threats with weak internal conditions in improving personality competence.

As for the MGMP PJOK SMP Kota Bandar Lampung strategy in supporting personality competencies, namely the WO (Weakness-Opportunities) strategy, namely; by realizing that there are internal weaknesses in the MGMP PJOK SMP Kota Bandar Lampung, among others; lack of coordination, absence of subject teachers and absence of senior PJOK teachers. PJOK subject teachers can review the mandate of the national education minister's regulations, regarding the development of teacher competence, one of which is through teacher professional organizations such as the MGMP.

According to Irmie Victorynie, efforts to improve teacher personality competence can be carried out by following the mandate of the Minister of National Education regulations and applying theories from experts in the field of education (Irine Victorynie). Furthermore, Sudarti, et al revealed the reality of the teacher's competency picture, especially in personality competencies, it seems that it is still relatively limited and tends to prioritize the development of pedagogic competencies and professional competencies. (Sudarti, 2021).

MGMP PJOK's Efforts in Supporting Teacher Social Competence

IFAS (Internal Factor Analysis Summary) and EFAS (External Factory Analysis Summary) identification results of the efforts of MGMP PJOK SMP Bandar Lampung City in supporting social competence in terms of strengths, weaknesses, opportunities and threats are as follows;

Tabel 6.IFAS and EFAS MGMP PJOK identification on social competence

Strength	Weakness	Opportunity	Threat
3.14	-2.13	2.33	-2.59

Furthermore, to get the position of the SWOT diagram, calculations are carried out using the SWOT formula which aims to get the values of the x-axis and y-axis which will be described in the table as follows;

Tabel 7. The x-axis and y-axis of MGMP PJOK SMP Bandar Lampung City on social competence

Sumbu x	Sumbu y
5.27	-4.91

Information; x axis (difference in total strengths-total weaknesses) and y axis (difference of total opportunity-total threat

Based on the results of IFAS and EFAS identification and calculations between the x and y axes, the position of the MGMP PJOK SMP SWOT diagram in Bandar Lampung City in supporting social competence is as follows;

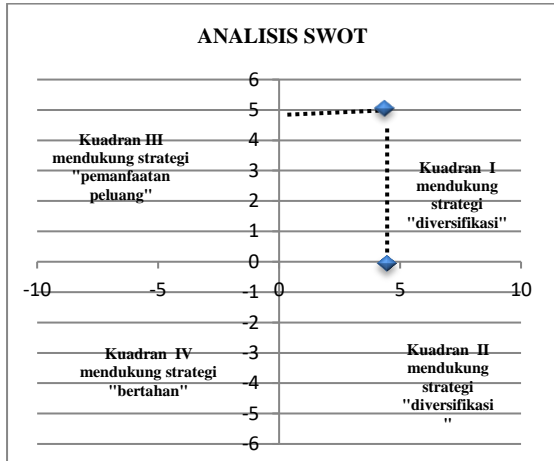


Figure 3. MGMP PJOK SWOT Analysis Diagram on social competence

The SWOT analysis diagram in Figure 3 shows that both values are positively charged so that the efforts of the MGMP PJOK SMP Kota Bandar Lampung in supporting social competence are in quadrant I supporting the "aggressive m around" strategy where this position shows a very profitable situation because MGMP PJOK SMP Kota Bandar Lampung has opportunities and strengths to support aggressive growth policies to improve social competence.

The selection of the MGMP PJOK SMP strategy in Bandar Lampung City in supporting social competence is the **SO (Strength-Opportunities)** Strategy, namely by conducting brainstorming activities, visits (study comparisons) to teacher professional organizations can be combined with communication training activities aimed at supporting social abilities or social competence.

MGMP PJOK's Efforts in Supporting Teacher Professional Competence

IFAS (Internal Factor Analysis Summary) and EFAS (External Factory Analysis Summary) identification results of the efforts of MGMP PJOK SMP Bandar Lampung City in supporting professional competence in terms of strengths, weaknesses, opportunities and threats are as follows.

Table 8. IFAS and EFAS MGMP PJOK identification on professional competence

Strength	Weakness	Opportunity	Threat
3.27	-3.18	3.15	-3.80

To get the position of the SWOT diagram, calculations are carried out using the SWOT

formula which aims to get the value of the x-axis and y-axis which will be described in the table as follows;

Table 9. The x-axis and y-axis of MGMP PJOK SMP Bandar Lampung City on professional competence

Axis x	Axis y
6.44	-3.42

Information; x axis (difference in total strengths-total weaknesses) and y axis (difference of total opportunity-total threat

Based on the results of IFAS and EFAS identification and calculations between the x and y axes, the position of the MGMP PJOK SMP SWOT diagram in Bandar Lampung City in supporting professional competence is as follows;

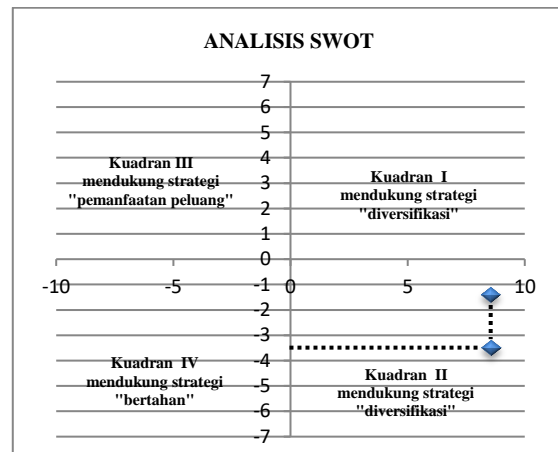


Figure 3. MGMP PJOK SWOT Analysis Diagram on professional competence

The SWOT analysis diagram in Figure 4 illustrates that both values are positively and negatively charged, so that the efforts of MGMP PJOK SMP Bandar Lampung City in supporting professional competence are in quadrant II or this position shows the situation of MGMP PJOK SMP Bandar Lampung City still has threats, but there are still strengths from an internal perspective so that these threats can be overcome with existing strengths to improve professional competence.

The strategy adopted by the MGMP PJOK Middle School in Bandar Lampung City in supporting professional competence is the **ST (Strength-Threat)** Strategy, namely by routinely

conducting discussion activities, sharing the same perception of subject matter and participating actively in the PKB activity program, teachers will be better prepared to face challenges. or changes that occur in the educational environment as well as curriculum changes.

CONCLUSIONS

The conclusion of this study is the selection of the right strategy for the MGMP PJOK SMP City of Bandar Lampung to implement in supporting teacher competence including the following; 1).Pedagogic competencies, namely SO (Strength-Opportunities) strategies in the form of; peer-to-peer teaching training (micro teaching), collaborative learning activities (lesson study), Classroom Action Research (PTK) training activities and curriculum training which are combined by utilizing advances in Science and Technology (IPTEK), 2).Personality competencies, namely WO (Weakness-Opportunities) strategies in the form of; lack of coordination, the absence of subject teachers in activities and the absence of senior teachers PJOK subjects can return to the mandate of the national minister of education regulations, regarding the development of teacher competence, one of which is through teacher professional organizations such as the MGMP, 3).Social competence, namely the SO (Strength-Opportunities) strategy in the form of; brainstorming activities, visits (comparative studies) and communication training that are useful for supporting social skills and 4).Professional competencies, namely SO (Strength-Opportunities) strategies in the form of; discussion activities regarding deepening subject matter, common perceptions of subject matter, participating in PKB activity programs combined with using books and websites as additional material for independent study at home for subject teachers.

REFERENCES

- Defita, J., Hartono, M., & Nasuka, N. (2021). Performance Analysis , Self-Concept , and Motivation of Physical Education Teachers at SMPN Sungai Lilin Subdistrict , Musi Banyuasin Regency. *Journal of Physical Education and Sports*, 10(2), 117–122. <https://journal.unnes.ac.id/sju/index.php/jpes>
- Fatmawati, F., Hasbi, H., & K., N. (2020). Dampak Implementasi Manajemen Musyawarah Guru Mata Pelajaran (MGMP) IPS Terhadap Profesionalitas Guru SMP Negeri di Palopo. *Didaktika: Jurnal Kependidikan*, 9(3), 369–383. <https://doi.org/10.58230/27454312.53>
- Hidayati, S., Noor, I. H. M., Sabon, S. S., Joko, B. S., & Wijayanti, K. (2020). *Peran Musyawarah Guru Mata Pelajaran (MGMP) dalam Meningkatkan Mutu Pembelajaran di SMA. Peraturan Menteri Pendidikan Nasional Republik Indonesia Nomor 16 Tahun 2007 Tentang Kualifikasi Akademik Dan Kompetensi Guru.* (n.d.).
- Puslitjakdibud. (2021). *Pengelolaan Musyawarah Guru Mata Pelajaran (MGMP) Untuk Memperkuat Kompetensi Guru.* November, 1–4.
- Rangkuti, F. (2006). Analisis SWOT Teknik Membedah Kasus Bisnis - Reorientasi Konsep Perencanaan Strategis untuk Menghadapi Abad 21. In *PT Gramedia Pustaka Utama* (p. 69). <https://books.google.co.id/books?id=UHV8Z2SE57EC&printsec=frontcover&hl=id#v=onepage&q&f=false>
- Rusilowati, A., Taufiq, M., & Astuti, B. (2019). Peningkatan Keprofesioan Guru Dalam Melakukan Penelitian Tindakan Kelas dan Menulis Karya Ilmiah Melalui Program Kemitraan Masyarakat. *Jurnal Profesi Keguruan*, 5(1), 15–22.
- Shukla, S. (2014). Teaching Competency, Professional Commitment and Job Satisfaction-A Study of Primary School Teachers. *IOSR Journal of Research & Method in Education (IOSRJRM)*, 4(3), 44–64. <https://doi.org/10.9790/7388-04324464>
- Sudarti, S. (2021). *Model Pengembangan Kompetensi Kepribadian Guru Paud Berbasis Islam Di Gugus 17 Kecamatan Banjarsari Kota Surakarta Tahun 2020.* <http://eprints.ums.ac.id/id/eprint/93680>
- Sukono, sukono. (2018). Memanfaatkan Kemajuan Teknologi untuk Meningkatkan Kompetensi

Guru. *Prosiding Profesionalisme Guru Abad XXI*, 59–64.

Undang-Undang Republik Indonesia Nomor 14 Tahun 2005 Tentang Guru Dan Dosen. (n.d.).