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# TEACHER NETWORKS (MGMP) IN JUNIOR SECONDARY EDUCATION IN INDONESIA

In co-operation with the International Development Center of Japan



# TEACHER NETWORKS IN JUNIOR SECONDARY EDUCATION IN INDONESIA

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## **A. Preface**

This paper has been conducted to better understand the situation of Junior High School teachers' networks in Indonesia in order to finalize the technical approach of the formal education component of the Improving the Quality of Basic Education Objective 3 (DBE3) project.

The purpose of the analysis is to (1) review the current situation of the teacher networks for Junior Secondary School in Indonesia, understand the level of operation and effectiveness, the major issues and needs for improvement and (2) Look at the case study of the REDIP project which aimed to improve the effectiveness of MGMP through setting up sub district MGMP. The paper will end by providing some recommendations to DBE3 about working with MGMP.

The paper represents observations, conclusion and view of independent technical consultants and field consultants from the International Development Center of Japan (IDCJ) and not of staff from USAID or DBE3

## **B. Introduction: The Teacher Networks (MGMP)**

In the era of regional autonomy and in the introduction of the new curriculum, teachers are required to improve their professionalism so as to prepare their students to be able to adjust to the global changes and rapidly advancing information technology. One of the ways to develop the teachers' professionalism is to conduct activities under a forum called **Teacher Networks** or MGMP (Musyawarah Guru Mata Pelajaran). MGMP is a non structural organization established in accordance with Guidelines issued by Directorate General of Primary and Secondary Education, published in 1991 and reprinted in 1993.

The roles of MGMP in improving the teacher's professionalism is becoming more important when the government is implementing new curriculum. MGMP is empowered to become a forum for teachers to improve themselves to be able to

prepare hardworking, creative, critical and skillful students. Therefore, the teaching-learning process should no longer be teacher-centered, but should be student-centered. Teachers are expected to apply various instructional innovations, such as Contextual Teaching and Learning (CTL), Student Active Learning, Problem-Based Learning, and others.

The establishment of MGMP is based on Government Regulation No 38/1994 on Educational Personnel. On Chapter XIII, Article 61 (1) it is stated that Educational Personnel may establish a professional association to improve and develop their career, capacity, ability, professional authority, and welfare for the achievement of optimum educational goals.

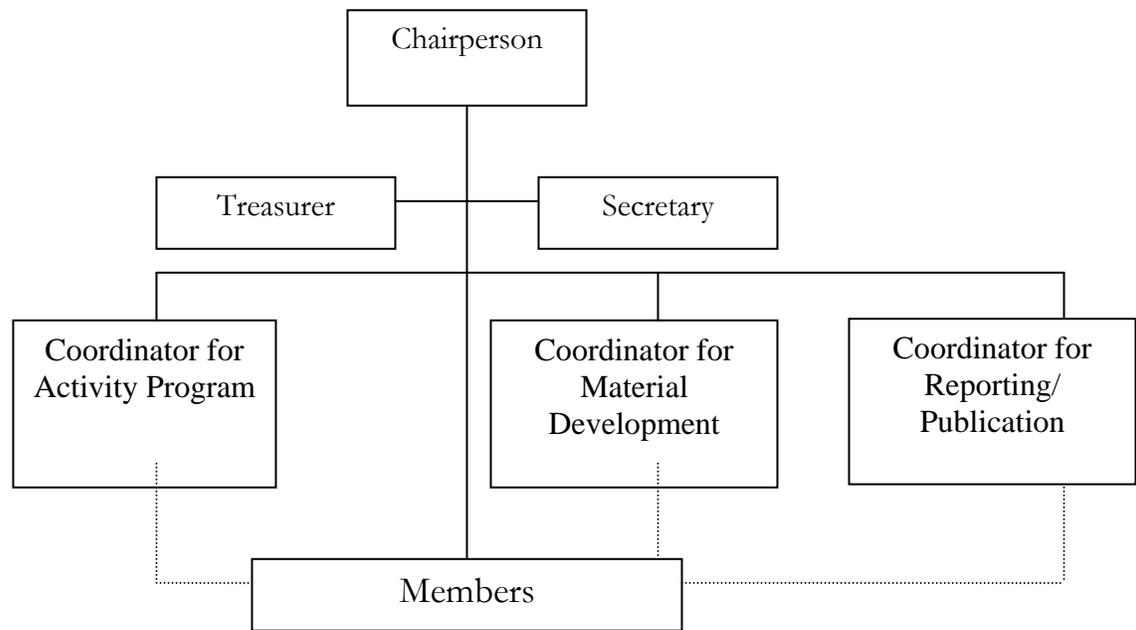
MGMP is a professional forum for subject teachers at District level. However, it can be established, if necessary, in a level lower than District. The first letter of MGMP, *Musyawarah*, indicates that this is a deliberation forum “FROM, BY, and FOR” teachers. Members of MGMP include all subject teachers from all schools.

There are five objectives of MGMP:

- (1) to encourage teachers to improve their ability and skill to plan, implement, and evaluate teaching and learning activities in their school;
- (2) to discuss problems faced by teachers to implement their daily responsibilities and to propose solutions in accordance with the characteristics of the subject matter, teachers, school conditions, and communities;
- (3) to provide teachers with opportunities to share information and experience about the implementation of curriculum and the development of science and technology;
- (4) to provide teachers with opportunities to express their ideas through MGMP meetings to improve their profession;
- (5) to develop some cooperation with other institutions to develop conducive, effective, and enjoyable teaching and learning process.

### C. The Structure and Function of MGMP

MGMP plays an important role for the improvement of teachers' professionalism. The MGMP committee at district level is elected during a meeting conducted by its members. The committee consists of Chairperson, Secretary, Treasurer, and Coordinator for Activity Program, Coordinator for Material Development, Coordinator for Reporting/Publication. The organizational structure of District MGMP Committee is illustrated in the following figure:



**Figure 1 : Organizational Structure of District MGMP Committee**

There are at least seven functions of MGMP Committee :

- (1) to prepare activity programs and to set the time and venue for their implementation;
- (2) to motivate teachers to regularly take part in the MGMP activities;
- (3) to improve teachers' professional competence to plan, implement and evaluate their teaching and learning process;

(4) to develop programs to realize active, creative, effective, and enjoyable learning;  
 (5) to develop classroom-based syllabus and testing system;  
 (6) to develop various and innovative teaching and learning models; (7) to provide teachers with a forum for conducting seminars, workshops, symposium, and the like for educational improvement.

The role of District of Education: (1) to monitor the MGMP activities through supervisors, (2) to ask some advice from MGMP about the teacher distribution (3) To provide special assignments: for example Socialization of New Curriculum, trainings or programs. The role of supervisors: (1) to monitor MGMP activities; ( b) to be speakers for some trainings.

It is expected that MGMP activities do not affect the teaching and learning process in schools so before the introduction of regional autonomy Directorate General of Secondary Education set MGMP Days when the schools are expected not to assign teachers with teaching responsibilities, as follows:

<b>No.</b>	<b>Day</b>	<b>Subject</b>
1	Monday	Civics, Indonesian Language, Religious Education
2	Tuesday	English
3	Wednesday	Mathematics
4	Thursday	Social Studies, History, Geography, Economics, Anthropology
5	Friday	-
6	Saturday	Science, Chemistry, Biology, Physics, Physical Education

However, this depends on each district whether they would follow the existing MGMP days or they would decide their own days.

#### **D. The Shortcomings of MGMP**

Even though District MGMP is organized in such a way by the Government, there are some shortcomings, both from teachers themselves and from other external factors, as described below.

##### **MGMP Programs and Activities**

The activity programs are not clearly and operationally planned. They only deal with writing summative test questions. Other programs within MGMP are prepared based on the instruction from District Office of Education, not based on the teacher's needs and proposals from teachers. If this is the case, MGMP cannot encourage teachers to take part in its programs.

The problems identified by District MGMP are too general and applied to all teachers both in urban areas and rural areas, both for teachers from developed schools and from underdeveloped schools. For example, the members of District MGMP only discuss about test indicators (items), instead of discussing about very specific problems faced by teachers in the process of teaching and learning. Therefore, the proposed programs are also district-based and do not directly deal with the real problems faced by each teacher in the field.

##### **Participation**

Not all subject teachers are able to take part in District MGMP programs because the schools only send their representatives. Those joining the programs do not share their experience with their colleagues within their own schools. In other words, there is an interrupted communication. Actually all teachers should take part in all MGMP activities, but the school budget is sometimes not adequate so they only send some teachers as representatives. When these teachers return to their schools, they should share what they learn from MGMP to other teachers.

There are too many subject teachers in the District level, as a result, too many teachers will take part in MGMP activities in the District level and they will not be able to play their active role in the programs. In addition, a training involving too many participants will not be effectively organized.

Some school principals do not support MGMP programs by assigning teachers to teach on MGMP activity days. Especially teachers from private schools are facing this problem.

### **Distance**

From geographical point of view, the venue for District MGMP meetings and activities is relatively distant especially for teachers from rural areas so it is hard for them to join MGMP meetings and activities. In some districts, this problem significantly affects the implementation of MGMP activities.

### **Teachers Motivation**

There are cases where MGMP programs are already scheduled and school principals allow teachers not to teach on those days, but some teachers do not attend the MGMP activities because they assume that MGMP days are time for them to take a rest so that they have no enthusiasm to attend the MGMP activities . The situation is even worse when they assume that MGMP activities are not interesting for them.

### **Assessment Recommendations**

The recommendations of assessment are as follows:

Kecamatan or cluster-based MGMP should be formed as a organization or forum for improving the teachers' professionalism. The committee of Kabupaten/Kota should provide facilitation to form the organizations.

The problem of budget should be solved by all stakeholders—Dinas P dan K Kabupaten/Kota, Depag, MGMP Committee, Principals, and community. School committee should state the budget allocation explicitly for MGMP activities.

Kecamatan or cluster MGMP should have clear activity programs for short-term, mid-term, and long-term activities. The MGMPs committee on Kabupaten/Kota should do reorganization to maximize the organization performance as independent organizations.

There are cheap many activities meaning that the teachers can do the activity without spending much money. For example, the teacher can do discussion to share experience and skills. The teachers can also solve they face in the classroom by discussing in the forum.

Pengawas from both Kabupaten/Kota MONE and MORA should participate actively in the MGMP activities. Pengawas roles could be as resource person, monitor, and facilitator.

#### **E. Sub-District Level MGMP- The Case Study of REDIP**

##### **Outline of REDIP**

The objectives of REDIP programs are essentially to improve the quality of education and community empowerment. To achieve these objectives two independent bodies - TPK (Tim Pengembangan SLTP Kecamatan) dan School Committee were established. TPK has two main roles: (1) to improve all aspects of the junior secondary education in the subdistrict, (2) to become a coordinating body at subdistrict level to provide guidance, support, facilitation, and to monitor REDIP activities. TPK represents all public and private SMP, public and private MTs and Open SMP in subdistrict and all stakeholders within the subdistrict. Because of the decentralised system of junior secondary education, strong community participation is required. Subdistrict is an effective administrative unit for junior secondary education

to facilitate and empower communities. Previously, there was no organization that can be a forum for SMP, MTs, subdistrict office, and communities to discuss educational issues. REDIP thought that it was essential to set up a subdistrict based organization to develop good relationship between communities and Junior Secondary Schools. To achieve these objectives, TPK (Sub-district Education Development Team) and School Committees plan and implement their activities. TPK programs are oriented toward sub-district educational activities, whereas schools activities are focused on the quality of education in accordance with the needs and conditions of the respective schools. TPK and School programs are integrated and supportive to each other to finally improve the quality of education and to empower communities in the sub-district.

TPK activities include (1) general activities such as community empowerment, and academic and non academic contests, (2) School Principal Activities (MKKS) and (4) MGMP Activities. School-based activities include various improvements in (1) teaching-learning process/curriculum implementation, (2) teaching-learning facilities, (3) students' academic and non-academic achievement, (4) schools management and (5) school environment.

MGMP activities are very strategic because teachers are one of the determinant components to improve the quality of education. The quality, ability, and professionalism of the teachers who are playing an important role in the teaching-learning process need to be continuously improved so that they can implement their role as competent educators.

The teachers' quality and ability in the teaching and learning process could be improved through various ways, among others through MGMP activities. In MGMP activities subject teachers could get together to communicate, consult, share information and experience, and implement activities in a training program to improve their knowledge and understanding about teaching and learning process. MGMP in

many districts are similar. However, their intensity for conducting activities is different from district to district depending on the local condition and local government policies. In some districts, MGMP for SMP level is encouraging and it extends to sub-district levels. In addition, some MGMPs for MTs teachers have been established. However, the activities of MGMP for SMP teachers are still separated from those of MGMP for MTs teachers. They conduct their own activities without any coordination between SMP and MTs teachers.

With REDIP, Sub-district based MGMP established by TPK serves as a forum for SMP and MTs teachers in one sub-district. Sub-district based MGMP attended by 10 to 25 teachers is considered to more effective to carry out activities for teachers. Sub-district based MGMP includes all subject teachers, but due to limited fund available some TPKs do not yet develop MGMP activities for all subjects, and limited to some certain subjects.

### **Mechanism of Sub-District MGMP**

Sub-District MGMP is set up by TPK together with related subject teachers in a democratic meeting. The establishment of Sub-District MGMP should comply with the following guideline:

- a. MGMP committee is elected from and by the teachers of the same subject.
- b. MGMP committee consists of Chairperson, Secretary, Treasurer, and is seconded by TPK Chairperson.
- c. Term of office for the committee is 2 years.
- d. All subject teachers from SMP/MTs in the sub-district become members of Sub-District MGMP.
- e. The venue for conducting MGMP activities is in SMP or MTs buildings as agreed by members.
- f. Activity days for MGMP are adjusted to the days as decided by Provincial Office of Education and Culture.

### **Objectives of Sub-District MGMP**

The objectives of MGMP are outlined in Guidelines for Establishing MGMP published by Directorate General of Primary and Secondary Education. REDIP supports these objectives and gives some modification to adjust to Sub district-based MGMP with a smaller organization and fewer participants.

Sub-District MGMP has the following objectives:

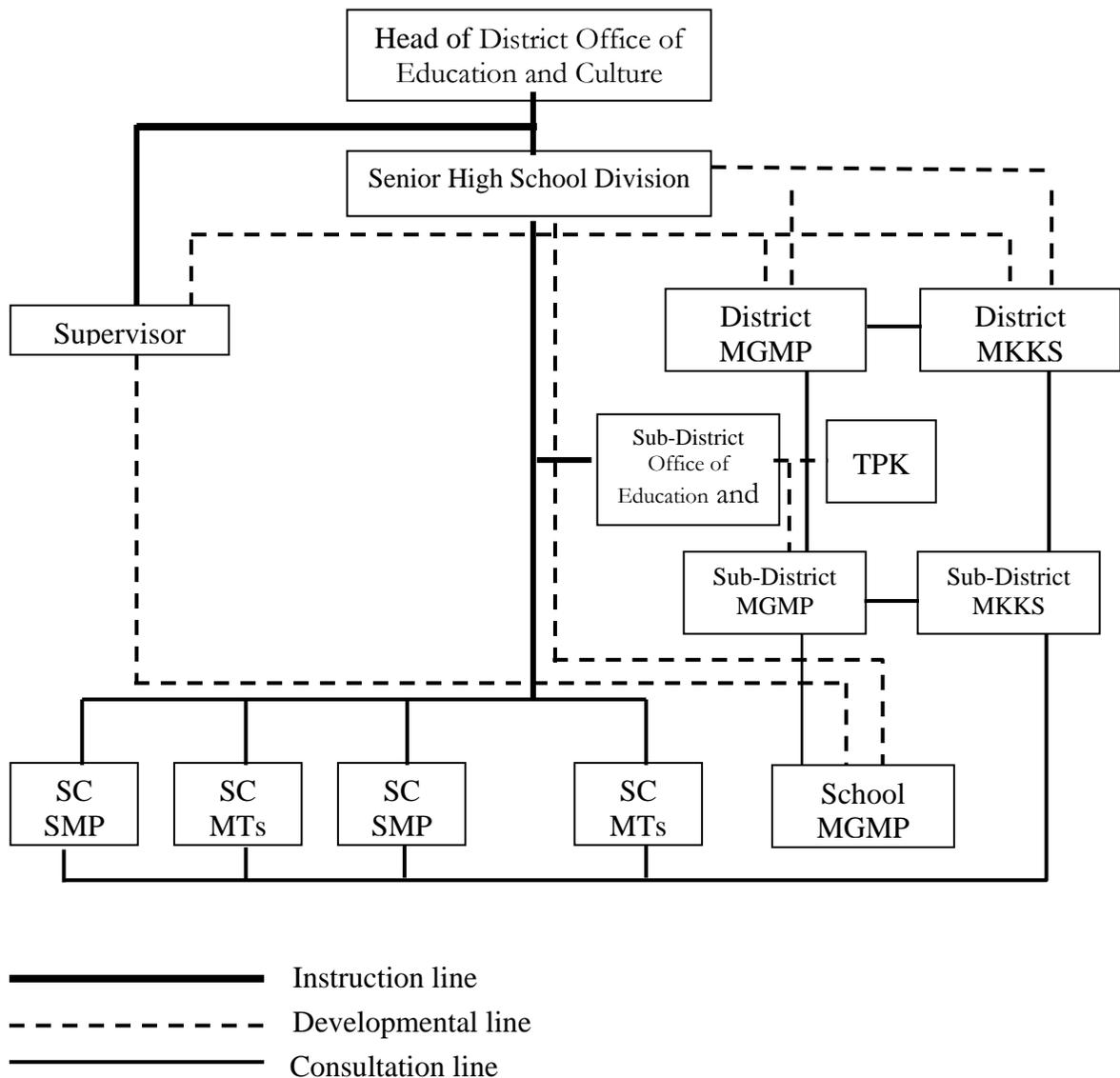
- a. To encourage teachers to improve their ability and skills in planning, implementing and evaluating teaching-learning activities.
- b. To standardize the teachers' ability and skills in the sub-district for the implementation of teaching-learning activities in order to improve the quality of education.
- c. To discuss the problems faced teachers to carry out their daily responsibilities and to find out appropriate solutions with respect to the characteristics of each subject, teachers, school conditions, and environment.
- d. To provide teachers with opportunities to share information and experience to adapt to the development in science and technology.
- e. To support teachers to improve their creativity through MGMP activities to improve their professionalism.

### **Working Mechanism of Sub-District MGMP**

Sub-District MGMP is a non-structural and independent organization so MGMP applies functional/developmental mechanism, in addition to consultative/coordinative relation with equal and higher institutions.

- a. Sub-District MGMP has a functional/developmental relation with Head of District Office of Education and Culture, Division Head of Junior/Senior High Schools, and Head of Sub-District Office of Education and Culture.
- b. Sub-District MGMP has a functional/developmental relation with School Supervisors.

- c. A consultative/coordinative relation is developed between Sub-District MGMP, School MGMP, and District MGMP.
- d. Sub-District MGMP has a functional/developmental relation with TPK.
- e. Sub-District MGMP has a consultative/coordinative relation with MKKS.



**Figure 2. Kecamatan or Sub-District Based MGMP**

### **Advantages of Sub-District MGMP**

Sub-District MGMP has the following advantages:

- a. It improves more harmonious communication and coordination between respective subject teachers from public/private SMPs and public/private MTs in the same sub-district.

- b. MGMP activities could be conducted effectively and efficiently because not too many members take part in the activities.
- c. Teachers of the same subjects collaborate to plan, implement and evaluate their teaching and learning process.
- d. It narrows the professional gap between teachers from public/private SMPs and public/private MTs.
- e. Activities proposed by Sub-District MGMP deal with actual problems faced by teachers in their daily teaching responsibilities. In this way, the activities are really beneficial to teachers.

### **How to Establish Sub-District MGMP**

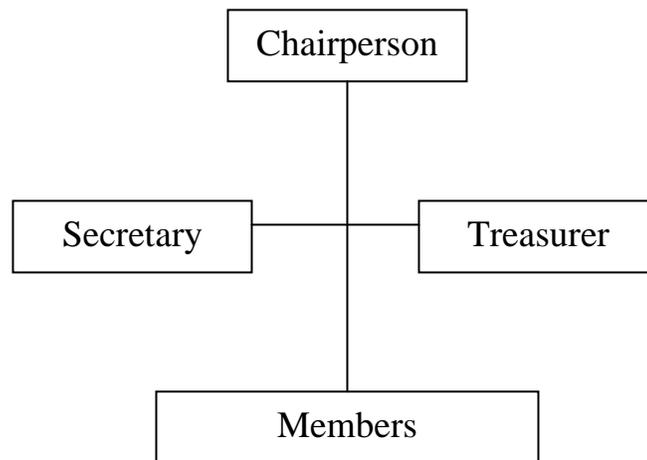
It is relatively easy to establish Sub-District MGMP. TPK invites SLTP teachers (SMP and MTs) of the same subjects or a group of area of study (e.g. Science, Social Studies) to meet and make a consensus to establish subject teachers association. To facilitate the meeting, a TPK member or a committee member of District MGMP could act as the chair of the meeting. Members of the committee are then elected. The establishment of Sub-District MGMP and the list of committee members are informed to District Office of Education and Culture for approval. However, for Senior High School level, it is not feasible to establish Sub-District MGMP because there are only one or two Senior High Schools in one Sub-District. In a Sub-District where there is no TPK, the establishment of Sub-District MGMP could be conducted by District Office of Education and Culture, MKKS, or District MGMP.

The previous observation shows that leadership within MGMP committee strongly affects the performance of MGMP. Therefore, some conditions should be imposed for members of MGMP committee, as follows:

1. Members of MGMP committee should have relevant educational background for each respective MGMP and have been in the teaching profession for at least five years.
2. They should not become members of District MGMP committee.

3. They should be physically and psychologically healthy, critical, creative, and innovative.
4. They are prepared to work hard to develop Sub-District MGMP.
5. They should be able to show leadership and acceptable by all members of MGMP.

The committee of Sub-District MGMP shall be composed of at least Chairperson, Secretary, Treasurer, and a number of Division Coordinators, as required. They serve their office for two years and could be re elected.



**Figure 3. MGMP Organization**

The responsibilities of the committee of Sub-District MGMP are as follows:

**Chair person:**

1. Be responsible for all MGMP activities;
2. Manages all MGMP activities;
3. Together with members plans activities and raises financial resources;
4. Prepares all MGMP activity reports and financial reports to relevant institutions;

5. Together with members evaluates all MGMP activities and proposes follow-up programs.

**Secretary:**

1. Carries out administrative work for MGMP activities;
2. Keeps records of discussion at each MGMP meeting;
3. Keep documents of all MGMP activities;
4. Be responsible for writing activity reports.

**Treasurer:**

1. Manages financial matters of MGMP
2. Together with Chairperson, prepares the budget for the MGMP activities
3. Prepares financial reports.

**Legal Process**

DOs or PC should coordinate with relevant institutions such as District Office of Education District MORA for the establishment of Sub-District MGMP so that the existence of Sub-District MGMP is acknowledged by relevant local government officials. It is important that a Decree by a relevant local government official about the establishment of Sub-District MGMP be issued so that the existence of Sub-District MGMP is legally approved and some financial contribution is allocated by the local government. During the meeting for the establishment of MGMP at least a representative from District Office of Education and District MORA is present to provide legal acknowledgement and at the same time to issue a Decree for the Establishment of MGMP.

**Suitable for MGMP and useful activities**

As mentioned earlier that MGMP is generally based in District level, but adjustment is also possible depending on the local conditions. In the REDIP model, MGMP activities are based in Sub-district, therefore the REDIP-style MGMP is often called Sub-District MGMP.

Sub-District level is assumed to be the right size for MGMP for a number of reasons. Geographically, schools are relatively close to each other in one sub-district so it is easier for teachers to be involved in MGMP activities. In addition, teachers are familiar to each other so that they can easily work together.

With respect to the membership, Sub-District MGMP has smaller number of members as compared to those of District MGMP. If there are seven schools in one sub-district, so the members of English MGMP would be between 14 and 21. However, for sub-districts with fewer schools, for instance four schools, there will be very few teachers of the same subjects; therefore, to make MGMP activities effective and efficient, teachers from two or more sub-districts could establish an MGMP composed of a “cluster” of sub districts.

Sub-District MGMP activities can cover the following programs

- (1) the improvement of subject matter competence,
- (2) the implementation of 2004 Curriculum,
- (3) the improvement of the quality of teaching and learning process,
- (4) developing and preparing teaching materials,
- (5) developing an effective teaching and learning model,
- (6) developing and implementing simple teaching and learning media.

To facilitate MGMP members to identify school problems, members and committee of MGMP should be trained on what is called *gap analysis*. This analysis compares the existing conditions of MGMP with its ideal conditions. Therefore, the proposed MGMP activities directly address the actual conditions and problems faced by MGMP and teachers.

If there are 7 or more schools (SMP/MTs) in one sub district, a sub-district based MGMP may be established because if there are two subject teachers for example English teachers in one school, there will be 14 members of MGMP for English.

However, if there are less than 7 schools, this sub district should collaborate with other sub districts to form one MGMP so that there will be about 15 to 20 teachers in this MGMP.

MGMP activities include Socialization and Training for New Curriculum, Training on Teaching Media, and Classroom Action Research. Provincial Office of Education also conducted similar trainings but not all teachers could take part in the trainings, so the existence of sub district MGMP opens opportunities for teachers in the sub district to develop their professionalism.

Some activities did not require a lot of financial cost. These activities did not involve experts from out of sub district and consisted of discussion and sharing ideas between teachers within MGMP. In Pekalongan Regency, for example, it cost between Rp.450.000,00 and Rp.500.000,00 to invite an expert from Semarang. It cost a lot of more to invite this expert because the transport cost from Semarang to Brebes is more expensive.

In November 2003, JICA Study Team collected some of products of Sub-District MGMP activities in REDIP areas in Central Java and North Sulawesi Province, and 43 products from Central Java Province and 10 products from North Sulawesi were collected. This shows that Sub-District MGMP has successfully provided teachers opportunities to show their competence and this indicates that if they wish and are given opportunities, the teachers can improve their professionalism.

## **Challenges DBE3 are liley to meet in working with MGMP**

### **1. Teachers' Participation**

Sub-District MGMP is something new for teachers, and further this Sub-District MGMP will become a forum for teachers' professional development of all Junior High Schools in the Sub-District. Teachers of public SMP usually show their active participation, but active participation from those of private SMP and MTs cannot be fully expected. The

different participation between public and private teachers is because of principals' commitment to provide some budget to their teachers to attend MGMP activities. More important reason is that the teachers from private schools earn salary based on how many hours he or she teaches every week, so he or she would teach as many hours as possible in a week to earn more money, rather than attending MGMP activities. Some reasons account for the low participation of MGMP members:

- (1) School Principals do not provide opportunities to teachers to participate;
- (2) Some teachers are skeptical to the new model of MGMP
- (3) Schedules of MGMP activities conflict with teaching timetables
- (4) No compensation is given
- (5) There is some lack of trust among MTs teachers.

No exact measures could be taken to solve the problems mentioned above. The identification of the causes of the problems is necessary to give a clearer picture about the problems, and therefore at least various general possible solutions could be taken into consideration.

In schools where the Principals show little attention to MGMP programs, teachers need to talk and appeal to the principal about the MGMP activities. In REDIP programs, Field Consultants regularly talk to the teachers and school principals and describe clearly the importance of the proposed programs. DOs and PC in DBE3 may serve the role of FCs in REDIP. School principals should also be made aware about their important role because they act as academic leaders to provide teachers with opportunities to develop their professionalism.

Teachers who have skeptical views on a new model of MGMP should be approached and adequately informed about the importance of the program. They may mention that "District MGMP is in fact not functioning well, so how could we expect that Sub-District MGMP will function well?" Discussion with such teachers should be conducted

intensively and carefully. Alternatively, school principals should also be encouraged to assist the teachers to have positive attitudes toward Sub-District MGMP.

MGMP days for SMP teachers are different from those of MTs, so their full attendance to Sub-District MGMP activities cannot be expected. One possible solution is to reschedule the MGMP activities on the most convenient time for all teachers. The activities may be conducted on MGMP days or after school hours.

MGMP activities are actually from teachers, for teachers, and by teachers, but some teachers consider that compensation – at least transportation cost -- should be provided for them. This condition should not be continued to sustain the MGMP activities. A favorable environment should be created so that teachers' participation is based on their own needs, not based on other people's suggestion or their expectation for financial compensation.

Integrating schools from two different departments is not easy. Some MTs teachers feel inconvenient because of their inferiority or they are not accustomed to getting along with SMP teachers. One way to deal with this problem is, as a first step, by conducting an "ice breaking" technique in which MTs and SMP teachers meet to discuss together some issues.

Good and useful activities for teachers and good management of MGMP will attract more teachers to join the MGMP activities. Therefore, good leadership from MGMP activities affects positively the development of MGMP.

## **2. Rejection/ to New Programs**

Perhaps some teachers or school principals reject or are suspicious of the new proposed programs. The rejection could come from teachers who are pessimistic on the new model of MGMP or from some institutions which will provide the matching fund for the programs. They will be wondering why America assists us with the grant.

What is the intention behind this scheme? Such questions are not only raised with respect to the programs funded by USAID, but also to all foreign-sponsored programs.

Informal discussion and genuine answers to their questions will eliminate their doubt and suspicion. Give them as much information as possible that these programs have nothing to do with politics or other hidden agenda. USAID is from American people for Indonesian people and does not come from the US government. Wise explanation will make those who are still doubtful feel more convenient with the programs.

### **3. Interruption with Teaching and Learning Process**

Intensive MGMP activities in Sub-District level could interrupt the teaching-learning process because some activities are often conducted at the same time as the teaching time for teachers. If this situation is not overcome, the MGMP activities could be counterproductive, that is, they will not improve the quality of the graduates, but even worsen their achievement because a lot of learning hours are wasted.

It is important to discuss together between teachers, principals, and DOs to make sure the schedule of activities accommodate both the teachers' responsibilities and the MGMP activities. It would be more complicated if the MGMP day for MTs teachers is different from that of SMP teachers. Therefore, school principals and related departments are encouraged to discuss the possibility of setting up the same day for MGMP activities.

### **4. Limited Budget**

The MGMP activities are organized from teachers, by teachers, and for teachers, but one big problem is limited budget. The budget resource for MGMP activities is mainly from school and teacher contributions. . Financial contribution from teachers and schools are not adequate. If this is the case, the MGMP activities cannot be implemented optimally and even some activities cannot be conducted at all.

One possible solution is to seek financial allocation from District, Provincial, or National budget. This could only be realized through coordination with District Office of Education and Culture, District MORA, and others. Donor Agency should work together with District Office of Education and Culture or District MORA to discuss this issue with District Government to provide matching funds for the MGMP activities. The budget allocation from District Budget is meant to show that District Government is responsible for the implementation of the MGMP programs, so when the Donor Agency is no longer available, financial allocation from District Budget is secured for the implementation of Sub-District MGMP programs.

### **5. Inconsistency with Educational Qualification (Mismatch)**

There are many cases both in MTs and in SMP where teachers teach the subjects different from their educational qualification. For example, a teacher is graduated from Indonesian Language Education Department but she/he has to teach English. Therefore, this teacher has to join in English MGMP activities.

Apprenticeship or peer tutor programs are probably one interesting solution. The MGMP forum—for discussion among teachers both from SMP and MTs—usually help these mismatched teachers to improve their teaching skills. Attending trainings at Sub-District level, preparing teaching materials, conducting intensive discussions accommodate the need of the mismatched teachers to deeply learn the teaching materials.

### **6. No clear follow-up Activities**

Ideally the results of the training at District and Sub-District level are implemented in the teaching and learning process in the classroom. However, not all teachers implement their knowledge from the training so there is no difference in the way they teach before and after they attend trainings.

It should be the responsibility of DOs and PC to encourage school principals to provide material and immaterial support to teachers to implement what they learn from the trainings . PC and DO should take the role of MGMP facilitators. They assist MGMP committee to plan, implement, monitor, and evaluate their MGMP programs. If possible, the government and the Donor Agency can allocate block grants for the teachers to implement teaching and learning innovation from the training. School principals as academic leaders need to monitor the implementation of the results of the training in their schools. DOs, PC, and MGMP coordinators also need to monitor to make sure that the implementation process is going well.

### **7. The Gap between SMP and MTs Teachers**

In some Districts, MGMP activities for MTs teachers and those for SMP teachers are conducted separately. In other words, MTs teachers have different MGMP from those of SMP teachers. The integration of MTs and SMP teachers into one common MGMP is feasible even though it is difficult during the beginning period.

DOs and PC should motivate MTs and SMP teachers to eliminate their gap so that they can enthusiastically implement common activities. The MGMP coordinator should also play his/her role to socialize the integration of MGMP. Through working together with MGMP, they will quickly get to know and to understand to each other, so there will be no more gaps between MTs and SMP teachers.

### **8. Low Participation from Relevant Institutions**

Although SMP and MTs teachers at Sub-District level are successfully able to conduct common activities, this does mean that relevant higher institutions can work together. The Office of Education and Culture usually responds more quickly than District MORA to facilitate the teachers.

DOs and PC should try to facilitate these two institutions to work together to improve the quality of program implementation. The establishment of a common team from

both institutions to plan, implement, monitor common activities will make them easier to intensively work together.

### **Approach to Resources**

Financial resources are required to implement MGMP activities. The cost includes paying speakers for seminars and trainings, renting facilities, paying cleaning service, transport cost for participants, and some training materials, including stationeries.

### **District Budget**

All subject teachers in Sub-District participate in the Sub-District MGMP activities. They should prepare action plans to be implemented for a certain period of time. MGMP meetings discuss various aspects of the teachers' needs of the same subjects, such as workshops, trainings, and others. To implement the activities, funds should be allocated.

The budget for Sub-District MGMP activities could come from District Budget or National Budget allocated for those activities. This means that the District or National Government (MONE) should allocate some budget for the development of the quality of teaching and learning process through MGMP.

As for the educational budget in general, the District Office of Education and Culture should allocate a proposed budget to finance MGMP activities as part of educational development budget at Sub-District level. So far, only District MGMP activities received budget allocation from the District Government. This means that National and Provincial/District budget do not finance Sub-District MGMP activities. Therefore, MGMP programs and activities at Sub-District level have never been given financial allocation. In fact, Sub-District MGMP activities are more effectively implemented given the relatively small number of participating teachers and designed to meet the teachers' actual needs. The Sub-District MGMP activities are also more efficient. The participants come from local areas so it saves them time and money.

## **School Budget**

In addition to Provincial/District and/or National Budget, the schools also allocate their budget to support Sub-District MGMP activities. Specifically, the budget for MGMP has already been included in School Operational Plan or School Budget. The School Committee discusses ways to collect financial resources. School budget that is allocated for MGMP comes among others from BOS and parents' contribution. The budget from each school is then collected by the MGMP committee. The collection time is made in accordance with the agreement, for example every month at certain amount of money is collected depending on the number of teachers participating in MGMP activities.

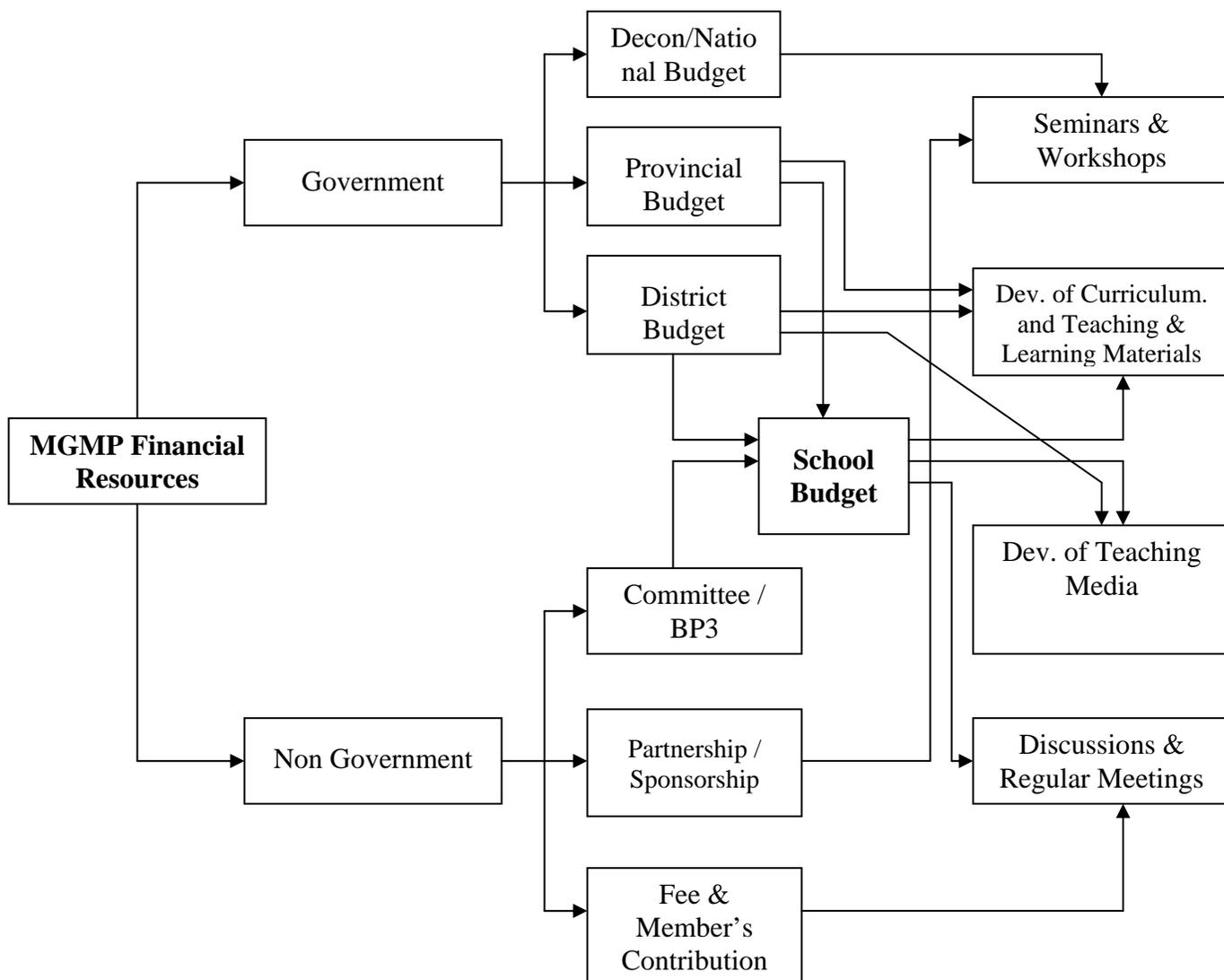
The MGMP budget collected could differ from school to school. This means that each school could allocate different amount for MGMP activities. The policy of determining the amount of budget allocation should be agreed by the school as proposed by the teachers and MGMP committee. The minimum budget should cover all the needs for conducting each activity as planned, including transportation fee for the participant. The fund collected from each school is then accumulated by the MGMP committee and is used to support the implementation of proposed activities. When each activity is completely implemented, the MGMP committee prepares activity reports to demonstrate their responsibility to all MGMP members and schools.

## **Other financial support**

The MGMP committee also raises money from other sources to support the implementation of MGMP activities. For example, (1) MGMP creates Students' Worksheets (LKS), print and distributes them to their students. Because it involves relatively many copies of Students' Worksheets, MGMP will receive some fee; (2) MGMP looks for sponsors to implement their activities; (3) MGMP cooperates with other institutions, like universities for research activities, seminars, workshops, and others. Ideally, MGMP should know various ways of fund raising to reduce their

dependence on the government and donor agencies and to make MGMP activities financially sustainable.

The collected fund is non-binding. It means that the financial source is only a complementary so that there is no tendency among MGMP committee to concentrate only on the writing of LKS, or only rely on financial contribution and cooperation with other parties.



**Figure 4. Financial Resources for Sub-District MGMP**

## **REDIP Block Grant System**

### **Mechanism**

REDIP Block Grant System starts with the opening of accounts by Schools and TPK. There is no obligation to open the account at any certain bank. However, Schools and TPK are suggested to choose a bank which has national networks and is well-

managed to make the transaction such as transfer and withdrawal easily conducted (for example BNI). Transparency for TPK and schools is demonstrated by opening an bank account under the name of the chair of the committee plus school name (for example = Budi Indriyo, QQ. SMPN 1 Lebakbarang)

The REDIP block grant is sent directly to the accounts of Schools and TPK. The allocation of the grant for Schools and TPK is determined on the basis of some criteria so each School and TPK will not necessarily receive the same allocation.

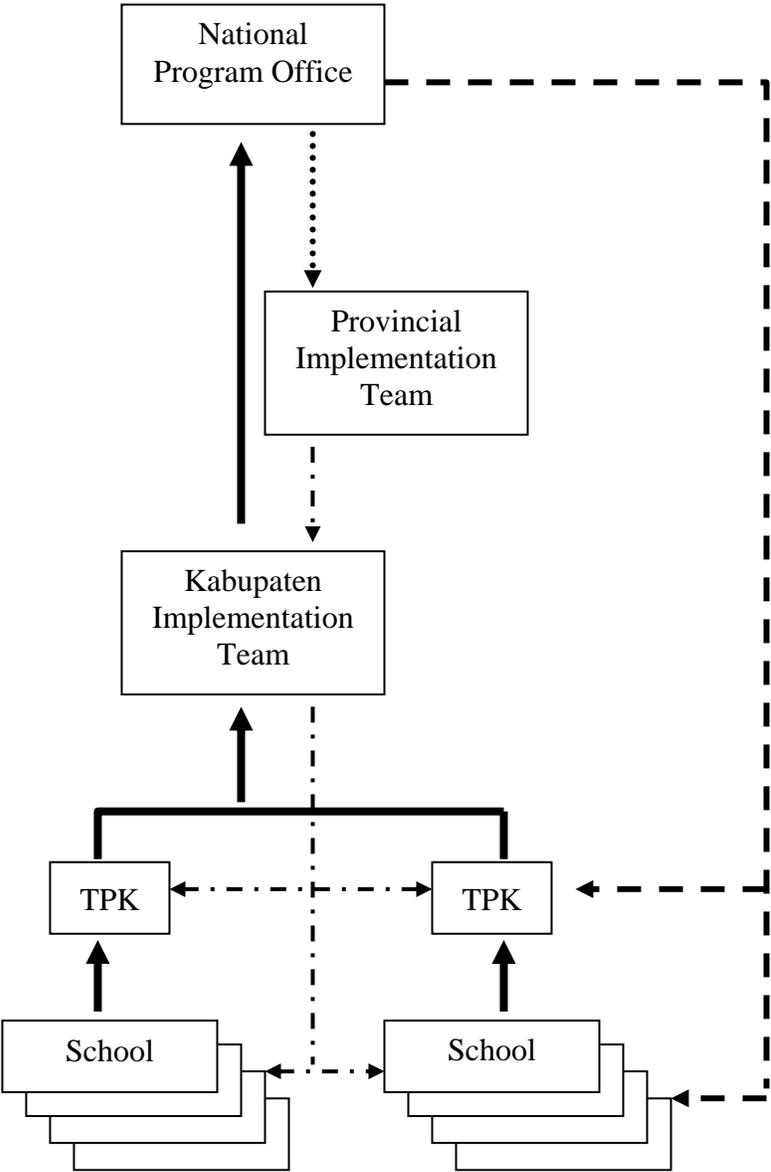
The allocation for TPK is determined on the basis of the number of schools and teachers in the sub district. The base allocation is the same for all schools, for example Rp.9.000.000. Each school also receives additional allocation based on the number of students, attached Open SMP, and remoteness.

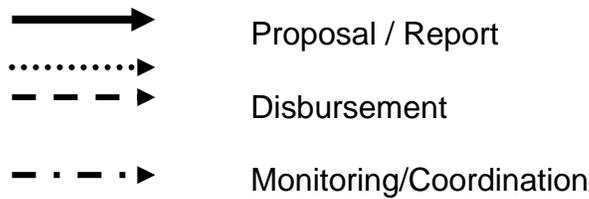
After the Schools and TPK are informed about the budget allocation for them, they should plan some allocation for the MGMP activities. Coordination should be conducted by TPK. In the TPK meeting, the type of MGMP activities and their budget allocation are determined and agreed by schools. Some activities are financed by TPK budget and some others are financed by school contribution. Allocation for each activity is based on the agreement in the TPK meeting. For example, the transportation cost for teachers is paid by their respective schools and the instructor's honorarium and administrative cost are paid by TPK . The financial share is very important because the budget allocation for Schools and TPK is not only for MGMP activities, but it should also be used for other activities such as the improvement of community participation, MKKS forum, and others.

The REDIP budget allocation for Sub-District MGMP activities is determined on the basis of the agreement between TPK and Schools. First, the TPK committee prioritizes the MGMP activities as proposed by each school committee. The proposed activities should be financed and approved by all School Committees. Principals

attending the TPK meeting proposes some activities as initiated by teachers and discusses them with other members of TPK.

The number of subjects should also be agreed. Ideally, all subjects are covered within MGMP but some Sub-Districts prioritize only several subjects. The number of subjects within Schools should be the same as the one in TPK because this will make the coordination and budget allocation easier.





**Figure 5. Flow of Proposed Activities and Funds**

### **Outcome**

REDIP has brought about some significant changes on teachers. They are encouraged and more aware of their main responsibilities. The following illustrates the results of MGMP activities in REDIP areas.

Development of curriculum (syllabus, teaching materials) and evaluation

1. MGMP activities in REDIP areas include developing lesson plans, analyzing teaching materials, planning annual and semester programs, writing test items, analyzing students' assessment and remedial teaching.
2. Writing Modules  
Some Sub-Districts in REDIP areas produced a number of modules for various subjects, such as English, Mathematics, Science, and Social Studies. These modules were written jointly by SMP and MTs teachers during MGMP activities. The drafts were reviewed by some experts from local university before being printed, multiplied and distributed to all schools within the sub-district for use in the classroom.
3. Development of teaching and learning media  
The relatively limited number of media, especially in private schools, encouraged MGMP to overcome this problem. The media should be easy to use, easy to understand, and easily made. Some media were developed by utilizing resources available around the Schools.

In addition, REDIP has some impacts on the teaching and learning process. There is an effective communication between one school to other school within one sub-district. One school with no laboratory may share to use laboratory facilities in other school, irrespective of whether it is private or public, SMP or MTs. There is also an exchange of teachers between SMP and MTs. MTs generally needs Mathematics and English teachers whereas SMPs do not have qualified religion teachers. English teachers from SMP teach English in MTs, and religion teachers teach Religious Education in SMP. The schools receiving these teachers will pay the transport cost for these teachers.

## **Appendix**

### **Sub-district MGMP activities**

There are generally five categories of Sub-district MGMP activities in Redip areas:

- (1) Improvement of competence of subject matter for teachers:
  - a. Training on modules/teaching material development
  - b. Module writing
  - c. Training on information technology for teachers
- (2) Improvement of teacher's competence on 2004 Curriculum:
  - a. Seminar on 2004 Curriculum
  - b. Workshop on syllabus writing
  - c. Workshop on academic calendar, teaching semester and annual programs.
- (3) Improvement of the quality of teaching and learning process
  - a. Seminar on Contextual Teaching and Learning
  - b. Implementation of Contextual Teaching and Learning for Mathematics
  - c. Training on Student-Active Learning
  - d. Training on out-door learning design
  - e. Training on the design and preparing teaching media and aid
- (4) Improvement of teacher's competence on evaluation
  - a. Training on evaluation system for 2004 Curriculum
  - b. Training on portfolio evaluation
  - c. Training on achievement reporting
  - d. Training on remedial and enrichment teaching
  - e. Training on writing evaluation items
- (5) Other activities
  - a. Training on classroom action research
  - b. Training on class mapping
  - c. Training on writing journal articles

d. Seminar on broad-based and life skill-based education

A number of Sub-District MGMP activities are presented below.

**1. MGMP of English**

English MGMP teams under TPK Sragi of Pekalongan Regency created three-volume exercise books. The books are a collection of questions and answers organized according to the lesson units. The reason they created this was that English teachers strongly felt needs to give more exercises to students. Although not printed, neat type-set and color illustrations render it a very attractive appearance. All English teachers in the Sub-District are using it as a handy source of classroom exercises and exam questions. According to teachers of SMP N 1 Sragi, 50% to 60% of the students improved their achievement in English since these books were used. English MGMP of Sragi Sub-District received some request from teachers from out of Sragi Sub-District about these books. English MGMP of Sragi Sub-District planned to prepare similar exercises for listening comprehension and conversation.

These facts show that the participants of Sub-District MGMP realize that the quality of the teaching-learning process at school could be improved by developing good teaching materials. This awareness encourages those attending MGMP activities to develop their own materials.

Before writing modules and developing teaching materials, teachers attended a training on module writing. An expert from a university and a senior and experienced teacher was invited to train the MGMP participants.

The following illustrates the process of MGMP participants to prepare modules in English.

- (1) Setting up the objectives of the activities:
  - a. To improve the quality of English teachers

b. To develop the creativity of English teachers to prepare cheap, effective, and easily-made teaching media and aids.

(2) Setting up schedules of the activities:

Every Tuesday, 07.30 – 14.30 (10 meetings)

(3) Setting up the types of the activities:

Group work with a tutor

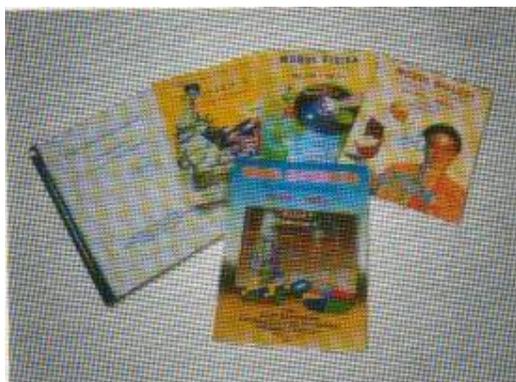
(4) **Description of Activities:**

**Week 1:** Members were present in the meeting. The committee explained the activity of the day. An instructor presented a lecture on Competency-Based Curriculum and Contextual Teaching and Learning. Then, members were divided into two small groups: one was assigned to prepare syllabus, lesson plans, and evaluation, and another was assigned to prepare teaching aid.

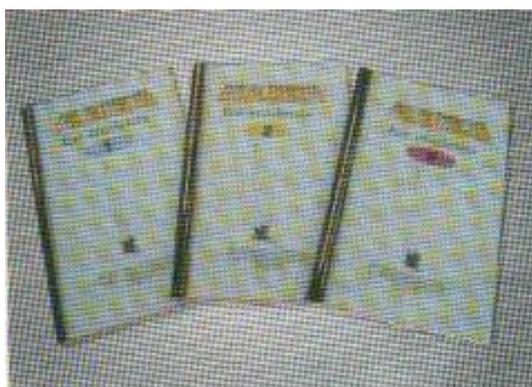
**Week 2 to 9:** Under the guidance of a Group Coordinator, members worked as assigned. Consultation with the instructor or Field Consultant was conducted once a week. Revised draft after the consultation with the instructor or Field Consultant was presented to the members and discussed in the following meeting with other members. This process went on until they completed the final draft.

**Week 10:** Final revision was made by Field Consultant. Final editing was conducted by the Group Coordinator with some members.

Teachers carried out the writing of learning modules during their spare time in between their scheduled teaching, as a result, it took them long time to complete the draft.



**Figure 6.**  
**Learning modules written by Sub-District MGMP of Kedungwuni, Pekalongan**



**Figure 7**  
**Learning modules written by Sub-District MGMP of Sragi, Pekalongan**

## **2. MGMP of Mathematics**

Mathematics MGMP Team of Losari Sub-District wrote a book on how to make and use of Teaching and learning Media for Mathematics in Junior High Schools. This book is a unique guide for mathematics teachers, specializing in how to visually explain the formulas to measure area and volume, and to demonstrate how to explain geometrically some basic formulas like  $(a+b)^2 = a^2+2ab+b^2$ . To induce students' interest in geometry, it introduces the tan gram and the pent amino as simple geometric games. All mathematics teachers in Losari Sub-District are using the guide.





**Figure 9**  
**Participant of MGMP is presenting the results of group discussion facilitated by an expert from a university**

Various positive impacts are received by Schools after the introduction of Sub-District MGMP. There are at least five positive impacts that can be identified: (1) teachers have better understanding about 2004 Curriculum and they are expected to able to implement the curriculum appropriately; (2) there is some improvement in the teaching-learning process in the classroom. Teachers do not fully depend on commercially available Students' Worksheet (LKS), but they now are developing some innovative teaching and learning materials that enable their students to be more active in the classroom; (3) teaching media are more often used; (4) out-door learning is often used by teachers both in Science and other subjects; (5) teachers' potentials for writing competence is accommodated. Through writing, teachers are able to disseminate their ideas more effectively and efficiently.



