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**2<sup>nd</sup> ICEL 2014**  
**THE SECOND INTERNATIONAL CONFERENCE ON EDUCATION AND LANGUAGE**

20, 21, 22 MAY 2014  
Bandar Lampung University, Indonesia  
**PROCEEDINGS**

Hosted by  
Teacher Training and Education Faculty (FKIP),  
English Education Study Program, Bandar Lampung University (UBL)

# PROCEEDINGS

THE SECOND INTERNATIONAL CONFERENCE  
ON EDUCATION AND LANGUAGE

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**2<sup>nd</sup> ICEL 2014**

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20 -22 MAY 2013



Organized by:  
Faculty of Teacher Training and Education (FKIP),  
English Education Study Program of Bandar Lampung University  
Zainal Abidin Pagar Alam street No.89 Labuhan Ratu, Bandar Lampung, Indonesia  
Phone: +62 721 36 666 25, Fax: +62 721 701 467  
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## **PREFACE**

The activities of the International Conference are in line and very appropriate with the vision and mission of Bandar Lampung University (UBL) to promote training and education as well as research in these areas.

On behalf of the Second International Conference of Education and Language (2<sup>nd</sup> ICEL 2014) organizing committee, we are very pleased with the very good responses especially from the keynote speakers and from the participants. It is noteworthy to point out that about 80 technical papers were received for this conference

The participants of the conference come from many well known universities, among others: University of Wollongong, NSW Australia, International Islamic University Malaysia, Kyoto University (Temple University (Osaka), Japan - Jawaharlal Nehru University, New Delhi, India - West Visayas State University College of Agriculture and Forestry, Lambunao, Iloilo, Philippine - Bahcesehir University, Istanbul, Turkey - The Higher Institute of Modern Languages, Tunisia - University of Baku, Azerbaijan - Sarhad University, KPK, Pakistan - Medical Sciences English Language Teacher Foundation Program, Ministry of Health, Oman - Faculty School of Arts and Sciences, Banga, Aklan Philippines - Sultan Ageng Tirtayasa, Banten, - Pelita Harapan University, Jakarta - STIBA Saraswati Denpasar, Bali - University of Muhammadiyah Yogyakarta - Ahmad Dahlan University Yogyakarta - Sriwijaya University, Palembang - Islamic University of Malang - IAIN Raden Fatah Palembang - Universitas Diponegoro, Semarang, Indonesia - Universitas Haluoleo Kendari - State Islamic University of Sunan Gunung Djati, Bandung - Tadulako University, Central Sulawesi - Sanata Dharma University - Lampung University and Open University,

I would like to express my deepest gratitude to the International Advisory Board members, sponsors and also to all keynote speakers and all participants. I am also grateful to all organizing committee and all of the reviewers who contribute to the high standard of the conference. Also I would like to express my deepest gratitude to the Rector of Bandar Lampung University (UBL) who gives us endless support to these activities, so that the conference can be administrated on time.

Bandar Lampung, 20 May 2014

**Drs. Harpain, M.A.T., M.M**

*2<sup>nd</sup> ICEL 2014 Chairman*

## PROCEEDINGS

The Second International Conference on  
Education and Language (2<sup>nd</sup> ICEL 2014)  
BANDAR LAMPUNG UNIVERSITY  
Bandar Lampung, Indonesia  
May 20,21,22 2014

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## COACHING MODEL OF SCIENCE TEACHER PROFESSIONALISM THROUGH MGMP TEACHING CLINIC MANAGEMENT

Ngurah Ayu Nyoman Murniati

Faculty of Mathematic and Sciences Education, Universitas PGRI Semarang, Indonesia

Corresponding email: ngurahayunyomanmurniati@yahoo.co.id

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### Abstract

Efforts to improve the quality of education through teacher development needs serious attention. One of the flagship projects implemented through professional organizations MGMP empowerment. MGMP can be developed as a forum for the professional development of teachers. Facts on the ground indicate that the performance of MGMP still low. It is a challenge science teachers professional development. Formulation of the research problem is how the model of coaching junior high science teacher professionalism in management MGMP Teaching Clinic? The purpose of research described Teaching Clinic MGMP management model as a model of professionalism coaching junior high school science teacher. Benefits of the research as materials development science education human resource management (MSDMP). The model developed can be used as study design, organization, coaching, evaluating performance and professionalism of science teachers. The study design is a Research and Development (R & D) to develop management models MGMP Science Teaching Clinic SMP Semarang. The products produced in this study is the management model and the Guidelines for Teaching Clinic MGMP. Validation results showed the model can be used as a junior high science teacher professional development. The effectiveness of the model shown in performance enhancement science teacher before and after participating in the Cluster Clinical Didactic methodical. This means that the performance of science teachers through the Teaching Clinic is better than before. Conclusions showed that MGMP empowerment through Teaching Clinic to improve service quality in building and developing the junior high science teacher professionalism. Teaching Clinic MGMP serves as a follow-up professionally assistance given to teachers who have problems. Recommended science teacher, MGMP, Teaching Management Clinic at the Department of Education and related agencies as a model of training and professional development of teachers through MGMP.

*Keywords:* coaching, professionalism, management, teaching, clinic

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### 1. INTRODUCTION

Educational institutions or LPTK providing education for prospective teachers as needed in the community . The problem that arises is still limited junior science teacher candidates provider . Junior High Science teacher must master the material Physics , Biology , and Chemistry . Disciplines that are owned by a science teacher is specific disciplines in science , such as physics education , education Chemistry , Biology or education . Reality on the ground according to Murniati , et al ( 2011: 39 ) a graduate teacher education should be able to teach Physical Science (Physics , Chemistry , and Biology ) , and vice versa . In the changing paradigm of science learning and increase the meaningfulness of learning , the science teacher should be able to improve its ability to manage and develop professional competence . Teacher competence , Yamin ( Kisbiyanto , 2008: 4 ) is a basic capability of teachers in the acquisition of knowledge , skills and attitudes . In order to manage and develop the ability of the profession , teachers must be able to improve the mastery of pedagogical, professional, personal and social . Teachers play a central role in the learning process .

Program to improve the quality of science education subjects required an increase of at least two things , first improving the quality and management of capacity building of teachers , both the creation of environmental conditions that can increase the motivation of teachers . One alternative activities that can



improve the competence of teachers in a conducive environment and is loaded with motivational empowerment through professional organizations such as MGMP . MGMP as one of the professional organizations are less able to maximize non-structural activities that involve all members ( Murniati et al . , 2010: 42 ) . MGMP less instrumental in supporting the improvement of teacher quality . Research findings Murniati , et al . ( 2011: 43 ) suggests that teacher enthusiasm is very high when implementing Lesson Study activities based MGMP. This is the basis for empowering MGMPs as a junior high science teacher coaching independently. The problem that arises is how a model junior high science teacher professional development through management MGMP Teaching Clinic ?

### 1.1. Theoretical Description

Human resources management in the context is "people who are ready , willing , and Able to Contribute to organizational goals ( Werther and Davis , 1993: 635 ) . Human resources in educational organizations requires good management and development in order to contribute to the achievement of objectives . Increasing the performance of human resources will have an impact on the improving performance of the organization in carrying out its role in society . Improving the performance of human resources management requires a systematic and focused , so that the process of achieving organizational goals can be carried out effectively and efficiently

Science teacher as a learning agent should receive professional recognition in the form of teaching certificate. Professional teachers must master the competencies required for the profession. The main competencies required include pedagogic competence , social competence , personal competence and professional competence. Coaching and professional development of science teachers can be done in three ways . Achievement of competencies is done through pre-service teachers , in-service teachers and work experience . Teacher education qualifications become important factors that affect the recognition of the profession. Further developments in addition to working life which produces work experience , self-development factors in the form of training also affect a teacher professionalism . Science teacher have equal opportunities in coaching and professional development . Cognitive development of teachers is done through understanding the concept of science ( theory , applications , and experiments ) are considered important in the development of science a science teacher ( Dixon and Wilke , 2007 : 42 ) .

Development of integrated models of teacher professional development that models a variety of models of teacher professional development through academic according leader Cherif , et al (2009 : 19 ) , the model reflecting a professional teacher according to the Zohar (2002 : 253 ) and models of professional development according to Carillo (1999 : 138 ) . All three models are combined by taking into account the advantages and disadvantages of each model to be the new model is a model management Teaching Clinic . This is consistent with the model of professional development by Castetter (2003 : 317 ) in the development of teachers who guided individually ( Individual Guided Staff Development ) . Professional development is done through a program to improve the ability of teachers to conduct the research and innovation of ICT-based learning . Action research will help teachers and students address issues in designing effective instruction to meet their needs ( Taube , 2010: 5 ) . Pedagogical viewpoint stated that teachers undertake action research involving personal and professional transformation that in the end will help them understand the nature of their work ( Hanlon , 1997: 170). Description above theoretical framework underlying research buildings as outlined in Figure 1 .

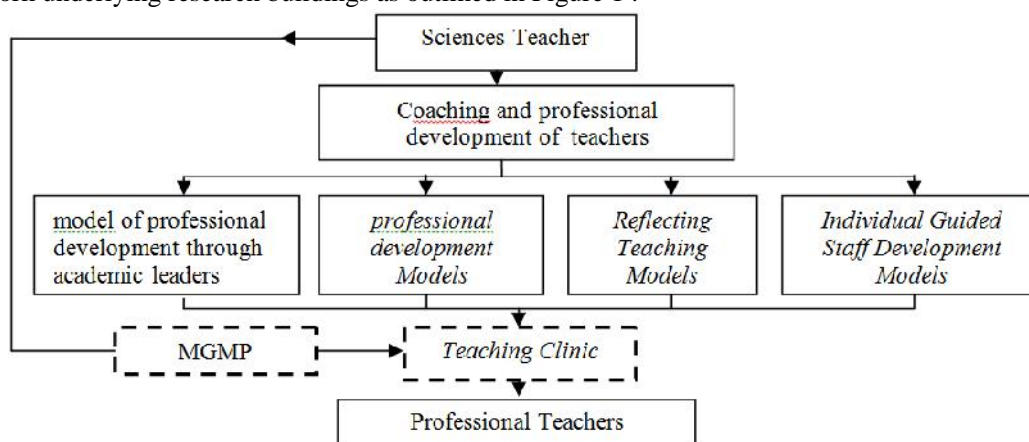


Figure 1. theoretical framework

## 2. RESEARCH METHODS

This research is the R & D stages Borg & Gall (1983 : 774 ) . Junior high school science teacher study subjects Semarang . The research data is qualitative and quantitative data . Technical Data collection through observation , interviews , questionnaires , study documentation , FGD , and shooting .

## 3. RESEARCH RESULTS

Teaching Clinic as a model of teacher training and professional development has two main clinics coaching clinics and clinics for professional development . Coaching clinic will consist of sub-clinical and sub-clinical pedagogic profession . Each sub clinic will consist of several groups of participants clinic clinics as needed . The results of validation experts and practitioners claim that design models can be used as a model for science teachers professional development through management MGMP Teaching Clinic . The results of testing the effectiveness of the model on a limited group of data obtained as in Table 1.

Table 1 . Summary of professionalism and Test Performance

No	Description	Value	Teachers
1	Teacher performance before Teaching Clinic	798,5	12
2	Teacher performance after Teaching Clinic	839,4	12
3	Teacher professionalism before Teaching Clinic	802,9	12
4	Teacher professionalism after Teaching Clinic	842,4	12

Effectiveness test is done by comparing the sum of the values before and after participating in Teaching Clinic appears that the number of test values after junior high school science teacher performance following the Teaching Clinic more than the sum of the values before the performance test following the Teaching Clinic . The same applies also to test the professionalism of teachers . Total value of junior high school science teacher professionalism test after following the Teaching Clinic more than the number of test values professionalism junior high science teacher before joining the Teaching Clinic .

## 4. CONCLUSION

Teaching Clinic management model can be implemented by MGMP . Selection of clinical groups adjusted to the results of the diagnosis of the teacher before following activities . Clinical cluster development can be tailored to the characteristics of the subjects and subject teachers . The development of science teacher professional development models implemented through sub junior coaching clinics profession didactic -methodic clinical groups . Teaching Clinic MGMP management model effective in coaching and professional development of junior high school science teacher . It is evident from the changes in performance and professionalism of junior high science teacher before and after participating in Teaching Clinic MGMP . Performance and professionalism of junior high science teacher is better than the condition before attending events.

Teaching Clinic MGMP can be used as a model of professional development of junior high school science teacher in Semarang . No clinical development tailored to the needs and problems faced by teachers in school . Application of a large scale is necessary to increase the performance and activities of the board MGMP . Structuring the management and coaching MGMP board is indispensable in the management of the Teaching Clinic . Development of Teaching Clinic on other subjects must look at the characteristics of these subjects . This will relate to the development of clinical groups in sub-clinical professionals . Department of Education and Culture through the MKSS and PJMP IPA should perform supervision , coaching and directing the activities of Teaching Clinic as a junior high science teacher professional development . Help fund stimulant activity necessary in the implementation MGMP Teaching Clinic . Furthermore, it is expected that management can be recommended Teaching Clinic Department of Education and Culture , and LPMP as a model of coaching and professional development of teachers through MGMPs .

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Jl. Z.A. Pagar Alam No.26 Labuhan Ratu  
Bandar Lampung 35142 Phone: +62 721 701463  
[www.ubl.ac.id](http://www.ubl.ac.id)  
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