

THE EFFECT OF QUALITY ISLAMIC EDUCATION MGMP ACTIVITIES ON PROFESSIONAL COMPETENCE AND PERFORMANCE OF ISLAMIC EDUCATION TEACHERS

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ABSTRACT

Subject Teacher Working Group (MGMP) is an educational institution that aims to improve the ability and professional level of teachers in order to improve the quality of education. The quality of Islamic Educational (PAI MGMP) activities is a dynamic condition related to MGMP, processes and activities that meet or exceed expectations. The quality of MGMP activities helps to cultivate professional ability and indirectly improve teaching performance. This research aims to test the following. (1) The impact of the quality of PAI MGMP activities on the professional abilities of teachers in Bandar Lampung State Middle School (SMPN). (2) The influence of professional ability on the performance of SMPN teachers in Bandar Lampung. (3) The quality of PAI MGMP activities has an indirect impact on the achievements of SMPN teachers in Bandar Lampung. (4) The effect of the quality of PAI MGMP activities on professional ability on Vandalstyle SMPN's teaching performance. The approach of this research is quantitative research, and the type is survey research. The analyzed data is the parameter analysis of the multiple linear regression analysis model (multiple linear regression) using SPSS for Windows 20.0. We create collected questionnaires and collect data separately for each variable. The sample for this study is 57 teachers randomly assigned (cluster random sampling). As a result, first, it was found that the quality of MGMP activities had a significant impact on the professional skills of teachers at Bandar Lampung State Middle School. Second, professional capacity has a significant impact on the teaching performance of SMPN teachers in Bandar Lampung. Third, the quality of the PAI MGMP activities has an indirect impact on the performance of SMPN teachers in Bandar Lampung Fourth, the quality of the PAI MGMP activities has a great impact on the performance of professional teachers in Bandar Lampung's SMPN.

Keywords: Professional Competence. PAI MGMP activities. Teacher performance

ABSTRAK

MGMP merupakan organisasi pendidik yang tujuan utamanya adalah untuk meningkatkan kompetensi dan profesionalisme pendidik dalam rangka meningkatkan mutu pendidikan. Kualitas kegiatan MGMP adalah suatu kondisi dinamis yang saling berkaitan dengan penyelenggaraan, pendidik, proses dan kegiatan yang mematuhi atau melebihi dari apa yang diharapkan. Kualitas kegiatan MGMP yang baik akan membantu membangun kompetensi profesional pendidik, dan secara tidak langsung kinerja pendidik akan lebih baik juga. Penelitian ini bertujuan untuk membuktikan ada tidaknya: (1) Pengaruh kualitas kegiatan MGMP PAI terhadap kompetensi profesional pendidik tingkat SMP Negeri se-Kota Bandar Lampung. (2) Pengaruh kompetensi profesional terhadap kinerja pendidik tingkat SMP Negeri se-Kota Bandar Lampung. (3) Pengaruh tidak langsung kualitas kegiatan MGMP PAI terhadap kinerja pendidik tingkat SMP Negeri se-Kota Bandar Lampung (4) Pengaruh kualitas kegiatan MGMP PAI terhadap kompetensi profesional dengan kinerja pendidik tingkat SMP Negeri se-Kota Bandar Lampung. Pendekatan yang digunakan dalam penelitian ini adalah penelitian kuantitatif dengan jenis penelitian survei. Data hasil penelitian dianalisis dengan analisa parametrik dengan model analisis regresi linier ganda (*Multiple Linier Regression*) berbantuan *SPSS For Windows 20.0*. Data dari masing-masing variabel dikumpulkan secara terpisah melalui mengisi kuesioner yang disusun. Sampel dalam penelitian ini adalah 57 pendidik yang ditentukan secara acak (*cluster random sampling*). Hasil penelitian menunjukkan bahwa, pertama terdapat pengaruh signifikan kualitas kegiatan MGMP terhadap kompetensi profesional pendidik tingkat SMP Negeri se-Kota Bandar Lampung, kedua terdapat pengaruh signifikan kompetensi profesional terhadap kinerja pendidik tingkat SMP Negeri se-Kota Bandar Lampung, ketiga terdapat pengaruh secara tidak langsung langsung kualitas kegiatan MGMP PAI terhadap kinerja pendidik tingkat SMP Negeri se-Kota Bandar Lampung, dan keempat terdapat pengaruh signifikan kualitas kegiatan MGMP PAI terhadap kompetensi profesional dengan kinerja pendidik tingkat SMP Negeri se-Kota Bandar Lampung

Kata Kunci: Aktifitas MGMP PAI, Kopetensi profesional, Kinerja Guru

Introduction

Various activities in improving the teaching profession and education staff have in stages. However, the results achieved are still not satisfactory and have not been able to reach all educators. It was partly due to minimal funding, active participation from below, the low qualifications and competencies of educators (especially junior high school educators), also their performance. (Fasli Jalal, Directorate General of PMPTK, Hand-out National Discussion, Ministry of National Education, 2018)

Educators who should be creative and innovative in developing teaching, and to be able to meet the learning needs of each student they care for, in fact, play more roles as a teacher of tasks, are less creative, not innovative, and the teaching they carry out is less fun (ManapSomantri, 2011).

Performance is a work output both quality and quantity achieved by HR per unit of time in carrying out their work duties under the responsibilities were given to them. (Mangkunegara, A. P). Facts in the field from the results of research Dendik Surya Wardana in his journal entitled achievement motivation

with performance. Through PGRI as a data source, by surveying 16 of the 28 provinces studied. The results have shown that the performance of educators had not increased significantly with an average of 67%. Educators generally did not show progress in terms of pedagogical, personality, professional, and social. Educators are only active ahead of certification, but after being passed, their quality decreases.

The regional education balance that carried out the teacher competency test (UKG) in 2019 for junior high school level educators in Bandar Lampung obtained score of 57.15. It was indicating that the competence of educators in Bandar Lampung was not good yet, and even unable to compete with districts/cities such as Pringsewu district get a score of 57.91 and Metro City was ranked first in Lampung Province with a score of 58.82. (KEMENDIKBUD, Regional Education Balance on Teacher Competency Test, 2019).

The subject teacher meeting (MGMP) had a goal as an organization or forum that can improve the professionalism and performance of educators. Through MGMP activities, educators would be able to develop their abilities in the learning process.

According to Hamzah Uno, professional competence was mastery of standard material and managing classes, being able to use media as a learning resource, having exemplary and leadership in learning and being able to manage learning programs well. To improve the professionalism of educators, it was necessary to pay attention to the factors base on theory, can affect the professionalism of educators, namely the supervision of the principal, work motivation, and the participation of educators in MGMP. (Yusuf A, 2019).

This study supports the research conducted by Dinawati about the quality of the implementation of MGMP activities with teacher professionalism in Jember, East Java. With qualitative methods, the quality of subject teacher deliberation activities carried out is quite good and in general MGMP activities provide an increase in teacher professionalism. (Dinawati, 2000). It is in line with Mulyasa's opinion, which states that MGMP is a teacher organization which the main goal is to improve the competence and professionalism of educators to improve the quality of education. (Mulyasa E, 2003)

Saondi explained that performance is the level of success of a person or group of people in carrying out their duties and responsibilities as well as the ability to achieve the goals and standards that have been set. Heriswanto stated that competence has a significant effect on performance. It means the ability of educators significantly affects the quality of education. Because competent educators will complete their responsibilities correctly, mobilize all their hearts and minds to deliver students who excel, are independent, and have noble character.

Susanto explained that the main requirement of an educator is knowledge or often called competence. Given that educators are teaching science. Therefore, competence is a vital element of teacher performance, namely carrying out quality, humanist and religious teaching. This was similarly stated by Sari, that competence has a significant effect on the performance of teachers. This finding also suggests that the performance measure of educators has a complex dimension, namely changing students into noble human beings (faith and knowledge). Therefore, the competence of educators is not only able but more

creative and wise. The competence in question is all physical and non-physical potential of a scientific nature used to educate students to become superior human beings, both in terms of morals and knowledge. (Andi Sopandi, 2019).

To re-optimize, the role of MGMP at the junior high school level as a forum for coordination between subject educators in schools, programs that support MGMP educators at the SMP level are very important. Thus, researchers are interested in researching "The influence of the quality of PAI MGMP activities on professional competence with the performance of PAI educators at the Bandar Lampung State Junior High School level".

Methods

This study uses associative quantitative research, namely research with a survey method that uses a questionnaire (questionnaire) as a data collection tool. (Sugiyono, 2013). This research was conducted in public junior high schools throughout Bandar Lampung. This research will be conducted for approximately one month (30 days). The population in this study were 134 educators and a sample of 57 educators.

The data collection technique in this study was through a questionnaire using a Likert scale in the form of positive and negative statement items distributed to respondents. This study, using a closed questionnaire, which is a questionnaire that is presented in such a way that respondents are asked to choose an answer that suits their characteristics by giving a checklist. The data analysis techniques in this study include normality test (to test whether the data is normally distributed or not), homogeneity test (test to test whether the data is homogeneous or not) and hypothesis testing with simple linear regression analysis (to determine the effect of one independent variable on the dependent variable) and multiple linear regression analysis (to determine the effect of two independent variables on the dependent variable) using IBM SPSS Statistics 20.

Result and Discussion

The data obtained through research questionnaires distributed to 94 teachers at SD Muhammadiyah Se Kota Bandar Lampung, were tested for validity and reliability tests first. Data or information can be said to be valid if it is following the actual situation. (HerySusanto, Achi Rinaldi, Novalia, 2015). The reliability aims to determine and show the extent to which the measurement results remain consistent when measured several times with the same measuring instrument.

All indicators contained in variables X (quality of PAI MGMP activities), Y (professional competence) and Z (performance of educators) are all valid because r-count is greater than r-table. In addition, the calculation of Cronbach's Alpha is higher than 0.60, the conclusion that the measuring instruments in the variables X (quality of PAI MGMP activities), Y (professional competence) and Z (performance of educators) are declared reliable.

a. Normality test

The normality test aims to determine whether the distribution of residual value is normal or not.

4.1 Table Normality Test Results

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		57
Normal Parameters ^{a,b}	Mean	0E-7
	Std. Deviation	5,51118334
Most Extreme Differences	Absolute	,060
	Positive	,060
	Negative	-,048
Kolmogorov-Smirnov Z		,457
Asymp. Sig. (2-tailed)		,985
a. Test distribution is Normal.		
b. Calculated from data.		

Based on the Kolmogorov-Smirnov normality test table above, it is known that the significance value obtained is 0.985 greater than 0.05, so it can be concluded that the residual value is normally distributed.

b. Homogeneity Test

Homogeneity test is a test conducted to find out that two or more groups of sample data come from populations that have the same variance (homogeneous).

4.2 Table Homogeneity Test Results

Test of Homogeneity of Variances			
Results			
Levene Statistic	df1	df2	Sig.
,224	2	168	,800

Based on the homogeneity test table above, it can be seen that the significance value is 0.800 greater than 0.05, so it can be concluded that the data distribution is homogeneous.

c. Hypothesis testing

Hypothesis testing is done in two ways, namely simple linear regression analysis and multiple linear regression analysis. Simple linear regression analysis was used to test and determine the effect of one independent variable on the dependent variable. Meanwhile, multiple linear regression analysis aims to determine whether or not there is an influence between two or more independent variables on the dependent variable.

4.3 Table X t test results against Y

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	43,395	9,311		4,660	,000
	MGMP	,481	,112	,502	4,302	,000

a. Dependent Variable: Competence

Based on the table above, it is known that the p-value (Sig.) of the X variable quality of PAI MGMP activities is 0.000 less than 0.05. The value of tcount is greater than ttable, which is 4.302 which is greater than 2.004. These results conclude that the first hypothesis is accepted, namely variable X the quality of PAI MGMP activities has a significant effect on variable Y professional competence.

4.4 Coefficient of Determination Results

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,502 ^a	,252	,238	6,240

a. Predictors: (Constant), MGMP

As for when viewed from the magnitude of the coefficient of determination contained in the table of 0.252, these results indicate that the contribution of the influence of X quality of PAI MGMP activities on Y professional competence is 25.2% while the remaining 74.8% is a contribution from other variables. which were not included in the study.

4.5 Table Y t test results against Z

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	43,043	9,123		4,718	,000
	Kompetensi	,513	,109	,536	4,704	,000

a. Dependent Variable: Performance

Based on the table above, it is known that the p-value (Sig.) of the Y variable of professional competence is 0.000, which is smaller than 0.05. The value of t count is greater than ttable, which is 4.704 which is greater than 2.004. These results conclude that the second hypothesis is accepted, namely the Y variable professional competence has a significant effect on the Z variable, namely the performance of educators.

4.6 Table Coefficient of Determination Results

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,536 ^a	,287	,274	5,838
a. Predictors: (Constant), Competence				

As for when viewed from the value of the coefficient of determination contained in the table of 0.287. These results indicate that the contribution or contribution of the influence of X2 work motivation on Y teacher performance is 28.7% while the remaining 71.3% is the contribution of other variables not included in the study.

4.7 Table Results of t-test X against Z

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
	(Constant)	60,705	9,741		6,232	,000
	MGMP	,302	,117	,329	2,587	,012
a. Dependent Variable: Performance						

Based on the table above, it is known that the p-value (Sig.) of variable X the quality of PAI MGMP activities is 0.012 which is smaller than 0.05. The value of t-count is greater than t-table, which is 2,587 which is greater than 2,004. These results conclude that the first hypothesis is accepted, namely variable X the quality of PAI MGMP activities has a significant indirect effect on variable Z educator performance.

4.8 Table Coefficient of Determination Results

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,329 ^a	,108	,092	6,528
a. Predictors: (Constant), MGMP				

As for when viewed from the value of the coefficient of determination contained in the table of 0.108, these results indicate that the indirect influence contribution of X quality of PAI MGMP activities to Z educators' performance is 10.8% while the remaining 89.2% is a contribution from the variable -other variables not included in the study.

4.9 Table Results of t-test X against Y with Z

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
	(Constant)	17,081	10,939		1,561	,124
	MGMP	,350	,106	,365	3,285	,002
	Kompetensi	,433	,116	,415	3,739	,000
a. Dependent Variable: Performance						

Based on the table above, it can be seen that the p-value (Sig.) of variable X quality of PAI MGMP activities is 0.002 and Y is professional competence which is 0.000 less than 0.05. The value of t-count is greater than t-table, namely the value of the quality of PAI MGMP activities is 3,285 and the value of professional competence is 3,739, which is greater than t-table 2,004.

4.10 Table Test Results of Anova X against Y with Z

ANOVA ^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	1161,034	2	580,517	18,430	,000b
	Residual	1700,896	54	31,498		
	Total	2861,930	56			
a. Dependent Variable: Performance						
b. Predictors: (Constant), Competence, MGMP						

Based on the table above, it is known that the Fcount value is greater than F-table, which is 18.430 which is greater than Ftable 3.162. These results indicate

the conclusion that the hypothesis is accepted and has a significant effect on the quality of PAI MGMP activities on professional competence and the performance of PAI educators.

4.11 Table Coefficient of Determination Results

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,637 ^a	,406	,384	5,612
a. Predictors: (Constant), Competence, MGMP				

As for when viewed from the magnitude of the coefficient of determination contained in the table of 0.406, these results indicate that the contribution of the quality of PAI MGMP activities on professional competence with the performance of PAI educators is 40.6% while the remaining 59.4% is the contribution of the variables others that were not included in the study.

This research is supported by previous research. According to Muhajirin, Titi Prihatin, Amin Yusuf stated that MGMP has a professional influence on educators. Through the participation of educators in the MGMP, each educator can propose various problems faced in learning activities at school.

Furthermore, in the MGMP activities, problems are discussed together with other educators and finally, the learning process becomes more meaningful and quality. Research conducted by Dinawati on the quality of the implementation of MGMP activities with teacher professionalism in Jember, East Java with qualitative methods, it can be seen that the quality of subject teacher deliberation activities carried out is quite good and in general MGMP activities provide an increase in teacher professionalism. This is in line with Mulyasa's opinion which states that MGMP is a teacher organization whose main goal is to improve the competence and professionalism of educators to improve the quality of education.

Heriswanto stated that professional competence has a significant effect on performance. This means that the ability of educators significantly affects the quality of education. Because, competent educators will complete their responsibilities correctly, mobilize all their hearts and minds to deliver students who excel, are independent, and have noble character. Susanto explained that the main requirement for an educator is knowledge or often called professional competence. Given that educators are teaching science. Therefore, professional competence is a vital element of teacher performance, namely carrying out quality, humanist and religious teaching.

Rosihan Anwar, who discussed the influence of subject teachers' deliberation on increasing the professionalism and teaching performance of Tasikmalaya State Senior High School educators. Stating that the results of the descriptive analysis show that overall the MGMP is in the high category as well as the professionalism of educators and the performance of educators. MGMP has a

significant effect of 27.7% for educator professionalism and 35.3% for educator performance.

1. Conclusion

Based on the results of the data and discussion of the influence of the quality of PAI MGMP activities on professional competence with the performance of PAI educators at the Bandar Lampung State Junior High School level, it can be concluded as follows:

There is a significant effect of the quality of MGMP activities on the professional competence of educators which compares the significance value shows that the significance value is $0.000 < 0.05$ so that there is an influence of the variable quality of PAI MGMP activities on the professional competence of educators. the effect of the variable quality of MGMP activities on the professional competence of educators. Furthermore, the presentation of the influence of the variable quality of MGMP activities on the variable of professional competence of educators is 25.2% while 74.8% is influenced by other variables and factors.

There is a significant influence of the professional competence variable of educators on the performance of PAI subject educators at SMP Negeri Bandar Lampung. Supported by the t-test $4.704 > t_{table} 2.004$, it can be concluded that there is an influence of the professional competence of educators on the performance of PAI subject educators at SMP Negeri Bandar Lampung. Furthermore, the presentation of the influence of the variable professional competence of educators on the performance of PAI subject educators at SMP Negeri Bandar Lampung is 28.7% while 72.3% is influenced by other variables and factors.

There is a significant indirect effect of the variable quality of MGMP PAI activities at Bandar Lampung City Junior High School on the performance of Islamic Religious Education subject educators at the Bandar Lampung City Junior High School level. The results of the t-test showed t-count $2,587 > t_{table} 2,004$, so it can be concluded that there is an indirect influence on the quality of MGMP PAI activities at Bandar Lampung on the performance of Islamic Education subject educators at SMPN Bandar Lampung. Furthermore, the presentation of the indirect effect of the variable quality of MGMP PAI activities in Bandar Lampung on the performance of Islamic Education subject educators is 10.8% while 89.2% is influenced by other variables and factors. There is a significant influence on the quality of PAI MGMP activities on professional competence with the performance of PAI educators at SMPN Bandar Lampung. Furthermore, seen from the F test with a value of F-count $18.430 > F_{table} 3.162$, it can be concluded that there is an influence of the variable quality of PAI MGMP activities on professional competence with the performance of PAI educators at SMPN Bandar Lampung. Then a t-test was carried out with the results of the influence of the variable quality of PAI MGMP activities at the Bandar Lampung city level junior high school t-count

t-count $3,285 > t_{table} 2,004$ and the value of the influence of the variable professional competence of PAI subject educators at SMPN Bandar Lampung city level t count $3,739 > t_{table} 2,004$ with this t-test it can be concluded that there is an effect of the variable quality of PAI MGMP activities on professional

competence with the performance of PAI educators at SMP Bandar Lampung country. Furthermore, the presentation value of the variable quality of PAI MGMP activities on professional competence with the performance of PAI educators at SMPN Bandar Lampung is 40.6% while 59.4% is influenced by other variables and other factors.

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