THE ROLE OF THE ENGLISH SUBJECT TEACHERS CONFERENCE (MGMP) IN IMPROVING THE PROFESSIONAL COMPETENCE OF SENIOR HIGH SCHOOL TEACHERS IN PEMALANG REGENCY

Mustaidah[1]
Universitas Persatuan Guru Republik Indonesia - Semarang (mustaidahjatno8@gmail.com)

Endang Wuryandini
Universitas Persatuan Guru Republik Indonesia - Semarang (endangwuryandini@upgris.ac.id)

Muhtarom
Universitas Persatuan Guru Republik Indonesia - Semarang (muhtarom@upgris.ac.id)

Kata Kunci:	ABSTRACT
MGMP Bahasa Inggris, Kompetensi Profesional Guru, Pengembangan Keprofesian Berkelanjutan (PKB), Studi Kasus, Kualitas Pengajaran.	Penelitian ini bertujuan untuk menganalisis dan mengidentifikasi kontribusi Musyawarah Guru Mata Pelajaran (MGMP) Bahasa Inggris dalam meningkatkan kompetensi profesional guru SMA di Kabupaten Pemalang. Menggunakan pendekatan kualitatif dengan metode studi kasus, penelitian ini mengeksplorasi secara mendalam implementasi dan dampak kegiatan MGMP melalui teknik triangulasi data yang meliputi wawancara mendalam, observasi partisipan, dan analisis dokumentasi. Hasil penelitian menyimpulkan bahwa MGMP Bahasa Inggris berkontribusi secara signifikan terhadap peningkatan kompetensi profesional melalui program terstruktur seperti pelatihan, lokakarya, diskusi kelompok fokus, dan pembelajaran kolaboratif. Keterlibatan aktif dalam kegiatan ini terbukti meningkatkan keterampilan guru dalam menyusun Rencana Pelaksanaan Pembelajaran (RPP), menerapkan metode instruksional inovatif, serta melakukan evaluasi hasil belajar siswa secara efektif. Meskipun ditemukan tantangan berupa keterbatasan waktu, keterbatasan sumber daya, dan dukungan institusional yang belum optimal, organisasi ini tetap menjadi pilar utama pengembangan profesi. Sebagai kontribusi eksplisit, MGMP Bahasa Inggris SMA Kabupaten Pemalang berperan fundamental sebagai katalisator transformasi pedagogik yang menjembatani kesenjangan antara teori pengajaran bahasa modern dengan praktik kelas nyata, sehingga secara berkelanjutan meningkatkan standar profesionalisme guru di wilayah tersebut. Studi ini memberikan wawasan penting bagi pemangku kepentingan mengenai peran vital MGMP dalam menjaga kualitas pengajaran bahasa Inggris di tingkat menengah atas.

---

[1] Correspondence Author

Keywords:	ABSTRACTS
	This study aims to analyze and identify the contribution of the English Subject Teachers' Conference (MGMP) in improving the professional competence of high school teachers in Pemalang Regency. Using a qualitative approach with a case study method, this study in-depth explores the implementation and impact of MGMP activities through data triangulation techniques that include in-depth interviews, participant observation, and documentation analysis. The results of the study conclude that the English MGMP contributes significantly to improving professional competence through structured programs such as training, workshops, focus group discussions, and collaborative learning. Active involvement in these activities has been proven to improve teachers' skills in developing Lesson Implementation Plans (RPP), implementing innovative instructional methods, and conducting effective evaluation of student learning outcomes. Despite challenges such as limited time, limited resources, and less than optimal institutional support, this organization remains a key pillar of professional development. As an explicit contribution, the English MGMP of high schools in Pemalang Regency plays a fundamental role as a catalyst for pedagogical transformation that bridges the gap between modern language teaching theory and real classroom practice, thereby continuously improving the standards of teacher professionalism in the region. This study provides important insights for stakeholders regarding the vital role of MGMP in maintaining the quality of English language teaching at the senior secondary level.

A. INTRODUCTION

Education is a fundamental foundation in the national development scheme and is a major determinant of the nation's competitiveness in the global arena. Legally, the Republic of Indonesia Law Number 20 of 2003 concerning the National Education System stipulates that education is a conscious and planned effort to create a learning atmosphere so that students actively develop their spiritual potential, personality, and intelligence (Sisdiknas, 2003). This vision is emphasized through the Regulation of the Minister of Education Number 10 of 2025, which mandates eight dimensions of graduate profiles, including critical reasoning, creativity, and collaboration, as key competency targets to be achieved at every level of education (Muti, 2025). Amidst the acceleration of the industrial revolution 4.0 and the transition to society 5.0, the quality of the education system cannot exceed the quality of its teachers. This positions the professional competence of teachers as a crucial factor that determines the effectiveness of the instructional process and the quality of educational outcomes.

The transformation of the teacher's role from mere transmitters of knowledge to facilitators, motivators, and innovators of student-centered learning is inevitable (Directorate General of Teachers and Education Personnel, 2023). As professional educators, teachers bear complex responsibilities that include planning, implementing, and accurately evaluating learning outcomes (Tuti, 2019; Suking, 2023). In English, these challenges are increasing along with the demands of mastering global literacy and international communication skills. Therefore, continuous efforts are needed to improve teachers' pedagogical and professional competencies to create an inspiring and adaptive Higher Order Thinking Skills (HOTS) learning ecosystem.

One of the formal mechanisms mandated by the government to foster this professionalism is through the Subject Teacher Conference (MGMP). MGMP functions as a community of practitioners (*community of practice*) which provides a collaborative space for teachers to reflect, share good practices (*best practices*), and conducting independent training (Mulyasa, 2021). Through the principle of deliberation from, by, and for teachers, this forum becomes a strategic instrument for adapting a dynamic curriculum and implementing innovative learning methods (Najri, 2020). MGMP's responsiveness takes the form of workshops, seminars, and focus group discussions (*Focus Group Discussion*) is the key to equipping teachers with content-based teaching skills. (HOTS) which is essential for high school students (Sari et al., 2024).

The importance of the MGMP's role has been amply validated by previous research. Hidayah (2023) emphasized that MGMP is a crucial platform for educators to conduct collective assessments and explore new ways to achieve ideal learning outcomes. Similarly, research by Astuti et al. (2024) and Sari (2024) concluded that MGMP activities significantly assist teachers in improving learning effectiveness through peer feedback mechanisms. P*eer* feedback More specifically, Datuk et al. (2021) identified concrete programs such as curriculum revision and exam question development that directly impact teacher instructional performance. However, from a managerial perspective, Amalia (2019) noted that the success of MGMPs depends heavily on the consistent integration of planning, organizing, and monitoring principles.

Although the existence of MGMPs is theoretically well-established as a pillar of professional development, there is a significant literature gap regarding their implementation in areas with moderate institutional support and resource access, such as Pemalang Regency. Most previous studies tend to focus on macro-level organizational management or are limited to normative literature. Empirical evidence remains limited on how collaborative interactions within high school English MGMPs in Pemalang can respond to structural barriers such as limited teacher time, geographic constraints, and limited regional funding to continue producing innovative, contextual learning tools. There is an urgent need to explore how the collective commitment and resilience of teachers at the local level can bridge the gap between national curriculum regulations and the realities of limitations on the ground, as well as how these activities can be implemented benchmarking between schools is done to improve quality standards evenly.

Based on this urgency, this qualitative research aims to fill the data gap through a comprehensive field study. The focus of this research includes: (1) Analysis of the program structure and activities of the Senior High School English MGMP in Pemalang Regency in responding to the needs of the latest curriculum; (2) Identification of the concrete impact of these activities on improving teachers' professional competence and instructional skills; and (3) Analysis of the dynamics of supporting factors and challenges in optimizing the role of the organization. The results of this study are expected to provide theoretical contributions regarding the model of sustainable professional development in the region, as well as provide practical recommendations for policy makers to strengthen the position of MGMP as a catalyst for the transformation of the quality of English education, especially in Pemalang Regency.

This study offers a novel contribution by positioning the English Teachers' Subject Forum (MGMP) not merely as a routine professional development forum, but as a managed educational organization operating through an integrated management cycle of planning, organizing, implementation, evaluation, and continuous quality improvement. Unlike previous studies that primarily describe MGMP activities or focus on pedagogical outcomes alone, this research provides an analytical management-based interpretation of MGMP practices using empirical evidence from field observations and stakeholder perspectives. Furthermore, this study critically examines the Professional Peer-Based Assistance (PPBA) model by revealing both its strengths in fostering collaborative learning and its structural limitations related to sustainability, institutional support, and policy integration. By combining educational management theory with qualitative field data, this research extends the discourse on MGMP effectiveness beyond descriptive evaluation toward a conceptual model for sustainable teacher professional development, particularly in decentralized educational contexts.

The Role of MGMP in Improving Teacher Professional Competence

The Subject Teachers' Forum (MGMP) is a government facilitated community of professional practitioners designed to improve teacher quality through collaborative learning. This forum is designed to provide a means for developing sustainable competencies based on the real needs of teachers in the field, particularly in addressing the dynamics of education policy. In the context of English teachers in Pemalang Regency, the MGMP plays a crucial role by providing a space for scientific discussion and sharing best practices, as well as the development of relevant learning tools. This is in line with the thinking Mulyasa (2021) which emphasizes that learning communities like MGMPs serve as mechanisms for strengthening competence and professionalism through collective reflection. Thus, MGMP are not merely formal routines, but rather strategic platforms that systematically transform teacher capacity.

English teachers' professional competence is a crucial element in providing quality education. This competence encompasses in-depth mastery of language materials, learning methodology, digital media utilization, and effective evaluation skills. According toSusmiatun et al. (2021)Teachers are required to have a holistic understanding of linguistic and pedagogical aspects, particularly in adopting an adaptive communicative approach. MGMP is a vital space to ensure teachers continually update their understanding through materials workshops, curriculum training, and technology-based learning strategy assessments to address global literacy challenges.

In addition to professional aspects, MGMP plays a significant role in strengthening pedagogical competence through curriculum analysis and collaborative learning design. Through activities such as*lesson study*, teachers can develop pedagogical skills that are more contextual and tailored to the unique characteristics of students in the region. Active involvement in curriculum discussions allows teachers to accurately understand the structure of learning outcomes and assessment principles.Sagala (in Sumartini 2016)emphasizes this by stating that the success of curriculum implementation depends heavily on the quality of teachers as the primary implementers. The MGMP serves as a supporting mechanism to actualize curriculum values i   nto meaningful, inclusive learning.

The existence of MGMP cannot be separated from the government's efforts to guarantee teacher quality through Teacher Performance Assessment (PKG). Azizah (2023) explains that PKG functions as an evaluation instrument and a means of self-reflection for teachers to improve their educational behavior and enhance their instructional skills in order to gain parental trust and student affection. However, evaluation without developmental follow-up will not be optimal. Implementation in various regions, including examples from MGMP PAI in Pulang Pisau (kalteng.kemenag.go.id, 2024), demonstrating that professional forums like the MGMP serve as a platform for following up on PKG evaluation results. This synergy ensures that competency improvement is sustainable, measurable, and targeted.

In Pemalang Regency, English teachers face specific challenges in the form of varying student abilities and limited access to technology. MGMP acts as a facilitator for digitalizing learning through training in language applications and innovative media. This aligns with the perspective of Richards (2017)that language teachers need to continually update their understanding of linguistic theory and teaching practices to remain relevant to current needs. MGMP has transformed into a catalyst that transforms teachers into more creative, adaptive, and responsive individuals to the dynamics of modern education.

The MGMP plays a strategic role in enhancing professional competence through collaborative, reflective, and contextual self-development activities. Theoretical support from experts confirms that the MGMP is effective in bridging curriculum understanding, pedagogical reinforcement, and mastery of learning technology. As a regulatory forum that complements the PKG mechanism, the MGMP has proven to be a professional community that has a direct impact on improving instructional quality and student learning outcomes at the senior secondary level.

B. METHODS

This study employed a qualitative descriptive approach with an interpretive paradigm to explore the managerial role of the English Teachers' Subject Forum (MGMP) in improving teachers' professional competence. A qualitative approach was considered appropriate because the research aimed to understand processes, interactions, and meanings behind MGMP management practices rather than to measure variables quantitatively. The focus of the analysis was on how MGMP programs are planned, organized, implemented, and evaluated within the context of teacher professional development.

The research was conducted within the English MGMP for Senior High Schools in Pemalang Regency, which was selected purposively due to its active program implementation, regular collaborative activities, and recognized contribution to teacher competence development at the regional level. This context provided a rich setting for examining MGMP as a professional learning organization.

Data were collected through in-depth interviews, field observations, and document analysis. Interviews were conducted to capture participants' experiences, perceptions, and reflections regarding MGMP management and its impact. Observations focused on

MGMP activities such as workshops, Focus Group Discussions (FGDs), and peer teaching sessions to understand actual interaction patterns and managerial practices. Document analysis included program plans, training materials, assessment modules, and activity reports to support data triangulation.

The selection of informants was carried out using purposive sampling, based on their roles and relevance to the research focus. Informants consisted of the MGMP supervisor, MGMP chairperson, MGMP administrators, and MGMP members (teachers). This composition ensured representation of both managerial and participant perspectives, enabling a comprehensive understanding of decision-making processes, program implementation, and perceived outcomes. The justification for this selection lies in the assumption that individuals directly involved in MGMP management and participation possess contextual knowledge and experiential insights essential for analyzing organizational effectiveness.

Data analysis followed an interactive analysis model, involving data reduction, data display, and conclusion drawing. Interview transcripts and observation notes were coded thematically according to management functions planning, organizing, implementation, and evaluation to ensure analytical consistency. Patterns and relationships among themes were identified to interpret how MGMP management practices contribute to teacher professional competence.

To ensure data credibility and trustworthiness, this study applied triangulation of data sources and techniques, prolonged engagement, and member checking. Findings from interviews were cross-validated with observational data and documents, while selected informants were asked to confirm the accuracy of interpretations. These strategies strengthened the validity of the conclusions and minimized researcher bias.

C. RESULT AND DISCUSSION

Results
English Language MGMP Program and Activities for Senior High Schools in Pemalang Regency

This section presents the findings of the study related to the implementation of MGMP programs for English teachers at the senior high school level in Pemalang Regency. The results are organized to highlight key managerial practices rather than descriptive activity reports. The findings indicate that MGMP operates as a structured professional development organization through curriculum oriented planning, collaborative learning management, and institutional strengthening aimed at improving teacher competence and student outcomes.

Based on field observations and interviews, the core program of the English MGMP in Pemalang Regency is strategically designed to strengthen teachers' pedagogical competencies in response to curriculum changes. Program planning is conducted collaboratively and focuses primarily on the development of innovative lesson plans (RPPs) that are systematic, structured, and aligned with national curriculum policies, while also integrating local content and digital technology.

As stated by the Head of MGMP:
"Our main focus is lesson plans. After the workshop, teachers no longer just create

lesson plans; they must be structured, systematic, and integrate digital aspects. This will prepare them for the new curriculum."

This statement indicates that MGMP program planning is not merely administrative but pedagogically driven, aiming to ensure teachers' readiness in implementing curriculum reforms through improved instructional design. In addition to lesson planning, MGMP management places strong emphasis on strengthening teachers' evaluation competencies. Training sessions on authentic assessment and the development of Higher Order Thinking Skills (HOTS) questions are systematically included in MGMP programs. This reflects MGMP's managerial role in aligning classroom assessment practices with national education standards and improving the quality of students' cognitive evaluation.

Beyond formal workshops, MGMP activities are managed through collaborative learning mechanisms that prioritize reflection and problem-solving. Focus Group Discussions (FGDs) are conducted periodically as a core managerial strategy to provide teachers with a safe and supportive forum to share classroom challenges and jointly develop practical solutions.

The MGMP Supervisor explained:
"My role is not only to ensure that administration runs well, but also to ensure that a safe space exists. Workshops are important, but the Focus Group Discussion is the heart of MGMP. There, teachers dare to say, 'Sir, I failed to explain conditional sentences yesterday,' and together we find solutions."

This statement highlights the managerial function of MGMP in fostering a professional learning environment characterized by trust, openness, and collaborative problem-solving, which is essential for continuous teacher development.

Furthermore, collaborative learning is strengthened through peer teaching models. In this approach, teachers who have received advanced training or possess specific instructional expertise act as facilitators for their colleagues. Each peer teaching session is followed by teaching simulations and reflective discussions to ensure the internalization of pedagogical knowledge.

This practice demonstrates that MGMP management effectively bridges theoretical understanding and classroom application by creating a rapid cycle of knowledge transfer among teachers.

MGMP management also extends to institutional strengthening and performance evaluation, both at the teacher and student levels. One key program is the Student Competency and Talent Enhancement initiative, implemented through English competitions such as speech, storytelling, and debate under the English Fun program. These activities serve as instruments for motivation as well as indicators of instructional effectiveness.

As expressed by an MGMP member:
"English competitions are important. We don't just teach in class; we need to see the results. Through speech and debate competitions, we can measure students' speaking and critical thinking skills compared to other schools."

This opinion reflects MGMP's managerial approach to using student performance as feedback for evaluating the effectiveness of teaching practices developed through MGMP activities. Another MGMP member emphasized the motivational impact of the program:

"Students who participate in competitions become more motivated. They see English not just as a compulsory subject, but as a tool for achievement."

This indicates that MGMP programs indirectly contribute to improving students' learning motivation by connecting classroom instruction with real-world performance opportunities.

MGMP also conducts inter-district peer reviews as a benchmarking strategy to adopt best practices from other MGMPs, particularly in program management, funding strategies, and HOTS module development.

As stated by an MGMP administrator (1):

"Peer review is mandatory. We want to learn from MGMPs in other cities so we don't stagnate. Our goal is to continuously improve and become a reference."

This practice shows that MGMP management is oriented toward continuous organizational learning and quality improvement.

Organizational sustainability is maintained through integrity based management, voluntary leadership without honoraria, team-building activities, and social care programs for sick or retired members.

As explained by another MGMP administrator(2):

"We work without honorariums. What keeps us united is integrity and a sense of community. Visiting sick colleagues or team-building activities show that MGMP is not just a workshop venue, but a professional family."

This statement underscores that MGMP's managerial strength lies not only in formal programs but also in strong organizational values that foster cohesion and long-term commitment.

Specific Contribution (Impact) of MGMP on Improving Teachers' Professional Competence

The English Teachers' Subject Forum (MGMP) for Senior High Schools in Pemalang Regency has demonstrated a clear and measurable contribution to improving teachers' professional competence. The findings indicate that MGMP functions not merely as a routine professional gathering, but as a strategic managerial platform that facilitates curriculum adaptation, strengthens pedagogical practice, and enhances assessment literacy. These contributions can be organized into three core thematic impacts.

The first major contribution of MGMP is the improvement in the quality of teaching preparation through the development of professional and innovative teaching tools. Teachers show increased competence in designing systematic, structured, and contextual lesson plans that integrate curriculum demands, local content, and digital technology.

"The impact is truly felt in the lesson plans. Previously, we were simply copying, but now we can design truly contextual lesson plans, incorporating local Pemalang issues. Most importantly, we have the courage to integrate technology into every step of the learning process. The quality of my teaching preparation has improved dramatically since participating in the MGMP workshop." (MGMP Member 1)

This statement illustrates a shift from procedural compliance toward professional autonomy and creativity in lesson planning. MGMP-managed workshops and mentoring activities enable teachers to move beyond imitation practices and develop contextualized instructional designs. From a managerial perspective, this

reflects effective program planning and capacity-building strategies that directly impact teachers' readiness for classroom implementation.

The second contribution is the strengthening of teachers' practical pedagogical competence, particularly in implementing innovative learning models. MGMP participants demonstrate greater confidence and skill in applying student-centered approaches such as Project-Based Learning (PjBL) and Discovery Learning.

"It's not just about knowing the theory, but having the courage to do it. After the simulation at MGMP, we no longer hesitate to try PjBL, even though the model is complicated. This forum removes teachers' fears about experimenting with new, innovative methods." (MGMP Member 2)

This response highlights the effectiveness of MGMP's experiential learning management, especially through simulations and guided practice. The forum reduces teachers' resistance to innovation by creating a supportive environment where experimentation is encouraged. As a result, pedagogical knowledge is transformed into practical classroom competence, demonstrating MGMP's role as an effective knowledge transfer mechanism.

The third key contribution lies in the collaborative learning culture fostered through peer learning and Focus Group Discussions (FGDs). These collaborative practices function as the central managerial strategy that sustains professional learning within MGMP.

"Collaboration is key. I can share my failures without being judged. When a colleague suggests, 'Try doing it this way,' it immediately sticks and I can put it into practice the next day in class. New knowledge quickly turns into skills." (MGMP Member 1)

This statement confirms that FGDs serve as a safe space for reflective practice and problem-solving, enabling rapid internalization of new pedagogical skills. Collaborative interactions among teachers with similar teaching contexts accelerate learning effectiveness and reinforce professional confidence. This finding supports the view that peer-based professional development is more sustainable than top-down training models.

MGMP significantly enhances teachers' competence in evaluating learning outcomes, particularly through training on Higher Order Thinking Skills (HOTS) and authentic assessment instruments.

"Authentic questions and HOTS are the main focus. We now know how to create an objective speaking rubric. This is important because accurate evaluation allows us to measure students' skills holistically, not just based on written test scores." (MGMP Management)

This evidence indicates that MGMP strengthens teachers' assessment literacy by equipping them with valid and reliable instruments, especially for productive language skills such as speaking and writing. Improved assessment practices enable teachers to evaluate student competence more comprehensively, aligning instructional goals with learning outcomes.

English MGMP in Pemalang Regency functions as a strategic bridge for curriculum adaptation and professional competence development, supported by collaborative managerial practices and strong organizational commitment. Despite challenges such as limited teacher time and insufficient institutional follow-up, MGMP's integrity-driven management and strong collaborative culture sustain its

effectiveness. Its contribution extends beyond internal professional development to institutional strengthening through benchmarking activities and student achievement programs, positioning MGMP as a key driver in improving the quality of regional education.

Supporting Factors and Challenges Faced in Optimizing the Role of MGMP

Optimizing the role of the MGMP requires a synchronization of schedules that is often difficult to achieve within the current educational framework. The primary structural barrier lies in the overlapping demands placed upon educators, where professional development activities must compete with the immediate, high-pressure requirements of daily school operations. This tension creates a significant hurdle for consistent engagement, as detailed below:

"The MGMP schedule often clashes with shift schedules, administrative duties, or extra hours at school. This is the most challenging part. Teachers' focus is divided because they feel they have to prioritize their schoolwork, which can affect attendance and concentration during workshops." (MGMP 1 Member)

This statement highlights a profound "role conflict" experienced by teachers. Administrative and instructional burdens at their home schools are viewed as non-negotiable priorities. Consequently, MGMP participation is frequently perceived as a secondary obligation or an additional burden rather than a vital professional necessity, leading to diminished focus and attendance.

In addition to temporal constraints, the MGMP faces logistical limitations that hinder its evolution into a modern training center. Financial independence remains a significant challenge, directly impacting the quality and diversity of the pedagogical insights the forum can provide. The following observation illustrates how budget restrictions limit the scope of professional enrichment:

"Funding is still very limited. We would love to invite national trainers with expertise in the latest learning technologies, but the fees are beyond our reach. Ultimately, we have to rely on internal resources, which, while excellent, limits the diversity of knowledge." (MGMP Administrator 1)

The administrator's remark underscores the financial fragility of the MGMP. Without adequate funding to bridge the gap between local practice and national standards, the forum is forced to rely almost exclusively on internal expertise. This creates a risk of knowledge stagnation or an "echo chamber" effect, where pedagogical innovation is restricted by the limits of existing local knowledge.

Despite these formidable structural and financial obstacles, the MGMP maintains its relevance through the strength of its internal human capital. The sustainability of the forum is not driven by external facilities, but rather by a deep-seated cultural commitment among its members and leaders. This social capital serves as the organization's primary lifeline, as expressed by the management:

"We, the administrators, work purely out of a calling. Our members' commitment to integrity and sense of belonging are our driving force. They come not because they're obligated, but because they know they'll gain something valuable and have the support of their colleagues." (MGMP 2 Management)

This perspective emphasizes that intrinsic motivation and a robust collaborative culture within Focus Group Discussions (FGDs) are the true keys to the MGMP's

resilience. Peer solidarity creates a supportive learning ecosystem where the tangible benefits of shared experience serve as a more powerful incentive for attendance than mere formal mandates.

The optimization of the MGMP's role is a complex balancing act between external pressures and internal strengths. While dense workloads and funding gaps limit access to top-tier professional resources, the effectiveness and sustainability of the program are preserved through the integrity and collective ownership of its members. Ultimately, the MGMP operates under challenging conditions, but this spirit of peer learning and dedication remains the essential key to ensuring that this independent training initiative continues to flourish.

Discussion

The findings of this study indicate that the English MGMP for Senior High Schools in Pemalang Regency operates as a structured professional development organization managed through an integrated educational management cycle. MGMP activities are not merely routine gatherings but represent a strategic system that combines planning, organizing, implementation, and evaluation to improve teachers' professional competence. This confirms that MGMP functions as a managerial platform for professional learning rather than an administrative forum.

From a planning perspective, MGMP programs are designed in response to curriculum reforms and teachers' instructional needs. The emphasis on developing structured, systematic, and technology-integrated lesson plans, along with authentic assessment and HOTS-based evaluation instruments, demonstrates that program planning is pedagogically driven. This aligns with Mulyasa (2020), who states that effective educational planning must focus on instructional quality and teacher capacity building. Unlike earlier studies that describe MGMP planning as largely administrative (Maure, Arifin, & Datuk, 2021), this study shows that MGMP planning in Pemalang emphasizes professional readiness and contextual adaptation, including local content integration and digital pedagogy.

In terms of organizing, MGMP demonstrates characteristics of a learning organization. Collaborative mechanisms such as Focus Group Discussions (FGDs) and peer teaching enable horizontal knowledge exchange and shared professional responsibility. FGDs function as a safe space where teachers are able to openly discuss instructional challenges and failures without fear of judgment. This supports Najri's (2020) argument that psychological safety is a key condition for effective professional learning communities. Compared to the findings of Sari and Maulidin (2024), who noted that many MGMPs remain formal and discussion-oriented, the Pemalang MGMP shows stronger organizational maturity by fostering reflective dialogue and collective problem solving.

At the implementation stage, MGMP activities lead to observable changes in teachers' instructional practices. Teachers demonstrate increased confidence and competence in applying innovative learning models such as Project-Based Learning and Discovery Learning. This indicates that professional learning within MGMP is not limited to theoretical understanding but is effectively translated into classroom practice. According to Hidayah (2023), professional development is considered effective when it results in behavioral change and improved instructional performance. The use of simulations, peer mentoring, and reflective discussions in MGMP accelerates the

internalization of new pedagogical knowledge, positioning MGMP as an effective bridge between policy, training, and classroom enactment.

Evaluation within MGMP extends beyond teacher competence to include student outcomes and motivation. Programs such as *English Fun*, which include speech, storytelling, and debate competitions, function as indirect evaluation tools to assess the effectiveness of instructional practices developed through MGMP activities. This approach aligns with Amalia (2019), who emphasizes that evaluation in educational management should serve as feedback for continuous improvement. However, the findings also reveal that MGMP evaluation remains largely informal and experience-based, lacking standardized indicators and systematic documentation. This suggests that evaluation is still a vulnerable stage within MGMP management.

Despite its internal effectiveness, MGMP faces structural challenges that limit the sustainability and scalability of its impact. Heavy teacher workloads and scheduling conflicts reduce consistent participation, while limited funding restricts access to national-level expertise. These conditions create role conflict, where MGMP participation competes with teachers' primary responsibilities at school. This reflects a limitation of the Professional Peer-Based Assistance (PPBA) model, which relies heavily on voluntarism and intrinsic motivation. Although strong collegial culture, integrity-based leadership, and social care activities sustain MGMP internally, the absence of systemic institutional support increases the risk of stagnation. This finding is consistent with Hidayah (2023), who highlights that MGMP innovation often weakens without formal integration into governance and accountability systems.

Overall, the findings demonstrate that MGMP effectiveness emerges from the interaction of planning, organizing, implementation, and evaluation within a collaborative professional culture. However, without structural reinforcement from educational authorities, MGMP risks remaining effective at the community level but fragile at the systemic level.

D. CONCLUSION

This study concludes that the English MGMP for Senior High Schools in Pemalang Regency functions as an effective professional development organization managed through an integrated educational management cycle. MGMP planning is competency-based and aligned with curriculum policy, organizing is collaborative and peer-driven, implementation emphasizes experiential learning, and evaluation utilizes both teacher performance and student outcomes as feedback for improvement. These managerial practices contribute significantly to improving teachers' professional competence, particularly in instructional planning, innovative pedagogy, and assessment literacy.

However, the sustainability of MGMP is constrained by structural challenges, including heavy teacher workloads, limited funding, and weak institutional follow-up. While strong collegial commitment and integrity-based leadership enable MGMP to survive under these conditions, reliance on voluntarism alone exposes limitations of the PPBA model. Therefore, to ensure long-term program quality improvement, MGMP activities need to be formally integrated into the Teacher Performance Assessment (PKG) system and supported by guaranteed financial resources. Strengthening institutional support will allow MGMP to function not only as a professional

community, but also as a sustainable component of the regional education quality improvement system.

REFERENCES

Azizah. (2023). *Tujuan Penilaian Kinerja Guru.* 1–5. https://miroudlotuljannah.sch.id/detail/penilaian-kinerja-guru-pkg

kalteng.kemenag.go.id. (2024). *MGMP PAI Sebagai Wadah Menjadikan Guru Professional Guna Peningkatan PKG.* 24–25. https://kalteng.kemenag.go.id/pulpis/cetak/524643/MGMP-PAI-Sebagai-Wadah-Menjadikan-Guru-Professional-Guna-Peningkatan-PKG

Amalia, H. (2019). Subject Teacher Consultation Development Management (MGMP) as an Effort to Improve the Professional Competence of Islamic Religious Education Teachers.*Darussalam Journal: Journal of Islamic Education, Communication and Legal Thought*, *11*(1), 132. https://doi.org/10.30739/darussalam.v11i1.453

Astuti, Y. T., Diana, N., Hadiati, E., & Maulidin, S. (2024). Public Relations Management in Building School Image: A Multi-Case Study at Muhammadiyyah Elementary School Pringsewu and Cahaya Madani IT Elementary School Pringsewu.*DIMAR: Journal of Islamic Education, 6*(1), 12–26. https://doi.org/10.58577/dimar.v6i1.246

Datuk et al. (2021). The Role of Subject Teacher Consultative Groups (MGMP) in Improving the Professionalism of Sociology Teachers in Kupang City.*Https://Jurnal.Stkipkusumanegara.Ac.Id/Index.Php/Jip/Article/View/534/401, 12*(2), 1–8. https://doi.org/10.37640/jip.v12i2.534

Directorate General of Teachers and Education Personnel. (2023). Regulation of the Director General of Teachers and Education Personnel Number 7607/B.B1/HK.03/2023.*Ministry of Education, Culture, Research, and Technology*, 48.

Eceed College, 2025. (n.d.). *Future of Education : Emerging Trends That Will Shape Top Education Trends Shaping Classrooms by 2030*.

Hidayah. (2023). The Concept of Subject Teacher Consultative Development Management (MGMP) in an Effort to Improve Teacher Professional Competence.*Https://Jonedu.Org/Index.Php/Joe/Article/Download/2002/1654/, 5*(4), 1–11. https://doi.org/10.31004/joe.v5i4.2002

Mulyasa. (2021).*School-Based Management*. 978.

Mouths. (2025).*Regulation of the Minister of Primary and Secondary Education of the Republic of Indonesia*. 1–12.

Najri. (2020). MGMP in Improving the Professionalism of Subject Teachers.*AKTUALITA Journal of Social and Religious Research, 10*(1), 1–15. www.ejournal.annadwahkualatungkal.ac.id

Richards. (2017). *50 Tips For Teacher Development*. 2017.

Sari, S. et al. (2024). The Role of Subject Teacher Deliberations in Improving Teacher Professionalism Competence: A Study at Ma Darul Ulum, Semarang City.*Journal of Teacher Scientific Work Innovation, 4*(4), 190–199.

Sari et al. (2024). The Role of Subject Teacher Deliberations in Improving Teacher Professionalism Competence: A Study at MA Darul Ulum, Semarang

City.*Https://Jurnalp4i.Com/Index.Php/Teacher/Article/Download/4389/3312/2860 1, 4*(4), 1–10. https://doi.org/10.51878/teacher.v4i4.4389

Suking, B. (2023). Analysis of Teacher Professional Competence.*Jambura Journal of Educational Management, 9*, 1–9. https://doi.org/10.54371/jiip.v6i9.2687

Sumartini, T. S., & Matematis, K. P. (2016).*Improving Students' Mathematical Problem-Solving Skills through Problem-Based Learning. 5.*

Susmiatun, A., Yuliejantiningsih, Y., & Abdullah, G. (2021). The Influence of Achievement Motivation and Teacher Participation in Mgmp on the Professional Competence of Junior High School English Teachers in Kendal Regency.*Journal of Educational Management (JMP), 9*(3), 284–293. https://doi.org/10.26877/jmp.v9i3.8120

Tuti. (2019).*Empowerment management of the English Subject Teachers' Conference (MGMP) at Islamic Junior High Schools. 1–63.*

Republic of Indonesia Law Number 20 of 2003 concerning the National Education System. (2003).*Republic of Indonesia Law Number 20 of 2003 concerning the National Education System. 4*(1), 1–26.