

The Role of MGMP in Improving Teacher Professionalism at State Junior High School 10 Padang

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Article Information:

Received Sept 15, 2025

Revised Nov 22, 2025

Accepted Dec 28, 2025

Keywords: *MGMP, teacher professionalism, competence, interview, State Junior High School 10 Padang*

Abstract

This study aims to describe the role of Subject Teachers' Consultative Meeting (MGMP) in improving teacher professionalism at State Junior High School 10 Padang. Teacher professionalism includes pedagogical, professional, social, and personality competencies that are essential in supporting the quality of education. This study uses a qualitative descriptive approach with data collection techniques through in-depth interviews with teachers who actively participate in MGMP activities. The results of the study indicate that MGMP plays an important role as a forum for developing teacher competencies through various activities such as training, discussions, and workshops. These activities have been proven to support the improvement of teachers' abilities in designing learning, implementing innovative methods, and conducting learning evaluations effectively. Thus, MGMP has a real contribution in improving teacher professionalism and the quality of the learning process in schools.

INTRODUCTION

Education has a central role in forming quality human resources (Pusvitasari, 2021; Tanjung, 2020). Within this framework, teachers are the spearhead that determines the success of the learning process (Annisa et al., 2020; Rohmawati et al., 2023). Therefore, improving teacher professionalism is an urgent need to create effective, innovative, and meaningful learning. To improve teacher competency, the government is promoting the role of Teacher Working Groups (KKG) and Subject Teacher Consultative Groups (MGMP) as professional development platforms (Najri, 2020; Zakir, 2020). Through these forums, teachers can share experiences, develop teaching materials, and develop skills collaboratively and sustainably (Rahman & Kurniawan, 2025; Ritonga, 2024).

Junior High School is one of the schools that actively encourages teacher participation in MGMP activities (Munajat et al., 2022). During the observation, the author had the opportunity to interview Mr. Kondrital, S. Ag, one of the Islamic Religious Education (PAI) teachers at the school, to gain a clearer picture of the role and effectiveness of the KKG and MGMP. The results of this observation and

How to cite:

Putri, S. W., Sasmi, N., Albizar, A.(2025). The Role of MGMP in Improving Teacher Professionalism at State Junior High School 10 Padang. *Khalafa: Journal of Education and Learning*, 3(2), 53-62.

E-ISSN:

2988-5671

Published by:

STAI Yayasan Tarbiyah Islamiyah (YASTIS) Lubuk Bagalung Padang, Indonesia

interview are expected to provide concrete information on how to optimize the role of the teaching professional community in supporting the improvement of teacher professionalism in the field.

Teacher professionalism is a key factor in improving the quality of education in Indonesia (Fitria & Slamet, 2024; Prayoga et al., 2024; Sulastri et al., 2020). Professional teachers are not only required to master teaching materials but also to be able to manage learning creatively, innovatively, and in accordance with student needs. In the context of junior high school education, the challenges teachers face are increasingly complex, ranging from technological developments, curriculum demands, to the need for student-centered learning (Fufa et al., 2023; Tang, 2023). Therefore, a platform capable of supporting the continuous development of teacher competencies is necessary.

The Subject Teachers' Conference (MGMP) serves as a strategic forum that brings together teachers of similar subjects to discuss, share experiences, and develop teaching materials relevant to current developments (Sari & Maulidin, 2024). Through the MGMP, teachers can improve their pedagogical skills, broaden their professional horizons, and strengthen collaborative networks among educators (Joko, 2020; Munajat et al., 2022). The MGMP's role is becoming increasingly important, serving not only as a means of improving competence but also as a medium for fostering morale, motivation, and fostering professional solidarity among teachers (Khairunnisa et al., 2025).

In the context of State Junior High School 10 Padang, the existence of the MGMP is an integral part of the school's efforts to improve the quality of learning. Active teacher participation in MGMP activities is expected to encourage the creation of more effective and meaningful learning, while strengthening teacher professionalism as educators. Therefore, this study focuses on how the role of MGMP can be optimized in supporting the improvement of teacher professionalism at State Junior High School 10 Padang, as well as providing a concrete picture of the contribution of the teaching professional community to the quality of education at the school.

METHOD

This research uses a qualitative method with a case study approach. Data collection was conducted through in-depth interviews and literature review (Hall & Liebenberg, 2024). Interviews were conducted with teachers at Padang State Junior High School 10 who were selected using a purposive sampling technique, with the following criteria: a deep understanding of the research problem, active involvement in MGMP activities, willingness to spend time being interviewed, and the ability to provide information based on experience and facts in the field. Literature review was used as a complement to support field findings and strengthen the theoretical foundation of the research (Rahmah, 2021).

RESULT AND DISCUSSION

Teacher Professionalism

Professionalism is the condition, direction, values, goals, and qualities of a skill and authority related to one's livelihood (Pamuji & Limei, 2023). A true professional is a technician who truly cares. Furthermore, it is said that true professionalism implies pride in one's work, a commitment to quality, a dedication to the interests of clients, and a sincere desire to help (Fitriatin et al., 2023).

Professionalism comprises two elements: expertise and calling, technical

proficiency and ethical maturity, reason and morals (DeJuliis, 2024). These two elements constitute the completeness of leadership. Therefore, discussing professionalism cannot be separated from the broader concept of leadership (Habibi et al., 2022). A profession provides services based on knowledge understood only by certain individuals, systematically formulated and applied to meet client needs. Therefore, a profession is a scientific pursuit designed to meet the needs of society (Dalli & Thornton, 2020).

So, it can be understood that professionalism is an attitude in working that is supported by expertise and technical skills in its field, based on ethics and morals and has the nature of pursuing quality results, commitment to tasks, having initiative, empathy, working in a team, dedication, and a sincere desire to help the interests of those who should be served. Professional teachers not only master the teaching materials, and fields of science, professional teachers must also have a broad/deep understanding of the nature of humans and society (Abadullah et al., 2024; Mishra & Mishra, 2025). This attribute will be the basis of the mentality and work model of teachers and discipline towards the education industry. In addition, in the implementation of learning activities, it is necessary to develop a class organizational culture in teachers, as well as a meaningful, innovative, energetic, enthusiastic, and communicative learning organizational atmosphere, so that it can bring joy to students in accordance with the needs of the national education system Article 40 paragraph 2 a Law Number 20 of 2003.

Professional teachers in Indonesia must have the following requirements: (1) A strong scientific foundation as a manifestation of technical and scientific circles in the 21st century. (2) Mastery of professional skills based on educational studies and practices, namely educational science as a practical science, not just a perception. Education is a system that takes place in place and is scientific. Educational studies must be aimed at the educational practices of the Indonesian nation. (3) Continuous development of professional competencies. The teaching profession is a profession that continues to increase between LPTK and educational practices (Risdiyany, 2021).

Teacher professionalism is crucial for improving the quality of the learning process (García et al., 2022). Professional teachers are characterized by adequate competence in both the subject matter and teaching methods. Furthermore, professional teachers must possess a strong work ethic and a strong sense of responsibility to continually develop and improve the quality of learning (Supendi et al., 2025). Some ways teachers can improve their professionalism include attending training and workshops to enhance competency, conducting classroom action research to discover effective learning methods, and collaborating with fellow teachers to share knowledge and experiences (Putri et al., 2024).

Professional teachers must also be sensitive to current developments and wisely adopt digital technology in their learning activities. The use of contextual and varied learning media and methods is also a hallmark of professional teachers. This ultimately improves learning outcomes and optimally develops each student's potential. Therefore, continuous efforts to improve teacher professionalism are necessary. Various training programs and professional teacher education programs are needed on an ongoing basis to ensure teacher competency remains up-to-date (Fernández-Batanero et al., 2022).

MGMP (Subject Teachers' Conference)

The MGMP is a forum/container for professional activities of teachers of similar subjects in the studio, consisting of two elements: the Deliberation and the

Subject Teachers. The Deliberation reflects activities of, by, and for teachers, while the Subject Teachers are teachers in public and private junior high and high schools who oversee and are responsible for managing the subjects stipulated in the curriculum (Najri, 2020; Zubaida et al., 2023).

MGMP is a form of training organized by teachers and its participants are also teachers (Atmoko & Kuswando, 2021). In addition, MGMP is a non-structural organization, independent, and based on family. When teachers are invited only to participate in the implementation, they feel like just invited guests, but if they are involved in every stage of MGMP activities such as planning and controlling, they will feel like they own it. This is reflected in the working principle of MGMP, namely from teachers, by teachers, and for teachers (Iskandar et al., 2020; Saharir, 2023).

The concept or method used in the implementation of MGMP for Subject Teachers is in the form of a group of Subject Teachers. The activities include: lectures, questions and answers, discussions, brainstorming, role playing, group work, simulations, demonstrations, experiments, document studies, presentations, and other relevant methods (Sinjindawong et al., 2025). This method has the following benefits: a) Subject Teacher Deliberations are an effective forum for solving problems faced by teachers in class, b) One MGMP consists of a number of teachers who have different teaching styles and have students with different characteristics, so they can share experiences and find solutions to problems faced in class, c) Facilitate the needs required by teachers, because this MGMP program is designed according to the needs of the subject (Wardani et al., 2020).

MGMP (Teacher Subject Groups) are the spearhead of teacher learning programs, requiring them to possess strong professional skills (Agung, 2020). The role of Subject Teacher Consultations (MGMP) is crucial in improving educational quality. Teachers participating in these forums can exchange information about learning (Manegre & Gutiérrez-Colón, 2023). The more learning information they obtain, the better the quality of the learning process. Learning improves when teacher quality improves. To maintain the quality of MGMPs, evaluation of their programs is essential (Erlia, 2021).

The Role of MGMP in Improving Teacher Professionalism

The role of MGMP includes: (a) accommodating member aspirations, (b) accommodating community aspirations, *stake holder* and students, (c) implementing more creative and innovative changes in the learning process and (d) as a working partner of the Education Office in disseminating information related to education policies. In improving teacher professionalism, the Subject Teacher Conference (MGMP) has the following roles: a) Expanding teachers' insight and knowledge in various matters, especially mastery of the substance of learning materials, syllabus preparation, preparation of learning materials, learning strategies, learning methods, maximizing learning facilities/infrastructure, learning to utilize learning resources, developing teacher abilities/profession.

b) Provide opportunities for group members to share experiences and provide assistance and feedback to each other, c) Improve knowledge and skills, and adopt a more professional learning approach for group members or work groups, d) Empower and assist work group members in carrying out learning tasks at school, e) Change the work culture of group members or work groups (improve knowledge, competence and performance) and develop teacher professionalism through professional development activities at the MGMP level (Ulfa et al., 2023).

Implementation of MGMP for Teachers of JUNIOR HIGH SCHOOL N 10 Padang

Based on the results of an interview on May 26, 2025 conducted with Mr. Kondrital, S. Ag as a PAI subject teacher at Padang 10th State Junior High School who actively participates in MGMP activities, it was found that the implementation of Subject Teacher Deliberation (MGMP) activities at Padang 10th State Junior High School is carried out routinely once every 15 days. This frequency was chosen based on mutual agreement of the teachers as a strategic step in supporting the continuous improvement of the quality of learning (MENTEŞOGULLARI, 2023). With a time interval of twice per month, teachers have enough time to implement the results of previous discussions into the learning process, while also preparing materials and problems to be discussed at the next meeting (Hudaidah & Ananda, 2021). This schedule also provides space for teachers to reflect on their teaching practices and conduct initial evaluations of the effectiveness of the implementation of the strategies or teaching materials that have been discussed.

The MGMP covers a comprehensive range of discussions, with a primary focus on the development and preparation of teaching materials that align with the curriculum and student characteristics (Tari Sandi, 2020). These activities include in-depth discussions on material delivery strategies, the development of evaluation questions, examination outlines, and the alignment of lesson plans (RPP) or teaching modules within the Independent Curriculum framework. Furthermore, the MGMP serves as a forum for sharing experiences among teachers, including challenges faced in the classroom and potential solutions (Julaha et al., 2021). The use of learning technology, such as interactive digital teaching media, is also a topic discussed in this forum. Thus, the MGMP serves as an effective collaborative space to encourage improvements in teacher professionalism and the quality of learning in schools.

According to the teachers who served as resource persons, the main objective of the Subject Teachers' Conference (MGMP) is to improve teachers' professional and pedagogical competence in carrying out their teaching duties (Takalao et al., 2024; Ulfa et al., 2023). Through this forum, teachers can have open discussions, share experiences, and find solutions to various challenges that arise in the classroom learning process (Rapanta et al., 2020). The MGMP also serves as a medium for aligning perceptions regarding curriculum understanding, assessment standards, and effective learning methods. This alignment is important to ensure consistency in the delivery of materials, both between classes and between schools, especially regarding assessment and evaluation of student learning outcomes (Hristov et al., 2023; Meng, 2023).

The implementation of MGMP activities is perceived to provide significant and tangible benefits in supporting teachers' professional duties in schools (Astuti et al., 2025). One of the primary benefits is an increased understanding of teaching materials and more effective learning strategies. Through MGMP discussion forums, teachers gain new insights into how to deliver material in an engaging and easily understood manner for students (Suryawati et al., 2021). Interaction between teachers in these forums also creates space for reflection and improvement on current teaching methods, positively impacting the quality of the teaching and learning process in the classroom (Ritonga, 2024). Furthermore, the MGMP also makes a significant contribution to the development of learning tools. This activity facilitates teacher collaboration in developing Learning Implementation Plans (RPP), teaching modules, and evaluation questions in a more efficient and targeted manner. Through collaboration and mutual feedback between teachers, the resulting learning

tools become more relevant to the learning outcomes and characteristics of students. This directly supports the creation of a more structured, meaningful learning process, and one that is oriented towards improving student learning outcomes.

During MGMP activities, one of the main obstacles experienced by the speakers was the difficulty in coordinating among members, especially since the teachers came from different schools. Adjusting schedules to ensure the attendance of all members was often a challenge, considering that each teacher had other agendas and responsibilities at their respective schools. As a result, some teachers were often absent, resulting in less than optimal discussions and deliberations during the meetings. Nevertheless, the teachers continued to strive to maintain active participation and contribute as much as possible to ensure the continuity and success of MGMP activities (Munajat et al., 2022).

According to Mr. Kondrital S. Ag, Subject Teachers' Meetings (MGMP) play a crucial role in improving the quality of education, particularly for teachers who are at the forefront of the learning process in schools. This forum provides a space for teachers to actively share ideas, discuss, and exchange experiences on various subject matter, including material that is considered difficult to convey to students. Furthermore, MGMP serves as a collaborative platform for designing more innovative and effective learning methods, as well as developing teaching materials such as Lesson Plans (RPP), modules, and evaluation questions together. This collaborative approach allows teachers to provide constructive feedback to each other, significantly improving the quality of teaching, making the teaching and learning process more interactive, relevant, and enjoyable for students (Elza, 2025).

More than just a discussion forum, the MGMP also serves as a means of professional reflection for teachers. Through joint evaluation of learning practices, teachers can identify successes and challenges that arise during the learning process. Thus, the MGMP supports teachers in continuously developing their professional and pedagogical competencies. The resource person emphasized that the more routine and consistent the MGMP is, the greater its positive contribution to improving the quality of education in schools (Bancin, 2025). Not only does this activity directly impact schools, but it also has a broad impact on improving the quality of education at the regional level, as more professional teachers will produce a generation of students who are better prepared to face future challenges. Therefore, the MGMP is not just a routine activity, but rather a strategic investment in human resource development in the field of education (Muzakkir et al., 2025)(Saputra et al., 2025).

CONSLUSSION

The integration of religious moderation values into fiqh learning at Madrasah Ibtidaiyah is a crucial strategy in addressing the challenges of contemporary Islamic education. As a universal Islamic principle, religious moderation provides a balanced framework for students to understand religious teachings contextually, steering them away from extremism and intolerance. Fiqh learning based on moderation not only emphasizes normative and legal aspects but also develops the social, ethical, and spiritual dimensions of religious life. Through this approach, students gain a rational and relevant understanding of Islamic law while growing into tolerant, just, and compassionate individuals. Thus, moderation-based fiqh serves as an effective means of shaping moderate Muslim character from an early age.

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Khalaja: Journal of Education and Learning

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Vol. 3, No. 2, hal. 53-62, 2025