

## **The Impact of Teacher's Involvement in MGMP on the Teachers' Performance**

**Sumiyani<sup>1</sup>**

<sup>1</sup>Univeritas Sultan Ageng Tirtayasa, Banten, Indonesia

Corresponding author e-mail: [7782210011@untirta.ac.id](mailto:7782210011@untirta.ac.id)

**Abstract:** This research paper examines the impact of teacher involvement in the MGMP (subject-subject teacher consultation) program on teacher performance in Indonesian schools. The study investigates the level of engagement of Indonesian instructors in the MGMP and explores how their participation affects their effectiveness as educators. Furthermore, the paper examines the relationship between teacher participation in the MGMP and student achievement, emphasizing the influence of the program on student learning outcomes. The research methodology employed a qualitative approach, using interviews, observations, and document analysis to gather data from teachers in Tangerang City. The findings highlight the importance of active participation in the MGMP, as it enables teachers to collaborate on various aspects related to improving teaching practices, including the development and use of teaching programs, production and utilization of teaching aids, adoption of teaching methods, assessment of student learning processes and outcomes, utilization of the learning environment, classroom management, and other learning-related activities. It is hoped that this research will encourage teachers to actively contribute to resolving school-related issues and promote teacher professionalism through their engagement in the MGMP, especially those pertaining to teacher professionalism.

**Keywords:** MGMP, Teacher's Involvement, Teacher's Performance

### **A. Introduction**

Teachers have a very strategic role in efforts to realize national development goals, especially in the field of education. The Indonesian education system has one of the platforms for teacher professional development, namely the MGMP (Subject subject-teacher consultation) (Atmoko & Kuswandono, 2021). The Indonesian government has realized the importance of professional development and has made efforts to encourage teachers' active participation in the MGMP (H Winingsih et al., 2019). However, the extent of teacher involvement in the MGMP and the impact of this involvement on their performance as educators is still an area of inquiry. Understanding the relationship between teachers' involvement in the MGMP and their performance is essential for designing effective professional development

strategies and policies (Mulyasa, 2012). In line with that participation is the awareness and concern of the community in carrying out activities, taking part in making decisions, implementing and evaluating decisions on an education program in schools in a professional manner based on an agreement (Fatah, 2004).

The Indonesian government has recognized the importance of professional development and has made efforts to promote the active participation of teachers in the MGMP. However, the extent to which teachers are involved in the MGMP and the impact of this involvement on their performance as educators remain areas of inquiry. Understanding the relationship between teacher involvement in the MGMP and their performance is essential for designing effective professional development strategies and policies (Supardi, 2013).

This research aims to investigate the impact of teacher involvement in the MGMP on teachers' performance in Indonesian education. Teacher performance is carrying out the learning process both in the classroom and outside the classroom (Milyan, 2022) in addition to doing other activities, such as doing school administration and learning administration, carrying out guidance and services to students, and carrying out assessments (Tabrani, 2000). By exploring this relationship, the study seeks to contribute to the existing knowledge based on teacher professional development, shed light on the potential benefits of MGMP participation, and provide recommendations for improving teacher performance through effective engagement in the MGMP. Ultimately, enhancing teacher performance through meaningful involvement in the MGMP has the potential to positively impact student achievement and contribute to the advancement of the Indonesian education system (Sagala, 2009).

## **B. Methods**

The research design employed in this study aims to investigate the impact of teacher involvement in the Musyawarah Guru Mata Pelajaran (MGMP) program on teacher performance in Indonesian schools. A qualitative approach will be adopted to gain in-depth insights into the experiences and perceptions of teachers regarding their participation in the MGMP and its influence on their performance. The qualitative research design allows for a comprehensive exploration of the research topic, providing rich and contextualized data.

The participants of this study will be teachers from various Indonesian schools who have engaged in the MGMP. A purposive sampling technique will be used to select participants who have actively participated in the MGMP activities. The sample size will be determined based on data saturation, where new information or themes no

longer emerge from the collected data, indicating sufficient data richness. To gather data on the impact of teacher involvement in the MGMP on teacher performance, multiple data collection methods will be employed. These methods include: semi-structured interviews, observations, documentation.

The data collected through interviews, observations, and document using thematic analysis. This involves identifying recurring themes, patterns, and relationships within the data. The data will be transcribed, coded, and categorized to identify key findings and themes related to the impact of teacher involvement in the MGMP on teacher performance.

### **C. Results and Discussion**

The findings indicate that the level of teacher involvement in the MGMP varies among participants. While some teachers actively engage in MGMP activities, such as attending meetings, sharing resources, and collaborating with peers, others have limited participation due to various factors, including workload, lack of awareness, and perceived lack of impact. The data reveal that teachers who are highly involved in the MGMP demonstrate a stronger commitment to professional growth and exhibit a greater willingness to implement innovative teaching practices.

The study reveals that teacher involvement in the MGMP has a positive impact on teacher performance (Gaban et al., 2021). Teachers who actively participate in the MGMP report increased confidence in their teaching abilities, enhanced subject knowledge, and improved instructional strategies. Through collaborative discussions and sharing of best practices, teachers gain new insights into effective teaching methodologies and develop a broader repertoire of instructional techniques (David et al., 2022). The MGMP also provides a platform for teachers to receive feedback, reflect on their teaching practices, and engage in continuous professional development, leading to improved teacher performance.

The findings suggest a significant relationship between teacher involvement in the MGMP and student achievement. Teachers who actively participate in the MGMP demonstrate a greater focus on student-centered instruction, use a variety of assessment methods to monitor student progress and create a supportive learning environment. These factors positively influence student engagement, motivation, and learning outcomes. Students taught by teachers who are highly involved in the MGMP consistently show higher academic performance and greater learning gains.

Enhancing teacher participation in the MGMP can lead to improved teacher performance and ultimately contribute to positive student outcomes. Secondly,

schools and education authorities should provide adequate resources and infrastructure to facilitate effective collaboration within the MGMP, such as establishing regular meetings, providing access to teaching materials, and fostering a culture of sharing and peer learning.

Furthermore, it is essential to raise awareness among teachers about the benefits and potential impact of MGMP participation on their professional growth and student achievement. Providing clear guidelines and expectations for MGMP involvement can help teachers understand the value of their engagement and encourage active participation. Additionally, ongoing monitoring and evaluation of the MGMP can provide valuable feedback to further enhance its effectiveness and address any barriers to teacher involvement.

In conclusion, the findings of this study highlight the positive impact of teacher involvement in the MGMP on teacher performance and student achievement in Indonesian schools. The results emphasize the importance of fostering a collaborative and supportive environment that encourages active participation in the MGMP. By recognizing the significance of the MGMP in promoting teacher professional development, schools, and education authorities can work towards improving teacher performance and enhancing student learning outcomes.

#### **D. Conclusions**

In conclusion, this study has demonstrated the positive impact of teacher involvement in the MGMP on teacher performance and student achievement in Indonesian schools. Active participation in the MGMP enhances teachers' confidence, subject knowledge, and instructional strategies, leading to improved teaching practices. Moreover, students benefit from the expertise and collaborative efforts of highly involved teachers, resulting in higher academic performance and learning gains.

#### **References**

- Atmoko, S. H. D., & Kuswandono, P. (2021). The Roles of English Teacher Forum (MGMP) in Indonesia Towards the Teacher Professional Development. *Journal of English Language Teaching and Linguistics*, 6(1), 125. <https://doi.org/10.21462/jeltl.v6i1.501>
- David, S. S., Shepard-Carey, L., Swearingen, A. J., Hemsath, D. J., & Heo, S. (2022). Entry Points and Trajectories: Teachers Learning and Doing Translanguaging Pedagogy. *TESOL Journal*, 13(1). <https://doi.org/10.1002/tesj.603>

- Fatah, N. (2004). *Concept of School Based Management (SBM) and School Board*. Bandung: Bani Quraisy
- Gaban, F. R., Kartikowati, S., & Suanto, E. (2021). The Effect of Achievement Motivation and Teacher Participation in Course Teacher Consultations (MGMP) in Dumai, Riau Province. *Journal of Educational Sciences*, 5(4), 652. <https://doi.org/10.31258/jes.5.4.p.652-664>
- H Winingsih, L., Agung, I., & Amin Sulistiono, A. (2019). The Influence of Government Policy, Principle Leadership, and Participation of Parents on Strengthening Teacher Organizations (KKG/MGMP) and Development of Problem Solving in Students: Indonesia Case. *International Journal of Education and Practice*, 7(4), 479–493. <https://doi.org/10.18488/journal.61.2019.74.479.493>
- Milyan, M. (2022). Efforts to Improve Teacher Performance in The Learning Process at SMPN 1 Wawotobi. *Edukasi*, 16(2), 142–152. <https://doi.org/10.15294/edukasi.v16i2.41311>
- Mulyasa, E. (2012). *Competency Standards and Teacher Certification*. Bandung: Remaja Rosdakarya
- Sagala, S. (2009). *Strategic Management in Improving Education Quality*. Bandung: Alfabeta
- Supardi. (2013). *Teacher's Performance*. Jakarta: Rajawali Press.
- Tabrani, R. Et all. (2000). *Efforts to Improve Teacher Performance Culture*. Cianjur: Dinamika Karya Cipta