

**ANALYSIS OF THE TEACHER QUALITY OF ENGLISH
MGMP MEMBERS IN TOPOYO SUBDISTRICT**



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A THESIS

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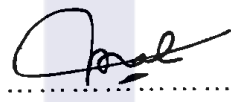
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PEDOMAN TRANSLITERASI ARAB-LATIN

1. Konsonan

Daftar huruf bahasa Arab dan transliterasinya ke dalam huruf Latin dapat dilihat pada halaman berikut:

Huruf Arab	Nama	Huruf Latin	Nama
ا	Alif	tidak dilambangkan	tidak dilambangkan
ب	Ba	B	Be
ت	Ta	T	Te
ث	s\`a	s\`	es (dengan titik di atas)
ج	Jim	J	Je
ح	h}a	h}	ha (dengan titik di bawah)
خ	Kha	Kh	ka dan ha
د	Dal	D	De
ذ	z\`al	z\`	zet (dengan titik di atas)
ر	Ra	R	Er
ز	Zai	Z	Zet
س	Sin	S	Es
ش	Syin	Sy	es dan ye
ص	s}ad	s}	es (dengan titik di bawah)
ض	d}ad	d}	de (dengan titik di bawah)
ط	t}a	t}	te (dengan titik di bawah)
ظ	z}a	z}	zet (dengan titik di bawah)
ع	`ain	`	apostrof terbalik
غ	Gain	G	Ge
ف	Fa	F	Ef
ق	Qaf	Q	Qi
ك	Kaf	K	Ka
ل	Lam	L	El
م	Mim	M	Em
ن	Nun	N	En
و	Wau	W	We
هـ	Ha	H	Ha
ء	Hamzah	`	Apostrof
ي	Ya	Y	Ye

Hamzah (ء) yang terletak di awal kata mengikuti vokalnya tanpa diberi tanda apa pun. Jika ia terletak di tengah atau di akhir, maka ditulis dengan tanda (').

2. Vokal

Vokal bahasa Arab, seperti vokal bahasa Indonesia, terdiri atas vokal tunggal atau monoftong dan vokal rangkap atau diftong.

Vokal tunggal bahasa Arab yang lambangnya berupa tanda atau

harakat, transliterasinya sebagai berikut:

Tanda	Nama	Huruf Latin	Nama
اَ	<i>fath}ah</i>	a	a
اِ	<i>kasrah</i>	i	i
اُ	<i>d}ammah</i>	u	u

Vokal rangkap bahasa Arab yang lambangnya berupa gabungan antara harakat dan huruf, transliterasinya berupa gabungan huruf, yaitu:

Tanda	Nama	Huruf Latin	Nama
اَيَ	<i>fath}ah dan ya>'</i>	ai	a dan i
اَوَ	<i>fath}ah dan wau</i>	au	a dan u

Contoh:

كَيْفَ : *kaifa*

هَوَلَ : *hau-la*

3. Maddah

Maddah atau vokal panjang yang lambangnya berupa harakat dan huruf, transliterasinya berupa huruf dan tanda, yaitu:

Harakat dan Huruf	Nama	Huruf dan Tanda	Nama
اَ... اِ... اِ...	<i>fath}ah dan alif atau kasrah dan ya>'</i>	a>	a dan garis di atas
اِي	<i>kasrah dan ya>'</i>	i>	i dan garis di atas
اُو	<i>d}ammah dan wau</i>	u>	u dan garis di atas

مَاتَ : *ma>ta*

رَمَى : *rama>*

قِيلَ : *qi>la*

يَمُوتُ : *yamu>tu*

4. Ta marbu>t}ah

Transliterasi untuk *ta>' marbu>t}ah* ada dua, yaitu: *ta>' marbu>t}ah* yang hidup atau mendapat harakat *fath}ah*, *kasrah*, dan *d}ammah*, transliterasinya adalah [t]. Sedangkan *ta>' marbu>t}ah* yang mati atau mendapat harakat sukun, transliterasinya adalah [h]. Kalau pada kata yang berakhir dengan *ta>'*

marbu>t}ah diikuti oleh kata yang menggunakan kata sandang *al-* serta bacaan kedua kata itu terpisah, maka *ta>' marbu>t}ah* itu ditransliterasikan dengan *ha* (*h*).

Contoh:

رَوْضَةُ الْأَطْفَالِ	: <i>raud}ah al-at}fa>l</i>
الْمَدِينَةُ الْفَاضِلَةُ	: <i>al-madi>nah al-fa>d}ilah</i>
الْحِكْمَةُ	: <i>al-h}ikmah</i>

5. Syaddah (*Tasydi>d*)

Syaddah atau *tasydi>d* yang dalam sistem tulisan Arab dilambangkan dengan sebuah tanda *ta~di>d* (ّ), dalam transliterasi ini dilambangkan dengan perulangan huruf (konsonan ganda) yang diberi tanda *syaddah*.

Contoh:

رَبَّنَا	: <i>rabbana></i>
نَجَّيْنَا	: <i>najjaina></i>
الْحَقُّ	: <i>al-h}aqq</i>
نَعَمْ	: <i>nu"ima</i>
عَدُوُّ	: <i>'aduwwun</i>

Jika huruf *ى* ber-*tasydid* di akhir sebuah kata dan didahului oleh huruf *kasrah* (ِ), maka ia ditransliterasi seperti huruf *maddah* menjadi *i>*.

Contoh:

عَلِيٌّ	: <i>'Ali></i> (bukan <i>'Aliyy</i> atau <i>'Aly</i>)
عَرَبِيٌّ	: <i>'Arabi></i> (bukan <i>'Arabiyy</i> atau <i>'Araby</i>)

6. Kata Sandang

Kata sandang dalam sistem tulisan Arab dilambangkan dengan huruf *ال* (*alif lam ma'arifah*). Dalam pedoman transliterasi ini, kata sandang ditransliterasi seperti biasa, *al-*, baik ketika ia diikuti oleh huruf *syamsiyah* maupun huruf *qamariyah*. Kata sandang tidak mengikuti bunyi huruf langsung yang mengikutinya. Kata sandang ditulis terpisah dari kata yang mengikutinya dan dihubungkan dengan garis mendatar (-).

Contoh:

الشَّمْسُ	: <i>al-syamsu</i> (bukan <i>asy-syamsu</i>)
الزَّلْزَلَةُ	: <i>al-zalزالah</i> (<i>az-zalزالah</i>)
الْفَلْسَفَةُ	: <i>al-falsafah</i>
الْبِلَادُ	: <i>al-bila>du</i>

7. Hamzah

Aturan transliterasi huruf hamzah menjadi apostrof (') hanya berlaku bagi hamzah yang terletak di tengah dan akhir kata. Namun, bila hamzah terletak di awal kata, ia tidak dilambangkan, karena dalam tulisan Arab ia berupa alif.

Contoh:

تَأْمُرُونَ	: ta'muru>na
النَّوْعُ	: al-nau'
شَيْءٌ	: syai'un
أَمْرٌ	: umirtu

8. Penulisan Kata Arab yang Lazim digunakan dalam Bahasa Indonesia

Kata, istilah atau kalimat Arab yang ditransliterasi adalah kata, istilah atau kalimat yang belum dibakukan dalam bahasa Indonesia. Kata, istilah atau kalimat yang sudah lazim dan menjadi bagian dari perbendaharaan bahasa Indonesia, atau sering ditulis dalam tulisan bahasa Indonesia, atau lazim digunakan dalam dunia akademik tertentu, tidak lagi ditulis menurut cara transliterasi di atas. Misalnya, kata al-Qur'an (dari *al-Qur'a>n*), alhamdulillah, dan munaqasyah. Namun, bila kata-kata tersebut menjadi bagian dari satu rangkaian teks Arab, maka harus ditransliterasi secara utuh. Contoh:

Fi> Z{ila>l al-Qur'a>n
Al-Sunnah qabl al-tadwi>n

9. Lafz} al-Jala>lah (الله)

Kata "Allah" yang didahului partikel seperti huruf *jarr* dan huruf lainnya atau berkedudukan sebagai *mudja>f ilaih* (frasa nominal), ditransliterasi tanpa huruf hamzah.

Contoh:

الله di>>nulla>h بالله billa>h

Adapun *ta>' marbu>t}ah* di akhir kata yang disandarkan kepada *lafz} al-jala>lah*, ditransliterasi dengan huruf [t]. Contoh:

هُمْ فِي رَحْمَةِ اللَّهِ hum fi> rah}matilla>h

10. Huruf Kapital

Walau sistem tulisan Arab tidak mengenal huruf kapital (*All Caps*), dalam transliterasinya huruf-huruf tersebut dikenai ketentuan tentang penggunaan huruf kapital berdasarkan pedoman ejaan Bahasa Indonesia yang berlaku (EYD). Huruf kapital, misalnya, digunakan untuk menuliskan huruf awal nama diri (orang, tempat, bulan) dan huruf pertama pada permulaan kalimat. Bila nama diri

didahului oleh kata sandang (al-), maka yang ditulis dengan huruf kapital tetap huruf awal nama diri tersebut, bukan huruf awal kata sandangnya. Jika terletak pada awal kalimat, maka huruf A dari kata sandang tersebut menggunakan huruf kapital (Al-). Ketentuan yang sama juga berlaku untuk huruf awal dari judul referensi yang didahului oleh kata sandang al-, baik ketika ia ditulis dalam teks maupun dalam catatan rujukan (CK, DP, CDK, dan DR). Contoh:

Wa ma> Muh}ammadun illa> rasu>l

Inna awwala baitin wud}i'a linna>si lallaz\i> bi Bakkata muba>rakan

Syahru Ramad}a>n al-laz\i> unzila fi>h al-Qur'a>n

Nas}i>r al-Di>n al-T{u>si>

Abu>> Nas}r al-Fara>bi>

Al-Gaza>li>

Al-Munqiz\ min al-D}ala>l

Jika nama resmi seseorang menggunakan kata Ibnu (anak dari) dan Abu> (bapak dari) sebagai nama kedua terakhirnya, maka kedua nama terakhir itu harus disebutkan sebagai nama akhir dalam daftar pustaka atau daftar referensi. Contoh:

Abu> al-Wali>d Muh}ammad ibn Rusyd, ditulis menjadi: Ibnu Rusyd, Abu> al-Wali>d Muh}ammad (bukan: Rusyd, Abu> al-Wali>d Muh}ammad Ibnu)

Nas}r H{a>mid Abu> Zai>d, ditulis menjadi: Abu> Zai>d, Nas}r H{a>mid (bukan: Zai>d, Nas}r H{ami>d Abu>)

a.s.	= 'alaihi al-sala>m
H	= Hijrah
M	= Masehi
SM	= Sebelum Masehi
l.	= Lahir tahun (untuk orang yang masih hidup saja)
w.	= Wafat tahun
QS .../...: 4	= QS al-Baqarah/2: 4 atau QS A<li 'Imra>n/3: 4
HR	= Hadis Riwaya

ABSTRACT

Name : Prawito
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 Title : An Analysis of the Teacher Quality of English MGMP Members
 in Topoyo District

Theoretically, teacher involvement in MGMP (Subject Teacher Working Groups) activities can enhance the quality and understanding of English language instruction. This study aims to explore the types of MGMP activities conducted in Topoyo District, Central Mamuju Regency, and understand their perceived contribution to English teachers' professional development. The main focus is to describe the teaching practices of MGMP English teachers in the region and to explore how participation in MGMP supports their pedagogical growth.

This research employs a qualitative descriptive approach using phenomenological methods to explore MGMP activities that influence English teacher quality. The study involves six English teachers from six different schools in Topoyo District, aged between 30 and 50 years. Data were collected through structured interviews, direct observations, and documentation of MGMP activities. Interviews were audio-recorded, and observations were used to validate interview data. The collected data were analyzed through data reduction, data display, and conclusion drawing with verification to ensure the validity of findings.

The findings indicate that; (1) The activities of the MGMP members of MAN teachers in the Topoyo region after the author conducted interviews were such as designing teaching models, integrating IT and educational apps, evaluating teaching effectiveness, and solving classroom problems. These collaborative sessions enable teachers to enhance their instructional strategies, utilize digital tools to support learning, and reflect on teaching outcomes. (2) English MGMP teachers in Topoyo show efforts to integrate theoretical knowledge and modern pedagogical approaches, such as active, contextual, and student-centered learning. However, these implementations are not yet optimal, indicating that the overall quality of teaching still requires improvement to effectively address classroom challenges and meet the diverse needs of students. It is recommended that teachers continue to develop varied learning approaches and ensure equitable access to technology to support effective teaching.

Keywords: Collaborative Learning, MGMP, Teacher Quality

ABSTRAK

Nama : Prawito
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 Judul Tesis : Analisis Kualitas Guru Anggota MGMP Bahasa Inggris
 Kecamatan Topoyo

Secara teoritis, peran guru dalam kegiatan MGMP dapat meningkatkan kualitas dan pemahaman pengajaran bahasa Inggris. Penelitian ini bertujuan mengidentifikasi kegiatan dalam Kelompok Kerja Guru (MGMP) di Kecamatan Topoyo, Kabupaten Mamuju Tengah, yang dapat meningkatkan kemampuan mengajar bahasa Inggris para guru sekolah menengah atas. Fokus utama dari penelitian ini untuk menggambarkan kualitas pengajaran guru-guru MGMP di daerah tersebut. penelitian ini berusaha untuk mengeksplorasi dampak positif dari MGMP terhadap pengembangan kualitas pengajaran guru bahasa Inggris

Penelitian ini menggunakan pendekatan deskriptif kualitatif dengan metode fenomenologi untuk mengeksplorasi kegiatan MGMP yang mempengaruhi kualitas pengajaran bahasa Inggris. Subjek penelitian terdiri dari 6 guru bahasa Inggris dari 6 sekolah yang berbeda di Kecamatan Topoyo, dengan rentang usia 30 hingga 50 tahun. Instrumen yang digunakan meliputi wawancara terstruktur, observasi langsung, dan dokumentasi kegiatan MGMP. Wawancara dilakukan dengan menggunakan rekaman audio, sedangkan observasi bertujuan mengkonfirmasi data yang diperoleh dari wawancara. Data yang terkumpul dianalisis melalui tahapan reduksi data, display data, serta penarikan kesimpulan dan verifikasi untuk memastikan keabsahan temuan.

Hasil penelitian menunjukkan bahwa; 1) The activities of the MGMP members of MAN teachers in the Topoyo region after the author conducted interviews were such as designing teaching models, integrating IT and educational apps, evaluating teaching effectiveness, and solving classroom problems. These collaborative sessions enable teachers to enhance their instructional strategies, utilize digital tools to support learning, and reflect on teaching outcomes. 2) Anggota MGMP Guur Bahasa Inggris di Topoyo menunjukkan upaya untuk mengintegrasikan pengetahuan teoretis dengan pendekatan pedagogis modern, seperti pembelajaran aktif, kontekstual, dan berpusat pada siswa. Namun, implementasi ini belum optimal, menunjukkan bahwa kualitas pengajaran secara keseluruhan masih memerlukan perbaikan untuk secara efektif mengatasi tantangan di kelas dan memenuhi kebutuhan beragam siswa. Untuk lebih meningkatkan kualitas pengajaran, disarankan para guru memberikan pembelajaran beragam dan memastikan akses yang sama terhadap teknologi bagi semua siswa.

Kata kunci: Pembelajaran Kolaboratif, MGMP, Kualitas Guru

تجريد البحث

الإسم : براويتو
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 موضوع الرسالة : تحليل جودة التدريس لأعضاء رابطة معلمي اللغة الإنجليزية
 (MGMP) في منطقة توبويو

من الناحية النظرية، يُمكن لمشاركة المعلمين في أنشطة رابطة معلمي المادة (MGMP) أن تُساهم في تحسين جودة وفهم تدريس اللغة الإنجليزية. تهدف هذه الدراسة إلى تحديد الأنشطة التي تُنفذ ضمن رابطة MGMP في منطقة توبويو بمقاطعة ماموجو الوسطى، والتي تُساهم في تحسين مهارات التدريس لدى معلمي اللغة الإنجليزية في المدارس الثانوية. وتركز الدراسة بشكل خاص على وصف جودة التدريس لدى معلمي MGMP في المنطقة، واستكشاف الأثر الإيجابي لـ MGMP على التطوير المهني للمعلمين

اعتمدت الدراسة على منهج وصفي نوعي باستخدام أسلوب الظواهر (الفينومينولوجيا)، وشارك فيها ستة معلمين للغة الإنجليزية تتراوح أعمارهم بين 30 إلى 50 سنة من ست مدارس مختلفة. جمعت البيانات من خلال المقابلات المنظمة، والملاحظات المباشرة، وتوثيق أنشطة MGMP.

أظهرت النتائج أن MGMP يساهم في تحسين الكفاءة التربوية من خلال التعاون، وملاحظة الأقران، والممارسات التأملية، بما يتماشى مع منهج "مردیکا" الذي يركز على الطالب. يعتمد المعلمون استراتيجيات مبتكرة مثل التعلم القائم على المشاريع والتعليم التفريقي للتعامل مع تنوع قدرات الطلاب وندرة الموارد. وتُعزز هذه الممارسات التدريس التأملي والتكيفي والتعاوني والاستجابي الذي يلبي احتياجات الطلاب. توصي الدراسة بمواصلة تنويع أساليب التدريس وضمان الوصول العادل إلى التكنولوجيا لجميع الطلاب.

الكلمات الرئيسية: : التعلم التعاوني، MGMP، جودة التدريس



CHAPTER I

INTRODUCTION

A. Background of the Research

The field of English language education plays an important role in shaping language competencies among students. Achieving high-quality English language instruction is contingent upon the active involvement of subject teachers holding a crucial role to influence the quality of English language instruction in schools. The role of individual teachers is increasingly recognized as a key factor in successful English language learning. Likewise, in groups, teachers play a role in the form of joint activities or social interactions that can ultimately affect the English language learning process.¹

Along with the group, teachers work together in responding to the challenges and opportunities in facing technological developments and global education trends. The organization of English teachers as known “Musyawarah Guru Mata Pelajaran” or Teacher study groups becoming a collaborative space that supports the realization of quality and relevant learning. Basically, MGMP was a teacher professional development program that is included in one of the components of the BERMUTU (Better Education through Reformed Management and Universal Teacher Upgrading) program. This is one program of the DITJEN QITEP of the Ministry of Education and Culture which aims to

¹ Wayne, *The Contribution of Conferences to Teachers' Professionalism*, Accessed on 7th October 2023, available on <https://files.eric.ed.gov/fulltext/EJ1257223.pdf>

improve learning mechanisms.² Nowadays, MGMP is active and ongoing in various subject-teacher groups at all levels of education in Indonesia.

After a long period of implementation by English teachers in Indonesia, the implementation of teacher study groups should be maximized to support the improvement of teacher quality as the results that have emerged and have been practiced outside Indonesia, but in fact the quality of teacher is considered not to reach the target. So, it is necessary to carry out MGMP activities in accordance with the theory to see the potential and impact on teacher quality.

In fact, the experience of MGMP implementation in several studies shows the potential positive results for teachers who participate in its various activities. Of course, those experience of success can be collaborated with MGMP's basic theory in teaching English in the field. For example, some MGMP activities in Topoyo, West Celebes. Every month, a group of English language teachers from various schools in the district of Topoyo gathered for regular meetings. This meeting was not just a social event but also a forum for sharing experiences, strategies, and innovations in teaching English. In this meeting, English teachers discussed various topics relevant to English language learning. Teachers shared their experiences in dealing with challenges they faced in the classroom, whether it was in teaching grammar, speaking, listening, writing, or reading skills. Teachers also shared resources and teaching materials that had proven effective in enhancing students' understanding and interest in English. Furthermore, those activities are in line with Javier's statement that the

² Syaifuddin Iskandar, Et al. *Assessing the Implementation of Teachers' Community (MGMP) as a Medium for Ongoing Professional Development to Enhance English Teachers' Professional Competence*, accessed on 11th November 2023

English language teachers' group provided a platform for developing innovative teaching strategies.³ The MGMP activities carried out in Topoyo are certainly not optimal, so the writer proposes the implementation of MGMP based on teacher professional development and experiences from the empiric studies. then it can be seen what potential and impact arises after its application in the field.

The role of teachers in MGMP activities is expected to contribute to the quality of teacher. English teaching can be enriched to encompass not only theoretical aspects but also practical experiences that enhance students' comprehension of the language. For example; 1) extracurricular activities provide an ideal platform, allowing teachers to create a relaxed and creative context for students to develop skills in speaking, listening, and writing. Then, 2) collaborative projects across classes facilitate the guidance of students in the application of their English knowledge to real-world situations, while also enhancing teamwork and understanding of the learning material. Additionally, 3) trips to venues related to the English language provide students with an opportunity to experience the language in everyday contexts, thus establishing a direct link between classroom-based learning and the real world.

Based on the observed data done by the writer, the phenomenon reflects an awareness of the importance of collaboration among subject teachers in enhancing the quality of English language teaching. However, there was a lack of in-depth research on previous research on the potential and real impact of these meetings on the quality of the teacher English language. The research by

³ Javier, *Assisting teacher collaborative discourse in professional development: An analysis of a facilitator's discourse strategies*, Accessed on 7th October 2023, available on <https://www.sciencedirect.com/science/article/pii/S0742051X22000385>

Daryanto stated that the empowerment of teacher study groups has a positive influence on the quality of teacher learning and it has a positive impact on improving students' ability to solve problems.⁴ In addition, Pangesti stated that the intensity of teacher study group activities affected on teacher professionalism.⁵ The potential linkages between teacher study groups and the quality of English language instruction. Identifying key variables involved in subject-teacher interactions may serve as a contributing factor to improved English language instruction.

Similar to MGMP, the term found in several other studies outside Indonesia is known as "teacher study group". The role played by this group of teachers is cited in Firestone's research that MGMP is effective as a model for teacher professional development.⁶ Another result was shown in Jayanthi's study that MGMP had a significant impact on teachers' knowledge and their teaching observation practices.⁷ Teacher study groups had an important role in improving the effectiveness of English language learning. Firstly, through these consultations, the implementation of the teacher study group (MGMP) yielded positive outcomes indicating that all teachers have improved their

⁴ Daryanto, et.al. *MGMP Teacher Organization Empowerment in Improving Students' Problem-Solving Ability*, Accessed on 7th October 2023, available on <https://www.researchgate.net/publication/338624210>

⁵ Ratna Rosita Pangesti and Risky Setiaan, *The effect of intensity of MGMP activities, school climate, and work commitments on the professionalism of economics high school teachers*, Accessed on 7th October 2023, available on [researchgate.net/publication/368966683](https://www.researchgate.net/publication/368966683)

⁶ A. R. Firestone et.al, *Teacher Study Groups: An Integrative Literature Synthesis*. Review of Educational Research, 90(5), 675-709. <https://doi.org/10.3102/0034654320938128>.

⁷ Madhavi Jayathi, *The Impact of Teacher Study Groups in Vocabulary on Teaching Practice, Teacher Knowledge, and Student Vocabulary Knowledge: A Large-Scale Replication Study*, Journal of Research on Educational Effectiveness, 11:1,83-108, DOI: 10.1080/19345747.2017.1327625

competencies.⁸ Secondly, MGMP in the independent curriculum provides a forum for educators to collectively, creatively, and develop themselves in teaching and preparation of teaching materials that are relevant to the needs of today's students.⁹ Thus, teachers can present more contextualized and in-depth materials to the demands of the independent curriculum.

Nowadays, teacher study groups are a mandatory activity at all levels of education in Indonesia, especially at the senior high school level, with evident impacts, but no research has explored the potential role of teacher study groups along with the variations in their impact on teacher quality. The teacher study group in Topoyo consists of seven members whose activities include meeting once a month in different locations. Implicitly, there is an impact of MGMP activities, but the writer would explore the teacher quality of member teachers while actively participating in the group using indicators from the value-added approach theory which states that high teacher quality is obtained from the determinants of teacher control over student achievement factors. In addition to the impact, of course, the writer would explore the role of MGMP, namely what teachers do during group meetings, here the three dimensionality of the teacher's role (cultural, social events, and environment) by Adams would be used as

⁸ Informasi Guru. *Standar Pengembangan dan Rambu-Rambu KKG/MGMP*. Retrieved from <http://www.informasiguru.com/2017/02/DownloadPanduan-KKGMGMP-KKKS.html>. Accessed on 11th November 2023.

⁹ Zulfikri Anas, *Kurikulum Merdeka: Pembelajaran dengan Paradigma Baru dan Berdiferensiasi*, accessed on 11th November 2023. <https://www.kemdikbud.go.id/main/blog/2022/02/kurikulum-merdeka-pembelajaran-dengan-paradigma-baru-dan-berdiferensiasi>.

indicators.¹⁰

To gain an in-depth understanding of the role of teacher study groups in enhancing the quality of English language instruction, this research undertook a comprehensive analysis of how these meetings can influence English language teaching practices. This would provide a better understanding of the role of how the untapped potential within these meetings can be leveraged to enhance more effective English language instruction. In conclusion, this research outlined how it would be organized in subsequent chapters, with a focus on the qualitative that would be employed to uncover the potential and impact of teacher study groups on the quality of English language instruction.

B. Research Questions

Based on the detection of the issues above, the writer composed the problem as follows:

1. What activities are carried out in MGMP to support teachers' ability in teaching English Subject at senior high school in Topoyo sub-district, Central Mamuju district?
2. How is the teacher quality of MGMP teachers in Topoyo sub-district, Central Mamuju district?

C. The Objective of the Research

From the context of the study that had been described above, the objectives of the research are:

¹⁰ Danijela Makovec, *The Teacher's Role and Professional Development*, IJCRSEE, Vol. 6, No.2. 2018. Doi:10.5937/ijcrsee1802033M

1. To identify the activities conducted in MGMP to enhance teachers' ability in teaching English subject at senior high school in Topoyo sub-district, Central Mamuju district.
2. To describe the teacher quality of MGMP teachers in Topoyo Subdistrict, Central Mamuju District.

D. Significance of the research

1. Theoretically

It is predicted that it supplemented to the quality of teacher improvement. Specifically, the research could provide a more significant insight of this study explores how MGMP contributes to enhancing the quality of English language teaching by examining teachers' experiences, perspectives, and practices, providing in-depth understanding that can inform policy development and educational practice.

2. Practically, it is expected that this study can provide valuable insights:
 1. For the researcher, this study is been so beneficial as the insight and references in developing the teacher's professional, managing MGMPs and teacher quality. Therefore, the writer might put into practice this insight in the upcoming when becoming a professional English teacher.
 2. For the teacher, this study could be applied as a source for the teachers in a professional development approach notably teachers who educate in the classroom, so that teachers can strengthen their competence to control the classroom and its factors by emphasizing the collaboration and collective learning which obtained from MGMP activities.

3. The students, this research would assist them to boost their motivation to learn English and achieve higher results of study in the classroom through teaching variations and media prepared by teachers based on MGMP activities. So that the output of teaching can be increased significantly by the teacher.
- a. The government, as material for strengthening the excellence of learning. Facilitating the ongoing professional development for educators, empowering teachers to effectively manage classroom dynamics and meeting diverse student needs. Ultimately, these government-issued materials are instrumental in driving educational excellence and equity, paving the way for a more knowledgeable and skilled future generation

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Research Findings

Some previous studies had been done in conducting process-oriented assessment describe briefly as follow:

The first was conducted by Stanley in 2011 exploring professional development within collaborative teacher study groups: pitfalls and promises. The aim was to know the factors that may contribute to the success or failure of collaborative teacher study. Qualitative method was used in this research. The result showed that there are unique benefits of CTSG participation may indeed evoke a culture change in professional development, as teachers, school district personnel, and other stakeholders observe the unique ways that CTSG supports teacher learning and change in practice, and subsequently improves students' achievement.¹¹

The second research by Iskandar, in 2023 in his study exploring the Implementation of Teachers' Community (MGMP) as a Medium for Ongoing Professional Development to Enhance English Teachers' Professional Competence. This study aims to find out; 1) the teachers' perceptions about their competencies after participating in MGMP, 2) the implementation of MGMP to enhance English teachers' competencies, and 3) the hindering factors that influence their participation in MGMP. The design of this study was descriptive

¹¹ Ann Marie Stanley, *Professional Development within Collaborative Teacher Study Groups: Pitfalls and Promises*, Arts Educationpolicyreview, 112:71–78, 2011 Copyright© Taylor & Francis Group, LLC, DOI: 10.1080/10632913.2011.54669

qualitative. The study used descriptive qualitative method and in collecting the data used interview, observation, and documentation. The results showed that all of the subjects provided positive views on the implementation of MGMP. The participants perceived that MGMP enhanced their competencies. Then, the implementation of MGMP worked effectively. Meanwhile, the schedule and the rolling system were the hindering factors influencing teachers' participation in MGMP.¹²

The third is from Juita who conducted the research in 2025. This study aimed to to analyze the Empowerment Program Sebelas Maret Bogor Junior High School Teacher Empowerment Program, with a focus on the implementation of the MGMP on teacher empowerment which has an impact on improving teachers' ability in the teaching and learning process. The research method used used is a qualitative approach with data collection observation, interview, and document study. The results showed that teacher empowerment program through MGMP and other supporting activities, such as supervision and micro teaching supervision and micro teaching at SMP Sebelas Maret Bogor have succeeded in improving teacher competence and professionalism.¹³

The fourth is from Sueb, et.al who conducted the research in 2020. This study aimed to explore teacher's professionalism, advanced education and special trainings/mentorings are needed, including in the area of research and academic

¹² Syaifuddin Iskandar, Et al. *Assessing the Implementation of Teachers' Community (MGMP) as a Medium for Ongoing Professional Development to Enhance English Teachers' Professional Competence*, accessed on 11th November 2023

¹³ Juita Setia Murni Simanullang, *Musyawaharah Guru Mata Pelajaran (MGMP) dalam Upaya Pemberdayaan Guru SMP Sebelas Maret Bogor*. Thesis. Jakarta: Universitas Islam Negeri Syarif Hidayatullah Jakarta, 2025)

publication. This study was employed qualitative research. The results showed that The academic agenda in MGMP English District remains limited, with less than 20% of teachers engaged in research and scientific writing. To enhance professionalism, efforts such as mentoring and workshops—particularly in classroom action research—are essential to improve teachers' competence in writing and research activities. This approach is seen as beneficial for professional growth.¹⁴

Fifthly, A research by Arafik, et.al in 2025. This study aimed to provide training of learning English based on linguistic constraints of regional languages to members of MGMP (Discussion Forum for English teacher) of Vocational High School of West Lombok. This research used a participatory approach. The results showed that the This activity ran smoothly and addressed English learning challenges. MGMP English teachers of SMKN West Lombok gained new insights on local language-based instruction, developed learning tools, implemented them effectively, and improved student engagement by addressing linguistic constraints in the classroom.¹⁵

Sixthly, A research by Pangestika and Setiawan in 2020. This study aimed to determine the effect of the intensity of MGMP activities, school climate, and teacher work commitment on the professionalism of high school teachers in Economics in the City of Yogyakarta. This research is an ex-post facto research

¹⁴ Sueb, Slamet Setiawan, and Ali Mustofa, Beyond Action Research: Theorizing English Language Teach, vol.4 (1), june 2020, Jpmb (Jurnal Pengabdian Masyarakat Borneo), Available at <http://jurnal.borneo.ac.id/index.php/jpmb>

¹⁵ Arafik., Arifuddin., Aziz, D, A., & Isnaini, M. *Pendampingan Pembelajaran Bahasa Inggris Berbasis Kendala Linguistik Bahasa Daerah Bagi MGMP Bahasa Inggris SMK Kabupaten Lombok Barat. Jurnal Pengabdian Magister Pendidikan IPA*, 8(1) 2025.

with a quantitative approach. The results showed that the intensity of MGMP activities affected teacher professionalism, school climate had an impact on teacher professionalism, and work commitment affected teacher professionalism.¹⁶

Lastly was done by Gersten in 2010 exploring teacher study group and its impact of the professional development model on reading instruction and student outcomes in first-grade classrooms, this research aimed to examine the impact of the Teacher Study Group (TSG), a professional development model, on first-grade teachers' reading comprehension and vocabulary instruction, their knowledge of these areas, and on the comprehension and vocabulary achievement of their students. Quantitative method was used in this research. The result showed that the teacher study groups also significantly outperformed control teachers on the teacher knowledge measure of vocabulary instruction and confirmatory analysis of student outcomes indicated marginally significant effects in oral vocabulary.¹⁷

Several of the publications over is regarded to contain a correlation alongside this study and may be applied in the role of a source in research. Yet, the originality of this study is found in the writer's attempt to emphasize the application of MGMP's program such as the collaboration activities that would be analyzed. Then, the similarity between the above publications and this study lies

¹⁶ Ratna Rosita Pangesti and Risky Setiawan, *The effect of intensity of MGMP activities, school climate, and work commitments on the professionalism of economics high school teachers*, Accessed on 7th October 2023, available on [researchgate.net/publication/368966683](https://www.researchgate.net/publication/368966683)

¹⁷ Russel Gerstel, *Teacher Study Group: Impact of the Professional Development Model on Reading Instruction and Student Outcomes in First Grade Classrooms*, American Educational Research Journal, 47(3), 694-739. doi:10.3102/0002831209361208

in the point of applying the approach carried out in the scope of education and the dominance of the subject which is prioritized to the teachers as research subjects. In addition, it can also be further investigated from the quality of teaching that occurs as an impact on the existence of teacher study groups in Topoyo District on MGMP English teachers, of course, the research method using descriptive qualitative to explain deeply the the quality of English teachers as MGMP member in Topoyo District. As a result, the standpoint of this research may include in the direction of the publication, specifically about teacher quality and teacher study groups as an approach, so that teachers in the process of teaching English can strive for self-development and improve the quality teacher of English in Topoyo, West Celebes.

B. Some Pertinent Ideas

a. Concept of Teacher Development

1) English Teacher Development

Many schools are facing a fast-growing number of students, and as a result, teachers, particularly general education teachers, need to be aware of this issue. It is important to note that there is a lack of pre-service and in-service training among general education teachers. Teacher professional development can be classified into three models:

- a) The 'craft' model, which states that teachers' professional development results from experience acquired in the classroom;
- b) The 'expert' model, which asserts that teacher professional development results from training by other expert teachers;

c) And the 'interactive' model, which states that teachers' knowledge grows when external sources of information lead to new experiences in the classroom. Depending on the results, these experiences can lead to new insights, thus facilitating professional development.¹⁸

To utilize professional development as a means for improvement, school districts must understand how teachers acquire new skills. Traditionally, school districts have assumed that teacher learning is a simple process, with teachers only requiring information on effective teaching strategies. However, research indicates that the learning process for teachers is more complex than previously thought. This situation can trigger a range of beliefs, attitudes, and emotions.¹⁹

Most teachers only experience traditional, workshop-based professional development, despite research indicating its ineffectiveness. This approach sharply contrasts with teachers' limited exposure to alternative forms of professional development.²⁰ Despite its prevalence, the workshop model's effectiveness in changing teachers' practice and improving student achievement is questionable. One-shot workshops have been found to be ineffective in changing teacher practice and have little impact on student achievement. Therefore, an alternative approach is needed to develop teachers' ability to teach and enhance the quality of their teaching.

¹⁸ N.A Sprinthal, et.al. *Teacher professional development*. Handbook of Research on Teacher Education, 2, 666-703. (1996).

¹⁹ K.S Sutherland, et.al. *Examining the influence of teacher behavior and classroom context on the behavioral and academic outcomes for students with emotional or behavioral disorders*. The Journal of Special Education, 41(4), 223-233. (2008).

²⁰ R.C Wei & L. Darling-Hammond, *How nations invest in teachers*. Educational Leadership, 66(5), 28-33. (2009)

Based on the theories above indicated that engaging teachers in instructional inquiry through collaborative professional learning communities over an extended period is effective in improving instruction and student achievement. However, barriers to implementing professional teacher development include a lack of shared meeting time and a shortage of teachers who share the same subject areas or goals and interests. Convening teachers from multiple districts can alleviate this problem. The teachers can develop relationships through face-to-face interactions.

2) Effective of Teacher Development

Richard Dufour, a prominent trainer of teacher learning communities as a tool for educators, emphasizes three professional learning communities;²¹ (a) an emphasis on learning, (b) developing a This includes an emphasis on learning, developing a culture of collaboration, and a focus on results. Effective professional development is defined as structured professional learning that results in changes in teacher practices and improvements in student learning outcomes. Darling-Hammond study highlights the importance of these characteristics.²² This research highlights methodologically rigorous studies that have demonstrated a positive link between teacher professional development, teaching practices, and student outcomes. The studies have found the following shared features of effective professional development:

²¹ R. DuFour, *What is a "professional learning community"?* Educational Leadership, 61(8), 6-11. (2004).

²² L. Darling-Hammond, et.al. *Effective teacher professional development*. Palo Alto, CA: Learning Policy Institute. (2017).

a) Content focused

The program or intervention should have a strong focus on the subject matter or content that is relevant to the participants' professional development goals. It should ensure that the content is aligned with the specific needs and challenges faced by the teachers in their teaching practice.

b) Incorporating active learning

The approach requires teachers to actively engage in activities rather than passively receive information. These activities may include hands-on exercises, problem-solving tasks, discussions, or group projects aimed at deepening understanding and application of concepts.

c) Supporting collaboration

The initiative promotes collaboration by providing opportunities for teachers to work together, exchange ideas, share experiences, and collaborate on tasks or projects. Collaboration can enhance learning by providing diverse perspectives, peer support, and collective problem-solving.

d) Using models of effective practice

It should integrate examples or demonstrations of successful teaching practices that have been proven effective through research or experience. These models serve as benchmarks for participants to observe, analyze, and emulate in their own teaching contexts.

e) Providing coaching and expert support

Teachers receive guidance, mentorship, and feedback from experienced educators or subject matter experts to enhance their teaching skills and address specific challenges. Coaching sessions may involve one-on-one consultations, observation, and constructive feedback tailored to individual needs.

f) Offering feedback and reflection

The program includes mechanisms for providing timely and constructive feedback to participants on their performance, progress, and areas for improvement. It also encourages reflective practice, prompting participants to critically examine their teaching methods, outcomes, and professional growth.

g) Sustained duration

Based on those concept suggested that engaging teachers in instructional inquiry through collaborative professional learning communities over an extended period is effective in improving instruction and student achievement.²³ Others have stated that professional development requires support and should continue over a sustained period.²⁴ Therefore, the implementation of teacher study groups, which is similar to teacher learning communities, is expected to develop teachers' professionalism and subsequently improve the quality of teaching in

²³ L.C. McConnell & M.C Monroe, *Making online professional development work for Florida Project Learning Tree*. Applied Environmental Education & Communication, 11(3-4), 148-156. (2012).

²⁴ B. Bell & J. Gilbert, *J. Teacher development: A model from science education*. Taylor I Frances Inc.: Falmer Press. (2005).
<https://scholar.google.com/scholar?cluster=15123403178625307607>

schools.

3) Significance of English Teacher Development

Teacher groups have been shown to be an effective approach to teacher learning.²⁵ Teacher learning communities and professional learning communities are based on a social constructivist view of learning by Vygotsky, which emphasizes the interactions between learners as an essential step in the construction of new ideas in learning and teaching.²⁶ Eaker et.al. incorporates the practice of collaborative inquiry, which is the framework for study, into their social-constructivist model. This component promotes teacher learning and revision of practice based on evidence.²⁷ The narrative suggests that the study's framework is grounded in a social-constructivist model, which emphasizing collaborative learning among teachers. This encourages teachers to continuously learn and refine their teaching practices based on evidence and feedback in the classroom.

b. Concept of Teachers Study Groups

1) Definition of Teachers Study Groups

The phrase 'teacher study group' has been used to describe a loosely connected group of professional development approaches.²⁸ Birchak noted that a study group is a democratic organization in which teachers participate

²⁵ J.G. Henderson & R. Gornik. *Transformative curriculum leadership*. (Prentice Hall, 2007).

²⁶ L. Vygotsky. *Interaction between learning and development*. Readings on the Development of Children, 23(3), 34-41. (1978)

²⁷ R. DuFour & R. Eaker, *Professional learning communities at work* Bloomington. (IN: National Educational Service, 1998).

²⁸ K.R. Logan & S.S Stein, *The research lead teacher model: helping general education teachers deal with classroom behavior problems*. Teaching Exceptional Children, 33(3), 10-15. (2001).

voluntarily, work collaboratively, and share responsibilities and roles.²⁹ Gersten stated that the Teacher Study Group program aims to enhance teacher knowledge and teaching practices, leading to improved student achievement.³⁰ Murphy identified three purposes for teacher study groups: facilitating the implementation of curricular and instructional innovations, planning school improvements, and guiding educators in studying research-based practices. This definition aligns with the literature on teacher study groups.³¹

Few details have emerged regarding the specific features and their impact on teaching practice or student outcomes. The findings only suggest a link between these groups and improvements in teaching practice, student achievement, and school culture.³² In their case study research, Englert and Tarrant found that teacher study groups were linked to high levels of change in teacher beliefs and use of curricula. However, there was no evidence of shifts in the application of research-based instructional principles in reading.³³

In conclusion, teacher study groups are a common practice in education where subject teachers collaborate with their colleagues to

²⁹ A.M. Sierra, *The Professional Development of a Facilitator through a Study Group*. (Colombia: Universidad Nacional de Colombia, 2007), pp. 91-101

³⁰ Russel Gerstel, *Teacher Study Group: Impact of the Professional Development Model on Reading Instruction and Student Outcomes in First Grade Classrooms*, American Educational Research Journal, 47(3), 694-739. doi:10.3102/0002831209361208

³¹ C. Murphy, *Study Groups Foster Schoolwide Learning*. *Educational Leadership*, 50(3), 71-74. (1992).

³² B.R Foorman & L.C Moats, *Conditions for sustaining research-based practices in early reading instruction*. *Remedial and Special Education*, 25(1), 51-60. (2004).

³³ S. Englert & K.L Tarrant, *Creating collaborative cultures for educational change*. *Remedial and Special Education*, 16(6), 325-336. (1995).

enhance teaching and learning. These groups involve the exchange of ideas, experiences, and resources to improve teachers' understanding of the curriculum, teaching methods, and effective learning strategies. The Teacher's group allows for both individual improvement and professional development. Participants can discuss the problems they face, share their views and experiences on education and teaching through collaborative dialogue.

2) Types for Teachers Study Groups

Cayuso proposed four distinct study groups: topic study groups, practice study groups, online study groups, and TIP study groups:³⁴

a) Topic study groups

In a Topic Study Group, members select an area of interest based on their needs and conduct research on the available information. The group can use texts, articles, or video series. Staff members may suggest multiple options to choose from.

Allington refers to this type of study group as a TAPER (Teachers as Professional Education Readers) study group. The goal of a TAPER Study Group “...is to develop individual expertise and foster the development of shared knowledge among members of the group”. In fact, members have the opportunity to share their insights, seek clarifications on ideas from the text, and make connections between the

³⁴E. Cayuso, et al. *Designing Teacher Study Groups: a Guide for Success*. Maupin House Publishing. (2004).

reading and their classrooms.³⁵

b) Practices study groups

This study group focuses on teachers' reflections on their own teaching performance and how to improve it. According to Cayuso et al., the Practices Study Group is designed as a metacognitive learning tool, where members focus on a strategy that they learn and experiment with through active participation. In the study group, teachers engage in various activities to improve their teaching skills. These activities include watching video recordings of themselves or other teachers, observing other classrooms, and discussing ways to enhance lesson presentation, classroom management, instructional implementation, questioning practices, and student learning styles.³⁶

The practices study group is similar to a topic study group, but with an additional aspect of homework. It involves the study of texts, articles, or videos, and teachers would try out the lesson ideas, implementations, or strategies in their own classrooms. Afterwards, the teachers can reconvene and make decisions on what to do, like:

- (1) Sharing how the lesson or strategy worked in class.
- (2) Showing work samples and/or products from the lesson.
- (3) Sharing a videotape of themselves teaching in order to receive some feedback.

c) Online study groups

³⁵ R. Allington, *What Really Matters of Struggling Readers*. (New York: Maupin House Publishing, 2001). p 113

³⁶ Cayuso, et al, *Op.Cit*

According to Cayuso, this type of group is highly impersonal as it is managed through the internet. Teachers exchange emails and share their experiences with colleagues in various contexts.³⁷ This study group has a unique advantage: the ability to learn from the experiences of others in different parts of the world. Teachers can compare and contrast their teaching methods through online interaction. This approach is particularly useful in situations where teachers do not have enough time to gather and discuss their doubts in meetings. They can use online connections to share their knowledge or ask about situations they are facing.

d) TIP study group

Participants conduct their own research in TIP groups. The primary objective of a TIP group is for participants to gather as many resources and as much data as possible on a particular topic. For instance, if a group is interested in finding more effective ways to use conferencing as a powerful teaching tool during writer's workshop, they can research the topic. Resources may include books, articles in professional journals, and conversations with experts in the field.

Finally, to improve as professionals, teachers should make an effort to use a type of teacher study group based on those types. This would create a change in their teaching practice. In response to the trend of teacher self-improvement, they should propose innovations and solutions regarding

³⁷ Cayuso, et al, *ibid*

English needs and concerns.

3) Difficulties in Collaborative Teachers Study Groups

a) Teachers do not Equal Growth

A group of teachers can collaborate to enhance and innovate teaching practices. However, one concern with forming a closely-knit professional community is the risk of replacing the isolated classroom teacher with an isolated group of teachers and a fragmented workplace.³⁸ A group of educators may come together to learn about teaching, but they may face challenges in making significant and enduring improvements to the school due to administrative, scheduling, or peer pressure obstacles.

Community values can be positive, such as sharing knowledge, creating common beliefs, and incorporating novices into a professional community. However, there is a risk that members may create an environment that is intolerant of conflict, control who is allowed to join, or demand obedience to norms established by only a few members. It is important for teacher groups to promote creativity and innovation rather than uniformity or mediocrity. Finally, study groups for teachers have varying methods of communication that can have positive or negative effects.

b) Disagreement

In theory, Teacher study groups are designed for educators to discuss and clarify their beliefs, but sometimes the desire for consensus and

³⁸ J.W. Little, et.al. *Looking at student work for teacher learning, teacher community, and school reform*. Phi Delta Kappan 85 (3): 184–92. (2003)

adherence to polite norms can lead to a lack of honest discussion and avoidance of difficult questions. The National Staff Development Council (NSDC) acknowledges that teacher study groups are not always successful and has therefore created a standard for staff development. This standard provides educators with the knowledge and skills necessary to collaborate with other participants in discussing their fundamental beliefs.³⁹ Managing conflict and anticipating and planning interactions within teacher study groups are vital considerations for group members. It is important to maintain objectivity and avoid biased or emotional language when discussing these issues. Balancing the diverse characteristics of group members, which can be affected by factors such as teachers' self-identification as general teachers, is also a challenge.

c) The Challenges of English Teacher Group

English teacher's job, when compared with the jobs of their colleagues in other subjects, are faced with unusual "differences and difficulties",⁴⁰ such as teachers, both novice and experienced, often report facing challenges such as working with multiple teachers and large numbers of students at many grade levels. They also report isolation and a lack of access to targeted subject-specific development. To overcome these obstacles, it is important to provide teachers with access to targeted

³⁹ National Staff Development Council (NSDC). *NSDC's Standards for Staff Development* (Revised, 2001). <http://www.gladeschools.org/files/NSDC%20Standards%20for%20Staff%20Dev%20Extended.pdf>

⁴⁰ P. Haack, *Challenges faced by beginning music teachers. In Great beginnings for music teachers: Mentoring and supporting new teachers*, ed. C. M. Conway, 9–26. Reston, VA: MENC: The National Association for Music Education. (2003).

professional development opportunities.⁴¹

Teacher Study Groups are ideally suited to meet the needs of language teachers by serving as a remedy for the unique teachers endure as well as meeting their need for subject specific professional development. However, simply creating teacher study groups do not ensure that it would provide meaningful professional development. Many teachers have a unique position within their school buildings that contrasts with the situation of single-grade-level teachers who often have colleagues with similar teaching assignments just down the hall. Conflicts regarding methodologies and desired student outcomes are common in groups of teachers. Extremely high student-teacher ratios and multi-school, multi-grade-level assignments coupled with after school and evening responsibilities and the high public profile of performance ensembles can make the practice of teaching both frantic and disconnected, and may allow only rare interactions with colleagues.

c. Concept of Teaching Quality

1) Definition of Teaching Quality

According to Zammit et al, teaching quality is influenced by contextual factors of schools, professional practices, and the attributes and capabilities of teachers and school leaders.⁴² Ingvarson and Rowe, they identified teaching quality as an objectively evaluable concept to unpack

⁴¹ C.M. Conway, *Ongoing professional development. In Great beginnings for music teachers: Mentoring and supporting new teachers*, C. M. Conway, 151–66. Reston, VA: MENC: The National Association for Music Education.

⁴² K. Zammit, et.al. *Teaching and leading for quality Australian schools*. Australian Institute for Teaching and School Leadership, (University of Western Sydney, 2007), p.1

teacher quality, proposed considering what a teacher must know and be able to do.⁴³ This perspective agrees with the idea that teacher quality is not a single attribute but a complex construct influenced by various factors. By examining the contextual dynamics of schools, professional practices, and the qualities of educators, educators can gain a more comprehensive understanding of teacher quality.

Pirsig argues that the teaching quality is individual components in providing learning experiences through initial teacher education, professional induction, and development. This approach can lead to the creation of quality teachers and, in turn, quality teaching for all learners.⁴⁴ A comprehensive understanding of teaching quality involves synthesizing different perspectives. Furthermore, the ultimate goal is to cultivate quality teachers and enhance learning experiences for all students.

2) Aspects of Teaching Quality

Quality teaching from a cognitive resource perspective is related to the aspect; knowledge, beliefs, attitudes, and dispositions teachers bring into the profession.⁴⁵ Newly, Cate also discussed in her study relates to the aspects of teaching quality as follow.⁴⁶

a) Teacher Competence, Competencies are the skills and knowledge that

⁴³ L. Ingvarson & K. Rowe, *Conceptualising and evaluating teacher quality: Substantive and methodological issues*. (2007). Accessed 2 December 2023 from http://research.acer.edu.au/learning_processes/8.

⁴⁴ Pirsig, *Zen and the art of motorcycle maintenance: An inquiry into values*. (New York: William Morrow & Company.1974)

⁴⁵ D. L. Ball, et.al. *Content knowledge for teaching: What makes it special?*, Journal of Teacher Education, 59(5), 389-407. (2008).

⁴⁶ Ineke M. Pit-ten Cate,et.al. *Promoting Inclusive Education: The Role of Teachers' Competence and Attitudes*, Insights into Learning Disabilities 15(1), 49-63, 2018

enable a teacher to be successful. The importance of teachers' competence for inclusive practice is evident in its effect on student learning. Research has indicated that specific cognitive abilities and personality characteristics determine the extent to which teachers can deliver high-quality instruction, which fosters student learning. For instance, Stronge and his colleagues discovered that teachers who received higher ratings in the areas of instruction, student assessment, classroom management, and personal qualities were the most effective in terms of student outcomes.⁴⁷

- b) Teacher attitude, Attitudes are our dispositions to respond to or evaluate an object. These objects can be people or groups of people, which we may evaluate favorably or unfavorably on a continuum of like-dislike. Attitudes may contain cognitive, affective, and behavioral components, and often influence judgments or guide social behavior. Attitudes can be formed through spontaneous or deliberate processes. Spontaneous processes involve automatic activation of the attitude upon encountering the attitude object, while deliberate processes involve careful consideration of all available information and consequences of certain judgments or behaviors.⁴⁸

- c) Effects of Training, training can better prepare educators to

⁴⁷ J.H. Stronge, et.al. *What is the relationship between teacher quality and student achievement? An exploratory study*. Journal of Personnel Evaluation in Education, 20, 165–184. (2007).

⁴⁸ R.H. Fazio, *Multiple processes by which attitudes guide behavior: The MODE model as an integrative framework*. In M. P. Zanna (Ed.), *Advances in Experimental Social Psychology*, (New York: Academic Press, 1990), p. 75

accommodate students with diverse educational needs in their classrooms. Such training should include courses to extend their skills, knowledge, and understanding, as well as address attitudes and promote teachers' willingness to include all students in regular classrooms. Empirical research confirms the potential effects of teacher education on perceived competence and attitudes. For instance, research conducted in the UK and US has shown that teacher education can improve both teachers' perceived competence and their attitudes towards integration.⁴⁹

In summary, when teachers are competent, have positive attitudes, and receive effective training, they create an environment that promotes inclusive practices and maximizes student learning outcomes.

3) Developments in Enhancing Teaching Quality

The first is *writing instructional objectives*, they are statements of specific observable actions that students should be able to perform if they have mastered the content and skills the instructor has attempted to teach.⁵⁰ An instructional objective has one of the following stems.

- a) At the end of this [course, chapter, week, lecture], the student should be able to solve+object.
- b) To do well on the next exam, the student should be able to know+object.

The second is *using active learning*, students' attention can be maintained throughout a class session by periodically giving them

⁴⁹ N. Beacham & M. Rouse, *Student teachers' attitudes and beliefs about inclusion and inclusive practice*. Journal of Research in Special Educational Needs, 12, 3–11. (2012).

⁵⁰ R.M. Felder and R. Brent. *Cooperative learning in technical courses: Procedures, pitfalls, and payoffs*. ERIC Document Reproduction Service, ED 377038. (1994).

something to do. Active learning exercises may address a variety of objectives. Some examples;⁵¹

- a) *Problem solving.* A large problem can always be broken into a series of steps, such as paraphrasing the problem statement, sketching a schematic or flowchart, predicting a solution, writing the relevant equations, solving them or outlining a solution procedure, and checking and/or interpreting the solution. When working through a problem in class, the instructor may complete some steps and ask the student groups to attempt others. The groups should generally be given enough time to think about what they have been asked to do and begin formulating a response but not necessarily enough to reach closure.
- b) *Analytical, critical, and creative thinking.* Students may be asked to list assumptions, problems, errors, or ethical dilemmas in a case study or design; explain a complex technical concept in jargon-free terms; find the logical flaw in an argument; predict the outcome of an experiment or explain an observed outcome in terms of course concepts; or choose from among alternative answers or designs or models or strategies and justify the choice made. The more practice and feedback students get in the types of thinking the instructor wants them to master, the more likely they would be to develop the requisite skills.
- c) *Explaining written material.* TAPPS (thinking aloud pair problem solving) is a powerful activity for helping students understand a body of

⁵¹ T. Richard M. Felder and Rebecca Brent, *How to Improve Teaching Quality*, Quality Management Journal (1999), DOI: 10.1080/10686967.1999.11919183

material. Students are put in pairs and given a text passage or a worked-out derivation or problem solution. An arbitrarily designated member of each pair explains each statement or calculation, and the explainer's partner asks for clarification if anything is unclear, giving hints if necessary. After about five minutes, the instructor calls on one or two pairs to summarize their explanations up to a point in the material being examined, and the students' reverse roles within their pairs and continue from that point.

- d) *Responding to questions.* Any questions an instructor would normally ask in class can be directed to groups. In most classes especially large ones very few students are willing to volunteer answers to questions, even if they know the answers. When the questions are directed to small groups, most students would attempt to come up with answers, and the instructor would generally get as many responses as he or she wants.

The third is *using assessment and evaluation of teaching quality*, current trends in assessment reviewed by Ewell includes shifting from standardized tests to performance-based assessments, from teaching-based models to learning based models of student development, and from assessment as an add-on to more naturalistic approaches embedded in actual instructional delivery.⁵² Measures that may be used to obtain an accurate picture of students' content knowledge and skills include tests, performances and exhibitions, project reports, learning logs and journals,

⁵² P.T. Ewell, *National trends in assessing student learning*. Journal of Engineering Education 87, no. 2:107–113. (1998).

metacognitive reflection, observation checklists, graphic organizers, interviews, and conferences.⁵³

4) Problems faced in Improving Teaching Quality

The first is teaching management which pays more attention to unity, ignoring the development of student personality, thus weakening the cultivation of students' personality and innovation ability. The focus of teaching should be on both the pursuit of professional integrity of the theoretical system and the cultivation of student abilities. It is important to avoid heavy slogans and prioritize practicality. Teachers should pay attention to individual differences and avoid using a one-size-fits-all approach. Flexible management concepts should be employed instead of rigid ones. The purpose of teaching management is to maintain normal operations under standardized conditions. However, blindly adhering to rules without exploring new methods or ideas can hinder progress. The teaching materials, test papers, question libraries, and courses should focus on student learning, talent development, and employment guidance to motivate students to improve their learning and the overall quality of teaching.⁵⁴

The second is teacher problems, many teachers neglect teaching basic skills and fail to pay attention to teaching content and methods. Students may also be unfamiliar with the material and some teachers may simply

⁵³ K. Burke, *The mindful school: How to assess thoughtful outcomes*. Palatine, Ill.: IRI/Skylight Publishing. (1993).

⁵⁴ Wang Jinren. *Analysis of Classroom Teaching in the Main Problems and Countermeasures*. Journal of Higher Education, (2011)

follow a script, dismissing class without any discussion. It is important for teachers to prioritize teaching skills and engage with their students to ensure effective learning. Some teachers lack a sense of responsibility. They do not adequately prepare lessons, correct homework, guide experiments and practice, or modify assignments. They may also be absent from classes, skip important activities, or engage in distracting behaviors such as reading, talking, or sleeping. It is important for teachers to maintain a professional and focused approach to their work, ensuring that students receive the best possible education. Some teachers do not prioritize improving their professionalism, resulting in shallow and inadequate class instruction. As a result, students struggle to learn and may only listen passively without gaining knowledge. In some cases, individual teachers may not possess the necessary skills to effectively teach the material. Additionally, limited teaching materials and poor classroom atmosphere can contribute to a boring and depressing learning environment for students.⁵⁵

The third is Style of study, students and teachers often have frequent contact during learning and teaching activities. Unfairness and immaturity among students can lead to distorted values and psychological unhealthiness, which can discourage students' enthusiasm to learn and encourage unhealthy trends. Some good students may become discouraged and lose their motivation, while others may struggle to cope with setbacks and even resort to extreme measures. All of these factors can negatively

⁵⁵ JiZhou. University Development and Scientific Management [J].China Higher Education, 2007

impact the quality of teaching.⁵⁶

C. Conceptual Framework

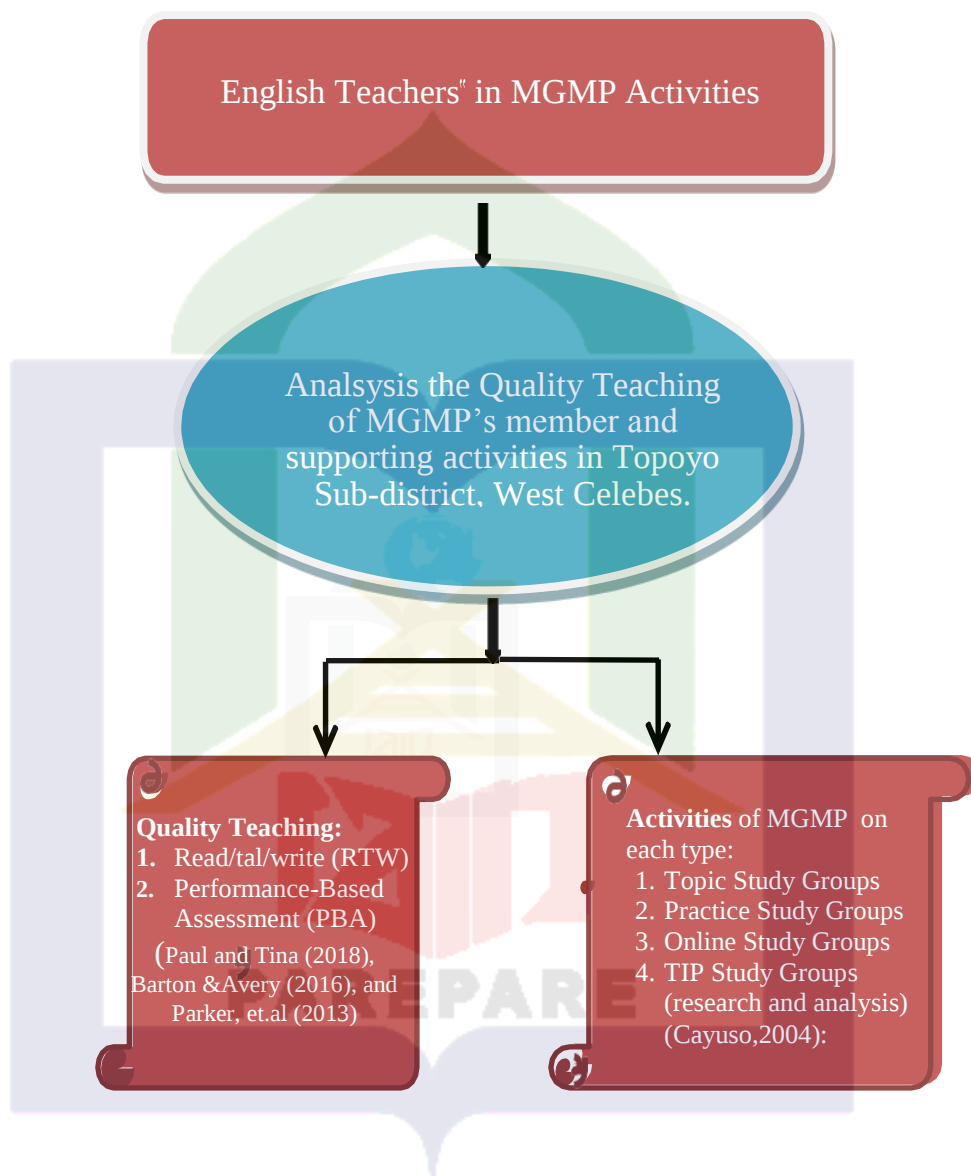


Figure.2.1. Conceptual framework

⁵⁶ Yu Feng Gao, et.al. *Problems and Countermeasures of Improving Teaching Quality in Local University*, Advances in Social Science, Education and Humanities Research, volume 85. <http://creativecommons.org/licenses/by-nc/4.0/>

The conceptual framework of this study is the writer is observed the activities of English teachers in MGMP. After that the writer is interview 6 English teachers at member of MGMP of Topoyo District about teacher study groups activities and to find out how the quality of English teaching. So that it is expected that the quality of English teaching is improved and teachers' professional are developed.

MGMP (Musyawarah Guru Mata Pelajaran) or teacher study groups share a conceptual basis with what is known in the academic and professional world as a community of practice. Both serve as collaborative spaces where professionals engage in peer learning to improve practice, solve problems and advance knowledge in a particular field. In the field of education, MGMPs have shown practical value as platforms where teachers can collaborate, share teaching strategies and reflect on pedagogical issues. Similarly, in professional associations and development initiatives, communities of practice function as dynamic forums that support continuous improvement and professional growth.

This alignment with the theory of Wenger et al. is significant. Wenger defines communities of practice as "learning partnerships among people who find it useful to learn from and with each other about a particular domain."⁵⁷ They use each other's experience of practice as a learning resource". This theoretical framework emphasizes learning as a social process that emerges not only from individual inquiry, but also from participation in collective dialogue and shared

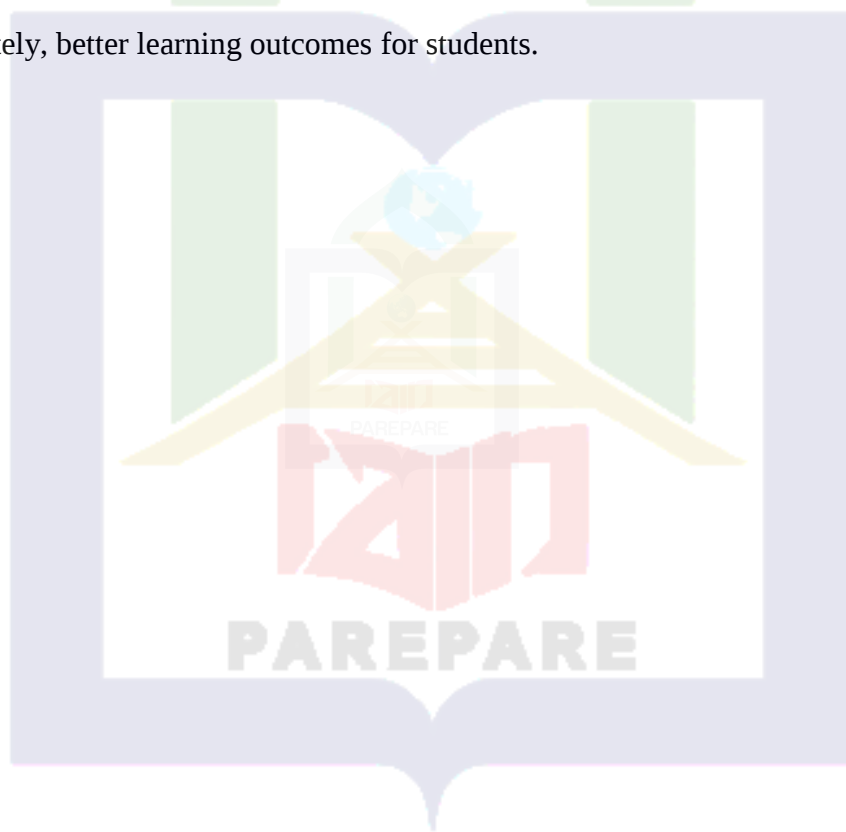
⁵⁷ Smith, eet.al. A critical review of the use of Wenger's Community of Practice (CoP) theoretical framework in online and blended learning research, *Online Learning* 21(1), 209-237. (2017). doi: 10.24059/olj.v21i1.963

practice. Importantly, Wenger identifies three defining elements that distinguish a community of practice from other forms of social or professional gatherings:

- a. The domain - This refers to the shared area of interest or concern that gives the group its identity. It is not simply a topic of casual conversation, but a commitment to a particular body of knowledge that provides a common ground for all members. The domain unites members with a sense of common enterprise, distinguishing it from a mere circle of friends or informal network. In the context of MGMP, the domain might be a subject area such as mathematics or science, where teachers are concerned with curriculum development and teaching challenges.
- b. The Community (Groups) – This element encompasses the group of individuals who are actively involved in the domain. It emphasizes the quality of relationships, mutual engagement, and the sense of belonging that members feel. Members must not only share an interest in the domain, but also interact regularly to build relationships, share experiences, and learn together. In MGMP, this translates to structured meetings, collaborative lesson planning, and the creation of supportive peer environments where dialogue and feedback are encouraged.
- c. The Practice – This refers to the shared repertoire of resources and ways of working that the community develops over time. It includes not only formal knowledge but also tacit understandings, tools, methods, documented experiences, case discussions, and stories. Through sustained interaction, members build a rich body of knowledge that helps them respond to

recurring issues in their field. For MGMP participants, the practice might involve collaboratively developed teaching modules, assessment tools, and best practices tailored to local classroom contexts.

In sum, MGMP can be viewed not only as a local teacher collaboration model but also as an embodiment of the community of practice theory in action. It enables professional learning that is both deeply contextual and socially mediated, contributing to teacher agency, instructional improvement, and ultimately, better learning outcomes for students.



CHAPTER III

RESEARCH METHODOLOGY

A. The Research Design

In this research, the research design which the writer took is qualitative descriptive by applying phenomenological study approach. The writer design used in this research was the descriptive method. In this research, the writer has three purposes. First, the writer wanted to know how the specific ways in teacher study group activities that influence the quality of teacher English, also to find out the potential collaborative efforts that appearing from MGMP and the third, the writer wants to know the measurable impact on quality of English teacher in academic Year 2023/2024.

Snape and Spencer stated that qualitative research is a naturalistic/interpretative approach concerned with understanding the meaning people give to the phenomena within their social setting.⁵⁸ The writer built a complex, holistic picture, analyzes words, report detailed views of information, and conducts the study in a natural setting. The writer chose the English teachers at MGMP of Topoyo District as the object of study.

B. Subject of The Research

The subject of this research was the English teachers at teacher study group (MGMP) of Topoyo District in academic year 2023-2024. Teachers study group is composed of 6 teachers from 6 different schools. The average age is from 30 to 50. There are 1 man and 5 women. However, in the

⁵⁸ Dawn Snape and Liz Spencer, *The Foundation of Qualitative Research*, (London: Sage Publication, 2003), p.3

implementation, only 5 teachers were willing to be informants. They have between 5-20 years of teaching experiences. The idea is to examine if the study group could benefit teachers' development and their teaching quality. Additionally, the investigation aimed at enhancing the potential collaborative efforts and knowing what impact had the group in a school context.

C. Place and Time of the Research

This research was conducted at Subject Teachers Consultation of Topoyo District. One of the active MGMP or Teacher study groups in West Celebes. And then the research would spend one month or more to be conducted (January-February, 2025).

D. Focus of the Research

This research was focused on the capability and impact of MGMP toward teacher quality of English Teacher in Topoyo Subdistrict. This research limited of the research on the discussion about:

1. Teacher Study Groups

This term relates to the theory of community practice which the teacher study group is an approach in professional development and collaborative learning among educators. The groups engage in structured and systematic activities, where teachers collectively explore pedagogical strategies, share instructional resources, and reflect on teaching practices. Teachers as members of MGMP take on responsibilities such as facilitators, note-takers, and presenters. Teacher study groups enhance individual teaching skills and contribute to a supportive community of practice, benefiting both educators

and their students.

2. Quality of Teacher

The focus of this variable is to determine and describe quality teacher within educational settings, with a particular emphasis on identifying and formulating indicators based on the Read/Talk/Write (RTW) and Performance-Based Assessment (PBA) frameworks from Paul and Tina, Barton & Avery, and Parker, et al. These indicators are then used to produce qualitative data that can be analyzed to determine patterns and trends in teacher quality.

E. Data Collecting Technique

Sugiyono stated that research method is the scientific way to get the data for the purpose and the utility of something.⁵⁹ To get the data, the writer used three techniques of collecting data, they are observation, interview and documentation.

1. Interview

The writer used structured interview, by conducting interview with the English teachers. The teachers recorded by using audio recording. The writer asks the teachers about the program and activities that they have during MGMP in detail and makes a list of questions which have correlation with this research to get the data. The interview of this research focused on the MGMP's member based on the activities which carried out in MGMP that support teacher quality and some other questions that might help in completing the data.

⁵⁹ Sugiyono. *Metode Penelitian Kuantitatif Kualitatif dan R & D*. (Bandung: Alfabeta; 2013), p.2

2. Observation

According to Creswell, observation is the process of gathering open-ended firsthand information by observing people and places at a research field. In this research, observation is used to obtain direct data regarding the quality of teacher as MGMP members. The purpose of the observation is to validate and strengthen the data obtained from interviews.

The writer conducts structured observation using an observation checklist based on indicators from the Read/Talk/Write (RTW) and Performance-Based Assessment (PBA) frameworks as follow:

The Quality Teacher of MGMP Member

No	Focus of observation	Description/Note
Read/talk/write (RTW) Indicator		
1	Using books, newspapers, magazines	
2	Using materials from other subjects	
3	Using primary source documents	
4	Students discuss current events	
5	Assessing progress with essays/papers	
6	Using movies, videos, filmstrips	
7	Assessing progress with paragraph length responses	
8	Participating in debates	
9	Writing letters to share opinions	
Performance Based Assessment (PBA) Indicator		
1	Assessing with group projects	
2	Assessing by group presentation	
3	Assessing progress with individual projects	
4	Assessing by individual presentation	

Source: (Paul and Tina (2018); Barton & Avery (2016); and Parker, et.al (2013)

During classroom and group activities, the writer observes and records whether teachers apply specific practices such as using books or magazines, integrating materials from other subjects, using primary source documents, discussing current events, or engaging students in writing tasks and debates (RTW indicators). The observation also focuses on how teachers assess

students through group projects, presentations, and individual tasks (PBA indicators). Notes and descriptions are taken on-site to document the presence or absence of each indicator in teaching practices.

3. Documentation

Documents serve as important data sources in this research, both in written and visual formats, to support a comprehensive understanding of teacher quality and teacher collaboration. The researcher collected and analyzed three types of documentation:

- a. Photos taken during the research process, which provide visual evidence of classroom practices, teacher-student interactions, and MGMP activities;
- b. Screenshots of the class whatsapp group, which reveal patterns of digital communication, collaboration, resource sharing, and coordination among teachers; and
- c. Official MGMP documents such as meeting agendas, attendance lists, discussion notes, and lesson plan drafts, which reflect the structure, focus, and consistency of professional development efforts.

These documents were analyzed to identify how visual and written evidence support the implementation of quality teacher and professional collaboration among educators.

F. Data Analysis Technique

The data analysed in this research consisted of qualitative data in the form of descriptions of MGMP activities aimed at supporting English teachers' competence, and qualitative assessments of the teacher quality of MGMP-

affiliated English teachers in senior high schools across Topoyo sub-district, Central Mamuju district. The data were analyzed using a descriptive qualitative method with a view to identifying patterns, practices and perceptions relating to teacher development and instructional effectiveness. In order to ensure the credibility of the findings, the writer applied methodological triangulation by collecting data through interviews with English teachers and reviewing official documents pertaining to MGMP activities. Furthermore, member checking was conducted by presenting the interview transcripts and preliminary interpretations to the research participants for verification. The objective of this process was to ensure congruence between the writer's comprehension and the participants' intended meanings, thereby elucidating the purpose and intent behind their responses during the interviews.

According Miles and Huberman in Patmasari stated that there three kind activity of data analysis, they are reduction, data display, and drawing conclusion/verification.⁶⁰ The writer analyzes the data by steps as follows:

1. Data Reduction

Data reduction is done by summarizing field notes by separating main things relating to research problems, and then it was arranged systematically to describe and to make easy the data searching. Not all the obtained data of the research is important. It means that the important information has to be taken and unimportant information has to be ignored. In process of data reduction,

⁶⁰ A. Patmasari & Agussatriana. *Function of Code Switching Performed by the EFL Teachers in Classroom Interaction*. ELS Journal on Interdisciplinary Studies in Humanities, 2(3), 465-477 (2019).

the writer selects focuses and abstracts the data in the field note. The data reduction is done during research activities. In this case, the writer reduced information during the research activities if data is unimportant or do not support the data needed by the writer.

2. Data Display

Data display is used to know the entire description of the result either in the form of matrix or coding. After conducting this stage, the writer was able to draw conclusion and verify it to be meaningful data. It means describing data in the form of descriptive or narration. As the second component in analyzing data, this technique was used arranging the information, description, or narration to draw conclusion. By presenting data, the writer considered what the writer should do. The writer analyzes the other action based on her understanding.

3. Conclusion and Verification

To draw reasonable conclusion, it was conducted verification along with the research using member check, triangulation and audit trail, to guarantee result significance. In this study, conclusions are drawn continuously throughout the course of study. The writer tended to accumulate and formulate his interpretation as the writer go along. The writer wanted to write up not only he saw but also his interpretation of those conclusions.

CHAPTER IV

FINDINGS AND DISCUSSIONS

A. Findings

The present study was conducted in senior high schools in Topoyo Subdistrict, Central Mamuju District, with English MGMP members as the primary data sources. This setting allows the writer to explore the types of activities carried out by the MGMP to support teachers' competence in teaching English. Furthermore, the study investigates the quality of English teaching practiced by MGMP members in the area through classroom observations and interviews. To enrich the data, additional information was gathered from MGMP meeting documentation used by the teachers. This study used a descriptive qualitative method to provide an in-depth understanding of the teaching practices and collaborative efforts within the MGMP. Therefore, several themes are discussed in this study, as follows:

1. MGMP Activities to Support EFL Teachers' Teaching Ability

The writer identified three five areas of discussion emerging from the research process. The discussion was obtained to answer questions regarding the activities carried out in MGMP to support teachers' ability in teaching English, the effectiveness of these activities in enhancing teacher quality of MGMP members in implementing them. The MGMP activities in Topoyo sub-district were observed to have a supportive impact on the professional development of junior high school English teachers. These activities helped improve teaching strategies, encouraged collaboration, and promoted a culture of continuous improvement in

instructional practices.

It is evident that English teachers belonging to the MGMP in the Topoyo Subdistrict have participated in a variety of activities. The following professional development activities are to be noted: lesson study, peer teaching, and the development of collaborative material is a process that is intended to result in an enhancement of teacher quality. These is evident that the activities facilitated the enhancement of pedagogical competence and classroom innovation. The objective of this initiative is to empower educators to deliver English lessons that are more effective and engaging. As a consequence of the aforementioned, the result of the study demonstrated that students exhibited enhanced levels of participation and proficiency in language, suggesting that the evident of MGMP programs have a substantial impact on the enhancement of pedagogical practices.

The following is an overview of the combined findings of the informants' views on the implementation of MGMP:

Table 4.1. Results of Interview “Implementation of MGMP”

No.	Categories	Indicator	Findings
1	Topic Study Activity	General topic of MGMP	Curriculum, lesson plans, methods, media, assessment, literacy, evaluation, teaching.
		Topic selection process	Chosen collaboratively through discussion by members and MGMP board.
		Relevance of the learning topic	Topics directly support classroom needs, solving teaching and learning problems.
		Application of discussion result	Discussion outcomes applied directly in daily classroom teaching activities

No.	Categories	Indicator	Findings
2	Practice Study Activity	General practice type	Practice is conducted directly with students in real classroom settings and focused on applying subject material in relevant, contextual ways.
		MGMP practice form	Teachers practice teaching directly, not through simulation or observation and Group-based practice is observed by all MGMP members together.
		Practice feedback	Peer suggestions and questions support teaching improvement effectively.
		Impact of teaching practice	Teachers feel more confident and in control, MGMP activities improve teaching performance, and teaching methods are more accurate and suited to student needs.
3	Online Study Activity	Learning support platform	Google Classroom, Drive, Docs, and WhatsApp are commonly used platforms.
		Member engagement strategy	Create interactive discussions and assign tasks to boost participation.
		Effective online materials	Teaching modules, lesson plans, strategies, and assessments are frequently shared.
		Online study challenges	Poor internet access, limited devices, and low teacher motivation.
4	TIP Study Activity (Research and Analysis)	Teaching support research	Research is conducted through interviews and individual studies for teaching
		Main focus of research	Focus on pedagogy, classroom management, and technology use in teaching.
		Utilization of research results	Findings shared through presentations and joint documents for improvement.
		Collaboration in research	Effective collaboration through support, idea sharing, and enhancing research results.

5	Extra Activities	“In-Depth Discussion” - Optimization method - Effective method - Idea generation	-Sharing experiences, suggestions, understanding. -By Clear goals, notes, structure. -Ideas noted, applied, improved.
		“Workshop” - Types of workshops - Workshop design - Workshop skills - Workshop evaluation	-Curriculum, literacy, numeracy, lesson plans. -Based on challenges, teachers' experience. -Media, strategies, curriculum, assessment. -Questionnaires, reflections, material application.
		“Training” - Types of training - Impact of training - Integration of results	-Technology, creativity, Google Classroom. - Boosts credibility, promotions. - Applying methods and tools directly.
		“Use of Media and IT” - Media support - Digital literacy training - Technology support - Adoption challenges	- Laptop, projector, WhatsApp, Canva. - Basic teaching, guidance. - Speeds up communication, interactive, material sharing. - Limited access, needs digital literacy training.

a. Description of Topic Study Activity

A common theme that emerged from the interviews with MGMP members in Topoyo Subdistrict was the diversity and practicality of the topics discussed during MGMP meetings. These topics typically revolve around curriculum development, lesson planning, teaching methods and strategies, media development, as well as assessment and evaluation techniques

It was a consensus among all English teachers participating in this study that the MGMP topic discussions, encompassing curriculum design, lesson

planning, teaching methods, media utilisation, assessment, literacy strategies, and classroom evaluation, had a substantial impact on the enhancement of their pedagogical effectiveness. It was emphasised that these collaborative sessions were instrumental in addressing authentic teaching challenges, enabling the adaptation of strategies that align with the needs of their students. The direct application of discussion outcomes in classrooms has been demonstrated to enhance lesson delivery, thereby increasing student engagement and learning outcomes. As Mrs. MR (MA DDI Topoyo) explained:

“The topics generally include curriculum development such as the implementation of the latest curriculum like the Merdeka Curriculum or the 2013 Curriculum, the preparation of teaching tools like syllabi and lesson plans, teaching methods and strategies, the creation and development of learning media, and assessment and evaluation.”

Other teachers echoed this view, but also pointed out that topics such as literacy, numeracy, and scientific literacy are occasionally included to enhance instructional quality. For instance, Mrs.WD (MA Al Amanah Waikaya) emphasized:

“In addition to the main themes, we also discuss materials on literacy, numeracy, and science to strengthen our teaching practices.”

It is widely acknowledged by educators and policymakers that these fundamental skills are pivotal for students to achieve success both academically and in real-world contexts. On occasion, these subjects are incorporated into lessons not as discrete entities, but rather as ancillary tools to enhance the overall efficacy of instruction. To illustrate this point, consider a history lesson that incorporates data analysis to reinforce numeracy, or a

reading assignment in science that fosters both literacy and content knowledge. This interdisciplinary approach has been shown to engender a more profound comprehension and enhanced retention of the material. Whilst these integrations are not universally consistent across educational institutions or geographical regions, their incorporation, albeit intermittent, signifies a favourable progression towards a more holistic educational paradigm. When literacy, numeracy, and scientific literacy are emphasised in conjunction with traditional content, they serve to enhance the learning experience and equip students with the necessary skills to navigate the intricacies of modern life.

Regarding the selection of discussion topics, teachers stated that the process is collaborative and inclusive. Most informants agreed that topics are chosen through group discussions involving all MGMP members, and decisions are finalized by the MGMP board. As Mrs.FT (MA Nurul Hasan Tumbu) noted:

“We usually decide on the topics together through discussions, and they are approved by the board.”

In some cases, as Mrs.WD (MA Al Amanah Waikaya) added, school principals are also involved:

“Topic selection is based on the issues teachers face in the field, and both MGMP board members and school principals contribute to the decision-making process.”

The informants generally agreed that the topics chosen are highly relevant to classroom needs. MGMP facilitates teachers in choosing topics

typically conducted through collaborative group discussions. These deliberations entail the proactive involvement of all constituents of the MGMP (Musyawarah Guru Mata Pelajaran), thereby ensuring that all voices are heard in the decision-making process. This inclusive approach fosters a sense of shared responsibility and collective decision-making among teachers. During these meetings, members are encouraged to propose relevant themes, raise current educational concerns, and share ideas based on classroom experiences. The teachers used open dialogue as method by which members analyze the relevance and urgency of proposed topics, and determine which issues would benefit the most from joint exploration. This process has been shown to enhance the professional development of members, as well as strengthening their communication and teamwork skills.

Following the exploration of all proposals by the group, the responsibility for finalizing decisions is assumed by the MGMP board. The board takes into account the input from the discussions and makes the official selection, ensuring alignment with educational goals and institutional needs. This structured yet participatory method is characterized by a balanced integration of democratic input and organizational oversight.

Nextly, teachers perceived that the content of the MGMP meetings plays a crucial role in enhancing teachers' professional development by directly aligning with their teaching needs. These meetings provide a platform for teachers to refine their instructional methods through collaborative discussions and peer feedback. By sharing classroom experiences and best practices,

teachers gain new perspectives and techniques that can be applied in real teaching scenarios, making their lessons more effective and engaging. Additionally, teachers often encounter various instructional challenges, and the collaborative nature of MGMP allows them to brainstorm and implement practical solutions. This ongoing professional dialogue not only fosters creativity but also builds a strong sense of community among educators, empowering them to continuously improve their instructional quality. As Mrs. TA (MA Darul Istiqamah Topoyo) remarked:

“The topics are highly relevant to classroom needs. They help us choose suitable strategies, use the right teaching tools, and address common classroom problems.”

All teachers reported that the integration of the outcomes of the MGMP discussions into daily instructional practices was a success. These results were reflected in the subsequent update of their lesson plans, which were aligned more closely with current curriculum demands and student needs. By incorporating insights from collaborative discussions, they ensured that their teaching remained relevant and adaptive to changing educational contexts. Furthermore, the implementation process extended beyond the initial planning stage. It is evident that educators have adopted more efficacious teaching methodologies and strategies that were deliberated during the MGMP sessions, thereby enhancing student engagement and learning outcomes. Furthermore, they developed and refined a range of assessment tools, including test questions and question banks, with the aim of enhancing the evaluation of

student understanding and progress. This demonstrated a clear correlation between professional collaboration and practical classroom improvements. As confirmed by Mrs.MS (MA Al Ikhwan) in her explanation:

“The discussion results are directly applied in class. We use them in lesson planning, selecting teaching strategies, and designing assessments.”

Overall, the consensus among teaching professionals attending the meeting was that MGMP meetings are of significant importance in the enhancement of teacher quality. The collaborative and practical nature of the topic discussions ensures that the professional development activities align closely with the realities of classroom teaching.

b. Description of Practice Study Activity

The consensus among the teaching faculty involved in this study was that undertaking direct practice in authentic classroom settings resulted in a substantial enhancement in their pedagogical performance. The importance of direct teaching to students, as opposed to reliance on simulations or observations, was emphasized in the study. This approach was found to facilitate more accurate delivery of material tailored to the needs of the students. Group-based teaching practices, as observed by fellow members of the MGMP, also fostered a conducive environment for reflection and feedback. The provision of peer suggestions and questions during these sessions facilitated the identification of teaching gaps and resulted in immediate improvements to teaching methods. Consequently, teachers reported an

increase in their sense of confidence and control during lessons.

Most of the teachers involved in the MGMP activities in Topoyo Subdistrict agreed that the predominant form of practice within this group is field-based teaching practice. This experiential approach affords pedagogues significant opportunities to operationalise instructional strategies within authentic classroom settings. Engagement with students enables direct observation of responses to teaching approaches, facilitating the identification of areas for improvement in effectiveness. Field-based teaching practice has been demonstrated to enhance pedagogical skills, whilst concomitantly fostering confidence in classroom management and communication. The programme serves as a conduit between theoretical concepts and practical application, facilitating a process of reflection on pedagogical methods, the provision of constructive feedback, and professional growth through authentic teaching experiences. Confirmed by Mrs. MR (MA DDI Topoyo) as said:

“In MGMP (Subject Teachers Forum) activities, the most common practice is field-based teaching practice”

Similarly, Mrs.WD. (MA Al Amanah Waikaya) confirmed the same approach, stating that the MGMP emphasizes real teaching sessions rather than simulations or theoretical observation. This view was also echoed by other teachers such as Mrs.FT. (MA Nurul Hasan Tumbu), who emphasized that their group mostly “goes directly to the field” when it comes to teaching practice, and by Mrs.TA. (MA Darul Istiqamah Topoyo), who stressed that real classroom teaching is prioritized over theoretical approaches.

In terms of the methods used to provide feedback during practice, most teachers agreed that feedback is typically provided immediately after the teaching session in order to ensure its relevance and effectiveness. The immediacy of the timing of these events enables students and teachers to engage in reflection on the events that have just transpired, thus facilitating a more comprehensive understanding of the aspects that were successful and those that require enhancement. The provision of prompt feedback has been demonstrated to enhance the dynamism and responsiveness of the learning process, thereby facilitating continuous improvement and fostering greater engagement. Moreover, feedback is frequently delivered in a variety of interactive formats, including direct suggestions from the pair or partner, question-and-answer sessions to clarify misunderstandings, and open discussions among peers. These methods have been shown to encourage active participation and to engender a collaborative environment in which all participants have the opportunity to learn from different perspectives. This approach renders feedback more meaningful and facilitates its application in future teaching or learning experiences. As perceived below:

“The response is delivered right away. It usually comes through Q&A and open suggestions among participants.” (Mrs.FT)

“Normally, after a teacher finishes teaching, peers immediately provide input through Q&A or direct comments in front of the group.” (Mrs.TA)

Adding a slightly different detail, Mrs.WD (MA Al Amanah Waikaya) highlighted that feedback is also delivered through observation by facilitators

and formal dissemination meetings where teaching results are presented. She added that teachers noticed a clear positive impact from these practical sessions on their professional skills. They reported feeling more confident, better able to manage the classroom, and more adept at selecting appropriate teaching methods.

It was expressed that, subsequent to undergoing the relevant training or experience, a greater sense of self-assurance in their teaching abilities was experienced. This newly acquired confidence was particularly evident in the subjects' management of classroom situations, communication with students, and response to challenges that had previously appeared insurmountable. In addition to heightened levels of confidence, it was also noted that there had been improvements in classroom management. The findings indicated that this approach facilitated the maintenance of student engagement and the establishment of a productive learning environment. Furthermore, they demonstrated an increased aptitude for the selection and adaptation of teaching methods to accommodate diverse student needs, learning objectives, and classroom dynamics. These changes contributed to a more effective and responsive teaching approach overall.

Overall, the consistency of responses across informants underscores the significance of field-based practice in enhancing teacher quality within the MGMP activities in Topoyo. The direct teaching format, immediate peer feedback, and collaborative reflection appear to be critical in helping teachers grow professionally and pedagogically.

c. Description of Online Study Activity

All the teachers participating in this study acknowledged that the utilisation of online platforms such as Google Classroom, Google Drive, Google Docs, and WhatsApp had had a substantial impact on the quality of their teaching. It was highlighted that these tools enabled more interactive discussions and task assignments, which increased student participation in virtual learning environments. Furthermore, the regular exchange of teaching modules, lesson plans, instructional strategies, and assessment tools among MGMP members has been identified as a contributing factor to the adoption of more structured and consistent teaching practices. However, challenges such as inadequate internet access, limited availability of digital devices, and low teacher motivation were identified as barriers to maximizing the benefits of online learning platforms.

The aforementioned statements are corroborated by the testimony in the following interview:

Various platforms were utilized by MGMP members in Topoyo Subdistrict to support online study activities. Most teachers preferred accessible and collaborative platforms like Google Classroom, Google Drive, and Google Docs to share teaching materials and support virtual discussions which have become essential tools in modern education, enabling teachers to efficiently share learning materials, manage assignments, and support virtual discussions. The integration of these tools provides a seamless system in which educators can upload, organize, and collaborate on documents in real time, thus

enhancing both teaching and learning experiences. The effectiveness of these systems is attributable to several factors, including user-friendly interfaces, cross-platform accessibility, and cloud-based storage. These features enable students to access resources at any time and participate in collaborative activities from a variety of devices. These tools also foster interactive learning environments through features such as document co-editing and threaded class discussions, making them invaluable in supporting flexible, accessible, and student-centred digital education. The point is that teachers like and often use digital tools or applications As Mrs. MR (MA DDI Topoyo) explained:

“We used Learning Management System (LMS) platforms like Google Classroom to share materials and collaborative platforms like Google Docs and Google Drive for planning and document sharing.”

However, some teachers also relied on more instant communication platforms. As Mrs. WD (MA Al Amanah Waikaya) stated:

“We used WhatsApp because it helps smooth communication and allows easy sharing of files, schedules, materials, videos, and discussion notes.”

Ensuring active involvement of MGMP members in online activities required deliberate strategies. Several teachers emphasized the importance of creating an interactive atmosphere and assigning practical tasks. These efforts were not only about content delivery but also about engaging students meaningfully. Factors such as students’ digital literacy, motivation, access to technology, and learning environment at home significantly influenced the success of these strategies. By considering these elements, teachers were better

able to design tasks that encouraged participation, fostered understanding, and maintained focus throughout the learning process. Other teachers emphasized institutional support and direct communication with school leaders.

As for the types of resources shared during online sessions, most participants consistently mentioned teaching-related content such as lesson modules, lesson plans (RPP), teaching strategies, and assessment tools. The materials in question were prioritized on the basis that they directly support day-to-day teaching responsibilities and are considered essential for classroom instruction. Participants appeared to focus on practical resources that could be immediately applied or adapted to their own teaching contexts. The rationale behind the restriction of shared content to these particular domains pertains to their relevance and urgency. Those engaged in the profession of teaching frequently encounter time constraints and are compelled to prioritise materials that offer clear, immediate value. Conversely, other forms of content, including research articles, policy updates and general educational news, may have been regarded as being less directly beneficial or too time-consuming to process within the confines of busy teaching schedules. Consequently, the emphasis remained on core instructional tools that have a direct impact on student learning. It is evident that all teachers stated those fact and one of them was by Mrs. TA (MA Darul Istiqamah Topoyo):

“We usually share lesson plans, modules, teaching strategies, and materials on student assessment.”

Despite the benefits of online collaboration, teachers faced significant

challenges in implementation. The most frequently mentioned issues were technological limitations, internet access problems, and low participation or motivation. These challenges were consistently highlighted by participants as major barriers to successful engagement, particularly in educational or remote working environments. Technological limitations were often related to outdated hardware or inadequate software, making it difficult for users to effectively complete tasks or engage in digital environments. Internet access problems were also common, especially in rural or underserved areas, where slow or unreliable connections hindered communication, collaboration and overall productivity. Lack of access to necessary tools or connectivity led to frustration and disengagement among users, contributing to lower participation rates in online activities or virtual learning environments.

Another significant issue that emerged was low participation or motivation. This factor was closely linked to a lack of engagement with digital platforms, which in turn affected productivity or learning outcomes. Motivation was particularly low where individuals felt disconnected from the content, or where there was insufficient support for self-paced learning or independent work. These factors were often exacerbated by technology and connectivity issues, as users who struggled with access were less likely to participate actively. The reasons why these specific issues were most frequently cited are because they directly impact on users' ability to complete tasks and engage with the material, creating a cycle of disengagement that is difficult to break. As evidence that MGMP's teachers experience these

challenges is communicated by Mrs. MS:

“The main challenges are poor signal, limited devices, and lack of motivation or participation.”

Another teacher added that the lack of direct interaction made engagement difficult. Mrs. TA stated that the major challenge is the lack of face-to-face interaction, which makes some teachers less enthusiastic. But she tried to address this through digital training and offering offline options when possible.

Overall, the findings show that while MGMP members made creative use of digital tools to sustain collaborative professional development during online activities, they also had to navigate various technological and motivational barriers to ensure the success of their programs.

d. Description of TIP Study Activity

The consensus among the teaching faculty involved in this study was that participation in the English MGMP activities had led to a substantial enhancement in the quality of their teaching. The discussions on pedagogy, classroom management, and the integration of technology were particularly beneficial in encouraging the participants to reflect on their teaching practices and adopt more effective strategies. The collaborative environment that was established has been shown to encourage the active sharing of ideas and resources, with the result that lessons have become more engaging and student-centered.

Some informants indicated that formal research activities have not yet

been widely conducted. For example, Mrs. WD (MA Al Amanah Waikaya) mentioned that research has not been implemented within their MGMP, and current activities remain limited to literacy and numeracy discussions. Similarly, Mrs. FT (MA Nurul Hasan Tumbu) explained that research is generally conducted individually, focusing on practical classroom application to evaluate teaching practices and classroom challenges. It appears that this method or activity was selected to facilitate a more profound comprehension of how educators adapt their pedagogical approaches to particular classroom dynamics and the challenges they encounter in actual settings. By focusing on individual cases, this research is able to provide detailed insights that are often lacking in group-based research. It is therefore crucial to analyze these variables in context. This methodological approach facilitates a more accurate and meaningful evaluation of teaching methods, ensuring that the findings are relevant and applicable to actual teaching environments. As quoted below:

"When it comes to research, we focus on things we can use directly in the classroom. Research is mostly done individually to review our own teaching and the challenges we face." (Mrs.FT)

The main research focus areas in these MGMP groups generally revolve around pedagogy, classroom management, and student engagement. Pedagogy is the term given to the methods and practices used by educators to facilitate learning. The MGMP's program encompasses the design of lessons, instructional strategies, and the overall approach to knowledge acquisition. The concept of classroom management can be defined as the set of practices and

strategies employed by educators to maintain an effective and conducive learning environment. These practices encompass the addressing of behavioral issues, ensuring that students can work efficiently and respectfully, and fostering an atmosphere that supports learning and academic integrity.

Moreover, there are several strong reasons why MGMP teachers only focus on these 3 things because these elements are recognized as pivotal in facilitating productive and positive classroom environments, and they represent the primary focus areas for groups seeking to enhance teaching effectiveness. Whilst other aspects are of significance, they are often considered of lesser importance when compared to these fundamental elements. This focus was emphasized by multiple informants, including Mrs. Mariana and Mrs. Wahyunida, while others like Mrs. TA (MA Darul Istiqamah Topoyo) added that technology in teaching is also becoming part of their focus.

Regarding how research results are shared and utilized, some schools have already begun distributing findings to support program development and instructional improvement. Mrs. FT mentioned that findings are shared to be applied collectively as she stated that:

"The results are shared so they can be used together to design improvement programs."

Similarly, Mrs. TA noted that research findings are often presented or compiled into shared documents, enabling fellow teachers to benefit and apply the findings in their own teaching. On the other hand, Mrs. WD explained that there is no dissemination yet, since no research has been conducted in her

group. It is rational that dissemination usually takes place after research is completed, where findings and insights can be shared. In the absence of empirical data or research findings, effective communication becomes unattainable, thus precluding alternative avenues for dissemination. It is anticipated that this situation will change once the research is conducted, as it will provide the necessary information to share with others.

Collaboration is regarded as an essential aspect of producing quality research. Mrs. Mariana stated that collaboration brings benefits such as idea sharing, mutual support, and broader perspectives. Mrs. MS (MA Al Ikhwan) also emphasized the importance of strong teamwork in materials, teaching methods, and instructional approaches to achieve effective collaboration. Collaborative can result in the synthesis of their expertise and the pooling of their resources, thereby facilitating the development of more effective and engaging learning experiences for students. This collective approach fosters a dynamic environment in which educational resources are utilized to their fullest potential, thereby ensuring that students receive a well-rounded education. Collaboration among teachers has been shown to result in the refinement of teaching methods, the exchange of innovative ideas, and the adaptation to various student needs, thereby fostering an inclusive and supportive learning atmosphere.

Meanwhile, Mrs. TA emphasized that working together leads to richer ideas and more applicable results, as she said that:

"We work together on research, because the more minds involved, the

richer the ideas. The results are therefore better and more practical."

(Mrs.TA)

Overall, while research within the MGMP groups in Topoyo Subdistrict varies in scope and intensity, most members recognize its potential value in enhancing teacher quality. The differences among informants reflect both the diversity in implementation and the shared commitment to professional development.

e. Description of Extra Activities

All the teachers in this study agreed that extra activities such as in-depth discussions, workshops, training, and the use of media and IT had significantly enhanced their teacher quality. They highlighted that in-depth discussions helped optimize teaching methods through the sharing of experiences, suggestions, and deeper understanding, supported by clear goals, structured sessions, and note-taking for improvement. Teachers also pointed out that workshops, especially those based on current challenges and teacher experiences, were effective in strengthening curriculum knowledge, literacy, and assessment strategies.

Additionally, training activities that emphasized creativity, technology, and platforms like Google Classroom were seen as impactful, boosting both teaching competence and professional credibility. Furthermore, the use of media and IT—such as laptops, projectors, WhatsApp, and Canva—was considered essential in improving communication, interactivity, and resource sharing, despite the remaining challenges in digital literacy and limited access.

Specifically, the views of the informants, the writer describes them as follows:

1) In-Depth Discussion

In the MGMP group discussions in Topoyo Subdistrict, in-depth discussions play a crucial role in enhancing the understanding of teaching materials and strategies. Informant I, Mrs.MR (MA DDI Topoyo), stated that it is essential for the MGMP group to deepen our understanding of relevant materials and ensure that the teaching strategies we implement are truly effective." Along the same lines, Mrs.WD (MA Al Amanah Waikaya), also emphasized the importance of structured discussions by planning them thoroughly and ensuring active participation from all members. Mrs. TA (MA Darul Istiqamah Topoyo) added:

"In-depth discussions are conducted by sharing classroom experiences, which allow other teachers to learn or give suggestions." (Mrs.TA)

The methods used in in-depth discussions aim to maintain productivity and keep the discussions on track. According to Mrs.MR, this is achieved by setting clear discussion goals and noting important points to ensure the discussion stays focused, participants' opinions are well-captured, the discussion objectives are set, and key points are recorded.

2) Workshop

Workshops in the MGMP group in Topoyo Subdistrict tend to focus more on curriculum development, literacy, and numeracy. As Mrs.MR noted:

"The types of workshops commonly held in MGMP are Curriculum Development and Lesson Plan workshops."

To ensure the workshops meet the needs of MGMP members, various factors are considered, including the background and challenges faced by the teachers. Mrs.WD stated that workshops are designed with consideration of "teaching experience, challenges faced in the classroom, and the need for certain skill development. She also added that facilitators provide evaluations and feedback to assess the success of the workshops.

The teachers also agreed that the success of the workshops is evaluated through participant feedback and reflections conducted after the workshops. Then, the skills and insights gained from the workshops are very useful for the MGMP members. MrsWD explained:

"Our literacy and numeracy skills have improved, we also learned to create lesson plans according to the curriculum and understand teaching strategies that can be directly applied in the classroom."

3) Training

The most beneficial training sessions for MGMP members are those related to technology and creative teaching methods. Mrs.MR mentioned that the most beneficial training is Educational Technology Training (such as Google Classroom or Quizizz). Also Mrs. WD shared a similar view, saying:

"Training on creating lesson plans that align with the curriculum."

Certified training sessions have a positive impact on the teachers' credibility. The impact is significant because it provides official recognition of the skills and knowledge acquired by the teachers. Mostly informants agreed to the certificate useful that are highly needed by teachers and enhance their motivation to participate in training.

The training is well integrated into classroom teaching practices. Mrs. MR explained that the training is important to integrate the material from training into daily teaching practices. Similarly, Mrs. WD emphasized that by planning the lessons in accordance with the training and implementing them in the classroom.

4) Use of Media and Information Technology (IT)

Most of the MGMP teachers agreed that the use of media and technological tools supporting MGMP activities includes laptops, projectors, and digital tools such as WhatsApp, Google Drive, Quizizz, and Canva. As quoted from Mrs. MR mentioned:

"The technological tools used include WhatsApp, Google Drive, Quizizz, YouTube, and Canva."

Technology training is adapted according to the digital literacy levels of MGMP members. MGMP teachers pointed out that adapting the training is essential to ensure that all members can effectively follow the training materials. As Mrs. WD and Mrs. TA perceived:

"An initial survey on digital literacy levels is conducted and based on the digital capabilities of members."

The use of technology in MGMP enhances the effectiveness of discussions, workshops, and training sessions and improves the quality and effectiveness of training and facilitates documentation collection. However, behind the positive value, the main challenge in adopting technology is the limitation of infrastructure and varying digital literacy levels. To address this, Mrs. MR suggested that by providing offline alternatives for members who lack

internet access or adequate devices. Also supported by Mrs.WD, She recommends to conduct peer tutoring sessions and encourage teachers to participate in webinar training.

In conclusion, the MGMP group in Topoyo Subdistrict effectively utilizes in-depth discussions, workshops, and training sessions to enhance teachers' professional development, focusing on curriculum, literacy, numeracy, and the integration of technology. Despite challenges such as infrastructure limitations and varying digital literacy levels, the group adapts by providing appropriate resources, structured discussions, and peer support, ultimately improving teaching practices and teacher engagement.

2. Teacher Quality of MGMP Members

Teacher quality is evaluated based on two measures: the Read/Talk/Write (RTW) indicator, which reflects basic literacy skills in teaching, and the Performance-Based Assessment (PBA) indicator, which directly assesses teachers' performance through tasks and instructional activities. The analysis of these two indicators is expected to provide a comprehensive overview of the current teacher quality and serve as a foundation for improving teacher professionalism in the area.

The data obtained from the observations revealed how Read/Talk/Write (RTW) indicators and Performance-Based Assessment (PBA) were applied to measure the quality of English teachers' teaching from the MGMP group. The table below provides a summary of the teacher quality observed, which reflects the ability of teachers to maintain teacher quality and support student

learning impacted by the implementation of MGMP English in Topoyo sub-district.

a. Description of Read/talk/write (RTW)

Table 4.2. The result of Read/talk/write (RTW) indicator

No	Focus of observation	Result/Check and Informant				
		WD	FT	MR	TA	MS
1	Using books, newspapers, magazines	√	√	√	√	√
2	Using materials from other subjects	-	-	-	√	√
3	Using primary source documents	√	√	√	-	-
4	Students discuss current events	√	√	-	-	-
5	Assessing progress with essays/papers	√	√	√	√	√
6	Using movies, videos, filmstrips	√	√	√	√	√
7	Assessing progress with paragraph length responses	√	-	-	-	-
8	Participating in debates	√	√	√	√	√
9	Writing letters to share opinion	√	√	√	√	√

The table 2 shows that MGMP teachers explicitly implement the Read/Talk/Write approach through various teaching and assessment strategies. The data shows that all teachers consistently implemented various components of the Read/Talk/Write (RTW) approach. These components included the use of printed materials such as books, newspapers, and magazines to support reading comprehension, stimulate discussion, and encourage student writing. It is evident that these conventional media channels have a significant role to play in

establishing a substantial and captivating learning environment that fosters critical thinking and communication skills.

Nevertheless, a considerable body of research has indicated an evolution in instructional methodologies. It is evident that educators are progressively opting for alternative teaching methods, which involves less reliance on printed materials in the classroom. This change is largely influenced by the growing availability of paperless learning resources, such as digital textbooks, online articles, and multimedia content. Technological advancements and the increasing accessibility of digital tools have contributed to this transition, rendering digital materials more appealing and convenient for both teachers and students.

Notwithstanding this shift, it is imperative to acknowledge that printed media continue to offer several advantages. It is evident that books, newspapers and magazines offer tactile learning experiences, reduce screen time, and enhance focus and retention for certain learners. Furthermore, these resources continue to be valuable in promoting literacy and exposing students to a variety of writing styles and perspectives. Therefore, in the contemporary educational environment, whilst digital resources are becoming increasingly prevalent, the relevance and benefits of traditional printed materials should not be overlooked in modern classrooms.

As for related to the incorporation of primary source documents, the assessment of students through essays and debates, and the encouragement of opinion letter writing are all effective educational practices that support the

development of essential academic skills. These methods are indicative of a strong commitment to cultivating students' abilities in reading, critical discussion, and written expression. When incorporated into an educational programme in a thoughtful manner, these elements have been shown to not only enhance language proficiency but also to foster independent thinking and engagement.

In practice, the utilization of materials from other subjects can be achieved through the use of real objects and contextual learning. For instance, the integration of science or history lessons within the English classroom setting can be facilitated by the utilization of tangible items or real-life scenarios. This cross-disciplinary approach has been demonstrated to enhance content comprehension and facilitate the connection between language learning and practical applications, thereby rendering lessons more significant and memorable for students.

The utilization of primary source documents, including textbooks and original historical texts, persists as a prevalent practice, and their value remains significant. These documents provide students with authentic materials that challenge their reading comprehension and analytical skills. Although textbooks are the most prevalent source of information, incorporating additional materials such as newspapers, letters and speeches can further expose students to a range of language structures and perspectives.

The discussion of current affairs in the classroom is not only a viable option but also an essential component for maintaining the relevance of classroom topics. Addressing real-time issues enables students to develop a more profound

connection with the material, fostering a sense of awareness regarding the world around them. Such discourse engenders opportunities for students to articulate their perspectives, engage in argumentation supported by evidence, and contemplate social and global issues, thereby honing their language and critical thinking abilities. However, there are a few areas that are less commonly applied. Specifically, most teachers do not use materials from other subjects. However, in practice, this interdisciplinary approach can be supported through the use of real objects or contextual learning, making lessons more meaningful and connected to students' everyday experiences. By doing so, teachers can enhance students' ability to apply knowledge across subjects and develop broader perspectives.

In terms of using primary source documents, while it appears underutilized, many classrooms still rely on textbooks as key resources. Although textbooks are secondary sources, they can contain excerpts from primary sources that help develop students' analytical skills. More authentic materials could also be introduced gradually, including news articles or original writings, which would enrich students' understanding of historical or real-world contexts.

Facilitating discussions on current events is also often overlooked, even though it is crucial for promoting critical thinking and relevance. In practice, this approach is not only possible but necessary, as it ensures that learning remains aligned with contemporary issues. Encouraging students to engage with current topics helps them relate classroom content to the world around them, fostering engagement and deeper comprehension.

When it comes to assessing students' writing, relying solely on extended

essays may be less practical. A more flexible approach-mixing papers with other tools such as visual aids or short written responses can be more effective. Activities like participating in debates, although sometimes challenging due to language barriers, and writing letters to express opinions are also valuable. These strategies support both critical thinking and the development of literacy skills, particularly fostering a love for writing and expression in English.

These disparities imply considerable scope for enhancing instructional methodologies, with a particular emphasis on fostering interdisciplinary connections. The integration of materials from disparate academic domains enables pedagogues to facilitate students' discernment of the relevance and interconnectedness of their learning, thereby cultivating a more profound comprehension across disciplines. This approach has been demonstrated to not only enhance the learning experience but also to encourage students to adopt a more expansive and creative mindset, applying their knowledge in a variety of meaningful contexts.

Furthermore, the integration of current events into classroom activities has been demonstrated to be an effective method of encouraging critical thinking. This pedagogical practice assists students in maintaining current awareness, cultivating analytical capabilities, and cultivating their own informed opinions on pertinent subjects. Furthermore, it is argued that supporting students' written expression beyond the confines of traditional extended essays, such as through letter writing, opinion pieces, or multimedia projects, can foster their voice and confidence in communication. The implementation of these strategies collectively

fosters a more holistic and engaging learning environment.

Furthermore, based on the RTW checklist, English MGMP teachers in Topoyo have shown strengths in using diverse reading materials, multimedia resources, debates, and writing activities such as essays and opinion letters—practices that should be maintained and further strengthened. However, areas that require improvement include the integration of cross-subject content, the use of primary source documents, facilitating student discussions on current events, and assessing writing through paragraph-length responses. Addressing these gaps through targeted professional development and collaborative MGMP activities can enhance the overall quality of English instruction in the region.

In conclusion, MGMP has proven to be an effective professional platform for enhancing teacher quality through collective reflection, experience sharing, and the development of more meaningful and relevant instructional strategies.

b. Description of Performance Based Assessment (PBA)

Table 4.3. The result of Performance Based Assessment (PBA)

No	Focus of observation	Result/Check and Informant				
		WD	FT	MR	TA	MS
1	Assessing with group projects	√	√	√	√	√
2	Assessing by group presentation	√	√	√	√	√
3	Assessing progress with individual projects	√	√	√	√	√
4	Assessing by individual presentation	√	√	√	√	√

The table 3 above shows All four indicators of Performance-Based

Assessment (PBA) are implemented by the MGMP member teachers. They assess student learning through group projects, allowing collaboration and collective problem-solving. In addition, they evaluate understanding through group presentations, where students explain concepts and demonstrate their learning together. Teachers also assign individual projects to assess each student's ability to apply knowledge independently. Furthermore, individual presentations are used to gauge students' confidence, communication skills, and mastery of content.

These practices indicate that MGMP teachers are actively applying performance-based strategies to ensure that assessments reflect a strong commitment to aligning evaluation methods with actual learning processes. These educators demonstrate a conscious effort to ensure that assessments are not merely procedural but truly representative of students' understanding, skills, and growth. This approach highlights the importance of authentic assessment in promoting meaningful learning experiences and aligning classroom practices with broader educational goals.

A notable aspect of these strategies is the balanced use of both group and individual performance tasks. Group projects encourage collaboration, communication, and shared accountability, while individual tasks foster independence, critical thinking, and personal responsibility. By integrating both types of assessment, teachers are fostering a learning environment that supports diverse student needs and learning styles. This dual focus also reflects a student-centered approach, where learners are active participants in demonstrating what they have learned. In practice, however, the use of group or individual assessment

methods as using by MGMP's teachers often depend on the type of instructional method employed. Group projects, for instance, are more suitable when collaborative learning or project-based learning is implemented. Conversely, individual assessments, such as personal projects or presentations, are more effective when instruction emphasizes independent inquiry or personal mastery. Teachers are thus required to be adaptive, aligning their assessment strategies with the learning model in use to maximize educational outcomes.

This flexible approach to assessment shows that MGMP teachers are not rigid in their practices but are instead responsive to classroom dynamics and pedagogical needs. It also indicates a sophisticated understanding of how assessment can serve both instructional and developmental purposes. Rather than applying a one-size-fits-all model, these educators tailor their assessment practices based on context, thereby enhancing the relevance and impact of their teaching.

The data of four indicators demonstrate that teachers not only prioritize active and meaningful student engagement but also promote critical thinking, collaboration, and effective communication. By integrating varied performance tasks into their assessment practices, English teachers are able to more accurately measure students' language skills in authentic contexts, thereby enhancing both teaching effectiveness and learning outcomes.

Moreover, based on the PBA checklist, English MGMP teachers in Topoyo consistently apply performance-based assessments such as group projects, group presentations, individual projects, and individual presentations. These practices indicate a strong commitment to authentic assessment methods that

promote student engagement, collaboration, and communication skills. Since all informants demonstrate consistent use of these strategies, it is important to maintain this good practice while ensuring ongoing refinement and alignment with learning objectives to further support effective English language learning.

As conclusion, the English teachers of MGMP in Topoyo sub-district have a deep understanding of authentic assessment and are able to create active, meaningful and student-centered learning. This reflects the quality of teacher that is professional, reflective and adaptive to the demands of modern education.

B. Discussion

Topoyo is a district located in Central Mamuju Regency, West Sulawesi, Indonesia. The region's geographical characteristics are defined by a combination of coastal zones, hills, and agricultural land. These geographical features have a profound impact on the economic activities and daily life of the population. The population is ethnically diverse, comprising a blend of indigenous Mandar people and migrants from other regions, including Bugis, Javanese, and Toraja. This creates a rich cultural mosaic that influences local traditions and languages.

In terms of educational provision, Topoyo faces both challenges and opportunities. It is an acknowledged fact that educational institutions frequently function with restricted resources, and that access to contemporary educational facilities can be disparate across a geographical area. Notwithstanding these limitations, educators, notably those participating in the MGMP (Subject Teacher Working Group), are endeavouring to enhance pedagogical standards. However, the capacity and competence of educators vary, and many are still adapting to

contemporary pedagogical approaches. This finding is indicative of a more general requirement for ongoing professional development in order to enhance educational outcomes in the region.

Given Topoyo's unique geographical and sociocultural landscape, the writer particularly drawn to explore the role of teacher quality, pedagogical practices, and professional communities such as MGMP in enhancing English language education. Understanding how these educators collaborate, adapt, and implement strategies amid regional challenges is essential for supporting more effective and sustainable improvements in English teaching outcomes in rural and diverse educational settings like Topoyo.

Based on the results of the interviews, the writer connected the information gathered from EFL teachers in the Topoyo MGMP with relevant literature to explore how collaborative professional practices support English language teaching in terms of knowledge, skills, and character. It was found that MGMP activities played a crucial role in enhancing teachers' teaching ability through field-based practices such as collaborative lesson planning, peer observation, and reflective discussions. These practices are supported by Vygotsky's Social Development Theory, which emphasizes the role of social interaction in the development of higher-order thinking and teaching skills.⁶¹ Through these collaborative forums, teachers were able to align their teaching strategies with the Independent Curriculum (*Kurikulum Merdeka*) which promotes a scientific and student-centered approach.

⁶¹ Sallehuddin Bin Md Yusof, Vygotsky Sociocultural Theory of Child Development: More Knowledgeable Other (MKO) and the Zone of Proximal Development (ZPD), (Malaysia:University Putra Malaysia, 2021)

Teachers implemented various instructional strategies such as project-based learning, problem-based learning, and contextual teaching methods to improve students' communicative competence. This aligns with Richards and Rodgers, who argue that communicative language teaching (CLT) prioritizes interaction as both the means and the ultimate goal of learning a language.⁶² Despite challenges such as limited resources and students' varying proficiency levels, teachers made creative efforts to engage students in meaningful language use through role plays, group discussions, and the integration of local contexts in classroom materials. These efforts are consistent with the principles of *Constructivist Learning Theory* by Bruner, which suggests that learners construct new knowledge based on their experiences, especially when actively involved in the learning process.⁶³

During online practice of MGMP periods, teachers utilized digital platforms like Google Classroom, WhatsApp, and YouTube to deliver English instruction and maintain teaching. This is in line with the TPACK framework by Mishra & Koehler, which underscores the need for the integration of technological knowledge with pedagogical and content knowledge in 21st-century teaching.⁶⁴ Although online teaching posed challenges such as students' lack of

⁶² L. Qasserras, L. Systematic Review of Communicative Language Teaching (CLT) in Language Education: A Balanced Perspective. *European Journal of Education and Pedagogy*, 4(6), (2023), 17–23. <https://doi.org/10.24018/ejedu.2023.4.6.763>

⁶³ Rajendra Kumar Shah "Effective Constructivist Teaching Learning in the Classroom." *Shanlax International Journal of Education*, vol. 7, no. 4, 2019, pp. 1–13.

⁶⁴ Sule Yilmaz Ozden, Hui Yang, Huijing Wen, Valerie Harlow Shinas, Reflections from A Teacher Education Course Built on the TPACK Framework: Examining The Impact of The Technology Integration Planning Cycle on Teacher Candidates' TPACK Development and Practice, *Social Sciences & Humanities Open*, Volume 9, (2024), <https://doi.org/10.1016/j.ssaho.2024.100869>.

internet access and low motivation teachers reported that professional sharing within MGMP helped them adopt more flexible, student-responsive approaches.

Furthermore, the culture of peer learning and continuous reflection within MGMP facilitated professional growth, echoing the concept of *Reflective Practice* by Schön in 1983, which encourages teachers to analyze and improve their teaching decisions through dialogue and feedback.⁶⁵ Ultimately, this collaborative environment empowered English teachers to become more adaptive, creative, and aligned with national education goals, fostering better learning experiences for their students.

These findings are supported by several studies conducted in Indonesia that highlight the significant role of MGMP (Subject Teacher Working Groups) in enhancing English teachers' pedagogical competence. A study by Atmoko and Kuswandono in 2021 of the English MGMP of Klaten Regency revealed that the forum promotes collaboration and gives a lot of benefits to the teacher professional development.⁶⁶ Similarly, Yasid in 2024 found that MGMP serves as a knowledge-sharing platform where educators exchange best practices, compile teaching modules, and translate training concepts into real classroom practice. In addition, MGMP facilitates discussion forums and workshops that enable teachers to share experiences and utilize Education Reports to develop data-based learning

⁶⁵ C. PHilp-Clark, S. Grieshaber, Teacher Critical Reflection: What Can Be Learned From Quality Research?. *Aust. Educ. Res.* 51, 697–717 (2024). <https://doi.org/10.1007/s13384-023-00619-7>

⁶⁶ Septian Hanung Dwi Atmoko and Paulus Kuswandono, The Roles of English Teacher Forum (MGMP) in Indonesia Towards the Teacher Professional Development, *Journal of English Language Teaching and Linguistics* 6(1):125, (2021), DOI:10.21462/jeltl.v6i1.501

plans, so they can respond to students' specific needs more effectively.⁶⁷ Furthermore, research by Dalle and Darmawati in 2022 emphasized how teachers in the Parepare MGMP has been able to take positive action and it might be witnessed in at least three ways: boosting the efficacy of English teacher learning, their creativity and talents, and their knowledge and understanding.⁶⁸ These studies reinforce the notion that MGMP is not merely an administrative forum, but a collaborative professional development platform that has a tangible impact on English language teaching practices in the classroom.

The data of teacher quality showed that the practices conducted by MGMP teachers in the Topoyo region reflect the integration of modern pedagogical principles that emphasize active, contextual, and student-centered learning. Teachers are not only teaching linguistic skills but also fostering students' critical thinking and expressive abilities. The use of authentic materials such as books, newspapers, and magazines, along with instructional strategies like debates and opinion letter writing, demonstrates the application of literacy-based teaching aligned with Vygotsky's socio-constructivist theory, which underscores the role of social interaction in language development and conceptual understanding.⁶⁹

However, despite the impact of MGMP in promoting literacy skills, certain teaching aspects remain underutilized—particularly cross-curricular integration

⁶⁷ Muhammad Yasid and Ali Muhtadi, The Role Of Professional Teacher Association “MGMP” As A Professional Learning Communities In “Merdeka” Curriculum Transition, Volume 1 (1), 2024, <https://jurnal.untirta.ac.id/index.php/iclc/index>

⁶⁸ A. Dalle & Darmawati, The Musyawarah Guru Mata Pelajaran Forum and Its Roles in Improving The Professionalism of High School English Teachers. *Indonesian Research Journal in Education (IRJE)*, 6(2), 341– 351. <https://doi.org/10.22437/irje.v6i2.20636>

⁶⁹ Sigit Wibowo, Muhammad Nur Wangid , and Fery Muhamad Firdaus, The Relevance of Vygotsky's Constructivism Learning Theory with The Differentiated Learning Primary Schools, *Journal of Education and Learning (EduLearn)*, Vol. 19, No. 1, February 2025, pp. 431~440 ISSN: 2089-9823 DOI: 10.11591/edulearn.v19i1.21197

and discussions of current issues. This highlights the need to strengthen contextual and reflective learning dimensions, as suggested in the *content-based instruction* approach by Brinton, Snow, & Wesche, which emphasizes linking the target language to meaningful content to ensure more relevant and applicable learning.⁷⁰

In addition, the implementation of *performance-based learning* strategies by MGMP teachers indicates the creation of learning environments that allow students to engage in direct, experiential activities both individually and collaboratively. Tasks such as projects, presentations, discussions, storytelling performances, and video production foster students' active engagement, motivation, creativity, and collaboration. These practices align with Kolb's *experiential learning* theory, which asserts that students learn most effectively through meaningful, hands-on experiences.⁷¹

Nevertheless, teachers still face challenges in the teaching process, including students' lack of motivation, limited instructional time, and varying student proficiency levels. In response, the teachers exhibit professionalism and creativity by implementing solutions such as creating a comfortable classroom atmosphere, using music in lessons, simplifying materials into summaries, and utilizing educational technology tools like Quiziz to enhance student participation. These innovations reflect the role of teachers as adaptive learning facilitators, consistent with modern constructivist views and the practice of *differentiated*

⁷⁰ Patchara Vanichvasin, Effects of Content-Based Instruction on English Language Performance of Thai Undergraduate Students in a Non-English Program, *English Language Teaching*; Vol. 12, No. 8; 2019 ISSN 1916-4742 E-ISSN 1916-4750

⁷¹ John D.Egan, et.al, Reconceptualizing Kolb's Learning Cycle as Episodic & Lifelong, *ELTHE*, Vol 6.1, (2023), <https://files.eric.ed.gov/fulltext/EJ1422266.pdf>

instruction by Tomlinson, which emphasizes tailoring instruction to meet students' diverse needs, learning styles, and abilities.⁷²

Several studies conducted in Indonesia support the findings of this research. For example, Hadiyanto emphasized the importance of student-centered learning and active engagement in improving English proficiency,⁷³ which aligns with the use of experiential and performance-based strategies in MGMP practices. Similarly, research by Sari, et.al found that implementing contextual teaching and learning (CTL) approaches significantly enhanced students' language comprehension and motivation.⁷⁴ A study by Daryanto, Agung and Siswantari in 2020 showed that MGMP has a positive influence on improving students' ability to solve problems, as a positive impact of teacher teacher quality.⁷⁵ Furthermore, Zou Y et.al in 2025 highlighted how the integration of digital learning's to improve educational outcomes and student engagement.⁷⁶ These findings collectively reinforce the relevance and effectiveness of collaboration among; innovative, student-centered, and contextual approaches applied by MGMP English teachers in the Topoyo region. Those collaboration is in line with Rahyasih's findings in 2020 that MGMP is a strategic forum that facilitates the

⁷² T, Dorji and P. Nima, Psychometric Properties of An Instrument to Assess Teachers' Practice of Differentiated Instruction (IATPDI): A Confirmatory Factor Analysis on Bhutanese Teachers' Data. *Front. Educ.* 9:1445865, (2024), doi: 10.3389/educ.2024.1445865

⁷³ : Hadiyanto, H. Application of Student-Centered Learning in Improving Teaching English as a Foreign Language Students' 21st-Century Skills Performance. *Educ. Sci.* 2024, 14, 938. <https://doi.org/10.3390/educsci14090938>

⁷⁴ A. R. Sari, et.al. The Effect of Contextual Teaching and Learning Model Assisted by Video on Students' Learning Outcomes and Motivation. *Lensa: Jurnal Kependidikan Fisika*, 12(2), (2024), 197-211. doi:<https://doi.org/10.33394/jlkf.v12i2.13313>

⁷⁵ Daryanto, Iskandar Agung and Siswantari, MGMP Teacher Organization Empowerment in Improving Students' Problem Solving Ability, Vol 10 (1), 2020, *Journal of Educational and Social Research*, Doi: 10.36941/jesr-2020-0014

⁷⁶ Y. Zou, F. Kuek, W Feng and X Cheng, Digital learning in the 21st century: trends, challenges, and innovations in technology integration. *Front. Educ.* 10:1562391. (2025), doi: 10.3389/educ.2025.1562391

implementation of teacher professional development and encourages the birth of innovative teacher work collaboratively.⁷⁷

Overall, The English MGMP at MAN Topoyo has shown commendable consistency in organizing collaborative activities and promoting innovative teaching strategies. However, the persistently suboptimal teaching competence among its members reveals a critical disconnect between MGMP participation and meaningful professional growth. While activities are conducted regularly, they often lack depth, follow-up, and individualized support—resulting in limited impact on actual classroom practices. However, these implementations are not yet optimal, indicating that the overall quality of teaching still requires improvement to effectively address classroom challenges and meet the diverse needs of students.

⁷⁷ Rahyasih, Y., Hartini, N., & Syarifah, L. S. Pengembangan keprofesian berkelanjutan: Sebuah Analisis kebutuhan pelatihan karya tulis ilmiah bagi guru. *Jurnal Penelitian Pendidikan*. 20(1): 136–144. (2020), <https://doi.org/10.17509/jpp.v20i1.24565>

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

1. The findings indicate that various structured activities conducted within the MGMP (Musyawarah Guru Mata Pelajaran) play a significant role in enhancing English teachers' instructional abilities at senior high schools in the Topoyo sub-district, Central Mamuju district. These activities include such as designing teaching models, integrating IT and educational apps, evaluating teaching effectiveness, and solving classroom problems. These collaborative sessions enable teachers to enhance their instructional strategies, utilize digital tools to support learning, and reflect on teaching outcomes. Furthermore, MGMP sessions have been shown to promote pedagogical innovation, as teachers are encouraged to adopt methods such as project-based learning, problem-based learning, and contextual teaching. The efficacy of these approaches in enhancing not only teaching practices but also students' communicative competence has been demonstrated. It is evident that MGMP operates as a professional learning community, the purpose of which is to provide teachers with systematic support for their ongoing development in both content delivery and methodological skills.
2. The second finding is that the teacher quality of MGMP teachers in Topoyo show efforts to integrate theoretical knowledge and modern pedagogical approaches, such as active, contextual, and student-centered

learning. However, these implementations are not yet optimal, indicating that the overall quality of teaching still requires improvement to effectively address classroom challenges and meet the diverse needs of students. Despite challenges like varying student proficiency and limited resources, teachers creatively address these issues through differentiated instruction and the use of educational technology. The MGMP practices contribute to a quality of teaching that is adaptive, collaborative, and responsive to the diverse needs of students.

B. Suggetion

1. Teachers provide varied learning opportunities, ensuring all students, regardless of proficiency level. It will enable teachers to better cater to the individual learning trajectories of students, fostering inclusive and equitable educational environments.
2. To enhance the relevance and applicability of lessons, it is crucial to integrate cross-curricular content that connects English learning with broader subjects and real-world issues. Teachers can provide students with an authentic learning experience that extends beyond the confines of traditional subject boundaries.
3. Expanding access to technology and provide training in digital literacy to ensure equal access for all students includes providing equitable access to devices, reliable internet connections, and training in digital literacy, so that all students, regardless of socioeconomic status, can participate fully in the digital learning environment.

4. Future researchers can explore the direct impact of MGMP teachers' practices on student learning, motivation, and language proficiency. Then, study the role of emerging technologies in enhancing MGMP activities and online learning in rural or underserved areas.



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APPENDICES



Appendices 1

Administrasi Persuratan Penelitian



PEMERINTAH KABUPATEN MAMUJU TENGAH
**DINAS PENANAMAN MODAL DAN PELAYANAN
 TERPADU SATU PINTU**

Alamat : Jl. Daeng Maccirinnae Tobadak, Kec. Tobadak, Kab. Mamuju Tengah 91563
 Pos-el : dpmtsp.mateng@gmail.com

SURAT KETERANGAN PENELITIAN
 Nomor B/500.16.7.4/187/DPMTSP/XII/2024

- Dasar :
1. Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 3 Tahun 2018 tentang Penerbitan Surat Keterangan Penelitian.
 2. Peraturan Bupati Mamuju Tengah Nomor 31 Tahun 2023 tentang Penyelenggaraan Perizinan Berusaha Perizinan dan Non Perizinan pada Kepala Dinas Penanaman Modal, Pelayanan Terpadu Satu Pintu Kabupaten Mamuju Tengah;
 3. Surat Dari Universitas SULAWESI BARAT : 2302/UN55.5.1/PT.0104/2024 Tentang Permohonan Rekomendasi Izin Penelitian

MEMBERITAHUKAN BAHWA :

Nama	PRAWITO
NIM	2220203879102016
Program Studi	Tadris Bahasa Inggris
Alamat	Topoyo
No. HP	081234540351
Untuk	Melakukan Penelitian/Pengumpulan Data dengan Judul " <i>Analysis of the teaching Quality Of English MGMP Members in Topoyo Subdishtrect</i> "
	Lokasi Penelitian Di Madrasah Aliyah Kecamatan Topoyo
	Waktu/Lama Penelitian, 2 Bulan

Sehubungan dengan hal tersebut diatas, pada prinsipnya Kami menyetujui Kegiatan tersebut dengan ketentuan :

1. Sebelum dan sesudah melaksanakan kegiatan, kepada yang bersangkutan diharapkan melapor kepada Bupati Mamuju Tengah, Cq. Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kab. Mamuju Tengah.
2. Penelitian tidak Menyimpang dari Izin yang diberikan.
3. Mentaati semua peraturan perundang-undangan yang berlaku dan mengindahkan adat istiadat setempat.

Dokumen ini telah ditandatangani secara elektronik menggunakan sertifikat elektronik yang diterbitkan oleh Balai Besar Sertifikasi Elektronik (BSrE), Badan Siber dan Sandi Negara

4. Menyerahkan 1 (satu) Exemplar copy hasil penelitian Kepada Bupati Mamuju Tengah Cq. Dinas Penanaman Modal dan Pelayanan Terpadu dan Satu Pintu Kab. Mamuju Tengah.
5. Surat Izin akan dicabut dan dinyatakan tidak berlaku apabila ternyata pemegang surat izin ini tidak mentaati ketentuan tersebut diatas.

Demikian rekomendasi ini dibuat untuk digunakan sebagaimana mestinya.

Tobadak, 30 Desember 2024
Kepala Dinas Penanaman
Modal dan Pelayanan
Terpadu Satu Pintu,

\$(td)

Drs. SALMAN ALI, M.Pd.
Pembina Utama Muda/IVc
NIP. 19641203 199512 1 003





YAYASAN AL AMANAH WAIKAYA
MADRASAH ALIYAH AL AMANAH WAIKAYA
TERAKREDITASI "B"



NSM: 131276060004 NPSN: 60404204
 Jl. Poros Mamuju-Palu, Waikaya Dusun Batu Karampuang Desa Tasokko Kec. Karossa Kab. Mamuju Tengah

SURAT KETERANGAN

Nomor : 0015 / S-KET.004 / MA-AW / I / 2025

Yang bertanda tangan di bawah ini :

Nama : Drs.Muh Said S.Pd.I.
 Nip : 196712312006041007
 Jabatan : Kepala Madrasah Aliyah Al-Amanah Waikaya

Dengan ini menerangkan :

Nama : Prawito
 NIM : 2220203879102016
 Prodi / Jurusan : Tadris Bahasa Inggris Pasca Sarjana IAIN Parepare

Bahwa yang bersangkutan telah melakukan penelitian dalam rangka Penulisan /
 Penyusunan Skripsi yang berjudul “ **Analysis Of The Teaching Quality Of English Mgmp
 Members In Topoyo Subdistrict** “ .

Demikian Surat keterangan ini di buat untuk digunakan sebagaimana mestinya.

Mamuju Tengah , 14 Januari 2025

Mengetahui,

Kepala Madrasah Al Amanah Waikaya



Drs.Muh Said S.Pd.I.
Nip.196712312006041007



**YAYASAN PENDIDIKAN DDI AL-MA'ARIF TOPOYO
MADRASAH ALIYAH (MA) DDI TOPOYO
KEC. TOPOYO KAB. MAMUJU TENGAH**

Alamat : Jln. Poros Kabubu-Paraili Desa Kabubu Kec. Topoyo NPSN 60404223 NSM 131276060001

SURAT KETERANGAN

Nomor : 001 /MA-DDI/SK//TPYI/2025

Yang bertanda tangan di bawah ini :

Nama : KHUDORI MAHSUN, S.Ag
NIP : 196905142005011004
Jabatan : Kepala Madrasah

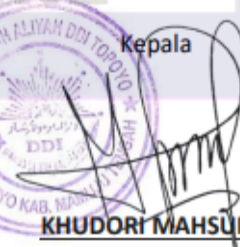
Dengan ini menerangkan

Nama : PRAWITO
NIM : 2220203879102016
Prodi / Jurusan : Tadris Bahasa Inggris
Pasca Sarjana IAIN Parepare

Bahwa yang bersangkutan telah melakukan penelitian dalam rangka Penulisan/Penyusunan Tesis yang berjudul : ANALYSIS OF THE TEACHING QUALITY OF ENGLISH MGMP MEMBERS IN TOPOYO SUBDISTRICT

Demikian Surat keterangan ini di buat untuk digunakan sebagaimana mestinya.

Topoyo, 10 Januari 2025

Kepala

KHUDORI MAHSUN, S.Ag
NIP. 196905142005011004



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN MAMUJU TENGAH
YAYASAN PESANTREN DARUL ISTIQAMAH INDONESIA (YPDI)
MA DARUL ISTIQAMAH TOPOYO

Jl. Pesantren No. 3 Topoyo, Kec. Topoyo, Kab. Mamuju Tengah-Sulawesi Barat
 NPSN : 60404226 – NSM : 131276060007



SURAT KETERANGAN

NOMOR : 030/MA-YPDI/TPY/I/2025

Yang bertanda tangan dibawah ini :

Nama : Syamsul Rijal, Lc
 NIP : -
 Jabatan : Kepala Madrasah MA Darul Istiqamah Topoyo

Dengan iini menerangkan :

Nama : Prawito
 NIM : 2220203879102016
 Prodi/Jurusan : Tadris Bahasa Inggris Pasca sarjana IAIN Parepare

Bahwa yang bersangkutan telah melakukan penelitian dalam rangka Penulisan / Penyusunan Skripsi yang berjudul : **“ANALYSIS OF THE TEACHING QUALITY OF ENGLISH MGMP MEMBERS IN TOPOYO SUBDISTRICT”**.

Demikian surat keterangan ini dibuat untuk digunakan sebagaimana mestinya



Topoyo, 14 Januari 2025

SYAMSUL RIJAL, Lc



**PONDOK PESANTREN AL IKHWAN TOPOYO
MADRASAH ALIYAH PLUS YPUI AL IKHWAN TOPOYO**

NSM: 131276060002 / NPSN: 60404224

KABUPATEN MAMUJU TENGAH

Alamat: Jl. Pesantren No. 4 Topoyo, Kec. Topoyo, Kab. Mamuju tengah, Prov. Sul Bar 91564

SURAT KETERANGAN PENELITIAN

NO : MAS-PLUS-YPUI/32.1.06/SK.050/05/2025

Yang bertanda tangan di bawah ini :

NAMA : HAERUL SYATIR, S.Pd.I

NIP :

JABATAN : KEPALA MADRASAH

DENGAN INI MENERANGKAN :

NAMA : PRAWITO

NIM : 2220203879102016

PARODI/JURUSAN : Tadris Bahasa Inggris

Pasca Sarjana IAIN Parepare

Bahwa yang bersangkutan telah melakukan penelitian dalam rangka penulisan/penyusunan TESIS yang berjudul : ANALYSIS OF THE TEACHING QUALITY OF ENGLISH MGMP MEMBERS IN TOPOYO SUBDISTRICT.

Demikianlah surat keterangan ini dibuat. Agar dapat dipergunakan sebagaimana mestinya.

Topoyo 10, Januari 2025

Kepala Madrasah

HAERUL SYATIR, S.Pd.I
NIP. 131276060002



Appendix 2: Research Instrument (Interview)

Implementation of MGMP Activities (Cayuso, 2004)

1. Topic Study Activity

- Apa saja topik yang biasanya dibahas dalam kelompok MGMP ini, dan bagaimana relevansinya dengan peningkatan kualitas pengajaran di kelas?
- Bagaimana proses pemilihan topik dilakukan, dan sejauh mana pihak yang terlibat mempertimbangkan kebutuhan peningkatan kualitas pengajaran?
- Sejauh mana topik-topik yang dipilih sesuai dengan kebutuhan pengajaran di kelas untuk mendukung efektivitas pembelajaran?
- Bagaimana hasil diskusi topik-topik ini diterapkan dalam praktik pengajaran sehari-hari untuk meningkatkan kualitas pembelajaran?

2. Practice Study Activity

- Jenis praktik apa yang paling sering dilakukan dalam kelompok ini untuk meningkatkan kualitas pengajaran?
- Apakah praktik yang dilakukan berbasis simulasi, observasi, atau langsung di lapangan, dan bagaimana hal ini mendukung peningkatan kualitas pengajaran?
- Bagaimana feedback diberikan selama kegiatan praktik berlangsung untuk memastikan efektivitas pengajaran?
- Apa dampak langsung dari kegiatan ini terhadap keterampilan mengajar guru dan bagaimana hal itu tercermin dalam kualitas pengajaran?

3. Online Study Activity

- Bagaimana platform yang digunakan dapat mendukung kualitas pengajaran dalam kelompok studi online?
- Strategi apa yang diterapkan untuk memastikan keterlibatan dan partisipasi aktif anggota demi meningkatkan kualitas pembelajaran?
- Jenis materi atau sumber daya apa yang paling efektif dalam meningkatkan kualitas pengajaran selama sesi online?
- Tantangan apa saja yang memengaruhi kualitas pengajaran dalam pelaksanaan kelompok studi daring, dan bagaimana cara mengatasinya?

4. TIP Study Activity (Research and Analysis)

- Bagaimana kelompok MGMP ini memastikan proses penelitian dan analisis yang dilakukan dapat mendukung peningkatan kualitas pengajaran?
- Apa fokus utama penelitian dalam kaitannya dengan kualitas pengajaran, seperti pedagogi, strategi pembelajaran, atau penggunaan teknologi?
- Bagaimana hasil penelitian digunakan untuk mendukung peningkatan kualitas pengajaran di kalangan anggota MGMP?
- Sejauh mana kolaborasi antaranggota MGMP berkontribusi pada terciptanya penelitian yang relevan dan berkualitas untuk pengembangan pengajaran?

5. Extra Activities (Latifah, 2024)

a. Diskusi Mendalam

- Bagaimana diskusi mendalam dioptimalkan untuk meningkatkan pemahaman materi yang relevan?
- Apa metode yang diterapkan agar diskusi berlangsung secara produktif dan terarah?
- Bagaimana ide atau pendapat peserta diskusi dihimpun dan dimanfaatkan untuk memperbaiki kualitas pengajaran?

b. Workshop

- Apa jenis workshop dalam MGMP yang paling efektif untuk meningkatkan kualitas pengajaran?
- Bagaimana workshop dirancang untuk secara spesifik meningkatkan kebutuhan anggota MGMP dalam pengajaran?
- Apa saja keterampilan atau wawasan baru terkait peningkatan kualitas pengajaran yang diperoleh anggota melalui workshop?
- Bagaimana keberhasilan workshop dievaluasi untuk memastikan dampaknya terhadap kualitas pengajaran?

c. Pelatihan

- Pelatihan jenis apa yang dirasa paling efektif dalam meningkatkan kualitas pengajaran anggota MGMP?
- Apakah pelatihan bersertifikat memberikan dampak signifikan terhadap peningkatan kredibilitas dan kualitas pengajaran guru?
- Bagaimana hasil pelatihan diintegrasikan secara langsung ke dalam praktik pembelajaran untuk meningkatkan efektivitas pengajaran di kelas?

d. Penggunaan Media dan Teknologi Informasi (IT)

- Bagaimana media dan alat teknologi yang digunakan dalam kegiatan MGMP mendukung peningkatan kualitas pengajaran?
- Sejauh mana pelatihan teknologi disesuaikan dengan literasi digital anggota MGMP untuk meningkatkan kemampuan mengajar?
- Bagaimana penggunaan teknologi informasi meningkatkan efektivitas kegiatan diskusi, workshop, atau pelatihan yang berkontribusi pada kualitas pengajaran?
- Apa tantangan utama dalam adopsi teknologi untuk mendukung kualitas pengajaran di kegiatan MGMP, dan bagaimana solusinya?

Appendix 3: The Result of Interview

Informant I : Mariana, S.Pd.

School : MA DDI Topoyo

A. Topic Study Activity

1. Apa saja topik yang biasanya dibahas dalam kelompok MGMP ini?

Jawab : Dalam Kegiatan MGMP yang dibahas secara garis besar adalah Pengembangan Kurikulum (Implementasi kurikulum terbaru misalnya, Kurikulum Merdeka atau Kurikulum 2013 dan Penyusunan perangkat pembelajaran seperti silabus dan RPP), Metode dan Strategi Pembelajaran, Pembuatan dan Pengembangan Media Pembelajaran, Penilaian dan Evaluasi Pembelajaran, dll.

2. Bagaimana pemilihan topik dilakukan, dan siapa yang terlibat dalam menentukan prioritas topik?

Jawab : Pemilihan topik dalam MGMP dilakukan secara kolaboratif oleh anggota kelompok. Adapun pihak yang terlibat dalam menentukan prioritas topik adalah Pengurus MGMP berdasarkan hasil musyawarah dengan seluruh anggota yang dipimpin oleh Ketua MGMP.

3. Sejauh mana topik-topik ini relevan dengan kebutuhan pengajaran di kelas?

Jawab : Topik-topik yang dibahas dalam MGMP dirancang sangat relevan dengan kebutuhan pengajaran di kelas karena guru dapat Meningkatkan Metode dan Strategi Pengajaran di kelas, guru juga dapat Menyusun dan Memanfaatkan Media Pembelajaran, dan serta guru juga dapat menyelesaikan Masalah dalam Pembelajaran di kelas.

4. Bagaimana hasil dari diskusi topik ini diterapkan dalam praktik pengajaran sehari-hari?

Jawab : Hasil diskusi dalam kegiatan MGMP sudah bisa diterapkan dalam praktik pengajaran sehari-hari di madrasah dengan beberapa cara penerapannya seperti Penyusunan dan Implementasi Perangkat Pembelajaran, dengan Menerapkan Metode dan Strategi Pembelajaran di dalam kelas, serta dapat membuat dan Menyusun Bank soal.

B. Practice Study Activity

1. Jenis praktik apa yang paling sering dilakukan dalam kelompok ini?

Jawab : Dalam kegiatan **MGMP (Musyawarah Guru Mata Pelajaran)**, Praktik yang paling sering dilakukan adalah Praktik Langsung di Lapangan (Field-Based Practice)

2. Apakah praktik yang dilakukan berbasis simulasi, observasi, atau langsung di lapangan?

Jawab : Praktik Langsung di Lapangan (Field-Based Practice)

3. Bagaimana feedback diberikan selama kegiatan praktik berlangsung?

Jawab : Feedback dalam kegiatan **MGMP** diberikan melalui berbagai

metode untuk membantu guru meningkatkan keterampilan mengajar mereka Seperti **esi Tanya-Jawab Langsung**: Setelah seorang guru menyelesaikan praktik mengajar, peserta MGMP bisa langsung bertanya atau memberikan saran dan disaksikan oleh seluruh anggota MGMP.

C. Online Study Activity

1. Apa platform yang digunakan untuk mendukung kegiatan kelompok studi online?

Jawab : Dalam kegiatan kelompok studi online MGMP, berbagai platform digital digunakan untuk mendukung diskusi, berbagi materi, dan kolaborasi antar guru Adalah Platform Learning Management System (LMS) untuk Berbagi Materi Seperti Google Classroom dan Platform Kolaborasi untuk Dokumen dan Perencanaan Seperti Google Docs & Google Drive.

2. Bagaimana cara memastikan keterlibatan dan partisipasi aktif anggota dalam kelompok ini?

Jawab : Agar kegiatan **Musyawarah Guru Mata Pelajaran (MGMP)** berjalan efektif, penting untuk memastikan semua anggota **terlibat aktif** dan tidak hanya menjadi peserta pasif dengan cara menerapkan Strategi seperti Menciptakan Suasana Interaktif dan Kolaboratif dan Memberikan Tugas atau Tantangan Praktis.

3. Jenis materi atau sumber daya apa yang paling banyak dibagikan dalam sesi online?

Jawab : Dalam **MGMP online**, materi yang dibagikan bertujuan untuk mendukung **pengembangan keterampilan mengajar** dan **peningkatan kualitas Pendidikan Seperti** Modul Pembelajaran dan RPP (Rencana Pelaksanaan Pembelajaran) dan Strategi Pembelajaran dan Metode Pengajaran, serta Adanya Penilaian dan Evaluasi Pembelajaran.

4. Apa saja tantangan yang dihadapi dalam pelaksanaan kelompok studi secara daring?

Jawab : Pelaksanaan **kelompok studi daring** atau **MGMP online** dapat memberikan banyak manfaat, tetapi juga menghadirkan sejumlah tantangan yang perlu diatasi agar kegiatan berjalan lancar dan efektif . Tantangan Utamanya adalah Keterbatasan Akses Teknologi dan Internet, Kurangnya Interaksi dan Keterlibatan, dan Kurangnya Motivasi atau Partisipasi Aktif

D. TIP Study Activity (Research and Analysis)

1. Bagaimana proses penelitian dan analisis dilakukan dalam kelompok MGMP ini?

Jawab : Dalam **kelompok MGMP**, penelitian dan analisis dapat dilakukan sebagai bagian dari upaya untuk **meningkatkan kualitas pengajaran**, memperkenalkan **praktik terbaik**, atau memahami lebih dalam **kebutuhan dan tantangan pendidikan** yang dihadapi oleh guru-

guru.

2. Apa fokus utama penelitian yang dilakukan (misalnya, pedagogi, strategi pembelajaran, atau teknologi)?

Jawab : Penelitian dalam kelompok **MGMP** dapat memiliki berbagai fokus, tergantung pada kebutuhan dan tujuan pengajaran anggota kelompok, Fokus utama penelitian yang meliputi Pedagogi (Metode Pengajaran) dan Manajemen Kelas dan Pengelolaan Siswa.

3. Bagaimana hasil penelitian disebarluaskan kepada anggota MGMP lainnya atau digunakan untuk pengembangan program?

Jawab : Setelah penelitian dilakukan, sangat penting bagi hasil penelitian tersebut untuk dibagikan dengan anggota MGMP lainnya agar bisa digunakan untuk **pengembangan program pembelajaran** dan **peningkatan kualitas pengajaran** secara keseluruhan

4. Sejauh mana kelompok ini melibatkan kolaborasi antaranggota untuk menghasilkan penelitian berkualitas?

Jawab : Kolaborasi antaranggota dalam kelompok **MGMP** sangat penting dalam menghasilkan penelitian yang berkualitas, karena memberikan berbagai keuntungan, seperti berbagi ide, saling memberikan dukungan, dan memperluas perspektif.

E.Extra Activities (Latifah, 2024)

a. Diskusi Mendalam

- Bagaimana diskusi mendalam dilakukan untuk memperdalam pemahaman materi yang relevan?

Jawab : Diskusi mendalam dalam kelompok **MGMP** berperan penting untuk memperdalam pemahaman materi yang relevan dan memastikan bahwa **strategi pengajaran** yang diterapkan benar-benar efektif dan sesuai dengan kebutuhan siswa. Diskusi ini memberikan kesempatan bagi anggota untuk **berbagi pengalaman, mengajukan pertanyaan, dan menanggapi berbagai perspektif.**

- Apa saja metode yang digunakan untuk memastikan diskusi tetap produktif dan terarah?

Jawab : Untuk memastikan diskusi dalam kelompok **MGMP** tetap produktif dan terarah, dibutuhkan pendekatan yang **terstruktur** dan **focus** Seperti Penetapan Tujuan Diskusi yang Jelas dan Mencatat dan Meringkas Poin-Poin Penting

- Bagaimana pendapat atau ide peserta diskusi dihimpun dan diterapkan dalam pengajaran?

Jawab : Untuk memastikan bahwa pendapat atau ide peserta diskusi dalam kelompok MGMP dihimpun secara efektif dan diterapkan dalam praktik pengajaran, beberapa pendekatan dan proses sering diterapkan adalah Pengumpulan Ide melalui Diskusi Terstruktur, Dokumentasi dan Pemanfaatan Hasil Diskusi

2. Workshop

- Apa jenis workshop yang paling sering diselenggarakan dalam MGMP?
Jawab : jenis-jenis workshop yang umumnya sering diselenggarakan dalam MGMP adalah Workshop Pengembangan Kurikulum dan RPP, Workshop Pembelajaran Berbasis Literasi dan Numerasi
- Bagaimana workshop dirancang untuk memenuhi kebutuhan spesifik anggota MGMP?
Jawab : Workshop dalam **MGMP** dirancang untuk memenuhi **kebutuhan spesifik** anggota dengan mempertimbangkan berbagai faktor, seperti latar belakang pengalaman mengajar, tantangan yang dihadapi di kelas, serta kebutuhan untuk pengembangan keterampilan tertentu.
- Apa saja keterampilan atau wawasan baru yang diperoleh anggota melalui workshop?
Jawab : Workshop yang diselenggarakan dalam MGMP tidak hanya bertujuan untuk meningkatkan pengetahuan tetapi juga untuk memperkuat keterampilan praktis yang dapat langsung diterapkan dalam proses pengajaran di kelas.
- Bagaimana evaluasi keberhasilan workshop dilakukan?
Jawab : Evaluasi keberhasilan workshop dalam **MGMP** sangat penting untuk mengetahui apakah tujuan yang ditetapkan telah tercapai, apakah peserta mendapatkan manfaat, dan apakah materi yang disampaikan dapat diterapkan dalam praktik pengajaran sehari-hari. Dengan cara Evaluasi melalui Umpan Balik Peserta (Feedback), Diskusi Kelompok, dan Penilaian Kinerja Siswa.

3. Pelatihan

- Jenis pelatihan apa yang dirasa paling bermanfaat bagi anggota MGMP?
Jawab : Pelatihan Penggunaan Teknologi Pendidikan (seperti Google Classroom, atau Quizizz) dan Pelatihan Metode Pembelajaran Inovatif dan Kreatif.
- Apakah ada pelatihan bersertifikat yang dilakukan, dan bagaimana dampaknya terhadap kredibilitas guru?
Jawab : Ya ada, Dampaknya sangat signifikan, karena memberikan **pengakuan resmi** terhadap keterampilan dan pengetahuan yang diperoleh guru.
- Bagaimana pelatihan diintegrasikan ke dalam praktik pembelajaran di kelas?
Jawab : Agar pelatihan dapat memberikan dampak yang maksimal, penting untuk mengintegrasikan materi dan keterampilan yang diperoleh dari pelatihan ke dalam praktik pembelajaran sehari-hari.

4. Penggunaan Media dan Teknologi Informasi (IT)

- Media dan alat teknologi apa yang digunakan untuk mendukung kegiatan MGMP?

Jawab : Media yang digunakan : laptop, proyektor, printer, sound system
Alat teknologi Melalui whatsapp, geogle drive, Quizizz youtube, canva, power point dll.

- Bagaimana pelatihan teknologi disesuaikan dengan tingkat literasi digital anggota MGMP?

Jawab : Penyesuaian pelatihan teknologi dengan tingkat **literasi digital** anggota MGMP adalah langkah yang sangat penting untuk memastikan bahwa semua anggota dapat mengikuti materi pelatihan dengan efektif, tanpa merasa kewalahan atau tertinggal. Setiap anggota MGMP memiliki **tingkat keterampilan teknologi** yang berbeda-beda, mulai dari yang sangat mahir hingga yang masih belajar menggunakan perangkat digital dalam konteks pembelajaran.

- Sejauh mana penggunaan IT meningkatkan efektivitas diskusi, workshop, atau pelatihan?

Jawab : Teknologi memungkinkan pengorganisasian yang lebih baik, akses yang lebih luas, serta **interaktivitas yang lebih tinggi** antara anggota.

- Apa tantangan utama dalam adopsi teknologi dalam kegiatan MGMP, dan bagaimana cara mengatasinya?

Jawab : Keterbatasan Akses dan Infrastruktur Teknologi Cara mengatasinya adalah Menyediakan **alternatif offline** untuk anggota yang tidak memiliki akses internet atau perangkat yang memadai, Melakukan pelatihan literasi digital untuk anggota yang kurang berpengalaman dengan teknologi, agar mereka dapat lebih siap menggunakan perangkat yang ada.

Informant 2 : Wahyunida Damier, S.Pd., M.Pd
School : MA Al Amanah Waikaya

A. Topic Study Activity

1. Apa saja topik yang biasanya dibahas dalam kelompok MGMP ini?

Jawab :

Dalam Kegiatan MGMP yang dibahas secara garis besar adalah Pengembangan Kurikulum (Implementasi kurikulum terbaru misalnya, Kurikulum Merdeka, Kurikulum, Penyusunan perangkat pembelajaran: (silabus dan RPP), Metode dan Strategi Pembelajaran, Pembuatan dan Pengembangan Media Pembelajaran, Penilaian dan Evaluasi Pembelajaran, materi literasi numerasi sains, dll.

2. Bagaimana pemilihan topik dilakukan, dan siapa yang terlibat dalam menentukan prioritas topik?

Jawab : Pemilihan topik materi, dilakukan oleh anggota kelompok berdasarkan masalah yang dijumpai di lapangan, yang terlibat dalam pemilihan topik adalah pengurus MGMP berdasarkan hasil musyawarah dengan seluruh anggota dan kepala madrasah.

3. Sejauh mana topik-topik ini relevan dengan kebutuhan pengajaran di kelas?

Jawab : Topik-topik yang dibahas dalam MGMP dirancang sangat relevan dan juga telah dimusyawarahkan, dengan adanya topik tersebut kebutuhan guru dapat meningkatkan metode dan strategi Pengajaran di kelas, serta dapat membuat dan Memanfaatkan Media Pembelajaran, dapat menyelesaikan Masalah yang dijumpai pada saat proses pembelajaran.

4. Bagaimana hasil dari diskusi topik ini diterapkan dalam praktik pengajaran sehari-hari?

Jawab : Dengan cara melaksanakan praktek mengajar sesuai dengan hasil topik yang telah dipelajari pada kegiatan MGMP, dan juga adanya arahan serta bimbingan dari fasilitator.

B. Practice Study Activity

2. Jenis praktik apa yang paling sering dilakukan dalam kelompok ini?

Jawab : praktek langsung di lapangan

3. Apakah praktik yang dilakukan berbasis simulasi, observasi, atau langsung di lapangan?

Jawab : praktek langsung di lapangan

3. Bagaimana feedback diberikan selama kegiatan praktik berlangsung?

Jawab : feedback berupa Observasi langsung oleh fasilitator dan diadakan pertemuan desiminasi hasil praktek mengajar yang dipresentasikan dan disaksikan oleh seluruh anggota MGMP

4. Apa dampak langsung dari kegiatan ini terhadap keterampilan mengajar guru?

Jawab : Guru semakin kompeten, menguasai kelas, mampu menggunakan metode dan model pembelajaran yang tepat dan sesuai.

C. Online Study Activity

1. Apa platform yang digunakan untuk mendukung kegiatan kelompok studi online?

Jawab : Aplikasi Whatsapp, sangat mendukung demi kelancaran informasi terkait MGMP, dan memudahkan untuk mengirim file, baik itu jadwal, materi, video dan catatan-catatan terkait diskusi.

2. Bagaimana cara memastikan keterlibatan dan partisipasi aktif anggota dalam kelompok ini?

Jawab : Dengan cara memberikan arahan pentingnya kegiatan MGMP melalui grup whatsapp khusus POKJA serta memberitahukan langsung kepada kepala madrasah untuk menyampaikan kepada guru-gurunya agar berpartisipasi aktif dalam kegiatan MGMP

3. Jenis materi atau sumber daya apa yang paling banyak dibagikan dalam sesi online?

Jawab : Modul

4. Apa saja tantangan yang dihadapi dalam pelaksanaan kelompok studi secara daring?

Jawab : keterbatasan akses teknologi dan jaringan dan kemampuan literasi digital.

D. TIP Study Activity (Research and Analysis)

1. Bagaimana proses penelitian dan analisis dilakukan dalam kelompok MGMP ini?

Jawab : belum pernah dilakukan penelitian materi masih terkait literasi dan numerasi

2. Apa fokus utama penelitian yang dilakukan (misalnya, pedagogi, strategi pembelajaran, atau teknologi)?

Jawab : Penelitian dalam kelompok **MGMP** dapat memiliki berbagai fokus, tergantung pada kebutuhan dan tujuan pengajaran anggota kelompok, Fokus utama penelitian yang meliputi Pedagogi (Metode Pengajaran) dan Manajemen Kelas dan Pengelolaan siswa.

3. Bagaimana hasil penelitian disebarluaskan kepada anggota MGMP lainnya atau digunakan untuk pengembangan program?

Jawab : mengenai hasil penelitian itu sendiri, belum disebarluaskan karena, penelitian belum pernah dilaksanakan.

4. Sejauh mana kelompok ini melibatkan kolaborasi antar anggota untuk menghasilkan penelitian berkualitas?

Jawab : ...

E. Extra Activities (Latifah, 2024)

1. Diskusi Mendalam

- Bagaimana diskusi mendalam dilakukan untuk memperdalam pemahaman materi yang relevan?

Jawab : memperdalam pemahaman materi yang relevan dan memastikan bahwa strategi pengajaran yang diterapkan benar-benar efektif dan sesuai dengan kebutuhan siswa. Diskusi ini memberikan kesempatan bagi anggota untuk berbagi pengalaman, mengajukan pertanyaan, dan menanggapi berbagai perspektif.

- Apa saja metode yang digunakan untuk memastikan diskusi tetap produktif dan terarah?

Jawab : Merencanakan diskusi dengan matang, aktif berpartisipasi, terarah dan menyiapkan fasilitas yang memadai.

- Bagaimana pendapat atau ide peserta diskusi dihimpun dan diterapkan dalam pengajaran?

Jawab : semua anggota menuangkan ide, setelah ide rampung, maka dipilihlah ide terbaik sesuai dengan kebutuhan kemudian diusahakan dapat diterapkan dalam pengajaran.

2. Workshop

- Apa jenis workshop yang paling sering diselenggarakan dalam MGMP?

Jawab : Workshop pembelajaran berbasis Literasi dan Numerasi

- Bagaimana workshop dirancang untuk memenuhi kebutuhan spesifik anggota MGMP?

Jawab : Dengan cara analisis kebutuhan guru berdasarkan tantangan yang dihadapi, melibatkan guru dalam merancang rencana pelaksanaan workshop dan fasilitator mengadakan evaluasi dan umpan balik.

- Apa saja keterampilan atau wawasan baru yang diperoleh anggota melalui workshop?

Jawab : keterampilan literasi dan numerasi meningkat, Menambah wawasan tentang kurikulum, Mampu membuat RPP sesuai kurikulum, mampu mengetahui jenis-jenis strategi, metode dan model pembelajaran, sehingga bisa menerapkannya dalam pembelajaran sesuai dengan sintak pembelajaran tersebut, mampu membuat instrumen penilaian sesuai dengan kurikulum

- Bagaimana evaluasi keberhasilan workshop dilakukan?

Jawab : evaluasi keberhasilan workshop dilakukan secara sistematis mulai dari sebelum workshop (kebutuhan awal guru tentang topik yang akan dibahas), pada saat pelaksanaan (Melaksanakan latihan/simulasi) dan selesai workshop (umpan balik dari kegiatan workshop).

3. Pelatihan

- Jenis pelatihan apa yang dirasa paling bermanfaat bagi anggota MGMP?

Jawab : Pelatihan membuat rencana pelaksanaan pembelajaran yang sesuai dengan kurikulum karena di dalamnya sudah memuat langkah-langkah pembelajaran.

- Apakah ada pelatihan bersertifikat yang dilakukan, dan bagaimana dampaknya terhadap kredibilitas guru?

Jawab : Ya ada, Dampaknya sangat signifikan, yaitu dengan bertambahnya animo guru untuk mengikuti kegiatan ini karena mendapatkan ilmunya dan juga mendapatkan sertifikat yang tentunya sangat dibutuhkan oleh guru.

- Bagaimana pelatihan diintegrasikan ke dalam praktik pembelajaran di kelas?

Jawab : Dengan cara merencanakan pembelajaran sesuai pelatihan dan mengimplementasikan di kelas.

4. Penggunaan Media dan Teknologi Informasi (IT)

- Media dan alat teknologi apa yang digunakan untuk mendukung kegiatan MGMP?

Jawab : Media yang digunakan : laptop, proyektor, printer, sound system
Alat teknologi Melalui whatsapp, goggle drive, youtube, canva, power point dll.

- Bagaimana pelatihan teknologi disesuaikan dengan tingkat literasi digital anggota MGMP?

Jawab : Dilakukan survey awal mengenai tingkat literasi digital, diberikan pelatihan melalui rekan sejawat dan pendampingan.

- Sejauh mana penggunaan IT meningkatkan efektivitas diskusi, workshop, atau pelatihan?

Jawab : Meningkatkan kualitas dan efektifitas pelatihan, mempercepat proses, memudahkan akses belajar, meningkatkan motivasi, memudahkan pengumpulan dan penyimpanan dokumentasi.

- Apa tantangan utama dalam adopsi teknologi dalam kegiatan MGMP, dan bagaimana cara mengatasinya?

Jawab : tantangan utamanya adalah tingkat literasi digital guru beragam, cara mengatasinya dengan mengadakan tutor teman sejawat dan memotivasi guru ikut pelatihan/ webinar terkait literasi digital.

Informant 3 : Fitriani,S.Pd.

School : MA Nurul Hasan Tumbu

A.Topic Study Activity

1. Apa saja topik yang biasanya dibahas dalam kelompok MGMP ini?

Jawab : Topik bahasan kami lumayan beragam ya. Topik utamanya misalnya penerapan kurikulum, perancangan perangkat ajar, pendekatan pembelajaran, pengembangan media, serta evaluasi.

2. Bagaimana pemilihan topik dilakukan, dan siapa yang terlibat dalam menentukan prioritas topik?

Jawab : Biasanya kami rembukan bareng dan topik ditentukan secara bersama oleh anggota dan disepakati oleh pengurus melalui diskusi..

3. Sejauh mana topik-topik ini relevan dengan kebutuhan pengajaran di kelas?

Jawab : Kebanyakan memang langsung nyambung ke kebutuhan di kelas. Topik disesuaikan agar menunjang praktik mengajar, seperti memperbaiki metode, menyusun media, dan mengatasi hambatan kelas..

4. Bagaimana hasil dari diskusi topik ini diterapkan dalam praktik pengajaran sehari-hari?

Jawab : Ya hasilnya langsung dipraktikkan di kelas. Hasil diskusi dipakai dalam penyusunan perangkat ajar, pemakaian metode, dan pembuatan soal..

B.Practice Study Activity

1. Jenis praktik apa yang paling sering dilakukan dalam kelompok ini?

Jawab : Kalau praktik, kami lebih turun langsung. Yaa praktik lapangan paling sering dijalankan.

2. Apakah praktik yang dilakukan berbasis simulasi, observasi, atau langsung di lapangan?

Jawab : Biasanya praktik saja dan dilakukan secara langsung di lapangan.

3. Bagaimana feedback diberikan selama kegiatan praktik berlangsung?

Jawab : Tanggapannya langsung disampaikan saat itu juga. jalurnya diberikan lewat tanya-jawab dan saran terbuka oleh sesama peserta.

C.Online Study Activity

1. Apa platform yang digunakan untuk mendukung kegiatan kelompok studi online?

Jawab : Kami pakai yang gampang diakses bersama misal Google Classroom, Google Docs, dan Google Drive digunakan untuk berbagi materi dan berkolaborasi..

2. Bagaimana cara memastikan keterlibatan dan partisipasi aktif anggota dalam kelompok ini?

Jawab : Biar nggak pasif, dibuat diskusinya santai tapi aktif. Dengan menciptakan suasana interaktif dan memberi tugas terapan.

3. Jenis materi atau sumber daya apa yang paling banyak dibagikan dalam sesi online?

Jawab : Biasanya saling tukar modul atau perangkat ajar. Modul ajar, RPP, strategi pengajaran, dan alat evaluasi.

4. Apa saja tantangan yang dihadapi dalam pelaksanaan kelompok studi secara daring?

Jawab : Tantangannya ya standar contohnya halangan di sinyal, perangkat, dan minat. yang utama itu akses teknologi, partisipasi dan motivasi yang kurang.

D.TIP Study Activity (Research and Analysis)

1. Bagaimana proses penelitian dan analisis dilakukan dalam kelompok MGMP ini?

Jawab : Kalau soal riset, kami fokusnya yang bisa langsung dipakai di kelas. Penelitian Cuma sebatas kajian individu saja guna meninjau pengajaran dan tantangan kami masing-masing di lapangan.

2. Apa fokus utama penelitian yang dilakukan (misalnya, pedagogi, strategi pembelajaran, atau teknologi)?

Jawab : Biasanya nyangkut ke cara ngajar dan ngatur siswa. lainnya misalnya pedagogi, manajemen kelas, dan pengelolaan siswa.

3. Bagaimana hasil penelitian disebarluaskan kepada anggota MGMP lainnya atau digunakan untuk pengembangan program?

Jawab : Hasilnya disebar supaya diterapkan bersama. Temuan disebar dan dipakai untuk merancang program peningkatan.

4. Sejauh mana kelompok ini melibatkan kolaborasi antaranggota untuk menghasilkan penelitian berkualitas?

Jawab : Kerjanya bersama, jadi enak dan saling dukung. sebagai anggota bekerja sama untuk bertukar ide, mendukung, dan memperluas pandangan.

E.Extra Activities (Latifah, 2024)

a. Diskusi Mendalam

- Bagaimana diskusi mendalam dilakukan untuk memperdalam pemahaman materi yang relevan?

Jawab : Kami biasanya bincang bebas tapi tetap terarah.

- Apa saja metode yang digunakan untuk memastikan diskusi tetap produktif dan terarah?

Jawab : Dilakukan dengan saling bagi pandangan dan tanya jawab.

- Bagaimana pendapat atau ide peserta diskusi dihimpun dan diterapkan dalam pengajaran?

Jawab : Agar diskusi terarah, ditetapkan tujuan dan dicatat poin penting.

2. Workshop

- Apa jenis workshop yang paling sering diselenggarakan dalam MGMP?

Jawab : Topik workshop umum: kurikulum, literasi, dan numerasi.

- Bagaimana workshop dirancang untuk memenuhi kebutuhan spesifik anggota MGMP?

Jawab : Dirancang berdasarkan tantangan kelas dan kebutuhan keterampilan.

- Apa saja keterampilan atau wawasan baru yang diperoleh anggota melalui workshop?

Jawab : Anggota memperoleh pengetahuan praktis yang bisa diterapkan.

- Bagaimana evaluasi keberhasilan workshop dilakukan?

Jawab : Keberhasilan dievaluasi lewat umpan balik dan hasil siswa di waktu mendatang.

3. Pelatihan

- Jenis pelatihan apa yang dirasa paling bermanfaat bagi anggota MGMP?

Jawab : Pelatihan teknologi dan metode kreatif paling bermanfaat.

- Apakah ada pelatihan bersertifikat yang dilakukan, dan bagaimana dampaknya terhadap kredibilitas guru?

Jawab : Ada, Pelatihan bersertifikat menambah pengakuan profesional.

- Bagaimana pelatihan diintegrasikan ke dalam praktik pembelajaran di kelas?

Jawab : Hasil pelatihan dimasukkan ke praktik ajar harian.

4. Penggunaan Media dan Teknologi Informasi (IT)

- Media dan alat teknologi apa yang digunakan untuk mendukung kegiatan MGMP?

Jawab : Kami gunakan; laptop, proyektor, Google Drive, Canva, dll.

- Bagaimana pelatihan teknologi disesuaikan dengan tingkat literasi digital anggota MGMP?

Jawab : ada penyesuaian dengan tingkat kemampuan digital anggota.

- Sejauh mana penggunaan IT meningkatkan efektivitas diskusi, workshop, atau pelatihan?

Jawab : sangat membantu kelancaran diskusi dan pelatihan.

- Apa tantangan utama dalam adopsi teknologi dalam kegiatan MGMP, dan bagaimana cara mengatasinya?

Jawab : butuh pembiasaan saja dan tantangan berkurang seiring sering ikut pelatihan dan sharing.

Informant 4 : Tuti Agustina, S.Pd.
School : MA Darul Istiqamah Topoyo

1. **Apa saja topik yang biasanya dibahas dalam kelompok MGMP ini?**
Sekarang, di MGMP itu mi, biasa kita bahas hal-hal yang penting untuk bantu guru mengajar lebih baik. Misalnya, tentang pengembangan kurikulum terbaru seperti Kurikulum Merdeka, menyusun perangkat pembelajaran seperti RPP dan silabus, cara mengajar yang menarik, membuat media pembelajaran, sampai ke penilaian dan evaluasi hasil belajar siswa.
2. **Bagaimana pemilihan topik dilakukan, dan siapa yang terlibat dalam menentukan prioritas topik?**
Baku pilih topik, itu biasanya kita sepakati bersama. Semua guru yang tergabung ikut musyawarah, lalu pengurus MGMP yang dipimpin oleh ketua yang menentukan mana yang paling perlu dibahas lebih dulu.
3. **Sejauh mana topik-topik ini relevan dengan kebutuhan pengajaran di kelas?**
Na iya to, topik-topik yang dibahas itu memang pas sekali dengan apa yang dibutuhkan di kelas. Guru bisa pakai strategi mengajar yang lebih cocok, alat bantu yang sesuai, dan solusi untuk masalah-masalah sering muncul di kelas.
4. **Bagaimana hasil dari diskusi topik ini diterapkan dalam praktik pengajaran sehari-hari?**
Hasil diskusina MGMP itu, langsung bisa dipakai di madrasah. Misalnya, waktu menyusun perangkat pembelajaran, menerapkan cara mengajar yang baru, atau bahkan bikin soal-soal latihan yang sesuai.

B. Practice Study Activity

1. **Jenis praktik apa yang paling sering dilakukan dalam kelompok ini?**
Biasa' to, praktik langsung di lapangan yang paling sering dilakukan. Guru mencoba langsung di kelas, bukan hanya teori.
2. **Apakah praktik yang dilakukan berbasis simulasi, observasi, atau langsung di lapangan?**
Pi'lang langsung di lapanganji. Guru praktik betul-betul di depan siswa.
3. **Bagaimana feedback diberikan selama kegiatan praktik berlangsung?**
Biasanya setelah guru praktik, teman-teman langsung kasi masukan. Lewat tanya jawab atau komentar langsung di depan kelompok, jadi bisa jadi bahan perbaikan.

C. Online Study Activity

1. **Apa platform yang digunakan untuk mendukung kegiatan kelompok studi online?**
Online-ji sekarang, jadi banyak juga yang kita pake macam Google Classroom, Google Drive, sama Google Docs. Semuanya bantu guru untuk berbagi materi dan diskusi dari jauh.
2. **Bagaimana cara memastikan keterlibatan dan partisipasi aktif anggota dalam kelompok ini?**

Biar semua aktif, biasanya dibuat suasana yang seru dan dikasi tugas. Jadi semua guru bisa ambil bagian, tidak tinggal diam.

4. Jenis materi atau sumber daya apa yang paling banyak dibagikan dalam sesi online?

Biasanya yang dibagikan itu RPP, modul, strategi mengajar, dan juga materi tentang cara menilai siswa.

5. Apa saja tantangan yang dihadapi dalam pelaksanaan kelompok studi secara daring?

Salah satu tantangan paling besar itu sinyal dan alat. Ada juga yang kurang semangat ikut karena terasa jauh dan tidak langsung tatap muka. Tapi bisa diatasi dengan pelatihan teknologi dan opsi kegiatan offline.

D. TIP Study Activity (Research and Analysis)

1. Bagaimana proses penelitian dan analisis dilakukan dalam kelompok MGMP ini?

Di MGMP, kita kadang bikin penelitian kecil-kecilan. Tujuannya supaya tahu cara mengajar yang paling cocok dan memperbaiki apa yang masih kurang.

2. Apa fokus utama penelitian yang dilakukan (misalnya, pedagogi, strategi pembelajaran, atau teknologi)?

Yang sering jadi fokus itu cara mengajar (pedagogi), manajemen kelas, sama penggunaan teknologi dalam mengajar.

3. Bagaimana hasil penelitian disebarluaskan kepada anggota MGMP lainnya atau digunakan untuk pengembangan program?

Hasilnya biasanya dibagikan lewat presentasi atau dokumen bersama, supaya semua guru bisa pakai untuk perbaikan.

4. Sejauh mana kelompok ini melibatkan kolaborasi antaranggota untuk menghasilkan penelitian berkualitas?

Kita kerja sama dalam penelitian, karena kalau banyak kepala, ide juga lebih kaya. Jadi hasilnya lebih bagus dan bisa diterapkan langsung.

E. Extra Activities

1. Diskusi Mendalam

• Bagaimana diskusi mendalam dilakukan untuk memperdalam pemahaman materi yang relevan?

Kalau diskusi mendalam, kita saling cerita pengalaman di kelas. Dari situ, guru lain bisa belajar atau kasih saran, jadi lebih paham materinya.

• Apa saja metode yang digunakan untuk memastikan diskusi tetap produktif dan terarah?

Dibuat aturan diskusi yang jelas, ada notulen juga yang catat poin penting, biar tidak keluar jalur.

• Bagaimana pendapat atau ide peserta diskusi dihimpun dan diterapkan dalam pengajaran?

Ide-ide dari guru dicatat, lalu dipakai untuk perbaikan strategi mengajar. Kadang dijadikan bahan untuk pelatihan berikutnya.

2. Workshop

• Apa jenis workshop yang paling sering diselenggarakan dalam MGMP?

Yang paling sering itu workshop kurikulum, RPP, sama strategi literasi dan numerasi.

- **Bagaimana workshop dirancang untuk memenuhi kebutuhan spesifik anggota MGMP?**

Workshop biasanya disesuaikan dengan kebutuhan guru, misalnya yang baru atau yang pengen belajar strategi baru.

- **Apa saja keterampilan atau wawasan baru yang diperoleh anggota melalui workshop?**

Guru dapat cara mengajar baru, bisa bikin media pembelajaran, dan juga lebih paham bagaimana menilai siswa.

- **Bagaimana evaluasi keberhasilan workshop dilakukan?**

Setelah workshop, biasanya dikasi kuesioner atau diskusi refleksi untuk tahu apakah isinya berguna dan bisa diterapkan.

3. Pelatihan

- **Jenis pelatihan apa yang dirasa paling bermanfaat bagi anggota MGMP?**

Pelatihan teknologi seperti Google Classroom dan cara mengajar kreatif sangat membantu.

- **Apakah ada pelatihan bersertifikat yang dilakukan, dan bagaimana dampaknya terhadap kredibilitas guru?**

Ada, dan itu bisa menambah nilai guru dalam portofolio atau kenaikan pangkat.

- **Bagaimana pelatihan diintegrasikan ke dalam praktik pembelajaran di kelas?**

Guru langsung coba yang dipelajari di kelas, seperti pakai aplikasi atau metode baru.

4. Penggunaan Media dan Teknologi Informasi (IT)

- **Media dan alat teknologi apa yang digunakan untuk mendukung kegiatan MGMP?**

Laptop, proyektor, printer, WhatsApp, Google Drive, Canva, PowerPoint, Quizizz, dan YouTube sering dipakai.

- **Bagaimana pelatihan teknologi disesuaikan dengan tingkat literasi digital anggota MGMP?**

Pelatihannya disesuaikan, yang belum mahir diajari dulu dasar-dasarnya. Jadi semua bisa ikut.

- **Sejauh mana penggunaan IT meningkatkan efektivitas diskusi, workshop, atau pelatihan?**

IT sangat membantu mempercepat komunikasi, berbagi materi, dan membuat kegiatan jadi lebih interaktif.

- **Apa tantangan utama dalam adopsi teknologi dalam kegiatan MGMP, dan bagaimana cara mengatasinya?**

Tantangannya ya soal sinyal dan alat. Solusinya, sediakan pilihan kegiatan offline dan pelatihan digital untuk yang masih belajar.

Informant 5 : Mukry Saida, S.Pd.I
School : MA Al Ikhwan

A. Topic Study Activity

1. Apa saja topik yang biasanya dibahas dalam kelompok MGMP ini?

Jawab: Topik bahasan kami lumayan beragam ya. Topik utamanya misalnya penerapan kurikulum, perancangan perangkat ajar, pendekatan pembelajaran, pengembangan media, serta evaluasi.

2. Bagaimana pemilihan topik dilakukan, dan siapa yang terlibat dalam menentukan prioritas topik?

Jawab : Biasanya kami rembukan bareng dan topik ditentukan secara bersama oleh anggota dan disepakati oleh pengurus melalui diskusi.

3. Sejauh mana topik-topik ini relevan dengan kebutuhan pengajaran di kelas?

Jawab : Kebanyakan memang langsung nyambung ke kebutuhan di kelas. Topik disesuaikan agar menunjang praktik mengajar, seperti memperbaiki metode, menyusun media, dan mengatasi hambatan kelas.

4. Bagaimana hasil dari diskusi topik ini diterapkan dalam praktik pengajaran sehari-hari?

Jawab : Ya hasilnya langsung dipraktikkan di kelas. Hasil diskusi dipakai dalam penyusunan perangkat ajar, pemakaian metode, dan pembuatan soal.

B. Practice Study Activity

1. Jenis praktik apa yang paling sering dilakukan dalam kelompok ini?

Jawab: Kalau praktik, kami lebih turun langsung. Yaa praktik lapangan paling sering dijalankan.

2. Apakah praktik yang dilakukan berbasis simulasi, observasi, atau langsung di lapangan?

Jawab: Biasanya praktik saja dan dilakukan secara langsung di lapangan.

3. Bagaimana feedback diberikan selama kegiatan praktik berlangsung?

Jawab: Tanggapannya langsung disampaikan saat itu juga, jalurnya diberikan lewat tanya-jawab dan saran terbuka oleh sesama peserta.

C. Online Study Activity

1. Apa platform yang digunakan untuk mendukung kegiatan kelompok studi online?

Jawab: Kami pakai yang gampang diakses bersama misal Google Classroom, Google Docs, dan Google Drive digunakan untuk berbagi materi dan berkolaborasi.

2. Bagaimana cara memastikan keterlibatan dan partisipasi aktif anggota dalam kelompok ini?

Jawab: Biar nggak pasif, dibuat diskusinya santai tapi aktif. Dengan menciptakan suasana interaktif dan memberi tugas terapan.

3. Jenis materi atau sumber daya apa yang paling banyak dibagikan dalam sesi online?

Jawab : Biasanya saling tukar modul atau perangkat ajar. Modul ajar, RPP,

strategi pengajaran, dan alat evaluasi.

4. Apa saja tantangan yang dihadapi dalam pelaksanaan kelompok studi secara daring?

Jawab : Tantangannya ya standar contohnya halangan di sinyal, perangkat, dan minat. yang utama itu akses teknologi, partisipasi dan motivasi yang kurang.

D. TIP Study Activity (Research and Analysis)

1. Bagaimana proses penelitian dan analisis dilakukan dalam kelompok MGMP ini?

Jawab : dengan cara menginterview anggota-anggota MGMP

2. Apa fokus utama penelitian yang dilakukan (misalnya, pedagogi, strategi pembelajaran, atau teknologi)?

Jawab : fokus utamanya yaitu teknologi yang digunakan pada saat pelaksanaan MGMP secara daring

3. Bagaimana hasil penelitian disebarluaskan kepada anggota MGMP lainnya atau digunakan untuk pengembangan program?

Jawab : dengan membagikan hasil penelitian dan juga membahas apa saja yang menjadi nilai plus dalam penelitian ini dan hal-hal yang kurang agar bisa disempurnakan ke depannya.

4. Sejauh mana kelompok ini melibatkan kolaborasi antaranggota untuk menghasilkan penelitian berkualitas?

Jawab : dengan menjalin kerjasama yang bagus, baik kolaborasi materi ajar, bahan ajar ataupun metode pembelajaran serta pendekatan-pendekatan pembelajaran yang efektif.

E. Extra Activities (Latifah, 2024)

1. Diskusi Mendalam

- Bagaimana diskusi mendalam dilakukan untuk memperdalam pemahaman materi yang relevan?

Jawab : saling sharing ilmu pengetahuan yang dimiliki antar anggota MGMP, terus kemudian dipresentasikan bersama dan dilihat topik/materi mana yang cocok dan relevan.

- Apa saja metode yang digunakan untuk memastikan diskusi tetap produktif dan terarah?

Jawab : think pair share, yaitu metode pembelajaran kooperatif yang melibatkan anggota MGMP dalam proses berpikir, berpasangan, dan berbagi ide. Anggota MGMP terlebih dahulu berpikir secara individual, kemudian berpasangan untuk mendiskusikan ide mereka, dan terakhir berbagi hasil diskusi dengan seluruh kelas.

- Bagaimana pendapat atau ide peserta diskusi dihimpun dan diterapkan dalam pengajaran?

Jawab : dirangkum hasil diskusi peserta MGMP, kemudian dipilih mana yang cocok dan akan diterapkan di kelas.

2. Workshop

- Apa jenis workshop yang paling sering diselenggarakan dalam MGMP?

Jawab : peningkatan kualitas guru melalui pelatihan pembuatan modul/bahan ajar.

- Bagaimana workshop dirancang untuk memenuhi kebutuhan spesifik anggota MGMP?

Jawab : dengan melibatkan seluruh anggota MGMP tanpa terkecuali.

- Apa saja keterampilan atau wawasan baru yang diperoleh anggota melalui workshop?

Jawab : beragam, tergantung workshop apa yang diselenggarakan.

- Bagaimana evaluasi keberhasilan workshop dilakukan?

Jawab : dengan cara mengidentifikasi apakah workshop diterapkan di sekolah masing-masing oleh setiap anggota MGMP dengan cara melaporkan hasil kegiatan tersebut di FGD (forum group discussion).

3. Pelatihan

- Jenis pelatihan apa yang dirasa paling bermanfaat bagi anggota MGMP?

Jawab : pelatihan mengajar dengan teknologi

- Apakah ada pelatihan bersertifikat yang dilakukan, dan bagaimana dampaknya terhadap kredibilitas guru?

Jawab : sangat berdampak, selain sebagai bukti bahwa guru telah mengikuti pelatihan, juga sebagai angka kredit bagi kenaikan pangkat untuk yg ASN.

- Bagaimana pelatihan diintegrasikan ke dalam praktik pembelajaran di kelas?

Jawab : dengan memadukan antara hasil yang didapat di pelatihan dengan apa yang sudah dimiliki oleh seorang guru itu sendiri.

4. Penggunaan Media dan Teknologi Informasi (IT)

- Media dan alat teknologi apa yang digunakan untuk mendukung kegiatan MGMP?

Jawab : laptop, LMS, gadget, dll.

- Bagaimana pelatihan teknologi disesuaikan dengan tingkat literasi digital anggota MGMP?

Jawab : sangat membantu, apalagi literasi sekarang tidak hanya fokus ke paper melainkan online.

- Sejauh mana penggunaan IT meningkatkan efektivitas diskusi, workshop, atau pelatihan?

Jawab : sangat berpengaruh, karena misal workshop yang tidak memungkinkan untuk dilakukan secara tatap muka, maka bisa dilakukan secara daring via zoom.

- Apa tantangan utama dalam adopsi teknologi dalam kegiatan MGMP, dan bagaimana cara mengatasinya?

Jawab : tantangan utamanya adalah time management, kerna selain tugas sebagai pengajar di sekolah, guru juga memiliki side jobs, misal bendahar BOS, pustakawan, pelatih ekstrakurikuler, dll sehingga untuk mensiasati hal tersebut dibentuklah MGMP daring.

Appendix 4: Observation Checklist

The Quality Teacher of MGMP Member

No	Focus of observation	Description/Note
Read/talk/write (RTW) Indicator		
1	Using books, newspapers, magazines	
2	Using materials from other subjects	
3	Using primary source documents	
4	Students discuss current events	
5	Assessing progress with essays/papers	
6	Using movies, videos, filmstrips	
7	Assessing progress with paragraph length responses	
8	Participating in debates	
9	Writing letters to share opinions	
Performance Based Assessment (PBA) Indicator		
1	Assessing with group projects	
2	Assessing by group presentation	
3	Assessing progress with individual projects	
4	Assessing by individual presentation	

Source: (Paul and Tina (2018); Barton & Avery (2016); and Parker, et.al (2013)

Appendix 5: The Result of Observation

The Quality Teacher of MGMP Member

No	Focus of observation	Result/Check and Informant				
		WD	FT	MR	TA	MS
Read/talk/write (RTW) Indicator						
1	Using books, newspapers, magazines	√	√	√	√	√
2	Using materials from other subjects	-	-	-	√	√
3	Using primary source documents	√	√	√	-	-
4	Students discuss current events	√	√	-	-	-
5	Assessing progress with essays/papers	√	√	√	√	√
6	Using movies, videos, filmstrips	√	√	√	√	√
7	Assessing progress with paragraph length responses	√	-	-	-	-
8	Participating in debates	√	√	√	√	√
9	Writing letters to share opinions	√	√	√	√	√
Performance Based Assessment (PBA) Indicator						
1	Assessing with group projects	√	√	√	√	√
2	Assessing by group presentation	√	√	√	√	√
3	Assessing progress with individual projects	√	√	√	√	√
4	Assessing by individual presentation	√	√	√	√	√

Appendix 6: Documentation List (MGMP)

1. Kegiatan MGMP (Topic Study)

- Foto: Diskusi kelompok saat pembahasan topik.



2. Kegiatan MGMP (Practice Study)

- Foto: Kegiatan praktik atau simulasi.



3. Kegiatan MGMP (Online Study)

- Screenshot: Platform yang digunakan dan aktivitas daring.



4. Kegiatan MGMP (TIP Study - Research and Analysis)

- Foto: Proses penelitian atau diskusi kelompok TIP.



5. Kegiatan Tambahan MGMP (Diskusi, Workshop, dan Pelatihan)

- Foto: Pelaksanaan workshop online.



6. Indikator Read/Talk/Write (RTW)

- Foto:



7. Indikator Performance-Based Assessment (PBA)

- Foto: Proses presentasi siswa atau proyek kelompok/individu.



Appendix 7

Documentation



Picture 1. Teacher Interview (Mrs.WD-MA Al Amanah Waikaya)



Picture 2. Teacher Interview (Mrs.MR-MA DDI Topoyyo)

DATA PRIBADI



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1. SD Negeri 020 Kebunsari Tahun 1993
2. SMP Negeri Bumiayu Tahun 1996
3. MAN Polman Tahun 1999
4. Pendidikan Bahasa Inggris Ikip Budi Utomo Malang Tahun 2005

RIWAYAT ORGANISASI:

1. Wakil Ketua OSIS MAN Polman
2. ESA English Student Association Banyuwangi

KARYA PENELITIAN ILMIAH YANG DIPUBLIKASIKAN:

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