



The Role of the Subject Teacher Conference (MGMP) for the Progress of Subject Teacher

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Abstract: This research aims to know the role of MGMP in the progress of subject teachers. The research method used was qualitative with a survey research design. The instrument used in data collection was questionnaires distributed online through Google Forms, with 105 respondents. The data analysis technique is an interactive model that goes through three stages: data reduction, data presentation and conclusion. Then proceed with triangulation. The results showed that MGMP has a high role in improving the quality of subject teachers because, in MGMP, there are many things discussed, such as improving teacher performance, teaching materials or materials, curriculum, about good PBM so that the material reaches students, lesson plans, how to deal with students and compile exam questions. This study concludes that MGMP is an essential forum for teachers to conduct deliberations to solve further everything that exists to improve the quality of the times. Through more frequent MGMP meetings, it can achieve educational goals and make teachers more professional. The study's implication is to advise the government that MGMP is very influential on the progress of subject teacher performance so that the government is more concerned about non-formal organizations and members in them.

Abstrak: Tujuan penelitian yaitu mengetahui peranan MGMP untuk kemajuan guru mata pelajaran. Metode penelitian yang digunakan adalah kualitatif dengan desain penelitian survey, instrument yang digunakan dalam pengumpulan data yaitu menggunakan angket yang disebarakan secara online melalui Google Form, dengan jumlah 105 responden. Teknik analisis data yang digunakan adalah model interaktif yang melalui tiga tahapan yaitu reduksi data, penyajian data dan menarik kesimpulan. Kemudian dilanjutkan dengan triangulasi. Hasil penelitian menunjukkan MGMP memiliki peranan yang tinggi dalam peningkatan kualitas guru mata pelajaran karena pada MGMP terdapat banyak hal yang dibahas seperti meningkatkan kinerja guru, materi atau bahan ajar, kurikulum, mengenai PBM yang baik sehingga materi sampai pada siswa, RPP, cara menghadapi para siswa dan menyusun soal-soal ujian. Kesimpulan dari penelitian ini yaitu MGMP merupakan wadah yang sangat penting bagi guru-guru untuk malakukan musyawarah dengan tujuan bisa memecahkan segala masalah yang ada sehingga lebih meningkatkan kualitas yang sesuai dengan perkembangan zaman. Melalui pertemuan MGMP yang lebih sering dilakukan dapat mencapai tujuan pendidikan serta membuat guru yang lebih profesional. Implikasi penelitian yaitu untuk memberikan saran kepada pemerintah bahwa MGMP sangat berpengaruh terhadap kemajuan kinerja guru mata pelajaran sehingga dengan itu pemerintah lebih peduli terhadap organisasi non-formal dan anggota di dalamnya.

A. Introduction

Education is substance urgent for resurrection as well as progress something country. Professional teachers are needed to achieve that educational goal (Bhakti et al., 2019). In-school components include teachers, curriculum, facilities, costs, leadership, and the school's relationship with its community and learners (Hermawati, 2017). The teacher determines the high and low quality of educational outcomes in a strategic position. Every effort to improve the quality of education needs to pay great attention to the enhancement of teacher good in total and quality. In this meaning, the teacher is authorized and responsible for student education, individually and classically, in or outside school (Hawi, 2013). In RI Law No. 20 of 2003 concerning the education system, National emphasizes that educators are professionals on duty planning and implementing the learning process, assessing learning outcomes, mentoring, and training, as well as study and devotion to the community, especially for educators in tertiary institutions (Akhyak, 2005). Teachers must fulfil professional criteria as a professional position requiring various specialized skills. Teachers have many responsibilities in carrying out professional duties, accompanied by several competencies and abilities that a teacher must possess to support the profession (Nurfitri & Zaharah, 2018). In his book *Continuing Professional Development in the Lifelong Learning Sector*, Scales quoted from (Najri, 2020) that two essential parts are related to the professional teacher. As a teacher must, upgradeability is the related ability to teach field studies which enable (competent professionals) and the ability to manage to learn in class (competence pedagogic) (Fatmawati et al., 2020). Development professional is a process where teachers and head schools learn to increase and appropriately use knowledge, skills, and values.

According to Sukardi (2010), the subject teacher implements teaching and training and is responsible for providing information about students. According to Prayitno, a subject teacher is a person in charge and expert in a particular subject. According to Slamet duty, the subject teacher consists of gives facility achievement aims through experience study, which adequately; helps development aspects personal like attitude, values and adjustment self; stage meeting or connection with people old participant educate, good individually or in groups, to gain mutual understanding about child education; work with communities and other agencies to help solve student problems; make notes personal participant educate as well as prepare it with good; working same with officers guidance other for helpsolve problem learners; and researching progress participant educate, good at school nor outside school (Sari, 2014).

In the teaching and learning process in the classroom, the existence of teachers is an essential component that cannot be replaced, which plays a role in delivering students and students to predetermined educational goals. To achieve these educational goals, highly competent teachers are needed, namely having professionalism. Professional improvement of teachers can be made in various ways, such as through Teacher Work Assessment (PKG), Teacher Working Groups (KKG), Subject Teacher Conferences (MGMP), and so on (Amalia, 2019). Subject Teacher Conference (MGMP) is a forum for

meeting teachers of the same subject from different schools in one region. MGMP was formed to meet a forum for Subject teachers, as well as a means of friendship that accommodates various ideas of teachers and various problems faced by teachers in their schools (Zakir, 2020). In carrying out their functions, teachers are required to act with others. However, they must be able to interact with other related teachers through a systematic, synergistic and symbiotic partnership atmosphere. Similarly, disciplines must interact and cooperate in dealing with various problems that arise (Fakrurridha & Nurdin, 2019).

The organization of the teaching profession is regulated in Law Number 14 of 2005 concerning Teachers and Lecturers, which is in Article 1, paragraph 13, which states that a teacher professional organization is an association incorporated by teachers established and managed by teachers to develop teacher professionalism (Maure et al., 2021). Professional communication organizations or forums are needed to improve the ability, insight into knowledge and understanding of the material taught (Wardani et al., 2020). Subject Teacher Conference (MGMP) is a discussion place for teachers with the same subject. Every teacher can ask for solutions to problems faced in the classroom by discussing them (Suheri et al., 2021). Mutual communication and consultation with fellow teachers will be better for solving existing problems because they will understand each other (Benardi et al., 2019)

According to Najri (2020), problems in the era now related to progress subject teachers based on a review of the literature that is as follows relating to the awarding of certification, as well as seminars, training, workshops or apprenticeships organized by the institution the government does not increase the competence of teachers. According to (Rasyid, 2021), the lack of the role of the principal and supervisor in upgrading the competence of teachers in teacher eye lesson education religion Islam. According to the Koran competence teacher in planning program teaching, implementation activity learning and evaluation results learning on teachers of Islamic religious education subjects in Balikpapan. According to Andriani & Natsir (2019), there needs to be more pedagogical competence for mathematics teachers at the high school level. According to Anwar (2011), the lack of professionalism and teaching performance makes students inappropriate with what is expected.

According to Najri (2020), activity MGMP for subject teachers has an urgent role in creating competent and professional teachers. Subject Teacher Conference (MGMP) in Upgrade competence teacher Education Islam in School Intermediate on Country 10 Stem Day Subdistrict estuary BulianBatang Hari Regency, among others, is carried out in the form of three activities, namely: activity routine, activity development, and activity support. Third activity the objectives were carried out with the following objectives: understanding K-13, preparation of materials taught, understanding models learning and methodology learning Islamic Religious Education, as well as a discussion of the problems faced by students and coping strategies (Rasyid, 2021). According to Firman (2016), the MGMP has an essential role because MGMP becomes the place gathering subject teachers

which kind for discuss issues related to eye lessons which concerned, including in inside is about making devices for learning, making ingredients teach, and methods (Andriani & Natsir, 2019). MGMP have a role which very urgent for competence teacher, including enhancement teacher in competence pedagogic. According to Anwar (2011), MGMP is significant to teacher professionalism of 27.7%, and the remaining 73.3.00% is influenced by other factors not examined in this study, such as facilities and infrastructure school.

Through a review of the literature, Andriani & Natsir (2019) only researched the role of MGMP in teacher-level Senior High Schools. Anwar (2011) research on the field of Senior High School in Tasikmalaya. Firman (2016) researched the high school field in Balikpapan. This research was conducted on teachers in junior and senior high schools.

This research aims to discover the role of the MGMP in advancing the subject of teachers. The implications study is to suggest to the government if the MGMP is very influential on the progress of teacher performance subjects so that the government cares more about formal non-governmental organizations and members therein.

B. Method

The research method used in this research is qualitative research with a research design using a survey with data collection methods through questionnaires in the form of a Google form. According to (Moleong, 2017), qualitative research is research that intends to understand phenomena about what is experienced by research subjects such as behaviour, perceptions, motivations, actions and others holistically and using descriptions (Hawi, 2013) the form of words and language, in a unique natural context by utilizing various natural methods. Singarimbun, the survey research method, said that survey research takes samples from one population and uses a questionnaire as the principal data collection tool (Muhajirin et al., 2017). Here is the research flow:



Figure 1. Research Flow

Argues that research instruments are tools or facilities used by researchers in collecting data so that work is more accessible and results are better, in the sense that they are more thorough, complete and systematic so that data will be easier to process (Arikunto, 2010). The main instruments in this study are people, namely researchers and respondents. At the same time, the data collection tool used in this study is using a mobile phone to fill out a questionnaire through Google form media. According to Sugiyono (2009) Questionnaire is a data collection technique carried out with how to give a set of written questions to the respondent to the answer, which can be given in person or via the Internet.

Data analysis is a method used to manage data related to the formulation of the problem that has been proposed so that it can be used to conclude. To determine the extent of the role of the MGMP in the progress of the Subject teacher, it can be done by analyzing the research results. Data analysis organizes and sorts data into patterns, categories and basic descriptive units to determine themes and hypotheses (Siyoto & Sodik, 2015). Data analysis, in this case, uses qualitative data analysis. The analysis used in this research is

1. The interactive model consists of the following three stages.
 - a. Data reduction After the data is collected through interviews, documentation, and observation; the following process is data reduction. The activity is to select and sort out which data are considered relevant and essential according to the formulation of the problem. The reduced data is then presented in the form of a research report. Thus, the description of the research results will be more precise.
 - b. Presentation of data to make it easier to understand the data that has been reduced, then the data is then in the form of narrative text (written disclosure). The aim is to make it easier to describe the findings, thus making it easier to conclude.
 - c. Draw conclusions/verify the data that has been presented, then focus and arrange systematically in narrative form. Furthermore, through induction, the data is concluded so that the meaning of the data can be found in the form of interpretation and argumentation. Conclusions were also verified during the research.

2. Triangulation

Denkindefines triangulation as a combination or combination of various methods used to examine interrelated phenomena from different points of view and perspectives. According to him, triangulation includes four things, namely: (1) method triangulation, (2) an inter-researcher triangulation (if the research is conducted with groups), (3) data source triangulation, and (4) theory triangulation in research using triangulation of data sources where researchers do not only rely on primary sources but rely on other sources in the form of literature reviews which are secondary sources. Researchers are looking for journals or relevant research related to this study's title.

C. Result and Discussion

Result

Data collection was carried out online by distributing questionnaires via Google Forms. The number of respondents collected from 19-23 November 2022 was 105. The gender distribution of respondents can be seen in the table below:

Table 1. Gender Distribution of Respondents

No.	Gender	Frequency	Percentage
1.	Man	22	21%
2.	Woman	83	79%
	Amount	105	100%

As seen from the presentation of Table 1 above, most of the respondents were female, with a frequency of 83 respondents or a percentage of 79%, and the male sex had a frequency of 22 respondents, with a percentage of 21%. While the age distribution of respondents can be seen in the table below:

Table 2. Age Distribution of Respondents

No.	Age Range	Frequency	Percentage
1.	23-30 Years	11	10.5%
2.	31-40 Years	28	26.7%
3.	41-50 Years	28	26.7%
4.	51-60 Years	38	36.2%
	Amount	105	100%

From the presentation of Table 2 above, it can be seen that the age range for most respondents is at the age of 51-60, with a frequency of 38 respondents or with a percentage of 36.2%. The age range of 41-50 years has the same frequency and percentage as respondents aged 31-40 years, with a frequency of 28 each or a percentage of 26.7%. In the age range of 23-30 years, it has a frequency of 11 respondents with a percentage of 10.5%. Meanwhile, the length distribution of respondents following the MGMP can be seen in the table below:

Table 3. Distribution of Length of Time Following MGMP Respondents

No.	Year Range	Frequency	Percentage
1.	1-5 Years	20	19%
2.	5-10 Years	28	26.7%
3.	11-15 Years	18	17.1%
4.	16-20 Years	20	19%
5.	21-25 Years	11	10.5%
6.	26-30 Years	8	7.6%
	Amount	105	100%

As seen in the table above, most respondents stated that they had participated in the MGMP for 5-10 years with a frequency of 28 respondents or with a percentage of 26.7%. Respondents who attended 1-5 years had a frequency of 20 respondents or a percentage of 19%. Respondents aged 11-15 years have a frequency of 18 respondents or a percentage of 17.1%. For 16-20 years, it has a frequency of 20 respondents or a percentage of 19%. For 21-25 years, it has a frequency of 11 respondents with a percentage of 10.5%. For 26-30 years, it has a frequency of 8 respondents or a percentage of 7.6%.

Table 4. Distribution of Respondents' Origins

No.	Domicile	Frequency	Percentage
1	Central Tapanuli	60	57.15%
2	Medan	45	42.85%
	Amount	105	100%

The table above shows that most of the respondents came from Central Tapanuli, with a frequency of 60 respondents or a percentage of 57.14%. Other respondents came from the Medan area, with a frequency of 45 respondents or a percentage of 42.85%.

Table 5. Frequency of MGMP Implementation

No.	Execution (Month)	Frequency	Percentage
1	One time	64	61%
2	More than once	15	14.3%
3	Rarely done	26	24.7%
	Amount	105	100%

From the table above, it can be seen that the MGMP is carried out at most once a month with a frequency of 64 respondents or with a percentage of 61%; for other respondents, the MGMP is carried out more than once a month with a frequency of 15 respondents or with a percentage of 14.3%. If seen by other respondents or respondents who stated that the MGMP was rarely carried out at least once in one semester, it had a frequency of 26 or a percentage of 24.7%.

This research examines the role of the MGMP in improving the progress of Subject teachers in North Sumatra. The researcher made a list of questions related to the role of the MGMP in schools in Sumatra to improve the progress of Subject teachers. The results obtained are as follows:

Table 6. Question Results from Data

No	Question	Yes		No	
		Frequency	Presentation	Frequency	Presentation
1.	Do you understand the role of the MGMP	103	98.1%	2	1.9%

No	Question	Yes		No	
		Frequency	Presentation	Frequency	Presentation
2.	Is the MGMP in your area actively carried out?	83	79%	22	21%
3.	Does the MGMP have a role for teachers in mastering the nature of the scientific structure of the scope and object of the subjects taught	102	97.1%	3	2.9%
4.	Does the MGMP assist teachers in differentiating approaches to the subjects taught	105	100%	0	0%
5.	Does the MGMP assist teachers in understanding the competency standards of the subjects taught	102	97.1%	3	2.9%
6.	Does the MGMP assist teachers in mastering subject matter broadly and deeply?	96	91.4%	9	8.6%
7.	Does the MGMP assist teachers in essential competencies in the subjects taught	100	95.2%	5	4.8%
8.	Does the MGMP assist the teacher in learning the subject being taught	102	97.1%	3	2.9%
9.	Does the MGMP assist teachers in choosing learning materials for the subjects taught according to the level of development of students	101	96.2%	4	3.8%
10.	Does the MGMP assist teachers in managing learning materials in the subjects taught creatively according to the level of development of students	102	97.1%	3	2.9%
11.	Does the MGMP help teachers reflect on their performance on an ongoing basis?	98	93.3%	7	6.7%
12.	Does the MGMP assist teachers in utilizing the results of these reflections in order to improve professionalism	97	92.4%	8	7.6%
13.	Does the MGMP assist teachers in conducting classroom action research to improve professionalism	96	91.4%	9	8.6%
14.	Does MGMP help teachers keep up with the times by learning from various sources	101	96.2%	4	3.8%

No	Question	Yes		No	
		Frequency	Presentation	Frequency	Presentation
15.	Does MGMP assist teachers in utilizing information and communication technology to communicating	98	93.3%	7	6.7%
16.	Does MGMP assist teachers in utilizing information and communication technology in self-development	98	93.3%	7	6.7%
17.	Does the MGMP assist teachers in utilizing the potential of regional resources to improve the quality of learning	94	89.5%	11	10.5%

Discussion

Based on the data obtained from the questionnaire, the resulting respondents come from or are domiciled in Central Tapanuli and Medan. A total of 105 respondents. Most have an age range of 51-60 years, with a length of time participating in MGMP for 5-10 years. In these two areas, the majority of respondents stated that the MGMP was held once a month; this is by research conducted (Irhamni et al., 2018); the researcher stated that the MGMP was always held once a month with a duration of more than two hours which coincided in high school for the City of Banda Aceh refers to the program planning that has been previously determined.

As seen from the results of the answers to the questions given about the respondent's understanding of the role of the MGMP, the number of respondents who said yes was 103 respondents or a percentage of 98.1%, and 2 respondents or 1.9%, said no. As seen from the results of questions regarding the activeness of the MGMP implementation, as many as 83 respondents stated that they were active or with a percentage of 79%; for respondents who stated that they were not actively implemented, there were 22 respondents or 21%. Based on the results of research conducted by (Irhamni et al., 2018) states that the obstacles in managing MGMP are as follows: the management's ability to manage MGMP is still minimal, there is no independent evaluation of the performance of administrators and also the programs implemented, limited time for administrators and MGMP participants to develop and participate fully in the MGMP program due to the many assignments from their respective schools.

Based on the respondents' answers in the MGMP activities, there were many things discussed which were used to improve the quality of Subject teacher, namely as follows: improving teacher performance, teaching materials or materials, curriculum, regarding good PBM so that the material reaches students, lesson plans, how to deal with students and compiling exam questions according to research conducted by Zakir (2021).

For questions regarding the role of the MGMP towards teachers in mastering the nature of the scientific structure, scope, and object of the subjects taught, 102 respondents or

with a percentage of 97.1%, said yes. In comparison, 3 respondents said no or with a percentage of 2.9%. For questions about MGMP assisting teachers in utilizing information and communication technology in self-development, 98 respondents or 93.3%, said yes, and 7 respondents or 6.7%, said no. For questions regarding the MGMP assisting teachers in utilizing regional resources' potential to improve learning quality, 94 respondents, or 89.5%, said no and 11 respondents or 10.5%, said no. For the statement regarding the MGMP assisting teachers in mastering the subject matter taught broadly and in-depth, there were 96 respondents or with a percentage of 91.4% of respondents saying yes, while there were 9 respondents who said no or with a percentage of 8.6%.

For questions about MGMP assisting teachers in managing learning materials in the subjects taught creatively according to the level of development of students, as many as 102 respondents, or 97.1%, said yes, and as many as 3 respondents, or a percentage of 2.9%, said no. For questions regarding the MGMP assisting teachers in reflecting on their performance continuously, as many as 98 respondents, or 93.3%, said yes, and as many as 7 respondents or 6.7%, said no. For the question regarding the MGMP assisting teachers in utilizing the results of this reflection to improve professionalism, 97 respondents or 92.4%, said yes, and as many as 8 respondents or 7.6%, said no. For questions regarding the MGMP assisting teachers in conducting classroom action research to improve professionalism, as many as 96 respondents or with a percentage of 91.4% of respondents, said yes. In comparison, respondents who said no were as many as 9 respondents or with a percentage of 8.6%. For questions regarding the MGMP helping teachers keep abreast of the times by learning from various sources, 101 or 96.2% of respondents said yes, and for respondents who said they did not, the number of respondents was 4 or 3.8%. This is to research conducted by (Andriani & Natsir, 2019), which states that the MGMP has a very high role in professional competence because teachers are assisted in self-reflection and utilizing the results of these reflections. The MGMP also helps teachers conduct research and participate in the times so that teachers have high professionalism.

For questions regarding the MGMP assisting teachers in differentiating approaches to subjects taught, all respondents, or as many as 105 respondents, said yes or with a percentage of 100%. For the MGMP statement to assist teachers in understanding the competency standards of the subjects taught, 102 respondents, or 97.1%, said yes, and as many as 3 respondents or 2.9%, said no. For the MGMP statement to assist teachers in essential competencies in the subjects taught, 100 respondents, with a percentage of 95.2%, said yes, while for respondents who said they did not, 5 respondents, with a percentage of 4.8%. For the MGMP statement to assist teachers in learning the subjects taught, 102 respondents or 97.1%, said yes, and 3 respondents or 2.9%, said no. For the MGMP question assisting teachers in choosing learning materials for the subjects taught according to the level of development of students, 101 or 96.2% of respondents said yes, and for respondents who said they did not have the number of respondents was 4 or 3.8%. This is consistent with Andriani & Natsir (2019) research, which states that the MGMP has a very high role in

pedagogic competence. Moreover, create essential competencies, know learning objectives and select learning materials.

For questions about MGMP assisting teachers in utilizing information and communication technology in communicating, 98 respondents or 93.3%, said yes, and as many as 7 respondents or 6.7% said no. This is to research conducted by [Andriani & Irmawaty \(2019\)](#), which states that MGMP has a very high role in social competence because MGMP helps teachers use technology as a medium for communication.

D. Conclusion

Based on the results of this study, the MGMP has a high role in improving the quality of Subject teachers because, in the MGMP, there are many things discussed, namely the following: improving teacher performance, teaching materials or materials, curriculum, regarding good PBM so that the material reaches students, lesson plans, how to deal with students and compose exam questions. The MGMP is a vital forum for teachers to deliberate on solving all existing problems.

MGMP meetings will be held more frequently to improve the quality of the times so that all educational goals are easy to achieve. Highly professional teachers will be able to create a high-quality educational realm.

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