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An evaluation of Musyawarah Guru Mata Pelajaran (MGMP) program of Indonesian Language subject in vocational school

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ABSTRACT

This study aims to evaluate the administrative program for Indonesian MGMP teachers, one of which is the *Rencana Pelaksanaan Pembelajaran* (RPP). This research is evaluation research with the CIPP model. The research population was 59 members of the Indonesian Language MGMP of vocational school at the Sleman Regency Vocational and all students whom the members of the MGMP taught. The teacher sample was selected using the total sampling technique involving 59 members, while the student sample was selected using the proportionate random sampling technique involving 375 students. The validity in this study uses content validity and construct validity, while the reliability uses Cronbach's Alpha. Data were collected using questionnaires, interviews, and observations and were analyzed using descriptive statistics. The results of the study show that: (1) the context of the Indonesian MGMP teacher administration program includes: program design, uses, and barriers based on teacher perceptions, the category is good at 33; (2) inputs include: infrastructure, materials, and instructors. Based on the teacher's perception, the category is good at 56; (3) the process includes: material presentation, discussion and question and answer, and making lesson plans based on the teacher's perception, the category is good at 69; (4) products in the form of teacher-made lesson plans based on perceptions the teacher category is good at 48; and product in teacher teaching abilities based on student perceptions have a good category by 80.

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INTRODUCTION

Education is one of the important sectors of several other sectors such as economics, social, and politics. Education concerns the quality of human resources. In 2016, the government focused on the National Revenue and Expenditure Budget or *Anggaran Pendapatan Belanja Negara* (APBN) for the human development sector. This is prevailed by fulfilling the education budget of 20% to improve access and quality of education, which is stated in Article 31 Paragraph 4 of the 4th Amendment to the 1945 Constitution that mandates that the state prioritize the education budget of at least 20 percent of APBN to meet the needs of education implementation.

To create quality education in order to achieve quality human resources, there should be a role for various elements of education. One of the elements is the role of the teachers. The role of teachers in education is very important because, as educators, the teachers directly correspond to students. The important role of the teacher can be seen through the law.

According to Teacher and Lecturer Law number 14 of 2005, a teacher is a professional educator with the main task of educating, teaching, guiding, directing, training, evaluating, and evaluating students in early childhood education through formal education, basic education,

and secondary education. From the definition, it is implied that the teacher's role is as a professional educator who has several important tasks to facilitate the development of students.

Teachers in carrying out their roles as professional educators should own certain competencies. This competency is in line with Article 10 of the Law on Teachers and Lecturers, including pedagogical competencies, personality competencies, social competencies, and professional competencies. Mulyasa (2005, p. 37) adds that the role of the teacher is as an innovator, model or role model, personal, researcher, motivator, creativity encourager, vision generator, routine worker, storyteller, actor, emancipator, preservative, and culminator. Teachers have various roles in carrying out their duties. They must continue to learn or develop himself to support his role. The existence of MGMP is one means of teacher self-development.

Regarding the capacity of teachers as educators, Ki Hadjar Dewantara in *Majelis Luhur Persatuan Tamansiswa* (1961, p. 21) explains that educators need to guide children's growth and development to improve their behaviors. From his explanation, the teacher needs to guide the growth and development of children by looking at their capabilities. Then the teachers help the children to develop their abilities. Therefore, Ki Hadjar views that the teacher has an important role in guiding students to succeed. If the teacher can commit it, the education process will succeed.

The fact, in reality, is not equal to the strategic role of the teacher. Based on Teacher Competency Test or *Uji Kompetensi Guru* (UKG), the teachers' competence has not been maximal. One of the things tested is professional competence in relation to learning management. It relates to the teacher making lesson plans. According to the Regional Education Balance (*Neraca Pendidikan Daerah* or NPD) of 2015 issued by the Yogyakarta Ministry of Education and Culture, especially Sleman Regency, it was seen that the average pedagogical and professional competence of vocational school teachers in Sleman Regency had a mean value by 66.0. The result differed from high school teachers who achieved a mean score of 73.8. Based on these data, it can be concluded that the quality of vocational schools' teachers in Sleman Regency has not been maximal. Another fact shows that many Indonesian language teachers are still confused when compiling learning tools based on the 2013 curriculum. The contributing factors include: (1) the formulation of the basic competencies of Indonesian subjects, which are difficult to understand because the types of texts are arranged in rows in one basic competency, (2) the taxonomic content of thinking in each basic competency for each core competency which has not been mastered well by every teacher, (3) the various types of texts in each basic competency that the average teacher does not understand the difference between each type of text, (4) competence of the basic domains of attitudes, knowledge, and skills which have not been understood by teachers to be integrated in an integrated manner in the preparation of learning tools (Priyatni, 2014).

In addition, other data shows that 7% of teachers in Sleman Regency have not met academic qualifications. Nevertheless, according to the Teacher and Lecturer Law Number 14 of 2015 stated that the teachers must have academic qualifications, competencies, educator certificates, physically and mentally healthy, and have the ability to create national education.

Academic qualifications and the teacher's competence in carrying out teaching and learning activities should be noticed. The fact depicts that the teachers still use conventional learning methods. Therefore, it should be fixed to avoid the impact on the quality of students.

In developing and enhancing teachers' ability, the government, through the education office, has made several forums for teachers. The forums are the Teacher Working Group or *Kelompok Kerja Guru* (KKG), Subject Teachers' Forum, or *Musyawarah Guru Mata Pelajaran* (MGMP), whose management is handed over by the respective boards. The KKG is a forum for elementary school teachers, while MGMP is for junior school and high school or vocational high school teachers. Both are chaired by the Principal Working Group or *Kelompok Kerja Kepala Sekolah* (KKS). The MGMP discusses techniques for preparing lesson plans, training teachers in IT, and solving teacher problems (Pratama et al., 2018).

This study discusses the forum of teachers for the vocational school level, namely MGMP. MGMP is a forum for professional activities for teachers of the same subject at the same level of junior high school and high school at regency or city level consisting of a number of teachers from a number of schools (Ministry of National Education, 2009). Furthermore, according to KKG and MGMP, MGMP aims to escalate teachers' insights and knowledge in various matters, especially mastery of the substance of learning materials, preparation of syllabus, preparation of learning materials, learning strategies, learning methods, maximizing the use of learning facilities or infrastructures and utilize learning resources. According to Anwar (2011), the roles of MGMP include; (1) accommodating the aspirations of members, (2) accommodating the aspirations of the community, stakeholders, and students, (3) implementing more creative and innovative changes in the learning process, and (4) acting as partners for the Education Office in disseminating information related to education policies. The existence of MGMP can help teachers find and solve problems faced by teachers (Waluyanti, 2010).

MGMP becomes a forum for gathering teachers for certain subjects to develop their professionalism. In order to support MGMP programs, they will interact with each other well in MGMP. A program for developing teacher professionalism is highly determined by peer components involved in the program (UNESCO, 2003, p. 27). In addition, weekly collaborative work carried out by teachers has a positive impact in conducting classroom learning practices (Lanich, 2009). Peers and collaborative work are capable of developing teacher professionalism. This can be done by exchanging information and knowledge mastered each other to implement good learning practices. The academic supervision model based on self-evaluation is effective in improving the pedagogic competence of vocational school (Prihono, 2014).

The MGMP must be well empowered because it has an important role for teachers in professional development. According to Mulyasa (2005), MGMP is a forum to solve various problems, improve and escalate the quality of learning, and maximize learning continuously. In order to create quality vocational teachers, it needs to be supported by a good MGMP condition and program.

Based on the implementation of the first semester of the MGMP program report in 2016/2017, there are some of the programs which have been implemented, and some others have not. Regarding the program's implementation, it has not been explained whether the results are good or not good, while those that have not been implemented are still in problems. Therefore, evaluation is needed.

MGMP document data in 2017 show that the participation of teachers in Indonesian subject MGMP teachers of vocational schools has not been maximized. It means that teachers have not been consistent in participating in MGMP. The information is in accordance with the MGMP document of an attendance list which shows the volatile attendance. A study shows that there are positive and significant influences from taking part in MGMP activities, supervising class visits, and in-service training to improve teacher professional competence simultaneously (Hidayati, 2011).

This study focused on the Indonesian Subject MGMP in Sleman Regency. The selection of Sleman Regency was the object of research because it was based on Yogyakarta Youth and Sports Education (*Dinas Pendidikan dan Olahraga* or Dikpora) data that the vocational schools in Kabupaten Sleman were the most compared to other districts or cities. The researchers also wanted to contribute to Sleman Regency because one of the researchers became a teacher in one of the private schools in this area.

Indonesian Subject MGMP in Sleman has eight programs, namely reviewing the content standard and SKL analysis, successful national examination program, popular scientific writing, teacher administration preparation, learning preparation for teaching Indonesian in vocational school, developing syllabus and lesson plans, meeting and dialogue with literary figures, and comparative studies. The aforementioned programs are focused on the teacher adminis-

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tration program. This program is very important for teachers to support the learning process in the classroom because there is a lesson-plan-making program. Teachers are still struggling to make learning tools or teacher administration, one of which is a lesson plan. It becomes a scary thing for every teacher. Based on the description above, this study focused on evaluating the teacher administration program of Indonesian Subject MGMP in vocational schools of Sleman Regency.

RESEARCH METHOD

Research Type and Approach

This research was evaluation research because it measured the effectiveness of a program. Evaluation research itself has the purpose of measuring the effects of a program that refers to its intended purpose (Weiss, 1972, p. 4). In line with that, the results of the analysis of a program are compared with predetermined criteria. In the context of this study, the Indonesian subject MGMP program in Sleman Regency, the program is related to the preparation of teacher administration to set the lesson plans or *Rencana Pelaksanaan Pembelajaran (RPP)*.

The approach used in this study was the quantitative approach and qualitative descriptive approach. The quantitative approach was divided into descriptive and inferential, but it was focused on quantitative descriptive in this study. The quantitative descriptive approach became the primary element, while qualitative descriptive became a secondary element. Regarding their use, the use of quantitative descriptive was supported by descriptive qualitative so that the resulting research was more comprehensive.

Evaluation Model

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The evaluation model used in this study was Context, Input, Process, and Product (CIPP), developed by Daniel Stufflebeam. The reason for choosing the model is because this model viewed a program that is to be evaluated becomes a system. This CIPP evaluation model is more comprehensive. This model is evaluated in a comprehensive manner in terms of the contexts, inputs, processes, and products. Therefore, the right evaluation model in this study was CIPP.

Research Setting, Population, and Sample

The research took place in Sleman Regency, Yogyakarta Special Region. The population in this study was all Indonesian subject teachers involved in the Indonesian subject MGMP in Sleman Regency vocational schools, in this case, the members and administrators who actively participated in MGMP and all students who were guided by teachers who were actively involved in MGMP. Therefore, the sample of teachers was 59, and students were 375. The teacher sampling technique used total sampling techniques, while the student sampling technique used the stratified random sampling technique.

Data Collecting Technique and Research Instrument

This study's data collection techniques were interviews, questionnaires, observation, and documentation studies. The instruments used were questionnaires, interviews, and observations.

In collecting data through interviews, the instrument was in interview guidelines. There were 12 questions to gain the contexts, inputs, processes, and products of information. The existence of this interview was to support the quantitative data of the questionnaire. The type of interview used was guided or structured. This type of interview is directed at collecting relevant data (Wagiran, 2014, p. 246).

A questionnaire was used to gain information about the context, input, process, and product of the teacher administration program, which was a lesson plan. The questionnaire made contained 88 items to explore information on context, input, process, and product. The questionnaire was given using the Likert scale modified to 4, in which the highest score was 4, and the lowest score was 1. The way to give a score for positive statements using the following criteria: very good by 4, good by 3, bad by 2, and very bad by 1, while for negative statements it was very good by 1, good by 2, bad by 3, and very bad 4. To collect data through the instrument observation, the instrument used was observation guidelines. This instrument had 12 points observed to explore input information.

Validity and Reliability

The validity in this study used two types of validity, namely content and construct validity. The content validity used was the opinion of experts (expert judgment) with the Aiken formula, then construct validity using the exploratory factor analysis. Regarding the range of instrument validity, according to Retnawati (2016, p. 19), if the validity index is less than or equal to 0.4, it can be said that the validity is lacking, if the validity index is 0.4-0.8, then the validity is moderate, and if greater than 0.8 then it can be inferred to be highly valid.

The results of the content validity test showed that the instrument in questionnaire form for teachers was 63 items and contained four components, namely: context, input, process, and product by 0.84, therefore the index of overall content validity was very high. On the other hand, the result of testing the content validity of the questionnaire for students amounted to 25 items was 0.80, so the overall content validity was in the medium category. Furthermore, the proper test of items was by factor analysis. The questionnaire for teachers only used content validity because the adequacy of the sample did not meet for exploratory factor analysis. The student questionnaire used factor analysis with the Measure of Sampling Adequacy (MSA) method. Criteria that must be met in this analysis are: Keyser Mayer Olkin (KMO) value was greater than 0.5, Barlett's significance value Sphericity was less than 0.05, the cumulative percentage value of Total Variance Explained was greater than 50%, and the coefficient on the Rotated Component Matrix was greater than 0.5 which indicated that there was a correlation between the items and the formed factor.

Reliability for testing instruments in research used Cronbach Alpha. Reliability received is at least 0.70 (Mardapi, 2012, p. 128). The questionnaire reliability coefficient for the teachers and students showed more than 0.70, so the teacher questionnaire was reliable. Then, the two instruments can be trusted because they have high reliability.

Success Criteria

The basis for making success criteria of the program was referred to the scale used by the Likert modification. According to Mardapi (2012, p. 162), the measurement results in category with the Likert scale. There are four criteria, namely very good, good, not good, and very bad, in determining these criteria using the standard deviation formula.

FINDINGS AND DISCUSSION

Findings

This research was conducted in Indonesian Subject MGMP of vocational schools in Sleman Regency in the 2015/2016 academic year. The MGMP secretariat in that period was at Vocational School Number 2 Godean. In 2017, it moved to Muhammadiyah Vocational School in Cangkringan. MGMP activities were carried out in rotation for each vocational school within the Sleman Regency.

The place used as a teacher administration program was Vocational School Number 2 Depok. The school was chosen based on the position of this school which was strategically located in the middle, making it easy to reach other schools. The facilitators in this program were: the supervisor of the Dikpora Office of Sleman Regency, a teacher from Vocational School Number 2 Depok, a man of letters, a teacher from Vocational School Number 1 Cangkringan, and a teacher from Vocational School Number 2 Godean. In addition, the characteristics of members involved in the MGMP are based on gender, education level, teacher status, and duration of teaching. Each of them is elaborated as follows.

Gender

The majority of Indonesian subject MGMP of vocational schools in Sleman members are women. This is shown in Table 1.

Table 1. Gender

No.	Gender	Total	Percentage
1.	Men	12	20.339
2.	Women	47	79.661
	Total	59	100

Thus, most of Indonesian subject MGMP members are women of various ages, both young and old. Female from childhood to adulthood shows better verbal abilities. Based on the study, females usually start talking earlier, tend to have more vocabulary, get high achievements in school, and commit better reading and writing assignments than males. According to Helpem (Nurhayati, 2012), males from childhood to adulthood exhibit better spatial abilities, do better spatial tasks, have more advanced mathematical, geographic, and political abilities than females, although the difference is highly slight. The research can be used as a basis that more female teachers become Indonesian language teachers since they get better verbal skills, reading, and writing. This is in line with the characteristics of Indonesian language subject.

Education Level

The education level of Indonesian Subject MGMP of vocational school members in Sleman varied from Diploma, Undergraduate, and Master. These are shown in Table 2.

Table 2. Education Level of Teachers

No.	Education	Total	Percentage
1.	Diploma	3	5.08475
2.	Undergraduate	52	88.1356
3.	Postgraduate	4	6.77966
	Total	59	100

Most of the Indonesian subject MGMP members' education level is undergraduate, but there are still teachers who have diploma education level. The teacher must have an undergraduate or diploma level 4, explained in Chapter IV article 9 of the Teacher and Lecturer Law that teacher's academic qualification is obtained through an undergraduate college program or a four diploma. Based on the law, the teachers involved in MGMP are mostly undergraduate.

Teacher Status

The status of teachers of Indonesian subject MGMP in Sleman varied from civil servants (*Pegawai Negeri Sipil* or PNS), institution permanent teachers, and non-permanent teachers or assisting teachers. The details are shown in Table 3.

Table 3. Teacher Status

No.	Status	Total	Percentage
1.	Civil Servant	16	27.1186
2.	Institution Permanent Teachers	33	55.9322
3.	Non-Permanent Teachers	10	16.9492
	Total	59	100

Table 3 explains the various teacher's status with the details of civil servants by 27% (16 teachers), institution permanent teachers by 56% (33 teachers), and non-permanent/assistant teachers by 17% (10 teachers). Based on these results, the majority of the teacher status of members of Indonesian Subject MGMP of vocational schools in Sleman is institution permanent teachers. Based on the observation, majority of vocational schools in Sleman are private schools. In a private school, it is usually controlled by a foundation or institution, so the teachers who teach in private schools are appointed as institution permanent teachers. Therefore, institution permanent teachers are dominant in MGMP.

Context evaluation of Indonesian Subject MGMP of Sleman in 2016/2017 period aimed to describe the components of the context, namely the condition of the teacher administration program in this case lesson plans or RPP. The components of the context include program design, program usefulness, and program design problems. It was measured by ten items with a range of answers from 1 to 4. Therefore, the ideal highest score is 40, and the ideal lowest score is 10. Based on the ideal average formula and the ideal standard deviation obtained 33, then the standard deviation is 2.9. Based on the criteria that had been made on achievement criteria, an average score of 33 can be interpreted that the context variable is in a good category.

The context in this study includes program design, the usefulness of the program, and the obstacles to program design. Of the 59 teachers who assessed the program, 11 teachers rated it very good, 21 teachers rated it good, 18 teachers rated it bad, nine teachers rated it very bad. In general, the context component is stated to be good in supporting the teacher administration program. The percentage results are supported by the results of interviews, two managers of the Indonesian Subject MGMP in Sleman, the chairperson, and MGMP secretary, related to the context component, including program design, program usefulness, and MGMP program problems. The first one explained that,

Before the program is made, there is a program planning or design. The program is a reference for carrying out activities, then the problems faced by the Indonesian Subject MGMP of Sleman are the attendance frequency of administrators, and members are still lacking in designing programs (Interview results on June 9, 2017).

On the other hand, the result of the interviews related to the context variable with the chairperson of the MGMP was made clearly by the second informant explaining that,

Designing is always made at the beginning of the year. The existence of the program is very useful because the program is adjusted to the needs of vocational teachers in Sleman Regency before offering programs that have been designed for the teachers. The problems faced in designing the program are the busyness of the boards and the time of activities that are postponed (Respondent 1).

Based on the results of interviews with the two MGMP administrators, the components of the context are generally good, but there are some problems with the attendance level of the administrators because of their activities. In addition, the bustle becomes a problem; therefore, then, the program does not hold on schedule.

Input evaluation of Indonesian Subject MGMP 2016/2017 period aims at describing context variables including infrastructures, instructors, and materials. Input variables are measured by 17 items with a range of answers from 1 to 4. The ideal highest score is 68, and the

ideal lowest score is 17. Based on the ideal average formula and the ideal standard deviation, the ideal average score was 56. Then, the standard deviation is 4,7. Based on the criteria that had been made on the criteria of success, 56 can be interpreted that the context variable is in a good category.

Inputs in this study include infrastructures, instructors, and materials. Of the 59 teachers who assessed the program, 13 teachers rated it very good, 24 teachers rated it good, 16 teachers rated it bad, six teachers rated it very bad. In general, the input component is stated to be good in supporting the teacher administration program. The results are supported by the results of interviews with two managers of the Sleman Indonesian Subject MGMP.

Facilitation

Regarding infrastructure, the first informant explained that “Infrastructure which includes a representative place, the existence of learning resources, and media supporting the teacher administration program is fulfilled well” (Respondent 1). The same thing was expressed by the second informant that “A representative place is available, the learning resources are available, and the supporting media are available” (Respondent 2).

Material and Instructor

Regarding the material, the first informant explained that “The material presented is relevant to the teacher administration program and strongly supports teacher knowledge” (Respondent 1). It is in line with the second informant who explained that “The material is relevant to the teacher administration program and strongly supports teacher knowledge, for example, preparing lesson plans” (Respondent 2). Regarding the teacher, the first informant said that the teacher had a good experience and educational background, namely undergraduate and postgraduate (Respondent 1). Based on the results of interviews with two MGMP administrators, the input variables that measure infrastructure, materials, and teachers are generally good.

The program evaluation of Indonesian subject MGMP in Sleman vocational high schools in 2016/2017 is aimed to describe process variables, namely material presentation, discussion, and making lesson plans. Process variables were measured by 21 statements with answer ranges from 1 to 4, wherein the highest ideal score was 84, and the lowest ideal score was 21. Based on the ideal average formula and the ideal standard deviation obtained an average score of 69 for the standard deviation by 5.7. Based on the criteria that had been made on the criteria of success, 69 can be interpreted as a process variable that is in a good category. Of the 59 teachers who assessed the program, 11 teachers rated it very good, 26 teachers rated it good, 18 teachers rated it bad, four teachers rated it very bad.

Product evaluation of Indonesian subject MGMP of Sleman vocational high school in 2016/2017 is aimed at describing product variables, namely lesson plans teacher-made including the learning objectives, selection of learning materials, organizing learning materials, selection of learning resources, learning scenarios, the assessment made. This product variable was measured by 15 items with answers from 1 to 4. The ideal high score was 60, and the ideal lowest score was 15. Based on the ideal average formula and the ideal standard deviation obtained by 48 for the standard deviation of 4. Based on the criteria that had been made on the criteria of success, score 48 can be interpreted that product variable was in good categories.

Product Evaluation encompassed the teacher teaching ability, including the ability to master learning material, plan learning programs, use learning methods and media, manage the learning process, assess learning outcomes, and the ability to ability to manage the learning process evaluate learning. It was measured by 25 items with answers from 1 to 4. The ideal highest score was 100, and the lowest ideal score was 25. Based on the ideal average formula and the ideal standard deviation, an average score of 80 is obtained for the standard deviation

of 5. Based on the criteria that had been made on the criteria of success, an average of 80 can be interpreted that the teacher's ability in learning was in a good category.

Discussion

Weekly collaborative work carried out by teachers positively impacted them in practicing classroom learning. The benefits obtained by the teachers through collaborative work included establishing close relationships with colleagues, sharing experiences and knowledge with other teachers, developing the lesson study process, and developing learning strategies. This impacts increasing learning practices in the classroom which increases student learning achievement (Lanich, 2009). MGMP teacher collaboration activities affect the quality of education, which is reflected by increasing teacher competence and professionalism and improving the quality of learning (Kayati, 2020).

Based on the results of the research from Lanich, collaborative work had a positive impact on learning practices from the preparation of administration, implementation of learning, and evaluation of learning. Collaborative work can be stated as a forum to cooperate in increasing professionalism, or in other words, was MGMP. This study showed the results of both of the four components evaluated, namely context, input, process, and product. Then, MGMP has a good influence on learning practices. For example, the Civics Subject Teacher Conference for high school and equivalent in Samarinda made a positive contribution for Civics teachers to realize quality teaching and learning activities and an effort to increase student competence in Civics subjects (Handayani, 2016).

There are several benefits of MGMP in improving the quality of learning and teacher professionalism, including, teachers can discuss problems faced in schools, obtain educational information on knowledge and technology, can exchange information and experiences, motivate teachers to continue to improve their abilities and skills in planning, implementing, evaluating learning (Wulandari, 2018). Besides, Uslimah (2006) added that the benefits gained by biology teachers after participating in the MGMP were in a fairly good category. It is inferred through student perceptions. It could be explained that MGMP was useful for teachers' professional development. In the MGMP activity, if it is filled with several combined activities, it will positively impact the teacher. Sumardi (2012) believed that the combination of training and education activities simultaneously affects changes in teacher professionalism. A study that discussed the English MGMP proved to help teachers to improve competence. Zaim (2011) stated that the activities in the MGMP really help English teachers in improving pedagogic competence and professional competence. It is in line with Najri (2020) that MGMP activities for subject teachers have an essential role in creating competent and professional teachers. MGMP Positive impact on teacher performance. The results showed that the Sociology MGMP of Kupang City played an active role in improving the performance of Sociology teachers (Maure et al., 2021). The existence of MGMP helps teachers solve existing problems, as is done by the Arabic MGMP. The problem of developing the Arabic Language MGMP of Madrasah Tsanawiyah DIY Province is divided into two: the problem of human resources and systems. The steps taken by the management of the Arabic Language MGMP for Madrasah Tsanawiyah in Yogyakarta Special Region in solving these problems emphasize more on strategic plans considered to be able to solve all the problems that exist in the MGMP (Chabib, 2017). MGMP plays a role in training in making learning tools (Zakir, 2020).

MGMP increases the ability and insight of participants in teaching students. It is also useful for discussing learning problems. The results of the activities carried out by the MGMP can be applied in schools. Context, input, process, and product components are aligned or aligned. The needs and objectives of the program and the existence and a good program environment supported by good input power also facilitate the smooth process of activities so that they run well and provide good results/products. The CIPP Model Evaluation of the Padang

City Chemical MGMP Program clearly states that the Chemistry MGMP program is categorized as good (Hayati, 2010). Furthermore, the impact of the implementation of the MGBK program for SMP/MTs in Salatiga City in 2012-2015 is in the fairly good category, while the benefits that can be taken from the implementation of the MGBK program are in the very good category (Onate & Loekmono, 2016).

Research has revealed that the Sociology MGMP of Kupang City played an active role in improving the performance of Sociology teachers, including conducting an assessment of innovation models and learning media, training in the manufacture of learning tools, training, workshops, making questions, exam questions, training and deepening of the 2013 curriculum along with its models and evaluations, and conducting limited guidance/teaching exercises in turn guided by senior teachers (Maure et al., 2021). On the other hand, the English MGMP activities in terms of lesson planning the process of implementing learning and learning assessment in improving teaching performance, in general, have been effective. This can be seen from their ability to make good learning plans so that teachers do not find it difficult to effectively carry out the learning process and conduct learning assessments for students (Nurlaeli & Saryono, 2018). Judging from the work motivation of teachers and the implementation of the MGMP work program properly, it can improve the teaching performance of educators or teachers at the Brebes State Madrasah Tsanawiyah model (Hermawati, 2017). Coaching to improve the performance and performance of members to carry out their duties is carried out in two ways: coaching from within the organization and coaching from outside the organization (Sopiyana & Sugiyono, 2015).

Other research results about the Physics subject MGMP (Talimbung & Hadi, 2014) explained that (1) the antecedent components supporting the implementation of Physics MGMP activities was in a good category, (2) the transaction component of Physics MGMP programs was in good category, (3) outcome component of the Physics MGMP program was in a good category. It could be concluded that MGMP played a role in accommodating teachers in improving their professionalism. This could be seen from the three components evaluated.

In developing their professionalism, the teachers could use lesson study. It also existed in MGMP by discussing learning problems experienced by each teacher and presenting speakers. However, it needed to be done maximally. According to Retnowati (2010), lesson study is an activity consisting of continuous cycles, where each cycle basically consists of three steps called Plan, Do, and See. In this activity, the teachers, principals, and researchers gather to learn about learning and how to teach various topics with various approaches. The teacher will get the opportunity to learn from real experience how a learning method is applied in a class and can adapt in its class. If lesson study is embedded in culture, teachers can develop their professionalism more meaningfully and sustainably.

From several things that have been described in the discussion related to MGMP, in general, MGMP is indeed an appropriate media for developing teacher professionals and has become a medium to solve teacher problems in learning practices. Based on the results of the research from Lanich, collaborative work had a positive impact on learning practices from the preparation of administration, implementation of learning, and evaluation of learning. Collaborative work can be stated as a forum to cooperate in increasing professionalism, or in other words, is MGMP. This study shows the results of both of the four components evaluated, namely context, input, process, and product.

The research implies that it is a forum for teachers to work together with teachers of Indonesian subjects, namely the MGMP organization. Through the Indonesian Language MGMP activities, it is an opportunity for teachers to exchange information or experiences related to teacher administration from exchanging information or experiences to assess the extent of teacher administration and teaching abilities in the classroom so that they can be used as motivation to increase knowledge about education and teaching abilities. Increasing the ability of educators will have an impact on student achievement.

CONCLUSION

Based on the results of the research and discussion that had been presented, all the components evaluated were stated as good, with details as follows. The context of the Indonesian subject MGMP teachers' administration program consisting of program design, usefulness, and problems, based on teachers' perception, has a good category by 33. The input of the Indonesian Subject MGMP teachers' administration program consisting of infrastructure, materials, and instructors based on teacher perceptions has a good category by 56. The process of the Indonesian subject MGMP teachers' administration program consisting of material presentation, discussion, and preparation of lesson plans based on teacher perceptions has a good category by 69. The products of the Indonesian subject MGMP teachers' administration program, in this case, lesson plan teacher-made based on teacher perceptions, have a good category by 48, and teacher teaching abilities based on student perceptions have a good category by 80.

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