

Analysis of The Teaching Quality of English MGMP Members in Topoyo Subdistrict

Prawito¹

Zulfah²

Magdahalena Tjalla³

Mujahidah⁴

Saepudin⁵

¹²³⁴⁵Institut Agama Islam Negeri (IAIN) Parepare, Indonesia

¹firdausprawito@gmail.com

²zulfah@iainpare.ac.id,

³magdahalenatjalla@iainpare.ac.id

⁴mujahidah@iainpare.ac.id,

⁵saepudin@iainpare.ac.id

Abstract

Theoretically, teachers' role in MGMP activities enhances English teaching quality and comprehension. This study aims to identify the activities conducted within the Teacher Working Group (MGMP) in Topoyo Subdistrict, Central Mamuju District, that can enhance the English teaching capabilities of senior high school teachers. The primary focus of this research is to describe the teaching quality of MGMP teachers in the area during the 2023/2024 academic year. Through collaboration in lesson planning, peer observation, and reflective discussions, this study seeks to explore the positive impact of MGMP on the development of English teachers' teaching quality. This research employs a qualitative descriptive approach with a phenomenological method to explore the MGMP activities that influence English teaching quality. The subjects consist of 6 English teachers from 6 different schools in Topoyo Subdistrict, with ages ranging from 30 to 50. The instruments used include structured interviews, direct observation, and documentation of MGMP activities. Interviews were conducted with audio recordings, while observations aimed to confirm data obtained from interviews. The collected data were analyzed through stages of data reduction, data display, and conclusion drawing and verification to ensure the validity of the findings. The results of this study indicate that; 1) The MGMP activities in Topoyo Sub-district enhance English teachers' competencies through collaboration, peer observation, and reflection. Using the innovative strategies such as project-based learning and differentiated instruction are applied to align with the student-centered Merdeka Curriculum. This approach helps teachers address challenges like varying student abilities and limited resources, while promoting adaptive, collaborative teaching practices that support the development of higher-order thinking skills. 2) The MGMP English teachers in Topoyo showed their ability to integrate contemporary pedagogical theories and strategies such as active, contextual, and student-centered learning while adapting to classroom challenges. These practices contributed to a teaching quality that is reflective, adaptive, collaborative, and responsive to the demands of 21st-century education and the diverse needs of students. To further improve teaching quality, it is recommended that teachers provide diverse learning opportunities and ensure equal access to technology for all students.

Keywords: *Collaborative Learning, MGMP, Teaching Quality*

Introduction

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.

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 improve learning mechanisms. 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 teaching quality as the results that have emerged and have been practiced outside Indonesia, but in fact the quality of teaching 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 teaching 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 English language teachers' group provided a platform for developing innovative teaching strategies. 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 teaching. 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 teaching English language. The research by 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. In addition, Pangesti stated that the intensity of teacher study group activities affected on teacher professionalism. 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. Another result was shown in Jayanthi's study that MGMP had a significant impact on teachers' knowledge and their teaching observation practices. 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 competencies. 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. 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 teaching 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 teaching quality of member teachers while actively participating in the group using indicators from the value-added approach theory which states that high teaching 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 indicators.

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.

Based on the detection of the issues above, the writer composed the problem as follows: 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 and How is the teaching quality of MGMP teachers in Topoyo sub-district, Central Mamuju district.

Method

This research employs a qualitative descriptive design using a phenomenological approach. The study focuses on how teacher study group (MGMP) activities influence English teaching quality, encourage collaborative efforts, and impact teaching outcomes in the 2023/2024 academic year. The participants were five English teachers from the MGMP in Topoyo District with 5–20 years of experience. Data were collected through interviews, observation, and documentation to understand their experiences and the benefits gained from group collaboration. The data were analyzed using the descriptive method with methodological triangulation to ensure credibility, including interviews, document reviews, and member checks. The analysis process followed Miles and Huberman's model: (1) data reduction summarizing and focusing on relevant information; (2) data display presenting findings in descriptive narrative to identify patterns; and (3) conclusion drawing and verification—interpreting data through continuous reflection, triangulation, and participant validation. This approach aimed to provide a thorough and credible understanding of how MGMP contributes to professional development and teaching effectiveness

Results and Discussion

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:

MGMP Activities to Support EFL Teachers' Teaching Ability

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:

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
		Indicator	Findings
		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.
		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.
		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.

		“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.

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.

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.

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.

Teaching Quality of MGMP Teachers

Teaching 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 teaching 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 teaching quality observed, which reflects the ability of teachers to maintain teaching quality and support student learning impacted by the implementation of MGMP English in Topoyo sub-district.

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					

No	Focus of observation	Result/Check and Informant				
		WD	FT	MR	TA	MS
	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 programmed 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.

Description 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.

Conclusion

- a. The first finding is that the activities conducted in MGMP significantly enhance teachers' abilities in teaching English at senior high schools in Topoyo sub-district. Through collaborative practices such as lesson planning, peer observation, and reflective discussions, teachers align their strategies with the Merdeka Curriculum's student-centered approach. These activities are fostered higher-order thinking and teaching skills. Teachers implement various innovative strategies like project-based learning, problem-based learning, and contextual teaching to improve students' communicative competence, demonstrating the effectiveness of MGMP in supporting teacher development.
- b. The second finding is that the teaching quality of MGMP teachers in Topoyo reflects the integration of modern pedagogical principles, such as active, contextual, and student-centered learning. Teachers use authentic materials and performance-based learning strategies that align with socio-constructivist theories, fostering student engagement and critical thinking. 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.

References

- Abid, T., Zahid, G., Shahid, N. et al. Online Teaching Experience during the COVID-19 in Pakistan: Pedagogy–Technology Balance and Student Engagement. *Fudan J. Hum. Soc. Sci.* 14, 367–391. <https://doi.org/10.1007/s40647-021-00325-7>. (2021).
- Alatis, James E. *Language Teaching*. Washington DC: The National Capital Language Resource Center. (2004)
- Allington, R. *What Really Matters of Struggling Readers*. New York: Maupin House Publishing. (2001).
- Anas, Zulfikri. *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>.
- Arikunto, Suharsimi, *Prosedur Penelitian*. Jakarta: Rineka Cipta. (2006).
- Asriati, *A Study of Effective English Language Teachers in Makassar*. Unpublished Thesis. Makassar: State university of Makassar. (2014).
- Atmoko, 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](https://doi.org/10.21462/jeltl.v6i1.501)

- Barton, K. C., & Avery, P. G. (2016). Research on social studies education: Diverse students, settings, and methods. In D. H. Gitomer & C. A. Bell (Eds.), *Handbook of Research on Teaching* (5th ed. . p. 985–1038). Washington, DC: American Educational Research Association.
- Beacham, N & Rouse, M. *Student teachers' attitudes and beliefs about inclusion and inclusive practice*. *Journal of Research in Special Educational Needs*, 12, 3–11. (2012).
- Burke, K. *The mindful school: How to assess thoughtful outcomes*. Palatine, Ill.: IRI/Skylight Publishing. (1993).
- Cawelti, G. Portraits of six benchmark schools: Diverse approaches to improving student achievement. Arlington, VA: Educational Research Service. (1999).
- Cayuso E. et al. *Designing Teacher Study Groups: a Guide for Success*. Maupin House Publishing. (2004).
- Conway, C.M. *Ongoing professional development*. In *Great begin nings for music teachers: Mentoring and supporting new teachers*, C. M. Conway, 151–66. Reston, VA: MENC: The National Association for Music Education.
- Corbett, D. , Wilson , B. and Williams , B. *Effort and excellence in urban classrooms* , New York : Teachers College Press. (2022).
- Corcoran, C.A. & Leahy, R. Growing Professionally through Reflective Practice, *Kappa Delta Pi Record*, 40(1), 30-33. (2003).
- Creswell, J.W. *Educational research*. Boston: Pearson Education. (2012).
- Dalle, A., & Darmawati. (2022). 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>