

THE ROLE OF SCHOOL PRINCIPALS IN DRIVING MGMP AS A MEANS OF PROFESSIONAL DEVELOPMENT OF JUNIOR HIGH SCHOOL TEACHERS

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Abstrak

Tujuan penelitian ini adalah meneliti pendekatan kepala sekolah SMP 2 PGRI Bandar Lampung dalam memajukan MGMP sebagai upaya profesionalisme guru. Pendidikan berfungsi sebagai sarana penumbuhan karakter, budi pekerti, serta kekuatan pemikiran dan fisik. Guru berperan sentral dalam membimbing siswa menuju potensi terbaik, dan prinsip ini memiliki peran penting dalam membina pertumbuhan profesional guru. Metode penelitian yang digunakan dalam penelitian ini adalah metode kualitatif dengan metode pengumpulan datanya adalah interview, observasi, dan analisis data dokumentasi, sedangkan sumber datanya adalah kepala sekolah dan Sebagian guru. Hasil penelitian ini adalah kepala sekolah berhasil mengimplementasikan strategi MGMP tanpa hambatan, melalui penyediaan dukungan fasilitas, sumber daya, serta dorongan partisipasi aktif para guru. Selain itu, program pembinaan yang terstruktur, guru dilibatkan dalam kegiatan MGMP setiap dua bulan, dan diberikan umpan balik serta evaluasi berkala. Kepala sekolah juga menghubungkan kegiatan MGMP dengan kebutuhan kurikulum, mendorong kolaborasi antar guru, dan memfasilitasi akses pelatihan lanjutan. Secara keseluruhan, strategi yang diterapkan mampu menciptakan lingkungan yang kondusif untuk pengembangan kompetensi guru, sehingga mereka dapat aktif dalam perencanaan, pelaksanaan, dan penilaian pembelajaran. Implikasi penelitiannya adalah sekolah yang ingin memaksimalkan peran MGMP dalam meningkatkan kualitas guru dapat mengoptimalkan program MGMP yang dimotori oleh para kepala sekolah, dibantu oleh guru dan didukung oleh para siswa.

Kata Kunci: Kepala Sekolah, Profesional, MGMP, Guru SMP

Abstract

The purpose of this research is to examine the approach of the principal of SMP 2 PGRI Bandar Lampung in advancing MGMP as an effort to professionalize teachers. Education functions as a means of growing character, ethics, as well as mental and physical strength. Teachers play a central role in guiding students to their best potential, and this principle has an important role in fostering teachers' professional growth. The research method used in this study is a qualitative method with the data collection method being interview, observation, and analysis of documentation data, while the data source is the principal and some teachers. The results of this study are that school principals have successfully implemented the MGMP strategy without obstacles, through the provision of facility support, resources, and encouragement of active participation of teachers. In addition, a structured coaching program, teachers are involved in MGMP activities every two months, and are given periodic feedback and evaluations. The principal also connects MGMP activities with curriculum needs, encourages collaboration between teachers, and facilitates access to advanced training. Overall, the strategies implemented are able to create an environment conducive to the development of teachers' competencies, so that they can be active in planning, implementing, and assessing learning. The implication of the research is that schools that want to maximize the role of MGMP in improving the quality of teachers can optimize the MGMP program which is driven by school principals, assisted by teachers and supported by students.

Keywords: Principal, Professional, MGMP, Junior High School Teacher

Introduction

The character and ability of students to become moral, intellectual, and skilled individuals are greatly influenced by their education[1]. According to Ki Hajar Dewantara, education is an effort to cultivate strong ethics, ethics, and physical and spiritual strength. In this case, education is not only the distribution of knowledge, but also the cultivation of social values that can form a personality that is in accordance with societal standards. Therefore, the educational process needs to be directed to ensure that children grow up in accordance with the expectations and social norms of the time[2]. The teacher, as the core of the educational process, plays a central role in guiding students to reach their full potential[3]. Without qualified educators and a strong ecosystem, efforts to improve education standards will fail. This requires teachers to continuously improve their competencies to adapt to the circumstances and difficulties they face. In the process of improvement, the role of the principal is very important to provide the support, direction, and facilities needed by teachers so that they can optimize their professionalism.

School principals play a crucial role in developing the professional quality of teachers in schools. As a leader, the principal not only takes care of the administrative aspect, but must also be able to direct teachers to achieve high professional standards. In addition, the principal is responsible for programs and initiatives aimed at improving teacher competence, such as planning, implementation, and evaluation of professional development. The support provided by the principal, both in terms of facilities and coaching programs, has a great influence on the performance and professionalism of teachers in carrying out their duties.

MGMP is one of the strategic steps taken by school principals to foster teacher professionalism. MGMP serves as a space for subject teachers to share knowledge, experiences, and effective teaching methods. Through MGMP, teachers can improve their pedagogical skills, design creative learning materials, and get feedback from peers. Principals can mobilize MGMP in schools as a means of teacher professional development, strengthening their capacity in the face of rapid changes in science and technology.

School principals often face several obstacles in moving MGMP as a means of professional development of junior high school teachers. A challenge that often arises is the lack of support from teachers who feel that these activities are weighing on their schedules.[4] In addition, limited facilities such as meeting rooms and access to learning resources can also hinder the smooth running of MGMP activities. The lack of allocation of funds for teachers' professional activities is often an obstacle, because MGMP activities require adequate facilities and supporting materials to be able to run effectively.

Overall, principals play an important role in supporting the professional development of teachers through MGMP. Principals who successfully facilitate and encourage teachers' active participation in the MGMP will contribute to improving the quality of learning in schools. With the support of the principal, teachers are expected to achieve a high level of professionalism and continue to keep up with the latest developments in the world of education, so that it has a positive impact on the quality of education and student achievement in schools.

Given its potential in carrying out Subject Teacher Deliberation as a forum for teacher competency development, SMP 2 PGRI Bandar Lampung was chosen as the research location. SMP 2 PGRI Bandar Lampung has a variety of programs that support the improvement of the quality of its educators, however, further research is still needed to determine how well MGMP achieves the goals of professional teacher development. This study aims to identify how the role of school principals in this school can optimize the function of MGMP so that it has a real impact on improving the quality of learning.

In addition, the selection of this location is also based on the difference in perception among teachers regarding the importance of active participation in MGMP, as well as the challenges faced by school principals in moving this program continuously. The purpose of the research conducted at SMP 2 PGRI Bandar Lampung is to find out the challenges faced by school principals when implementing MGMP as a means of professional development and to find out what tactics can be suggested to other schools that want to make the most of MGMP.

Research Methods

Characterize and evaluate research items according to actual conditions, this study uses qualitative descriptive techniques. This method was chosen because it is able to present the facts and characteristics of the object or research subject systematically and accurately. This descriptive approach is also effective in identifying various variations of problems related to education and human behavior. The informants included principals, teachers, and vice principals in the curriculum area, each of whom provided important perspectives on the role of school principals in driving MGMP as a means of teacher professional development. Data analysis was carried out through content analysis techniques, namely by identifying the main themes that emerged from the results of interviews and observations. The findings of this analysis are reinforced by references from various relevant literature to provide theoretical context and increase the validity of the research results.

Discussion

Based on this research, the principal of SMP 2 PGRI actively supports MGMP as a forum for teacher professional development. School principals play an important role in providing

adequate facilities and resources support, such as rooms, teaching materials, and access to technology to support the implementation of MGMP activities. This facility provides flexibility for teachers to focus more on skill development without having to be burdened with logistical problems. In addition, the principal initiated a structured coaching program, including pedagogical training and the preparation of innovative learning methods that were held regularly every two months.

The principal also plays an active role in motivating and monitoring teachers' participation in the MGMP, emphasizing the importance of this forum as a medium for learning and sharing between teachers. Periodic evaluations are carried out to monitor the progress of each teacher, including the quality of the teaching materials prepared and the ability to apply effective learning methods. In addition, the principal ensures that MGMP activities are in line with the demands of the curriculum, so that the materials and methods discussed are relevant to the needs of students. Collaboration between teachers is an integral part of this strategy, where teachers are encouraged to work together in designing and evaluating learning methods to increase effectiveness in the classroom.

Support from the school, the completeness of facilities, and the commitment of teachers support the successful implementation of the principal's strategy in driving MGMP. This study concludes that this strategy is effective in improving the professional quality of teachers without significant obstacles. Teachers feel helped by MGMP activities, especially in learning planning, effective implementation, and evaluation of student learning outcomes. This success reflects that synergy between principals and teachers is key to continuous professional development, which ultimately contributes to the improvement of educational standards.

This study shows how school principals use MGMP to strategically encourage the growth of teacher professionalism. The role of the principal in driving the MGMP aims to facilitate the professional growth of teachers, overcome the challenges faced in the learning process, and create a culture of productive collaboration in schools. Based on the results of the research, the tactics that have been applied by the principal in this case seem to be successful and effective in advancing the overall competence of teachers. This discussion will describe in detail several strategic steps taken by the principal of SMP 2 PGRI in moving MGMP as a means of teacher professional development.

First, research shows that there are no significant obstacles in formulating and implementing these strategies. This indicates that the strategic planning carried out by the school principal has considered various aspects related to the implementation of MGMP. This success shows a deep understanding of the needs of teachers and the readiness of schools in providing supporting

facilities, so that strategy formulation can be carried out smoothly. The absence of these obstacles also indicates strong internal support and participation from all relevant parties.

The principal's main action is to support resources and facilities. Adequate facilities, such as comfortable spaces and access to technology, are essential for teachers to be able to participate optimally in MGMP activities. In addition, resources such as learning materials, reference books, and internet access are also needed to support MGMP activities so that they run optimally. The support of this facility is an important foundation that allows teachers to use MGMP as a forum for professional development without being constrained by facilities.

In addition to providing facilities, the principal also encourages the active participation of teachers in every MGMP meeting. This active participation is not just attendance, but also in-depth involvement in discussions and implementation of activities. The principal inspires and motivates teachers to be involved in curriculum formulation, the creation of teaching materials, and the assessment of learning outcomes. By actively involving teachers, the principal builds a sense of ownership of the learning process that takes place, so that teachers feel responsible in their professional development efforts. Furthermore, a structured coaching program is also made to provide a clear direction in MGMP activities. The program covers a wide range of topics relevant to teachers' needs, from lesson planning to effective evaluation methods. With a clear and structured coaching program, teachers can follow systematic steps in developing their competencies. This structure helps teachers to better understand the flow of MGMP activities, so they can optimize the time and resources available.

Research also shows that school principals involve teachers in MGMP activities on a regular basis, which is once every two months. This consistent frequency of meetings allows teachers to remain involved in curriculum development and continuous learning.[5] With these regular meetings, teachers have the opportunity to reflect on their learning practices, update the methods used, and adopt new, more effective approaches to teaching.

The principal provides periodic feedback and evaluations as a form of support for teachers. This feedback is provided after each MGMP meeting, where the principal assesses the progress that has been made by the teachers and makes suggestions for improvement if needed. This periodic evaluation is important to ensure that MGMP activities are really running in accordance with their original purpose, which is to improve the competence and quality of teacher teaching. With this evaluation, the principal can also identify areas that need improvement, as well as ensure that teachers get the most out of MGMP activities.

One of the prominent strategies is the principal's efforts to connect MGMP with the curriculum needs that apply in schools. This aims to ensure that MGMP activities are not only theoretical discussions, but also oriented towards the implementation of a contextual and relevant curriculum. The principal plays a role in aligning the material discussed in the MGMP with the school curriculum targets, so that educators can create resources that meet the needs of their students. This alignment makes MGMP an effective means in strengthening the implementation of the school curriculum, so that the learning process can take place more directed[6]. In addition to connecting with the curriculum, the principal also encourages collaboration between teachers in every MGMP activity. This collaboration involves open discussions about teaching practices, sharing teaching experiences, and supporting each other in overcoming challenges faced in the classroom. With this collaboration, teachers can share knowledge and skills with each other, resulting in the transfer of insights that enrich their teaching experience. This collaboration not only improves the individual competence of teachers, but also builds solidarity and mutual support in the school environment.

Principals also facilitate access to advanced training for teachers interested in deepening their knowledge in a specific field. This access allows teachers to attend training or seminars outside of school, so they can gain a new, broader perspective. Access to this advanced training shows the principal's commitment to supporting the sustainable development of teacher professionalism. Trained teachers will bring new knowledge back to the MGMP environment, ultimately benefiting all participants. The findings of this study also show that there are no major barriers to taking part in MGMP activities. Teachers can successfully complete MGMP activities including creating lesson plans, implementing learning processes, and conducting learning evaluations. This shows that the principal's tactics are successful in fostering an atmosphere that encourages teachers to advance their careers. With these fewer barriers, teachers feel more free to participate actively, which contributes to improving the quality of teaching in schools[2].

Conclusion

The principal's strategy in supporting and moving MGMP has run effectively and without significant obstacles. The principal has successfully provided adequate facility and resource support, encouraged active participation of teachers, and developed a structured coaching program. By involving teachers in MGMP activities on a regular basis, providing periodic feedback and evaluations, and connecting MGMP activities with curriculum needs, the principal has created a supportive environment for the development of teacher professionalism. The encouragement for collaboration between teachers and access to advanced training further strengthens their

competence. Overall, there are no significant barriers to participating in MGMP activities, so that educators can actively participate in the design, implementation, and assessment of learning.

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