



Strategy for Improving Teacher Quality Based on MGMP to Enhance Professional Competence in Elementary Schools in Jeumpa District, Bireuen Regency

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ARTICLE INFO

Article history:

Received: December 2025

Received in revised from: January, 2026

Accepted: February, 2026

Available online: May, 13 2026

Keywords: *teacher quality, professional competence, MGMP, teacher professional development, educational management;*

ABSTRACT

Enhancing teacher professionalism is a crucial objective for improving educational quality, especially in elementary education systems that are encountering rising expectations for pedagogical effectiveness, curriculum adaptability, and technological integration. The Subject Teacher Consultation Forum (Musyawarah Guru Mata Pelajaran/MGMP) serves as a collaborative professional development platform aimed at enhancing teacher competency and instructional efficacy. This study examines measures to enhance teacher quality via MGMP activities to improve professional competence in public elementary schools in Jeumpa District, Bireuen Regency. The research utilised a descriptive quantitative methodology supplemented by qualitative data gathered from interviews, observations, and documentation. The data were examined via descriptive statistical methods and interpretative qualitative analysis. The results indicate that MGMP-based programs substantially improve teachers' professional competence, especially in pedagogical understanding, instructional planning, and curriculum execution. Nonetheless, certain structural and operational limitations were recognised, including restricted teacher involvement, inadequate program continuity, and insufficient institutional backing. The study finds that fortifying MGMP governance, augmenting teacher involvement, and guaranteeing sustainable institutional support are crucial for optimising teacher professional development and raising educational quality.

1. Introduction

Teacher competency is a crucial factor influencing educational quality and institutional efficacy. Teachers, as principal facilitators of education, significantly influence students' cognitive growth, skill development, and character formation (Shahat et al., 2025). Thus, enhancing teacher professionalism has emerged as a pivotal issue in modern educational reform, especially in light of swift transformations in knowledge generation, technological progress, and curricular innovation (Laili et al., 2022). Professional competence includes mastery of content, pedagogical proficiency, instructional design, classroom management, and ongoing professional development (Yang & Chang, 2023). Enhancing teacher competence is crucial for attaining educational goals, elevating

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<https://doi.org/10.56806/jh.v7i1.429>

instructional quality, and bolstering institutional performance. Nonetheless, educational institutions persist in facing obstacles in promoting teacher professionalism owing to restricted professional development opportunities, inadequate collaborative frameworks, and the lack of systematic capacity-building initiatives (Mavi et al., 2025).

Improving teacher competence is crucial for achieving educational goals, increasing instructional quality, and strengthening institutional performance (Suriadi et al., 2020). Educational institutions face considerable obstacles in fostering teacher professionalism, such as restricted access to professional development programs, inadequate collaborative learning frameworks, and a lack of systematic capacity-building activities (Tatto, 2021). These limits impede educators' capacity to enhance their expertise, implement innovative teaching methods, and adjust to changing educational requirements (Ağalday, 2025). Thus, there is an increasing demand for organised professional development frameworks, institutional support systems, and collaborative professional communities that promote ongoing learning and skill advancement (Ibnu Sholeh et al., 2025). Confronting these problems is crucial for promoting sustained enhancements in teacher effectiveness and guaranteeing the comprehensive progress of educational institutions (Mawarni et al., 2025).

In the Indonesian educational framework, the Subject Teacher Consultation Forum (Musyawarah Guru Mata Pelajaran/MGMP) has been created as an organised professional learning community designed to improve teacher competency through collaborative interaction (Ambarita et al., 2022). MGMP offers a forum for educators to share professional expertise, enhance instructional methodologies, assess teaching practices, and tackle pedagogical issues (Maghfira et al., 2022). The forum aims to enhance ongoing professional development and foster instructional creativity (Karyadiputra et al., 2022). In theory, professional learning communities substantially enhance teacher growth by promoting cooperation, reflective practice, and collective professional accountability (Gore & Rosser, 2022). Empirical research demonstrates that collaborative professional development develops pedagogical proficiency, fortifies professional identity, and elevates instructional efficacy (Johannesson, 2022). Nonetheless, the efficacy of MGMP implementation differs among institutional contexts, contingent upon organisational support, program administration, and teacher engagement (Jadallah et al., 2023).

Preliminary assessments in public elementary schools in Jeumpa Subdistrict, Bireuen Regency, reveal significant discrepancies in teachers' professional ability, especially regarding curriculum execution, pedagogical innovation, and classroom management techniques. These inequities manifest in differing pedagogical methods, insufficient incorporation of innovative teaching practices, and inconsistencies in the management of learning settings that facilitate effective student involvement. These situations indicate that the enhancement of teacher ability has not been consistently realised, potentially impacting instructional quality and student learning results (Lubis, 2023). The identified problems underscore the necessity for systematic initiatives to enhance teachers' professional competencies and guarantee the uniform implementation of educational standards among institutions (Hardianto, 2019).

The implementation of Musyawarah Guru Mata Pelajaran (MGMP) activities has been introduced as a professional development strategy aimed at enhancing teacher competence through collaborative learning and knowledge sharing; however, its effectiveness in improving teacher quality has not been thoroughly assessed (Dalle & Darmawati, 2022). The lack of empirical evaluation prompts enquiries about the degree to which MGMP enhances pedagogical skills, instructional methods, and professional development (Mustaidah et al., 2026). Therefore, a thorough evaluation is necessary to assess the influence of MGMP activities on teacher professionalism and to pinpoint potential areas for enhancement in their execution. This evaluation is crucial to guarantee that

professional development efforts adequately enhance teachers' competencies and foster sustained educational advancement.

This study pursues to examine methods for enhancing teacher quality via MGMP activities to improve professional competence in public elementary schools in Jeumpa District, Bireuen Regency. This study enhances the field of educational management by offering empirical information on collaborative professional development and its effects on enhancing teacher performance.

2. Methodology

This study utilized a descriptive qualitative methodology, presenting findings as a coherent narrative based on actual information gathered from the field (Stanley, 2023). Data were acquired via in-depth interviews, direct observations, and document analysis to attain a thorough understanding of MGMP implementation and its impact on teacher professional competence. The qualitative approach facilitated a comprehensive examination of contextual dynamics, participant experiences, and institutional procedures. The data analysis adhered to the interactive paradigm established by Matthew B. Miles and A. Michael Huberman, comprising three simultaneous stages: data reduction, data display, and conclusion drawing/verification (Miles & Huberman, 1994). Data reduction entailed the selection, concentration, and organization of pertinent information; data display enabled a systematic presentation of results; and conclusion drawing guaranteed interpretative rigor through ongoing verification. This analytical methodology enhanced the credibility and consistency of the study's findings.

2.1 Research Location and Participants

The research was carried out in public elementary schools located in Jeumpa District, Bireuen Regency, to investigate the execution of MGMP activities and their impact on teacher professional competence. The participants consisted of teachers actively involved in MGMP programs, as their engagement offered pertinent insights regarding professional development techniques. Respondents were chosen via purposive sampling to guarantee compliance with the research objectives, namely with active involvement in MGMP activities. This method facilitated the identification of information-dense participants and guaranteed the relevance and quality of the data in examining the correlation between MGMP implementation and teacher professional competence.

2.2 Data Collection Techniques

This study utilized systematic and suitable data gathering procedures to get valid and objective empirical results aimed at enhancing teacher quality through MGMP-based approaches. A structured questionnaire was the principal instrument employed to gather teachers' perspectives, experiences, and assessments regarding the implementation of MGMP and its impact on professional competence. The questionnaire items were designed based on recognized theoretical frameworks and pertinent empirical markers of professional development, teacher competency, and organizational support. By anchoring the instrument in established constructs, the study guaranteed that the data collected appropriately represented the facets of teacher quality and MGMP effectiveness in primary schools within Jeumpa District, Bireuen Regency.

The organized nature of the questionnaire facilitated uniform data collection among respondents, so guaranteeing consistency and reducing potential researcher bias. This method enabled a quantitative examination of the correlations among MGMP planning, implementation quality, teacher involvement, and the improvement of professional competence. The study utilized quantitative indicators and rigorous data processing to analyse the impact of structured professional development activities on enhancing pedagogical abilities, curriculum implementation capacity, and

overall teacher performance. This rigorous methodology enhances the credibility of the findings and substantiates evidence-based recommendations for improving MGMP as an approach to improve teacher quality.

2.4 Data Analysis

Qualitative data were analyzed through systematic procedures involving data reduction, categorization, and thematic interpretation. This process facilitated the identification of key themes and contextual factors that complemented and enriched the quantitative results, thereby providing a more comprehensive understanding of the research findings.

3. Results

3.1 Implementation of MGMP-Based Teacher Quality Improvement.

This study's findings indicate that MGMP activities significantly enhance teacher competency in primary schools in Jeumpa District, Bireuen Regency, especially regarding instructional planning, pedagogical practice, and curriculum implementation. Educators who engage in MGMP programs demonstrate enhanced proficiency in crafting lesson plans, creating learning materials that adhere to curriculum standards, and implementing suitable assessment procedures. The organised conversations and workshops held in MGMP forums enhance comprehension of curriculum content and instructional goals, therefore facilitating more methodical and successful classroom practices.

Moreover, involvement in MGMP cultivates professional collaboration among educators, establishing a conducive atmosphere for exchanging experiences, tackling instructional difficulties, and devising creative pedagogical practices. Through collaborative dialogue and reflective discourse, educators can assess their pedagogical methods and implement enhanced strategies based on group feedback. This collaborative learning process promotes ongoing professional growth and enhances instructional efficacy, ultimately leading to increased teacher performance and overall school quality.

Interviews with the MGMP chairperson and participating teachers in Jeumpa District reveal that MGMP activities are methodically structured through the collaborative development of an annual work schedule. This planning process entails defining priority areas based on teachers' professional requirements, including the creation of instructional resources, enhancing comprehension of the existing curriculum, and fortifying pedagogical and professional competencies. The needs-based approach guarantees that MGMP activities are pertinent to classroom circumstances and consistent with initiatives aimed at enhancing teacher quality in elementary schools. By engaging teachers in the planning phase, MGMP cultivates a sense of shared accountability and collective ownership about professional development programs.

Supporting material demonstrates that MGMP planning include a defined schedule of regular meetings, explicit role distribution among facilitators or resource persons, and the development of quantifiable targets for competency attainment. This systematic arrangement indicates that MGMP implementation is intentional, not merely administrative, but rather structured, ongoing, and strategically focused on improving professional competence. This organised and sustainable planning framework enhances MGMP's role as a professional learning community and establishes it as a vital instrument for elevating teacher performance and institutional efficacy in the elementary schools of Jeumpa District.

3.2 Enhancement of Professional Competence

Participation in the MGMP leads to measurable increases in numerous aspects of teachers' professional competence in primary schools in Jeumpa District, Bireuen Regency. These enhancements include increased subject matter understanding, improved capacity to design and

construct instructional resources, more effective classroom management, and greater skill in performing learning evaluations. Structured conversations, collaborative lesson planning, and peer exchanges help teachers obtain a deeper conceptual understanding and practical techniques to assist their classroom duties. MGMP exercises also give opportunity to connect instructional materials with current curriculum standards, resulting in improved coherence between planning and implementation.

Furthermore, teachers expressed enhanced professional confidence after participating in MGMP programs, particularly in terms of implementing pedagogical innovations and adjusting instructional approaches to meet the needs of different students. The collaborative and reflective character of MGMP encourages teachers to try out new teaching tactics while obtaining positive feedback from their colleagues. As a result, visible changes in instructional techniques develop, such as more engaging learning activities, better lesson organization, and more systematic evaluation procedures. These findings suggest that ongoing engagement in well-managed MGMP activities is beneficial for improving teacher competence and overall educational quality.

The implementation of MGMP in Jeumpa District has occurred in an active and participatory manner, demonstrating its role as a collaborative professional learning forum. Educators participate in organised group discussions, share pedagogical experiences, and collaborate to develop and enhance instructional resources in accordance with curriculum standards. This collaborative method enhances the exchange of practical knowledge and reinforces collegial relationships among educators. MGMP promotes a culture of mutual learning through consistent interaction and collaborative problem-solving, facilitating the collective development of professional competence.

MGMP serves a crucial function in improving teachers' professional competence, specifically in areas such as subject matter mastery, instructional tool development, effective use of learning media and technology, and systematic reflection and evaluation of classroom practices. Engagement in MGMP activities allows educators to enhance their comprehension of educational content, develop more organised and innovative lesson plans, and incorporate suitable media to improve student engagement. Additionally, reflective discussions in the forum promote ongoing assessment and enhancement of teaching strategies. Informants generally reported enhanced confidence in their instructional skills following participation in MGMP, indicating an ability to provide more diverse, interactive, and meaningful learning experiences for their students.

3.3 Constraints in MGMP Implementation

Despite its favourable impact on teacher competency, MGMP implementation in primary schools in Jeumpa District, Bireuen Regency, continues to encounter a number of problems. One of the key obstacles is low teacher participation, which is frequently caused by severe teaching workloads and administrative responsibilities that prevent constant attendance and active engagement. Furthermore, the continuity of MGMP training programs is not always adequately managed, resulting in activities that are sometimes fragmented rather than consistently supported. These factors decrease MGMP's effectiveness as a continual professional development platform.

Furthermore, low institutional backing and inadequate infrastructure reduce the success of MGMP programs. In some circumstances, insufficient financing, a lack of instructional resources, and inadequate policy reinforcement from school leadership all have an impact on the quality and consistency of program execution. Without strong organisational commitment, controlled monitoring, and proper infrastructure, MGMP may serve as a normal meeting platform rather than a revolutionary professional learning community. Addressing these limits is therefore critical to ensuring the long-term viability and effectiveness of MGMP-based solutions for improving teacher professional competencies.

Despite these challenges, MGMP continues to function as an important forum for disseminating information related to school development policies and educational programs. It also serves as a collaborative space where teachers discuss and address instructional challenges, including strategies to enhance learning effectiveness through the utilization of the school environment as a contextual learning resource. MGMP contributes positively to strengthening professional and pedagogical competencies, expanding collaborative networks, improving the quality of lesson planning and classroom implementation, and enhancing teachers' understanding of curriculum adaptation, particularly in multigrade classroom settings. However, to maximize its impact, institutional strengthening of MGMP is necessary. This includes systematic facilitator training, integration of MGMP activities with formal professional development programs, the formulation of supportive regulatory frameworks, and the establishment of data-based monitoring and evaluation systems to ensure accountability and continuous improvement.

4 Discussion

This study's findings significantly support the theoretical and empirical literature that positions professional learning communities (PLCs) as an effective means of improving teacher competency through organised cooperation and reflective inquiry. Research published in prominent educational publications regularly highlights that teacher learning is most effective when embedded in collegial contexts marked by a shared vision, collective accountability, and ongoing reflective conversation. In the MGMP context of Jeumpa District, the observed practices—collaborative lesson preparation, peer feedback, and problem-centred discussion—exemplify fundamental features of Professional Learning Communities (PLCs) as delineated in the literature, such as the de-privatization of practice and collective professional accountability. These procedures enhance pedagogical decision-making and foster adaptive expertise, essential for addressing curricular reform and changing classroom requirements.

Nevertheless, the literature emphasises that the efficacy of PLCs is dependent on facilitating organisational conditions. Empirical research in esteemed publications underscores the critical importance of school leadership, policy consistency, and structural alignment in maintaining effective professional communities. The transformative potential of MGMP relies on institutional commitment that transcends administrative formalities and is strategically integrated into school development frameworks. In the absence of robust instructional leadership, clear performance standards, and rigorous evaluation processes, MGMP may operate only as a procedural assembly rather than a data-driven professional development framework. Consequently, institutional commitment should be understood as an active governance process that guarantees alignment between MGMP efforts and quantifiable enhancements in teacher performance.

Resource allocation serves as a structural factor of MGMP performance. Studies on the sustainability of professional development repeatedly indicate that time, financing, and access to pedagogical materials are essential prerequisites for effective teacher learning. In resource-limited environments, insufficient facilities and inadequate logistical assistance may hinder continuity, engagement depth, and innovation in professional forums. Consequently, enhancing MGMP necessitates strategic investment, encompassing designated collaboration time within teachers' schedules, access to instructional technology, and capacity-building for MGMP facilitators to guarantee program quality and consistency.

Ultimately, teacher involvement and professional autonomy serve as essential mediating factors affecting MGMP outcomes. High-quality Professional Learning Communities (PLCs), as demonstrated by international research, are defined by voluntary participation, mutual trust, and a culture of inquiry rather than mere compliance-based attendance. Enhancing teacher ownership via

participatory leadership models, peer mentoring, and acknowledgement of professional achievements can elevate intrinsic motivation and intensify collaborative engagement. To maximise the impact of MGMP in Jeumpa District, a systematic approach is required that incorporates organisational support, sufficient resource allocation, and ongoing teacher involvement. Only via such comprehensive enhancement can MGMP function as a highly effective professional learning community capable of generating quantitative and persistent improvements in teacher professional competence.

5. Conclusions

This study shows that MGMP-based solutions contribute significantly to increasing teacher quality and professional competence in public elementary schools in Jeumpa District, Bireuen Regency. MGMP helps to improve pedagogical competence, instructional design abilities, and professional knowledge through structured collaborative activities such as joint lesson planning, peer discussion, and reflective evaluation. Teachers gain from collaborative problem-solving and shared instructional experiences, which promote a better knowledge of curriculum application and more effective classroom practices. The findings show that when applied systematically, MGMP serves as a strategic foundation for continuing professional development and leads to measurable gains in teaching effectiveness.

Nonetheless, the analysis demonstrates that structural and organisational constraints continue to influence the overall success of MGMP implementation. Limited teacher participation due to workload pressures, limited institutional reinforcement, and a lack of sustained program administration reduce MGMP programs' long-term impact. Without continuous policy alignment, proper resource allocation, and organised monitoring systems, MGMP may perform below its potential as a professional development tool. Strengthening governance structures, increasing teacher involvement through participatory leadership and professional recognition, and maintaining long-term institutional commitment are all critical measures toward optimising MGMP's role in improving teacher professionalism.

Future study should look into the long-term effectiveness and sustainability of MGMP programs, particularly with regard to measurable changes in student learning outcomes and institutional performance. Further research may look into intervention-based approaches for strengthening collaborative professional learning, improving facilitation quality, and developing data-driven evaluation systems. Such research would provide more empirical insight into how MGMP might be systematically adjusted to promote continuous teacher competence development and long-term educational improvement.

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