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English Language MGMP Empowerment Management for Senior High Schools: Strategic Analysis of Improving The Professional Competence of Senior High School Teachers in Pemalang Regency

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Abstract: This study aims to determine empowerment management English Subject Teachers' Conference (MGMP) for Senior High Schools (SMA) in Pemalang Regency as a forum for continuing professional development to improve the professional competence of high school teachers. The main objective is to describe and analyze the effectiveness of MGMP empowerment management as seen through four main functions. POAC (Planning, Organizing, Actuating, and Controlling). Using a qualitative approach with a case study type, data was collected through participant observation, in-depth interviews, and documentation studies. The results of the study show that effective management characterized by strong synergy across POAC functions. Planning is participatory and based on authentic, evidence-based needs identified through polling WAG and needs analysis checklist. Organizing featuring a competency-based structure, transparent financial management, and institutional collaboration strong relationships with external parties (e.g., universities) formalized through MoU. Implementation (*Actuating*)driven by humanistic and collaborative leadership and implemented through *workshop* which emphasizes ands-on practice and simulation(70% of activity time), which leads to successful knowledge transfer confirmed through classroom observations and post-program learning plan analysis. Finally, Control (*Controlling*)is a digital and data-based system that utilizes real-time monitoring (*real-time*) through *dashboard* Google Drive and tiered evaluations that focus on measurable impact This empowerment management model has been proven to significantly support the improvement of professional competence, foster sense of ownership among teachers, and resulting in real changes in teaching practice, particularly in designing and implementing authentic project-based assessments. This highly effective and sustainable model worthy of replication.

Keywords: Empowerment Management, Senior High School English MGMP, Teacher Professional Competence, POAC

INTRODUCTION

Education is the primary foundation for a nation's development, with the fundamental goal of developing individuals with holistic qualities. As mandated by Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System, education is a conscious effort to shape individuals who are not only cognitively intelligent but also possess the spiritual strength, noble morals, personality, and skills necessary to contribute to society (Muti 2025).

This vision is reinforced by newer regulations, namely Regulation Number 10 of 2025,concerning Graduate Competency Standards at Early Childhood Education Level, Elementary Education Level, and Secondary Education Level has been issued since June 10, 2025. This emphasizes a paradigm shift, whereby educational quality is no longer solely measured by academic grades, but rather by students' ability to become broad-minded individuals ready to face global challenges (Muti 2025)

In the context of achieving this comprehensive vision of education, the role of teachers is crucial. They are the spearheads, interacting directly with students, responsible not only for transferring knowledge but also for guiding and shaping character. Therefore, the quality of human resources (HR) among teachers is a key determinant of the success of the education system.

Teachers are professional educators whose primary duties are to educate, teach, guide, and evaluate students. To carry out these duties optimally, a teacher must possess high professionalism, rooted in mastery of Professional Competence. Professional competence, as defined in Permendikbudristek Number 2626/B/HK.04.01/2023 and Law No. 14/2005, is the ability to master subject matter broadly and deeply, including mastery of relevant scientific concepts, structures, and thought patterns (suryani 2023).

More than just mastery of scientific substance, this competency also includes innovative teaching skills, creative material development, utilization of Information and Communication Technology (ICT), and continuous professional development through reflective action (suryani 2023)

Konig and Lauermann, argue that teacher professional competence, encompassing knowledge, skills, beliefs, and professional motivation, is an important predictor of teacher well-being and success (Susmiatun, Yuliejantiningsih, and Abdullah 2021). Improving professional competence is essential for teachers to adapt to changes in the global environment and ensure the effective achievement of educational goals (Lasauskienė, Rauduvaitė, and Barkauskaitė 2015).

Recognizing the vital importance of teacher professionalism, systematic efforts to improve it must be carried out in a structured manner, requiring a strong management foundation. Management is the primary foundation encompassing a series of processes to achieve organizational goals effectively and efficiently.

(Priansa 2017) explains that management is the art and science of achieving goals through others, which includes a series of fundamental processes: planning, organizing, implementing, and evaluating. Meanwhile, Bartol and Martin (2015) define management as the process of achieving organizational goals through four main functions: planning, organizing, leading (implementing), and controlling (evaluating). This definition emphasizes that management involves a series of structured activities to manage resources to achieve organizational goals (Noureddine 2015).

In the context of professional organizations such as teacher forums, management functions must be carried out in a disciplined manner: 1. Planning (*Planning*): Establishing MGMP goals and strategies to achieve them (for example, creating an annual program oriented towards ICT development). 2. Organizing (*Organizing*): Allocating resources and establishing work structures (e.g., establishing workshop committees and dividing tasks). 3. Implementation (*Actuating/Leading*): Motivating and motivating members. Mary Parker Follett, explains that

management is the art of getting things done through others; this emphasizes the importance of leadership that is able to inspire teachers to participate actively. 4. Control (*Controlling/Evaluating*): Ensure activities run according to plan and make corrections (for example, evaluating the impact of the workshop on teachers' teaching practices) (Krisnandi 2019).

Without mature management, especially in planning and controlling an organization, including teacher forums, there is a risk of losing direction and failing to achieve the goal of increasing competence.

To improve teacher professionalism, organizations must implement the principle of Empowerment. Empowerment is defined as an effort to build and develop human potential, including resources, knowledge, skills, and opportunities, to improve teachers' professional competence, so that they are more responsible for their professional performance.

Empowerment can be considered as a management approach that is oriented towards the process of transferring authority and responsibility from power holders to members of the organization, by stimulating, encouraging and motivating them to become more empowered and able to achieve common goals (Anwaruddin 2019).

Community empowerment is the act of transforming a social group into a more empowered one. This transformation is, of course, for positive purposes (Edra 2025). Rohman in Kadir explains that empowerment is a strategy to improve human resources by giving responsibility and authority to those who are expected to be able to achieve higher performance in an era that is always changing (Kadir 2013).

One way to develop these resources or empower them is through the Subject Teachers' Conference (MGMP). MGMP is a forum for professional activities for teachers of similar subjects in the studio, which consists of two elements: Conference (reflecting the activities of from, by, and for teachers) and Subject Teachers (Najri 2020).

MGMP is a strategy to improve teacher competency through responsiveness, namely formal and informal interactions manifested in collaborative activities such as education and training, seminars, workshops, and comparative studies (Sari 2024). Through these activities, teachers can exchange experiences, broaden their horizons, and improve their skills, transforming from passive recipients to active agents of change.

The English Language MGMP of Pemalang Regency State Senior High Schools, with 57 members from 11 public and 7 private high schools, is a prime example of a professional organization with significant potential to empower its members. The success of this MGMP, supported by progressive initiatives (routine programs, English Fest, social activities) and strong commitment, shows that solid management can be the key to transforming formal organizations into productive self-development platforms.

However, in-depth studies of MGMP empowerment management itself, including how the planning, organizing, implementing, and evaluating functions are applied to achieve empowerment goals, are still very limited. A comprehensive understanding of these mechanisms is crucial for replicating success.

From the explanation above, we can conclude that teacher professional competence is the core of improving the quality of national education. To improve this competence, empowerment efforts are needed through professional forums such as MGMP. For this empowerment to be effective, it must be supported by solid management (planning, organizing, implementing, and evaluating). Therefore, this study is very important to specifically examine the management of English MGMP empowerment in senior high schools in Pemalang Regency in improving teacher professional competence, with the hope of formulating an optimal management model that impacts teacher quality and education as a whole.

METHOD

Research Approaches and Types

This study uses a qualitative approach with a descriptive analytical research type that aims to describe and analyze in depth the existing phenomenon, namely the empowerment management of the English Subject Teachers' Conference (MGMP) of Senior High Schools in Pemalang Regency. The qualitative approach was chosen to understand and interpret the meaning of events, interactions, and dynamics of subjects in certain situations, with the findings in the form of oral and written descriptive analysis, not statistical procedures.

Location and Time of Research

The research was conducted at the English Language MGMP of a senior high school in Pemalang Regency. Core data collection and analysis took place from June to December 2025.

Research Subjects

The research subjects were determined purposively, who were key parties in the management and activities of MGMP. The research subjects consisted of a total of six (6) informants with the following details: MGMP Chairperson (WK): 1 person, MGMP Supervisor (WP): 1 person, MGMP Administrators (WPGS): 2 people and MGMP Teacher Members (WA): 2 people. The informant criteria were active subjects, had in-depth knowledge of the background and conditions of the organization, and were willing to be informants.

Data Collection Techniques

Researchers were directly involved in MGMP activities to obtain a comprehensive picture of the reality on the ground. Observations focused on the implementation and evaluation stages of MGMP activities (such as workshops, peer teaching, and practice English with Foreigner), because the Planning and Organizing stages were completed before the research.

A structured and semi-structured approach was used to gather in-depth information regarding the POAC management functions (Planning, Organizing, Implementation, and Evaluation). Initial interviews were conducted with the Chairperson and Supervisors, followed by a second interview/extended observation with all informants (Chairperson, Supervisors, Management, and Members). Interviews were recorded using audiovisual media.

Used to collect secondary data in the form of evidence, notes, or historical reports from MGMP archives (for example: Articles of Association/Bylaws, Management Decrees, Treasurer's Notes, Activity Minutes, Work Program Reports, Activity Photos/Videos, and Attendance Lists).

Data Design and Analysis

This research was conducted through three main stages: Preparation, Implementation, and Reporting. Preparation Stage: Includes initial site studies, proposal preparation, consultation, and proposal revision. Implementation Stage: Includes permits, data collection (interviews, observations, documentation), data recording, and typing interview results. Reporting Stage: Includes report preparation, data analysis, consultation, and revision. Data analysis is conducted using an interactive data analysis model that includes: Data Reduction: Selecting, focusing, and simplifying raw data (transcripts, field notes, documents) that are relevant to the POAC focus of empowerment management. Data Presentation: Presenting reduced data in narrative, tabular, or matrix form to facilitate understanding of relationships between phenomena. Conclusion Drawing/Verification: Drawing conclusions based on consistent patterns of findings, and verifying the validity of findings (triangulation).

RESULTS AND DISCUSSION

Results

The Pemalang MGMP program planning demonstrates consistency between the leadership's vision and its members' needs. The MGMP Chair emphasized that planning must be participatory and based on teachers' real needs (curriculum issues, teaching techniques, etc.) through problem identification and needs analysis. To technically support this vision, MGMP Management ensured that participatory planning actually occurred, even using polls in the WhatsApp group (WAG) to accurately identify teachers' material mastery needs. These interview results were supported by documentation (WAG screenshots and needs analysis checklists) that explicitly listed specific topics (e.g., Project-Based Learning and digital platform mastery) proposed by members, demonstrating the validity of the data needs.

The validity of the needs analysis compiled by the Chair and Management was further strengthened by the role of the MGMP Supervisor as a validator through discussions and observations. In addition to validating, the Supervisor also implicitly guided the formulation of training targets using the SMART framework (Specific, Measurable, Achievable/Relevant, Time-bound), ensuring that the program had a direct impact on material mastery and learning innovation. The consistency and effectiveness of this planning were confirmed in the recognition of MGMP members, who stated that their scientific needs were adequately represented in the needs analysis and viewed the tiered program as an effective format because it provided directed learning stages, from strengthening the basics to deepening complex material. The Supervisor's emphasis on the importance of analysis validity and clear targets is reflected in his quote.

” *In the Planning function, my main focus is to ensure the validity of the needs analysis conducted by the Chair and the management. For this reason, I actively discuss and conduct observations with MGMP administrators, both through face-to-face forums and through digital communication media.*[2] *"Through this in-depth discussion, I can verify that the program being formulated is truly on target and relevant to the real problems teachers face in the classroom. I implicitly directed the MGMP Chair to formulate training targets using the SMART (Specific, Measurable, Achievable/Relevant, Time-bound) framework. I ensured that the targets set were clear in terms of what would be achieved, had measurable results (both qualitative and quantitative), were relevant to needs, were realistic to achieve, and had a clear timeline for implementation. This guidance is crucial to ensure that every training program implemented has a direct impact on teacher mastery of the material and instructional innovation.”*

The synergy between all these elements, namely the Chairperson who sets clear quality targets, the Management who coordinates the preparation of collective teaching materials so that tiered programs can be implemented, and Members who participate in problem identification, shows that the planning function is carried out holistically, from policy validation to technical implementation in the field. In carrying out his role, the Chairperson of the MGMP ensures that the planning process is truly participatory and based on the real needs of teachers, starting from problem identification, needs analysis, and program formulation that is not ad *hoc*, but rather in stages. The Chair also establishes clear quality targets and realistic and measurable training strategies, affirming a commitment to evaluable impact.

“*As Chair of the MGMP, I have ensured that the work program planning process is truly participatory and based on the real needs of teachers. My initial step is to identify the problems teachers face in schools, such as curriculum issues or teaching techniques, followed by a needs analysis to determine specific training options, such as the use of ICT or innovative learning strategies. Based on this identification and analysis, the MGMP program is carefully designed, considering materials, appropriate teaching methods, and effective implementation time, so that the resulting program is truly beneficial in improving teachers' professional competence. Program formulation is not merely ad-hoc, but rather tiered to ensure teachers' mastery of the material is gradual and structured. I begin by establishing clear quality*

objectives, such as improving teaching skills in specific subjects. This tiered program, which can range from basic to advanced training, provides MGMP members with clear guidance on the steps to take to achieve the established quality objectives, ensuring an effective and efficient competency improvement process. Furthermore, in formulating the program, I set realistic and measurable targets and training strategies. For example, for ICT training, I set specific targets, such as improving teachers' ICT proficiency within a specific timeframe. The strategy I designed included structured and interactive training sessions, complemented by relevant and easy-to-understand materials. This commitment ensures that every investment of time and resources in planning will have a measurable impact, which will ultimately be evaluated through assessment tests or satisfaction surveys."

This structured planning process is also supported by field evidence. The results of observations during the planning meeting showed that each Member's proposal was recorded and classified by the management, Then cross-confirmed with the latest curriculum documents and school quality report results. This cross-confirmation action emphasizes that evidence-based planning (evidence-based planning) and integrated with national education policies.

"*As a member of the MGMP (National Student Representative Council) committee, my role in planning is crucial, particularly in ensuring that the formulated program focuses on innovation and creativity in learning design, in line with the Chairperson's vision. I assist with data management and administration, which are the foundation for accurate program formulation. Furthermore, my primary role is to ensure the formation of a solid team and maintain the commitment and high motivation of its members, as a strong team is a prerequisite for smooth discussions, problem identification, and program-related decision-making. To realize a hierarchical and structured program, I play an active role in assisting in the development of collective teaching materials. I am responsible for establishing a clear and structured meeting agenda and, most importantly, coordinating the division of tasks among members in developing these teaching materials. This ensures that the program for improving material mastery can be implemented systematically, according to the stages established by the Chairperson. My key role is to ensure that participatory planning actually occurs, so that teachers' material mastery needs are accurately identified. I assist in involving all members in the decision-making process. To efficiently identify teachers' material mastery needs, I provide polls in the WhatsApp group (WAG). This provides a fair opportunity for each member to express their opinions and ideas, thereby increasing their sense of ownership and responsibility for the program that has been designed.*

To realize evidence-based and participatory planning, the role of the MGMP administrators is vital. Administrators not only assist with data management and administration, but also actively contribute to the development of collective teaching materials to support tiered programs. The key to participatory success lies in the administrators' efforts to provide polling in the WhatsApp group (WAG) to efficiently identify teachers' material mastery needs, providing a fair opportunity for each member to express their opinions. Member participation was not merely passive but active. MGMP members contributed by identifying learning issues in their classrooms based on reflections and student needs analysis. This active involvement earned members recognition, as they felt their academic needs were being met and the tiered program was deemed effective because it provided directed learning stages.

"*Yes, I feel my academic needs are adequately represented in the needs analysis conducted by the MGMP. During the planning stage, the MGMP management involved members through discussions and questionnaires to explore topics relevant to teacher competency improvement needs. This program is effective because it provides directed learning stages, from strengthening the basics to exploring more complex material. During the planning phase, I contributed by identifying learning issues that occurred in the classroom based on the results of reflections and student needs analysis at SMAN 1 Moga.*

The Pemalang MGMP program planning is a best practice model that demonstrates consistency, synergy, and a strong evidence base, where its success lies in five main pillars: First, there is Vision-Need Consistency because the Chairperson's vision of participatory planning and tiered programs is consistently implemented to meet the real needs of teachers. Second, there is Quality Validation (SMART) carried out by the Supervisor, ensuring the validity of the needs analysis and directing targets using the SMART framework, thus ensuring the program is relevant, measurable, and impactful. Third, Effective Participation Mechanisms are realized by Management that facilitates participation technically through technology (WAG *polling*) and develop collective teaching tools, which significantly increases the sense of ownership (*ownership*) members' commitment to the program. Fourth, the Evidence-Based Planning process is implemented with decision-making supported by data (needs analysis) and cross-confirmed with quality/curriculum documents, demonstrating strong integration with national education policy. Finally, the role of Active Members in identifying issues from classroom reflections ensures the program is on target and accepted as the most effective format for improving professional competence.

Organizing

The organizing function of the Pemalang MGMP centers on three main pillars: developing a competency-based structure, transparent and accountable resource management, and strengthening institutional and professional networks. The primary objective is to ensure the effective implementation of Continuous Personal Development (PDB) activities for teachers.

The MGMP structure is designed to be functional and competency-based, not merely formal. The MGMP Chair leads by establishing a core structure consisting of a Field Coordinator, an IT/Digital Coordinator, and an Innovative Curriculum Coordinator. This structure is documented in a Management Decree (SK) and an official organizational chart. Each core member including the Chair, Secretary, Treasurer, and Field Coordinators has a clear division of duties and measurable performance indicators to minimize overlap and increase accountability.

The supervisor plays a crucial role in supporting this structure by developing task lists and identifying functional job descriptions. This role ensures that each PDB activity is optimally supported by administrators who focus on their areas of expertise (e.g., administration, logistics, or programs). An emphasis on regular coordination, performance evaluation, and a collaborative culture ensures organizational effectiveness and optimal utilization of human resources.

"I assist the MGMP Chair in her organizing role, particularly in building a professional network and securing crucial institutional support for activities requiring significant funding or facilities. I encourage the MGMP to collaborate with external parties, such as universities or selected resource persons, who can provide additional expertise and facilities. This support is crucial for programs such as ICT training to be implemented to a high standard of quality. Furthermore, institutionally, I maintain good communication with the MKKS (School Principals' Working Conference) and the Education Office Branch XII. This communication network serves as strong institutional support, ensuring that the MGMP's structure and programs are aligned with school and office policies. This support also helps the MGMP Chair ensure that the organizational structure and division of tasks within the MGMP are effective and supported by a sound coordination mechanism. I also play an active role in promoting the MGMP's financial independence. I direct the MGMP Chair to establish communication and collaboration with external parties, in addition to universities, who are willing to provide sponsorship. This encouragement aims to enable the MGMP to independently fund ongoing self-development activities, ensuring that teacher competency improvement does not depend entirely on membership fees or office assistance funds alone.

The primary priority in the organizing function is resource management, both physical and financial, based on the principles of transparency, efficiency, and accountability. The MGMP Chair ensures that funds are managed based on actual needs, recording all income and expenditures in official books, and ratifying them through plenary meetings. Most importantly, financial reporting is conducted on a program basis, allowing for measurement of the value of each expenditure. The Financial Accountability Report (LPJ) is presented openly to all members and verified by the MGMP Advisor, ensuring public accountability.

"*In my organizational role, I ensured that the MGMP structure I led was not merely a formality, but rather based on function and competence. I established a core structure consisting of a Chairperson/Person in Charge for strategic decision-making, a secretary for administration, a Treasurer for finance, and Field Coordinators such as Curriculum and Professional Development. Each of these fields had a coordinator responsible for program implementation, with a clear division of tasks and measurable performance indicators. Organizational effectiveness is ensured through an emphasis on regular coordination, performance evaluation, and a collaborative culture. With a clear structure and detailed tasks, members and core administrators understand their respective roles and responsibilities, minimizing overlap and increasing accountability. This structure is designed to support all planned programs, ensuring that human resources within the MGMP are optimally utilized to achieve organizational goals. One crucial aspect of organizing is resource management, particularly MGMP funds, which I manage with transparency, efficiency, and accountability. The budget is based on actual needs and utilizes various funding sources, including membership dues, government assistance, and partnerships with universities. All income and expenses are recorded in official books and approved through plenary meetings. More importantly, I use program-based financial reporting so that the value of every rupiah spent can be measured, and financial reports are submitted openly to all members as a form of public accountability.*"

The program's physical resource management and accessibility are facilitated by the Supervisor and Administrators. They coordinate with the MKKS to determine an effective schedule and location for routine activities that are easily accessible and consider teachers' working hours. They are also responsible for managing logistics and the technical readiness of ICT (projectors, internet, software) at the workshop venue. This readiness is vital to ensure the smooth running of the program *workshop* based on learning innovation and ICT.

"My role is to create accessibility and minimize barriers to participation for members. Members consider the scheduling and location of activities to be quite effective because they take into account teachers' working hours and easily accessible locations."[6]*This confirms the success of my coordination with relevant parties (such as MKKS and other MGMP Chairs) in determining a regular schedule to support members' participation in the Continuous Self-Development program. I am also responsible for ensuring the quality of facilities and resources during the workshops is always adequate. MGMP members assess that the facilities provided, including ICT, are adequate to support the learning process.*[7]*My role in coordinating with the school/event venue has been successful in ensuring that presentation equipment is functioning properly and that the internet connection is stable enough to support ICT-based activities.*[8]*This technical readiness is crucial for the workshop to run smoothly without disrupting the members' learning focus. Furthermore, I support the Chair in building a professional network that provides tangible benefits to members. MGMP members explicitly felt the existence of a highly beneficial professional network, where collaboration with colleagues from other schools helped them develop more effective learning strategies.*[9]*This is a direct result of my role in organizing and facilitating regular meetings and networking between teachers, which indirectly helps members in solving practical teaching problems in the classroom.*

Institutional support and network development are facilitated by the mentor, who encourages MGMP to collaborate with external parties (universities/colleges or selected

sources) to gain expertise, additional facilities, and even sponsorship, in order to achieve MGMP financial independence. MGMP members directly benefit from this network through collaboration with colleagues from other universities who help them develop more effective learning strategies. Interview results mention collaboration with local universities, cooperation agreements focused on improving ICT competency and classroom action research (CAR) methodology, and strengthening institutional networks as among the outputs organizing key. ”*"I think the scheduling and venue were quite effective, considering teachers' work hours and easily accessible locations. The facilities and resources provided during the workshop were adequate to support the learning process. The presentation equipment functioned well, and the internet connection was stable enough for ICT-based activities. Yes, through the MGMP activities, I felt I had a very beneficial professional network. Collaborating with colleagues from other schools helped me develop more effective learning strategies."*

The organizing function in MGMP Pemalang is centered on the establishment of a clear competency-based structure supported by specific field coordinators and a measurable division of tasks to ensure the effectiveness of Sustainable Self-Development (PDB) activities; supported by transparent and accountable resource management through open program-based financial reports; and strengthened by strategic institutional and professional networks (through MKKS, Departments, and Universities/sponsors) to ensure programs are aligned with policy, have high accessibility for members, and encourage the financial independence of MGMP.

Actuating

Program implementation is driven by collaborative leadership, motivation, and high-quality standards. The MGMP Chairperson leads with a collaborative and humanistic approach, emphasizing that MGMP is a collaborative learning community that creates a warm and inclusive atmosphere. Management supports this motivation by providing appreciation and fostering closeness among members. The MGMP Advisory Board reinforces this culture by encouraging the MGMP Chairperson to become a leader. role model and build cultures, haring is caring among members.

"In my implementation role, I provide direct coaching to assess whether the principles of teacher empowerment and sharing of good practices are being implemented effectively. The indicators I observe are teacher engagement and how they are connected to existing programs. Through these observations, I was able to provide input to the MGMP Chairperson to adjust implementation methods to increase teacher participation and ownership of the MGMP program. I actively motivated teachers through the MGMP Chairperson to ensure they were highly motivated to implement the innovations they learned. The primary strategy I advocated was for the MGMP Chairperson to serve as a role model for their members. In addition, I encourage the development of a culture of sharing is caring and strengthening the use of technology for communication and collaboration among members.[11]This aims to create a supportive and adaptive learning environment. I also support the Head of the MGMP in ensuring that training programs are implemented according to established quality standards, especially for technical programs such as ICT-Based Learning. Implicitly, I use the pillars of quality standards as a guide for coaching: Input Standards (such as resource persons and materials), Process Standards (training program delivery methods), and Output Standards (evaluation and reflection).[12]The use of these quality standard pillars ensures that every program organized by MGMP is of guaranteed quality."

To ensure effective knowledge transfer, the Head of the MGMP ensures the high quality of the training program. This process begins with a needs analysis, continues with the selection of professional resource persons, designs applicable activities (with 70% of the time allocated to hands-on practice and simulations), and concludes with performance-based evaluation. Crucially, each activity is accompanied by reflection and mentoring to ensure that the training outcomes are truly implemented in the classroom, not just stopped their workshop

"As the Chair of the MGMP, I lead with a collaborative and humanistic approach to encourage active participation from all members. I start by building positive communication, assigning roles to members according to their potential, and fostering a sense of belonging through appreciation. I implement this leadership philosophy by emphasizing that the MGMP is a collaborative learning community, where teachers can support and develop each other without fear of judgment, thus creating a warm and inclusive atmosphere. To ensure that facilitation activities and sharing of good practices run regularly, I develop a clear annual work program, form a team of facilitators, and implement a problem-based sharing model. These activities are carried out both offline and online (via Zoom or Google Meet) to reach members who are hampered by distance. All activity results, including recordings and materials, are uploaded to the MGMP Online platform (Google Drive or WhatsApp group) for all members to access, so that the program truly produces real solutions to teachers' problems." "I guarantee the quality of the training program by applying high standards: starting with a needs analysis, continuing with the selection of professional speakers, designing applicable activities, and concluding with performance-based evaluations. Each activity is accompanied by reflection and mentoring so that the training outcomes are not limited to the workshop but are truly implemented in the classroom. This commitment is crucial for making a real impact on improving the competence and innovation of English teachers in Pemalang Regency."

Technically and facilitative, the core management supports the implementation by forming the MGMP Learning Community (Kombel) as the main forum for organizing workshops, training, and seminars. They are responsible for coordinating preparations, forming committees, and ensuring two-way communication involving every participant. To motivate members, administrators employ various strategies, such as providing appreciation (formal and informal), fostering closeness among members, and involving them in decision-making.

"In my implementation role, I assist the Chairperson with technical and facilitative roles in organizing various professional development activities. I established the MGMP Learning Community (Kombel) as the primary platform to facilitate the implementation of workshops, training, and seminars. Furthermore, I am directly involved in preparatory coordination meetings, forming committees, creating regular schedules, and contacting resource persons, ensuring all event elements are ready to be implemented according to established quality standards. To ensure that the sharing of good practices is structured and efficient, my core management team and I hold coordination meetings to determine objectives, form committees, and create an effective agenda. We are also proactive in gathering information on the background of participants (audience) both before and during the activity, and most importantly, we ensure two-way communication occurs by involving each participant. This process is strengthened by reflections at the beginning and end of the activity, making the sharing sessions more impactful and applicable. My crucial role in implementation is to help the Chairperson motivate and optimize the active role of each member. We implement various motivational strategies, such as providing appreciation both formally and through direct thank yous or through WhatsApp groups, which makes members feel appreciated. In addition, we create closeness between members through regular meetings, as well as involving them in decision-making. Through coaching and mentoring, including sharing new information and knowledge in WhatsApp groups, we help members develop their skills sustainably."

The effectiveness of the implementation method was validated by the MGMP members themselves, who assessed that the method workshop, Collaborative learning that emphasizes hands-on practice is the most effective in enhancing innovation and creativity. The success of this implementation is measured by the transfer of knowledge, as evidenced by three things: 1) Testimonials from members who feel helped; 2) Class observations that demonstrate the use of ICT applications and newly learned innovative learning models; and 3) Documentation of the

Learning Implementation Plans (RPP) of members who have integrated new methods. Although some members are not yet active in sharing good practices or peer-teaching, in general, new knowledge has been successfully integrated by members into daily learning planning and implementation, such as the use of interactive digital applications.

"The collaborative workshop method, which emphasizes hands-on practice, has had the most impact on me. This method helps me develop new ideas, try creative learning strategies, and adapt materials to students' needs more effectively. 2. I apply the new knowledge gained from MGMP, both related to ICT and teaching methods, by integrating it into daily lesson planning and implementation. For example, I use digital applications to create interactive materials, online quizzes, and presentation media that are more engaging for students. So far, I have not shared best practices or participated in peer-to-peer training. -teaching at MGMP"

The implementation of the Pemalang MGMP program is driven by strong collaborative and humanistic leadership, which has successfully created a warm and supportive learning community culture among its members. This leadership ensures high program quality standards through the selection of professional resource persons, the design of highly applicable activities (based on direct practice), and post-program support in the form of reflection and mentoring. Ultimately, this implementation function successfully achieves its primary objectives: effective knowledge transfer and teacher competency improvement, which have a direct impact on classroom learning innovation.

Controlling

Control Function (Controlling) in MGMP Pemalang is characterized by data-based monitoring, tiered evaluation, and a focus on sustainability. The MGMP Chair establishes clear success indicators (material mastery, evaluation skills, and attitude change) and utilizes a digital system (Google Form/Drive) to summarize data and monitor member development directly (real-time). Management supports this by collecting the results of compiling teaching materials in the form of softcopy and assist in compiling valid and professional activity reports. This data-driven control system is validated through documentation. Monitoring via a Google Drive dashboard, which includes a summary of members' pre- and post-test scores, as well as an innovative RPP implementation checklist, demonstrates measurable and digital-based monitoring.

"I ensure the control function is effective by establishing clear success indicators and conducting tiered evaluations (before, during, and after activities). The indicators used include material mastery (e.g., understanding the independent curriculum), evaluation skills (the ability to develop assessments), and changes in attitudes and practices (increased participation and innovation initiatives). The simultaneous use of quantitative and qualitative data allows me to see tangible improvements in material mastery, skills, and changes in teaching practices." My monitoring mechanism is data- and reflection-based, encompassing attendance, online forum activity, reports on the implementation of training results in schools, and collaborative observation visits. I utilize digital systems (Google Forms, Spreadsheets, and Google Drive) to automatically summarize data and store training document results. This system allows all administrators to monitor member progress in real-time, and data can be accessed transparently, ensuring effective and sustainable program implementation. Evaluation and monitoring results consistently serve as the basis for program reflection and improvement, as well as the development of ongoing follow-up plans. My follow-up plans focus on establishing sustainable learning communities, individual mentoring, and digitizing teacher innovations. Furthermore, we actively collaborate with universities (such as UPGRIS, UNNES, UMP), the Education Office, and Edutech platforms for funding and network expansion, ensuring ongoing teacher competency improvement and a tangible impact on classroom learning quality.

Evaluation focused not only on the administrative implementation of the program but also on its impact on competency. MGMP members experienced increased skills in designing and

implementing authentic assessments, implemented through project-based assessments in the classroom. Members also generally gained access to a variety of learning strategies and evaluation methods. This was reinforced by the constructive feedback mechanisms members received from administrators on a regular basis. Interviews with members regarding feedback were supplemented by observations of evaluation meetings and documentation of feedback forms completed by supervisors. The feedback provided was specific, encouraged improvement, and hierarchical (ranging from refining teaching materials to implementing them in the classroom).

"After participating in the program, I feel my skills in designing and implementing authentic assessments have improved. For example, I started implementing project-based assessments in my classroom, where students are asked to create a product or presentation that demonstrates their understanding of the material. After participating in the MGMP, I gained access to a variety of learning strategies, good practices from fellow teachers, and more diverse and innovative evaluation methods. I regularly receive constructive feedback from administrators and fellow MGMP members. This feedback helps me identify strengths and weaknesses in my teaching practices.

MGMP supervisors ensure the sustainability of the program (*Sustaining*) independently through directives to build ongoing communication and collaboration with external parties (University, BBGP, BPTIK) and internal (MKKS, Branch Offices). The Head of MGMP implements these directives with a follow-up plan that focuses on the formation of a sustainable learning community, individual mentoring, and digitalization of teacher innovation achievements. Thus, the control function functions as a cycle of improvement that ensures continuous improvement of teacher competency. Evidence of independent sustainability is confirmed through documentation of a post-program Follow-up Plan (RTL) that includes a regular schedule. Typically (Community of Practice) monthly funding allocation and self-funding for mini-workshops internal, indicating that dependence on external funds/programs has decreased, in line with empowerment goals.

"My current control function focuses on monitoring the overall implementation of MGMP organizational programs. Although I have not yet monitored the implementation of authentic teacher evaluation and assessment skills in the classroom, my current focus is ensuring that the programs planned by the MGMP Chairperson are truly realized according to schedule and organizational goals. Regarding member participation, because both face-to-face and digital participation have been going well, the constructive feedback I frequently provide to the MGMP Chairperson concerns strategies for continued collaboration with all members. The goal is to create activities that can strengthen the participation of all members in an equitable and sustainable manner. I also consistently provide feedback on program implementation to the Chairperson, administrators, and members through constructive communication. I direct the MGMP Chairperson to have a strong independent sustainability program. To ensure that teacher competency improvement does not stop after one workshop, I direct the MGMP administrators to establish communication and collaboration with external and internal parties.[18]. External parties include Universities, BBGP, and BPTIK, while internal parties are MKKS and Branch Offices[19]This collaboration aims to secure the resources and networks needed to ensure the ongoing success of the teacher competency improvement program.

The Control Function in MGMP Pemalang is characterized by comprehensive data-based monitoring and tiered evaluation, starting from the determination of clear success indicators (mastery of material, skills, and changes in attitude) to the utilization of digital systems (*Google Form/Drive*) to monitor member development, recapitulation of pre-post test scores, and implementation of RPP in general, in real-time. The results of this evaluation do not only focus on administration, but primarily on the impact of member competencies (e.g., increased ability to design authentic/project-based assessments), and always serve as the basis for constructive feedback for program improvement and the development of an independent,

sustainable follow-up plan (RTL); this is reinforced by the supervisor's direction to develop external and internal collaboration to ensure the sustainability of the program without relying entirely on external funds or initiatives.

Observation

The following table presents the results of field observations and document analysis related to the implementation of the four Management Functions (Planning, Organizing, Implementing, and Controlling) in the Pemalang Subject Teachers' Conference (MGMP). The purpose of this observation was to identify the working mechanisms, level of effectiveness, and the relationship between each management function and the development of teacher professional competencies. The data presented has been validated by including relevant Direct Observation Evidence/Documentation.

The Observation Results Table of MGMP Pemalang Management Functions presents findings validated by documentary evidence, breaking down MGMP activities into four core management functions: Planning, Organizing, Implementing, and Controlling (ControllingEach function has a specific Key Aspect Focus ranging from Program Alignment with the curriculum, transparent Financial Accountability, to Practical Methods Based on the program implementation. The observed activities emphasize structured and data-driven mechanisms (for example, the use ofDashboardGoogle Drive formonitoring) to ensure sustainability and quality. The relevance of Teacher Competencies extends beyond teaching materials, encompassing important aspects such as Instructional Leadership, Integrity, and Financial Independence. The validity of the findings is strongly supported by Direct Observation Evidence/Documentation such as detailed Management Decrees, published Financial Reports (LPJ), partnership MoUs, and changes to members' RPP/teaching Modules post-program, ensuring that every claim is based on verifiable data and facts.

Observation Tabel

No.	Management Function	Focus/Key Aspect	Implementation Indicators	Relevant Professional Teacher Competencies	Observed (Teramati)	Notes/Observation Evidence (Catatan/Bukti Pengamatan)
I	Planning	Human Resources Management	1.Identification of Needs (Through online survey or focus group discussions)	Mastery of Material, Curriculum Development, Inquiry-Based Learning	-	-
		Participatory Decision	2. Program Approval (Making Voting by members in a plenary meeting)	Innovation, Evaluation Skills, Leadership in Learning	-	-

		Program Suitability	3. Program Relevance (Alignment with National Curriculum Priorities)	Curriculum Development & Innovation in Learning	-	-
II	Organizing	Structure & Human Resources	1. Structure and Task Division (Socialization of SK/Decision Letter and clarification of functional roles)	Professional Development, Time/Structure Management	✓	SK/Decision Letter of Appointment (Mentioning the Coordinator of the Field/Division/Specific Agenda)
		Human Resources Management	2. Financial & Asset Management (Systematic financial reporting & publication)	All Aspects of Competence, Integrity, and Accountability	✓	Financial Report (LPJ) that is transparently uploaded on the MGMP Information/Google Drive platform.
		Professional Network	3. Institutional and Partnership Network (Implementation of MoU/PKS with external parties)	Mastery of Material, ICT, Advocacy, and Communication	✓	Official letter/MoU with Partner Institutions (e.g., related to Professional Development/EduTech).
III	Actuating	Facilitation & Communication	1. Human Resources Implementation (Provision of roles, appreciation, and use of effective communication media)	Professional Development, Innovation, Sharing Culture	✓	Formal Documentation (Chat/Screenshots) in the WhatsApp Group, Notes on Leadership Observation.
		Methods & Practice	2. Implementation of Methods (Practice based on direct simulation and in-class practice)	Material Mastery, Practical Skills, Innovation, Development of Engaging Learning	✓	Activity Implementation Report (RPK)/Module Documentation (Mentioning the Form of Reflective Feedback using

						Google Form which is filled in by members/participants). Observation Notes.
		Reflection & Feedback	3. Feedback Mechanism (Constructive feedback and coaching)	Innovation, Evaluation Skills, Self-Regulated Learning	✓	-
IV	Controlling	Monitoring & Feedback	1. Program Implementation Monitoring (Transparency of data, monitoring, real-time reports, and follow-up report)	Professional Development, Professional Accountability	✓	Access Dashboard on Google Drive
		Impact Measurement	2. Evaluation of Performance (Competencies that have an impact on teacher practices)	Skills, Real Impact on Students	✓	RPP/Module Documentation after the Program (with the integration of new learning methods).
		Sustainability	3. Independent Follow-up Plan (RTL) (Self-management schedule, and advocacy for Community Practice)	Professional Development, Financial Independence	✓	RTL Documentation (Schedule of Follow-up Activities, Practice Proof, and Internal/External Advocacy).

Documentation

Through this process, we have conducted searches such as archives, meeting minutes, activity reports, and various other supporting documents which are relevant to the components and indicators that have been determined. As a result of these stages, we present the following Documentation Data Collection Results Table, which summarizes the availability or absence of each identified documentary evidence. This data will serve as the primary basis for analyzing the effectiveness of program management and the level of documentation support for each activity stage.

The results of the documentation data collection indicate that the management of the evaluated program is supported by a very strong and comprehensive level of documentation. The three main management focuses of Planning, Organizing, and Implementation have 100% evidence availability, indicating that every step in the program cycle, from identifying needs, establishing structures and resources, to program implementation and providing materials, has been fully recorded and archived. This reflects a solid and transparent managerial foundation in supporting efforts to improve the five main indicators of Teacher Professional Competence, including content mastery, innovation, ICT, authentic evaluation, and continuous self-development.

Although 19 of the 20 documents were available, one significant weakness was identified in the evaluation focus, where document 17 was declared unavailable. This missing document specifically relates to the component "Evaluation of the program's impact on teachers' professional competence." This absence of evidence implies that, although monitoring, feedback, and follow-up planning mechanisms have been documented, formal evidence regarding the measurement and reporting of the program's actual impact (effectiveness) on improving teachers' professional competence has not been explicitly recorded in this document. Therefore, follow-up is needed to compile or complete the impact evaluation document to close the documentation gap and provide a complete picture of the program's success.

Documentation Data Collection Results Table

Focus	Component	Professional Teacher Competency Indicators	Document Evidence	Coding	Availability
Planning	Identification of potential problems	Mastery of Content and Deep Knowledge	MGMP Program	Dok 1	✓
	Setting goals and training targets	Innovation and Creativity in Learning Design	Teacher Needs Analysis Document	Dok 2	✓
	Formulation of programs and strategies	Use of Information and Communication Technology (ICT)	Meeting Minutes	Dok 3	✓
	Identification of needs and resources	Evaluation Skills and Authentic Assessment	Meeting Attendance List	Dok 4	✓
Organizing		Continuous Self-Development	Activity Photos/Videos	Dok 5	✓
	Forming organizational structure	Mastery of Content and Deep Knowledge	Organizational Structure & Job/Task Descriptions	Dok 6	✓
	Resource management	Innovation and Creativity in Learning Design	Proof of cooperation with external parties	Dok 7	✓
	Division of duties and authority	Use of Information and Communication Technology (ICT)	Routine Activity Schedule	Dok 8	✓

		Evaluation Skills and Authentic Assessment	Coordination Meeting Minutes	Dok 9	✓
Actuating		Continuous Self-Development	Inventory List / MGMP Facilities	Dok 10	✓
	Motivating and facilitating teachers to play an active role	Mastery of Content and Deep Knowledge	Invitations and Attendance List for Routine Activities	Dok 11	✓
	Implementation of training program	Innovation and Creativity in Learning Design	Activity Photos/Videos	Dok 12	✓
	Teacher empowerment	Use of Information and Communication Technology (ICT)	Minutes	Dok 13	✓
		Evaluation Skills and Authentic Assessment	Proof of competency improvement facilitation	Dok 14	✓
		Continuous Self-Development	Activity Material/Module	Dok 15	✓
Controlling	Monitoring of program implementation and member participation	Mastery of Content and Deep Knowledge	Program Implementation Activity Report	Dok 16	✓
	Evaluation of program impact on professional teacher competence	Innovation and Creativity in Learning Design	Evaluation of Activity Report	Dok 17	
	Providing constructive feedback	Use of Information and Communication Technology (ICT)	Feedback Notes	Dok 18	✓
	Action planning for continuous improvement	Evaluation Skills and Authentic Assessment	Action Plan	Dok 19	✓
		Continuous Self-Development	Monitoring Document	Dok 20	✓

Discussion

The Pemalang Regency Senior High School English MGMP program is fundamentally oriented toward improving teacher professional competence. This aligns with the mandate of Law No. 20 of 2003 and current regulations, which require educational quality to be measured by students' abilities to become whole individuals (Muti, 2025). Given that teachers are professional educators whose primary duties are to educate, teach, and evaluate (Suryani, 2023), the MGMP's efforts are crucial.

The main activities of MGMP, which include the preparation of innovative Teaching Modules, the development of authentic assessment instruments, and the optimization of digital media, are a manifestation of the improvement of teachers' Professional Competence, which is defined as the ability to master material broadly and deeply, and includes innovative teaching

skills and the use of ICT (Permendikbudristek No. 2626/B/HK.04.01/2023; Law No. 14/2005). The Planning Function is the main pillar of the empowerment strategy. Institutional Empowerment is strengthened by the support of the principal through a letter of assignment, while participatory empowerment is clearly visible where teachers as participants, contribute ideas to address critical learning issues, making MGMP an optimal space for exchanging experiences. The Organizing Function, with its detailed task descriptions, aligns with the concept of management as a process of achieving organizational goals through resource management (Bartol & Martin, 2015; Noureddine, 2015).

The program's implementation requires English teachers to actively implement the results of the deliberations, using a scientific and contextual approach. Improvements in Personality and Social Competence are evident in professional interactions and student guidance. The pinnacle of professional competence is discipline and leadership competence in driving innovation. Supervision (control) is conducted holistically to ensure quality outcome competency improvement. Priansa emphasized that a strong management foundation can support the effectiveness of activities within an organization and will support efforts to improve professional competence. (Priansa, 2017).

The Planning Function shows a high level of convergence. Interviews regarding participatory and real-needs-based planning were validated by Documentation (WAG)polling) and Observation evidence-based planning. This consistency proves that MGMP carries out its management function by establishing measurable goals and strategies, making planning a crucial step that must be mature so that the organization does not lose its direction (Krisnandi, 2019).

In terms of organization, perfect convergence was found. Interview statements about competency-based structures and transparent fund management were validated by documentation (SK, LPJ). Strengthening professional networks with universities, validated by observation and documentation, confirmed that MGMP successfully allocated resources strategically. This organized structure supports empowerment, which aims to build the potential of human resources, knowledge, and skills of teachers (Anwaruddin, 2019), so that teachers are more responsible for their professional performance.

The Implementation Function is supported by strong convergence that proves the effectiveness of MGMP as a learning community. Interviews regarding collaborative and humanistic leadership and program quality assurance are validated by classroom observations (the use of ICT and innovative methods). This success in mobilizing and motivating members, as well as achieving knowledge transfer, aligns with Mary Parker Follett's view (cited by Krisnandi, 2019) regarding management as the art of getting things done through others. MGMP successfully carries out its function as a strategy to improve teacher competency through responsiveness and collaborative activities (Sari, 2024), transforming teachers into active agents of change.

Control Function shows effectiveness in monitoring but leaves a contradiction in output evaluation. Interviews and observations confirmed monitoring Digital data-based management is running effectively. However, the absence of Document 17 ("Evaluation of activity reports") in the formal documentation indicates a gap. This contradiction is significant because improving professional competence (knowledge, skills, beliefs, and motivation) is a crucial predictor of teacher success (König and Lauermann, cited by Susmiatun et al., 2021) and a prerequisite for teacher adaptability (Lasauskienė et al., 2015). Therefore, MGMP needs to strengthen structured impact measurement and reporting to ensure that control (correction and evaluation) is supported by comprehensive impact evidence, as defined by the management function (Bartol & Martin, 2015).

CONCLUSION

The Management of the Empowerment of the English Subject Teachers' Consultation (MGMP) for Senior High Schools in Pemalang Regency has been proven very effective in aspect planning, organizing, and implementing. Supported by strong triangulation data convergence, this MGMP has successfully positioned itself as a solid and collaborative strategic platform to significantly improving Teacher Professional Competence (KPG). Success in producing outcome Positively demonstrating strong core management practices, ensuring programs are implemented as planned and achieving the target of improving the quality of English teachers in Pemalang Regency.

However, there are crucial weaknesses in the Control function Because lack of formal evidence of Impact Evaluation (Document 17). Although the program empirically produces positive results, these documentation weaknesses pose a serious obstacle to full accountability and limits the ability of MGMP to structurally measure long-term impact program. To ensure continuous improvement and the adaptations necessary for teachers to remain successful in an ever-changing era, MGMP must immediately address this documentation deficit to ensure a complete and measurable quality management cycle.

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