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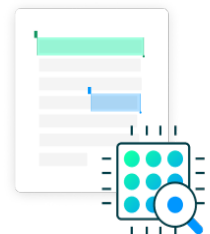
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The Roles of English Teacher Forum (MGMP) in Indonesia Towards the Teacher Professional Development

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Abstract

This research was conducted to look for the roles of the English teacher forum (MGMP) in Klaten, Central Java, Indonesia as an integral part of their teacher professional development (TPD). The abbreviation of MGMP stands for Musyawarah Guru Mata Pelajaran or English Teacher Forum in the context of this study. The research involved fifteen English teachers from various accessible schools. The phenomenological method was used in this research to understand the teachers' experiences of the contribution of MGMP towards their TPD. Further, the research utilized a questionnaire and interviews to collect the data from the participants. The three-step data analysis from Ary, Jacobs, Sorensen, & Razavieh (2010) namely familiarizing and organizing, coding and reducing, and interpreting and representing were employed to validate the data. The results demonstrate that MGMP gives a lot of benefits to the TPD. Nevertheless, some aspects should be improved, such as conducting research on teachers' training needs, providing sustainable post-training supervision, and creating simple and efficient systems related to the school administration. For future research direction, further studies should focus on improving those aforementioned factors.

Keywords: *English teacher forum (MGMP), MGMP benefits toward TPD, teacher professional development (TPD)*

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1. INTRODUCTION

Teacher professional development (TPD) is a key concept in education reform for teachers to continue learning (Priajana, 2017). However, the practice is often quite challenging considering that there are factors that influence the TPD, namely personal, organization, and wider (Coldwell, 2017). Therefore, the education policymakers in Indonesia stipulated a Government Regulation No. 38 (1994) that concerns a professional forum for a subject teacher at the district level, namely MGMP (*Musyawarah Guru Mata Pelajaran*). The MGMP is expected to be the place for gaining teacher professional development through the activities and experiences (Kementrian Pendidikan, 2015). Besides, the MGMP has given the teacher a lot of benefits for the teacher professional development through training and other activities (Helmy, 2018). However, the real challenge of teacher professional development is in the practice of teaching (Eun, 2018). Therefore, MGMP should not only give the training and other activities that can improve the teacher professional development, but also should be affiliated with the government to arrange supervision after the training. The supervision action is beneficial for the teacher to develop their professionalism in teaching (Eun, 2018).

Further, some studies found aspects that need to be improved under the MGMP supervision. Anif, Prayitno, and Idrus (2019) in their study found that the MGMP member's initiatives to establish collaboration and partnership by developing the education quality in Indonesia is still the main concern to be improved. Besides, Avillanova and Kuswandono (2019) also found the internal factors, such as teacher motivation and commitment become a huge issue that needs to be improved by the MGMP. Also, Monica and Kuswandono (2019) found that some of the school principals were not interested in sending the teacher to the MGMP activities because they think that it will not affect the school improvement significantly. Therefore, support from the school principals is equally important to the TPD.

On the other hand, Helmy (2018) states that the existence of MGMP contributes to improving the teaching abilities and the quality of learning. Further, the MGMP provides teachers who have high demand in learning tend to have the ability to teaching and managing the teaching-learning process Cohen, Manion, and Morrison (2007). The abilities go along well with the competencies that should be acquired by teachers, namely pedagogical competence, professional competence, social competence, and personal competence (Bakar, 2018). Further, MGMP provides activities, scientific research, and experience that could improve the ability to prepare the learning, carry out learning, manage the classes, use the teaching media and resources, and reflect and evaluate the learning process (Cirocki & Farrell, 2019). Therefore, the MGMP is expected to help the teacher to develop their ability and professionalism as a teacher.

Nevertheless, TPD is not only dealing within the school setting but also within and outside the school setting (Rodhi, 2015). Thus, the MGMP should be the place outside the school setting to learn, experience, and gain new knowledge of teaching. The support from the professional forum, i.e., MGMP, creates improvement towards the teacher professionalism (Darling-hammond, Hyler, & Gardner, 2017). Likewise, Nooruddin and Bhamani (2019) argue that TPD is the improvement of teachers' ability and skill through some experience and sustainable training that leads to continuous professional development

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(CPD). By allowing the teacher to join the training program, scientific writing, and the facilitation to discuss with other teachers who teach in the same subject, MGMP can be an effective place to gain TPD. Further, there is a national program to develop teacher professionalism called CPD that has been properly enacted by the government through the law in PP. No. 74, 2009. The activities in CPD should include self-development, scientific publication, and innovative work. In the school practice, those programs are supported by the existence of MGMP.

Thus, MGMP can be a potential place for the teacher to keep developing their professional and gaining their professional development regularly. This English Teacher Forum is usually used, as in many other countries, for teacher professional support and as the place for sharing and discussion (Darling-hammond et al., 2017). Therefore, MGMP, as the Indonesian subject teacher forum, is a required support system for the teacher to gain TPD with various professional activities and post activities supervision granted by the government. Further, having significant influences on the TPD in Indonesia, MGMP can bring both positive and negative impacts on TPD.

This study is worth investigating for at least two reasons. First, while the previous studies have investigated the roles of the English Teacher Forum, the types of significant contributions to their TPD have not been extensively examined. Both Rodhi (2015) and Helmy (2018) investigate the capacity and the function of MGMP towards the TPD. Nevertheless, the significant contribution towards the TPD has not been discussed extensively. Second, the previous studies have analyzed the roles of the English Teacher Forum and the MGMP capacity towards TPD, while the impact of the English Teacher Forum on the teacher professionalism as an education reformer has not been discussed in depth.

Therefore, this study is conducted to know whether the existence of MGMP gives significant implications for the TPD and the impact on teacher professionalism as an education reformer. The setting of this research was 15 high school teachers in MGMP Klaten, Indonesia. Further, the research methodology was qualitative research. The type of qualitative research utilized in this study was the phenomenological method which would be focused more on describing the participants' experiences when they join the MGMP. This method was selected to get and produce in-depth information (Cohen, Manion, & Morrison, 2012). Besides, to collect the data, the study utilizes a questionnaire to gain more information from 15 participants. After the data from the questionnaire were analyzed, three participants were chosen to be interviewed. Further, the researchers utilized Ary, Jacobs, Sorensen & Razavieh's (2010) three-step data analysis to analyze and present the data based on the questionnaire and interview results to validate the data. Finally, the data were presented in a form of grouping symbols of coding and transcribed interpretation. The results were used to answer the following significant research questions:

1. To what extent does the MGMP give significant contributions to the teacher professional development (TPD)?
2. Does the existence of MGMP impact the teacher's professionalism in becoming an education reformer?

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2. LITERATURE REVIEW

2.1 Teacher Professional Development

TPD defines as the process of professional growth as a result of certain experiences and training (Priajana, 2017). Moreover, (European Commission, 2012) considers TPD as a system of improving teachers' ability specifically in training the teacher, induction the courses, in-service training, and continuous professional development (CPD). One of the ways to gain TPD for a teacher is the opportunity to join a training program, scientific writing, and the facilitation to discuss with other teachers who teach in the same subject (Avillanova & Kuswandono, 2019; Herawati, 2017; Rahman, 2016). Therefore, TPD is not only dealing within the school setting but also within and outside the school setting (Rodhi, 2015).

2.2 Teacher Subject Forum (MGMP)

Teacher Subject Forum or MGMP (*Musyawah Guru Mata Pelajaran*) is a professional forum for teacher subjects at the district level (Priajana, 2017). The MGMP has been stipulated by the government policymakers in Government Regulation No. 38 (1994). MGMP aims to become the place for the teacher to increase the frequency of sharing experience and knowledge (Kementrian Pendidikan, 2015). Further, Helmy (2018) states that MGMP contributed to the improvement of teaching abilities and the quality of learning. The MGMP provides teachers who have high demand in learning tend to have the ability to teaching and managing the teaching-learning process (Cohen et al., 2007). Further, MGMP provides activities, scientific research, and experience that could improve the ability to prepare the learning, carry out learning, manage the classes, use the teaching media and resources, and reflect and evaluate the learning process (Cirocki & Farrell, 2019).

3. RESEARCH METHODS

This section presented the research methodology and instruments utilized in this research. There are four sub-sections namely, Research Methodology, Participants, Instruments, Data Analysis.

3.1 Research Design

The phenomenological method used in this research aims to gain in-depth information from the teacher regarding the significant implication of MGMP in facilitating TPD activities to the English teacher in Klaten, Indonesia. Using the phenomenological method, the researcher could have various data resources based on the participants' experiences (Ary et al., 2010). Besides, the research could also focus on a single issue and the result would be based on the natural assumption of the participant (Cohen et al., 2012). Further, to validate the data, triangulation would be applied. Besides, to analyze the data the study uses three-step data analysis, namely familiarizing and organizing, coding and reducing, and interpreting and representing (Ary et al., 2010).

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3.2 Participants

The participants of this study were 15 teachers from 7 state schools that have to consider active action in the MGMP activities. Further, the participants were from the organization committee and members. There were 3 participants who represent the MGMP committee and the rest were members of MGMP. The aim of it was to know the perspectives of the committee and members of MGMP.

3.3 Instruments

The instrument used in this research were a questionnaire and semi-structured interview. The questionnaire utilizes the Likert scale which comprises 7 scale numbers. The scale represents the participant agreement with the questionnaire statement, namely 1 = Strongly disagree (SD), 2= Disagree (D), 3 = Somewhat to disagree (STD), 4 = Unsure (U), 5 = Somewhat to agree (STA), 6 = Agree (A) and 7 = Strongly Agree (SA). Further, the transcript of the questionnaire method was in the form of grouping related answers into one coding. On the other hand, the transcript of the interview was based on the voice call recording. The coding of the interview was initial codes based on the participant's initial.

3.4 Data Analysis

In the first step of data analysis, which is familiarizing and organizing, (Ary et al., 2010) suggest that the researcher should be familiar with the data through reading and rereading. Further, the data should be organized to make ease of analyzing the data. Therefore, the researcher decides to distribute the questionnaire utilizing google forms to make the ease of organizing and classifying the data. The questionnaire utilizes the Likert scale which comprises 7 scale numbers. The scale represents the participant agreement with the questionnaire statement, namely 1 = Strongly disagree (SD), 2= Disagree (D), 3 = Somewhat to disagree (STD), 4 = Unsure (U), 5 = Somewhat to agree (STA), 6 = Agree (A) and 7 = Strongly Agree (SA). Further, the transcript of the questionnaire method was in the form of grouping related answers into one coding. However, in the interview section, the researcher decided to interpret the respondent's answer in form of transcription text. The transcript is based on the main idea that has been interpreted by the researcher. The result of the interview was in a form of a transcript with initial codes based on the participant's initial.

Moreover, Ary et al. (2010) state that the second step of data analysis, namely coding and reducing, the researcher should make identification of categories and themes and their refinement. Therefore, the researcher generates three aspects that become the main representative of 15 questions made in the questionnaire section. Those three aspects were; (1) The Role of MGMP Towards TPD, (2) The Role of MGMP Members Towards TPD, (3) The Contribution of MGMP to Shape Professional Teacher as An Education Reform.

Further, for the last step of data analysis, the researcher should interpret and present the data result in a plausible explanation (Ary et al., 2010). Therefore, the data presented is divided into two parts based on the instrument used in gathering the data. Further, the first part would likely discuss the result of the questionnaire section. Finally, the presentation of the questionnaire analysis result was written in the form of figures while the interview was presented in the form of a coding framework.

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4. FINDINGS

In this section, the discussion focuses on the research findings and the findings' discussion. However, based on the result of the questionnaire and interview, the researchers divided the results into two parts which represent the answer to each research question generated in the previous discussion. The first part analyses the MGMP's significant contribution towards teacher professional development. Further, the second part analyses the impact of MGMP on teacher professionalism in becoming an education reformer. Each of the parts was elaborated using the three-step data analysis from Ary, Jacobs, Sorensen & Razavieh (2010).

4.1 MGMP Roles to TPD

In the first part, there were two aspects used to answer the first research question. The first aspect was in a form of a questionnaire. The questionnaire was five detailed questions that represent the role of MGMP towards the development of teacher professionalism. Mostly, the questions were focused on asking the MGMP benefits, activities, facilitate that the teachers' needs, and post activities supervision (Cohen et al., 2007; Priajana, 2017; Helmy, 2018; Cirocki & Farrell, 2019). The first aspect shows that the role of MGMP towards the teacher's professional development is on high average. The average results of the first aspect are presented as follows:

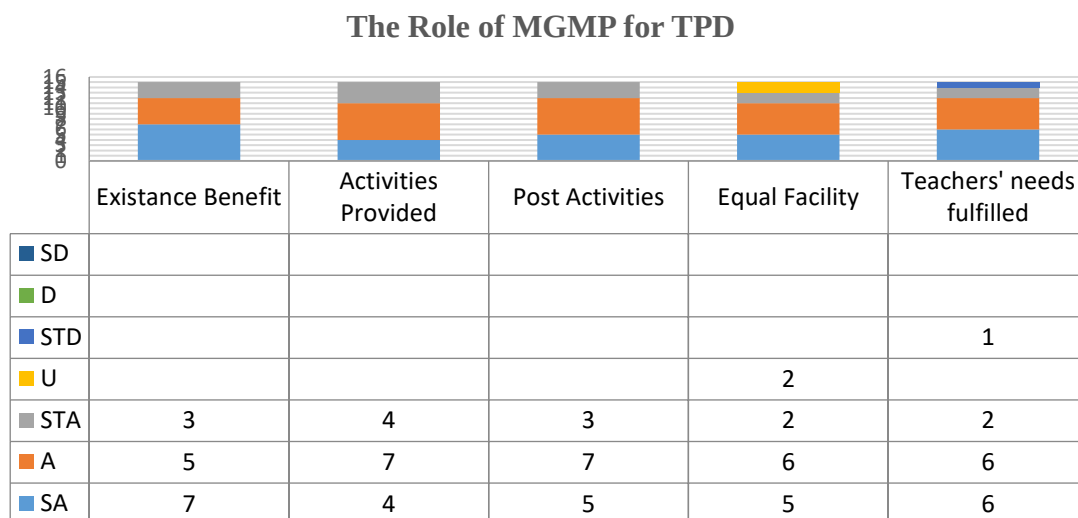


Figure 1.1 The Role of MGMP for TPD

Based on Figure 1.1, most of the participants agree that the role of MGMP helps the teacher to gain their TPD. Around 77% of the participant chose SA and A indicate that the MGMP in Klaten has a significant effect on the TPD. However, the other 18% of the participant chose STA, 3% U, and only 2% STD. This finding indicates that the MGMP has become one of the places for the teacher to learn professionalism and gain their TPD. Husna (2016) also found that most of the teacher in Indonesia already takes the benefit of gaining TPD through the activity provided by MGMP. Further, Kent (2018) found that the teacher in

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Turkey also takes the benefit of obtaining professional development through the existence of a teacher working group (MGMP). Besides, Imants and Van der Wal (2019) and Siswanto and Kuswandono (2020) also found in the study that the other teacher and their community becoming the supportive systems of teacher professional development by conducting programs and training for them.

The next focus to answer the first question was the role of MGMP members towards the teacher professional development. This focus appears because the aim of MGMP according to Government Regulation No. 38 in 1994 is to improve the teacher knowledge, share problems and information, and build collaboration with the other teacher. Further, the second aspect showed a positive result. The following figure represented the data result of the second aspect question.

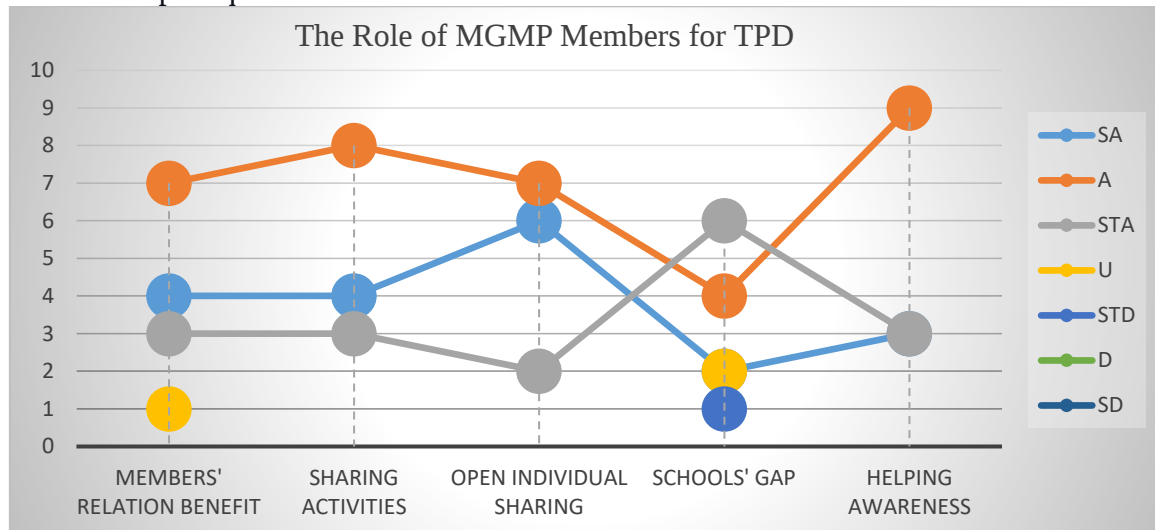


Figure 1.2 The Role of MGMP Members for TPD

Further, from the data shown in Figure 1.2, the result showed that most of the participant agrees that MGMP members have built a good communication with the other members. It shows that each of the MGMP members also becomes one of the significant aspects of individual TPD. That statement was supported by 72% of participants that answer SA and A. Further, the participant who chose STA is 22%. However, there are 4% STD and 2% D. Those data show that most of the MGMP members already collaboratively and communicatively with the other members. Further, the teacher collaboration would give positive results in the TPD improvement (Hayu, Permanasari, Sumarna & Hendayana 2019). Kent (2018) also found that the sharing of each member such as, share the links of educational journals, conferences, materials, and scholarships helps the teacher to increase the motivation in teaching and the TPD. By sharing the active collaboration and communication, the sense of helping each other and increase the teacher self-competencies development through sharing and learning together (Fadhliyah, Mirizon & Petrus, 2020).

Further, after analyzing the questionnaire results, the researchers chose three participants to be interviewed. The participants were chosen based on the questionnaire result. Besides, the interview aimed to gain detailed information from the participant. The

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participants were Mr. A, Mrs. D, and Mrs. R. The researchers utilized a semi-structured interview to ask the participants more freely but still referred to the guidelines of questions that have been set before (Ary et al., 2010). Further, the result of the interview would be in a form of transcripts of the interview conversation.

The first question was mainly talking about what is MGMP for them and what is the significance of MGMP for the teacher professional development. The result showed that the MGMP has given significant improvement to their teacher professionalism. Besides, the first participant was Mr. A, he expressed that MGMP is a place for a certain subject teacher to share and discuss what problems they experienced in the class and try to find the solution based on another teachers' experience. Besides, Nurhayati (2018) also mentioned in the study that collaborative activities could stimulate positively their academic professional development. Further, Mr. A, also stated that MGMP is a crucial organization for a teacher as the mediator between the government, policymakers, and other teachers. He argues that as follows:

"It is because the newest information from the government such as the standard of teaching and learning process will be informed by the MGMP group chat. Moreover, it also helps us with a lot of training so that we can learn many things including the way we utilize technology in teaching." (Interview, Mr. A, 12 May 2020)

From that statement, the participant shows that MGMP is a helpful organization for them to share and discuss anything that positively impacts their TPD. Hayu et al. (2019) also found that the discussion and sharing in the teacher forum would positively increase teacher professionalism. Therefore, it might help them find a new method to be used in their class by having discussions and sharing experiences. Besides, Siswanto and Kuswandono (2020) found in the study that the teacher was helped to encounter their challenges and problems by the programs and training that the community has been set. Further, Nurhayati (2018) also mention in the study that doing a communicative collaboration with others would impact positively their practical knowledge and professional skills. Therefore, the statement from Mr. A demonstrates that the existence of MGMP helps the teacher to develop their professionalism through the spontaneity in providing current information, becoming a good right between the teacher and policymakers, and a lot of collaboration through programs and training that will be useful for the teacher.

Correspondingly, according to Mrs. D, MGMP can be a useful platform that allows the members to develop themselves through sharing and training sessions. The information shared in the community helps them to develop professionalism. She also argued that:

"MGMP is very important for teachers to develop themselves as professional teachers. MGMP also provides a detailed discussion about the course outline and the teaching material. These activities give us the benefit to master the material and to equate the perception of teachers." (Interview, Mrs. D, 15 May 2020)

Based on the statement from Mrs. D, the relation between teachers from different schools is built through sharing and discussion. Thus, MGMP can be a powerful place to gain TPD if the teacher is active to find, ask, and share new information and knowledge. Further, from the interview result, the researchers assumed that the MGMP existence is important to be the room for the teacher to discuss essential things related to teaching and the

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educational system. It is also stated in Anif et al.'s (2019) study that the MGMP became the community for the teacher to share and discuss through its program and training to improve their skills as professional teachers. However, Mrs. D also mentioned that the teachers' development depended on individual involvement in the activities. Therefore, the government needs to design appropriate in-service training for the teacher in a certain area to fulfilled the teachers' needs. It is also suggested by Lestariningsih, Hope, Madya, and Nurkamto (2018) that the differentiated in-service training should be made specifically to fit the teachers' needs. Further, it causes improvement in the pedagogic qualities and teachers' professional development.

Besides, Mrs. R was determined that MGMP as a community can provide activities to develop teaching strategies through its training and seminar. The MGMP gives opportunities to the teacher to expand more challenging things such as examination writer or editor, book writer, listening voice over, and researcher. Expanding new experiences related to the current issues through the activities provided by the MGMP became powerful in-service training that helps the teachers develop their professionalism (Lestariningsih et al., 2018). Further, Mrs. R argued as follows:

"MGMP is an important organization for the teacher to share and discuss something for the sake of education betterment. We need MGMP as a place for teachers in a certain area to share and discuss problems found in real practice. It also helps us to synchronize our opinion about the curriculum or how to deliver certain materials."
(Interview, Mrs. R, 16 May 2020)

Based on Mrs. R's opinion, the researchers concluded that MGMP provides a lot of new knowledge through the activities they had. Therefore, MGMP has become the place for developing teachers' professionalism. The activities and experiences that are based on problem-centered, relevant issues and contextual knowledge built positive teachers' professionalism (Nurhayati, 2018; Lestariningsih et al., 2018). Equally important, the existence of MGMP is crucial for developing teacher professionalism and the quality of education.

4.2 MGMP Significance to the TPD as Educational Reformer

This section focuses on the role of MGMP toward the development of learning quality. The reason for this aspect focus is that the TPD has significant effects on the development of learning quality. Further, Rahman (2016) states that active TPD would help to improve the quality of learning and education. Thus, the role of MGMP to develop TPD could give a positive impact on the development of learning quality (Vangrieken, Meredith, Packer, Kyndt 2017; Avillanova and Kuswandono, 2019). The development of learning quality would lead to better education reform. Further, the result of the third aspect would be presented in Figure 1.3 as follows:

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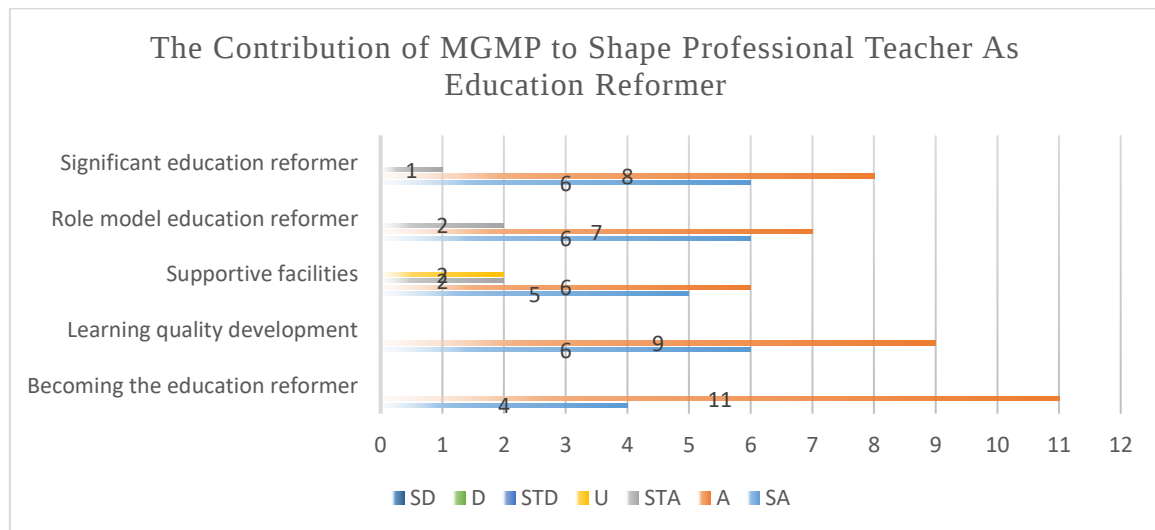


Figure 1.3 The Contribution of MGMP to Shape Professional Teacher as Education Reformer

Based on Figure 1.3, the results show that almost all of the participants answer either SA or A. The average amount of the agreement is 90%, reflecting that the existence of MGMP has a positive impact on the development of learning quality. The supportive facilities and flexible development gave organic changes that affect positively the reciprocal of teacher professionalism and education quality development (Vangrieken et al., 2017). Therefore, the researchers can conclude that the role of MGMP in improving TPD directly affects the positive development of learning quality. Rahman (2016) also found that the development of teacher professional quality would positively affect the development of education quality.

Further, in the interview section, the focus was on the significance of MGMP activities towards the TPD as an educational reformer. The first participant, Mr. A, responded that MGMP has already provided activities that allow the teacher to develop and learn new knowledge from the training, seminar, conference, etc. Further, the MGMP also trains the teachers to be able to conduct classroom action research (CAR). The opportunity of conducting the CAR allows the teacher to develop the skills of being a researcher, while at the same time CAR gives benefits of understanding what is suitable and not in the context of real teaching practice (Lestariningsih et al., 2018). The CAR is used as an in-service training to practice and produce better and suitable teaching method based on a certain condition (Lestariningsih et al., 2018). Further, the research results were helpful for the educational system improvement. The research conducted by the teacher could help the policymakers to decide or evaluate the rules or systems that existed (Monica & Kuswandono, 2019). Next, Mr. A maintained that:

"After the training, the government and MGMP expects the teacher themselves to do the follow-up action. Besides, I think we need supervision from the expert so that we can make sure that what we have done is still on track. If there are sustainable follow

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up after the CAR that would be good both for the teacher development and educational betterment.” (Interview, Mr. A, dated 12 May 2020 and 3 October 2020)

Based on Mr. A’s answer, MGMP prepares the teacher to be aware of the condition in their environment through the training and seminar especially about researching class problems and find the solution of it. It is a good step for a teacher not only to practice the awareness in the class but also to keep the teacher to be up to date with the current education issues (Lestariningsih et al., 2018). Besides, it also positively affects the better educational systems (Rahman, 2016). However, the follow-up action after the activity should be the main consideration for MGMP to be done. Monica and Kuswandono (2019) also found in their study that the follow-up done by MGMP as a monitoring action is considered an absence. Therefore, the CAR as one of the in-service training methods should be implemented and followed after by reflective learning to make the teacher be able to reflect on what they have done in the classes before and after the training (Lestariningsih et al., 2018; Siswanto & Kuswandono, 2020).

Further, Mrs. D responded that the activities provided by the MGMP are beneficial for the TPD. Mrs. D also replied that if every individual teacher could maximize the benefit of the MGMP, it significantly impacts the education system reformer. Mrs. D also asserted that:

“The activities conducted by MGMP are often misdirected with the teacher needs. It may be because there is no research or survey conducted by the MGMP and government before planning the activities.” (Interview, Mrs. D, dated 15 May 2020 and 5 October 2020)

Mrs. D’s opinion shows that there is still improvement needed in facilitating the teachers’ needs. Further, Mrs. D mentioned that having training and seminar related to the teacher’s needs is one of the essential issues that the MGMP and government should have done. Monica and Kuswandono (2019) stated that one of the factors that affect teachers’ motivation is the lack of facilitation that fulfills their needs. Therefore, the researchers concluded that the government needs to have research on the teacher’s needs to effectively facilitate the TPD and education system reformation. Further, Avillanova and Kuswandono (2019) also suggest that the government needs to put more concern to the teacher’s needs by having some research.

Still, in the same vein, Mrs. R reasoned the significance of MGMP activities towards the TPD as an educational reformer. Mrs. R believed that the activities conducted by the MGMP help the teacher to develop their professionalism. Through the seminar, they are trained to make a good lesson plan and able to do the school administration. As a teacher, she expected to master both teaching and school administration. The training provided by the MGMP that covered the teachers’ needs, in the case of school administration training, positively increase professional development (Lestariningsih et al., 2018). However, Mrs. R also provided her response:

“The real practice is not easy, because of personal things such as social and family matters. It may be the reason for a teacher to lose their motivation. Managing our time and separating personal and professional life is not easy. As time goes by, we might lose our motivation and integrity if we cannot manage it.” (Interview, Mrs. R, dated 16 May 2020 and 6 October 2020)

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According to Mrs. R, the activities provided by MGMP help them to master not only the skill in teaching but also in the school administration. However, the real practice of it is not as easy as what it is said. The teacher might lose their motivation and integrity in teaching if they have a heavy workload and they cannot manage their time well. This problem was also found in Monica and Kuswandono's (2019) research, they said that workload and time management might be the biggest issues that could affect the TPD. Further, if the teacher lost their motivation and integrity it leads to chaotic education systems (Vangrieken et al., 2017). Therefore, the systems should not burden the teacher with a lot of administration workload.

Based on the questionnaire and interview result, the MGMP in Klaten has significantly contributed as the support system for the teacher to develop the TPD. However, some aspects needed improving, such as effective and directed training and seminar about current issues. Herawati (2017) also found that the most effective way to develop teacher professionalism is to give in-service training to the teacher. Lestariningsih et al. (2018) also found that effective in-service training based on the teachers' needs is improving the TPD. Therefore, the training, seminar, research, and sharing and discussion activities held by the MGMP could be considered helpful for the teacher to develop their professionalism in teaching.

Moreover, based on the questionnaire related to the MGMP contribution to shape professional teachers as an education reformer, the results showed a positive contribution. However, after conducting the interview some important notes should be improved by the MGMP. According to the participants, the government, through the MGMP, should research to understand more about the teachers' needs before conducting or planning some activities. Purwoko, Andayani, Muntar, and Diartha (2017) and Avillanova and Kuswandono (2019) also found that the research on teachers' needs in training should be conducted by the government to be directed effectively based on the teachers' needs. The research also found that the teachers also need to be supervised to make them stay on the right track. As suggested by Monica and Kuswandono (2019) that it is better to give a follow-up action after the training to make sure the training effective. Therefore, sustainable supervision needs to be done by the government and MGMP to help the teacher gain their professionalism. The sustainable supervision systems could be in a form of in-service training that suitable to the current issues and teacher's needs (Vangrieken et al., 2017; Lestariningsih et al., 2018). Further, this research also found that the complicated school administration workload was somehow burdened the teacher. Consequently, it possibly leads the teacher to lose motivation in teaching. Therefore, the government should not burden the teacher with complicated school administration.

5. CONCLUSION

Based on the research findings and discussions, the MGMP has given a significant contribution to the TPD. First, through the activities conducted by MGMP, the teacher felt the significant contribution in helping them to gain TPD. The result showed that the MGMP helps the teacher to gain TPD through the training, seminar, and research activity. Those activities might lead the teacher to be creative and innovative. However, the programs

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provided by MGMP depend much on the individual teacher's motivation in gaining new knowledge and experience. Thus, participation from every party in educational systems including the teacher is the key to achieve TPD. Second, the development of teacher professionalism is directly related to the development of education quality. As shown in the findings that the MGMP is considered to give a significant impact on the teacher as a professional education reformer. However, some aspects need to be improved, namely conducting research on teachers' training needs, providing sustainable post-training supervision, and creating simple and efficient systems related to the school administration. Based on the above research findings, the next research studies need to focus on how post-training supervision should be continuously organized by the MGMP and government. Further, to gain more comprehensive evidence, future researchers are suggested to have more participants and a bigger scope of the area since this study only employed 15 participants and the place of the study only covered a small part of the eastern part of Central Java.

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