



MANAGEMENT OF THE SUBJECT TEACHER FORUM (MGMP) FOR CULTURAL ARTS

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ABSTRACT

This study is grounded in the critical importance of effective management of the Cultural Arts Subject Teacher Forum (MGMP) in enhancing the professional competence of junior high school teachers, particularly within the context of implementing the *Merdeka Curriculum*. Despite its strategic role, empirical studies that comprehensively link MGMP management processes with measurable outputs, outcomes, and impacts remain limited. Therefore, this study aims to analyze the management of the Cultural Arts MGMP in the Majenang Regional Commission, Cilacap Regency, focusing on process, output, outcome, and impact dimensions in improving teachers' professional competence and the quality of instruction. This study employed a descriptive method with a qualitative approach, utilizing a case study design. The research subjects included MGMP administrators, Cultural Arts teachers, school principals, and supervisors. Data were collected through in-depth interviews, participant observation, and document analysis. The data analysis followed the interactive model of Miles and Huberman, involving data reduction, data display, and conclusion drawing. Data validity was ensured through triangulation of techniques, sources, and time. The findings reveal that: (1) MGMP management has been implemented systematically through needs-based planning, structured organization, collaborative implementation, and continuous evaluation and follow-up; (2) the outputs of the MGMP include instructional materials, artistic works, and improvements in teachers' practical skills that are both applicable and collaborative in nature; (3) the outcomes indicate an enhancement in teachers' professional competence, particularly in planning, implementing, and evaluating Cultural Arts instruction; and (4) the impact is reflected in the improved quality of teaching and learning, as evidenced by increased student engagement and improved learning outcomes. In conclusion, the Cultural Arts MGMP functions as an effective professional learning community that significantly contributes to enhancing both teacher competence and instructional quality.

Keywords: MGMP Management; Teacher Professional Competence; Cultural Arts Subject; Instructional Quality; Organizational Coordination.

INTRODUCTION

Education constitutes a strategic pillar in enhancing the quality of human resources and strengthening national competitiveness. Within this context, teachers occupy a central role as the primary actors in the learning process, directly influencing the overall quality of education. Consequently, the development of teachers' professional competence becomes an indispensable priority, as the effectiveness of teaching and learning is largely determined by teachers' ability to plan, implement, and evaluate instruction in a systematic and meaningful manner. Professional competence extends beyond mastery of subject matter; it also encompasses pedagogical expertise, professional attitudes, and a sustained commitment to continuous professional development. From a regulatory perspective, the importance of teachers' professional competence has been firmly established through various national policies, including Law No. 20 of 2003 on the National Education System,



Law No. 14 of 2005 on Teachers and Lecturers, and Government Regulation No. 19 of 2017 concerning Teachers. These policies mandate that teachers continuously enhance their competencies through structured professional development activities. One such mechanism is the Subject Teacher Forum (*Musyawah Guru Mata Pelajaran*—MGMP), which is positioned as a professional learning community that facilitates collaboration, knowledge sharing, and the collective improvement of instructional practices.

In the context of Cultural Arts education, the demands placed on teachers' professional competence are increasingly complex, particularly with the implementation of the *Merdeka Curriculum*. Teachers are required not only to master theoretical knowledge but also to effectively manage practice-based, creative, and expressive learning environments. However, empirical conditions in the Majenang Regional Commission of Cilacap Regency reveal several challenges, notably the limited number of teachers with formal educational backgrounds in the arts. Of the 42 junior high schools in the region, only a proportion of teachers possess formal qualifications in arts education, while the remainder come from different academic disciplines. This disparity contributes to gaps in professional competence and results in suboptimal implementation of Cultural Arts instruction. Ideally, such challenges could be mitigated through effective management of the MGMP as a platform for teacher professional development. Nevertheless, preliminary findings indicate that the management of the Cultural Arts MGMP in the Majenang Regional Commission has not yet been fully optimized. This is reflected in the relatively low level of implementation of MGMP management based on the PDCA (Plan–Do–Check–Act) management cycle, as presented in the following table:

Table 1. Preliminary Data on the Management of the Cultural Arts MGMP in the Majenang Regional Commission

No	Aspect	Target	Achievement
1	Planning	100%	75%
2	Do	100%	70%
3	Check	100%	65%
4	Action	100%	50%
Avarage		100%	65%

Source: MGMP Komda Majenang, Tahun 2025

The data indicate that MGMP management remains at a moderate level and has not yet reached optimal performance, particularly in the areas of evaluation and follow-up. This condition constrains the MGMP's effectiveness in functioning as a professional learning community. Furthermore, preliminary data on teachers' professional competence reveal a noticeable gap between the expected standards and the actual conditions in practice, as illustrated in the following table:

Table 2. Teachers' Professional Competence in the Cultural Arts MGMP, Majenang Regional Commission, 2025

No	Professional Competence Aspects	Target	Success (Initial Data)
1	Mastery of Arts and Culture Material and Concepts	100%	75%
2	Practical Skills and Creative Arts Process	100%	70%



3	Design and Implementation of Arts Learning	100%	65%
4	Assessment and Continuing Professional Development	100%	55%
Rata-Rata		100 %	66,25%

Source: MGMP Komda Majenang, Tahun 2025

The data indicate that teachers' professional competence remains at a moderate level and requires further strengthening, particularly in the areas of assessment practices and continuous professional development. These findings are consistent with prior studies that underscore the importance of MGMP as a platform for teacher professional development. For instance, Sumiyani (2023) demonstrates that active teacher participation in MGMP significantly contributes to improved performance and instructional quality. Similarly, Fatmawati, Hasbi, and Nurdin (2020) report that MGMP management exerts a positive influence on teacher professionalism, although managerial constraints persist. Prayoga and Purnomo (2023) further emphasize the strategic role of MGMP in supporting the implementation of the *Merdeka Curriculum* through collaborative activities. In addition, Irnawati (2017) finds that effective MGMP management enhances teachers' professional competence, while Eko Widayani and Siti Maizul Habibah (2024) highlight the importance of MGMP as a technology-based collaborative hub in strengthening teacher professionalism. Nevertheless, these studies have not comprehensively examined MGMP management by integrating the dimensions of process, output, outcome, and impact, particularly within the context of Cultural Arts MGMP at the junior high school level in non-urban areas. Accordingly, this study offers a novel contribution by systematically and hierarchically analyzing MGMP management while explicitly linking it to the enhancement of teachers' professional competence and instructional quality within the framework of the *Merdeka Curriculum* implementation. Based on these considerations, this study aims to analyze the management of the Cultural Arts MGMP in the Majenang Regional Commission, Cilacap Regency, encompassing the dimensions of process, output, outcome, and impact in an effort to improve teachers' professional competence and the quality of Cultural Arts instruction at the junior high school level.

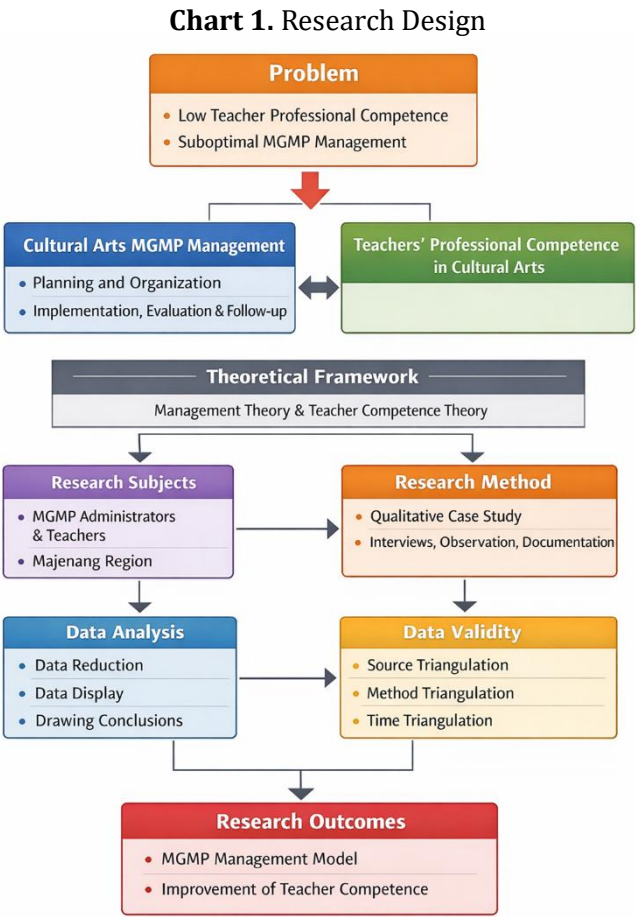
RESEARCH METHODOLOGY

This study employed a descriptive method with a qualitative approach using a case study design. The qualitative approach was selected to enable an in-depth, contextual, and holistic understanding of the management of the Cultural Arts MGMP, particularly in relation to its processes, dynamics, and the meanings emerging from its managerial practices. The case study design was deemed appropriate as the research focuses on a specific case, namely the management of the Cultural Arts MGMP in the Majenang Regional Commission, Cilacap Regency, thereby allowing for a comprehensive analysis within a real-life context. The study was conducted within the Cultural Arts MGMP of the Majenang Regional Commission, Cilacap Regency, including the affiliated junior high schools. The research took place during the second semester of the 2025/2026 academic year, from January to June 2026. Research subjects were selected using purposive sampling, based on their level of involvement and relevance to the research focus. The participants included the head and administrators of the Cultural Arts MGMP, Cultural Arts teachers who are MGMP members (both with and without formal arts backgrounds), school principals, and



educational supervisors. The data in this study comprised primary and secondary sources. Primary data were obtained directly from informants through interviews and observations, while secondary data were derived from documents such as MGMP programs, activity reports, instructional materials, and other supporting archives. The primary research instrument was the researcher (human instrument), supported by interview guides, observation sheets, and documentation formats. Data collection techniques included structured interviews to obtain in-depth information from informants, participant observation to directly examine MGMP activities and dynamics, and document analysis to complement and verify findings from interviews and observations. These three techniques were applied in an integrated manner through triangulation to enhance data validity.

Data analysis was conducted qualitatively using an interactive model, consisting of three main stages: data reduction, which involved selecting and simplifying data in accordance with the research focus; data display, presented in the form of descriptive narratives, tables, or diagrams; and conclusion drawing and verification, involving continuous interpretation of the data. The analysis was carried out simultaneously throughout the data collection process until the completion of the study, ensuring that the findings were both valid and in-depth. This approach is consistent with the perspective of Herman et al. (2025), which emphasizes that qualitative research is inherently inductive, where understanding and conceptual frameworks are constructed from field data through systematic processes of data collection and analysis until meaningful patterns and relationships are identified. To provide a clearer overview of the research process, the research design is illustrated in the following diagram:



RESULT AND DISCUSSION

A. Implementation of Cultural Arts MGMP Management from the Perspectives of Planning, Organizing, Implementation, as well as Evaluation and Follow-Up

Based on the findings, the implementation of Cultural Arts MGMP management in the Majenang Regional Commission, Cilacap Regency, has generally functioned effectively in enhancing teacher professionalism. This is reflected in the systematic, integrated, and continuous execution of core management functions, including planning, organizing, implementation, as well as evaluation and follow-up.

In terms of planning, the MGMP demonstrates practices that are systematic, participatory, and needs-based. The formulation of work programs is conducted through deliberative forums involving both administrators and members, while also taking into account curriculum dynamics and the actual needs of teachers. This condition reflects the application of a systems approach in organizational management, as proposed by Ludwig von Bertalanffy (1968), which emphasizes that organizational components are interrelated and that planning should consider these interconnections holistically.

Regarding the organizing function, the MGMP has established a clear organizational structure with proportional task distribution aligned with the competencies of each administrator. This structure is further strengthened by formal legitimacy through official decrees, indicating a well-defined governance framework.

In the implementation phase, the MGMP exhibits dynamic activities and a high level of member participation through various programs, such as workshops, the development of instructional materials, and collaborative initiatives. The intensive interaction among teachers reflects the emergence of a collaborative culture characteristic of a professional learning community. This finding aligns with the concept of community of practice introduced by Etienne Wenger (1998), which posits that professional learning occurs through social interaction and shared practice. Furthermore, these results are consistent with prior studies, such as Sumiyani (2023), which demonstrate that active participation in MGMP improves teacher performance, and Prayoga and Purnomo (2023), which highlight the role of MGMP in supporting curriculum implementation through collaboration and instructional development.

Nevertheless, the implementation of MGMP still encounters several constraints, including time limitations, geographical challenges, and issues related to coordination and administration. These challenges indicate the presence of managerial barriers that require strategic and innovative solutions. This finding is in line with the study by Fatmawati et al. (2020), which identifies similar obstacles in MGMP management, particularly in terms of discipline, resource availability, and organizational coordination.

In the aspect of evaluation and follow-up, the MGMP has conducted regular evaluations through participant feedback and management meetings, utilizing the results as a basis for program improvement. This practice reflects a continuous improvement cycle, consistent with the perspective of Thomas R. Guskey (2000), who emphasizes the importance of systematic evaluation in teacher professional development. Moreover, the availability of comprehensive documentation indicates that the evaluation process has been carried out in an accountable and structured manner.

Overall, these four aspects reflect a coherent integration of management functions in the effective administration of the MGMP. This finding is consistent with the study by



Irnawati (2017), which asserts that effective MGMP management is characterized by well-structured planning, collaborative implementation, and continuous evaluation. Accordingly, the MGMP can be understood as a strategic instrument for enhancing teachers' professional competence through the establishment of a collaborative, adaptive, and quality-oriented professional learning community. Its role extends beyond routine coordination, functioning instead as a dynamic platform that fosters sustained professional growth and contributes meaningfully to the improvement of educational quality.

B. Output of MGMP Arts and Culture Management in Improving Teacher Professionalism

Based on the findings, the outputs of Cultural Arts MGMP management in the Majenang Regional Commission, Cilacap Regency, demonstrate an optimal level of achievement in supporting the enhancement of teacher professionalism. These outputs extend beyond administrative products to include artistic works and the development of teachers' practical skills, which are both applicable and contextually grounded.

The primary outputs of the MGMP consist of instructional tools such as teaching modules, learning materials, learning objectives, and assessment instruments developed collaboratively. In addition, MGMP activities produce artistic works across various domains, including visual arts, music, and dance, reflecting the substantive characteristics of the Cultural Arts subject. This indicates that MGMP outputs are comprehensive in nature, integrating both pedagogical dimensions and practical skill development. Beyond tangible products, MGMP outputs are also reflected in the enhancement of teachers' competencies and skills, particularly through workshops and practice-based activities. Teachers gain direct experience in developing artistic skills, including those without formal backgrounds in the arts, resulting in a tangible improvement in their professional capacity. Thus, MGMP outputs are not merely document-oriented but also encompass the transformation of individual teacher competence.

These findings reinforce the role of MGMP as an effective professional learning community, where teachers actively contribute to the production of knowledge and instructional practices. This is consistent with the concept of community of practice proposed by Etienne Wenger (1998), which emphasizes that professional competence evolves through interaction, collaboration, and shared practice within a community. Furthermore, MGMP outputs reflect strong collaboration among teachers, as evidenced by the joint development of instructional materials, alignment of content, and the implementation of appreciation activities such as student art exhibitions. These outputs not only enhance teachers' professional competence but also contribute directly to improving instructional quality and enriching students' learning experiences.

These findings are consistent with prior studies, particularly Sumiyani (2023), which demonstrates that active participation in MGMP enhances teacher performance and instructional quality, as well as Prayoga and Purnomo (2023), who emphasize the role of MGMP in producing teaching modules and supporting curriculum implementation through collaboration. In addition, Irnawati (2017) asserts that effective MGMP outputs encompass instructional materials, training outcomes, and the improvement of teachers' professional competence.



From a professional development perspective, the output in the form of enhanced teacher skills aligns with the framework proposed by Thomas R. Guskey (2002), which highlights that the success of professional development programs is reflected in changes in teachers' competencies and professional practices. In this context, the improvement of artistic skills and the development of instructional materials indicate a meaningful transformation in teaching practices. Furthermore, the documentation of outputs—such as teaching modules, learning media, and activity reports—demonstrates that MGMP outputs have been systematically managed as part of organizational knowledge management, thereby enabling their sustained utilization over time. Instructional innovations emerging from MGMP activities also resonate with the perspective of Daryanto (2013), who emphasizes that innovation in teaching is essential for improving instructional effectiveness through the development of creative and contextually relevant methods and media.

Overall, the outputs of Cultural Arts MGMP management indicate that MGMP does not merely generate administrative products but also produces tangible works, instructional innovations, and practical improvements in teacher competence. These outputs serve as concrete indicators of MGMP's effectiveness as a professional learning community. Accordingly, the Cultural Arts MGMP in the Majenang Regional Commission, Cilacap Regency, makes a significant contribution to enhancing teacher professionalism through comprehensive, collaborative, and practice-oriented outputs, ultimately supporting the continuous improvement of instructional quality.

C. Outcomes of MGMP Management on Teacher Professional Competence

Based on the findings, the outcomes of Cultural Arts MGMP management in the Majenang Regional Commission, Cilacap Regency, demonstrate a positive impact on the enhancement of teachers' professional competence. This impact is most evident across three key dimensions: the ability to plan, implement, and evaluate instruction. In terms of instructional planning, the MGMP contributes to improving teachers' capacity to design learning tools that are more systematic, contextual, and aligned with curriculum developments. The preparation of teaching modules, learning objectives, and assessment instruments has improved through collaborative discussions and reflective practices within the MGMP forum. This indicates a shift in instructional planning from a merely administrative task toward an adaptive, student-centered process grounded in actual classroom needs.

Regarding instructional implementation, MGMP outcomes are reflected in the improved quality of teaching practices. Teachers increasingly adopt more varied, contextual, and experiential learning approaches, such as discussion-based methods, practice-oriented activities in artistic creation, and the use of learning media tailored to the characteristics of Cultural Arts education. Moreover, teachers demonstrate an ability to adapt instructional strategies acquired through MGMP into their classroom practices. Nevertheless, the extent to which these improvements are optimized remains influenced by individual factors, including teachers' creativity, innovativeness, and commitment to continuous professional growth. In the domain of instructional evaluation, MGMP contributes to enhancing teachers' ability to conduct more comprehensive assessments. Teachers not only assess learning processes but also develop product-based evaluations, such as assessing students' artistic works through exhibitions or other forms of



appreciation. In addition, MGMP facilitates the development of more objective and systematic assessment rubrics, thereby reducing subjectivity in evaluating artistic outputs.

These findings indicate that the outcomes of MGMP have progressed beyond knowledge acquisition to the level of transformation in teaching practices. This aligns with the perspective of Thomas R. Guskey (2000), who emphasizes that the effectiveness of professional development is reflected in observable changes in instructional practices. Furthermore, the increased variation and contextualization of learning align with the view of Daryanto (2013), which highlights the importance of instructional innovation in enhancing the effectiveness of the learning process. The outcomes also reinforce the role of MGMP as a collaborative platform that fosters interaction, shared experiences, and the collective development of teaching practices. This is consistent with the concept of community of practice proposed by Etienne Wenger (1998), which positions collaboration as central to professional learning. These results are in line with previous studies. Sumiyani (2023) demonstrates that active engagement in MGMP improves teachers' competencies in planning, implementing, and evaluating instruction. Similarly, Prayoga and Purnomo (2023) highlight the role of MGMP in supporting curriculum implementation through strengthening teacher competence, while Irnawati (2017) shows that effective MGMP management enhances teacher professionalism through sustained training and collaboration. Moreover, observational and documentary evidence indicates a clear alignment between MGMP activities and classroom practices. Teachers have utilized MGMP-developed instructional tools, applied more varied teaching methods, and implemented more structured evaluation practices. This confirms that MGMP outcomes are not merely conceptual but are directly implemented in classroom settings.

Overall, the outcomes of Cultural Arts MGMP management in the Majenang Regional Commission make a significant contribution to improving teachers' professional competence, particularly in the areas of planning, implementation, and evaluation of instruction. However, the level of optimization of these outcomes remains influenced by individual teacher factors in applying the results of MGMP activities. Therefore, MGMP serves as a strategic instrument for teacher professional development, not only enhancing knowledge but also driving the transformation of teaching practices toward more innovative, collaborative, and quality-oriented education.

D. Impact of MGMP Management on Learning Quality

Based on the findings, the management of the Cultural Arts MGMP in the Majenang Regional Commission, Cilacap Regency, has generated a significant impact on the improvement of instructional quality. This impact is reflected in the enhancement of teachers' professional competence, increased student engagement, and improved student learning outcomes. These results indicate that MGMP has evolved from a merely administrative forum into a professional learning community that contributes comprehensively to the improvement of educational quality.

The primary impact is evident in the improvement of teacher professionalism, which directly influences the quality of instructional processes. Teachers acquire new knowledge and skills related to instructional strategies, assessment techniques, and subject matter mastery, enabling them to implement more innovative, contextual, and student-responsive teaching practices. This condition highlights a strong relationship between teacher



competence and instructional quality, where teacher quality serves as a key determinant of effective learning. Furthermore, MGMP functions as a collaborative platform that facilitates the exchange of knowledge and experiences among teachers. Activities such as sharing best practices, engaging in professional discussions, and collaboratively developing instructional materials foster a professional culture that supports continuous improvement in teaching quality. This collaborative culture strengthens individual capacity while simultaneously enhancing collective instructional effectiveness. Such findings align with the concept of community of practice proposed by Etienne Wenger (1998), which emphasizes the centrality of collaboration in professional development.

Another notable impact is the increased level of student engagement in the learning process. Observational data indicate that students become more active, responsive, and demonstrate greater interest in Cultural Arts learning. This improvement is influenced by the transformation of teaching strategies implemented by teachers, including the use of practice-based methods, discussion, and creative approaches. Consequently, MGMP contributes to the promotion of more student-centered learning environments. In addition to student engagement, improvements in instructional quality are also reflected in the quality of student learning outcomes, particularly in the form of artistic works. These outputs demonstrate enhanced creativity, technical skills, and expressive abilities, which serve as key indicators of effective learning processes. This confirms that the impact of MGMP extends beyond the teacher level to include tangible improvements in student achievement.

These findings are consistent with the framework of continuous professional development proposed by the Directorate General of Teachers and Education Personnel (2017), which positions MGMP as a strategic mechanism for enhancing teacher competence with direct implications for instructional quality. Moreover, Thomas R. Guskey (2000) emphasizes that the success of professional development is measured by changes in teaching practices and improvements in student learning outcomes—both of which are evident in this study. The results are also aligned with prior research, including Sumiyani (2023), which demonstrates that participation in MGMP enhances teacher performance and instructional quality, as well as Prayoga and Purnomo (2023), who highlight the role of MGMP in fostering innovative teaching through collaboration and instructional development. Similarly, Irnawati (2017) asserts that effective MGMP management directly contributes to improving instructional quality through the enhancement of teachers' professional competence.

Overall, the management of the Cultural Arts MGMP in the Majenang Regional Commission provides a substantial contribution to improving instructional quality, encompassing teacher competence, student engagement, and learning outcomes. However, the extent to which these impacts are optimized remains dependent on teachers' levels of participation and their capacity to implement MGMP outcomes in classroom practice. Therefore, MGMP can be affirmed as a strategic instrument for sustaining improvements in instructional quality through the strengthening of teacher professionalism and the development of more innovative, collaborative, and learner-centered teaching practices.

Subsequently, the following comparative table is presented to provide an analytical overview of the differences between the initial conditions—based on empirical data presented in Chapter I—and the findings related to MGMP management and teachers'



professional competence in the Cultural Arts MGMP of the Majenang Regional Commission, Cilacap Regency. This table is not intended as a quantitative statistical comparison but rather as a qualitative interpretation of observed trends and changes. Through this approach, the study highlights a shift in the level of implementation from a “moderate” category toward an “optimal” condition, based on evidence obtained from observations, interviews, and documentation throughout the research process. Accordingly, the table serves as a supporting analytical tool to strengthen the argument regarding the effectiveness of MGMP management in enhancing teachers’ professional competence and instructional quality.

Table 3. Comparison of Empirical Data and Research Findings

No	Aspect	Preliminary Data	Research Findings	Development Category
1	Plan	75%	Participatory & needs-based planning	Increased
2	Do	70%	Active & collaborative activities	Significantly increased
3	Check	65%	More systematic evaluation	Increased
4	Action	50%	Sustainable follow-up	Significantly increased

Source: Researcher, 2026

Based on the comparative table, it can be inferred that there has been a notable improvement in both MGMP management and teachers’ professional competence, as indicated by the shift in achievement levels from the initial condition toward a more optimal state. Although these improvements are not expressed in quantitative statistical measures, the qualitative evidence reveals substantial changes in MGMP management practices, teacher engagement, and the implementation of classroom instruction. Thus, the table reinforces the study’s findings that systematic, collaborative, and sustainable MGMP management contributes significantly to enhancing teacher professionalism and the quality of Cultural Arts instruction. This interpretation also underscores the importance of sustaining MGMP programs as professional learning communities to support continuous improvement in educational quality.

To further strengthen the analysis of MGMP outcomes in improving teachers’ professional competence, a comparison between the initial conditions and the research findings is essential. This comparison aims to provide a clearer understanding of the direction and extent of development in teachers’ professional competence following their participation in MGMP activities. The aspects analyzed include mastery of Cultural Arts content and concepts, practical skills and creative processes in the arts, instructional design and implementation, as well as assessment practices and continuous professional development. The following table presents a qualitative comparison of teachers’ professional competence based on baseline data and research findings.



Table 4. Qualitative Comparison of Teacher Professional Competence

No	Aspects of Teacher Professional Competence	Preliminary Data	Research Findings	Development Category
1	Mastery of Arts and Culture Material and Concepts	75%	Understanding of the material deepens and is integrated across art disciplines through discussions and collaboration within the MGMP.	Increased
2	Practical Skills and Creative Arts Processes	70%	Teachers' practical skills improve through workshops, hands-on practice, and art-making activities.	Significantly increased
3	Designing and Implementing Arts Learning	65%	Learning becomes more varied, contextual, and project-based, in line with the Independent Curriculum.	Increased
4	Assessment and Continuing Professional Development	55%	Assessment becomes more authentic, and a culture of reflection and ongoing professional development begins to develop.	Significantly increased

Source: Researcher, 2026

Based on the table, it can be concluded that all aspects of teachers' professional competence have experienced a considerable improvement compared to the initial conditions. The most prominent gains are observed in the areas of artistic practical skills, as well as assessment and professional development, which were previously categorized at relatively lower levels. This indicates that MGMP management does not merely contribute to the enhancement of teachers' knowledge but also facilitates meaningful transformations in instructional practices that are more practical, reflective, and sustainable. Accordingly, MGMP can be affirmed as an effective platform for teacher professional development, particularly in improving the quality of Cultural Arts instruction.

CONCLUSION

Based on the findings derived from interviews, observations, and document analysis regarding the management of the Cultural Arts Subject Teacher Forum (MGMP) at the junior high school level in the Majenang Regional Commission, Cilacap Regency, the following conclusions can be drawn:



1. The management of the Cultural Arts MGMP in the Majenang Regional Commission, Cilacap Regency—encompassing planning, organizing, implementation, as well as evaluation and follow-up—has been carried out in a systematic, integrated, and sustainable manner. Needs-based planning, structured organization, collaborative implementation, and continuous evaluation indicate that MGMP management functions effectively. This condition positions MGMP as a professional learning community capable of supporting the tangible improvement of teacher professionalism. However, several constraints remain, particularly those related to the region's wide geographical coverage, teachers' time limitations, and issues in communication and administration, resulting in follow-up actions that have not yet been fully optimized.
2. The outputs of Cultural Arts MGMP management extend beyond administrative instructional products, such as teaching modules, assessment instruments, and learning media, to include artistic works and the enhancement of teachers' practical skills. These outputs are comprehensive and collaborative in nature, reflecting the integration of pedagogical aspects with artistic practice skills, and demonstrating that MGMP functions productively in generating relevant instructional innovations.
3. The outcomes of MGMP management indicate an improvement in teachers' professional competence, particularly in the areas of planning, implementing, and evaluating Cultural Arts instruction. Teachers demonstrate an increased ability to design contextual learning tools, implement more varied and creative instructional strategies, and conduct more authentic and comprehensive assessments. Nevertheless, the level of outcome optimization remains influenced by individual teacher factors, such as commitment, creativity, and readiness to implement MGMP-derived practices.
4. The management of the Cultural Arts MGMP has a significant impact on improving instructional quality, as evidenced by enhanced teacher competence, increased student engagement in the learning process, and improved student learning outcomes, particularly in the form of artistic works. MGMP serves as a strategic instrument in fostering more innovative, collaborative, and student-centered learning. Therefore, the sustained existence and strengthening of MGMP are critical factors in improving educational quality at the junior high school level. However, these impacts are indirect in nature, as they are strongly mediated by the extent to which teachers effectively implement their competencies in classroom practice.

Suggestion

Based on the conclusions of the research results, several recommendations can be provided, including:

1. MGMP management is advised to optimize program implementation by addressing geographic and time constraints through alternative strategies, such as utilizing communication technology and implementing online or hybrid activities. Furthermore, strengthening the administration system and consistent program follow-up is necessary to optimize the MGMP management cycle.
2. MGMP output needs to be continuously developed, not only in terms of quantity, but also in terms of quality and usefulness in learning. Products such as teaching modules, learning media, and teacher artwork are recommended to be systematically documented and disseminated through sharing platforms (MGMP repositories or other



digital platforms) for wider use. Furthermore, MGMP needs to encourage the development of learning innovations that adapt to technological developments and the needs of the Independent Curriculum.

3. To optimize outcomes (teacher professional competence), it is recommended that teachers increase their commitment and active participation in all MGMP activities to maximize benefits. Furthermore, ongoing mentoring and coaching is needed for teachers to ensure competency improvement is evenly distributed across all MGMP members.
4. To enhance the impact of MGMP on learning quality, stronger integration between MGMP activity results and classroom learning implementation is needed. Teachers are encouraged to consistently implement innovative, creative, and student-centered learning. Furthermore, schools need to support the implementation of MGMP outcomes by providing infrastructure, spaces for student appreciation, and policies that encourage the development of quality arts and culture learning.
5. Considering the limitations of this study, it is recommended that future researchers develop broader studies, both in terms of approach and scope. Researchers can use a mixed methods approach to obtain more comprehensive data, or examine the comparative management of MGMPs in various regions and educational levels. Furthermore, further research can focus on developing a digital technology-based MGMP management model or quantitatively examining the influence of MGMPs on student learning outcomes, thereby enriching the study and making a broader contribution to the development of teacher professionalism.

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