CHAPTER V

DISCUSSION

This chapter is devoted to the discussion about the previous or existing theories or findings with the findings of the study.

A. The Teachers' Perception on MGMP in Supporting Their Pedagogical Competence

Musyawarah Guru Mata Pelajaran (MGMP) is a forum for certain subject teacher collaboratively in a region (city/regency) to identify, solve, and develop the quality of teaching and learning activity. According to Sumardi (2019) the forum is considered as the effective media to develop teacher's professionalism. Regarding to this matter, the Chief of MGMP-SMP of Tulungagung explained that as one of teacher professionalism development program, MGMP has routine and development programs to facilitate teachers in developing their pedagogical competence. He added that improving teachers' pedagogical competence is one of the objectives of MGMP. Therefore, the MGMP program is designed to support teachers' pedagogical competence.

Furthermore, the teachers agree that the program of MGMP helps the teachers improving their pedagogical competence for the improvement of their teaching skill. Related to the development of teachers' pedagogical competence, in term of the MGMP routine activity, the teachers feel that analyzing the curriculum change, designing syllabus, lesson plan, and student workbook are the activities which often conducted. It is appropriate with the explanation about the capacity or program of MGMP which is defined on Depdiknas (2006) in Sumardi (2019), the activities such as collaborative activity, designing lesson plan, developing the learning media and the

learning source, inviting the educational experts, discussing the educational issues, and etc. are the focus of the MGMP program. Moreover, the discussion part which has given the subjects chances to take and give meaningful suggestions to other MGMP members and their colleagues at the same school has confirmed the idea that involving colleagues as one of the sources in providing meaningful feedback related to the classroom practices is also one of contributive elements to the teachers' professional development (Vo & Nguyen, 2010).

In response to the 2005 Law of Teachers and Lecturers and the 2008 Regulation on Teachers, the revitalization of MGMP is inevitable emergence. The standardized programs fall into three groups: general, core, and supporting programs, with the core programs containing routine and development programs. While routine programs mostly deal with teachers' daily work such as designing syllabus, teaching plans and materials. Meanwhile, development programs mostly concern with activities for upgrading their professionalism, such as, research, seminars and workshops, journal and bulletin publications, teacher mentoring, and lesson study (Depdiknas: 2009).

Musyawarah Guru Mata Pelajaran (MGMP), Indonesian model of Teacher Working Group (TWG), is a perfect place for them to implement their Professional Development (PD) through various professional activities facilitated by Government. With MGMP essential for TPD, many efforts have been made to signify MGMP management quality (Depdiknas: 2009), inclusively through revitalization by making it accountably standardized (Depdiknas: 2008). This policy not only acknowledges the high essence of MGMP, but also aimed to provide proper places for TPD of two million teachers more who are not entirely accommodated by LPMP (*Lembaga*

Penjamin Mutu Pendidikan, Institute for Educational Quality Assurance) for the same purpose (Depdiknas: 2009).

Regarding to this matter, most of development programs such as seminar, workshop, or training are the programs of the Government which are implemented through MGPM. As one of teacher professional development program proposed by the Government, MGMP becomes a medium for the Government to socialize the educational policy. It is widely known that there are a lot of numbers of teacher. It is impossible for the government to be able to cover overall teachers effectively to socialize any improvement of the educational policy. Thus, MGMP becomes 'a bridge' for the Government to deliver the educational policy design to the main actors of education.

Thus, even though MGMP sometimes hold independent seminars or workshops, but most of the MGMP development programs are presented by the Government. For instance, *Bimtek, Guru Pembelajar*, *Uji Kompetensi Guru* (UKG), *Peningkatan Profesionalisme Guru* (PPG), *Pengembangan Kompetensi Berkelanjutan* (PKB), *Pengembangan Kompetensi Pembelajaran* (PKP), and *Guru Penggerak* are the government programs that support teachers' professionalism development which are implemented through MGMP. That's why teachers consider that by joining MGMP, they do not worry about missing the information about professionalism development.

This matter is supported by the result of the study conducted by Rodhi (2015) found that since the implemented programs of the so-called workshop are not intrinsically those of MGMP, the time allocation and the resource persons determined by Diknas, the consideration in invitation letter supports the assumption. Thus, not all teachers are able to take a part in the workshop. For instance, in MGMP, the activity

such as designing and developing the instruments of learning assessment is rarely done in MGMP routine meetings. The activity is sometimes conducted as the MGMP follow up activity after having similar topic in seminars, workshops, or training. If there is no follow up activity deals with the topic in the workshop such as forum of discussion, other teachers will not gain the same knowledge and skill.

Regarding with the MGMP program, MGMP development program is considered as more interesting and challenging activity than MGMP routine program. It provides teachers activities such as workshops and seminars which have interesting topics and give the teachers chances to have dialogues with the experts. In line with this matter, the previous studies concerning the importance of seminars and workshops for teachers' professional development process considered that the aspect of the seminars and workshops which involves the invited experts to be the speakers or trainers as one of the contributive elements in the way how teachers learn. It is supported by the statement of Carlisle and Berebitsky (2011) who explain that the presence of experts can help teachers to broaden their knowledge related to their problem solving activity in the teaching practice.

Similar with MGMP activities; lesson study and peer teaching activity, the teachers have got a lot of insight dealing with various interesting teaching techniques in teaching the target language by joining workshops or seminars. In addition, they have got experience how to apply the presented teaching techniques in the simulation process during the workshops. Thus, they are able to get useful comments both from the trainers and the other participants related to whether they have implemented the technique well. Moreover, through the Q and A (Question and Answer) session, they get the chances to share their problems and difficulties in the teaching process in hope

that they get proposed-solutions from the trainers to be applied in their teaching practices (Irmawati, et.al:2017).

Thus, the teachers tend to select the MGMP meeting that offer them interesting topic that needed for them to be attended. They think that designing lesson plan or the student material can be learned and developed individually by learning another sources. Thus, regarding to the MGMP programs, teachers prefer the MGMP development program to the MGMP routine program. Actually, teachers with high commitment to promote their professionalism through teacher professional development are required due to their position and great responsibilities for improving students' learning and for influencing their learning quality, the demands for quality and equality of education which call for global commitment, and the rapid change in educational fields in which their professional work addresses not only to cover teaching and learning scope but also to equip students with attitudes and skills for the future (Europe Union, 2010 and Unesco & Unicef : 2012)

Regarding to this issue, MGMP must offer various topics and activities for its routine meetings to promote the members' involvement. According to the teachers, the MGMP development program presents many challenging activities. The activities such as *bimtek,* workshop, and seminar often offer the teachers interesting topics that are suitable and necessary for them. In addition, the Government programs such as *Uji Kompetensi Guru* (UKG), *Peningkatan Profesionalisme Guru* (PPG), *Pengembangan Kompetensi Berkelanjutan* (PKB), *Pengembangan Kompetensi Pembelajaran* (PKP) are considered as more challenging than MGMP routine meetings because it requires the teachers to work hard to achieve the predetermined target. In other words, those programs have clear parameters to evaluate the teachers' competence by having test as the final activity.

However, teachers agree that MGMP is an effective forum that supports them in enhancing their pedagogical competence that contributes to their teaching skill improvement. In MGMP, the teachers have many chances to discuss and share about educational trends and issues, their experiences of their teaching practices, and the problems they encountered in their teaching practices with their colleagues and the experts. Through discussion activity, teachers gain essential feedbacks from their colleagues or the experts. They also find out the solution of their problem in their daily teaching activity and learn another effective ways of teaching. Thus, it is necessary for the teachers to join MGMP because getting knowledge and skill of teaching from their formal education is not enough. Since the high demand of being qualified teachers, they have to continuously improve their knowledge and skill through ongoing learning process..

Even though the development program of MGMP is considered as more interesting and challenging activity than its routine program, in conclusion, MGMP is perceived as one of the contributive teacher professional development program that supports teachers' pedagogical competence effectively due to its routine and development program for teachers' ongoing learning process. It also plays as the medium of the Government to socialize the educational policy, so it is important for the teachers to join MGMP in order to not miss any information related teacher professionalism program. Furthermore, MGMP is good program that support the improvement of teachers' teaching skill since the knowledge and skill gained from formal education is not enough.

It is supported by the statement of UNESCO in Sumardi (2019) that the effective way for teachers' professionalism development is through MGMP. This forum can be a facility for improving the teachers' academic ability; pedagogical and

professional competence including designing instrument of assessment and syllabus. Thus, MGMP is convinced forum that can give teachers' contributions in increasing their motivation to learn more.

Understanding the importance of professional development activities is one of the professional teacher attributes (Brown, 2007; Permendiknas No. 16, 2007). Joining teacher association forum such as MGMP is exceedingly helpful for them because this type of professional development activity can be more responsive and have practical influence for teachers' teaching practice.

B. The MGMP Contributions Affect Teachers' Teaching Skill

Based on the result of study conducted by Irmawati, et,al. (2017) about how Indonesian professional English teachers develop their pedagogical competence in teaching implementation found that joining teacher association forum such as MGMP become one of the teachers' efforts in developing their professionalism. In MGMP, there are many activities done by the teachers include having discussion with colleagues, seminars, workshops, doing research project, and doing team teaching. They also add that the teachers may do independent activities for their efforts in developing their professionalism such as discussing with the colleague in the same school, taking a short course, doing mini research, reading relevant sources, and surfing the net.

Based on the result of the study, the teachers do some efforts to be able to gain the MGMP contributions from its routine and development program optimally. According to the teachers, besides attending MGMP routine meetings actively, teachers must do an action that assists them to do self-improvement. For instance, the teachers must be well-prepared before attending MGMP routine activity because sometimes, after designing lesson plan in group, they have to practice it in the forum.

Since the teachers have already known the schedule about the topics or activities that will be discussed or done in the MGMP forum, learning the materials from the other sources such as internet is one way to enrich teachers' prior knowledge. Always taking notes about important information is also good for teachers when he/she needs to review the materials by themselves. In this case, making use of the internet is undeniable to be considered as another professional development activity which has helped the teachers in teaching implementation. They have got information dealing with the ways how to teach particular materials on the internet. In addition, the finding about the teachers' use of the internet as one of their professional development activities is also in the same vein with Macia & Garcia (2016) who explicitly say that learning has become open through the use of portable devices and the availability of the internet has offered opportunities to enhance the teachers' professional growth.

Then, reading relevant sources in developing their competence related to their teaching implementation. By reading relevant sources, the teachers are able to broaden their knowledge related to managing learning activity which can be applied in their teaching practices. For instance, the teachers can select or adapt which teaching techniques that are best applied in their teaching context considering their students' proficiency level and the number of the students. Also, they are able to get insight related to up-to-date teaching techniques which are considered effective to teach particular materials to the students in EFL context from the articles they have read. However, teachers need to analyze whether the updated teaching techniques they have found in the articles are applicable in their teaching context or not (Irmawati, et.al: 2017).

Then, it is useless when the skill and knowledge they gained are not applied or practiced on their daily teaching practices. By implementing the knowledge and skill

they learned, they can improve their skill in teaching. In the implementation, they will find any problem or weaknesses of something that is being implemented. Thus, teachers can share their experiences with the colleagues or the experts in the MGMP forum of discussion and find the solution. Through sharing activity, teachers also might adopt the way how their colleagues' teaching practices. It helps the teachers improving their creativity in creating effective teaching atmosphere for their students.

In designing lesson plan, teachers often work in group, then practice it (as lesson plan they have designed) in front of their colleagues. So, the teachers will get feedbacks from their colleagues. The activities are called as Lesson Study (LS) and Peer Teaching. Regarding to this matter, Irmawati, et.al (2017) add that this activity has helped them develop their competence in conducting teaching and learning activities in the following ways. First, they are able to get suggestions or learn from the colleagues related to which teaching technique(s) that is best applied to teach particular materials in order to help students learn more maximally based on their colleagues' experience.

Second, having received suggestions from their colleagues, they usually do not directly apply what their colleagues suggest them to do. They would analyze whether the suggestions are applicable to be applied in their teaching context by considering the students proficiency level and the practicality as well. Through this process, the teachers have got the chance to improve their analysis skill regarding the practicality of the teaching technique.

Next, having implemented the suggested teaching technique(s), the teachers usually do the reflection and share it to their colleagues. In this process, the teachers and the colleagues are then able to develop their analysis skill regarding the strength and the weakness of the applied teaching techniques. Thus, the information is going to

be very useful for both of them to broaden their knowledge related to the practicality and effectiveness of particular teaching techniques.

Regarding to the teacher's pedagogical competence, the teachers state some aspects of pedagogical competence that they develop through MGMP routine and development programs. The teachers also feel that their knowledge and skill about the aspects of pedagogical competence contribute to their teaching skill development during their career.

1. **In Term of Understanding learners' characteristics**

Understanding students' characteristics is one of the aspects of pedagogical competence. It becomes the basis of managing learning activity. Understanding students' characteristics helps them determining the appropriate learning strategy, learning media, and evaluation technique for the students. In the early phase of their career, before joining MGMP, the teachers never realized that understanding students' characteristics is important. Thus, most of them did not pay attention more to this matter. Consequently, they only applied a single strategy or method in teaching learning process without considering the students' characteristics.

Students' characteristic is the whole indicators which are related to the personal aspects of the students during learning process. Understanding the students' characteristic is the teachers' ability in identifying information about the students by taking notes and using the notes to help them during instructional process (Suyanto, 2013).

The characteristic is related to physical aspect, intellectual, social, emotional, moral, social-cultural background of the students. Understanding the students' characteristic is one of the pedagogical aspects that must be possessed by the teachers. At least, there are four aspects of students' characteristics that must

be understood by the teachers; the students' shrewdness level, creativity, physical abnormalities, and cognitive development.

After joining MGMP, the teachers realize how important to understand students' characteristics and feel that they get much knowledge and skill about it. MGMP teaches them to do some actions to understand their students' characteristics such as conducting pre-test or interview, distributing questionnaire, analyzing the students' data and etc. They realize that understanding the students' characteristics might help them actualizing the students' potential.

It can be concluded that MGMP facilitates teachers with programs that teach them the importance of understanding students' characteristics for their instructional practices. Thus, the teachers are able to apply the knowledge and skill how to collect detailed information about their students.

2. **In Term of Managing Learning Activity**

Mastering knowledge about English itself would be meaningless for English teachers if they cannot help learners learn the target language. Understanding the roles of teachers and having passion in teaching belong to the professional teacher attributes (Brown, 2007; Permendiknas No. 16, 2007). Thus, pedagogical competence has become one of essential aspects to be studied because it deals directly with how the teachers run the teaching and learning process which aims to help students learn the target in achieving the learning objectives.

Pedagogical competence is the ability of English teachers in teaching English as a foreign language in their teaching practice that covers their ability in relation to designing lesson plans, preparing teaching materials and media, implementing teaching strategies to promote students' learning, evaluating students' learning as well as doing teaching reflection (Irmawati, et.al:2017).

Teaching as profession in Indonesia is formally recognized with the issue of the Education Law which declares that educators are professionals in charge of planning and implementing the learning process and assessing learning outcomes (UURI, 2003).

Designing learning activity is an initial activity done by the teachers before conducting learning activity. In this stage, the teachers must prepare anything they need in conducting learning activity such as designing lesson plan that they develop based on the curriculum. In designing lesson plan, teachers must determine the learning goal, learning method, learning media, learning source, even instrument of evaluation to support the instructional process in which students' characteristics becomes its consideration.

At the earlier stage of the teachers' career, designing lesson plan was considered as the simple matter. Adopting the lesson plan retrieved from the internet became the instant solution taken by the teachers to ease their job. The teachers only need to modify or change the lesson plan as they need.

The improvement of the teaching skill is felt by the teachers after actively taking a part in the MGMP routine and development activities. As the previous explanation, the MGMP routine meeting mostly focuses on designing lesson plan activity which is done in group work, so that it gives great contribution for the teachers' skill in designing and developing their own lesson plan. Based on the interview, through MGMP, she can design and develop her lesson plan based on the development of curriculum and students' characteristic.

The teachers learn designing and developing lesson plan during discussion activity in the MGMP forum from their colleagues. Their knowledge and skill are

promoted well through MGMP since the MGMP routine programs are often held activity to design syllabus or lesson plan based on the curriculum change.

A study conducted by Abad (2013) about teachers' professional development in Columbia found that teacher's attitudes toward the language they teach play a key role in defining what goes on in the classroom. He further states that teachers' strategies that promote language learning can help learners learn the target language better.

Conducting learning activity is the stage where the teachers' actualize their lesson plan that they have designed. In this case, the teachers argue that in conducting learning activity, the teachers try to implement the learning activity that they have designed in lesson plan. The teachers will change her design of the lesson plan if there is a change, the changes on the situation and condition.

At the earlier stage of the teachers' career, they often implemented a conventional method for teaching. It was because they were still lack of knowledge and skill about using various methods, strategies, or techniques in teaching. Having lack knowledge about the importance of understanding students' characteristics caused the teachers tend to apply one learning method or strategy only in teaching activity.

MGMP as one of teacher professional development program has already played its role to enhance the teachers' knowledge and skill about various methods, strategies, or techniques of learning that they can implement in their teaching practices. Conducting learning activity does not mean focus on the use of the method, strategy, or technique of learning only. It is also related to the use of technology as teaching media even the use of authentic material for learning activity.

Moreover, due to the condition and situation when they started becoming teachers, the existing of technology as a tool to support teaching and learning process was not familiar as nowadays. Thus, the MGMP development program such as *Bimtek,* workshop, or seminars related to the use of technology for improving instructional activity was not familiar yet. Recently, the condition has changed. Teachers are required to master the technology for their instructional practices that might ease the teachers in managing learning activity. In line with this issue, there are many workshops or seminars that the topics related to 'the use of technology as instructional media'.

According to Brown (2007) and Permendiknas (2007) utilizing technology, information and communication for self-development is an essential matter as one of professional teachers attributes. Thus, MGMP has provided activities that facilitate the teachers to upgrade their knowledge and skill about technology for instructional process through both its routine and development program. This condition affects the way how the teachers' teaching in which the teachers sometimes use ICT (Information and Communication Technology) for the instructional process. They also argued that ICT was used not only for the main learning activity but also learning evaluation. For instance, they used Google form in conducting formative or summative test. In this pandemic situation, one way of conducting creative and innovative teaching model is needed. In term of the use of ICT, creative teaching model might increase the students' participation in learning process and offer them new experiences of learning (Nurhayati, 2019).

In addition, MGMP also teaches the teachers knowledge and skill about the other aspects of conducting learning activity that must be possessed or mastered by the teachers. The teachers mention two other aspects of conducting learning

activity. They are how the teachers develop the learning materials for the students and how the teachers get close with the students by having good and effective communication during the teaching and learning process.

Developing teaching and learning materials of the subject matter creatively is one of the professional teacher attributes (Brown, 2007; Permendiknas No. 16, 2007). Developing materials means that the teachers should be creative. Recently, teachers are required to correlate any materials with the students' real life context. Therefore, using authentic materials for the students is very necessary. Then, in the process of teaching and learning, it must need interactions between teacher and students. In line with the matter, understanding how to communicate or interact with the students during learning activity is also important.

MGMP has great effect for the teachers' teaching skill development. Through MGMP, the teachers' knowledge and skill in conducting learning activity are fostered in term of using various learning methods, strategies, and techniques. It also develops the teachers' mastery on the use of technology as teaching-learning media, the teachers' ability in developing learning materials, and the teachers' ability in keeping good interaction with the students during instructional process. However, regarding to this matter, Richards (2010) said that providing good models, maintaining the use of target language in the classroom, as well as conducting meaningful teaching and learning activities are necessary to be done by the teachers in their instructional activity.

The third component of managing learning activity is learning evaluation which becomes one of the pedagogical competence aspects. In this study, it was found that at the earlier stage of the teachers' career,the teachers mostly used written test such as multiple choice tests to evaluate students' learning in the final

of unit or semester. They rarely conducted remedial, enrichment, or post-test to check whether the materials were understood well by the students or not. In this case, the teacher did not realize that doing remedial or enrichment is an essential matter to develop the students' potential in learning. In the other occasion, the teacher did remedial for the students without changing the level of task.

Evaluation or assessment for learning becomes trends and issues in educational world, especially authentic or ongoing assessment. It becomes a familiar topic which often to be discussed in the MGMP routine and development activity. Thus, the teachers gain valuable knowledge and skill how to conduct learning evaluation in various ways. Their knowledge and skill about learning evaluation are upgraded. They realized that having learning evaluation does not mean to collect the students' scores only through written test or multiple choice tests.

Furthermore, the teachers add that MGMP activities also enrich their knowledge about the use of technology or learning application for their learning evaluation activity. In addition, MGMP also teaches the teachers that the result of evaluation can be used as their consideration and reflection about their learning process and learning's follow up activity. They believe that conducting students' learning evaluation in the last activity of learning such as checking their understanding toward the delivered materials and conducting post-test is necessary to be done.

The teachers also get knowledge and skill to conduct Classroom Action Research (CAR) from the MGMP forum. Since developing the profession continually through reflective action is one of the professional teachers attributes proposed by Brown (2007), conducting Classroom Action Research (CAR) helps

the teachers doing reflection on the learning activity to improve the quality of instructional process. Classroom Action Research (CAR) is conducted when the teachers find classroom problem during teaching and learning process. Through its cycles, the teachers try to find the solution. Thus, it requires teachers to understand deeply about various kinds of learning methods or techniques.

Classroom Action Research (CAR) is considered as the appropriate research design to be conducted by the teachers. It helps teachers finding out the solution of classroom problem they find in their daily teaching practices. The teacher also added that Classroom Action Research (CAR) is just like doing an experiment towards students through several strategies or methods of learning to find out the effective one. Furthermore, Classroom Action Research (CAR) helps teachers finding out the effective ways for teaching. It requires the teachers to learn various learning methods or strategies in order to able to be implemented in the teaching and learning process. The teacher argued that the creativity in teaching will increase due to Classroom Action Research (CAR). As researchers, the teachers have flexibility to modify the strategy or the treatment for the students in teaching.

In this study, it is known that the teachers ever conducted mini research of Classroom Action Research (CAR) during their teaching practices. The study has cycles in which the teachers can modify and develop the method or technique they used in the process of learning. Therefore, the activity also improves the teachers' creativity. Classroom Action Research (CAR) is considered as the appropriate research approach for the teachers since it is related to teachers' daily teaching and learning activity.

Doing classroom action research has also help teachers in sharpening their competence related to their teaching implementation. Through the stages they have gone through in a research, they are able to solve the existing problems in their teaching by implementing appropriate teaching techniques. More specifically, through the process of planning an action in which they have to prepare materials and decide which teaching technique to be implemented to solve the identified problems, they are able to sharpen their analysis skill in selecting which teaching technique to be used based on relevant consideration.

Next, through the process of implementing the action, they have got the chance to implement what they plan in order to help the students solve their learning problems. Also, in the process of observation and reflection, they are able to observe the result of the implemented action and see whether the result has met the criteria of success. In the reflection process, they are also engaged in analysis the strength and the weakness of the implemented action in relation to the solving process of the identified problems. Having gone those processes in the research, the three teachers think that they have been able to develop their competence in teaching implementation. (Irmawati, et.al: 2017)

Talking about Classroom Action Research (CAR), they still need to select or adapt the techniques regarding their students' proficiency level and the practicality. In other words, they do not directly adopt what they have found on the net to be implemented in their teaching practices. Also, they have obtained number kinds of English games which can be applied in their teaching practices to make the students more interested in learning the target language. Through this process of selecting, adapting or modifying, implementing and reflecting what they have

found on the net dealing with teaching techniques or procedure, the teachers have developed their competence in teaching implementation. (Irmawati, et al: 2017)

It can be seen that the teachers gain much knowledge and skill about learning evaluation through MGMP program. It includes learning evaluation techniques, the use of learning evaluation, and the use of media to support teachers in conducting learning evaluation. Then, teachers do not only use the evaluation or test result for doing reflection on learning activity, but also conduct lesson study and Classroom Action Research (CAR).

3. **In Term of Actualizing the students' potential through learning activity**

Actualizing the students' potential belongs to teachers' pedagogical aspect that is also improved through MGMP program. MGMP teaches the teachers how to actualize the students' potential through learning activity. In actualizing the students' potentials, the teachers argue that they can do some actions as the effort. According to the teacher, one of the functions of conducting pre-test or post-test is to diagnose the students' potentials. After knowing the students' potentials, the teachers can do their role as learning assistance for their students intensively.

Furthermore, actualizing the students' potentials also can be done by giving the students learning guidance in learning activity, giving the students feedbacks, giving the students the same chances to be active in learning activity, or giving the students motivation to learn. Thus, the teachers must ensure that the students can participate in the learning activity and understand the material well.

Those are in line with the indicators that the teachers may do to foster the students' potential through learning process proposed by Suyanto (2013). 1) Giving same opportunity to the students who have physical abnormalities and different learning ability to learn during the instructional process. 2) Helping

students to improve their potential and to solve the students' weaknesses in developing their potential. 3) Giving the students learning service to the students who have certain physical weaknesses or abnormalities in order to be able to follow the process of learning as well as possible so that the students' potential can be optimized as well.4) Giving the students immediate service such as remedial to the students who do not understand the given material yet and using the results of remedial to re-design the follow up activity. 5) Using various techniques to motivate the students' willingness to learn.

The teachers argue that it is difficult for them to help the students actualize their potential through learning activity if they do not understand the students' characteristics well. Through MGMP activities the teachers learn many things about how to actualize their students' potentials through learning. It is related to how the teachers' ability in developing teaching learning process. However, the students are also responsible for their own learning progress because sometimes the strategy of learning used by their teacher is not effective or suitable which make them bored. (Nurhayati, 2020).

Actually, teachers can conduct self-professional development to enhance their skills and knowledge to improve their pedagogical competence to fulfill the qualification of being qualified teachers. Based on the results of a study about self-professional development, self-professional development is needed to be done in terms of developing learning materials, understanding students' characteristics, and handling classroom management (Nurhayati, 2018).

In conclusion, Even though the teachers argue that the MGMP development program is more interesting and challenging activity for teachers' professionalism development than the MGMP routine program, the teachers still consider that MGMP is

contributive, effective, important, helpful, and good program for supporting the improvement of teachers' pedagogical competence. It can be seen from the contributions of MGMP for the teachers that are able to enhance the teachers' skill in teaching. According to Sumardi (2019), it needs an evaluation or monitoring program conducted by *Diknas* regularly on the implementation of the MGMP program in order to be more effective.

Regarding to the results of this study, English MGMP-SMP of Tulungagung can be improved through the programs of seminars or workshops that offer teachers many themes related to English language teaching and learning issues that are able to increase teachers' participation. So far, English MGMP-SMP in Tulungagung has provided many programs for improving teachers' pedagogical competence in terms of understanding students' characteristics, managing classroom activity, and improving students' potential through learning activity. But, managing classroom activity dominates the programs of MGMP itself. Most of the topics in discussion activity, seminars, or workshops are about how the teachers prepare their class or design the learning activity, implement the learning activity, and evaluate the learning process.