



# THE ROLE OF PERFORMANCE EVALUATION IN IMPROVING THE QUALITY OF TEACHER PROFESSIONALISM DEVELOPMENT THROUGH THE MGMP PROGRAM (CASE STUDY AT SMP AISIYAH MUHAMMADIYAH 3 MALANG)

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## Abstract

This study aims to analyze the role of performance appraisal in improving the quality of teacher professionalism development through the MGMP program at Aisyiah Junior High School Muhammadiyah 3 Malang. The research method used a qualitative approach with data collection techniques through observation, structured interviews, and documentation studies. The results showed that performance appraisal based on PKG Guidelines (including pedagogical, personality, social, and professional competencies) has a positive impact on improving teacher quality. The MGMP program acts as a forum for collaboration between teachers to overcome learning challenges, such as adaptation of the Merdeka curriculum and differentiated learning. The main obstacle lies in the limited learning facilities, but it is overcome through student mapping strategies and differentiation approaches. The conclusion of this study emphasizes the importance of continuous performance appraisal and synergy between MGMP and school policies to support teacher professionalism.

**Keywords:** Performance appraisal; Teacher professionalism; MGMP

## 1. Introduction

According to Ulfatin & Triwiyanto (2016), human resources (HR) in education are a strategic asset that determines the success of an institution. Teachers, as educators, not only play the role of instructors but also as agents of change who shape the character and competencies of students. High-quality educational human resources directly impact the improvement of learning quality and the achievement of national educational goals. Human resources are a crucial component for any organization, regardless of its form or purpose, as every organization is built with a vision centered on human interests. Given the importance of human resources, every organization must have productive and high-quality employees to carry out its operations. To enhance performance and foster a culture that supports flexibility and innovation, leaders must align human resource management with corporate strategy. (Effendi, 2021).

Teachers are important figures in the educational process at school because they have different roles and functions in ensuring educational goals are met. Teachers are a major factor in educating children to grow into an educated generation. Through direct contact with students, teachers can more optimally nurture them into quality individuals. (Muspawi, 2021). Teacher performance refers to the extent to which a teacher successfully carries out their duties and responsibilities, as well as their ability to meet the targets and standards set for them as educators. The factors that influence teacher performance are diverse, some of which

are internal, such as lack of motivation, limited knowledge, or inadequate understanding. Additionally, external factors also play a role, such as relationships with colleagues, support from superiors, or work environment conditions. Indriawati et al. (2022) Teacher performance plays a crucial role in determining the quality of education in schools. As educators and instructors, teachers must perform their duties in accordance with *Undang-Undang Republik Indonesia Nomor 14 Tahun 2005 Pasal 8*, which outlines the four competencies of teachers: personal, pedagogical, social, and professional. These competencies can serve as benchmarks for evaluating a teacher's performance.

To carry out an effective teaching and learning process, especially to achieve educational goals, an experienced teacher in the field is needed. Professional teachers must have effective classroom management skills (Maure et al., 2021). Teachers not only act as role models for students, but also act as learning managers. In addition to their responsibilities in the teaching and learning process, history teachers are also required to master accurate historical knowledge so they can convey it to students. Therefore, an educational background in history is crucial for teachers to deeply understand various historical concepts (Hardi et al., 2023).

Therefore, the development of teacher professionalism is urgently needed at this time. Entering the era of Society 5.0, teachers must be able to adapt to technological advances and implement them into their teaching. However, in practice, the number of truly professional teachers has not yet reached the expected target. The large number of schools with low educational quality proves that professional teachers are still an ideal concept that has not been realized evenly throughout Indonesia. Continuous development of teachers' competencies is an important effort to improve the quality of education. Without the full involvement and commitment of educators, the learning process loses its meaning—both in terms of content and fundamental values. To be recognized as quality educators, teachers must master four core competencies (Risdiyany, 2021).

The Subject Teacher Working Group (MGMP) has a strong relationship with improving teacher professionalism and plays an important role in developing competence and quality of learning in schools (Napitupulu in Ritonga, 2024). As a forum for teachers of the same subject from various schools, Bascin (2025) states that MGMP provides a space for educators to share insights, experiences, and effective learning strategies in their respective fields. Through discussions and information exchange in this forum, teachers can update their understanding of curriculum developments and current teaching techniques, which are essential elements in professional development.

Of the many teacher professional development programs, MGMP (Musyawarah Guru Mata Pelajaran) is a working group consisting of teachers who teach the same subject in a certain area (Yulianti, et al., 2017). Thus, teachers from certain fields of study are motivated to form an organizational group to discuss various obstacles that arise in the classroom learning process. Based on the explanation presented, the researcher is interested in conducting research on the Role of Performance Assessment in Improving the Quality of Teacher Professional Development Through the MGMP Program (Case Study at SMP Aisyiyah Muhammadiyah 3 Malang).

## 2. Method

This research process is based on a qualitative approach to gain a comprehensive understanding. The definition of a qualitative approach is an approach that consists of written and oral information obtained from various sources. In the research process, the author conducted field studies to understand the events being studied directly, because the author is a key instrument in collecting findings in the field (Deddy, et al, 2022). The use of this method is a way to determine how schools assess performance to improve the professionalism of teachers through the MGMP program.

According to Sugiyono (2022), qualitative research methods are research methods used to study natural conditions (as opposed to experiments) in which the researcher is the key instrument and data collection techniques are carried out using triangulation (combination). Therefore, data collection techniques at SMP Aisyiyah Muhammadiyah 3 Malang were conducted through observation, document analysis, and structured interviews. Passive observation was used to observe how performance evaluation plays a role in improving teachers' professionalism through the MGMP program at SMP Aisyiyah Muhammadiyah 3. To gather in-depth information from informants, the researcher used structured interviews based on research instruments in the form of written questions with prepared alternative answers. With these structured interviews, each respondent was asked the same questions, and the researcher recorded their responses. Data collection in this study was conducted through structured interviews involving several interviewers. The research subjects were defined as one teacher as the primary data source and two additional teachers as secondary data sources for data triangulation purposes.

This study analyzed data using the Miles and Huberman model (Sugiyono, 2022) through four sequential stages. The first stage was data collection, which was carried out through direct observation at SMP Aisyiyah Muhammadiyah 3, in-depth interviews with informants, and a study of various supporting documents. After all the data was collected, the researcher reduced the data by selecting and summarizing the key information most relevant to the research focus. The filtered data was then presented in a systematic and easy-to-understand written description. The final stage of this process was drawing conclusions based on all the data that had been organized and analyzed thoroughly.

## 3. Results and Discussion

### 3.1 Result

#### 3.1.1 Teacher Performance Assessment Aspects at SMP Aisyiyah Muhammadiyah 3 Malang City

Teacher performance evaluation here is conducted through a performance evaluation process held every semester and based on the Teacher Performance Evaluation Guidelines (PKG). This process covers several aspects, such as classroom management, interaction with students, lesson plan preparation, and alignment with the applicable curriculum. Additionally, four teacher competencies—pedagogical, personal, social, and professional—are also evaluated. At this school, particularly for grades 7, 8, and 9, the Merdeka Curriculum has been implemented. In this curriculum, the teacher's role is more as a facilitator, while students are expected to be more active in the learning process. Each semester, several subjects are selected

for performance evaluation. For example, out of 13 subjects, 6 will be evaluated in the first semester. Teachers are informed in advance about the performance evaluation schedule so they can prepare what is needed. The results are then submitted to the school principal as part of the performance evaluation process.

### **3.1.2 Factors Affecting Teacher Performance Appraisal**

In the performance assessment process, it is important for educators to train students to follow the learning plan that has been prepared. This is to ensure that the learning process is disciplined and in line with the objectives that have been set. However, in its implementation, there are obstacles related to the availability of facilities. Although educators have designed lesson plans based on audiovisual methods, not all students have access to supporting facilities. The majority of students come from lower-middle-class economic backgrounds, and some of them live in orphanages that restrict access to electronic devices such as smartphones.

### **3.1.3 Efforts to Improve the Quality of Teacher Professionalism Development Through the MGMP Program**

Teachers at SMP Muhammadiyah 3 Malang are part of the MGMP (Subject Teacher Working Group) program, a regular program for teachers throughout Malang City that is held every month or semester to improve teacher professionalism. For example, before the recent fasting month, teachers attended an MGMP meeting where they discussed various topics, including collaborating with students in Japan as part of an exchange program and the teaching methods they use. Additionally, the teachers discussed the implementation of differentiated instruction in Japan and its application in Indonesia to improve teacher performance evaluations.

Structurally, MGMPs are divided according to region and educational level. City-level MGMPs are overseen by the city education office, while district-level MGMPs are overseen by the district education office. In addition, MGMPs are also based on their respective subjects. For example, the relevant resource person is an English teacher at the junior high school level in Malang City. Therefore, all public junior high schools from SMP 1 to SMP 30, as well as private junior high schools under the city education office, participate. Each subject within the MGMP has its own coordinator, and public schools typically serve as the coordination center. For example, in Malang City, the English Language MGMP is coordinated by SMP 7, so regular meetings are often held there. Other subjects also have their own coordination centers, such as the Religious Education MGMP, which may be coordinated by SMP 6. Under this system, each public junior high school serves as the coordination center for a specific subject area.

## **3.2 Discussion**

### **3.2.1 Teacher Performance Assessment Aspects at SMP Aisyiyah Muhammadiyah Malang City**

Ferdinan (2022) emphasizes that teacher performance assessments must be based on PKG documents. A comprehensive understanding of these evaluation documents is necessary for all parties involved so that the assessment process can be carried out transparently and objectively. Ahmad (2017) argues that lesson plans demonstrate teachers' ability to analyze

student needs, set learning objectives, and select appropriate media and strategies. This aspect also ensures alignment with the Graduate Competency Standards (SKL) and Basic Competencies (KD), and helps assessors evaluate teacher readiness. Meanwhile, interaction with students is an indicator of a teacher's success in motivating and managing the classroom. Teachers who are able to establish two-way communication, encourage discussion, and respond to student needs tend to create a conducive learning atmosphere. When these two aspects are combined, student-centered learning is created, where the teacher only acts as a facilitator (Pertwi, et al., 2022).

Teacher Performance Assessment is a systematic and comprehensive evaluation process of all aspects of a teacher's core activities. This evaluation not only aims to assess the extent to which teachers carry out their duties and responsibilities, but also serves as an important basis for career development, promotion, and functional position advancement. A teacher's core activities encompass various aspects, including lesson planning, effective teaching practices, assessment of student learning outcomes, and professional development (Alfaiz, 2024).

Teacher performance evaluations in schools are very important because conducting teacher performance evaluations once a year has a significant impact on teacher performance and professionalism (Sauri, et. al., 2022). From a management perspective, continuous improvement in teacher performance requires an effective performance evaluation system that is implemented with integrity and self-awareness. Teachers need to objectively identify weaknesses in their teaching practices and proactively strive to improve them. This process of reflection and self-improvement is a crucial foundation for enhancing the overall quality of education (Suryani & Arief, 2021).

Putri et al. (2024) As leaders in educational institutions, school principals play a crucial role in human resource development, particularly for teachers. Hardiyati et al. (2022) First, school principals must be able to analyze and meet the school's needs for qualified educators. This includes a selective recruitment process and the placement of teachers according to their competencies and learning needs. Additionally, principals are responsible for creating a work environment that encourages teachers' professional development, enabling them to take initiative in improving their competencies and performing their duties independently without always waiting for instructions (Rosidah et al., 2022).

Therefore, a school principal needs to have good managerial skills to ensure efforts to improve teacher professionalism through various competency development programs, continuous training, and structured coaching. Asyari (2020) In addition, school principals must also regularly evaluate teacher performance using objective and comprehensive assessment instruments to ensure the quality of the learning process and encourage the creation of a professional and responsible work culture in the school environment.

### **3.1.2 Factors Affecting Teacher Performance Appraisal**

To overcome this challenge, students were mapped based on their access to learning facilities. Students who had supporting devices could participate in learning using audiovisual methods, while students with limited facilities participated in conventional learning. A differentiated learning approach was applied to tailor teaching methods to students' characteristics and learning preferences. This is in line with Ahmad (2017) that one of the external factors is facilities and infrastructure. The availability of adequate facilities helps teachers improve their performance, such as comfortable classrooms, LCDs, interactive learning devices, and internet connections. This allows teachers to optimize the learning process.

Differentiated learning emphasizes the presentation of material tailored to students' desires, interests, and learning styles. Teachers are also able to adjust learning objectives, processes, outcomes, and learning environments according to students' needs. With this approach, educators can provide material that aligns with each student's unique characteristics. Schools can utilize this method to give students the opportunity to learn independently, as they are not required to master all subjects but can develop themselves according to their potential (Gusteti & Neviyarni, 2022). For example, students with an auditory learning tendency are given audio-based material, visual learners receive material in the form of images or videos, while kinesthetic learners are given tasks that involve physical activities. Through this strategy, learning is made more inclusive and adaptive, so that every student can still follow the learning process optimally despite limited facilities.

Work motivation is also an important factor that can influence a teacher's performance. Motivation is an internal element that drives a person to consciously act to achieve certain goals. According to Siagian in Yuliani (2015), motivation is defined as "the driving force that causes a person to be willing and eager to use their abilities to carry out their responsibilities and obligations in order to achieve predetermined goals." In the context of education, teacher work motivation plays a significant role in determining the extent to which they are willing to improve their competencies, innovate in learning, and carry out their duties optimally.

Another factor influencing teacher performance is the supervision carried out by the school principal. Permana & Eliza (2022) state that the school principal is an individual who fully understands their tasks and responsibilities and is able to manage the rhythm of the educational organization they lead so that it runs harmoniously and effectively. In practice, the principal has a very strategic role and function, including as an educator, manager, administrator, supervisor, leader, innovator, and motivator (EMASLIM). Therefore, the principal is an important instrument in supporting the improvement of teacher professionalism and performance in the school environment to improve the quality of learning, provide constructive feedback, and create a positive academic culture.

### **3.1.3 Efforts to Improve the Quality of Teacher Professionalism Development Through the MGMP Program**

This is in line with the opinion of Wildan and Sridana (2022) that the Subject Teacher Working Group (MGMP) is a professional forum for teachers who teach the same subject in a regency or city. This forum is open to all teachers, whether they are civil servants (PNS) or non-PNS or honorary staff. MGMP is non-structural, independent, and upholds family values in its

implementation. MGMP activities include teachers from junior high schools, senior high schools, and vocational high schools, both from public and private schools. The main principle of this forum is that all activities are designed, implemented, and aimed at the interests of the teachers themselves, so that MGMP becomes a collaborative tool that encourages the collective improvement of teachers' competence and professionalism. Walidin (2018) also argues that the location of MGMP activities is determined based on an agreement between teachers or administrators. Typically, the location is one of the schools within the relevant district, taking into account accessibility, conditions, and available facilities. MGMP members include all teachers of the same subject, both from public and private schools. Each MGMP member is required to participate in all activities organized by the MGMP at the school level up to the provincial level, in accordance with the agreed-upon program (Najri, 2020).

In general, MGMP activities aim to encourage and motivate teachers to improve their skills, particularly in designing learning tools and implementing effective teaching and learning processes in the classroom (Siswono et al., 2017). With this forum, it is hoped that the quality of learning in schools can be optimized. Additionally, MGMP also serves as an important means for teachers to obtain the latest information, knowledge, and insights, especially regarding developments and changes in government policies in the field of education, both at the central and regional levels (Fatmawati & Hasbi, 2020). Furthermore, through the effective utilization of MGMP, various challenges and problems faced by teachers in carrying out their duties can be discussed and solutions can be sought together. Thus, MGMP not only functions as a forum for competency improvement but also plays an important role in improving the quality of educational services in each educational unit (Nurlaeli & Saryono, 2018).

The material discussed in MGMP seminars or workshops is usually tailored to the challenges teachers face in the classroom. For example, since we are currently teaching Generation Alpha, we discuss the most effective strategies for engaging them in the learning process. MGMP also serves as a forum for teachers from different generations to exchange experiences. Senior teachers share their methods for handling students based on years of experience, while younger teachers, who are from the Millennial and Gen Z generations, offer new perspectives on teaching techniques that are more suited to the characteristics of today's students. Educating Generation Alpha requires teachers who are highly competent, creative, and proactive. According to Widodo and Rofiqoh (2020), the traditional educational approach previously applied to teachers is no longer effective in achieving learning success in the current era. Kharisma, in the same study, emphasizes that the ideal teacher of the 21st century must possess various key competencies, including a deep understanding of oneself, knowledge of student characteristics, mastery of pedagogical competencies, and mastery of subject matter. Additionally, today's teachers are also required to master Universal Design for Learning (UDL) skills, be able to implement technology-based learning, and have the ability to adapt to dynamic curriculum changes.

#### **4. Conclusion**

Based on the research results, teacher performance assessment based on PKG and active participation in the MGMP program have proven to be effective in enhancing teacher professionalism at SMP Aisyiyah Muhammadiyah 3 Malang. The evaluation aspects, which include pedagogical, personal, social, and professional competencies, encourage teachers to continue developing, especially in addressing the challenges of the Society 5.0 era. The MGMP program serves as a platform for sharing best practices, adapting the Merdeka curriculum, and

implementing differentiated instruction. External constraints, such as limited facilities, are addressed through innovative strategies, including mapping student needs. The recommendations of this study are: (1) strengthening the integration between performance evaluation and MGMP development, (2) improving school infrastructure support, and (3) expanding MGMP collaboration across regions for more diverse knowledge exchange.

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