

How Lecturers, Supervisors, and MGMP PAI Collaborate in Sustainable Professional Development (PKB): an Observation in Sleman Regency

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Abstract: This research aims to illustrate the collaboration of lecturers, students, supervisors, and MGMP in the development of sustainable professional teachers in Sleman Regency. This research uses a qualitative approach with descriptive research types of cooperation among lecturers, students, supervisors, and MGMP in the development of sustainable professional pai teachers in Sleman Regency. Data collection is done through telephone interviews and/or cloud meeting zooms. As well as spreading the questionnaire, it was done using a Google form given to MGMP members through WhatsApp messages. The results showed the importance of collaborating with teachers and supervisors who feel the need for help and competent speakers and lecturers who have funds and expertise for service and develop the quality of education in the local region of their universities. The form of collaboration is the training of PTK, LKPD, and Canva Learning Media Development. The busy schedules of many MP members, limited funds, and poor communication between supervisors, MGMP, and universities are all barriers to collaboration. The supporting factors are the existence of new regulations that encourage the development of kopetensi, the creativity of MGMP supervisors in establishing communication with universities, the allocation of funding from universities, and alumni networks as information distributors or liaisons. This research is expected to provide an overview and a theory about the form of cooperation between lecturers, students, supervisors, and MGMP.

Abstrak: Penelitian ini bertujuan untuk menggambarkan kerjasama dosen, mahasiswa, pengawas, dan MGMP dalam pengembangan guru profesional berkelanjutan di Kabupaten Sleman. Penelitian ini menggunakan pendekatan kualitatif dengan jenis penelitian deskriptif kerjasama antara dosen, mahasiswa, pengawas, dan MGMP dalam pengembangan keprofesian guru pai yang berkelanjutan di Kabupaten Sleman. Pengumpulan data dilakukan melalui wawancara telepon dan/atau cloud meeting zoom. Selain penyebaran kuesioner, dilakukan dengan menggunakan Google Form yang diberikan kepada anggota MGMP melalui pesan WhatsApp. Hasil penelitian menunjukkan pentingnya kerjasama dengan guru dan pengawas yang merasa perlu bantuan dan narasumber yang berkompeten dan dosen yang memiliki dana dan keahlian untuk pengabdian dan mengembangkan mutu pendidikan di wilayah lokal perguruan tinggi mereka. Bentuk kerjasama tersebut berupa pelatihan PTK, LKPD, dan Pengembangan Media

Pembelajaran Canva. Jadwal padat anggota MP yang banyak, keterbatasan dana, dan komunikasi yang kurang baik antara pengawas, MGMP, dan perguruan tinggi menjadi penghambat kerjasama. Faktor pendukungnya adalah adanya regulasi baru yang mendorong pengembangan kompetensi, kreatifitas pengawas MGMP dalam menjalin komunikasi dengan perguruan tinggi, alokasi dana dari perguruan tinggi, dan jaringan alumni sebagai penyalur atau penghubung informasi. Penelitian ini diharapkan dapat memberikan gambaran dan teori tentang bentuk kerjasama antara dosen, mahasiswa, pembimbing, dan MGMP.

Keywords : Collaboration, Lecturer, Supervisor, MGMP PAI, PKB

INTRODUCTION

The position of teachers and lecturers as professionals aims to implement the national education system and realize the goals of national education, namely the development of the potential of students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens (Sukron, 2016). Moreover, being a teacher of Islamic Religious Education, PAI teachers are professional educators who have the task of providing an understanding of Islamic religious material to students and the community (Muchith, 2016). It is a tough task for PAI teachers, who also need to increase their competence as personal teachers so they are not left behind.

Throughout their careers, teachers need to continuously hone themselves to become adaptive and innovative professional educators. In this context, teachers must have the ability to adapt and continue to innovate. Not only that, teachers must not only do things better, but also find new and more effective ways to achieve better learning outcomes. The ability of teachers to respond to change, learn from it, and help students learn from it will be critical to the future development of society. The development of teacher professionalism has begun to be carried out through collaborative and sustainable learning assessments.

One method is to provide coaching and mentoring. Programs Coaching is provided to teachers with the aim of helping teachers

who have weaknesses and shortcomings in terms of performance while carrying out the teaching profession or teaching their students. Throughout their careers, teachers need to continuously hone themselves to become adaptive and innovative professional educators.

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Various efforts to improve the quality and competence of teachers, such as upgrading, workshops, learning model training, teaching supervision, and coaching through the MGMP (Subject Teacher Conference). Teachers who are actively teaching in schools must be professionally improved on an ongoing basis. For this reason, the Ministry of Education and Culture created a program called Continuing Professional Development (PKB) for active teachers

(Sukirman, Utanto, & Mareta, 2018). According to Ministry of State Secretariat and Bureaucratic Reform Number 16 of 2009 concerning Teacher Functional Positions and Credit Scores, PKB is the development of teacher competencies that is carried out according to needs, gradually and continuously to improve teacher professionalism (KEMENTERIAN NEGARA (PANRB), 2009).

The role of MGMP in the development of educational programs in schools is very important because it is a forum for teacher professional activities that increase knowledge, abilities, and skills. In addition, through this activity, discussions, exchange of ideas and experiences with fellow teachers can be carried out to overcome problems that exist and develop in schools (Idris HM Noor, 2020). The role of MGMP in the development of educational programs in schools is very important because it is a forum for teacher professional activities that increase knowledge, abilities, and skills. In addition, through this activity, discussions, exchange of ideas and experiences with fellow teachers can be carried out to overcome problems that exist and develop in schools (Idris HM Noor, 2020). However, this MGMP often finds it difficult to invite teachers to always develop. Therefore, the role of the supervisor, in this case, the district teacher supervisor, has very heavy duties and responsibilities and has a very important role in the development and progress of teachers in educational institutions.

The existence of supervisors is highly expected by teachers in order to assist and guide teachers towards the achievement of improving the quality of subject teacher learning. Supervision in order to identify and improve various weaknesses that have been carried out towards achieving the planned and determined activity goals (Abu bakar, 2018).

Teacher performance must be evaluated and continuous professional development (PKB) activities must be carried out. PKB activities are carried out by teachers, namely

conducting research. To achieve this, teachers must have research abilities or have research abilities. Classroom Action Research (CAR), but it is often found that many teachers are unable to conduct research, and research activities are still considered difficult by teachers (Herry Ponda, Wahyu, 2016). Activities such as PKB are also sometimes constrained regarding who is willing to accompany the teachers to provide competent material as needed by the teacher. Therefore, it is necessary for supervisors to be responsible for groups of teachers' becoming liaisons and facilitators of what is needed by teachers, or supervisors must be able to carry out activities based on needs analysis (needs assessment) that are the joint needs of MGMP members that are important and urgent (Kastolan, 2021).

In another study, Kastolan explained that one of the solutions is to collaborate with universities (Kastolan, 2021). This is because universities have the task of achieving the vision and mission of the tridharma of higher education, namely the implementation of education, teaching, research, and community service, as well as their own development. Therefore, there is a need for synergy between the three components in the implementation of quality, qualification, welfare, appreciation of protection, and career development of teachers and PAI teacher education staff. Some research shows that lecturers, supervisors, and the MGMP don't work well together to improve the quality of teachers through PKB, but there isn't much about this.

Research from Marsigit et al. tells the story of the success of collaboration between groups of teachers, lecturers, and stakeholders from three universities collaborated with schools in their respective fields to obtain empirical evidence of the effectiveness of lesson study in improving the teaching of mathematics and science, both in inservice and preservice education teachers (Marsigit, Suyanta, Sumardi, Kadarisman, Mahmudi, 2014). However, in this study, the subjects were mathematics

and science teachers. Then, from the research of Fadiana et al., they studied a collaboration between the Mathematics Education Study Program, Faculty of Teacher Training and Education (FKIP) at PGRI Ronggolawe University, Tuban and the Mathematics Subject Teacher Consultation (MGMP) at the Vocational School level in Tuban Regency. This collaboration is in the form of training in writing scientific articles and publishing scientific journals for teachers in Tuban Regency (Mu'jizatin Fadiana, Warli, Heny Sulistyaningrum, Puji Rahayu, 2021). However, in this study, the subject was a mathematics teacher. As a result of the studies above, the researcher wants to learn more about how collaboration with PAI teacher groups works.

For this reason, through this article, the author tries to explain why there is a need for collaboration between lecturers, students, supervisors, and MGMP in the continuous professional development of PAI teachers. What is the form of collaboration, as well as what are the inhibiting and supporting factors for the implementation of collaboration? This research is expected to be able to contribute to the concrete development of the collaboration of lecturers, students, supervisors, and MGMP in the continuous professional development of PAI teachers. For this reason, through this article, the author tries to explain why there is a need for collaboration between lecturers, students, supervisors, and MGMP in the continuous professional development of PAI teachers. What is the form of collaboration, as well as what are the inhibiting and supporting factors for the implementation of collaboration? This research is expected to be able to contribute to the concrete development of the collaboration of lecturers, students, supervisors, and MGMP in the continuous professional development of PAI teacher.

METHOD

The type of research used in this research is field research using a qualitative approach. The purpose of this study is to describe

involving collaboration of lecturers, students, supervisors, and MGMP in the continuous professional development of PAI teachers in Sleman Regency. The researcher chose the location of Sleman Regency because the supervisor and MGMP PAI SMP had done several collaborations in the form of PKB.

The determination of research subjects in this study was carried out using a purposive sampling technique, namely by taking several people whom the researchers considered to know in depth the problems and problems that existed in the research area, namely information on collaboration of lecturers, students, and supervisors; MGMP in Professional Development; Sustainable Middle School PAI Teachers. The research subjects in this study were PAI teacher supervisors, administrators, and members of the Sleman Regency Junior High School MGMP and lecturers related to collaboration in PKB. Data collection techniques are also equipped with documentation in the form of draft documents from supervisors and administrators of MGMP PAI SMP, as well as strengthened by journal articles and books related to the collaboration of lecturers, students, and supervisors in the Continuous Professional Development of Middle School PAI Teachers.

Data collection was carried out through telephone interviews and or Zoom cloud meetings. As well as distributing questionnaires, distributed using a Google form given to PAI MGMP members via WhatsApp messages. The aspects that were asked in the interview were: 1) the reasons and urgency of cooperation between lecturers, students, supervisors, and MGMP in the PKB for PAI teachers. 2) details of the cooperation's PKB programs and activities; 2) inhibiting and supporting factors of related cooperation in the form of PKB activities

Data analysis was carried out using the Milesanalysis model and consisted of Huberman's (1994) ranking of stages, namely data reduction, data representation, compilation, and verification of results. The

data analysis stage, also known as the research data reduction stage, is the stage of collecting all the necessary information from the interviews and then collecting data. The data presentation stage is the presentation of information needed for research and which does not need to be discarded. The summary and verification stage is the stage of interpreting research data to draw conclusions based on the events obtained (Miles & Huberman, 1984). literature review article. The research stages should be clearly stated.

RESULTS AND DISCUSSION

The results and discussion should be presented in the same part, clearly and briefly. The discussion part should contain the benefit of research result, not repeat result part. The research results could be supplemented with tables, figures, or graphs (separate writing terms) to clarify the discussion. Avoid presenting similar data in a separate table. The analysis should answer the gap stated. The qualitative data, e.g. interview results, is discussed in paragraphs. The references contained in the introduction should not be re-written in the discussion. A comparison to the previous studies should be presented.

Reasons for Collaborating Lecturers, Students, Supervisors, MGMP in Continuous Professional Development (PKB) PAI SMP teachers in Sleman Regency

Collaboration has a broad understanding of the existence of intensive cooperation between two or more people/institutions to understand each other and realize the need for cooperation as a joint effort or strategy in dealing with something important, especially intensive cooperation in dealing with and solving common problems (Chairul Saleh, 2020). Collaboration can be used to increase work productivity for all individuals involved (*enhanced individual productivity*), and can create innovative creative *ideas* (Valdellon, 2017), Therefore, this

collaboration needs to be done as a step to increase the teacher's competence and interests. They are assisted by third parties, namely lecturers and students. Of course, they will all be mutually beneficial and achieve their respective goals.

Basically, collaboration can have advantages, including the development of employee skills or the implementation of collaboration, which does provide mutual benefits between those who collaborate in an organization. Basically, collaboration can have advantages, including the development of employee skills or the implementation of collaboration, which does provide mutual benefits between those who collaborate in an organization (Shuman & Twombly, 2010). When they work collaboratively, either directly or indirectly, it builds or enhances their overall skill set. In this case, they interact with each other, share ideas, and exchange experiences so that they become more aware and understand how to work well together, think positively together, negotiate fairly, and operate certain tools properly and correctly (Chairul Saleh, 2020). Therefore, there must be an urgency or interest to do a collaboration so that all parties who collaborate can be intertwined to carry out a *symbiotic mutualism*.

From the results of this study, it can be concluded that there are three collaborating parties, namely lecturers, in this case, higher education institutions, district teacher supervisors, and MGMP PAI SMP, which includes its members. From interviews and collecting data in the field, it can be concluded that the interests of each party involved are :

First, the lecturers. Whether we realize it or not, the teaching profession, especially tarbiyah faculty and faculty of teacher training and education, really needs a partnership with the teaching profession, especially in the implementation of teaching practice, educational observation, and the development of learning technology (Fauzi, 2016).

According to the Law on Teachers and Lecturers, it is stated that lecturers are

professional educators and researchers with the main task of carrying out educational and teaching activities, research, and community service on university campuses (UU RI No 14, 2005). So, indirectly, universities, through their lecturers, must be concerned with the development of education and teacher training in their respective areas. On the other hand, lecturers also have collaboration programs with their students in carrying out service as a demand for service and research. Therefore, lecturers need colleagues to be invited to cooperate in order to complete their main tasks as educators and researchers.

Second, A supervisor has a role as the main guard in improving the quality of teachers. Supervisors also act as trainers, whereby supervisors are expected to train the skills of teachers. Supervisors can also be mentors and coaches who help teachers learn and improve their skills and abilities in line with the needs of the task and the times (Sinar, 2021).

For this reason, in practice, supervisors often have many obstacles to conducting nurturing and training for teachers because it is difficult for teachers to gather to conduct training because of the busyness of each teacher. Then there is a need for stronger teacher drivers in conducting training. Therefore, by collaborating with these higher education institutions, a strong Also, the benefits for supervisors are the availability of competent presenters and mentors in the field of education as training or workshop.

Third, the MGMP (Subject Teacher Conference). MGMP is a forum for teacher collaboration consisting of teachers of the same subject at the school, sub-region and district (district) level, which is very effective for developing professionalism in teaching and learning activities from preparation to evaluation, including discussing difficult materials and their solutions with the principle "from, by, and for all members (teachers)" (Minarni & Triyaningsih, 2011). The aim is to improve and at the same time improve teaching and learning processes and outcomes through

collaboration between teachers. This is in line with Fessler, who said that there are three components that can support a teacher's professional development system, namely: (1) collaborative work, (2) professional associations, and (3) district meetings (Fessler & Judith, 1992). The aim is to improve and at the same time improve teaching and learning processes and outcomes through collaboration between teachers. This is in line with Fessler, who said that there are three components that can support a teacher's professional development system, namely: (1) collaborative work, (2) professional associations, and (3) district meetings (Fessler & Judith, 1992). However, in carrying out each MGMP activity, there are limitations, including limited funds for conducting development training, and the limited ability of teacher members to master and follow the material and literacy that continues to develop with the times.

Therefore, according to Keith, there is one condition that can motivate teachers to develop, namely *collaboration* (Keith & Girling, 1991). Collaboration, in this case, is important for teachers because it enables them to collaborate with supervisors as facilitators and universities as mentors and presenters. The activities of teachers can also be supported by higher education institutions that have funds for the development of educational competencies in the local area. So, it's clear that this collaboration is good for everyone involved.

Collaborative Forms of Lecturers, Students, Supervisors, MGMP in Continuous Professional Development (PKB) PAI Junior High School Teachers in Sleman Regency

The results of interviews with supervisors and MGMP related that there are several results of collaboration in sustainable professional development that have been carried out in the form of collaboration. An intergroup or institution is a collaborative network whose members are several institutions, groups, or organizations that have reached an agreement in order to

achieve complex and complex common goals that necessitate capital power, expertise, experience, and comprehensive and multidisciplinary knowledge (Chairul Saleh, 2020). Of all the activities, all of them are in the form of groups because they involve cooperation between university groups represented by lecturers and offices represented by supervisors and members of MGMP PAI SMP in Sleman Regency.

Collaboration is *first* in the form of training for making RPPs (Learning Planning Designs). This training was held in 2019 and 2020 as a result of collaboration between supervisors, MGMP, and the Sleman Regency Education Office. The form of this activity is to train teachers in the preparation of an accommodative RPP on strengthening disaster mitigation and on an accommodative RPP for population problems..

Second, Student Worksheet Training (LKPD) aims to link teaching and learning activities so that there can be effective interaction between students and educators, which can encourage student action in improving learning achievement. This training is a form of collaboration between supervisors, MGMP, and the Education Office of Sleman Regency. From the results of the same collaboration, training on media/strategy creation, learning videos, and using the Canva program has also been carried out. The two collaborations are in the form of permanent collaborations. Basically, this collaboration requires a relatively long deadline or working period. It can be within one year (single year) or a multi-year collaboration. Because this collaboration process has a relatively long deadline, the implementation of this type of collaboration requires careful joint planning because it includes roles, responsibilities, and implementations that must be agreed upon by each collaborator (Chairul Saleh, 2020). This collaboration between supervisors, MGMP, and the education office of Sleman Regency will always be established because they have responsibilities to each other. Supervisors and the education office have

the obligation to guide, supervise, and develop the quality of teachers.

Third, In the form of cooperation between lecturers, in this case, higher education institutions UNY (State University of Yogyakarta), district teacher supervisors, and MGMP PAI SMP, The form of activity is Class Action Research Training (CAR) in 2020 and 2021. This collaboration between universities is also carried out with UIN Sunan Kalijaga Yogyakarta in 2021. The collaboration is in the form of training on making PTK proposals with collaboration between student lecturers and supervisors. This collaboration is an ongoing collaboration. This type of collaboration is only carried out occasionally when there are two or more parties who need each other in order to cooperate or overcome joint problems that are mild in nature (Chairul Saleh, 2020). Looking at the collaboration with the university, it can be said that it is a temporary collaboration because it is only a short period of time and the result of the collaboration is training, so the collaboration will end together with the completion of the training.

Supporting and Inhibiting Factors of Collaboration of Lecturers, Students, Supervisors, MGMP in Continuous Professional Development (PKB) PAI Teachers at SMP in Sleman Regency

From the results of research and analysis, the factors supporting and inhibiting collaboration among lecturers, students, supervisors, and MGMP in continuous professional development (PKB) teachers in Sleman Regency are as follows:

Inhibitors

1. Lack of motivation on the part of teachers in improving their competence This is because some teachers already feel comfortable and find it difficult to keep up with the rapid development of the times, so the teachers feel lazy and doubt whether they can follow and improve

their competence as professional teachers.

2. There will be lots of busyness on the part of MGMP members as they prepare for collaborative activities. Due to the various activities of teaching and school activities that are so many, it is difficult for teachers to carry out collaborative activities in the form of training, teacher consultations, and so on. Moreover, they are also busy with activities outside of school, such as at home and in the community.
3. The problem of limited funds is constrained by the MGMP if they ask for help from outside parties. MGMP is a community or volunteer organization, so MGMP funding comes from the members' own treasury. For this reason, the MGMP has a lot of problems with funding when it comes to organizing an event or training, so external financial support is very much needed to carry out each event.
4. Communication between supervisors and MGMP and universities is not good. In connection with this communication, it is undeniable that there is a gap because sometimes MGMPs do not really know the information circulating about the needs of higher education institutions in carrying out community service as well as improving the quality of education in the local area. So there is a lack of good communication to collaborate in every activity that has the potential to carry out collaboration.

Supporters

1. There are new regulations that encourage competence development. This government regulation is certainly a motivator for teachers

when implementing training or increasing their competence. Furthermore, regulations regarding promotions or groups in staffing that require continuous growth and always improve teachers' competence.

2. The creativity of MGMP supervisors in establishing communication with universities. The creativity of this supervisor is very much needed in carrying out cooperation. With contributions and communication between supervisors and universities, it is very helpful for MGMP in conducting PKB training.
3. Allocation of service funds from universities to develop regional teacher competencies as an obligation for academic service in the field of education. Universities carrying out the service must have budgeted a special fund in order to realize the service. For this reason, this fund is very helpful for teachers and supervisors because it will be an important support in the implementation of every collaboration.

4. The MGMP uses the alumni network as a channel of information or liaison between universities, supervisors, and MGMP. The alumni network is indeed an important factor as a relationship between information providers and collaborators because alumni will find it easy to find partners from their universities first. This is because the alumni already know a lot about the lecturers and relationships at their university.

CONCLUSION

Awareness The benefits of collaboration must be shared by all parties. This collaboration needs to be done as a step to increase the competence of teachers and the

interests of supervisors who are assisted by third parties, namely lecturers and students. Of course, they will all be mutually beneficial and achieve their respective goals. The form of collaboration between lecturers, supervisors, and MGMP PAI, Sleman Regency, among others. The training for making RPP (Learning Planning Design) was held in 2019 and 2020 as a result of collaboration between supervisors, MGMP, and the Sleman District Education Office. There is also a Student Worksheet Training (LKPD), and collaboration with lecturers, in this case, university institutions such as UNY (State University of Yogyakarta), and UIN Sunan Kalijaga Yogyakarta. 2 Lack of motivation from the teachers in improving their competence.

The inhibiting factor in collaboration is the busyness of many MGMP members. To prepare for collaboration activities, limited funds and constraints from the MGMP if they ask for help from outside parties, communication between supervisors and MGMP and universities is not good. Supporting factors include the existence of new regulations that encourage competence development and the creativity of MGMP supervisors in establishing communication with universities. The creativity of this supervisor is very necessary in carrying out cooperation, the allocation of service funds from universities to develop teacher competence in the region, as an obligation for academic service in the field of education, and the alumni network as a distributor of information or liaison between universities, supervisors and MGMP.

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