



A Collaborative-Reflective Management Model for MGMP: Enhancing Pedagogical Competence through Integrated Management Functions

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Abstract:

Teacher quality remains a central determinant of educational improvement, particularly in the context of junior high schools where pedagogical challenges are shaped by early adolescent developmental characteristics. Continuous professional development through Subject Teacher Deliberations (MGMP) has been institutionally designed to strengthen pedagogical competence; however, its effectiveness varies substantially across schools. Despite growing attention to MGMP outcomes, limited research has systematically examined its management through the lens of classical management functions. This study aims to analyze how the application of Henry Fayol's management functions - planning, organizing, commanding, coordinating, and controlling - in MGMP contributes to enhancing teachers' pedagogical competencies. Employing a qualitative multiple case study design, the research was conducted in two public junior high schools in Karawang Regency. Data were collected through non-participant observation, semi-structured interviews with MGMP leaders, teachers, and school principals, and document analysis, and were analyzed using interactive thematic procedures and cross-case comparison. The findings reveal two contrasting management orientations: an administrative-procedural model characterized by top-down planning, limited role distribution, incidental coordination, and report-based evaluation; and a collaborative-reflective model grounded in needs-based planning, participatory organizing, routine institutional coordination, and classroom-based evaluative feedback. The study demonstrates that the mere presence of managerial structures does not ensure instructional impact; rather, the integration and quality of management function enactment determine MGMP effectiveness. Theoretically, this research offers a novel integrative framework that recontextualizes classical management theory within teacher professional communities by positioning management functions as mediating mechanisms between organizational design and pedagogical competency development. Practically, it provides a management-oriented model for strengthening MGMP as a sustainable instrument for instructional improvement.

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Introduction (مقدمة)

The global improvement in education quality increasingly emphasizes the importance of teacher quality as the primary determinant of learning success (Maulana et al., 2023). Various international studies show that teacher effectiveness has a significant correlation with student learning achievements (Allen et al., 2013). In the 21st-century context, teachers are not only required to master teaching materials but also to possess adaptive, reflective, and evidence-based pedagogical competencies (Nurfadillah, 2017). Systematic Continuous Professional Development has been proven to contribute to enhancing learning quality and outcomes (Ambon et al., 2024; Ventista & Brown, 2023). Therefore, strengthening the teacher professional mentoring system becomes a strategic agenda both theoretically and practically.

At the Junior High School level, pedagogical challenges become more complex because students are in the early adolescent phase with dynamic cognitive, social, and emotional development characteristics (Sholihah & Maulida, 2020; Thornton, 2022). However, various findings indicate that teachers still face difficulties in designing learning responsive to students' developmental needs, utilizing technology, and developing authentic assessments (Johnson et al., 2016). In Indonesia, the Subject Teacher Deliberation forum is designed as a collaborative professional development platform (Tanang & Abu, 2014). Several studies show that MGMP as a form of CPD contributes positively to pedagogical competencies (Atmoko & Kuswandono, 2021; Haliza et al., 2021). However, its implementation is not yet fully optimal, often administrative in nature, and lacking sustainability (Haerani et al., 2020). This finding aligns with the Mindfulness in Schools Project report, which emphasizes that sustained training is more effective than short-term interventions (Ventista & Brown, 2023).

Normatively, Indonesian teacher competency standards are regulated in Minister of National Education Regulation Number 16 of 2007, which establishes four core competencies: pedagogical, professional, social, and personality (Dewi et al., 2023; Lisnawati, 2018). Pedagogical competency encompasses understanding learner characteristics, lesson planning, active learning implementation, evaluation, and student potential development (Nurfadillah, 2017). Theoretically, the management of professional organizations such as MGMP can be analyzed through Henry Fayol's management functions: planning, organizing, commanding, coordinating, and controlling (Stamatis & Gkoutziamanis, 2020; Sudjoko, 2020). However, in practice, MGMP is often not managed systematically, lacking strategic planning, structured evaluation, and follow-up mechanisms that directly impact classroom practices (Dewi et al., 2023). Thus, there is a gap between the ideal professional development design and on-the-ground implementation reality.

Academically, studies on MGMP to date have mostly focused on aspects of participation or teacher perceptions, without deeply analyzing managerial dimensions based on classical management theory (Atmoko & Kuswandono, 2021). Meanwhile, educational management literature indicates that the effectiveness of learning organizations is greatly influenced by the quality of implemented management functions (Iriawan et al., 2020). Therefore, research is needed that integrates classical management theory with the context of SMP MGMP management to explain how management functions can contribute to improving teachers' pedagogical competencies. It is from here that the research gap of this study emerges.

A number of studies indicate that continuous professional development significantly influences the improvement of pedagogical competencies and learning quality (Ávalos, 2010; Cordingley et al., 2015; Darling-Hammond et al., 2017). Collaborative professional learning models, such as Professional Learning Communities, have proven effective in enhancing

reflection and instructional innovation (OECD, 2019).

However, several studies emphasize that this impact heavily depends on the quality of program design and organizational leadership (Harris & Jones, 2019). Without strong management, professional development activities tend to become mere administrative routines.

Educational management literature underscores the importance of planning, organizing, leadership, and evaluation functions in determining the effectiveness of educational organizations (Bush, 2020). Henry Fayol's classical theory remains relevant for analyzing modern organizational structures and processes, as it provides a systematic framework for managerial functions (Carter & Fayol, 1986).

However, most recent studies predominantly employ distributed leadership or instructional leadership approaches, while the integration of classical management theory in teacher community contexts is relatively rare.

Rahman et al. (Rahman et al., 2024) demonstrate the positive contribution of MGMP to pedagogical competencies. Mawardi (Mawardi, 2022) emphasizes the importance of pedagogical competency management in achieving learning objectives. Mulyono et al. (Mulyono et al., 2024) show that structured quality management enhances teacher competencies. Nevertheless, these studies have not explicitly examined MGMP management through the lens of classical management functions in a comprehensive and integrative manner.

Based on the literature synthesis, there are three main gaps: a theoretical gap characterized by the minimal integration of Fayol's classical management theory in analyzing teacher professional community management; a methodological gap due to previous studies being predominantly descriptive or perceptual, thus failing to systematically analyze management function implementation; and a contextual gap arising from limited specific studies on SMP MGMP as a collaborative-based pedagogical development organization.

This research offers conceptual novelty through the integration of Fayol's classical management functions with the SMP teacher pedagogical competency framework in the MGMP context; methodological novelty by comprehensively analyzing the implementation of five management functions within a single integrated analytical framework; and contextual novelty by focusing on SMP MGMP as a professional community in early adolescent education. The contributions include theoretical enrichment of educational management literature via revitalization of classical theory in modern contexts, practical provision of an MGMP management model based on management functions, and policy foundations for formulating systematic management-based teacher development strategies.

This research aims to analyze how the application of Henry Fayol's management functions in managing Junior High School Subject Teacher Deliberations contributes to enhancing teachers' pedagogical competencies. Specifically, it examines the implementation of planning, organizing, directing, coordinating, and controlling functions in MGMP activities and their impact on teachers' pedagogical abilities in designing, implementing, and evaluating learning.



Method (منهج)

Research Design and Approach

This research employs a qualitative multiple case study design to analyze how the management of Subject Teacher Deliberations contributes to enhancing the pedagogical competencies of junior high school teachers. The case study design was selected because this study aims to deeply understand managerial phenomena within real and bounded contexts, namely MGMP management in two educational units. Case studies enable the exploration of

processes, dynamics, and interactions among actors in natural settings, thereby providing a comprehensive understanding of ongoing management practices (Yin, 2018).

An interpretive qualitative approach was used because the research objectives are not to test hypotheses or measure relationships between variables, but rather to understand the meanings, strategies, and managerial practices constructed by actors within MGMP. This approach aligns with the view of (Creswell & Poth, 2017) that qualitative research is appropriate when researchers seek to explore complex phenomena influenced by social and organizational contexts. The multiple case design allows cross-case comparisons to identify common patterns and unique contextual characteristics (Merriam, 2009).

Research Setting and Context

The research was conducted at SMP Negeri 2 Cikampek and SMP Negeri 3 Cikampek, Karawang Regency. Both schools were purposively selected based on their active involvement in MGMP activities and relatively similar institutional characteristics, enabling proportional comparative analysis. In case studies, selecting locations relevant to the research focus is crucial to ensure the cases examined truly represent the phenomena under study (Yin, 2018). The MGMP context in both schools serves as the primary unit of analysis for understanding the application of management functions and their impact on teachers' pedagogical competency development.

Participants and Data Sources

Research participants consisted of MGMP chairpersons and executives, subject teachers as MGMP members, and school principals as supporting informants. Participant selection used purposive sampling, selecting individuals directly involved in planning, implementation, and evaluation of MGMP activities (Merriam, 2009). This strategy ensures the data obtained are informative and relevant to the research objectives.

Data sources included primary and secondary data. Primary data were gathered through interviews and observations, while secondary data came from official documents such as MGMP work programs, meeting minutes, teaching modules, and activity evaluation reports. Using multiple data sources aims to enhance analytical depth and support triangulation.

Data Collection Techniques

Data were collected via non-participant observation, semi-structured interviews, and document analysis. Observations captured managerial practices directly, including planning, coordination, and implementation dynamics in MGMP activities. This technique allows researchers to gain contextual insights not always revealed in interviews.

Semi-structured interviews explored participants' experiences, perceptions, and reflections on management function implementation in MGMP and its impact on pedagogical competencies. The semi-structured format was chosen for balancing question consistency with flexibility to explore emerging issues during interviews (Merriam, 2009).

Documentation was analyzed to trace consistency between planning and program implementation, and to verify interview and observation data. In case studies, documents serve as supplementary evidence strengthening finding validity.

Data Analysis Procedures

Data analysis occurred simultaneously with collection using the interactive model of Miles, Huberman, and Saldaña (Miles et al., 2014). The initial stage involved data condensation via transcription, selection, and grouping of relevant meaning units related to MGMP management functions and teachers' pedagogical competencies. This was followed by open coding to identify initial categories, then thematic category development linked to management functions such as

planning, organizing, directing, coordinating, and controlling.

Data were presented in thematic matrices to facilitate identifying inter-category relationship patterns. Conclusions were drawn using pattern matching and explanation building techniques as recommended for case studies. Additionally, cross-case analysis compared findings from both schools for a more comprehensive understanding of MGMP management implementation patterns.

Trustworthiness

Research quality was ensured through Lincoln and Guba's trustworthiness criteria: credibility, transferability, dependability, and confirmability. Credibility was enhanced via source and method triangulation and member checking with participants. Transferability was achieved with detailed contextual descriptions enabling readers to assess applicability to other contexts. Dependability was maintained through systematic research process documentation, while confirmability involved researcher reflexivity and ensuring interpretations were grounded in empirical evidence.

Ethical Considerations

This research adhered to social research ethics principles. Participants received explanations of objectives and procedures, providing informed consent before interviews. Participant identity confidentiality was protected using codes or pseudonyms, with all data used solely for academic purposes.

Result (نتائج)

Planning

At SMP Negeri 2 Cikampek, MGMP planning is routinely prepared at the beginning of each semester by referring to the district-level MGMP program and the applicable curriculum policies. The head of MGMP stated that planning generally follows the agenda determined at the district level. One informant explained, "We usually follow the program from the district MGMP, so the activities already have a pattern set from above" (K-MGMP1). Subject teachers indicated that planning activities mostly focus on preparing lesson plans, assessment instruments, and learning administration. Classroom learning problems are discussed, but they are not used as the primary basis for program formulation.

At SMP Negeri 3 Cikampek, MGMP planning begins with identifying instructional problems faced by teachers in the classroom. The head of MGMP stated that before drafting the program, discussions are conducted to explore teachers' needs, particularly regarding learning difficulties they experience. Teachers reported that MGMP materials are adjusted to real problems encountered in class, making them easier to implement. One teacher stated, "We discuss classroom difficulties first, then determine the topic. So it really fits our needs" (G3).

Organizing

At SMP Negeri 2 Cikampek, the MGMP organizational structure has been formally established. However, member involvement in management and activity implementation remains limited. Teachers explained that usually only the head and the secretary are active, while other members mainly participate as attendees. One teacher stated, "Usually it is only the head and the secretary who manage everything; we mostly attend as participants" (G2). The head of MGMP also acknowledged that not all teachers have been actively involved in management or implementation roles.

At SMP Negeri 3 Cikampek, MGMP organizing is conducted by dividing teachers into small teams, such as facilitator teams, presenters, and evaluation teams, according to their respective competencies. Teachers stated that this role distribution encourages greater participation and a stronger sense of ownership of MGMP activities. One member explained, "Because there is a division of tasks, we feel responsible and more involved" (G5).

Commanding

At SMP Negeri 2 Cikampek, the head of MGMP provides direction at the beginning of each activity to align teachers' perceptions regarding the objectives and programs to be implemented. Teachers mentioned that every MGMP session begins with guidance from the head to ensure a shared understanding of the activity goals. One teacher added, "Before we start, the head always explains the objectives and the flow of the activity so that we have the same perception" (G1). The head of MGMP emphasized that such direction is necessary to ensure that activities run according to plan.

At SMP Negeri 3 Cikampek, the head of MGMP also consistently provides direction before activities are conducted, both regarding technical aspects and the focus of the material. Teachers stated that the guidance helps maintain focus during discussions and ensures that MGMP objectives are achieved. The head of MGMP noted that direction is given to maintain the course of activities even though discussions are conducted openly.

Coordinating

At SMP Negeri 2 Cikampek, coordination between MGMP and the school administration occurs only for certain activities. The principal stated that coordination is usually carried out when there are specific programs. He explained, "If there is a particular program, then we coordinate directly with the MGMP management" (KS1).

At SMP Negeri 3 Cikampek, coordination between MGMP and school management is conducted routinely. The vice principal for curriculum affairs stated that MGMP programs are aligned with school programs through regular coordination.

Controlling

At SMP Negeri 2 Cikampek, MGMP evaluation is conducted through activity reports and attendance records. The head of MGMP stated that evaluation is still limited to documenting activities and participant attendance.

At SMP Negeri 3 Cikampek, MGMP evaluation includes reporting on the implementation of MGMP outcomes in the classroom. Teachers stated that they are required to report how they apply MGMP results in their teaching and discuss them again in subsequent meetings. One teacher explained, "After the activity, we are asked to try it in class and then report the results at the next meeting" (G4).

Cross-Case Patterns

The findings indicate differences in the implementation patterns of MGMP management functions in the two schools. SMP Negeri 2 Cikampek demonstrates planning that is oriented toward administrative agendas, limited member involvement in organizing, incidental coordination, and evaluation focused mainly on activity reports.

In contrast, SMP Negeri 3 Cikampek demonstrates needs-based planning grounded in teacher problem identification, more participatory role distribution in organizing, routine coordination with school management, and evaluation that includes reporting on the classroom implementation of MGMP outcomes.



Discussion (مناقشة)

Summary of Main Findings

This study identified two distinct orientations of MGMP management in implementing the functions of planning, organizing, commanding, coordinating, and controlling. The first school demonstrated an administrative-procedural tendency, where management functions were carried out formally and oriented toward compliance with external agendas. In contrast, the second school exhibited a participatory management pattern, grounded in teachers' needs and directly integrated with classroom instructional practices. This difference indicates that the effectiveness of MGMP is determined not merely by the existence of managerial structures, but by its epistemological orientation and the quality of its implementation practices.

Theoretical Interpretation

From the perspective of Fayol's classical management functions, both schools formally implemented the five managerial functions. However, the quality of implementation differed substantially. In the first school, planning tended to be top-down and normative, thus representing a bureaucratic compliance model. Organizing was limited to the establishment of a formal structure without substantial role distribution. Controlling focused primarily on administrative reporting rather than instructional impact. Conversely, the second school demonstrated a reinterpretation of management functions within an organizational learning framework. Needs-based planning reflected alignment between organizational goals and individual professional needs. Organizing through distributed roles embodied the principle of distributed leadership, where responsibility is not centralized in a single actor. Controlling mechanisms that required reporting classroom implementation indicated the presence of reflective feedback loops. Conceptually, these findings suggest that classical management functions constitute a necessary but not sufficient condition for MGMP effectiveness. These functions become transformative only when integrated with principles of collaboration, reflection, and collective learning, as emphasized in professional learning community theory.

Comparison with Previous Studies

The findings reinforce Rahman et al. (2024), who demonstrated the positive contribution of MGMP to teachers' pedagogical competencies. However, this study extends their findings by demonstrating that such contributions are significantly influenced by the quality of MGMP management. In other words, MGMP does not automatically enhance competencies; its effectiveness depends on how management functions are enacted.

Mawardi (2022) emphasized the importance of pedagogical competency management in achieving learning objectives. The present findings confirm this argument, particularly in the second school where MGMP planning was directly linked to teachers' pedagogical needs. Nevertheless, this study also reveals that without integrating controlling mechanisms based on classroom implementation, competency management risks remaining at an administrative level.

Mulyono et al. (2024) argued that structured quality management enhances teacher competencies. Findings from the first school indicate that formal structure alone is insufficient to generate substantive improvement. Structure becomes effective when accompanied by participatory and reflective mechanisms, as observed in the second school. Thus, this study refines Mulyono et al.'s conclusions by highlighting the critical role of participatory dimensions within quality management systems.

These findings are also consistent with Avalos (2011) and Darling-Hammond et al. (2017), who asserted that teacher professional development is most effective when it is needs-based,

sustained, and connected to classroom practice. Furthermore, Harris and Jones (2019) emphasized that distributed leadership enhances collective commitment, reflected in the organizing model of the second school. In contrast, limited participation in the first school confirms Cordingley et al. (2018), who found that passive teacher involvement reduces the impact of professional development initiatives.

Unlike many previous studies that primarily focus on outcomes or impacts of MGMP, this study positions classical management functions as an integrative analytical framework. In doing so, it addresses a gap in the literature that has not explicitly examined MGMP management comprehensively through the lens of classical management theory.

Theoretical Alignment and Contradictions

The findings demonstrate that classical management theory remains relevant as a structural framework. However, they challenge the implicit assumption that the mere existence of management functions automatically ensures organizational effectiveness. In the first school, all formal functions were present, yet they did not produce significant transformation in instructional practice. This reveals a gap between structural compliance and instructional impact. In contrast, the second school illustrates that integrating management functions with a reflective organizational culture yields deeper effects. Therefore, classical management theory must be interpreted within the context of learning organizations. Planning should not merely define programs but build a shared vision. Organizing should not only establish structure but cultivate collective agency. Controlling should move beyond administrative monitoring toward reflective evaluation. These findings do not reject classical theory; rather, they reconstruct it within the context of contemporary educational organizations. The integration of management functions and organizational learning emerges as a critical factor in transforming MGMP into an effective professional development instrument.

Theoretical Implications

This study contributes theoretically by proposing a spectrum of MGMP management models ranging from a bureaucratic-administrative model to a collaborative-reflective model. This spectrum explains variations in MGMP effectiveness that have been insufficiently elaborated in previous literature.

Furthermore, this study expands the discourse on pedagogical competency management by positioning management functions as mediating variables between organizational structure and teacher competency improvement. In this sense, the study not only reinforces the findings of Rahman et al. (2024), Mawardi (2022), and Mulyono et al. (2024), but also offers a more integrative analytical framework.

Practical Implications

Practically, the findings indicate that MGMP reform should focus on the quality of management function implementation rather than merely their formal existence. Systematic identification of teachers' needs should serve as the foundation for planning. Role distribution should be designed to enhance teachers' sense of ownership. Evaluation systems must assess classroom implementation impact rather than attendance or activity reports alone. School principals and MGMP leaders need to establish routine coordination mechanisms that integrate MGMP agendas with school curriculum management. Such an approach promotes coherence between professional development initiatives and institutional learning objectives.

Factors Explaining the Findings

Differences in management patterns are likely influenced by a combination of leadership style, organizational culture, and structural support. Participatory leadership encourages

distributed responsibility and collective reflection. A school culture that supports pedagogical dialogue strengthens the transformation of MGMP into a professional learning community. Institutional support determines the degree of program integration and legitimacy. Thus, MGMP effectiveness results from the complex interaction between managerial design and organizational context. Transformation toward a collaborative-reflective model is not merely a technical option, but a strategic necessity for positioning MGMP as a sustainable instrument for enhancing teachers' pedagogical competencies.



Conclusion (خاتمة)

This study set out to analyze how the application of Henry Fayol's management functions - planning, organizing, commanding, coordinating, and controlling - in managing Junior High School Subject Teacher Deliberations (MGMP) contributes to the enhancement of teachers' pedagogical competencies. The findings demonstrate that while both schools formally implemented the five management functions, the depth, orientation, and integration of these functions significantly influenced their effectiveness. MGMP characterized by administrative-procedural management tended to operate at a compliance level, with limited impact on instructional transformation. In contrast, MGMP managed through a needs-based, participatory, and practice-oriented approach showed stronger alignment with classroom realities and greater potential to influence pedagogical development. These results indicate that the effectiveness of MGMP is not determined by the formal presence of managerial structures, but by how management functions are enacted, integrated, and oriented toward instructional improvement.

Theoretically, this research contributes to the educational management literature by revitalizing Fayol's classical management theory within the contemporary context of teacher professional communities. It moves beyond viewing management functions as static structural components and reconceptualizes them as dynamic mediating mechanisms between organizational design and pedagogical competency development. By positioning classical management functions within a collaborative and reflective organizational framework, this study offers an integrative analytical model for understanding MGMP effectiveness. The novelty lies in the comprehensive application of all five management functions as a unified analytical lens in the MGMP context, addressing a theoretical gap in prior research that has largely emphasized leadership styles or professional development outcomes without systematically examining managerial processes. This study thus strengthens the linkage between classical management theory and modern professional learning organization discourse.

Practically, the findings underscore that MGMP reform should prioritize the qualitative implementation of management functions rather than their mere structural establishment. Planning processes need to be grounded in systematic identification of teachers' pedagogical challenges. Organizing mechanisms should promote distributed participation and collective responsibility. Coordinating structures must integrate MGMP programs with broader school management agendas. Controlling systems should extend beyond administrative reporting to include reflective evaluation of classroom implementation. For school leaders and policy makers, these findings provide an evidence-based foundation for designing management-oriented professional development frameworks that ensure coherence, sustainability, and instructional relevance.

This study is limited to two junior high schools within a specific regional context, which may constrain the generalizability of the findings. In addition, the qualitative design emphasizes depth over breadth, focusing on managerial processes rather than measuring direct quantitative impacts on student outcomes. Future research may expand the scope by incorporating multiple regions, mixed-method approaches, or longitudinal designs to examine the long-term

relationship between MGMP management patterns and measurable improvements in pedagogical performance and student achievement.



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