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Subject Teacher Working Group Management for Improving Teacher Professional Competence in Two Indonesian High Schools

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Abstract. The Subject Teacher Working Group (MGMP) is the principal forum for developing the professional competence of Indonesian teachers, yet its management varies widely with school culture and geography. This multi-site qualitative case study analyzes how Henri Fayol's five management functions, namely planning, organizing, commanding, coordinating, and controlling, are applied in MGMP management at two public senior high schools in West Bandung Regency: SMAN 1 Gununghalu and SMAN 1 Cililin. Data were obtained from ten key informants through interviews, observation, and document study across the 2024/2025 academic year, analyzed with the interactive model of data reduction, data display, and conclusion drawing, and checked through triangulation, member checking, and an audit trail. SMAN 1 Gununghalu follows a formal-hierarchical approach organized around national achievement targets and a digital monitoring dashboard, whereas SMAN 1 Cililin follows a flexible-collaborative strategy grounded in local agribusiness and delivered through lesson study and face-to-face reflection. School records indicate that 82 percent of teachers produced technology-integrated lesson plans and report gains in teacher certification and in admissions through national university entrance pathways; these figures are documentary rather than measured by the study. Fayol's functions operated as a consistent managerial logic at both schools, while the instruments varied with school culture and geography, and the commanding and coordinating functions diverged most sharply. Neither school had documented continuity for roles carrying technical expertise. The study recommends proportionate monitoring instruments, documented continuity for rotating and specialist roles, and MGMP programs organized around instructional problems rather than applications.

Keywords: Educational Leadership, Fayol's Management Functions, MGMP Management, Senior High School, Teacher Professional Competence.

1 Introduction

Education at the senior high school level holds a strategic role in shaping graduates who are competitive and prepared for 21st-century challenges, and the strengthening of teacher professional competence is central to that role. Professional competence is a

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foundation for quality education, as mandated by Law No. 14 of 2005 concerning Teachers and Lecturers [1], which identifies four pillars: pedagogical, personal, social, and professional competence. Professional competence specifically involves mastery of subject matter, the development of innovative learning strategies, and adaptation to current educational developments. In a period of rapid change, the role of the teacher has shifted from a source of information to a facilitator of knowledge construction who must demonstrate independence and innovation [2].

The complexity of contemporary education requires a systematic managerial approach to teacher development. Henri Fayol's classical management theory, encompassing planning, organizing, commanding, coordinating, and controlling, provides a framework for managing educational organizations in which authority, task, and oversight are explicitly specified [3]. Fayol's scheme is useful here precisely because it separates commanding from coordinating, a distinction that the more widely used four-function models collapse and that proves analytically productive in the present study, since the two schools examined differ more in how they direct and synchronize activity than in how they plan or evaluate it.

In the Indonesian context, the Musyawarah Guru Mata Pelajaran (MGMP), or Subject Teacher Working Group, serves as the principal forum for this professional growth. MGMP is designed as a collaborative space in which teachers share practices, develop teaching modules, and conduct peer training. Its management nevertheless faces recurrent obstacles, including administrative rigidity, limited funding, and a mismatch between training topics and classroom realities. Where such a forum functions well, it operates as a community of professional practice in which capability is held collectively rather than residing in individual teachers, which is the condition under which professional development survives staff turnover [4].

To address these obstacles, kindness-based leadership and deep learning-based planning have become relevant components of school management [2], [5]. Leadership in schools is no longer a matter of issuing instructions; it involves creating conditions of mutual respect and psychological safety in which teachers are willing to innovate. Planning models must likewise evolve from scheduling toward approaches that integrate technology and higher-order thinking [6]–[8]. The urgency of this research arises from the fact that although MGMP is a national program, its implementation varies considerably with school culture and geographical conditions.

A further consideration concerns what kind of competence such forums should develop. Where the managerial emphasis falls on digital targets, there is a risk that competence is understood as the operation of applications rather than their pedagogical integration. Evidence from the Indonesian context indicates that the weakest dimension of teachers' digital capability is not technical operation but the integration of digital tools into instructional design [9], which implies that MGMP programs oriented toward software training will not by themselves raise instructional quality.

In West Bandung Regency, SMAN 1 Gununghalu and SMAN 1 Cililin represent two distinct organizational cultures. Gununghalu, situated in an area requiring rapid digital development, has adopted a target-oriented approach supported by digital dashboards. Cililin has drawn on its local agribusiness environment to create a contextual learning ecosystem. Previous studies confirm that effective MGMP

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management yields better lesson plans and improved teacher professionalism [10], and research on the national labor market situates teacher capability within a broader concern with skills formation [11]. There remains, however, a shortage of comparative literature examining how school-specific management styles, hierarchical as against collaborative, influence teacher outcomes in differing geographical settings.

This study introduces novelty by applying Fayol's management functions to analyze MGMP adaptation strategies at these two schools. It examines the functions not as theoretical constructs but as enacted practices, asking for instance how commanding manifests in a digital peer-teaching session as against a field-based agribusiness project. The study is guided by five questions corresponding to the five functions, together with a sixth concerning which elements of the management are consistent across sites and which are contingent on local conditions. The aim is to provide a reference for principals seeking to use MGMP as an instrument of organizational resilience, enabling schools to meet external challenges through strengthened internal human capital [12].

Ultimately the objective is to describe how the planning, organizing, commanding, coordinating, and controlling functions within MGMP contribute to teachers' professional competence. This research argues that professional competence is not a static attribute but the outcome of consistent and well-managed collaborative intervention. Through the comparative study of these two high schools, the article seeks to identify the managerial conditions that maximize the effect of MGMP on teacher performance and, subsequently, on student achievement [13].

2 Methods

2.1 Research Design and Sites

This research employs a qualitative descriptive method with a multi-site case study approach. The design was chosen to provide an in-depth understanding of how MGMP management is implemented across differing contexts, and it follows the logic of multiple-case inquiry in which each site is analyzed as a complete case on its own terms before a cross-case synthesis is developed, so that the comparison rests on two independently grounded analyzes [14]. The study focuses on the implementation of Fayol's five management functions in increasing teacher professional competence at SMAN 1 Gununghalu and SMAN 1 Cililin, West Bandung Regency [15]. The design is summarized in Fig. 1.

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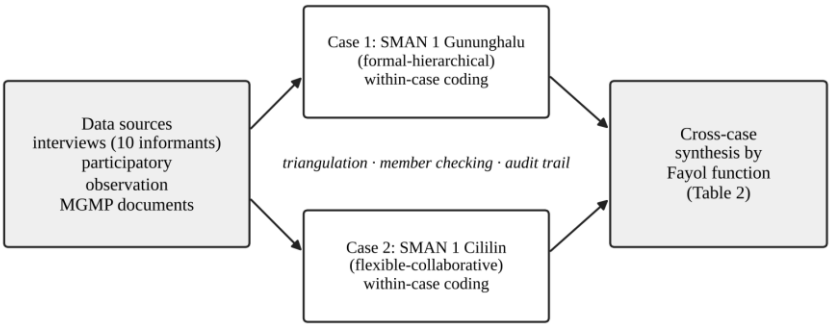


Fig. 1. Multi-site case study design: within-case analysis of each school followed by a cross-case synthesis organized by Fayol's functions.

The two sites were selected deliberately because they operate under the same national MGMP framework while differing in organizational culture and geographical setting. SMAN 1 Gununghalu is located in an area where improving digital capability has been a stated priority, and its MGMP management is oriented toward measurable national targets. SMAN 1 Cililin is situated in an agricultural district and has built its program around local agribusiness potential. Holding the national framework constant while varying these conditions constitutes the comparative logic of the study.

2.2 Informants

The research was conducted throughout the 2024/2025 academic year. Subjects comprised ten key informants selected through purposive sampling on the basis of active involvement in MGMP activities, as presented in Table 1. The criteria for inclusion required that informants had participated in MGMP for at least two consecutive semesters, so that they could describe change over time rather than initial impressions.

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Table 1. Distribution of research informants

Informant	SMAN 1 Gununghalu	SMAN 1 Cililin	Data focus
Principal	1	1	Planning, direction, resource allocation
Curriculum vice-principal	1	1	Monitoring, supervision, school records
MGMP chair or coordinator	(n)	(n)	Organizing, commanding, coordinating
Subject teachers	(n	(n)	Participation, competence, workload
Total	(n)	(n)	10 informants

2.3 Data Collection

Data collection techniques comprised three methods. Participatory observation covered MGMP workshops, digital peer-teaching sessions, and agribusiness field projects, and was distributed across the academic year so that both the planning meetings early in the year and the reflective sessions later in the year could be observed. In-depth semi-structured interviews explored the perceptions, strategies, and difficulties reported by teachers and managers. Documentation study covered annual MGMP programs, teaching modules, lesson study records, task assignment letters, and school achievement reports [16].

The quantitative figures reported in the findings require a methodological note. The proportions concerning innovative lesson plans, certification results, and university admissions were taken from school documentation and from reports prepared by each school's curriculum division. They are presented in this study as documentary evidence of the outcomes the schools themselves record, not as measurements generated by the research, and because this is a qualitative design they are used to characterize the direction of change rather than to establish statistical relationships between management style and outcome.

2.4 Data Analysis and Trustworthiness

Data analysis followed the interactive model of Miles and Huberman, consisting of data reduction, in which findings were categorized according to Fayol's five functions; data display, using comparative matrices between the two sites; and conclusion drawing through pattern matching against educational management theory [17]. Sub-codes emerged inductively for themes such as role rotation, digital monitoring, and teacher workload, and the cross-site synthesis was developed only after each case had been analyzed separately.

Trustworthiness was established through the criteria of credibility, transferability, dependability, and confirmability [18]. Credibility was pursued through source

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triangulation among principals, curriculum vice-principals, and teachers and through technique triangulation across observation, interview, and documentation, supported by prolonged engagement over the academic year and by member checks with informants to confirm the accuracy of interpretations. Transferability was addressed through thick description of each school's context, dependability through an audit trail of instruments, transcripts, and coding decisions, and confirmability through peer debriefing with colleagues in educational management not involved in the fieldwork.

2.5 Research Ethics

Research ethics were observed throughout. Permission was obtained from the relevant education office and from both schools before fieldwork commenced; informants were informed of the purpose of the research and of their right to withdraw; consent was secured; and the identities of individual teachers are not disclosed. Observation was conducted so as not to disrupt teaching, and documents containing personal data were examined on school premises without being copied.

3 Results

3.1 Planning Function

Planning at both SMAN 1 Gununghalu and SMAN 1 Cililin is a systematic process, although the starting points differ. At SMAN 1 Gununghalu, planning is target-oriented. The MGMP management uses the National Education Report Card to identify specific weaknesses in literacy and numeracy, and planning meetings held in January set quantitative targets for teacher certification and student admission outcomes. This corresponds to a deep learning-based planning model in which objectives address substantive competency growth rather than administrative completion [5]. The school allocates a defined portion of its operational assistance funds to digital infrastructure, which makes the plan financially realistic.

SMAN 1 Cililin adopts a contextual-participatory planning model. Planning is built from the bottom up by integrating local agribusiness potential into the curriculum, and teachers are encouraged to design projects using the surrounding environment as a laboratory. This participative approach produced a sense of ownership among teachers that the principal identified as the reason participation remained high without enforcement. Planning here operates as a kindness-based strategy in which the principal acknowledges the creative autonomy of teachers [2].

The comparison reveals a trade-off that neither school had resolved. Target-oriented planning at Gununghalu produces indicators against which progress can be demonstrated but risks narrowing professional development to what is measured; teachers reported that activities without a corresponding indicator received less attention. Participatory planning at Cililin generates engagement and contextual relevance but leaves the school without comparable evidence of year-on-year progress,

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since its plans were recorded as project descriptions rather than as targets with baselines.

3.2 Organizing Function

In organizing, SMAN 1 Gununghalu uses a formal-hierarchical structure. The MGMP is divided into functional units comprising a central coordinator, subject-specific coordinators, and a documentation secretary. This arrangement prevents overlapping assignments and makes each teacher's responsibility toward the school's targets explicit. Assignment letters are issued to formalize these roles, which establishes accountability and, as the curriculum vice-principal noted, allows coordination to proceed without the principal needing to be present at every activity.

SMAN 1 Cililin employs a flexible-collaborative or project-based organization. Instead of rigid subject divisions, the school forms thematic teams, so that biology, economics, and language teachers may be grouped to manage a single smart farming module. Leadership of these teams is rotated, which distributes experience and prevents dependency on a single individual. This organizational flexibility is an indicator of organizational resilience, allowing the school to reallocate its resources to local needs while meeting national curriculum requirements [12], [19].

Observation identified a continuity risk in both arrangements that the schools managed differently. At Gununghalu, formal assignment letters document roles but concentrate specialist functions, notably digital documentation, in designated individuals. At Cililin, rotation spreads capability but the rotation itself was not documented, so the knowledge of how a thematic team had been run passed informally between teachers. Neither school had recorded a succession arrangement for the roles that carry technical expertise.

3.3 Commanding Function

The commanding function in these schools is characterized by a shift from supervision toward intellectual stimulation. At SMAN 1 Gununghalu, commanding is directive and technical. The MGMP chair provides explicit instructions for digital peer-teaching: teachers upload a video of a teaching simulation to a shared classroom platform each week, and the chair provides technical feedback on the use of interactive media. This directive style proved effective in standardizing digital practice among teachers who were initially hesitant about technology, building the mastery experiences on which, according to Bandura [20], self-efficacy rests, although teachers also observed that feedback concentrated on the operation of media rather than on its instructional purpose [9].

At SMAN 1 Cililin, commanding is facilitative and project-oriented. Direction from the principal and MGMP chair concerns the enabling of field projects rather than adherence to a prescribed format. The principal provides inspirational motivation by working alongside teachers in the agribusiness plots, which demonstrates that leadership involves shared effort. This kindness-based approach increased teacher

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motivation, as teachers reported that their work was valued as a contribution to a collective aim rather than as a bureaucratic obligation [2].

3.4 Coordinating Function

Coordinating ensures that activities proceed in harmony. SMAN 1 Gununghalu uses a digital dashboard for this purpose: a shared calendar synchronizes MGMP schedules and messaging groups are used for immediate problem-solving. This arrangement maximizes time efficiency and allows collaboration without frequent physical meetings, which matters in a school whose staff travel considerable distances [21].

At SMAN 1 Cililin, coordination is organic and face-to-face. The school uses morning briefings and informal gathering sessions as coordination points. Because the school's projects are physical and locally sited, coordination requires direct contact, and a project logbook synchronizes the progress of different subjects within a thematic module, ensuring for instance that the biology teacher's data on plant growth align with the economics teacher's data on market prices within the same module. This organic coordination builds social cohesion and a shared professional identity, which teachers identified as important to the continuity of MGMP activity in a rural setting [10].

The contrast between the two coordinating arrangements is the sharpest divergence found in this study (Fig. 2), and it clarifies why Fayol's separation of commanding from coordinating is analytically useful. The two schools issue direction in comparably purposeful ways but synchronize activity through entirely different media, and each medium carries a cost: digital coordination at Gununghalu reduced meeting time but, as teachers reported, also reduced the incidental professional conversation from which practices spread, while face-to-face coordination at Cililin sustained that conversation at the price of time that teachers would otherwise spend on preparation.

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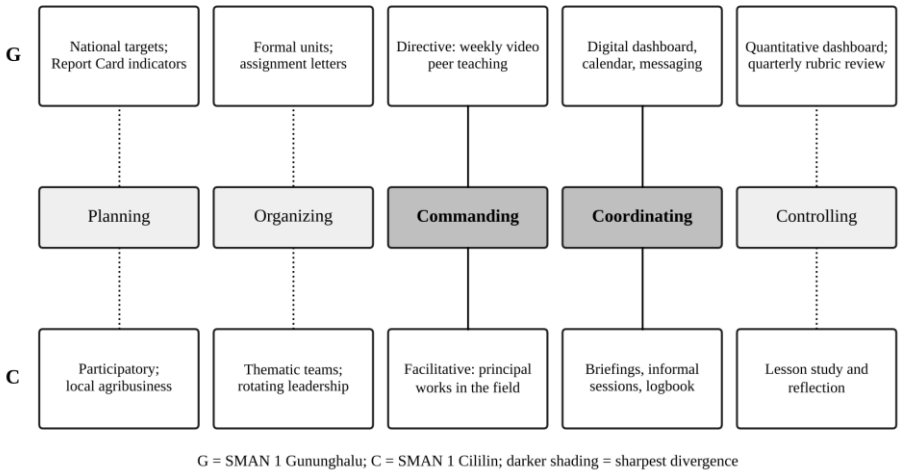


Fig. 2. Instruments used for each of Fayol's functions at the two schools; commanding and coordinating show the sharpest divergence.

3.5 Controlling Function

The controlling function at both sites operates as a mechanism for continuous improvement. SMAN 1 Gununghalu employs quantitative digital supervision: the curriculum vice-principal monitors progress through a dashboard tracking lesson plan completion and the use of digital media, and a performance review against national competency rubrics is conducted quarterly. Teachers falling below the threshold receive targeted remedial workshops. This data-driven supervision provides objective accountability and supports institutional benchmarking [21].

At SMAN 1 Cililin, controlling is qualitative and reflective. The school uses lesson study as its principal supervisory instrument: teachers observe one another's classes and then hold a reflection session to discuss what worked and what did not, with attention to the quality of student engagement rather than to a numerical score [22]. This reflective supervision supported a culture in which teachers were willing to acknowledge difficulty, which the principal identified as the precondition for the lesson study cycle to function at all [22].

3.6 Management Impact and Cross-Site Comparison

The effects of these management styles are recorded in each school's documentation. At Gununghalu, the directive-digital model is associated with 82 percent of teachers producing lesson plans integrated with information technology. At Cililin, the collaborative-contextual model is associated with the complete implementation of the

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planned local agribusiness modules and with a marked increase in teacher participation. Both schools record a 28 percent increase in teachers passing the certification program and a 24 percent increase in students admitted through the national entrance pathways. As noted in the method, these figures are drawn from school records and indicate the direction of change rather than a measured causal effect of management style.

Compared across sites, the schools converge on the substance of all five functions and on the absence of documented continuity arrangements, while differing in the instruments through which each function is enacted, as summarized in Table 2.

Table 2. Cross-site comparison of MGMP management by Fayol's functions

Function	SMAN 1 Gununghalu	SMAN 1 Cililin
Planning	Target-oriented; indicators from the Education Report Card	Contextual-participatory; built around local agribusiness potential
Organizing	Formal-hierarchical units with assignment letters	Flexible thematic teams with rotating leadership
Commanding	Directive-technical; weekly video peer-teaching with technical feedback	Facilitative-projective; principal works alongside teachers in the field
Coordinating	Digital dashboard, shared calendar, and messaging groups	Morning briefings, informal sessions, and a shared project logbook
Controlling	Quantitative digital supervision against competency rubrics	Qualitative reflection through lesson study
Shared gap	No documented continuity arrangement for specialist roles	No documented continuity arrangement for rotating roles

The pattern in Table 2 indicates that school culture and geography determine the managerial instrument rather than the managerial logic. Consistent application of Fayol's functions appears to operate as the common factor, converting a loosely organized group of teachers into a functioning professional community under both a hierarchical and a collaborative style. By strengthening the organizational resilience of the MGMP, both schools created conditions in which teacher professional competence is connected to student outcomes, although the evidence for that connection remains documentary rather than experimental [13].

4 Discussion

The findings illustrate the application of classical management theory in a contemporary Indonesian educational setting. The comparison between SMAN 1 Gununghalu and SMAN 1 Cililin indicates that while Fayol's functions are general, their enactment must be adapted to context to be effective [3]. The contribution of examining two sites is that it separates what is essential in MGMP management from what is contingent: all five functions and the absence of documented continuity

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appeared at both schools, whereas the instruments of commanding and coordinating diverged sharply.

In planning, both schools confirm the importance of deep learning-based planning [5], [23]. At Gununghalu, the focus on digital targets shows planning used as an instrument of transformation, since measurable goals obliged staff to develop capability they would not otherwise have prioritized. Cililin's contextual planning demonstrates that an approach prioritizing teacher participation and local relevance can achieve competence as well [2]. The trade-off identified in the findings qualifies both: measurement directs attention but narrows it, while participation broadens engagement but leaves progress undocumented. The practical implication is that the two approaches are complementary rather than alternative, and that each school's weakness is the other's strength (Fig. 3).

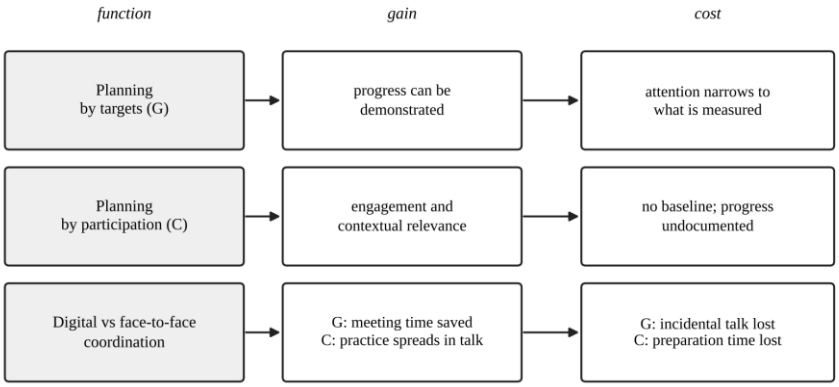


Fig. 3. Trade-offs identified in planning and coordination at the two schools.

The organizing function revealed a contrast between efficiency and innovation. Gununghalu's hierarchical structure prioritizes clear lines of responsibility, which is appropriate for meeting standardized national benchmarks. Cililin's project-based organization prioritizes interdisciplinary collaboration, which is what Firdaus et al. describe as organizational resilience [12]. Where capability is held collectively rather than individually, the school functions as a learning organization and professional development survives the departure of particular teachers [4]. The continuity risk identified at both sites bears directly on this: rotation at Cililin distributes experience but, undocumented, transmits it informally, while formal assignment at Gununghalu records roles but concentrates specialist knowledge.

The commanding and coordinating functions show a movement from instructional direction toward instructional facilitation. Even at the more directive Gununghalu, the use of peer teaching introduces a reciprocal element in which teachers learn from one another. At Cililin, the principal's facilitative role corresponds to the transformative education model, which emphasizes competencies and 21st-century skills rather than

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compliance [24]. The divergence in coordination, between digital dashboards and organic meetings, indicates that technology functions as an enabler rather than a substitute for professional interaction: the efficiency gained at Gununghalu came at the cost of the incidental conversation through which practice ordinarily spreads, which is a consideration that the literature on digital supervision tends to treat only in terms of efficiency [21].

The commanding findings also raise a question about the content of competence. Directive feedback at Gununghalu concentrated on the operation of media rather than on its instructional purpose, which corresponds to evidence that the weaker dimension of teachers' digital capability is pedagogical integration rather than technical operation [9]. A directive style can therefore standardize practice quickly while leaving the more demanding competence undeveloped, which suggests that MGMP programs should specify instructional problems rather than applications as their object.

Controlling is perhaps the most consequential function. The shift from punitive inspection toward reflective lesson study, particularly at Cililin, marks a significant development in Indonesian educational management, since lesson study locates improvement in the collective examination of a lesson rather than in the evaluation of a teacher [22]. Where supervision is both data-informed and supportive, it creates a feedback loop that sustains professional growth. The recorded increase in student admission outcomes at both sites is consistent with the proposition that well-managed teachers teach more effectively, although the design of this study permits that relationship to be described rather than demonstrated.

Finally, the integration of environmental pedagogy at Cililin and of digital literacy at Gununghalu indicates that MGMP management also serves broader educational values [25]. By managing MGMP well, school leaders are not only improving measured outcomes but preparing teachers to work in digitally mediated and environmentally conscious settings, and the collegial relations built in the process rest on mutual assistance among teachers that functions as the ethical foundation of the forum.

4.1 Limitations

Several limitations should be acknowledged. The study involved two senior high schools in a single regency, so the findings are analytically rather than statistically generalizable; the outcome figures are documentary and were not independently verified or attributed causally to management style; informants were drawn predominantly from management and active MGMP participants, so the perspectives of less engaged teachers are underrepresented; and the single academic year of observation does not permit conclusions about durability.

5 Conclusion

This study concludes that the management of the Subject Teacher Working Group is an important instrument for enhancing teacher professional competence. Through the implementation of Henri Fayol's five management functions, SMAN 1 Gununghalu and

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SMAN 1 Cililin have established systematic ecosystems for professional growth. Although Gununghalu adopted a formal-hierarchical approach and Cililin a flexible-collaborative strategy, both schools record improvements in teacher performance and student outcomes.

The documented results, including an 82 percent rate of technology-integrated lesson plans and a 24 percent increase in students admitted through national entrance pathways, indicate that effective management accompanies improvement in educational quality, though these figures are drawn from school records rather than generated by this research. The study finds that organizational resilience and deep learning-based planning are associated with success at both sites, and that principals adapt their management style to the school's geographical and cultural context while maintaining accountability through either digital or reflective monitoring.

The comparative dimension yields the study's most transferable finding. The managerial logic was consistent across both sites, while the instruments varied: the sharpest divergence lay in commanding and coordinating, where one school directed and synchronized through digital media and the other through face-to-face contact, each with an identifiable cost. Schools adopting this model should therefore replicate the structure of the five functions and select instruments proportionate to their own conditions, recognizing that measurement-oriented and participation-oriented approaches compensate for one another's weaknesses.

It is recommended that educational authorities provide funding and training for MGMP leaders organized around these management functions, and that schools document continuity arrangements for roles carrying technical expertise, since neither site had done so. It is further recommended that MGMP programs specify instructional problems rather than applications as their object, so that digital capability develops as pedagogical integration rather than as operation. Future research should examine the longitudinal impact of these management models on teacher wellbeing and should test the relationship between MGMP management and student outcomes using designs capable of supporting causal inference. Well-managed MGMP forums are not merely administrative requirements but a central mechanism of a resilient national education system.

DECLARATIONS

Author Contributions

Conceptualization, I.L. and E.M.; methodology, I.L. and E.M.; investigation and data curation, I.L.; formal analysis, I.L.; writing—original draft preparation, I.L.; writing—review and editing, E.M.; supervision, E.M. Both authors have read and agreed to the published version of the article.

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Conflict of Interest

The authors declare that there are no conflicts of interest regarding the publication of this article.

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Research Ethics and Informed Consent

Permission was obtained from the relevant education office and from both schools before fieldwork, informants were informed of the purpose of the research and of their right to withdraw, consent was secured, and the identities of individual teachers are not disclosed. Documents containing personal data were examined on school premises without being copied.

Data Availability Statement

Anonymized interview transcripts, field notes, and coding records are available from the corresponding author upon reasonable request. School achievement reports and personnel records remain with the schools and are not publicly available.

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