



**Implementing Curriculum: Management of the Productive Teacher
Working Group A Case Study at SMK Negeri 2 Palopo**

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ABSTRACT

This study examines the management of the Musyawarah Guru Mata Pelajaran (MGMP), or Subject Teacher Working Group, for productive teachers in implementing the Independent Curriculum at SMK Negeri 2 Palopo. The objectives are to describe the structure and mechanisms of MGMP, identify supporting and inhibiting factors, and develop strategies to improve its effectiveness. Using a qualitative case study approach, data were collected through interviews, observations, and documentation, and analyzed using G.R. Terry's management theory and principles of Islamic educational management. The findings show that MGMP management is relatively effective through functions such as planning, organizing, actuating, and controlling. Supporting factors include school support, teacher commitment, coordination, and involvement of business and industry, while inhibiting factors consist of limited teacher availability, heavy teaching loads, changing learning outcomes, and inadequate facilities and training. Improvement strategies involve flexible scheduling, digital forums, cross-school collaboration, teacher capacity building, and policy support. This research emphasizes that the success of MGMP depends not only on formal management effectiveness but also on values like *syūrā* (deliberation), *ta'āwun* (collaboration), and *itqān* (professionalism).

Keywords: Productive Teacher MGMP, Independent Curriculum, Educational Management, Improvement Strategies, SMK Negeri 2 Palopo.

INTRODUCTION

Quality education plays a vital role in advancing a nation's progress, as it directly influences the quality of human resources (HR) (Sari & Others, 2024). Efforts to

enhance HR quality remain a key challenge that requires urgent attention (Siswadi & Others, 2022). The government consistently implements innovations and develops educational policies, including the implementation of the Independent Curriculum (Kurikulum Merdeka) (Aidah & Others, 2023). This curriculum responds to global challenges as well as industrial and technological changes, which require graduates to be not only academically skilled but also adaptable, innovative, and collaborative (Syahputra, 2021). The Independent Curriculum allows schools and teachers to tailor learning according to the characteristics and needs of students (Wahyuni & Hernusa, 2021).

Teachers, as agents of change, play a vital role in ensuring the success of curriculum implementation (Dirga & Lestari, 2023). From an Islamic perspective, teachers are responsible not only for instructing but also for educating and shaping students' character with moral and spiritual values (Ramadhanas, 2024). This aligns with Law Number 14 of 2005, which emphasizes the duty of teachers to continually improve their professional skills (Yaman & Others, 2025). Improving teacher competence requires collaborative platforms, such as the Subject Teacher Working Group (Musyawarah Guru Mata Pelajaran or MGMP), which functions as a professional forum to enhance learning quality (Safrudin & Others, 2023).

At the vocational high school (SMK) level, the Musyawarah Guru Mata Pelajaran (MGMP) for productive teachers plays a crucial role, as productive subjects form the core of vocational education aimed at developing work-ready graduates (Habibie, 2022). SMK Negeri 2 Palopo, one of the leading vocational schools in Palopo City, is expected to effectively manage the MGMP of productive teachers to support the implementation of the Independent Curriculum (Kurikulum Merdeka) (Al-Had & Others, 2023). However, field realities reveal several obstacles, including weak coordination, low teacher participation, limited facilities, and a lack of understanding about the core of the Independent Curriculum (Murtiyasa & Others, 2023).

Previous studies have indicated that MGMP effectiveness remains low and often functions only as an administrative formality. Setiawan's research highlighted that the implementation of MGMP in various regions has not significantly impacted learning quality (Setiawan, 2020). Similar findings were also pointed out by Hasibuan, who observed weak leadership in management and teachers' limited understanding of MGMP's roles (Hasibuan, 2021). To date, there has been very little research specifically examining the management of productive teacher MGMPs within the context of the Independent Curriculum, especially at the SMK level in Palopo City (Astri & Others, 2023). This situation reveals a knowledge gap that needs to be addressed (Vinet & Zhedanov, 2011).

Therefore, research on managing productive teacher MGMPs at SMK Negeri 2 Palopo is both relevant and urgent (Sholahudin, 2017). This study aims to provide insights into the structure, dynamics, and strategies for strengthening productive teacher MGMPs in supporting the implementation of the Independent Curriculum (Ahn & Jun, 2007). The findings are also expected to offer practical contributions to the development of teacher professionalism and to inform vocational education policies that are more adaptive and responsive to labor market needs (Safrudin & Others, 2023).

METHOD

The tools used in this study were designed to thoroughly investigate the dynamics of MGMP management and the implementation of the Independent Curriculum at SMK Negeri 2 Palopo. Three primary tools were utilized: interview guidelines, observation sheets, and document analysis formats.

The interview guidelines were created in a semi-structured format with a list of key questions aimed at gathering information on how MGMP planning processes were conducted, how teachers collaborated in preparing teaching materials, and the challenges and strategies used to overcome implementation obstacles. The semi-structured approach allowed the researcher to ask follow-up questions based on the responses from informants, resulting in richer and more contextual data (Creswell, 2018).

The observation sheets were used to systematically record events and interactions during MGMP activities. Several aspects observed included the availability of work plan documents, the implementation of planning meetings, the division of roles among members, patterns of communication and coordination, the use of technology to support activities, and obstacles encountered during the implementation process. Additional notes were also taken to capture details considered important and relevant to the research objectives (Sugiyono, 2019).

The document analysis format was used to examine documents directly related to MGMP management. These included work plans, lesson plans (Rencana Pelaksanaan Pembelajaran or RPP), collaboratively developed teaching materials, activity reports, and meeting minutes. This analysis served as a way to verify data collected from interviews and observations, thereby improving the validity and reliability of the research results (Bowen, 2009).

These three instruments worked together and were used in an integrated way. The development of the instruments was also guided by management function indicators, which covered aspects of planning, organizing, actuating, as well as supervision and evaluation. As a result, the data collected were not only thorough but also aligned with the analytical framework needed to evaluate the effectiveness of productive teacher MGMP management in implementing the Independent Curriculum (Miles et al., 2014).

RESULTS AND DISCUSSION

Results

This study was conducted to provide a comprehensive overview of how the management of the Productive Teacher MGMP is carried out in implementing the Independent Curriculum at SMK Negeri 2 Palopo. Data were collected through interviews, observations, and documentation, and analyzed based on educational management functions. The findings are presented in three main areas according to the research questions: the structure and management mechanisms, supporting and inhibiting factors, and strategies for enhancing effectiveness.

1. Structure and Management Mechanisms of the Productive Teacher MGMP at SMK Negeri 2 Palopo

He findings indicate that the MGMP structure at the school level only consists of subject coordinators in each department, while the inter-school structure is formally established through decrees issued by the Branch Office of the Education Department and recorded in the SIMPKB application. The management mechanism is carried out through four stages: planning, organizing, implementing, and supervising.

Table 1
Structure and Management Mechanisms of the Productive Teacher MGMP

Aspect	Key Findings
Organizational Structure	Inter-school: decree from the Branch Office of Education; In-school: coordinators for each department
Planning	Conducted through deliberation, based on teachers' needs and changes in learning outcomes
Organizational Structure	Inter-school: decree from the Branch Office of Education; In-school: coordinators for each department
Planning	Conducted through deliberation, based on teachers' needs and changes in learning outcomes
Organizing	Task distribution according to expertise, with coordination across departments

The findings indicate that the management of the Productive Teacher MGMP at SMK Negeri 2 Palopo has established a functional structure and managerial mechanism that operates fairly well, although it still requires stronger cross-department coordination and more formal documentation.

2. Supporting and Inhibiting Factors in MGMP Management

He supporting factors for MGMP management include school leadership support, teachers' commitment to building a learning community, active coordination among teachers, input from the Business and Industrial Sector (DU/DI), and the existence of a formalized organizational structure through official decrees. Conversely, the main inhibiting factors are the limited number of productive subject teachers, overloaded teaching schedules, sudden changes in learning outcomes, inadequate practice facilities, and training costs that are partly borne by the teachers.

Table 2
Supporting and Inhibiting Factors in MGMP Management

Category	Factors
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Supporting	School leadership support; Teacher commitment; Active coordination; Input from DU/DI; Formal organizational structure
Inhibiting	Limited number of teachers; Overloaded teaching schedules; Sudden changes in learning outcomes; Inadequate practice facilities; Self-funded training costs

These findings confirm that the effectiveness of MGMP is influenced by the synergy of internal and external factors, while existing obstacles demand adaptive strategies to ensure the continuity and optimization of activities.

3. Strategi Peningkatan Efektivitas Pengelolaan MGMP

The strategies for improving the effectiveness of MGMP management at SMK Negeri 2 Palopo include strengthening teachers' collective commitment, arranging more flexible activity schedules, digitalizing forums through online platforms, and promoting cross-school and cross-department collaboration. In addition, teacher capacity can be enhanced through internal training, the dissemination of training outcomes, and the sharing of best practices. Project-based learning innovations, STEM approaches, and integration with industry practices also need to be encouraged. All of these strategies require policy support from schools, both in terms of facilities and budget allocation.

Table 3
Strategies for Enhancing the Effectiveness of the Productive Teacher MGMP

Strategy	Description
Collective commitment	Teachers jointly design and implement MGMP work programs
Flexible scheduling	Adjusting MGMP schedules to the academic calendar and teaching hours
Forum digitalization	Utilizing online platforms (Google Meet, WhatsApp Group, Google Classroom)
Cross-school/department collaboration	Exchanging information and best practices with other schools
Capacity building	Internal training, dissemination of training outcomes, sharing best practices
Learning innovation	Implementing project-based learning, STEM, and industry integration
School policy support	Provision of budget, facilities, and administrative support

These strategies highlight the importance of strengthening teacher capacity, fostering innovation, and ensuring institutional support so that MGMP can truly serve as a forum for enhancing teacher professionalism in line with the adaptive demands of the Independent Curriculum

DISCUSSION

This case study examined the Productive Teacher MGMP at SMK Negeri 2 Palopo through the lens of the four functions of educational management and the perspective of Islamic educational management, in order to understand its processes, dynamics, and sustainability factors (Terry, 1972).

1. Structure and Management Mechanisms

The findings reveal that the management of the Productive Teacher MGMP at SMK Negeri 2 Palopo operates at two structural levels: a formal inter-school structure under the coordination of the Provincial Education Office through SIMPKB, and an internal school structure in the form of subject coordinators. The formal structure ensures clear division of tasks and official reporting mechanisms, while the internal structure accelerates daily coordination, information exchange, and the preparation of teaching materials. This model demonstrates that MGMP is able to adapt to local conditions, especially since most productive departments are only available at this school (Suhendri, 2019). Such a pattern aligns with Terry's principle of organizing, which emphasizes clarity of roles, authority, and procedures to achieve effectiveness (Terry, 1972).

In practice, the use of SIMPKB as a coordination platform enhances accountability and transparency in management. These findings are consistent with Mulyasa's view that the utilization of information technology in education improves coordination, efficiency, and managerial accountability (Mulyasa, 2017). Furthermore, the integration of Islamic values such as *syūrā* (deliberation), *amānah* (trustworthiness), and *ta'āwun* (collaboration) provides an ethical foundation for collective decision-making, task implementation, and teacher cooperation. The principle of *syūrā* guarantees participation, *amānah* requires commitment to responsibilities, and *ta'āwun* strengthens solidarity in addressing MGMP management challenges (Ibn Kathīr, n.d.).

2. Supporting and Inhibiting Factors

The effectiveness of managing the Productive Teacher MGMP at SMK Negeri 2 Palopo is supported by several factors, including the principal's leadership, teachers' commitment to forming a learning community, routine coordination, input from the business and industrial sector (DU/DI), and an organizational structure formally recognized through decrees and SIMPKB. The principal's support ensures the provision of facilities and time allocation, while teachers' initiatives reflect the spirit of *itqān* (professional excellence) in carrying out their duties. This finding is in line with Yuliana's study, which emphasized the importance of institutional support, teacher

competence, and the use of technology in strengthening professionalism (Yuliana, 2021). From the perspective of Islamic management, these conditions reflect *mas'ūliyyah* (responsibility) and *ta'āwun* (mutual cooperation) as ethical foundations of collective work (Ermida & Bustaman, 2018).

However, the research also revealed significant challenges. The limited number of teachers in several programs reduces the diversity of discussions, overloaded teaching schedules decrease attendance, sudden changes in learning outcomes increase the burden of revising modules, and limited practice facilities along with self-funded training costs strain teacher participation. These obstacles disrupt the continuity of actuating and controlling functions within Terry's management framework (Amalia, 2020). Inconsistent teacher participation also weakens the principle of *syūrā* (deliberation), as not all members are actively engaged. This situation underscores the need for adaptive and fair strategies to ensure that MGMP activities remain relevant and sustainable (Ermida & Bustaman, 2018).

3. Strategies for Enhancing Effectiveness

The strategies that can be applied include strengthening teachers' collective commitment, adopting flexible scheduling, utilizing digital forums, promoting cross-school collaboration, and enhancing teacher capacity through internal workshops and the dissemination of training outcomes. Strengthening collective commitment serves as the main foundation, since a shared sense of responsibility ensures that every MGMP member contributes to the consistency of program implementation. This strategy reflects the actuating function in Terry's management theory and aligns with the Islamic values of *amānah* (trustworthiness) and *itqān* (professionalism) (Terry, 1972). Flexible scheduling ensures that teacher participation remains optimal despite heavy teaching workloads, while digital forums such as Google Meet and WhatsApp Groups help to overcome limitations of time and distance (Yuliana, 2021).

In addition, strengthening cross-school collaboration is crucial, particularly for departments with a limited number of teachers, so that teachers can continue to gain references and best practices from other schools. Teacher capacity can also be enhanced through innovative learning approaches such as project-based learning, STEM, and the integration of industrial practices (*rijeppaktori*), which reinforce the relevance of vocational education to the demands of the labor market (Widyashanti, 2023). These strategies require strong school policy support and sufficient budget allocation to ensure the sustainability of the forum. Thus, the management cycle—consisting of adaptive planning, participatory organizing, collaborative implementation, and data-based supervision—can be consistently maintained, enabling MGMP to become a driving force for transforming vocational learning under the Independent Curriculum (Hidayah et al., 2020).

CONCLUSION

Based on the results of this study, the management of the Productive Teacher Musyawarah Guru Mata Pelajaran (MGMP) in implementing the Independent

Curriculum at SMK Negeri 2 Palopo is relatively effective through the application of G.R. Terry's management functions, which include planning, organizing, actuating, and controlling. This effectiveness is supported by school leadership, teacher commitment, effective coordination, and the involvement of the business and industrial sector, although challenges remain, such as the limited number of productive teachers, heavy teaching workloads, sudden changes in learning outcomes, and the lack of facilities and training. To address these challenges, relevant strategies include adaptive planning, participatory organizing, the use of digital forums, continuous teacher capacity development, and school policy support. These strategies are not only consistent with Mulyasa's principles of quality management but also reflect the values of *syūrā* (deliberation), *ta'āwun* (collaboration), and *ihtiyāt* (careful planning) in Islamic educational management.

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