

Progress in English Language Teaching Through English Teacher Working Group (MGMP) - Teachers' Self-Awareness, Perception, and Feedback

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Abstract: This paper explores the progress made in English language teaching through the English Teacher Working Group (MGMP) in Indonesia, with a specific focus on teachers' self-awareness, perception, and feedback. The study examines the ways in which teachers engage in self-reflection, seek feedback, and refine their teaching practices to enhance their effectiveness as educators and create a conducive learning environment. By analyzing the impact of the English Teacher Working Group program on teachers' professional development and collaboration, the study highlights the importance of regular meetings, workshops, and collaborative projects in facilitating the exchange of ideas and best practices among teachers. Purposive sampling was used combined with a survey questionnaire and interviews to acquire the data. The findings demonstrated that self-development as an element of professional development is often viewed favorably by EFL teachers. The feedback on the English Teacher Working Group program (MGMP) showed that most teachers find the program vital for advancing their teaching skills. However, there were concerns regarding the duration of the program and the need for more time for relevant theories and feedback. Overall, the results suggest that EFL teachers have positive perceptions of self-development and the MGMP program, but there may be areas for improvement. Through this research, the concept of MGMP emphasizes the significance of self-awareness, perception, and feedback in enhancing teaching practices and fostering collaboration, contributing to the continuous improvement of English language education and the development of competent English language learners.

Keywords: English language teaching, English teacher working group (MGMP)

INTRODUCTION

English language teaching has always been an evolving field, constantly adapting to meet the changing needs and expectations of learners. In recent years, one significant development in English language teaching has been the establishment of the English Teacher Working Group, also known as MGMP (Musyawarah Guru Mata Pelajaran) in Indonesia. This collaborative platform brings together English teachers from various schools to share their knowledge, experiences, and strategies for enhancing English language teaching.

Within a school, teachers have a significant impact on the quality of student's achievements. Through their professional competencies, they actively engage in educating, teaching, directing, and evaluating students to ensure desired outcomes. An essential indicator of the overall quality of education is the quality of the teachers. Teachers are supposed to demonstrate four core competencies: pedagogic, individual, social, and professional, per Government Role Number 19 of the year 2005. Without ongoing education and upgrading of their knowledge and skills, teachers may find it difficult to interest students in learning and give them the hard and soft skills they need to succeed in today's competitive society. To achieve

professionalism, teachers must collaborate with their peers and explore development opportunities, such as joining English Teachers Working Groups (MGMP) as part of a comprehensive program.

The foundation of the MGMP, a non-structural organization of teachers, was encouraged by Government Regulation No. 38, respecting Educational Personnel from 1994. With the introduction of a new curriculum by the government, the importance of MGMP in developing teacher professionalism has increased. The National Education Department highlights the essential part that MGMP serves in encouraging the development of teachers' insights, knowledge, and competencies, leading to heightened dedication among educators. However, despite the expectation for teachers to exhibit professionalism, the reality presents that there are many English teachers who don't create lesson plans, use a variety of teaching techniques, use media, or set up an effective evaluation system. The teaching-learning strategy is not well thought out by the teachers. Therefore, as the government implements the new curriculum, MGMP's role in enhancing teachers' professionalism is becoming increasingly important.

The continued professional growth of the teachers is essential to the student's overall development in an EFL classroom. However, the English Teacher Working Group (MGMP) is the sole organization that makes it feasible for teachers to continue learning and growing in accordance with the rapid changes to educational systems. To positively impact students' learning, teachers must be prepared to make modifications to their teaching strategies. Therefore, it is without a doubt that teacher training is essential for both new and expert instructors.

Within the framework of the English Teacher Working Group, one aspect that has gained considerable attention is teachers' self-awareness, perception, and feedback. Recognizing the importance of self-reflection and continuous improvement, this focus on self-awareness aims to empower English teachers to become more effective educators and foster a conducive learning environment for their students.

This paper aims to explore the progress made in English language teaching through the English Teacher Working Group, specifically by examining the role of teachers' self-awareness, perception, and feedback. By examining the ways in which teachers engage in self-reflection, actively seek feedback, and refine their teaching practices, we can gain valuable insights into the strategies that contribute to professional growth and improved student outcomes. Furthermore, this paper seeks to highlight the impact of the English Teacher Working Group on teachers' professional development and collaboration. Through regular meetings, workshops, and collaborative projects, teachers have the opportunity to exchange ideas, share best practices, and collectively address challenges in English language teaching. This collaborative approach not only enhances individual teachers' skills but also promotes a supportive and dynamic community of practice, ultimately benefiting both teachers and students alike. By examining the current literature on self-awareness, perception, and feedback in language teaching, we can gain a comprehensive understanding of the significance of these factors within the context of the English Teacher Working Group. Additionally, we will present case studies and testimonials from participating teachers to provide real-life examples of how the English Teacher Working Group has influenced their teaching practices and professional growth.

Overall, this paper aims to shed light on the progress made in English language teaching through the English Teacher Working Group, specifically by exploring the impact of teachers' self-awareness, perception, and feedback. By understanding the role of these factors in

enhancing teaching practices and fostering collaboration, we can contribute to the continuous improvement of English language education and support the development of competent and confident English language learners.

Teachers' Professionalism Development

Professional development is the ongoing improvement of a teacher's skills, knowledge, and abilities in order to increase their teaching strategies and provide students with better services. It is an ongoing learning process that is crucial for staying updated with modern changes and advancements in the field of education. There are several ways to improve your career, including getting a degree and taking classes, seminars, workshops, or training sessions. But the idea of teamwork is the most important component of continuing professional development. So learning, sharing information, and reflecting are all part of MGMP. These three factors can only come about successfully through collaborative efforts when teachers share knowledge, experience, and reflection on their own teaching methods while also learning from one another. It is important to note that teachers today must keep up with the most recent trends, knowledge, and abilities because English has become a vital component of our everyday life to effectively keep pace with the changing global landscape, ensuring their continued professional growth.

Effective professional development is an ongoing process that includes training, practice, feedback, and sufficient time and support for follow-up. Successful programs involve teachers in learning activities that mirror those they will use with their students, fostering the development of teachers' learning communities. The concept of schools as learning organizations and systematic approaches for teachers to share their expertise and experiences is gaining prominence.

According to Sabo (2019) that the development of teachers beyond their initial training can serve a number of objectives including:

1. to update individuals' knowledge of a subject in light of recent advances in the area
2. to update individuals' skills, attitudes, and approaches in light of the development of new teaching techniques and objectives, new circumstances, and new educational research;
3. to enable individuals to apply changes made to curricula or other aspects of teaching practice;
4. to enable schools to develop and apply new strategies concerning the curriculum and other aspects of teaching practice;
5. to exchange information and expertise among teachers and others, e.g. academics, and industrialists;
6. to help weaker teachers become more effective.

As mentioned above teachers need the chance to participate in professional development in addition to gaining their licenses and being required to be certified in order to maintain and advance their knowledge, skills, and practice.

Teachers Working Group (MGMP)

Due to its geographic coverage of the entire country, from urban to rural areas, the Teachers Working Group (MGMP) is the professional development program that Indonesian teachers are most familiar with. Depdiknas (2004) outlined the MGMP's roles as (a) reformers in classroom reform, particularly in reorienting effective learning, (b) mediators in developing and improving teacher competencies, particularly in curriculum development and testing systems, (c) supporting agencies in classroom management innovation and school management,

(d) collaborators carry out collaboration, (e) evaluators and school reform developers in the context of MPMBS (School-Based Quality Standards), and (f) collaborators carry out collaboration. Based on Creemers & Kyriakides (2018) each year, schools, districts, and educational systems spend a considerable amount of money and resources on in-service seminars and other forms of professional development, which are intellectually superficial and do not take into account what we know about effective teaching and how teachers could better learn and implement such practices.

Based on Ibrahim et al. (2020) study on the professional development of English language instructors, some earlier studies have identified trends stated in journal articles between January 2015 and 2019. The variables listed in the study's focus question were examined. Later, they sought to identify patterns that might aid them in the following ways: first, the research findings might result in an effective and long-lasting program for teachers' continuous professional development; second, they might support suggesting a methodical research outline for students willing to conduct research in the area of teachers' professional development. While in their study *Progress in English Language Teaching Through Continuous Professional Development*, Vadivel et al. (2021) found that teachers are in charge of their CPD, but for better results, they need professional development through shared experience, reflective teaching, and having a sense of community among themselves to keep up with the high standards of the educational system around the world. The investigation showed that teachers' positive views of their own CPD contributed to their sense of competence in their work. The findings made it abundantly evident that every EFL instructor should take care of their professional development in order to improve as educators and aid students in realizing their objectives.

RESEARCH METHOD

This study employed descriptive qualitative research methodology, and it collected data through survey questions and interviews. According to the aforementioned questionnaire, disagreement and agreement range from strongly disagree to highly disagree to neutral to agree. The data collection procedure included the use of questionnaires consisting of close-ended multiple questions through which respondents were asked for exploring teachers' self-awareness, perception, and feedback. The recruitment of participants began with purposive sampling. In this research, the researcher observed 14 English teachers joined MGMP for a survey questionnaire and three English teachers also members of MGMP for interview. The process of data collecting and data analysis was conducted in a synchronized and simultaneous manner. In doing this research, there were some strategies used to obtain the trustworthiness and credibility of the data. Those strategies were used to check the accuracy or validity of the findings of the research conducted. From eight strategies proposed by Creswell (2008), the researcher also used interviews to find an in-depth investigation of a single case or a small number of cases to gain a comprehensive understanding of a complex phenomenon. The interview questions were presented in an online form. After collecting and organizing the data, the researcher identifies teachers' responses and then summarizes the findings. After that, the researcher interprets the data and presents the result of the analysis.

RESULTS AND DISCUSSION

The result showed the following parameters: self-development, their perceptions of the MGMP program, and feedback on the MGMP program.

EFL Teachers' Opinions and Awareness Towards Developing Their Teaching Skills

The attitudes of the participants towards various self-development programs and activities are displayed in Table 1.

Table 1
EFL Teachers' Opinion and Awareness towards Developing Their Teaching Skills

Statement	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
a. Establishing learning aims to see professional changes in myself	6	7	1	0	0
b. Use self-reflection as a tool to enhance my teaching skills	7	7	0	0	0
c. Explore professional papers or articles to find solutions for my professional learning needs	5	9	0	0	0
d. Seek help from other teachers for guidance and professional help	4	10	0	0	0
e. Assist another teacher in improvising their teaching	6	8	0	0	0
f. Research and apply new teaching ideas	5	9	0	0	0

As could be seen the Table 1, the choices of participants for this questionnaire received strongly agree, agree, and neutral. This indicates that 100% of the survey respondents agreed with the claims made by the teachers that 1) setting learning goals will help me observe professional changes in myself, and 2) using self-reflection as a technique will help me improve my teaching skills. The participants also approved of all the other items in a similar manner.

The first section of the study focused on examining the professional development efforts undertaken by teachers to enhance their teaching practices. The findings indicate that these teachers demonstrated self-awareness regarding their teaching working group program (MGMP) and took proactive steps to refine their pedagogy as the result of the questionnaire which received 6 strongly agree, 7 agree, and 1 neutral. By defining goals and using self-reflection as a useful tool for further progress based on the participant's responses, the teachers demonstrated a strong desire for self-improvement. Both 7 and 7 firmly agree. Their commitment to self-development reflects their awareness of the importance of ongoing growth in their profession. By engaging in professional knowledge sharing within specific contexts, these teachers can further amplify their sense of self-development. Additionally, the participants displayed an interest in researching and implementing ideas into their teaching practices with 5 participants receiving strongly agree and 9 agreeing. They also actively contributed to the professional development of their fellow teachers the result of the participants' responses received 4 strongly agree and 10 agree. This positive attitude indicates their endorsement of effective participation, suggesting that improvement occurs from the bottom-up, through shared experiences, observations, and cooperation.

The respondents also expressed enthusiasm for reading professional literature to meet their particular needs in terms of professional learning. This eagerness to seek relevant knowledge further reinforces the central role of self-development in a teacher's professional

growth. Collaborative research endeavors with colleagues serve as a means to nurture their learning goals and advance their professional development. Overall, all of the statements relating to improving one's teaching abilities are generally agreed upon or highly agreed upon by the majority of EFL teachers. They have a positive attitude while setting learning objectives, employing self-reflection, exploring professional papers, asking for guidance from other teachers, supporting their colleagues, and learning about and putting new teaching strategies into practice. The fact that they are willing to participate in a variety of activities to advance their knowledge and abilities as instructors suggest that they are proactive in their professional development. They may be more productive in the classroom and progress professionally as a result of their good attitudes and awareness.

Based on the interview data on self-awareness in teaching practices, we can analyze the results as follows:

Frequency of Engaging in Self-Reflection: All teachers responded that they engage in self-reflection occasionally, meaning a few times a year. This suggests that self-reflection is not a regular or consistent practice for them.

Methods Used for Self-Reflection: Teacher 1 stated that they seek student feedback as a method for self-reflection. Teacher 2 mentioned using video recording and self-analysis as a method for self-reflection. Teacher 3: This teacher also mentioned seeking student feedback as their method for self-reflection. From these responses, we can gather that the teachers primarily rely on seeking student feedback, with one teacher additionally utilizing video recording and self-analysis as a method for self-reflection.

Impact of Self-Awareness on Teaching Effectiveness: Teacher 1 mentioned that self-awareness helps attract students' attention, implement cooperative learning, and provide assessment and appreciation to students. They believe that self-awareness contributes to their overall teaching effectiveness, teacher 2 emphasized the importance of self-awareness in understanding one's own feelings, thoughts, and self-evaluation. They explained that self-awareness allows individuals to understand their strengths, weaknesses, motivations, and values. Furthermore, having good self-awareness enables an understanding of social situations, other people, and their expectations. This teacher suggests that self-awareness helps in reflecting on oneself, exploring experiences, observing, and controlling emotions. Teacher 3 mentioned that self-awareness impacts teaching effectiveness by adhering to existing rules and following technical guidelines.

Based on the teachers' responses in the interview data acknowledged the significance of self-awareness in their teaching practices, they identified various methods for self-reflection, including seeking student feedback and using video recordings with self-analysis. The impact of self-awareness on teaching effectiveness was perceived as attracting students' attention, implementing cooperative learning, providing assessment and appreciation, understanding oneself and others, and adhering to rules and guidelines. However, it's important to note that the teachers in this study reported engaging in self-reflection only occasionally, indicating that there may be room for more consistent and intentional self-reflection practices. Increasing the frequency of self-reflection could potentially lead to enhanced teaching effectiveness and professional growth.

EFL Teachers' Perceptions of MGMP and its Effect on Personal Development

Table 2
EFL Teachers' Perceptions of MGMP and its Effect on Personal Development

Statement	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
a. Enjoy learning with other teachers	10	4	0	0	0
b. Overview of networking with other teachers	5	8	1	0	0
c. Listening to experts in the field of English MGMP	9	5	0	0	0
d. Seeking and incorporating new strategies or ideas to use	7	7	0	0	0
e. Forced to reflect critically and creatively as a student and instructor	0	9	4	1	0
f. Made to set goals to achieve a superior level of teaching	6	8	0	0	0
g. Using acumen to solve critical issues that impede teaching	4	10	0	0	0
h. Guidance from specialists in the field of teacher training and professional development	7	7	0	0	0
i. Thinking carefully about my own experience of teaching	3	10	1	0	0
j. Collaborative learning and brainstorming with co-workers	5	9	0	0	0
k. Gives chances to implement my knowledge	6	7	1	0	0

Table 2 shows the findings of teachers' perceptions of the MGMP and its significance for their professional development as instructors.

The majority of the participants' responses to this questionnaire, as seen in Table 2 above, were strongly agree, agree, and neutral for all the items. This indicates that all of the statements in the second questionnaire were agreed upon by the teachers. In other words, they were enthusiastic about the objects.

This section provides insight into how EFL teachers view the MGMP, as shown in Table 2. The first claim demonstrates that the majority of educators (10 out of 14) firmly concur that they value teaching colleagues. This demonstrates that teachers have a favorable opinion of collaborative learning and that the MGMP offers a supportive atmosphere for them to participate in shared learning activities. The second statement shows that the teachers generally believe that MGMP promotes networking possibilities with other educators. The combined percentage of teachers who strongly agree and agree (13 out of 14) indicates a positive view regarding the networking aspect of MGMP. The third statement stated the majority of teachers (9 out of 14) strongly agree that listening to experts in the field of English within the MGMP is

beneficial. This suggests that the inclusion of expert perspectives and insights is valued and contributes to the teachers' professional development.

The next statements show that teachers stated their agreement in seeking and incorporating new strategies or ideas within the MGMP. This highlights their openness to innovation and their willingness to adapt and improve their teaching practices. While the fifth statement shows that most teachers (9 out of 14) concur that the MGMP promotes critical and creative thought, a sizable portion is either neutral or disagree. This implies that not all teachers will feel encouraged or supported to engage in critical and creative reflection inside the program. Most educators also agree that the MGMP inspires them to create objectives for raising their level of instruction. This shows that setting goals inside the program to improve their teaching methods is valued.

The majority of educators (10 out of 14) agree that the MGMP gives them the opportunity to put their knowledge and expertise to use in addressing pressing problems that impede successful teaching. This displays their faith in the program's capacity to equip them with the skills they need to overcome difficulties in the teaching-learning process. The next section stated that in general, teachers believe that the MGMP program offers insightful advice from experts in the field of teacher preparation and professional development. This shows appreciation for the knowledge and assistance offered by specialists within the program. The majority of teachers (10 out of 14) agree that the MGMP prompts them to think carefully about their own teaching experiences. This implies that the program encourages self-reflection and self-evaluation, facilitating personal growth and development as teachers. Teachers perceive the MGMP as promoting collaborative learning and brainstorming with their colleagues. The majority of teachers (9 out of 14) agree that this aspect of the program is valuable, highlighting the importance of collective learning and idea generation among peers.

While the last statement shows that teachers generally agree that the MGMP provides them with opportunities to implement their knowledge. This suggests that the program allows teachers to apply the skills and insights gained from the program to their teaching practice. Overall, the data indicate that EFL teachers perceive the MGMP as a positive and valuable platform for personal development. They appreciate the opportunities for collaborative learning, networking, engaging with experts, setting goals, and implementing the knowledge gained from the program. However, there may be room for improvement in encouraging critical and creative reflection among all teachers within the program.

Based on the interview data provided regarding the Perception of the English Teacher Working Group (MGMP), we can draw the following analysis;

Familiarity with the English Teacher Working Group (MGMP): All teachers stated that they are "very familiar" with the English Teacher Working Group. This indicates that they have a good understanding of the purpose and activities of the group.

Primary Purpose of the English Teacher Working Group: Teacher 1 stated that the primary purpose according to this participant is to improve teacher abilities and skills in the process of teaching and learning activities, which includes preparation, implementation, and evaluation of learning outcomes. Teacher 2 believes that the primary purpose is to realize

effective learning so that students can master the complete learning material (mastery learning). Additionally, the MGMP serves as a platform to discuss problems faced by teachers and find alternative solutions based on subject characteristics, school conditions, and the environment. While according to teacher 3, the primary purpose is to increase the knowledge and skills of MGMP members. From these responses, we can gather that the primary purposes of the English Teacher Working Group include improving teacher abilities and skills, realizing effective learning for students, discussing and solving problems faced by teachers, and enhancing the knowledge and skills of MGMP members.

Frequency of Participation in English Teacher Working Group Activities: All teachers responded that they participate in the English Teacher Working Group activities occasionally. This suggests that their engagement with the group may not be consistent or regular.

In summary, based on the interview data, participants are generally familiar with the English Teacher Working Group (MGMP) and perceive its primary purpose as improving teacher abilities and skills, realizing effective learning, discussing and solving problems, and increasing the knowledge and skills of MGMP members. However, the frequency of participation in MGMP activities appears to be occasional for all participants.

EFL Teachers' Response and Feedback on MGMP Program

The finding of EFL teachers' response and feedback on MGMP program is presented below.

Table 3
EFL Teachers' Response and Feedback on MGMP Program

Statement	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Mean score
a. MGMP is vital in the advancement of my teaching skills	8	6	0	0	0	4.7
b. MGMP program cover a plethora of EFL themes	4	9	1	0	0	4.1
c. MGMP activities are interactive, effective and engaging	5	8	1	0	0	4.3
d. MGMP includes various activities specifically designed for adult learners to help them grow professionally	5	9	0	0	0	4.6
e. MGMP provides the opportunity to learn and interact with co-workers, which otherwise is not possible	2	7	3	2	0	3.1
f. MGMP includes constant guidance and follow up activities	5	8	1	0	0	4.3
g. MGMP demands improvisation in teaching methodologies	4	8	2	0	0	4
h. MGMP forces teachers to reform their skills, pedagogy, and overall attitude towards professional growth	6	8	0	0	0	4.7
i. MGMP programs have a comfortable environment with friendly and courteous people	6	8	0	0	0	4.7
j. MGMP facilitator is highly proficient and reliable	5	9	0	0	0	4.6

k. All MGMP exercises include study materials, presentation and application stage with feedback	3	10	1	0	0	4.2
l. a set of experimental activities allow participants to try new pedagogies	5	8	1	0	0	4.3
m. Every individual participant teacher hones their teaching skills and awareness	5	9	0	0	0	4.6
n. Leadership affirms, promotes, and maintains professional development through considerations and means	6	8	0	0	0	4.7
o. The department has continuous discussion groups on matter concerning professional development	4	10	0	0	0	4.4
p. Teacher has consistent and fair access to professional development programs	4	9	1	0	0	4.2
q. I continually endeavor to display my upgrading of professional development and leadership talents	6	7	1	0	0	4.3

The statements with the highest mean scores (4.7) are statements a, h, i, j, m, and n. These statements show the participants' really support for the MGMP's (Teacher Working Group Program) importance to the development of their teaching abilities, forces teachers to reform their skills and pedagogy, provides a comfortable environment with friendly people, has a highly proficient and reliable facilitator, helps individual participants hone their leadership, leadership awareness, and teaching abilities support professional development.

The statements with relatively high mean scores (around 4.3) are statements b, c, f, l, and q. These statements suggest that the participants generally agree that the MGMP programs cover a range of EFL themes, the MGMP activities are interactive, efficient, and engaging, constant guidance and follow-up activities are provided, as well as experimental activities for trying out new pedagogies. Participants also continuously work to demonstrate their improvement in professional development and leadership skills

The statement with the lowest mean score (3.1) is statement e, which indicates that participants are less enthusiastic about the ability to learn and communicate with coworkers made available by the MGMP, which is not otherwise possible. Overall, the participants generally have positive views about the MGMP, with most statements receiving agreement or strong agreement responses. However, there is some variation in responses, indicating that participants may have different perspectives and experiences with specific aspects of the MGMP. It's important to note that the interpretation is based solely on the given data and does not take into account the sample size or the specific context in which the survey was conducted.

As the interview data related to feedback and professional growth, as well as the impact of participation in the English Teacher Working Group and self-awareness practices on students' English language learning, the result is discussed. The strengths of the English Teacher Working Group in promoting professional growth and collaboration among teachers are also discussed. Finally, suggestions for improving the effectiveness of the English Teacher Working Group are provided.

Seeking Feedback: Two teachers reported seeking feedback occasionally, indicating that they actively seek input from colleagues or mentors on their teaching practices. One teacher

mentioned seeking feedback rarely, suggesting a less frequent engagement with seeking feedback from others.

Methods for Gathering Feedback: Teacher 1 mentioned informal discussions with colleagues and student evaluations as methods for gathering feedback. Teacher 2 mentioned relying on student evaluations for obtaining feedback. While teacher 3 stated engaging in formal feedback sessions with mentors/supervisors and using student evaluations.

Influence of Feedback on Teaching Practices: Teacher 1 emphasized that feedback greatly impacts learning and growth as teachers, guiding them to improve their teaching. They mentioned the importance of making sense of the feedback and taking action based on it. Teacher 2 highlighted the significance of timely, accurate, and specific feedback in successful mentoring relationships. Teacher 3 stated that feedback from colleagues or mentors supports teaching practice implementation and evaluation.

Impact of English Teacher Working Group and Self-Awareness on Students' Learning: Teacher 1 believed that participation in the English Teacher Working Group and self-awareness practices motivate and attract students' attention, enabling them to play an active role in learning activities. They also mentioned explaining instructional goals, providing stimuli, and giving instructions for learning. Teacher 2 emphasized that varied learning techniques and methods influenced students' understanding of the material. Teacher 3 mentioned being present and active in every activity, which students found more interesting due to the new strategies.

Strengths of the English Teacher Working Group: Teacher 1 noted that the English Teacher Working Group plays a role in improving pedagogic competence, specifically the ability to manage learning, among elementary school teachers. Teacher 2 highlighted the role of discussion meetings, teaching examples, and the creation of teaching aids to improve knowledge, material mastery, and teaching techniques. Teacher 3 emphasized the strength of solidarity among the members of the English Teacher Working Group.

Suggestions for Improving the English Teacher Working Group: Teacher 1 recommended sharing teaching experiences among schools to address specific problems faced while teaching. Teacher 2 suggested increasing communication and discussion frequency to enhance the quality of English language teaching, particularly for female students. They also mentioned improving the quality of learning tools. Teacher 3 suggested adapting the English Teacher Working Group activities to align with the existing capabilities of schools.

In summary, the interview data demonstrates that seeking feedback, both from colleagues or mentors and students plays a role in professional growth. The English Teacher Working Group and self-awareness practices are seen as influencing students' learning through various methods. The strengths of the English Teacher Working Group lie in promoting pedagogic competence, collaboration, and solidarity among teachers. To improve effectiveness, suggestions include sharing experiences, enhancing communication and discussions, and adapting activities to school capabilities.

CONCLUSION

The main goal of this study was to comprehend how EFL teachers view professional development, activities, and the obstacles that prevent them from improving or developing their teaching abilities. According to the questionnaire responses, EFL teachers generally have favorable attitudes and thoughts about self-improvement as a factor in their professional development. The findings show that all participants agreed or strongly agreed with statements related to establishing learning aims, using self-reflection, exploring professional papers, seeking help from other teachers, assisting fellow teachers, and researching and applying new

teaching ideas. This suggests that the teachers have a proactive approach toward self-improvement and are committed to ongoing growth in their profession.

In the case of the perception of the MGMP (English Teacher Working Group), the results showed that the majority of teachers agreed or strongly agreed with statements related to enjoying learning with other teachers, networking opportunities, listening to experts, seeking and incorporating new strategies or ideas, setting goals, solving critical issues, receiving guidance from specialists, reflecting on teaching experiences, collaborative learning with colleagues, and implementing knowledge. This perception demonstrates that teachers perceive the MGMP as a positive and valuable platform for personal development, highlighting the importance of collaborative learning, networking, and engaging with experts in their professional growth.

The feedback on the MGMP program, as presented above showed that most teachers find the program vital for advancing their teaching skills. They appreciate the coverage of various EFL themes, interactive and effective activities, and specific exercises for adult learners, learning and interaction opportunities with colleagues, constant guidance, and opportunities for improvisation and reforming skills. The educators also like the welcoming and pleasant learning environment, the skilled facilitator, the study materials and feedback, the experimental activities, the opportunity for personal growth, the support of leadership, the ongoing discussion groups, and the equal access to professional development opportunities. However, there were concerns regarding the duration of the program and the need for more time for relevant theories and feedback. Overall, the findings imply that EFL teachers have favorable opinions of their own personal growth and the MGMP program. They exhibit a willingness to participate in a range of tactics and activities to grow their teaching abilities, work with colleagues, and keep up with the most recent advancements in the industry. It's possible that there are still some areas that could be improved, such as encouraging all teachers to evaluate critically and creatively and resolving issues with program length and feedback.

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