



The Role of School-Level Subject Teacher Meetings in Improving Competence Integrated Social Teacher

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Abstract. *This study aims to analyze the role of MGMPs in improving teachers' pedagogical and professional competencies at UPT SMPN Garaupa No. 13 Selayar Islands. This research is a qualitative study with a descriptive approach. The subjects in this study were supervisors, principals, MGMPs leaders, and 3 Integrated Social Studies teachers. Data collection techniques in this study used interviews, observation, and documentation while the data analysis techniques used included data reduction, data presentation, and conclusion drawing/verification. The results showed that the School Level Subject Teacher Conference (MGMPs) at UPT SMPN Garaupa No. 13 Selayar Islands has an important role in improving teachers' pedagogical and professional competencies. Through this forum, teachers gain a better understanding of the curriculum, improve their teaching skills and share knowledge through collaborative learning. MGMPs also introduces innovative learning methods and supports the mastery of teaching strategies that suit students' needs. Barriers such as limited resources, low teacher participation and difficulties in program planning are overcome with resource support, increased motivation and relevant mentoring. Other solutions include external collaboration for training, strategies to increase participation and technical support in curriculum planning. These efforts are expected to increase the effectiveness of MGMPs in developing teachers' competencies on an ongoing basis..*

Keywords Teacher Deliberation, Pedagogic Competence, Professional Competence

1. INTRODUCTION

Integrated Social Studies (IPS) teachers face a unique and complex challenge in delivering a holistic curriculum that merges geography, history, and economics into cohesive learning experiences. In this context, the professional development of teachers requires not only mastery of pedagogical and academic competencies but also proficiency in collaboration, classroom management, and innovative teaching methodologies. However, practical evidence suggests a persistent gap in this area. Observations conducted at UPT SMPN Garaupa No. 13 in November 2024 revealed that most Integrated Social Studies teachers struggle to design integrative teaching tools and lack exposure to training programs focused on developing lesson plans (RPP) and utilizing technology in teaching. This issue underscores the pressing need for mechanisms to enhance teacher competence, particularly in a curriculum aligned with the demands of the Merdeka Curriculum introduced in 2021.

The Musyawarah Guru Mata Pelajaran Tingkat Sekolah (MGMPs), a collaborative forum for professional teacher development, offers an avenue to address this gap. However, its role is underutilized due to challenges such as low teacher participation, time constraints, and inadequate technological infrastructure. These practical issues highlight a broader theoretical question: How can professional learning

communities like MGMPs effectively bridge competency gaps in the teaching of integrated subjects such as IPS?

Riyanto (2020) identifies four dimensions of teacher competency—pedagogical, professional, social, and personal—that are critical for optimizing student learning outcomes. This framework has gained attention in recent literature as a benchmark for evaluating teacher development programs. Hasan (2021) emphasizes the complexity of integrated teaching in IPS, arguing that teachers must not only possess in-depth knowledge of individual disciplines but also the ability to interconnect these disciplines within the context of students' daily lives. Without such competencies, the learning experience risks becoming disjointed and irrelevant.

Supriyadi (2022) highlights the strategic role of MGMPs in enhancing teacher skills through collaborative practices such as training, discussions, and problem-solving activities. Yet, the effectiveness of these forums often depends on institutional support and teacher engagement. Anwar (2023) adds that collaborative training programs can significantly enrich teachers' pedagogical practices while fostering a culture of solidarity and knowledge sharing. Despite these insights, studies tend to focus on general strategies for teacher development without delving into the specific challenges faced by Integrated Social Studies educators in under-resourced regions like the Selayar Islands.

While existing literature underscores the value of professional learning communities and integrated teaching, there is a notable gap in empirical research addressing the contextual challenges of implementing these concepts in remote, resource-limited settings. Prior studies, such as those by Supriyadi (2022) and Anwar (2023), often assume access to robust institutional frameworks and technological resources, leaving unanswered questions about how MGMPs can function effectively in environments where such support is limited. Furthermore, there is a lack of focus on how MGMPs activities can be tailored to address the specific pedagogical and professional needs of Integrated Social Studies teachers. This research aims to bridge these gaps by exploring the practical implementation of MGMPs initiatives at UPT SMPN Garaupa No. 13, with a particular emphasis on overcoming logistical and contextual constraints.

This study seeks to examine the role of MGMPs in enhancing the pedagogical and professional competencies of Integrated Social Studies teachers at UPT SMPN Garaupa No. 13. Specifically, it aims to (1) evaluate the effectiveness of MGMPs in fostering pedagogical skills, (2) analyze its impact on professional development, (3) identify the barriers to optimizing MGMPs activities, and (4) propose strategies to

address these barriers. This research is distinct in its focus on the contextual dynamics of a remote, island-based school and its attempt to provide actionable recommendations tailored to such settings. By addressing these challenges, this study contributes to the broader discourse on professional learning communities and teacher development, offering a model for similar schools facing comparable constraints. Ultimately, this research aspires to advance the integration of interdisciplinary teaching approaches and enhance the educational outcomes for students in the Selayar Islands.

2. LITERATURE REVIEW

The Concept and Role of MGMPS

Musyawah Guru Mata Pelajaran Tingkat Sekolah (MGMPS) is a collaborative forum aimed at enhancing the quality of teaching and teacher competence within schools. According to Mulyasa (2020), MGMPS serves as a platform for teachers to exchange experiences, discuss curriculum updates, refine teaching methods, and develop effective evaluation strategies. This forum fosters professional growth through structured discussions and the sharing of best practices, enabling teachers to address classroom challenges collectively. Similarly, Slamet (2020) emphasizes the role of MGMPS in strengthening pedagogical competencies by facilitating joint lesson planning, material development, and innovative teaching techniques.

MGMPS also acts as a bridge for integrating contemporary educational approaches. Sukmadinata (2021) underscores its significance in equipping teachers with knowledge about modern curricula and methodologies aligned with technological advancements. Teachers gain the opportunity to share feedback and develop contextually relevant strategies for effective teaching. Wulan (2020) and Kartika (2021) highlight its collaborative nature, noting that MGMPS encourages mutual support among educators in designing innovative teaching practices and integrating technology into the classroom.

The implementation of MGMPS requires well-planned activities, active teacher participation, and the strategic use of technology (Slamet, 2020; Wulan, 2020). Effective MGMPS sessions include regular meetings, group discussions, and training sessions designed to refine pedagogical and professional skills. The forum's ultimate objectives are to foster professional development, improve teaching quality, and support curriculum innovation (Hidayat, 2020; Kartika, 2020). By fostering collaboration and addressing challenges in digital-era education, MGMPS empowers teachers to adapt to evolving educational demands, ensuring meaningful learning experiences for students.

Teacher Competence

Teacher competence encompasses the skills, knowledge, and attitudes necessary for effectively teaching and guiding students. According to Anwar (2020), this includes designing, implementing, and evaluating lessons while demonstrating effective communication skills. Competent teachers not only master academic content but also shape students' character, integrate technology into learning, and address individual student needs. Similarly, Sukmadinata (2021) emphasizes the ability to manage classrooms, motivate learners, and adapt teaching strategies to varied student contexts. Hamid (2023) highlights the importance of conducting comprehensive assessments and fostering an inclusive and conducive learning environment. Collectively, these aspects define the multifaceted role of teachers in today's dynamic educational landscape.

Anwar (2020) categorizes teacher competencies into four main types: pedagogical, professional, personal, and social. Pedagogical competence involves curriculum mastery, lesson planning, classroom management, and evaluation of student outcomes. Professional competence pertains to in-depth subject knowledge and continuous professional development. Personal competence reflects a teacher's character, communication skills, and ability to serve as a role model. Lastly, social competence includes fostering interpersonal relationships, collaborating with colleagues, and engaging with the broader school community to support student learning. Each type is interdependent and contributes to a teacher's overall effectiveness.

Enhancing teacher competence requires targeted efforts. Anwar (2020) suggests ongoing education and training, such as formal qualifications and professional workshops, to refine pedagogical and technological skills. Developing professional competence through participation in collaborative teams or teacher communities is equally vital. Teachers can also benefit from integrating technology into classrooms, using tools like e-learning platforms and interactive software to enhance engagement. Furthermore, fostering personal growth and character development is crucial for guiding students toward ethical and social responsibility. By combining education, collaboration, and technological adoption, teachers can continuously evolve to meet the demands of modern education.

Integrated Social Studies (IPS) for Middle School

Integrated Social Studies (IPS) for middle school, as explained by Suryosubroto (2020), combines various disciplines—economics, history, geography, and sociology—into a unified curriculum. This approach fosters students' understanding of social

complexities by presenting interconnected concepts in real-world contexts, enhancing critical and analytical thinking skills. Similarly, Masykur (2021) highlights that IPS develops students' holistic perspectives on societal issues, preparing them to adapt and respond critically to social changes. Sukmadinata (2021) emphasizes the thematic and interdisciplinary nature of IPS, allowing students to analyze and relate diverse concepts within broader themes relevant to their lives.

Siahaan (2020) identifies three primary components of IPS: the integration of subject matter, a thematic approach, and a focus on conceptual interrelations. The curriculum integrates material from social science disciplines, enabling students to analyze issues from multiple perspectives. Thematic instruction connects these materials to relatable life themes, promoting deeper engagement and understanding. Additionally, emphasizing the interconnections among concepts—such as economics, politics, and culture—develops students' interdisciplinary thinking, essential for addressing global challenges.

The primary goal of IPS, according to Siahaan (2020), is to cultivate a holistic understanding of the social world, enabling students to recognize connections between disciplines and their applications in daily life. It also aims to enhance critical and analytical thinking skills, encouraging students to evaluate and solve complex social problems. Further, IPS seeks to instill interdisciplinary thinking and social awareness, equipping students to contribute positively to their communities and adapt to global transformations.

Effective IPS teaching methods include thematic instruction, problem-based learning (PBL), and project-based learning (PjBL) (Siahaan, 2020). These approaches engage students in active learning, fostering problem-solving and critical thinking. The benefits of IPS extend beyond academic knowledge; Arifin (2020) emphasizes its role in developing students' holistic perspectives, critical thinking abilities, and social consciousness. By addressing real-world issues, IPS prepares students to navigate and influence the interconnected local and global spheres they inhabit.

3. METHODS

This qualitative descriptive study was conducted at UPT SMPN Garaupa No. 13 Kepulauan Selayar during the odd semester of the 2024/2025 academic year. It aims to explore the role of the School-Level Subject Teacher Forum (MGMPs) in enhancing the competence of Integrated Social Studies (IPS) teachers. Data collection involved in-depth

interviews with school leaders and teachers, focus group discussions, document analysis, and participatory observation. Triangulation of sources and methods was used to ensure data validity, supplemented by member checks. Data analysis followed steps of reduction, display, and conclusion drawing to interpret key themes and patterns. The research process included preparation through administrative and logistical arrangements, execution through fieldwork, and finalization with comprehensive data analysis and report writing, adhering to the academic standards of Universitas Patempo.

4. RESULTS

The Role of School-Level Subject Teacher Forum (MGMPs) in Enhancing Pedagogical Competence of Integrated Social Studies Teachers at UPT SMPN Garaupa No. 13 Kepulauan Selayar

1. MGMPs's Role in Enhancing Teachers' Knowledge of the Curriculum

MGMPs plays a vital role in improving the understanding of Integrated Social Studies (IPS) teachers at UPT SMPN Garaupa regarding the Merdeka Curriculum. The forum provides both theoretical insights and practical guidance for effectively integrating the curriculum into classroom activities. Teachers actively participate in discussions and training sessions led by senior educators and supervisors, fostering a collaborative environment to address challenges in curriculum implementation. The results indicate that MGMPs aids teachers in developing comprehensive lesson plans (RPP), aligning learning objectives with the curriculum, and employing appropriate assessment strategies. Teachers also receive constructive feedback, which helps refine their teaching practices.

2. MGMPs's Role in Improving Teaching Skills

MGMPs significantly enhances the teaching skills of IPS teachers by organizing workshops, discussions, and collaborative activities. These forums equip teachers with innovative teaching methods, such as project-based learning (PBL) and flipped classrooms, and provide solutions to classroom challenges. Teachers report increased confidence in applying new strategies that improve student engagement and learning outcomes. The collaborative nature of MGMPs fosters a culture of sharing best practices, ensuring continuous professional development tailored to the local context and the needs of the students.

3. Effectiveness of Feedback Provided by MGMPs

MGMPs serves as an effective platform for delivering constructive feedback to IPS teachers. Feedback sessions involve systematic evaluations through observation,

discussion, and reflection, enabling teachers to identify strengths and areas for improvement. Teachers appreciate the actionable and practical nature of the feedback, which enhances their teaching strategies. The collaborative discussions within MGMPS encourage teachers to learn from peers and supervisors, fostering an environment of mutual support and growth.

4. Promoting Innovative Teaching Methods

MGMPS introduces IPS teachers to contemporary and innovative teaching methods. Through training and discussions, teachers learn to implement techniques like collaborative learning, inquiry-based learning, and technology-integrated strategies. This exposure helps teachers create more interactive and engaging classroom environments, enhancing students' learning experiences. The forum inspires teachers to embrace creativity in their teaching approaches, ensuring lessons are relevant and effective in meeting curriculum objectives.

The findings highlight that MGMPS is a critical mechanism for improving the pedagogical and professional competencies of IPS teachers. By offering structured training, collaborative discussions, and constructive feedback, MGMPS fosters a culture of continuous learning and innovation. This, in turn, leads to improved teaching quality, greater student engagement, and alignment with curriculum goals. Teachers at UPT SMPN Garaupa benefit significantly from MGMPS, as it equips them to address both pedagogical challenges and broader educational demands effectively.

The Role of MGMPS in Enhancing the Professional Competence of Integrated Social Studies Teachers at UPT SMPN Garaupa No. 13 Kepulauan Selayar

1. Enhancing Teachers' Understanding of New Teaching Approaches

MGMPS (Musyawarah Guru Mata Pelajaran Sekolah) has proven effective in improving teachers' comprehension of innovative teaching methodologies. Teachers gain exposure to contemporary approaches such as project-based learning, collaborative teaching, and the integration of technology into the classroom. Through workshops, collaborative discussions, and hands-on practice facilitated in MGMPS, teachers develop confidence and skills to apply these methods effectively. This exposure ensures lessons become more interactive and aligned with 21st-century educational demands.

2. Improving Assessment and Evaluation Skills

Participation in MGMPS significantly boosts teachers' competencies in modern assessment and evaluation techniques. Teachers are trained to use authentic assessments, create rubrics, and integrate technology for formative evaluations. This equips them with

tools to measure not just academic achievement but also critical thinking, collaboration, and problem-solving skills. Moreover, teachers learn to provide actionable feedback to students, promoting continuous improvement in learning outcomes.

3. Enhancing Classroom Teaching Skills

MGMPS supports the development of practical teaching skills, enabling educators to design and deliver effective lessons. Teachers are guided in crafting structured and creative lesson plans, utilizing digital media, and adopting active learning strategies. Feedback from peers and supervisors during MGMPS sessions helps refine these skills, resulting in more dynamic and engaging classrooms that meet the diverse needs of students.

4. Providing Constructive Feedback for Professional Growth

One of MGMPS's core strengths lies in its ability to offer constructive feedback to teachers. Through open discussions, evaluations, and reflections, teachers receive specific, actionable suggestions to improve their teaching methodologies. This collaborative environment fosters mutual learning and inspires innovation, allowing teachers to adapt and refine their approaches based on feedback from peers and facilitators.

5. Promoting Knowledge of Innovative Teaching Methods

MGMPS is instrumental in introducing teachers to cutting-edge teaching methods and tools. Sessions focus on leveraging technology, such as digital learning platforms and interactive applications, to create engaging and effective lessons. Teachers gain valuable insights into integrating these innovations into their teaching practices, enhancing both student engagement and comprehension.

MGMPS is a vital platform for advancing the professional competencies of Integrated Social Studies teachers. It fosters a collaborative learning environment where educators can enhance their teaching methods, assessment strategies, and curriculum delivery. By equipping teachers with the tools, knowledge, and confidence to innovate, MGMPS directly contributes to improved teaching quality and student outcomes. This study highlights MGMPS as an effective model for teacher professional development, particularly in addressing the challenges of 21st-century education.

5. DISCUSSION

The Role of MGMPS in Improving the Pedagogical Competence of Integrated Social Studies Teachers at UPT SMPN Garaupa

This chapter discusses the research findings relating to the role of the Subject Teacher Consultative Meeting (MGMPs) in improving the pedagogical competence of integrated social studies teachers at UPT SMPN Garaupa No. 13 Selayar Islands. Through this study, researchers sought to understand how this forum influences teachers' learning processes and the impact on students in the local context of the Selayar Islands.

MGMPs at UPT SMPN Garaupa No. 13 Kepulauan Selayar is a forum routinely held by social studies teachers at the school. This forum has an important role in improving teachers' pedagogical competence through discussion, brainstorming and discussion of materials relevant to the curriculum. According to Arikunto (2020:45), "MGMPs provides an opportunity for teachers to share experiences and effective learning strategies in facing challenges in the classroom". This opinion reinforces the importance of mutual learning between teachers in improving the quality of learning in the classroom.

Pedagogical competence is the ability of a teacher to manage learning that can effectively influence the student learning process (Suharsimi, 2020: 62). According to Suharsimi, "pedagogical competence includes the teacher's ability to design interesting lessons, implement effective learning, and evaluate student learning outcomes well". In the context of this study, the role of MGMPs is to help teachers to improve this ability through various structured trainings and discussions.

The results showed that teachers' participation in MGMPs had a positive impact on improving their pedagogical competence. According to Hasan Said Hamid (2019:38), "discussions in MGMPs help teachers in aligning learning methods with the needs of students in island areas who have different learning characteristics compared to students in urban areas". This opinion is relevant to the research results which show that teachers in Selayar Islands face various challenges in teaching, especially related to students' limited access to and understanding of the subject matter.

The learning process in MGMPs involves sharing experiences from other teachers, discussing concrete cases, and evaluating learning practices that have been carried out in the classroom. According to Syaiful Anwar (2022:54), "MGMPs is a place to solve problems together, share innovations, and provide constructive feedback for improving the quality of learning in schools". This is in line with the results of the study which found that teachers who are actively involved in this forum are able to implement learning strategies that are more creative and responsive to student needs.

Collaborative learning in MGMPS is considered effective in improving teachers' pedagogical competence. According to Sukmadinata (2021:72), "collaboration between teachers enables the exchange of ideas and solutions to the challenges faced in the learning process in remote areas". This study found that discussions in MGMPS often involve new ideas that are applied directly in classroom learning, enriching teachers' experiences and improving student learning outcomes.

This research shows that teacher involvement in MGMPS has a direct impact on the quality of learning in the classroom. According to John Biggs (2023:91), "teachers involved in professional communities such as MGMPS are able to design learning that is more student-centered, more responsive to students' individual needs, and more adaptive to curriculum changes". This can be seen from the various innovations applied in the learning process, such as the use of interactive learning media and a more inclusive approach to teaching.

The results of participation in MGMPS can also be seen in the improvement of teachers' ability to evaluate and monitor learning. According to Nurkamto (2022:83), "teachers involved in this forum are more skillful in evaluating their teaching and learning process, both through direct observation and the use of student learning outcome data". This opinion is supported by the research findings which show an increase in the frequency and quality of evaluation among teachers who are active in the MGMPS forum.

The principal at UPT SMPN Garaupa No. 13 plays a key role in ensuring the sustainability of MGMPS. According to Rivai (2021:66), "principals are responsible for providing adequate facilities and infrastructure for the implementation of MGMPS activities and facilitating effective communication between teachers and decision makers at the district level". This is important because principals are able to encourage and provide financial and moral support to teachers to continue participating in these activities.

MGMPS at UPT SMPN Garaupa No. 13 proved to have an important role in improving the pedagogical competence of integrated social studies teachers. Active participation in this forum provides opportunities for teachers to share experiences, learn from peers and adopt more innovative and effective learning strategies. This has a positive impact on the quality of student learning in the Selayar Islands area. Theoretical reviews from various experts, as mentioned in this chapter, reinforce the importance of collaborative learning in improving teachers' pedagogical competence.

The Role of MGMPS in Improving Integrated Social Studies Teachers' Professional Competence at UPT SMPN Garaupa

In the context of education in Indonesia, improving the quality of teachers is one of the important factors in realizing quality education. In the era of Merdeka Belajar, the role of the School-Level Subject Teacher Conference (MGMPS) is increasingly important in supporting the improvement of teachers' professional competence, especially at the secondary education level as is the case at UPT SMPN Garaupa No. 13 Selayar Islands. This study aims to examine how MGMPS plays a role in improving the competence of integrated social studies teachers at the school. Using a descriptive qualitative approach, this study used in-depth interviews, participatory observation and document analysis to collect data.

Sukmadinata (2020:109) explains that teachers' professional competencies include the ability to plan learning, manage classes, implement learning, and conduct effective assessments. According to him, these abilities must be continuously developed in line with curriculum changes and student needs. This concept is relevant to the situation at UPT SMPN Garaupa No. 13, where social studies teachers face various challenges in providing interesting and meaningful learning for students in the Selayar Islands region.

In this study, it was found that MGMPS acts as a forum for social studies teachers at UPT SMPN Garaupa to share experiences, strategies and best practices in learning. According to Nurkamto (2023:45), "MGMPS assists teachers in improving their collaborative and reflective abilities which are very important in developing professional competence." Through deliberation activities, teachers can discuss effective learning methods and overcome various obstacles faced in the field.

The results showed that training and discussion activities in MGMPS directly influenced the improvement of social studies teachers' competence in planning learning based on the latest curriculum. This is in accordance with Anwar's (2021:67) opinion that structured training and group discussions at MGMPS help teachers to better understand the curriculum and competency standards required in social studies learning. This training also enables teachers to develop skills in the use of learning media that are innovative and in accordance with technological developments.

It was found that the use of learning media discussed in MGMPS is very beneficial for teachers in improving learning effectiveness. According to Brodjonegoro (2022:53), "MGMPS provides a platform for teachers to learn the use of learning media that can increase student interest and participation." This allows teachers to use media such as

Canva, Wordwall, or other digital learning applications to create a more interactive and engaging learning atmosphere.

MGMPS also serves as a place to share effective learning strategies. Collaboration between teachers in MGMPS allows them to implement various strategies such as cooperative learning or the Two Stay Two Stray model that can improve student learning outcomes. The opinion of Syaodih (2022:61) underlines that “collaboration between teachers in MGMPS provides an opportunity to create a conducive and innovative learning environment that enriches students' learning experience.

This study shows that MGMPS activities have a significant effect on teacher performance in teaching social studies. The observation results showed an increase in the use of more varied and creative approaches in learning. According to Santrock (2020:89), “Teachers involved in MGMPS tend to be better prepared to deal with problems in learning and have a better understanding of student needs.”

In MGMPS, assessment and reflection activities are an important part of improving the quality of social studies learning. Teachers engage in a process of shared reflection, which helps them to improve their learning strategies and enhance their formative assessment skills. According to Depdiknas (2021:77), “Joint reflection in MGMPS provides an opportunity for teachers to evaluate learning and plan needed improvements in teaching.”

MGMPS also plays a role in increasing teachers' motivation to continue learning and developing their competencies. In group discussions, teachers motivate each other to innovate in learning, which has the effect of increasing their intrinsic motivation. Support from the principal is essential in carrying out MGMPS activities at UPT SMPN Garaupa No. 13. The principal is expected to be a facilitator who is able to encourage teachers to be actively involved in deliberations and competency improvement activities.

The conclusion of this study shows that the role of MGMPS is vital in improving the professional competence of social studies teachers at UPT SMPN Garaupa No. 13. This activity not only helps teachers in understanding the curriculum and competency standards, but also encourages them to innovate in learning and increase motivation to continue learning. This research is expected to be the basis for strengthening the role of MGMPS in other schools in improving the quality of social studies teachers throughout Indonesia.

6. CONCLUSION

The findings of this study highlight the significant role of Musyawarah Guru Mata Pelajaran Sekolah (MGMPs) in enhancing both the pedagogical and professional competencies of Integrated Social Studies (IPS) teachers at UPT SMPN Garaupa No. 13, Selayar Islands. MGMPs serves as a collaborative platform where teachers deepen their understanding of the curriculum, refine their teaching skills, and adopt innovative learning strategies. This collaborative effort ensures that teaching methods remain dynamic and relevant to the evolving needs of students. Additionally, MGMPs fosters an environment of shared knowledge, promoting creative and contextually appropriate teaching practices.

In terms of professional competence, MGMPs plays a crucial role in equipping teachers with modern approaches to teaching, robust assessment and evaluation techniques, and the ability to implement innovative classroom practices. It facilitates constructive feedback loops that empower teachers to continuously improve their instructional methods. By addressing these areas, MGMPs contributes to sustained improvements in the quality of education delivered.

7. LIMITATION

While the study underscores the positive impact of MGMPs, several limitations could affect the validity and generalizability of the findings. First, the study is localized to a single school, which may limit its applicability to broader educational contexts. Second, the qualitative nature of the research relies heavily on self-reported data from interviews and focus groups, which may introduce bias or inaccuracies. Third, the study does not quantitatively measure the long-term effects of MGMPs on teacher performance or student outcomes, leaving room for further exploration. Lastly, the availability of resources, such as technology and training opportunities, which may differ between schools, could influence the effectiveness of MGMPs in various settings.

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