

# Analysis of the Effect of MGMP Participation, Academic Supervision, and School Organizational Culture on the Pedagogic Competence of Junior High School Social Studies Teachers in Tegal Regency

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**Abstract.** The reality in the field suggests that a teacher's performance is not optimum in professionalism, when a teacher's profession is a crucial factor in both the quality of the process and the result of learning. The lack of teacher professionalism in performing the primary teaching duties is rooted in the lack of teacher pedagogical competence. The pedagogical competence of teachers is important to improve, for it will improve the teacher's professional competence of teaching, because by having pedagogical competence, the teacher has the ability to organize learning materials that will be presented well to his students with various techniques. Based on the issue, the study focuses on the impact of teacher participation in MGMP, academic supervision, and school culture on the pedagogical competence of the junior high school education system. The data in this study is obtained through a questionnaire or a list of questions handed out to respondents.

**Keywords:** MGMP participation, academic supervision, school culture, pedagogical competence

## 1. Introduction

National education has a goal to build quality Indonesians. "The manufacture of a quality individual will depend largely on the quality of education that is a basic process in printing out the generations of people who can endure their time and become totally human" (Astutik, etc, 2021: 24).

The quality of education can be created from the smallest organizational sphere through school education. School is an organization that has a major duty of providing quality education services to the community. Associated with quality education services, governments have set national standards of education as a basis for measuring school performance. Meanwhile the quality of education in the school itself depends largely on teacher competence. In other words, there is a link between improving educational quality efforts in schools and teacher competence.

Under the 2005 law on teachers and teachers, it states that "competence is a body of knowledge, skill and behavior to be had, held into the hands and mastered by teachers and professors in performing professional duties." Next to chapter 10 verse 1, it states that "professional teachers are characterized as having professional competence, pedagogical competence, personality competence and social competence."

“The reality in the field suggests that the teacher's performance is not optimal from the aspect of their pedagogical competence, that is, found teachers who did not create RPP, ignore the completions of teacher administration, gave assignments without any face-to-face process, monotonous use of models and methods, and the less-optimal learning evaluation” (Koswara, 2016). “This demonstrates a lack of teacher professionalism in performing the major teaching duties, a lack of understanding of learning strategies, proficiency in administering classes, ability to perform and exploit class action research, worthwhile motivation, discipline, professional commitment, and time management ability” (Lailatussaadah, 2015).

The question suggests that a teacher's lack of awareness in carrying out his duties and responsibilities. It is rooted in the lack of the pedagogical competence of teachers. ‘The pedagogical competence of teachers is important to be improved, for it will improve the master's professional competence of teaching, because by having pedagogical competence, then the teacher has the ability to organize learning materials that will be presented well to his students with various techniques.’ (Rahman, 2014:79). “A lack of pedagogical competence of teachers will affect the aspect of reasoning has low value because the ability of reasoning reflected through the discipline of problem solving” (Habibi et al., 2019).

One of the teachers' professional optimizing is the integration of school components, which include school principle-teachers, employees, and students and the guidance of academic supervisors. The school's components have an influence on the teacher's attitude toward fulfilling his duties and responsibilities in the administration of education, thus encouraging a teacher to create a qualified generation and become an effort to improve his performance.

Social science is one of the subjects given from primary school/MI /SDLB to junior/MTS /SMPLB. Social sciences reviewed a set of events, facts, concepts, and generalities that dealt with social issues. At the lower level, social studies include geography, history, sociology, and economics. Through social studies, learners are directed to become democratic Indonesians, and take responsibility and peaceful citizens of the world. In the future learners will face severe challenges because the lives of the global community are changing all the time. “Social science subjects are therefore designed to develop knowledge, understanding and analytical capabilities for the social conditions of society in entering dynamic social life.” (Permendiknas RI No. 22, 2006). The success of social studies learning is also heavily influenced by the pedagogical competence of teachers.

In this study writers assume variables that affect the pedagogical competence of social studies teachers are the participation of MGMP, the school's academic supervision and culture. This is based on ground conditions indicating MGMP activity of social studies during the covid-19 pandemic was not working properly, the execution of the academic supervision during the covid-19 pandemic also was not done properly, as has been done by online application /work from home (WFH), and the junior high school culture of Tegal Regency not as well as the more high-quality schools in other cities.

Based on the problems it is felt to be important to carry out a study with the title: “Analysis of the Effect of MGMP Participation, Academic Supervision, and School Organizational Culture on the Pedagogic Competence of Junior High School Social Studies Teachers in Tegal Regency”.

## 2. Methods

This research belongs to the category of quantitative research. The reason for using quantitative research is that these studies can include populations with samples large enough to provide statistically significant output even when analyzing many variables. In addition, research has a strong capacity to eliminate the subjectivity of researchers. This research was conducted in state junior high schools in Tegal Regency in a number of 49 schools and 18 sub-districts.

The population in this study was all civil servant social studies teachers at SMP Negeri in Tegal Regency who had been certified as 135 people spread across 49 schools. This study was only imposed on samples. The number of samples is determined based on the minimum sample size criterion. If it is known that the population size is 135 people, and it is measured with a tolerable error of 0.05, then using the *Slovin* formula, a minimum sample size can be obtained of 101. The sample was set at 102 people. To determine the research sample, a *proportional random sampling* technique is used. In its application, sampling is carried out proportionally in each school and is subsequently determined randomly through a draw.

The research data were obtained through questionnaires regarding pedagogical competence, MGMP participation, school organizational culture and academic supervision using five alternative answers which were then tested for the validity of the data by using a validity test on each statement item using the product moment correlation method and a reliability test to determine nikai variable consistency using the cronbach alpha method.

The stage after testing the validity of the data is the prerequisite test for the research instrument, namely by using the classic assumption test which consists of a normality test using the Kolmogorov-Smirnov test (K-S), testing homoscedasticity using the Glejser test. Testing multicollinearity with the Variant Inflation Factor (VIF) coefficient. Meanwhile, hypothesis testing is carried out by carrying out multiple linear regression analysis to determine the coefficient values of the independent variables (MGMP/X1 participation, school culture/X2 and academic supervision/X3) in influencing the dependent variable (pedagogic competence/Y) by making a decision to accept the hypothesis. with the t test method or coefficient test and f test or ANOVA test.

## 3. Discussion

The pedagogical competence of the teacher is the ability and desire in applying attitudes, knowledge and expertise to promote learning, organize learning, and evaluate and help students to be able to actualize their potential. "The pedagogical competence of teachers are important to improve, because it will increase the competence of teacher professionalism in teaching, because by having pedagogical competence, teachers have the ability to organize learning materials that will be delivered well to their students with various techniques." (Rahman, 2014:79). According to Saud (2013: 34) there are several characteristics of a professional teacher, namely 1) Having a commitment to the student learning process; 2) Mastering in depth the subject matter and how to teach it; 3) Able to think systematically about what he does and learn from his experiences; 4) Part of the learning community in their professional environment which allows them to always improve their professionalism.

Permendiknas No. 16 of 2007 concerning Standards for Academic Qualifications and Teacher Competency states that teachers have four basic competencies, namely: 1) pedagogic competence, namely the ability to manage learning; 2) professional competence, namely the ability to master learning material broadly and in depth obtained through professional education; 3) social competence, namely the ability of teachers as part of the community to communicate and interact effectively; 4) personality competencies, namely personal abilities that are steady, stable, mature, wise and authoritative to be role models for students.

As an effort to implement this guarantee, active support is needed from various parties, both internal to the school environment such as organizational work culture and academic supervision as well as external school support such as the active participation of teachers in various community-based interactive channels/media such as the MGMP as presented in the following discussion:

**a. MGMP Participation as Pedagogic Competence Improvement Facility**

Teacher participation in MGMP activities is not only a physical presence, but actively engage in activities by expressing an opinion on a problem, providing input for planning MGMP activities, introducing ideas in the study methods used, engaging in the trial of teaching activities, applying results from school MGMP meetings, giving feedback to successful school applications, benefit from MGMP activities both routine and development activities, and evaluating MGMP programs for the better in the future.

Participation in the MGMP is not only a ceremonial need for the community, but through the MGMP it can provide a new color with the collaboration that occurs within the MGMP to fill each other's deficiencies in the education unit so that students achieve good learning outcomes as a result of increased teacher performance.

**b. The Role of Academic Supervision in Increasing Teacher's Pedagogic Competence**

Supervision is a direction, coaching, and guidance by the principal in school in order to improve directly or indirectly in an effort to develop the teaching and learning situation in school, which aims to provide appropriate services to the teachers that these services provide, encouragement or guidance as one of the principal ways to help teachers be able to perform their duties in teaching to create effective and efficient learning.

The implementation of supervision carried out by the principal is academic supervision. Academic supervision helps teachers develop their ability to manage the learning process to achieve learning objectives. Efforts to improve the quality of teachers through academic supervision are expected to improve the quality of student learning outcomes. The target of academic supervision is the teacher in carrying out the learning process, which consists of the subject matter in the learning process, the preparation of the syllabus and RPP, the selection of learning strategies/methods/techniques, the use of media and information technology in learning, assessing learning processes and outcomes and conducting class action research. Mulyasa (2012: 160) states that "academic supervision can be carried out by visiting techniques and class observations, individual talks, group discussions, teaching demonstrations and professional libraries". In conclusion, academic supervision is a series of activities to help teachers develop their ability to manage the

learning process to achieve learning goals. Efforts to improve teacher quality through academic supervision are expected to improve the quality of student learning outcomes.

**c. Efforts to Improve Teacher Pedagogic Competence Through School Organizational Culture**

Culture is defined as a system or pattern of values, beliefs, assumptions, attitudes and habits of a person or a group of people that influence the behavior and way of working of a person which is influenced by the culture of the local community and the culture of the organization or company where they work (Ma 'mum and Dewabrata, 1995:2). School culture is an organizational culture that prevails within the scope of the school institution. School culture is a deep pattern, belief, value, ceremony, symbols and traditions formed from the series, habits and history of the school, as well as a perspective in solving problems in the school.

School culture influences the development of teacher professionalism, especially teacher competence by encouraging each member of the organization to attach more importance to common goals above individual interests and facilitate and shape teacher attitudes and behaviors. The organization translates its vision in sentence-by-sentence terms that lay down boundaries and provide direction. Goals and objectives are needed to provide a set of directions, measurable tasks to achieve the organization's mission. Goals and objectives are concretization of the mission that must be achieved within a certain period. Success is most likely to occur when individuals have directed goals (Denison, 1990).

Involvement in the relationship between culture and effectiveness is not new because there has been a lot of organizational behavior literature that discusses it. In his research on Hephaestis Corp, (Casey, 1999) states that the adoption of a new corporate culture that includes values and behavioral attitudes that enable members to have the courage to participate in the decision-making process, members work in a team orientation and strengthen members' sense of responsibility will making them successful in gaining market share and increasing productivity.

**4. Conclusion**

Pedagogic competence is a basic competency that must be owned by a teacher in carrying out his duties and functions, namely providing learning or transforming knowledge according to his knowledge. Support for the fulfillment of pedagogic competencies is urgently needed, including by participating and actively participating in the MGMP. The MGMP will broaden a teacher's knowledge so that it will provide a positive stimulus for the development of the teacher's pedagogic competence. In addition, efforts that can be made to improve and maintain pedagogical competence are by strengthening the academic atmosphere through academic supervision and organizational culture so as to create a mutually supportive educational environment.

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