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# The Influence of MGMP Activities and Active Participation on Social Studies Teacher Competence in Musi Rawas Regency

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**ABSTRACT**

This study examines the influence of the Inter-School Learning Community (MGMP) Social Studies activities and active teacher participation on improving the competence of social studies teachers in Musi Rawas Regency, amid the challenges of the Industrial Revolution 4.0 era, which demands strengthening teachers' professional competence. The purpose of the study was to test the partial and simultaneous influence of these two variables on teacher competence. Quantitative associative research uses multiple linear regression. The population comprised 120 junior high school social studies teachers who were members of the MGMP IPS Musi Rawas Regency. A sample of 92 respondents was selected through proportional random sampling using the Slovin formula. The instrument was a Likert-scale questionnaire (1-5), tested for validity and reliability, and analyzed using SPSS for prerequisite tests (normality, multicollinearity, heteroscedasticity) and hypothesis testing (t-test, F, $R^2$). The results showed that MGMP activities had a significant effect (Sig. 0.039) and active participation (Sig. 0.001) partially on teacher competence, as well as simultaneously (Sig. F 0.000) with a contribution of 51.8 percent. The conclusion states that the synergy of MGMP activities and active teacher participation significantly improves the competence of social studies teachers, it is recommended to strengthen MGMP management and the culture of participation.



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## 1. INTRODUCTION

Education is the main foundation in forming qualified individuals who have character and high competitiveness to contribute positively as citizens and global citizens. Teachers play a central role in creating a learning environment that is innovative, collaborative, and relevant to the demands of the 21st century. According to the Circular Letter of the Minister

of Primary and Secondary Education Number 5684/MDM.B1/HK.04.00/2025, teachers are expected to be the spearhead in forming the next generation of superior individuals with character. In this context, education should not only help students master knowledge but also foster critical and reflective thinking skills [1]. Teachers, as professionals, have a vision for presenting learning based on professional principles, ensuring equal access to quality education [2], [3]. This transformation is further strengthened by the presence of Information and Communication Technology (ICT), which revolutionizes learning methods and requires teachers to master digital skills to adapt to rapid changes in the teaching and learning process [4].

In the era of the Industrial Revolution 4.0, teachers face various new challenges that require technological competence, adaptability, and complex thinking skills [5], [6]. According to Law Number 14 of 2005 concerning Teachers and Lecturers, teacher professionalism is realized through continuous competency development carried out in a structured manner through training and study groups such as Subject Teacher Deliberations (MGMP). This provision is reinforced in the Regulation of the Director General of Teachers and Lecturers Number 2626/B/HK.04.01/2023, which emphasizes the importance of four main teacher competencies: pedagogical, personality, social, and professional. Each of these competencies plays an important role in preparing teachers who are authoritative, adaptive, and able to create meaningful learning [7], [8].

One of the strategic mechanisms for developing teacher professionalism that has long been implemented in Indonesia is the formation and strengthening of MGMPs as subject-based inter-school learning communities. MGMP functions as an arena for collaboration and competency improvement through the sharing of good practices, pedagogical reflection, micro-training, and contextual curriculum discussions [9]. In the era of globalization and technological advancement, the existence of collaborative learning communities such as MGMP is a strategic solution to increase teacher professional capacity and strengthen a culture of continuous learning [10]. Through intensive discussion and joint reflection, teachers can develop more effective learning methods tailored to students' needs, thereby improving the quality of social studies learning.

However, the effectiveness of MGMP in improving teacher competency is not always consistent. Several studies have shown that low levels of active teacher participation are one of the main obstacles in optimizing the benefits of MGMP. Irregular attendance and lack of constructive involvement lead MGMP activities to be mere formalities and have not had a significant impact on improving teacher professional competency [11], [12]. Lack of motivation and negative perceptions of MGMP activities also hinder the sustainability of teachers' professional learning. This phenomenon indicates a gap between the normative objectives of establishing MGMP and the reality of its implementation in the field, especially in the context of social studies teachers in various regions, including Musi Rawas Regency.

In this context, this study seeks to empirically examine the influence of inter-school Learning Community (Kombel) activities facilitated through the MGMP IPS and the active participation of teachers on improving their competencies. This study has high urgency, as strengthening teachers' competencies is a determining factor in the success of educational transformation in the digital, globalized era. This study also offers novelty by focusing on a

quantitative analysis of the simultaneous relationship between the intensity of involvement in MGMP and the level of active participation in improving the competencies of social studies teachers, which has not been widely empirically examined in the context of secondary education in the Musi Rawas area. It is hoped that the results of this study will strengthen the theoretical basis for teacher professional development through learning communities and serve as a basis for practical policies for education offices and school institutions in designing more effective teacher competency improvement programs.

## 2. METHOD

The research method in this study was designed to quantitatively test the influence of the MGMP IPS inter-school Learning Community (Kombel) activities and active teacher participation on improving the competence of social studies teachers in Musi Rawas Regency. The approach was quantitative, with an associative research design, aimed at analyzing relationships and influences among variables using multiple linear regression. Quantitative associative research is used when researchers want to know the extent to which independent variables are related to and influence the dependent variable, using numerical measurements and statistical hypothesis testing [13], [14]. In this context, the independent variables consist of the MGMP IPS inter-school Kombel (MGMP) activities and active teacher participation, while the dependent variable is the competence of social studies teachers, which includes pedagogical, professional, social, and personality competencies [15]. The multiple linear regression model was chosen because it can explain the simultaneous and partial influence of both independent variables on teacher competence, including the magnitude of the coefficient of determination, which describes the contribution of the Kombel variable and active participation to the variation in social studies teacher competence [16].

The main instrument in this study was a Likert-scale questionnaire (1–5) developed from the theoretical indicators of each variable and completed online by social studies teachers via an electronic form. The instrument development refers to the concept of measurable variables in quantitative research, where variables are represented in the form of indicators that can be observed and measured numerically [17], [18]. The indicators of the social studies inter-school group (MGMP) activities variable include scheduled activity planning, relevance of material to teacher needs, involvement of competent resource persons, collaboration and sharing of good practices, and utilization of activity results in learning. The indicators of the social studies teacher's active participation variable include attendance and involvement in MGMP, initiative and contribution, responsibility for MGMP tasks, cooperation and communication with fellow teachers, and motivation and willingness to share. Meanwhile, indicators of social studies teacher competency reflect the four main domains of teacher competency: pedagogical, professional, social, and personality [19]. The preparation of statement items also takes into account theoretical foundations such as the Communities of Practice theory, Teacher Professional Development, Social Learning Theory, Social Constructivist, Human Capital, and Social Cognitive Theory, which are relevant to explaining how learning communities and active teacher involvement can influence the improvement of their professional competence [20].

Data collection was conducted by distributing an online questionnaire to the selected research sample. The use of a questionnaire was chosen because it enabled the collection of data from a relatively large number of respondents in an efficient, standardized, and measurable manner, thus in accordance with the objectives of associative quantitative research [14], [21]. Each statement item was structured in the form of a closed statement with five answer categories ranging from "Strongly Agree" to "Strongly Disagree", thus allowing researchers to systematically measure the level of agreement, perception, and participation of respondents towards Kombel activities, active participation, and the competence of social studies teachers. This instrument was then tested for validity and reliability to ensure that each item actually measures the intended construct and produces consistent data. The validity test was carried out using the Pearson Product-Moment correlation, comparing the calculated r value to the table r at a specified significance level. In contrast, the reliability of the instrument was tested using the Cronbach's Alpha coefficient with the criterion of $\alpha \geq 0.70$ as an acceptable reliability limit [22], [23]. This process ensured that the research instrument had adequate measurement quality before being used in the main data collection.

The population in this study was all junior high school social studies teachers who were members of the Inter-School Learning Community (MGMP) Social Studies in Musi Rawas Regency. The population was defined as all subjects who had certain characteristics and were the target of generalizing research results, so that all social studies teachers who were members of the MGMP in the region became the focus of the study [14], [22]. Based on the membership data of the MGMP Social Studies in Musi Rawas Regency, the population of junior high school social studies teachers was 120, spread across various sub-districts and schools, with an uneven distribution across regions. This condition made the MGMP Social Studies a relevant social environment to examine the relationship between professional community activities, the level of teacher participation, and the strengthening of their competencies.

The sampling technique used was proportional random sampling, because each sub-district has a different number of social studies teachers, so the sample allocation needs to be adjusted proportionally to the population distribution. The sample was calculated using the Slovin formula with a 5% error rate, resulting in a sample of 92 social studies teachers from a total population of 120. The Slovin formula is often used in quantitative research to obtain a representative sample from a population of a given size, given an acceptable error rate. The proportional distribution of samples to each sub-district was carried out using a proportion formula (the number of social studies teachers per sub-district compared to the total population multiplied by the number of samples), so that the representation of each sub-district in the sample is proportional to the proportion of social studies teachers in that sub-district. This step is expected to minimize bias and increase the generalizability of the findings to the population of social studies teachers in the MGMP in Musi Rawas Regency.

Data analysis in this study uses statistical software to test the classical assumptions of regression and estimate multiple linear regression models. The initial stage of analysis includes instrument validity and reliability tests, followed by prerequisite tests for analysis, including normality, multicollinearity, and heteroscedasticity. Normality tests are conducted

to assess whether the residual distribution in the regression model is normal, using the Kolmogorov-Smirnov or Shapiro-Wilk tests; a p-value above 0.05 indicates a distribution close to normal. Multicollinearity tests are conducted to ensure there is no high correlation between independent variables, indicated by a Variance Inflation Factor (VIF) value below 10 and a Tolerance value above 0.10. Heteroscedasticity tests assess whether the residual variance is constant, using approaches such as the Glejser or Breusch-Pagan tests, in which a p-value above 0.05 indicates the absence of heteroscedasticity [24], [25]. After the classical assumptions were met, multiple linear regression analysis was conducted to test the partial and simultaneous influence of the variables of Inter-School Community Activities (MGMP) for Social Studies and active participation on the competence of Social Studies teachers, through a t-test for partial influence, an F-test for simultaneous influence, and a coefficient of determination ($R^2$) to determine how much variation in teacher competence can be explained by the two independent variables.

The research procedure was carried out through several systematic stages, from planning to reporting the results. The first stage is preparation, which includes drafting a research proposal, consulting with supervisors, and developing instruments based on theoretical studies and indicator variables. The second stage is licensing and data collection, in which the researcher applied for permission from the MGMP IPS management in Musi Rawas Regency and the relevant schools, then distributed questionnaires to selected social studies teachers as samples within the scheduled timeframe. The third stage is data processing and analysis, which includes coding responses, inputting data into statistical software, instrument quality testing, classical assumption testing, and multiple linear regression hypothesis testing. The final stage is the preparation of a research report that presents the findings, discusses the theoretical and practical implications, and outlines the influence of the Inter-School Kombel (MGMP) IPS activities and active teacher participation on improving social studies teacher competency. This structured procedure is in line with the principles of quantitative research, which emphasize systematic planning, implementation, and analysis to produce valid and accountable findings.

## 3. RESULTS AND DISCUSSION

### 3.1. RESULT

**Prerequisite Analysis Test**

Before conducting hypothesis testing using multiple linear regression analysis, a preliminary data analysis is performed. This prerequisite test aims to ensure that the research data meet the required statistical assumptions, enabling scientifically justified analysis results.

The prerequisite tests for this data analysis that were carried out included the Normality Test, Linearity Test and Multicollinearity Test, all of which were carried out with the help of Statistical Package for the Social Sciences(SPSS):

**1. Normality Test**

A normality test is conducted to determine whether the data is normally distributed. In regression analysis, the residual values are tested for normality. This study used the Kolmogorov–Smirnov test because the sample size was more than 50 respondents (N: 92). Selection criteria for the normality test are as follows:

a. If the significance value (Sig.) > 0.05, then the data is normally distributed.
   If the significance value (Sig.) ≤ 0.05, then the data is not normally distributed.
b. Ho: data is normally distributed
   Ha: data is not normally distributed

Table 1. One-sample KS normal distribution test

| One-Sample Kolmogorov-Smirnov Test | | |
|---|---|---|
| | | Unstandardized Residual |
| N | | 92 |
| Normal Parametersa,b | Mean | .0000 |
| | Standard Deviation | 4.32239 |
| Most Extreme Differences | Absolute | .100 |
| | Positive | .058 |
| | Negative | -.100 |
| Kolmogorov-Smirnov Z | | .957 |
| Asymp. Sig. (2-tailed) | | .318 |

a. Test distribution is Normal.
a. Calculated from data.

Based on the SPSS data processing output in the table above, it can be seen that the Asym. Sig (2-tailed) significance value is 0.318 > 0.05. Therefore, in accordance with the decision-making in the Kolmogorov-Smirnov normality test above, it can be concluded that the data are normally distributed, so that Ho can be accepted and Ha rejected. If displayed in the form of a histogram, it will look like this:

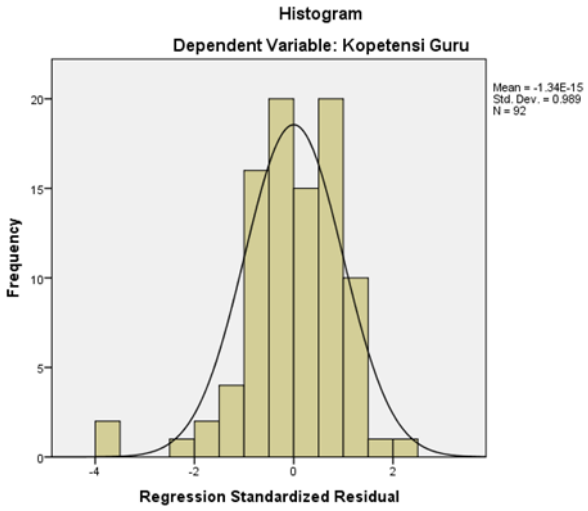


Figure 1. Standardized Residual Regression Histogram

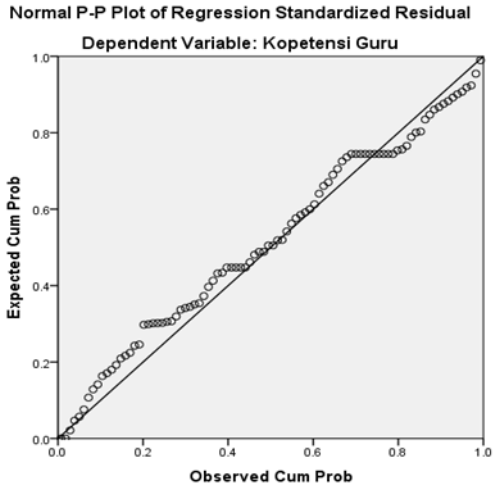


Figure 2. Normal PP Plot of Regression Standardized Residual

From the image above, it can be seen that the curve forms a symmetrical bell-shaped pattern, where the highest frequency is centered in the middle or point 0. Moreover, in the PP Plot (Probability-Probability Plot) of the Regression Standardized Residuals, dots or bubbles are seen approaching/sticking to the diagonal line, indicating that the data are normally distributed. Based on the results of the classical normality test, the data meet the normality prerequisite for regression and correlation analyses, or the analysis can proceed to further tests.

## 2. Multicollinearity Test

The multicollinearity test assesses whether the independent variables in a regression model are highly correlated. A good regression model does not exhibit multicollinearity, meaning there is no strong relationship among the independent variables. The data processed in the Statistical Package for the Social Sciences (SPSS) is as follows:

Table 2. Multicollinearity Test Coefficient

**Coefficients**

| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. | Collinearity Statistics | |
|---|---|---|---|---|---|---|---|---|
| | | B | Std. Error | Beta | | | Tolerance | VIF |
| 1 | (Constant) | 14,377 | 5,119 | | 2,808 | .006 | | |
| | Inter-School Community Activities (MGMP) Social Studies | .421 | .200 | .277 | 2.101 | .039 | .312 | 3,206 |
| | Active Teacher Participation | .634 | .176 | .474 | 3,596 | .001 | .312 | 3,206 |

a. Dependent Variable: Teacher Competence

In the table above, the tolerance value of the independent variable is 0.312 > 0.10, and the Variance Inflation Factor (VIF) is 3.206 < 10; therefore, the independent variable does not exhibit multicollinearity, and Ho on the VIF value and Tolerance is accepted, and Ha is rejected.

## 3. Heteroscedasticity Test

The heteroscedasticity test was performed using the Glejser test, which regresses the independent variables against the absolute value of their residuals. Therefore, the data processing using the Statistical Package for the Social Sciences (SPSS) is as follows:

Table 3. Heteroscedasticity Test Coefficient

| Coefficients | | | | | | |
|---|---|---|---|---|---|---|
| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
| | | B | Std. Error | Beta | | |
| 1 | (Constant) | -1,828 | 3,408 | | -.536 | .593 |
| | Inter-School Community Activities (MGMP) Social Studies | .091 | .133 | .128 | .685 | .495 |
| | Active Teacher Participation | .019 | .117 | .031 | .166 | .868 |
| a. Dependent Variable: ABSRES | | | | | | |

From the table above, the results of the Glejser test show that all independent variables for Inter-School Complex Activities (MGMP) are 0.495 > 0.05, and the Active Participation variable is 0.868 > 0.05, indicating that the regression model does not exhibit heteroscedasticity.

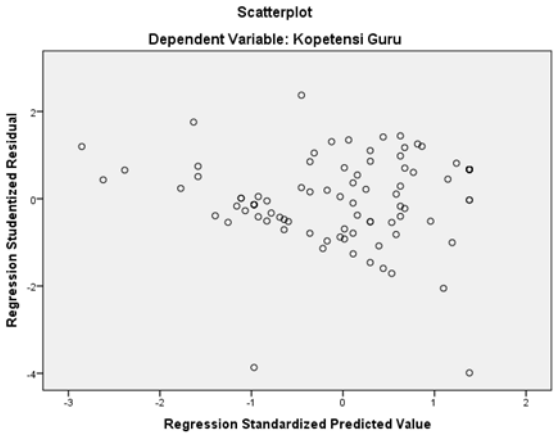


Figure 3. Scatterplot Regression Standardized Residual

Based on the scatterplot above, the data points/bubbles are evenly distributed above and below 0 on the Y axis, do not cluster into a single point, and do not form a pattern. This indicates that the Independent Variable data are not heteroscedastic. From the table and the scatterplot, it is clear that the homoscedasticity assumption is met and that the regression model is suitable for further analysis.

## Hypothesis Testing

In this study, hypothesis testing was conducted to address the research problem formulation and to test the validity of the proposed hypothesis, using multiple linear regression to determine the effects of variables X1 and X2 on Y, both partially and simultaneously. Testing was conducted at a significance level of 0.05 (α = 5%) using the t-

test (partial), F-test (simultaneous), and coefficient of determination ($R^2$). The decision criteria are: if the significance value (Sig.) < 0.05, then the null hypothesis (H0) is rejected and the alternative hypothesis (Ha) is accepted.

**1. t-test (Partial Hypothesis Testing)**

In this case, the t-test is used to determine the influence of each independent variable on the dependent variable, namely the Inter-School Learning Community Activities (MGMP) for Social Studies (X1) and Active Teacher Participation (X2) on Social Studies Teacher Competence (Y).

Table 4. Partial t-Test Coefficients

| Coefficients | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Model | | Unstandardized Coefficients | | Standardized Coefficients | T | Sig. | Collinearity Statistics | |
| | | B | Std. Error | Beta | | | Tolerance | VIF |
| 1 | (Constant) | 14,377 | 5,119 | | 2,808 | .006 | | |
| | Inter-School Community Activities (MGMP) Social Studies | .421 | .200 | .277 | 2.101 | .039 | .312 | 3,206 |
| | Active Teacher Participation | .634 | .176 | .474 | 3,596 | .001 | .312 | 3,206 |
| a. Dependent Variable: Teacher Competence | | | | | | | | |

A. The Influence of Inter-School Community Activities (MGMP) Social Studies (X1) on Social Studies Teacher Competence (Y)

The hypotheses tested are:

- H0: MGMP IPS activities do not have a significant effect on IPS teacher competency.
- Ha: MGMP IPS activities have a significant influence on the competence of IPS teachers.

From the coefficients data above, the test results obtained Sig. value 0.039< 0.050, and for the t-count value, the value obtained is 2.101 > 1.987. Then the Independent Variable X1 has a partially significant effect on variable Y, and H0 is rejected; Ha is accepted. Thus, it can be concluded that the MGMP IPS activities have a partially significant effect on improving IPS teachers' competence.

These findings indicate that social studies teachers in participation in MGMP activities makes a real contribution to improving teacher competence.

B. The Influence of Active Teacher Participation (X2) on Social Studies Teacher Competence (Y)

The hypotheses tested are:

- H0: Active teacher participation does not have a significant effect on social studies teacher competency.
- Ha: Active teacher participation has a significant and influential impact on the competence of social studies teachers.

From the Coefficient table data above, the value of the Active Participation variable is 0.001 < 0.05, and the calculated t-value is 3.596 > 1.987; therefore, the independent variable X2 has a significant partial effect on variable Y, $H_0$ is rejected, and Ha is accepted. Thus, it can be concluded that the active participation variable significantly influences the teacher competency variable.

These results confirm that improving teacher competence is not solely determined by the available professional development programs, but is also greatly influenced by teachers' active involvement in using them.

## 2. F Test (Simultaneous - ANOVA)

The F test was conducted to determine the joint influence between $X_1$ and $X_2$ on Y. From the results of data processing using SPSS, the following results were obtained:

Table 5. ANOVA Simultaneous F Test

**ANOVA**

| Model | | Sum of Squares | df | Mean Square | F | Sig. |
|---|---|---|---|---|---|---|
| 1 | Regression | 1829,451 | 2 | 914,726 | 47,884 | .000b |
| | Residual | 1700.158 | 89 | 19,103 | | |
| | Total | 3529.609 | 91 | | | |

a. Dependent Variable: Teacher Competence
b. Predictors: (Constant), Active Teacher Participation, Inter-School Community Activities (MGMP), Social Studies

The hypotheses tested are:

- H0: Inter-school MGMP IPS Community Activities and simultaneous active teacher participation do not have a significant effect on IPS teacher competency.
- Ha: Inter-school MGMP IPS Community Activities and active teacher participation simultaneously have a significant influence on IPS teacher competency.

From the Anova table above, the Sig. value is 0.00 < 0.05, and the F-count is 47.884 > 3.099, meaning that the Independent variables (X1 and X2) have a significant effect simultaneously on the Dependent Variable (Y), so that the Ho hypothesis is rejected and Ha is accepted.

This shows that MGMP IPS activities and active teacher participation together significantly improve the competence of Social Studies teachers. And this finding indicates that the improvement of Social Studies teacher competency is the result of synergy between external factors in the form of professional development forums (MGMP) and internal factors in the form of active teacher participation.

## 3. Coefficient of Determination (R2, called R-Squared)

The coefficient of determination ($R^2$) is used to determine the magnitude of the contribution of the MGMP IPS Activities and Active Teacher Participation variables in explaining variations in IPS teacher competencies.

Table 6. Model Summary

**Model Summary**

| Model | R | R Square | Adjusted R-Square | Standard Error of the Estimate |
|---|---|---|---|---|
| 1 | .720a | .518 | .507 | 4,371 |

a. Predictors: (Constant), Active Teacher Participation, Inter-School Community Activities (MGMP), Social Studies
b. Dependent Variable: Teacher Competence

From the Model Summary table, the R Square value is 0.518, or 51.8%, indicating that variables X1 and X2 account for 51.8% of the increase in teacher competence. The results of this analysis show that the $R^2$ value falls in the sufficient-to-high range, indicating that the Activity variables MGMPSocial Studies and Active Teacher Participation were able to explain most of the variation in social studies teacher competency. The remainder was influenced by factors outside the research model, such as teaching experience, educational background, principal support, and educational policies.

Thus, the linear regression model used in this study was deemed feasible and demonstrated good predictive ability.

## 4. Equality Multiple linear

Multiple linear regression analysis is used to determine the effect of variables X1 and X2 on Y. The regression equation obtained is:

Table 7.Coefficient of multiple linear equations

| Coefficients | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. | Collinearity Statistics | |
| | | B | Std. Error | Beta | | | Tolerance | VIF |
| 1 | (Constant) | 14,377 | 5,119 | | 2,808 | .006 | | |
| | Inter-School Community Activities (MGMP) Social Studies | .421 | .200 | .277 | 2.101 | .039 | .312 | 3,206 |
| | Active Teacher Participation | .634 | .176 | .474 | 3,596 | .001 | .312 | 3,206 |
| a. Dependent Variable: Teacher Competence | | | | | | | | |

Based on the table above, the multiple linear regression equation can be written as follows:
Y = 14.377 + 0.421X1 + 0.634X2

The results of the analysis show that both independent variables have positive regression coefficients, which means that the higher the teacher's activeness in participating in MGMP activities and actively participating in activities, the higher the social studies teacher's competence.

Active teacher participation has a larger regression coefficient value than MGMP IPS activities, namely 0.634, while MGMP activities have a value of 0.421. This indicates that active teacher participation is a more dominant variable in improving social studies teacher competency. In other words, the success of MGMP activities is determined not only by the quality of the program implemented, but also by the level of teacher involvement and participation in utilizing these activities.

## 3.2. DISCUSSION

### The Influence of Inter-School Learning Community (MGMP) Social Studies Activities on Social Studies Teacher Competence.

The results of the t-test show that the activities of the Inter-School Learning Community (MGMP) for Social Studies have a significant effect on improving the competence of Social Studies teachers (Sig. = 0.039 < 0.05; t-count = 2.101 > t-table = 1.987), thereby rejecting the null hypothesis. This finding supports the theory of the

Professional Learning Community (PLC) and communities of practice [26], where teacher collaboration through sharing practices, reflection, and curriculum discussions improves pedagogical and professional competence [27].

Empirically, the results are in line with Pangestika & Setiawan (2022), who found that the intensity of MGMP increases the professionalism of social studies teachers, through SLR, which stated that 9 out of 10 studies showed a positive impact of MGMP on teacher performance [28]. It also confirms the role of MGMP in strengthening collaborative networks and learning planning, enabling active teachers in MGMP to be more adaptive to the curriculum and more innovative in their teaching practices. The practical implication is that MGMP management must be systematic, supported by education office policies, school facilities, and regular evaluations, to ensure program relevance and teacher commitment [29].

**The Influence of Active Teacher Participation on Social Studies Teacher Competence**

The t-test results show that active teacher participation has a significant effect on improving social studies teacher competency (Sig. = 0.001 < 0.05; t-count = 3.596 > t-table = 1.987), so the null hypothesis is rejected. This finding indicates that the higher the teacher's active participation in professional activities such as MGMP, training, and discussions, the higher their pedagogical and professional competency. Theoretically, participation reflects intrinsic motivation and commitment, in line with Vygotsky's (1978) social-constructivist theory of collaboration and social interaction (Widiastuti et al., 2023), as well as Astin's (1984) involvement theory, which emphasizes active involvement to optimize learning. Empirically, the results are supported by Susmiatun et al. (2020) and Rizkiana et al. (2025), who found that MGMP participation improves teacher competency. The implication is that improving competency requires school support for a reflective culture, discussion, sharing of practices, and evaluation of the quality of participation, not just attendance.

**The Effect of MGMP IPS Activities and Active Teacher Participation Simultaneously on IPS Teacher Competence**

The results of the F test show that MGMP IPS activities and active teacher participation simultaneously have a significant effect on improving IPS teacher competency, with a determination coefficient ($R^2$) of 0.518 (51.8%) explaining most of the variation in competency. This finding is in line with Becker's (1993) human capital theory and professional development evaluation [30], where MGMP program investment (external factors) and active teacher participation (internal factors) synergize through collaboration, reflection, and application of practice [31], [32], [33]. Empirically, it confirms the effectiveness of collaborative learning communities. Improving IPS teacher competency is systemic and optimal when professional programs and teacher involvement run concurrently [34], [35].

**Contribution of MGMP IPS Activities and Active Teacher Participation to IPS Teacher Competence**

In general, the results of this study reinforce the theory and findings of previous studies, which state that professional learning communities such as MGMP play a crucial role in improving teacher competence. This is evidenced by the results of the coefficient of determination analysis, which showed a value ($R^2$) of 0.518 or 51.8%. This means that the Independent Variable ($X_1$and X2)/MGMP IPS Activities and Active Teacher Participation provide a significant contribution to improving IPS teacher competency. This shows that the variation in IPS teacher competency in this study can largely be explained by these two variables [36]. Teacher participation in MGMP has a positive, significant effect on teacher performance**.** Moreover, collaboration between teachers in MGMP increases the professionalism and effectiveness of teaching, so that the more actively teachers participate in MGMP activities, the higher the increase in teacher competence and performance [37].

However, several studies show that effectiveness is not always optimal. The success of the MGMP program depends heavily on the quality of the program activities and the level of teacher involvement in participating in these activities. MGMP influences teacher performance and professionalism, but this influence does not stand alone, as it is also influenced by other factors such as professional competence, work motivation, principal leadership, and the effectiveness of MGMP implementation [38], [39].

Therefore, there are still variations in the competencies of social studies teachers that are influenced by factors beyond the research model, such as teaching experience, educational background, support from the principal, learning facilities, and applicable educational policies. These factors warrant further research.

## 4. CONCLUSION

The findings of this study suggest that Inter-School Learning Community (MGMP) Social Studies activities and active teacher participation are significantly associated with improvements in social studies teacher competence, both partially and simultaneously, jointly accounting for 51.8 percent of the variation in teacher competence. MGMP activities that are planned, relevant, and collaborative appear to contribute positively to pedagogical, professional, social, and personality competencies. Active participation—reflected in attendance, contribution of ideas, responsibility, cooperation, and motivation to share—emerged as a more dominant factor than the mere existence of the MGMP program itself, suggesting that improving teacher competence is linked to the synergy between quality professional development design and teachers' active engagement as lifelong learners.

However, this study has several limitations. The focus is confined to junior high school social studies teachers in Musi Rawas Regency, and the quantitative questionnaire design relies on respondents' subjective perceptions. The model also leaves approximately 48.2 percent of the variation in teacher competence unexplained, suggesting other factors such as teaching experience, principal support, school culture, and educational policy. Further research is therefore recommended to broaden the scope, adopt a mixed-methods design, and incorporate additional variables such as work motivation, principal leadership, and institutional support. Practically, these findings point to the importance of strengthening

MGMP management, increasing policy and facility support, and fostering a sustained culture of participation, reflection, and collaboration among social studies teachers.

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