



Role of Social Studies Teacher Forum in Enhancing Teacher Pedagogical Competence, Professionalism, and Innovation in Social Studies Learning

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Abstract. *This study aims to analyse the role of the Social Studies Teacher Forum in improving pedagogical competence, teacher professionalism, and innovation in Social Studies learning at the UPT SPF SMP Negeri 4 Makassar. This study uses a qualitative approach with a descriptive design. The research subjects consisted of the principal, the head of the subject teachers' working group, and four social studies teachers who were also members of the subject teachers' working group. Data collection was carried out through interviews, observations, and documentation, with data analysis including data reduction, data presentation, and drawing conclusions/verification. The results showed that the teacher forum contributed to improving teachers' pedagogical competence through understanding the material, preparing lesson plans, and evaluating learning. However, the effectiveness of the Teacher Forum depends on the active participation of teachers and school support. In addition, the Teacher Forum also plays a role in improving teachers' professional competence, especially in mastering subject matter, utilising technology, and developing continuous professionalism. Nevertheless, the active participation of teachers and school support is essential to maximise the benefits of the Teacher Forum. The Teacher Forum also encourages innovation in social studies learning, but its success is influenced by teacher involvement, school support, and student readiness. Therefore, more concrete efforts are needed to optimise the role of the teacher forum in developing innovative learning strategies.*

Keywords: *learning innovation, pedagogical competence, professional competence*

1. INTRODUCTION

In today's rapidly evolving educational landscape, the role of teachers extends far beyond the delivery of content. The quality of education depends largely on the competence and professionalism of educators, as well as their ability to innovate and engage students effectively. In this context, the Indonesian education system faces significant challenges in improving teaching quality and learning outcomes. One of the pivotal areas in enhancing the quality of education at the middle school level is the role of subject-based teacher forums, known as Teacher Forum. These forums are intended to provide teachers with opportunities for collaboration, knowledge exchange, and professional development. However, despite their intended purpose, the effectiveness of Teacher Forums in improving pedagogical competence, professional skills, and innovative teaching methods remains a concern.

The key issue in the current education system is that Teacher Forums, while established as a platform for teachers to share best practices, often fail to meet the expectations of enhancing teachers' abilities in critical areas such as pedagogical competence and innovation. Teachers, particularly in Social Studies (IPS) at UPT SPF SMP Negeri 4 Makassar, struggle to implement the innovative strategies discussed in these forums. This gap is not only a challenge for the teachers but also for the students who are deprived of a dynamic, engaging, and relevant

learning experience. This research, therefore, seeks to investigate how Teacher Forum can be optimized to enhance teacher competence and foster innovation in teaching practices, ultimately improving the quality of Social Studies education in this school.

Recent studies in the field of teacher professional development have explored various models and platforms that aim to enhance teaching quality. Research by Rasyid & Yusri (2020) highlights the potential of Teacher Forum as a forum for teachers to share experiences, develop teaching materials, and improve their pedagogical competence. Their findings suggest that Teacher Forums play a vital role in fostering collaboration among teachers and in supporting the development of teaching strategies. However, they also point out that the impact of Teacher Forums is often limited by several factors such as lack of participation from teachers, insufficient institutional support, and inadequate follow-up on the ideas discussed during these meetings.

Another relevant study by Purba et al (2021) emphasizes the importance of pedagogical competence in ensuring effective learning. According to Suryani, teachers must possess strong pedagogical skills to understand student needs, design effective learning experiences, and evaluate student progress accurately. Yet, despite these insights, many teachers continue to use traditional methods that fail to engage students or foster critical thinking. The research indicates that there is a clear gap between what is discussed in professional development forums like Teacher Forum and the actual classroom practices employed by teachers. This highlights the need for a more structured approach to professional development that not only facilitates knowledge sharing but also ensures that these innovations are effectively implemented in the classroom.

In terms of innovation in teaching, Haryono (2022) asserts that integrating digital technologies into the learning process is essential for improving student engagement and learning outcomes. However, his study reveals that many teachers remain hesitant or lack the skills to incorporate digital tools in their teaching. This issue is further exacerbated by a lack of training and support in using these tools effectively (My et al., 2024). The importance of innovation in teaching is widely acknowledged, yet its practical application remains a significant challenge, especially in schools like UPT SPF SMP Negeri 4 Makassar where teachers have limited access to resources and training.

Despite the substantial body of research on teacher professional development, the Teacher Forum's role in improving pedagogical competence, professional skills, and innovation in teaching remains underexplored. While studies have documented the potential benefits of Teacher Forums, few have examined the specific challenges faced by teachers in

implementing the strategies discussed during these meetings. The gap in the current literature lies in the lack of empirical research that connects the theoretical benefits of Teacher Forum with real-world classroom practices. Furthermore, while some studies highlight the importance of technology and innovation in teaching, there is little focus on how Teacher Forums can facilitate the integration of these innovations into everyday teaching.

Moreover, although studies by Suryani (2021) and Haryono (2022) acknowledge the need for pedagogical and technological competence, they do not address how Teacher Forums can be used as a platform to bridge this gap. There is limited research on how Teacher Forum can be optimized to foster a deeper understanding of pedagogical practices while simultaneously promoting the adoption of new technologies and teaching methods. Additionally, the role of school leadership in supporting Teacher Forums and ensuring that teachers apply what they learn in these forums remains largely unexplored. This research will aim to fill these gaps by investigating the specific role of Teacher Forum in improving teaching practices at UPT SPF SMP Negeri 4 Makassar, with a particular focus on identifying barriers to implementation and ways to overcome them.

The primary objective of this research is to analyze the role of Teacher Forum in enhancing the pedagogical competence, professional skills, and innovation in Social Studies teaching at UPT SPF SMP Negeri 4 Makassar. Specifically, this study will seek to understand how Teacher Forum contributes to the professional development of teachers, the challenges that hinder the effective application of Teacher Forum's teachings in the classroom, and the role of school leadership in supporting these efforts. Additionally, the research will explore how Teacher Forum can serve as a catalyst for innovation in teaching, particularly in the integration of digital technologies and new teaching methodologies.

This research will be unique in its focus on a specific school setting, providing an in-depth look at how Teacher Forum functions in a real-world context. It will contribute new insights into the practical challenges faced by teachers in implementing professional development initiatives and how these barriers can be overcome. By examining the factors that influence the effectiveness of Teacher Forum in improving teacher competence and fostering innovation, this study will offer valuable recommendations for enhancing the role of Teacher Forum in teacher professional development. The findings from this research will not only benefit educators at UPT SPF SMP Negeri 4 Makassar but also provide a model for other schools facing similar challenges in improving teaching quality and learning outcomes.

2. LITERATURE REVIEW

Subject Teacher Conference

Subject Teacher Conference is an important forum aimed at enhancing teachers' professional competence through collaboration, knowledge sharing, and the development of innovative teaching methods. Daryanto (2020) defines the Teacher Forum as a platform where teachers can meet, discuss, and exchange ideas on the latest teaching strategies and material developments. It serves to address challenges in teaching and to support the continuous improvement of teachers' skills, particularly in adapting to the evolving curriculum and integrating technology. Sukmadinata (2022) emphasizes that the Teacher Forum plays a vital role in improving the quality of education by fostering a learning community focused on both pedagogical and professional growth. Through this forum, teachers can develop their expertise in teaching methods, material mastery, and strategies for engaging students. Anwar (2021) also highlights the Teacher Forum's role in enhancing collaboration among teachers, enabling them to share experiences and solutions to common teaching challenges. This collaborative effort is seen as a way to improve teaching quality by leveraging collective knowledge and expertise. Moreover, the Teacher Forum is integral to curriculum development, where teachers discuss the implementation of curricula in schools, ensuring they meet the needs of students Hamid (2022). It also fosters creativity by providing a space for teachers to explore and try new teaching approaches, which can lead to more engaging and effective classroom experiences (Sudjana, 2020). In addition, the Teacher Forum helps in solving real-world teaching issues by allowing teachers to discuss difficulties and find practical solutions together (Kurniawan, 2022). The guidelines for organizing the Teacher Forum emphasize clear objectives and structured activities, with an emphasis on continuous evaluation and follow-up to ensure the effectiveness of the program (Hamid, 2020). Overall, the Teacher Forum is a crucial tool for professional development, encouraging teacher collaboration, innovation, and problem-solving to improve education quality across schools.

Pedagogical Competence

Pedagogical competence refers to a teacher's ability to plan and implement effective teaching, manage the learning process, and assess student performance objectively and constructively. According to Sukmadinata (2020), pedagogical competence includes organizing learning materials, designing strategies aligned with student characteristics, and assessing students' learning outcomes. Daryanto (2021) defines it as the ability to design and apply student-centered teaching methods that engage students' interest and motivation. Hamid (2020) emphasizes the need for teachers to manage class interactions effectively, plan lessons,

and evaluate both the learning process and outcomes. Suyanto (2020) asserts that pedagogical competence also involves motivating students and applying the right approaches to ensure optimal learning. Anwar (2020) adds that effective planning and implementation of quality learning, along with appropriate assessments, are key components. (Mulyasa, 2021)

Highlights the importance of creating a conducive learning environment and applying suitable teaching methods based on student needs. Sudirman (2021) stresses the ability to manage classroom interactions and create a supportive learning atmosphere. Nurdin (2020) explains that this competence also involves understanding student characteristics and fostering a positive, effective learning environment. To enhance pedagogical competence, teachers must engage in continuous professional development, including participating in training, improving lesson planning skills, and using varied media and learning resources. Additionally, evaluating and reflecting on their teaching practices helps them adjust methods for more effective outcomes. Teachers can also collaborate with peers to share effective practices and insights, ultimately strengthening their pedagogical skills. By focusing on these areas, teachers can improve their ability to create an engaging, effective learning experience that meets the needs of their students.

Professional Competence

Professional competence refers to a teacher's ability to master the subject matter deeply and transfer knowledge to students effectively. Sumantri (2020) explains that this competence involves not only mastering academic content but also having the skills to present and explain it in ways that cater to students' needs and characteristics. It can be enhanced through continuous training and teaching experience. Anwar (2020) defines professional competence as the ability to manage teaching by applying appropriate strategies aligned with the curriculum while mastering the content thoroughly. According to Sukmadinata (2021), this competence also involves the ability to deliver knowledge in a way that students can easily understand, while designing and implementing relevant and engaging lessons. Suryadi (2021) emphasizes that teachers must stay updated with teaching methods that align with societal developments and foster both knowledge acquisition and the development of students' attitudes and skills. Hidayat(2022) suggests that professional competence includes not only mastering the subject matter but also applying it in everyday life, considering the psychological development of students to tailor the teaching appropriately. Nurkamto (2020) adds that it encompasses the ability to plan, implement, and assess lessons that motivate students to learn actively, while creating a conducive learning environment. Mulyani (2021) highlights that professional competence includes designing learning that meets students' needs and focuses on both

academic success and character development. Arikunto (2020) states that this competence also involves effectively managing the teaching process and ensuring fair, objective evaluations.

The indicators of professional competence, as outlined in the Indonesian Ministry of Education's Regulation No. 16 of 2007, include mastery of subject content, the ability to design effective lessons, and the use of appropriate teaching media and technology. Teachers must also be skilled in evaluating student learning outcomes, fostering critical thinking and creativity, and managing the classroom. Moreover, professional growth should be ongoing, with teachers continuously improving their skills through training, workshops, and sharing knowledge with colleagues. Continuous professional development plays a key role in enhancing teachers' abilities, ensuring they remain up-to-date with teaching innovations and best practices.

To improve professional competence, teachers should pursue higher education and certifications related to their teaching field. They are encouraged to engage in structured, relevant training, such as workshops on educational technology or pedagogical skills, and adopt interactive teaching methods like project-based or problem-based learning. The use of technology is critical to support effective, engaging teaching, and teachers should integrate digital tools to enrich the learning experience. Self-reflection is also essential for teachers to assess and improve their teaching practices, while collaboration with fellow teachers, through forums such as teacher groups or professional networks, enhances their skills and fosters a supportive learning community.

Social Studies

Suyanto (2018) explains that Social Studies in middle school integrates various social science disciplines to provide students with an understanding of social, cultural, economic, and political life. The subject aims to equip students with knowledge to face challenges in their social life, developing critical, analytical, and problem-solving skills in addressing social issues. Sukmadinata (2021) notes that Social Studies in middle school combines concepts from history, geography, economics, and sociology, encouraging respect for cultural diversity and awareness of global issues. Arikunto (2021) highlights that Social Studies aims to help students adapt and participate in a pluralistic society, addressing contemporary social problems through both theory and practice. Sudjana (2020) emphasizes that Social Studies should foster logical and rational thinking, as well as empathy toward social conditions, making it relevant to students' daily lives. Mulyasa (2020) argues that the subject also nurtures critical and creative thinking, engaging students in solving social problems. Hamid (2020) adds that Social Studies introduces concepts of human roles in society and relationships with their social environment,

promoting democratic attitudes and tolerance. Purwanto (2021) underscores the importance of Social Studies in fostering social awareness and values, encouraging students to think openly and understand social issues at local, national, and global levels.

According to Sukmadinata (2021), the benefits of Social Studies education include increasing students' understanding of social life, helping them develop critical thinking and analytical skills, and raising social awareness and empathy toward societal issues. The subject also instills citizenship values by helping students understand social, political, and economic systems, preparing them to be responsible citizens. Additionally, it fosters social skills and cooperation among students and enhances their understanding of cultural diversity, promoting tolerance. Social Studies also introduces global issues, preparing students to understand international relations and the effects of globalization.

Mulyasa (2020) describes the key characteristics of Social Studies education in middle school, including its integrative nature, where it combines history, geography, economics, and sociology to provide a comprehensive understanding of social phenomena. It is oriented toward real-life situations, making it easier for students to relate the concepts they learn to their daily experiences. The subject uses a multidisciplinary approach, drawing perspectives from different social sciences to explain societal issues. It emphasizes the development of positive social attitudes such as cooperation, empathy, and tolerance. Social Studies uses a variety of teaching methods, including discussions, simulations, case studies, and project-based learning, to engage students and make learning more interesting. It also focuses on social problem-solving, encouraging students to critically analyze social issues and find solutions. Finally, Social Studies cultivates global awareness, equipping students with knowledge about global challenges such as climate change, globalization, and human rights, preparing them to be responsible global citizens.

Learning Innovation

Learning innovation is a crucial concept in education development, particularly for enhancing the quality and effectiveness of the teaching and learning process. Anwar & Herlina (2022) define learning innovation as the application of new methods in teaching aimed at improving education quality by utilizing technology and more effective approaches. Sukmadinata (2021) sees it as the process of creating, developing, and applying new methods that enhance the effectiveness and efficiency of achieving learning goals. It includes not only technological tools but also pedagogical approaches that can adapt to the evolving needs of students. Basyir (2021) emphasizes that learning innovation involves transforming teaching strategies to introduce relevant concepts that meet modern needs. Nurkamto (2022) highlights

the creation of dynamic and engaging learning experiences through modern approaches such as project-based and collaborative learning, stressing the need for teacher competence in facing increasingly complex learning challenges. Anwar (2022) suggests that learning innovation involves applying new techniques and strategies to achieve optimal learning outcomes, focusing on active and collaborative learning that enhances students' critical thinking skills. Rivai (2023) points out that innovation in learning involves designing strategies that stimulate student interest and creativity, with a focus on creating curricula that are relevant to students' needs.

According to the Indonesian Ministry of Education and Culture Regulation No. 22 of 2020 on Standards for Basic and Secondary Education Processes, learning innovation must meet several important indicators: first, curriculum development based on competencies that support knowledge, skills, and attitudes; second, the use of diverse learning approaches, such as thematic, contextual, and project-based learning, to encourage student creativity; third, the integration of technology to improve learning effectiveness; fourth, learning that prioritizes student participation through discussions and problem-based activities; and fifth, competency-based assessment that includes authentic and holistic evaluations of students' attitudes, knowledge, and skills.

3. METHODS

This research was conducted at UPT SPF SMP Negeri 4 Makassar from January to February 2025, in the even semester of the 2024/2025 school year. Using a descriptive qualitative approach, this study aims to describe the role of MGMP in improving pedagogical competence, professionalism, and social studies learning innovation. The research subjects consisted of six people, namely the principal, MGMP chairperson, and four social studies teachers. Researchers used instruments such as observation guides, interview guidelines, and documentation checklists that were prepared to ensure relevant and structured data collection. In collecting data, researchers utilized non-participant observation techniques, semi-structured interviews, and documentation that focused on MGMP activities and teacher involvement in competency development and learning innovation. Data validity testing was conducted through triangulation of sources, methods and time, to ensure that the data obtained was valid and reliable. In analyzing the data, researchers went through three stages: data reduction, data display, and drawing verified conclusions. This research is divided into three stages: the preparation stage which includes initial observations and preparation of permission letters, the implementation stage which consists of data collection through interviews and observations,

and the completion stage which focuses on preparing the final research report. With this approach, the research sought to provide a comprehensive picture of the MGMP dynamics in the school and its impact on the quality of social studies learning.

4. RESULTS

The Role of MGMP in Improving the pedagogical Competence of Social Studies Teachers in UPT SPF SMP Negeri 4 Makassar

This study examines the role of the Teacher Forum in enhancing pedagogical competence, professional skills, and innovation in Social Studies learning at UPT SPF SMP Negeri 4 Makassar. Based on interviews with the principal, head of the Teacher Forum, and Social Studies teachers, the following key findings were identified:

1. Understanding Student Characteristics

The Teacher Forum plays a crucial role in helping teachers understand students' cognitive, social, and emotional development. Teachers receive training on how to adapt teaching methods to meet the developmental needs of students at different grade levels. However, challenges such as limited time and a lack of hands-on practice in training sessions remain.

2. Mastery of Learning Material

The Teacher Forum facilitates teachers in deepening their understanding of the teaching material and discussing teaching strategies. Teachers are provided with opportunities to share experiences and receive training on new material. However, challenges still exist in applying theory into classroom practice, as well as insufficient use of technology in teaching.

3. Developing Lesson Plans

The Teacher Forum serves as a platform for discussion and training on how to create lesson plans in line with the curriculum. Teachers receive guidance on developing syllabi, lesson plans, and teaching modules that are relevant to students' needs. However, there is a need for improvement in aspects like differentiation, formative assessment, and the use of innovative learning resources.

4. Implementation of Teaching

The Teacher Forum plays a strategic role in helping teachers implement appropriate teaching methods to achieve learning objectives. The training and discussions at the Teacher Forum assist teachers in developing more innovative teaching strategies, but there is still a lack of monitoring and evaluation of how methods are applied in the classroom.

5. Assessment of Learning Outcomes

The Teacher Forum contributes to developing teachers' competence in designing and implementing objective and fair assessments. Training provided by the Teacher Forum helps teachers create assessment tools that align with curriculum standards. However, challenges remain in the attention given to affective assessment and the use of technology in evaluations.

6. Building Positive Relationships with Students

The Teacher Forum is important in helping teachers develop skills to encourage student engagement and creativity in learning. Teachers receive training on project-based and collaborative learning. However, challenges persist in encouraging participation from less confident students and in ensuring equitable access to learning technologies.

The Teacher Forum plays a vital role in improving teacher competence at UPT SPF SMP Negeri 4 Makassar. However, there are still areas that need improvement, such as providing more hands-on sessions, ensuring more widespread use of technology, and offering more intensive evaluation and support. With these improvements, the Teacher Forum can more effectively support the professional development of teachers and enhance the quality of education at the school.

Teacher Forum in Enhancing the Professional Competence of Social Studies Teachers at UPT SPF SMP Negeri 4 Makassar

1. Mastery of Teaching Materials

The Teacher Forum plays a crucial role in enhancing teachers' ability to master the core concepts of the subjects they teach. A deep understanding of teaching material is essential for creating meaningful learning experiences for students. Teachers are not only required to deliver content but also to master the basic concepts to explain them in an easily understandable way. The Teacher Forum provides a platform for teachers to deepen their understanding through discussions, workshops, and the sharing of experiences. In the Teacher Forum, teachers can analyze curriculum developments, identify challenging material for students, and seek the best strategies for teaching. This structured and systematic activity helps teachers enrich their academic insights, leading to more effective and high-quality teaching. However, challenges remain, such as limited time during meetings, a lack of deeper academic references, and the need for more practical teaching examples.

2. Ability to Design Learning Plans

The Teacher Forum plays an important role in developing teachers' abilities to design learning plans that cater to students' needs and learning goals. The forum encourages teachers to use more innovative approaches that align with students' characteristics. It provides opportunities for teachers to discuss and exchange ideas about how to design effective lessons that are relevant to students' diverse needs. Teachers also receive guidance on how to align their teaching methods with curriculum objectives and evaluate the effectiveness of their teaching strategies. However, time constraints during meetings and the need for more in-depth evaluation of the implemented plans remain significant challenges.

3. Ability to Use Learning Media and Technology

The Teacher Forum significantly contributes to teachers' ability to integrate technology into their teaching practices. With the rise of digital learning tools, it is essential for teachers to adopt technology that can make the learning process more interactive and effective. The Teacher Forum has facilitated training on using various educational applications and platforms, such as Wordwall, Quizizz, Google Classroom, and Canva, which have helped teachers enhance their lessons. Although there has been significant improvement, some teachers still face challenges in fully applying these technologies in their classrooms, particularly due to limited access to devices and resources.

4. Ability to Assess and Evaluate Learning

The Teacher Forum plays a vital role in developing teachers' skills in creating effective assessments that measure student achievement accurately and fairly. Teachers are trained in various assessment techniques that allow them to evaluate students' cognitive, affective, and psychomotor skills. This includes learning to develop rubrics, formative and summative assessments, and providing constructive feedback. However, some teachers still face challenges in tailoring assessments to meet individual student needs and in ensuring that all students receive fair and equitable assessments.

5. Ability to Develop Challenging and Meaningful Learning

The Teacher Forum also plays a significant role in helping teachers design lessons that foster critical thinking and creativity. Teachers are trained in using problem-based learning, open discussions, and collaborative projects to encourage students to think critically and creatively. By participating in these workshops, teachers are better equipped to create dynamic learning environments where students are actively involved. Despite these

efforts, there is still room for improvement, particularly in providing more hands-on examples and ensuring that students are engaged in long-term creative learning.

6. Ongoing Professional Development

The Teacher Forum has a significant role in ensuring that teachers continue to adapt to the evolving education landscape. Through workshops, seminars, and training sessions, teachers are provided with opportunities to update their knowledge and skills, particularly in the use of new technologies and teaching methodologies. This ongoing professional development is essential for ensuring that teachers remain relevant and effective in meeting students' evolving needs. However, there is still a need for more intensive, hands-on training and more frequent sessions to enhance the practical application of new knowledge.

Forum plays a vital role in enhancing the professional competence of teachers at UPT SPF SMP Negeri 4 Makassar. While the forum has helped improve teachers' skills in mastering subject matter, designing learning plans, using technology, assessing learning, and fostering creativity, there are still areas that require further improvement. These include providing more opportunities for hands-on training, improving access to digital resources, offering more in-depth workshops on assessment, and ensuring that the skills acquired are effectively implemented in the classroom. With ongoing innovation and adjustments to the training sessions, the Teacher Forum can continue to provide valuable support for teachers in adapting to the challenges and opportunities in education.

Analysis of the Role of Teacher Forum in IPS Learning Innovation at UPT SPF SMP Negeri 4 Makassar

1. Curriculum Development Based on Competence

The Teacher Forum plays a crucial role in developing teachers' skills in implementing a competence-based curriculum. It facilitates teachers to share experiences, discuss strategies, and improve teaching methods aligned with curriculum goals. Teachers report that MGMP enhances their understanding of the curriculum and helps them become more creative and effective in teaching. However, more attention is needed in the practical application of competence-based curriculum implementation in classrooms.

2. Use of Diverse Learning Approaches

The Teacher Forum fosters the development of various learning approaches to engage students actively. Teachers are trained in methods like project-based learning, cooperative learning, and technology integration. These methods have been effective in encouraging student participation and creativity. Despite positive results, some teachers feel the need for more practical implementation and support in applying these approaches in class.

3. Technology Integration in Learning

The Teacher Forum plays an essential role in equipping teachers with the skills to integrate technology into their teaching. Teachers are trained in using educational apps and digital tools like Google Classroom, Kahoot, and Canva, which make learning more interactive and engaging. While technology has improved lesson delivery, teachers still face challenges in fully integrating these tools across all learning activities.

4. Active Student Participation in Learning

The Teacher Forum helps teachers implement learning methods that promote active student participation, such as group discussions, problem-solving, and project-based learning. These approaches have proven effective in enhancing student involvement and understanding. However, some teachers face challenges in managing large class activities and selecting appropriate methods for specific topics.

5. Competency-Based Assessment

The Teacher Forum supports teachers in conducting holistic assessments, including cognitive, skill-based, and attitudinal evaluations. Teachers report increased confidence in designing assessments that better reflect student abilities. However, some still face challenges in creating clear and objective assessment rubrics, especially for project-based evaluations. More training and practical support are needed to enhance assessment efficiency and effectiveness.

The Teacher Forum significantly enhances teachers' skills in implementing innovative learning methods, integrating technology, and conducting comprehensive assessments. However, further improvements in practical application and support are required to ensure these innovations are effectively implemented in the classroom.

Discussion

Analysis of the Role of Teacher Forum in Improving Pedagogical Competence of Teachers at UPT SPF SMP Negeri 4 Makassar

This study focuses on the role of the Teacher Forum (MGMP) in improving the pedagogical competence of teachers at UPT SPF SMP Negeri 4 Makassar. Pedagogical competence includes the ability to plan, implement, and evaluate teaching to create effective learning experiences for students. The study analyzed six indicators: understanding student characteristics, mastering learning material, lesson planning, teaching implementation, evaluating learning outcomes, and building positive relationships with students.

The findings show that teachers actively participating in MGMP have a better understanding of student characteristics, allowing them to tailor teaching methods to students' needs (Prasetyo, 2021). MGMP also helps improve teachers' mastery of learning materials, offering a platform for teachers to exchange ideas and update their knowledge according to the curriculum (Rahman, 2022). Regarding lesson planning, active MGMP participants are more adept at creating systematic and student-centered lesson plans (Handayani, 2023). In terms of teaching implementation, MGMP encourages teachers to innovate with strategies like project-based learning and technology integration (Prasetyo, 2021).

MGMP also helps teachers develop more objective evaluation methods, moving beyond traditional assessments to include project-based and formative evaluations (Rahman, 2022). Moreover, MGMP enhances teachers' abilities to build positive relationships with students, which improves student motivation and engagement (Handayani, 2023). However, challenges remain, such as time constraints and the applicability of MGMP content in real classroom settings. Teachers who are less involved in MGMP report fewer benefits, indicating that consistent participation is key for maximizing the forum's impact. Support from school leadership is crucial for MGMP's effectiveness, as active encouragement fosters a dynamic and innovative learning environment. MGMP significantly contributes to improving pedagogical competence, especially in understanding students, mastering material, planning and delivering lessons, and fostering positive student-teacher relationships. For better effectiveness, MGMP should offer more relevant and practical training, and the education department could provide incentives for active participants.

Analysis of the Role of MGMP in Enhancing Professional Competence at UPT SPF SMP Negeri 4 Makassar

This study explores the role of MGMP in enhancing the professional competence of teachers at UPT SPF SMP Negeri 4 Makassar, focusing on six key areas: mastery of content, lesson design, use of media and technology, assessment, and ongoing professional development.

Active participation in MGMP helps teachers stay updated on curriculum developments and enhances their ability to teach effectively (Handayani, 2023). MGMP provides a platform for sharing innovative teaching strategies and improving lesson planning skills (Prasetyo, 2021). The forum also introduces teachers to using digital tools like Google Classroom and Kahoot, which enhance student engagement (Rahman, 2023). However, some teachers still face challenges in fully adopting technology. MGMP also aids in developing diverse assessment methods, emphasizing both cognitive and non-cognitive skills (Handayani, 2023).

Teachers are trained in project-based and portfolio assessments, though some still rely on conventional methods due to time constraints. The forum encourages continuous professional growth, but teacher motivation is influenced by school support and local policies. MGMP is instrumental in improving teachers' professional competence. To maximize its impact, MGMP should offer more practical training and focus on technology integration, with support from school leadership and the education department.

5. CONCLUSION AND LIMITATION

Conclusion

This study explores the role of Teacher Forums in enhancing the pedagogical and professional competencies of teachers at UPT SPF SMP Negeri 4 Makassar, and its impact on innovations in Social Science (IPS) education. The findings indicate that Teacher Forums significantly contribute to teachers' understanding of student characteristics, mastery of teaching materials, as well as planning and implementing effective lessons. However, the effectiveness of Teacher Forums heavily relies on active teacher participation and the support from school management. Additionally, Teacher Forums play a role in improving professional competencies, including content mastery, the use of technology, and the development of more challenging teaching strategies.

This research is valuable in expanding the understanding of Teacher Forums' role in fostering teacher professionalism in Indonesia. Scientifically, it contributes to the knowledge of how Teacher Forums function not only as a platform for sharing experiences but also as a tool for driving innovations in teaching that are relevant to the needs of students and the development of education. Practically, the study provides insights for educational policies in designing more applicable Teacher Forum programs and offering incentives to teachers who are actively involved.

Limitation

This study has limitations, such as the scope of the respondents being limited to a single school, which may not fully represent the broader picture of Teacher Forum implementation in various contexts. Future research should be conducted with a more diverse and extensive sample, focusing on other external factors that may influence the effectiveness of Teacher Forums, such as school infrastructure and local government policies. Further studies could explore the impact of Teacher Forums on professional development at higher education levels, as well as the effectiveness of technology in Teacher Forum-based education.

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