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The Influence of Subject Teacher Deliberation (Mgmp), Teacher Resilience, and Academic Supervision on Cultural Arts Learning Quality in Gresik Regency Junior High Schools

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Abstract: His study aims to analyze the influence of subject teacher forums (MGMP), teacher resilience, and academic supervision on the quality of learning in public junior high schools in Gresik Regency. The research employed a quantitative approach with a survey method, involving 30 arts and culture teachers as respondents. Data were collected using validated and reliable questionnaires and analyzed through multiple regression analysis. The findings reveal that MGMP, teacher resilience, and academic supervision each have a positive and significant effect on the quality of learning. MGMP contributes by enhancing pedagogical competence and encouraging collaborative practices among teachers. Teacher resilience supports the ability to adapt and remain committed under various educational challenges. Academic supervision functions as a professional development tool, providing reflective feedback to improve teaching practices. Simultaneously, these three factors influence learning quality by 92.2%, emphasizing the importance of an integrated approach in improving educational outcomes. The study concludes that strengthening teacher professionalism, emotional endurance, and supervisory systems is crucial in achieving sustainable improvements in the quality of education at the junior secondary level.

Keywords: MGMP, Teacher Resilience, Academic Supervision, Learning Quality, Junior High School Education.

INTRODUCTION

Education has an essential role in shaping superior and competent human resources, especially in the face of global dynamics and rapid digital transformation. Law No. 20/2003 on the National Education System emphasizes that education aims not only to master knowledge, but also to shape the character and personality of students as a whole. In this

context, the quality of learning becomes the main indicator in the successful achievement of educational goals. This success is determined by various factors, one of which is the role of the teacher as the main actor in the learning process in the classroom.

The quality of learning is not only determined by the curriculum and facilities, but also depends on the competence, psychological resilience, and professional development of teachers. The challenges faced by teachers today are increasingly complex, ranging from the demands of adapting to an independent curriculum, utilizing learning technology, to the dynamics of student character. This requires a professionalism development strategy that is not only oriented towards improving academic competence, but also on the mental and social resilience of teachers in carrying out their duties.

In the context of junior secondary education, efforts to improve the quality of learning are a crucial issue. Data from the Gresik District Education Balance Sheet reveals that although the education participation rate is quite high quantitatively, there are disparities in the quality of the learning process and the qualifications of educators. Among other things, there are still teachers who do not meet academic qualifications or have not been certified, and some education units do not have adequate learning support infrastructure. This shows that disparities occur not only in terms of education inputs but also in terms of learning processes and outputs.

One important initiative in strengthening the quality of learning is the existence of MGMP (Musyawarah Guru Mata Pelajaran). MGMP is a strategic vehicle for teachers to strengthen pedagogical competencies through professional discussions, training and collaboration. On the other hand, academic supervision conducted by school principals or education supervisors has a significant role in providing guidance and assessment of learning practices in the classroom. These two aspects, if implemented optimally, can improve teachers' capacity to manage the classroom and deliver material effectively.

In addition to institutional factors, teacher resilience is also a key element in ensuring successful learning. Resilience, as an individual's ability to survive and adapt to pressure or change, is essential for teachers in facing challenges such as administrative workload, psychological pressure, and uncertainty in education policy. Teachers with high levels of resilience are more likely to create a positive classroom atmosphere, develop innovative learning strategies and keep students' motivation high.

However, the facts on the ground show that the implementation of MGMP has not been optimal in several regions, including Gresik District. MGMP activities are often considered an administrative formality, rather than a substantive professional development medium. This is also the case with academic supervision, which is sometimes more evaluative than constructive. Meanwhile, not many education policies explicitly integrate aspects of teacher resilience in professional development programs.

This problem becomes even more complex when the quality of Cultural Arts learning, as part of local content that aims to shape character and strengthen students' cultural identity, has not received adequate attention. Based on the data, this subject is only taught in a small number of schools, even though it has great potential in supporting contextual, fun and meaningful learning. This confirms that there needs to be more attention in strengthening Cultural Arts learning, both in terms of teacher capacity, learning methods, and institutional support.

In the education systems framework, MGMP, teacher resilience and academic supervision can be viewed as three interrelated subsystems that influence the overall quality of learning. Therefore, an integrative approach that examines the relationship between the three is important in efforts to improve the quality of education, especially at the junior secondary level. This study aims to empirically evaluate how the synergy between MGMP, teachers' psychological resilience and academic supervision impacts on the quality of Cultural Arts learning in Gresik district.

Thus, the urgency of this research lies in its contribution to filling the theoretical and practical gaps regarding the development of learning quality based on systemic and

collaborative approaches. It is hoped that the results of this research can be the basis for formulating education policies that are more comprehensive, sustainable and oriented towards strengthening the capacity of teachers as the spearhead of improving the quality of education.

METHOD

This study uses a quantitative approach with survey design as the main method of data collection. This approach was chosen because it is able to describe the relationship between variables statistically and allows researchers to test the influence between the variables studied, namely MGMP, teacher resilience, academic supervision, and the quality of Cultural Arts learning at the junior high school level in Gresik Regency. Data were collected through the distribution of structured questionnaires that had gone through a validation process, both in terms of content, construct, and appearance, so that the instruments used met scientific standards (Sugiyono, 2021).

Sampling was carried out using the multistage sampling method followed by simple random sampling so that each teacher in the population had the same opportunity to become a respondent. Determining the sample size using the Yamane formula, so that the number of respondents is representative of the population of Cultural Arts teachers at 35 State Junior High Schools in Gresik. The population in this study includes all Cultural Arts teachers who are actively teaching in the education unit, both those who have participated in MGMP and those who have not.

The collected data were classified based on the research variables, then analyzed descriptively and inferentially. Descriptive analysis was used to describe the general characteristics of respondents and the distribution of each variable, while inferential analysis was conducted to determine the partial and simultaneous effects of MGMP, teacher resilience, and academic supervision on learning quality. The data analysis process was carried out through the help of statistical software suitable for regression testing and path analysis so that the results could be interpreted accurately (Riduwan, 2022).

The entire analysis process is carried out systematically and guided by the rules of validity and reliability of instruments, including prerequisite tests of analysis such as normality, linearity, and multicollinearity. The data that has been analyzed is then presented in the form of tables and graphs to clarify the relationship between variables and facilitate drawing conclusions. The findings from this analysis will be used to identify the extent to which the role of MGMP, resilience, and academic supervision in improving the quality of learning, as well as providing strategic recommendations for improving the quality of education at the junior high school level, especially in the field of Cultural Arts.

RESULTS AND DISCUSSION

MGMP's influence on learning quality

The results of the regression analysis prove that MGMP (Musyawarah Guru Mata Pelajaran) has a significant influence on learning quality, indicated by a significance value of 0.000 and a regression coefficient of 0.427. This means that MGMP contributes positively to improving the quality of learning by 0.427 points every time there is a strengthening of its role and function in the education unit.

Conceptually, MGMP is a professional forum that is a strategic place for teachers to reflect on the learning practices that have been carried out, as well as develop teaching plans that are more structured and in accordance with curriculum demands. The function of MGMP is not only limited to equalizing perceptions between subject teachers, but also includes increasing pedagogical capacity, collaboration in developing teaching tools, and strengthening competencies based on the needs of students.

In terms of implementation, MGMPs that run optimally are able to create a cycle of continuous quality improvement in education. Teachers who are active in MGMP are more

likely to make learning innovations, such as applying problem-based learning (PBL) models, differentiated learning, and using digital media. In addition, MGMP is also a medium for internalizing the latest education policies such as the Merdeka Curriculum, so its existence accelerates teacher adaptation to educational transformation.

However, the reality in the field shows that the effectiveness of MGMPs is highly dependent on the support of school principals, the commitment of teachers, and the presence of competent facilitators. MGMPs that are merely a formality tend not to have a significant impact. Therefore, strengthening MGMP institutions through adequate funding, facilitator training, and supervision of activities is important to ensure the sustainability of its contribution to learning quality.

The Effect of Teacher Resilience on Learning Quality

The regression results show that teacher resilience has a positive and significant influence on learning quality, indicated by a significance value of 0.007 and a regression coefficient of 0.231. This finding confirms that teachers who have high resilience are more capable of creating an effective, adaptive, and student-centered learning process.

Teacher resilience is a form of psychological competence that enables educators to survive, grow and cope with pressure in complex situations. Resilience includes the ability to manage stress, maintain commitment to the profession, maintain interpersonal relationships, and adapt to policy changes and work demands. In the context of new curriculum implementation, shifting teacher roles, and high parental expectations, resilience is a key prerequisite in shaping mentally and emotionally resilient teachers.

Resilient teachers tend to be able to face learning challenges such as student heterogeneity, facility constraints, and high administrative burdens. They are more emotionally stable, able to resolve conflicts constructively, and do not easily lose motivation when they encounter failures in the learning process. Resilience also strengthens teachers' confidence in making appropriate pedagogical decisions, and increases emotional engagement in assisting students holistically.

From the social aspect, teacher resilience is also formed from work environment support such as teacher team collaboration, supportive principal leadership, and a healthy work culture. Research shows that psychological interventions such as self-regulation training, mindfulness, and peer support programs are effective in building resilience. Therefore, teacher professional development needs to be directed not only at cognitive aspects and teaching skills, but also at affective and psychological aspects as part of the development of a complete education human resource.

Effect of Academic Supervision on Learning Quality

Academic supervision, with a significance value of 0.000 and a regression coefficient of 0.285, was shown to have a significant effect on learning quality. This suggests that effective supervision oriented towards developing teachers' competencies directly contributes to improving the quality of the teaching and learning process.

Academic supervision is not just an administrative evaluation activity, but a professional development process that aims to improve teacher performance on an ongoing basis. In this framework, supervisors (usually principals or supervisors) act as facilitators, mentors and reflective partners for teachers. The supervision process, which includes planning, classroom observation, feedback and joint reflection, becomes an important tool in improving the quality of lesson planning, method use, classroom management and assessment.

It is important to note that impactful supervision is participatory, personalized and needs-based. This kind of supervision is able to reveal teachers' training needs, encourage pedagogical innovation and facilitate teachers' self-development in accordance with the school context. On

the other hand, supervision that only focuses on administrative compliance or documentation reports will create resistance from teachers and fail to create meaningful change.

The effectiveness of academic supervision is also determined by the capacity of principals or supervisors in carrying out their role as instructional leaders. Therefore, coaching and mentoring-based supervision training and the development of empirical data-based teacher performance indicators are needed to ensure that supervision does not become a burden but rather a meaningful coaching opportunity. In the long run, continuous academic supervision will strengthen the culture of quality in schools and encourage teachers to always improve their professionalism reflectively.

Simultaneous Effect of MGMP, Teacher Resilience, and Academic Supervision on Learning Quality

Simultaneously, the three variables, namely MGMP, teacher resilience, and academic supervision, have a significant effect on learning quality with a combined contribution of 92.2% ($R^2 = 0.922$). This shows that learning quality cannot be separated from a supportive teacher work ecosystem, psychological well-being, and intensive professional coaching.

The three variables work synergistically: MGMP becomes the center of collaboration and pedagogical knowledge development, teacher resilience maintains stability and motivation in the learning process, while academic supervision ensures continuous evaluation and improvement. This combination forms a complementary system in creating a quality learning environment oriented towards improving student learning outcomes.

This simultaneous effect also emphasizes the importance of a systemic approach in education quality improvement policies. It is not enough to strengthen one aspect, such as teacher training, but it needs to be integrated with programs to strengthen resilience and progressive supervision. Schools and education offices need to develop comprehensive monitoring and evaluation systems and design interventions that balance technical (competency) and non-technical (psychological and managerial) aspects of the teacher development process.

In this context, the direction of education policy should ideally lead to the formation of an adaptive, resilient and accountable teacher professional ecosystem, with supervision as a link between teacher needs and improved learning quality. If done consistently and measurably, the combination of these three variables has high leverage to bring about a transformation in the quality of education for the better.

CONCLUSION

Research on the influence of MGMP, teacher resilience and academic supervision on learning quality in public junior high schools in Gresik district shows that these three variables have a significant contribution to improving the quality of education. The results of the regression analysis state that all three have a positive influence partially and simultaneously on the quality of learning, with a very high combined contribution of 92.2%.

First, teachers' involvement in subject teachers' meetings (MGMP) is proven to improve learning quality. Structured MGMP activities encourage teachers to be more active in designing teaching tools, sharing good practices, and aligning learning with students' needs. Any increase in MGMP effectiveness contributes significantly to improving the quality of the teaching and learning process.

Second, the level of teacher resilience plays an important role in maintaining emotional stability, resilience in dealing with work pressure, and motivation in delivering meaningful learning. Resilient teachers are better able to deal with the dynamics of education, thus creating a conducive, flexible and inclusive classroom climate.

Third, academic supervision conducted in a reflective and constructive manner is proven to strengthen the quality of teachers' teaching practices. Effective supervision is able to

encourage the improvement of teachers' pedagogical, professional and personal competencies, while providing constructive feedback for continuous improvement.

Together, MGMP, teacher resilience and academic supervision are the main pillars in shaping an adaptive and quality learning system at the junior secondary school level. These three aspects strengthen each other and form an ecosystem that supports the overall improvement of learning quality. Therefore, efforts to improve the quality of education need to be carried out through an integrative approach that involves improving teacher professionalism, strengthening psychological resilience and continuous coaching through academic supervision.

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