Factors influencing low motivation of PKWU teachers and organizational climate in the participation of MGMP

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Abstract. This study aimed to analyze the factors contributing to the low motivation and organizational climate of the Subject Teacher Consultation Forum (MGMP) for Handicrafts and Entrepreneurship (PKWu) regarding teacher participation in activities within the DKI Jakarta area. Using a descriptive qualitative method, data were collected through both in-person and online interviews. The primary respondents consisted of five teachers from five regions in DKI Jakarta, whose motivation levels were assessed. The selection of these teachers as respondents was based on their teaching experience and their role as core administrators of the MGMP. Research result, showed that teachers' motivation to participate in MGMP activities was largely influenced by the achievement motive and the expectation of recognition. Most teachers were willing to forgo incentives but expected acknowledgment for their contributions. On the other hand, the organizational climate was assessed as relatively positive, as the management was willing to take risks regarding work programs without significant conflicts, although differences of opinion could be effectively resolved. However, several weaknesses were identified, particularly within the structural elements of the organization. The MGMP lacked formal statutes and bylaws, the administrators demonstrated limited accountability, there was no incentive system in place, and only one region had a work program serving as the organization's standard operating procedure. These factors served as major obstacles to develop a more effective organizational climate. The need for policy involvement from stakeholders to establish regulations requiring teachers to be assigned to the PKWu subject for a minimum of two years. This aligned with the study's findings that external factors, particularly from superiors, influenced individuals' willingness to engage in self-development, especially in MGMP activities.

Introduction

The subject teacher consultation forum (MGMP), as an association or group of teachers, was expected to play an important role in improving teachers' competencies, both pedagogical and professional. MGMP served as a platform for teachers from various levels—school units, districts/cities, and provinces—to engage in discussions and conduct training sessions for strengthening competencies. Therefore, it could be stated that MGMP had a strategic role in enhancing and reinforcing teacher competence (Kasim, 1993). As a professional platform based on subject areas, MGMP was expected to be managed professionally, with structured programming, and specifically directed towards developing standardized concepts for teaching and assessment at the national level (Hariwirawan, 2020). This aligned with the founding objectives of MGMP, namely to provide a space for teachers to utilize and actively participate in their

professional development. Through active engagement and participation, it was expected that teachers would be able to share experiences, particularly in solving challenges related to teaching, especially in the subject of Handicrafts and Entrepreneurship (PKWu).

The strategic role of MGMP was particularly important for the subject of Handicrafts and Entrepreneurship, which could be considered a relatively new subject. It was introduced as a compulsory subject (Group B) with the implementation of 2013 Curriculum. However, in the Merdeka Curriculum, the subject changed status to an elective at the senior high school level. Despite this, MGMP had not yet demonstrated a strategic role for PKWu teachers. This was evident from the low participation rate of MGMP members in activities organized by the forum. This analysis was based on interview data with a MGMP PKWu official in DKI Jakarta, who reported that teacher participation from regions implementing work programs remained at around 30%. This served as one of the main foundations for this study.

As previously explained, the presence of the subject Handicrafts and Entrepreneurship at the senior high school level in the 2013 Curriculum was not easy to implement due to various factors. Among them was Regulation of the Minister of Education and Culture No. 16 of 2019, which stipulated that only teachers certified in Economics, Biology, Physics, or Chemistry were authorized to teach the subject. The rationale was that teachers with these certificates were deemed competent to teach Handicrafts and Entrepreneurship, as the subject encompassed elements such as craft, food processing, cultivation, and engineering. At the senior high school level, the expected learning outcomes of the subject were not only for students to understand and know how to make products (including crafts, food or beverages, fish, poultry, plants, and the application of simple, appropriate technologies), but also to produce items with economic value or market viability. This represented a progression from the junior high school level, which focused mainly on knowledge and understanding of production techniques. Through these entrepreneurship-oriented learning activities, students were expected to develop entrepreneurial character traits such as creativity, innovation, discipline, perseverance, collaboration, and effective communication.

In its implementation, teachers were expected not only to explain theoretical aspects of entrepreneurship or content from reference materials, but also to serve as role models who demonstrated practical entrepreneurial skills. As entrepreneurship educators, teachers had a crucial role in shaping entrepreneurial thinking and behavior. It was recommended that, to achieve the goal of equipping students with entrepreneurial competence, teachers should act as entrepreneurial role models (Joensuu-Salo et al., 2021).

In a previous study, Joensuu-Salo (2021) proposed that two prerequisites were essential for improving entrepreneurship education in schools: (1) teachers needed to possess entrepreneurial competence, and (2) teachers needed to maintain a positive attitude toward entrepreneurship. Research conducted in Finland involving 1,011 higher education teachers from 21 different institutions revealed compelling findings about the implementation of entrepreneurship education. Teachers who demonstrated innovative capabilities and a willingness to take risks in developing teaching methods were the ones who significantly contributed to the enhancement of students' entrepreneurial competence. A study conducted by Astuti et al. (2023) titled "Implementasi Pendidikan Prakarya dan Kewirausahaan dalam membentuk Sikap Wirausaha pada Siswa" showed that the learning process of Craft and Entrepreneurship subjects was able to foster entrepreneurial attitudes. This was measured based on observations and interviews with students of SMA Negeri 2 Kulisusu. However, this has not been followed by the ability to seek or create business opportunities, as the learning process still primarily focused on academic achievement. The study also revealed that both teachers and students remained oriented towards achieving scores that were assessed based on the realization of products created by the students.

Based on the facts described above, the MGMP PKWu (Subject Teachers' Working Group for Craft and Entrepreneurship) should play a strategic role. Given the lack of practical skills supported by formal education and the minimal entrepreneurial experience among teachers, MGMP PKWu is expected to serve as the most appropriate forum for teachers to discuss, share, and receive information, as well as to engage in training that improves both content mastery and pedagogical skills (Satyani, 2021). However, to this day, MGMP PKWu, especially at the provincial level in DKI Jakarta, has not become an attractive platform. Teachers tend to ask questions in Whatsapp groups formed for communication, such as whether any fellow teachers have learning resources or assessment tools. Yet, as stipulated in Permendikbud No. 24 of 2016, the preparation of teaching instruments, including lesson plans, is entirely within the teacher's authority. Since teacher best understand their students' characteristics, they can more appropriately choose the most suitable models or methods to ensure optimal achievement of learning objectives.

According to Utomo (2018), the more successful an individual in developing themselves as a teacher, the more they will strive for greater improvement. One factor influencing a teacher's professional performance is teaching motivation. Motivation is a driving force that directs an individual towards their goal. In other words, when organizational goals are achieved, the personal goals of the organization's members are also fulfilled (Hadi, 2016). Another study by Wulandari (2018) found that the learning process of Craft and Entrepreneurship yielded significant results using the lesson study model, which involves planning, implementation, and reflection stages carried out by a model teacher. During the planning phase, the model teacher was required to design the learning concept, develop strategies, and create observation and assessment sheets. At the beginning of the lesson, the teacher explained the learning objectives and material, stimulated students by asking varied questions to encourage active participation. This approach fostered a highly active classroom environment with enthusiastic student engagement (Miada, 2021).

According to McClelland's (2006) Achievement Motivation Theory, there are three factors or dimensions of motivation: (1) motive, (2) expectation, and (3) incentive. Motive refers to the desire that stimulates one's willingness to work. Each motive has a specific goal to achieve. The internal drive, the level of reasoning or motive that propels a person, reflects their willingness to take action, which may be driven by internal thought processes or external stimuli. Hadi's (2016) research provided the following insights: 1) the influence of organizational climate on professional teacher performance was categorized as fairly good. Organizational climate includes support and warmth. This means that the organizational climate can influence, encourage, guide, direct, and mobilize all teachers to carry out their tasks effectively; 2) the influence of teaching motivation on teacher performance showed a good level of impact. Hence, the primary concern for all teachers is to improve their competencies in order to enhance the quality of learning; 3) the combined influence of organizational climate and teaching motivation on professional teacher performance revealed that teacher performance is jointly affected by these two variables.

The indicators of organizational climate, according to Stringer as cited in Rahmawati & Supartha (2015), are as follows:
1. Structure—Reflects how employees perceive role clarity and task division in the organization.
2. Responsibility—Reflects employees' sense of involvement in ongoing work processes.
3. Reward–Indicates employees' feelings of being appreciated and rewarded for their hard work.
4. Support–Reflects mutual trust and support among workgroups.
5. Commitment–Reflects employees' pride in being part of their organization.

Litwin and Stringer also described nine dimensions of organizational climate:
1. Structure indicates a formal or informal environment. This dimension reflects boundaries within groups, rules, procedures, and whether the emphasis is on bureaucracy or informality.

2. Responsibility describes the feeling of being one's own leader, without the need to double-check every decision.
3. Reward reflects a sense of appreciation for successfully completed tasks, focusing more on positive reinforcement than punishment.
4. Risk indicates how open an organization is to taking risks and accepting new ideas and methods.
5. Warmth describes the friendliness and cordial atmosphere of the organization.
6. Support pertains to mutual support and collaboration between colleagues, emphasizing reciprocal assistance between superiors and subordinates.
7. Standard reflects the importance of performance standards and the challenge of achieving both individual and group goals.
8. Conflict represents disagreements among members or groups over shared resources.
9. Identity refers to the sense of belonging and acceptance within the organization.

According to Wirawan Anggarwati & Nurchayanto (2020), organizational climate refers to the perceptions of organizational members (individually or in groups) and those regularly associated with the organization about what exists or happens within the internal organizational environment, influencing attitudes, behaviors, and ultimately organizational performance. From the aforementioned studies, it can be seen that there is a strong correlation between teacher motivation, professional organizations, and teacher performance in carrying out their duties. However, this has not yet become the main foundation for Craft and Entrepreneurship teachers in Indonesia, particularly in DKI Jakarta, who form the population of this research (Brown et al., 2020).

This situation clearly presents a problem in achieving educational objectives, as teachers are the main drivers of the educational process. The strength of a teacher's motivation directly affects students, particularly in shaping entrepreneurial values (Suhardita et al., 2024). One important aspect to explore in this study is why MGMP PKWu in DKI Jakarta, as a professional forum, has not yet succeeded in fostering teachers' awareness to continuously develop themselves. Teacher self-development must be carried out continuously, as it significantly impacts how teachers carry out the learning process and assess students. The more teachers expand their knowledge, not just to help students achieve or exceed minimum competency standards, but also to embed entrepreneurial values, the more these values will become a lasting impact of the learning process. Considering the previous studies and the current phenomenon as described by MGMP administrators regarding low teacher participation, it is important to examine the underlying causes of this issue. Therefore, this research aims to analyze the factors contributing to the low motivation of Craft and Entrepreneurship teachers in participating in MGMP PKWu activities in DKI Jakarta as a platform for self-development.

The research question that arises from this background is: What are the factors causing the low motivation of Craft and Entrepreneurship teachers to engage in MGMP activities, and what is the current organizational climate within MGMP PKWu in DKI Jakarta? This study aims to analyze the contributing factors to the low motivation and organizational climate of the Subject Teachers' Working Group (MGMP) for Craft and Entrepreneurship (PKWu) in relation to teacher participation in its activities in the DKI Jakarta region. The findings of this study are expected to provide concrete field data on teachers' motivation as subjects within the organization; as of the time of this study, why teachers' motivation to participate in MGMP activities remains low. It seeks to determine whether this low motivation stems from internal or external factors. The results are also expected to provide valuable insights for MGMP administrators in designing programs that can enhance participation motivation, as well as gather information on the organizational climate that has been and should be created by MGMP PKWu leadership. This is part of their responsibility after receiving an official decree (SK) from the local Education Office to carry out work programs

as a platform for teacher development. This research is also intended to be beneficial for policy makers such as school principals in supporting teachers' professional development through MGMP activities, which are expected to improve the quality of teaching and teacher work ethic. Furthermore, it can assist local education offices in formulating regulations and providing support for MGMP administrators and participating teachers.

Method

This study employed a descriptive qualitative method. According to Nurlaeli & Saryono (2018), qualitative research is used to investigate, discover, describe, and explain qualities or characteristics of social influences that cannot be explained, measured, or illustrated through quantitative methods. The sample in this study was selected using purposive sampling, a technique in which samples are determined based on specific criteria (Sugiyono, 2015). The objective of this study is twofold. First, it aims to describe the events and phenomena related to the participation of Craft and Entrepreneurship (PKWu) teachers in activities organized by the MGMP (Subject Teachers' Working Group) administrators and to summarize these findings into research results. Therefore, this study falls into the category of qualitative research, as it does not aim to test or prove a particular hypothesis. Second, it seeks to develop conceptual understanding and interpretation of organizational climate theory as implemented by the MGMP PKWu administrators in the DKI Jakarta region.

The data sources in this study were derived from interviews with PKWu teachers who provided information about their motivation to participate in MGMP activities, as well as MGMP administrators who shared insights into how organizational climate was built or implemented. In addition, the researcher also utilized written sources relevant to the research needs. Data collection was carried out through interviews, conducted via online communication using Google Meet, based on a mutually agreed schedule. This technique involved direct communication with respondents through a dialogic (Q&A) format.

The final stage involved data analysis, conducted after all data had been collected from respondents. The researcher then processed the data based on the theoretical framework to draw conclusions from the study. The research flow is described as follows:
1. The researcher prepared a set of guided questions based on relevant theories to gather information from respondents and conducted interviews accordingly;
2. Respondents were asked for their availability, and interview appointments were scheduled;
3. Interviews were conducted with MGMP administrators and teachers in the DKI Jakarta region, who were asked to provide general insights regarding teacher involvement in MGMP PKWu activities, as well as how the administrators fulfilled their responsibilities in creating an organizational climate where teachers were expected to actively engage in the work programs, using the prepared interview guide;
4. From these findings, the researcher identified information relevant to the theoretical framework used in the study;
5. The interview results were then analyzed using appropriate methods and supporting theories, ultimately leading to the study's conclusions.

The primary group of respondents in this study consisted of MGMP PKWu administrators from the five regions of DKI Jakarta. The selected respondents from the administrator group were the chairpersons or secretaries of the MGMP, as they were considered to possess comprehensive information regarding the MGMP's work programs. Their responses were expected to offer a concrete depiction of the organizational climate, in line with the theoretical foundation of the

research. The second group of respondents consisted of teachers, one from each region, selected randomly to represent the teaching perspective.

To gain a thorough understanding of the conditions and activities conducted by the MGMP PKWu in Central Jakarta, the researcher conducted interviews with MGMP administrators to gather information on how they carried out their roles as facilitators for Craft and Entrepreneurship teachers in their professional development. Such development is essential for teachers to keep up with ongoing advancements in education, especially those directly related to their core duties and functions, particularly for teachers of the Craft and Entrepreneurship subject. The criteria for the second group of respondents included length of service and experience teaching PKWu. The interviews were conducted in stages, some were held in person and recorded using audio devices, while others were conducted online via Google Meet. Although the duration of interview sessions varied among respondents, the questions used to collect the data remained consistent, ensuring the reliability of the research findings.

The interviews results from both, the administrators, who provided insight into the organizational climate being fostered to support teachers' self-development needs in the learning process, and the teachers, who shared their motivation for participating in MGMP activities, were then validated using the theories of motivation and organizational climate employed in this research. The researcher assessed whether the factors identified in the responses aligned with the theoretical constructs. These alignments or discrepancies were presented in the form of response excerpts and tabulated in tables to facilitate the process of drawing conclusions.

Results and Discussion
1. Teacher Motivation
As members of an organization, an individual's full engagement in performing their role is influenced by their underlying motivation. This can be seen through their motives, organizational expectations, and the incentives they expect to receive. One of the key motivational factors that drives teachers to voluntarily join an organization is their underlying motive. Motives can be categorized into three types: affiliation, power, and achievement motives (Widana et al., 2019). The affiliation motive refers to the desire to create a warm, relaxed, and harmonious atmosphere among members of the MGMP PKWu administrators in the DKI Jakarta region. This kind of atmosphere develops naturally among members. So far, a good level of affiliation has been established, except in the Central Jakarta region, where MGMP PKWu activities have long been inactive, hindering the development of such an atmosphere. The power motive, in which leaders participate in MGMP to gain control or dominance, was not observed in this context. In fact, the organizational structure is usually formed based on appointments by the Education Office, which invites representatives from the MGMP. For example, in East Jakarta, the organizational structure consists only of a Chairperson, Vice Chairperson, Secretary, and Treasurer. This minimal structure reflects the lack of motivation among MGMP members to engage actively in its activities. The achievement motive indirectly influences the motivation of elected administrators to participate actively. They believe that such involvement can positively contribute to their professional portfolios and career development (Church, 1993).

Recognition and opportunity also play significant roles in motivating individuals to be active. A simple form of recognition may come from the leadership at the teacher's place of work. For example, Ms. Lara Hijriani shared that she was given the freedom to participate in activities outside school and was later appointed as a curriculum staff member at her school. This was attributed to her strong work ethic and involvement in professional development activities. Lastly, incentive motivation, which refers to the desire to receive compensation for one's involvement in organizational activities, was also considered. Some respondents acknowledged that incentives

could influence their motivation, particularly when they served as administrators. Among the three types of motives, achievement was the most dominant, accounting for 60% of the total responses. Based on the responses from both administrators and teacher representatives from the five regions of DKI Jakarta, and considering the indicators of motive, expectation, and incentive, the dominant motives identified were: power (20%) and affiliation (40%). This suggests that most teachers are motivated by opportunities to gain new knowledge and skills, which contribute to their professional development and potentially lead to recognition by their schools. In terms of expectation, the most dominant factors were recognition (80%) and opportunity (60%).

This indicates that teacher involvement in MGMP activities should ideally lead to recognition in the form of self-acknowledgment or institutional appreciation for their personal development efforts. However, this recognition is not necessarily the primary goal, as the sense of friendship within the organization itself also serves as a strong motivator. Furthermore, financial incentives were not a significant motivating factor for most respondents. This is evidenced by the fact that many teachers have had to cover participation costs themselves, and the data shows that none of the respondents rated incentives at 100% importance. The following table presents a summary of the respondents' answers regarding teacher motivation.

Table 1. Teacher Motivation Indicators

Variable	Subvariable / element:	Motive	PKWu teachers in Region									
			Central Jakarta		South Jakarta		West Jakarta		East Jakarta		North Jakarta	
			Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
Teacher Motivation	Motive	Affiliation Motive		√	√		√		√			√
		Power Motive		√		√		√	√			√
		Achievement Motive	√		√		√		√			√
	Expectation	Recognition	√		√		√		√		√	
		Opportunity	√		√		√		√			√
	Insentive	Reward		√	√		√			√		√

However, an interesting finding from the interview results showed that teachers' motivation in this study was more influenced by external factors than by internal ones. This was due to the leadership of the MGMP PKWu in several areas, such as Central Jakarta and North Jakarta, having not organized any activities during their tenure. It has significantly impacted the participation of Craft and Entrepreneurship teachers in these regions, as the absence of organizational activities by the MGMP administrators has left no avenue for engagement. Therefore, it is clear that external motivation, represented by regional MGMP activities, was insufficient, as no programs were conducted during the period of leadership.

2. Dimensions of Organizational Climate

The structure of an organization reflects its overall atmosphere, whether formal or informal. This dimension represents the boundaries within a group, including the number of rules, regulations, and procedures, as well as whether the organization emphasizes bureaucracy or adopts a more informal environment.

a. **Organizational Structure.** In each regional MGMP PKWu, structure can be identified by the existence of Articles of Association and Bylaws, which regulate the rights and responsibilities of each MGMP member. These documents should be established through a consensus among all members. The completeness of the organizational structure in this case, the Articles of Association and Bylaws which are also part of the organizational climate dimension has not been fulfilled by the MGMP at the regional level in DKI Jakarta. Based on interviews with five

administrators from five Jakarta regions, only one region reported having a formal AD/ART. Respondents from North Jakarta, East Jakarta, South Jakarta, and Central Jakarta explained that this lack of documentation was primarily due to the fact that many regional administrators also serve at the provincial level, making regional activities highly dependent on the provincial management.

b. **Responsibility.** A key organizational dimension is the sense of responsibility, particularly in how administrators carry out the tasks delegated to them through official decrees issued by the local education office. However, the interviews revealed that many administrators listed in the SK had not fully assumed their responsibilities. In some cases, administrators were chosen simply based on the memory of one teacher asked by the district office to propose a management team. This selection process often results in a lack of commitment or accountability. Additionally, Craft and Entrepreneurship is not the primary subject for many teachers, it often serves only to fulfill minimum teaching hours in the national teacher data system for receiving professional allowances. Another issue was poor communication; although social media groups had been created, they were rarely active or responsive, highlighting weak organizational management.

c. **Reward.** When carrying out their duties, administrators may be influenced by both internal and external motivations, such as potential rewards for successfully fulfilling their roles. Three interviewees stated that rewards, including non-material ones, could affect motivation and performance. Although MGMP PKWu is a non-profit organization, most administrators consciously do not expect financial compensation. However, if such rewards were provided, they would serve as external motivation that could enhance performance.

d. **Risk.** Organizational activities are not always bound by pre-planned work programs; ideas may arise dynamically based on members' perceived needs. In MGMP PKWu of DKI Jakarta, the administrators are relatively open to receiving suggestions from members. From the interview results, information was obtained from four out of five regions in DKI Jakarta that one of the reasons for the inactivity of members to contribute was also due to the passiveness of the administrators in carrying out activities in MGMP PKWu in their region. This is because the administrators have a large dependence on activities in the provincial level.

e. **Warmth.** This dimension refers to interpersonal acceptance among members and within the group as a whole. Respondents from all five regions noted that MGMP PKWu activities generally foster a sense of warmth, which includes good communication and mutual exchange of information.

f. **Support.** Support from leadership, in this case, school principals or supervisors, is also important. Respondents from 3 out of 5 regions in Jakarta, such as East Jakarta, North Jakarta, and West Jakarta reported receiving support from their leaders. Conversely, support was lacking in South Jakarta and Central Jakarta. One contributing factor was that teachers often handled multiple subjects with conflicting MGMP schedules. Support also depended on the source of the directive: if the instruction came from a higher authority than the school principal, support was more likely to be granted.

g. **Standards.** A key element in organizational success is the presence of clear standards. In this context, it refers to Standard Operating Procedures (SOP) for implementing MGMP PKWu activities. Among the five regions, no formal documentation of such standards was found, only informal or verbal standards existed.

h. **Conflict.** When a group of people gathers in an organization, interpersonal friction is inevitable. While conflict can affect both individuals and the organization, understanding its causes and finding appropriate solutions is crucial. In MGMP PKWu of DKI Jakarta, there were no major conflicts reported, only minor disagreements, which were considered natural and typically addressed by the administrators.

i. **Identity.** Based on the above findings, conflict does not significantly affect interpersonal relationships within the organization. This implies a general sense of comfort among members of MGMP PKWu. Ideally, such a condition should foster a sense of ownership among members toward the organization. However, this feeling was only reported in East Jakarta and South Jakarta, where work programs were created and implemented although not optimally. So with these activities, as administrators, a sense of belonging arises because it is carried out with a sense of responsibility, meaning that there are many other areas where a sense of belonging has not yet developed because the organization is not running as it should.

The following is a recapitulation of the results of interviews with sources related to organizational climate.

Table 2. Elements of organizational climate dimensions

Variable	Subvariable/ element:	Teachers of PKWu in 5 (five) regions of DKI Jakarta									
		Central Jakarta		South Jakarta		West Jakarta		East Jakarta		North Jakarta	
		Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
Dimensions of Organizational Climate	1. Organizational Structure	√		√		√		√			√
	2. Responsibility		√		√	√		√			√
	3. Reward	√			√	√		√		√	
	4. Risk	√		√		√		√		√	
	5. Warmth		√	√		√		√			√
	6. Support		√		√	√		√		√	
	7. Standards		√		√	√			√		√
	8. Conflict		√		√		√		√		√
	9. Identity		√	√			√	√			√

Conclusion

Based on the study results, a general overview of teachers' motivation reveals that the most dominant sub-variable is recognition, which accounted for 80% of the responses. The teachers participating in the study hoped that their involvement in MGMP activities would be acknowledged by their superiors as a form of recognition. However, such recognition has not yet been perceived by the teachers. Internal motivation, particularly, has not significantly influenced teacher participation in the activities organized by the MGMP PKWu administrators in the DKI Jakarta region. This is due to the fact that the regional administrators themselves have not yet succeeded in creating a conducive organizational climate. Meanwhile, from an organizational standpoint, the most influential factor in shaping the expected climate is the existence of Articles of Association and Bylaws (AD/ART) and a structured work program, which serve as the foundation for organizational activities. However, none of the regions possessed AD/ART documents, and only one region, West Jakarta, had a formal work program. This problem stems from the fact that several regional administrators also serve at the provincial MGMP PKWu level, making the regional administrators heavily reliant on activities organized at the provincial level.

Although these administrators had been officially appointed through decrees issued by the local district education offices, they had not fully assumed their responsibilities. This was largely because

their appointments were not based on merit or past performance, but rather by nomination or memory-based selection. Some administrators even had no prior communication with one another, as they had never met or interacted. This lack of coordination has contributed to the fact that two MGMP regions in DKI Jakarta have never implemented any work programs since receiving their SK. Moreover, a significant number of administrators expressed expectations of receiving incentives from their superiors, which they believed would enhance their performance and motivation in carrying out their duties.

Therefore, the board of the regional MGMP PKWu expects policymakers to establish binding regulations for teachers appointed to teach the subject of Craft and Entrepreneurship (PKWu), requiring them to commit to a minimum teaching period of 1–2 years. This is due to the current situation where teachers who have been entrusted with teaching PKWu, even after receiving official appointment letters—often return to teaching subjects in accordance with their academic degrees (such as Economics, Physics, Chemistry, or Biology) in less than a year. Furthermore, when issuing the organizational official decree by the Education Sub-Department in the DKI Jakarta region, there should first be a process of socialization and gradual monitoring of MGMP PKWu's organizational activities in the form of program development and implementation. This is important because invitations for activities are also copied to the Sub-Department of Education in each region.

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