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Six Roles of Teacher Organizations in Improving Professional Competence

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Abstract

Islamic Religious Education Subject Teacher Deliberation is a forum for developing teacher competency as well as correcting problems that exist in the teaching and learning process. This research aims to analyze the role of Islamic Religious Education Subject Teacher Deliberations in improving teachers' professional competence. This research uses qualitative methods with a case study approach (case study design). Data sources were taken from ten informants through in-depth interviews who were selected using the technique of purposive sampling, all informants are active educators and work as Islamic Religious Education teachers in the Islamic Religious Education Subject Teacher Conference activities throughout the city of Padang. All data obtained was analyzed through Milles Huberman's thematic analysis. The results of the analysis show that the role of the Islamic Religious Education Teacher organization in improving the professional competence of Islamic Religious Education teachers is: i) increasing the effectiveness of learning, ii) developing Islamic Religious Education materials (book reviews, seminars), iii) solving students' problems in learning, iv) workshop developing an independent curriculum, v) compiling materials teaching, vi) training in learning models. The results of this research can be used as initial data for future researchers in studying this problem in different contexts and issues.

INTRODUCTION

Teachers are a source of education in the learning process at school. Teachers as one of the components in teaching and learning activities are required to have the competence to determine the success of learning because the main function of teachers is to design, manage, implement, and evaluate learning (Cikka, 2020; Winda & Dafit, 2021; Zulkifli & Royes, 2017). In addition, teachers must master effective learning methods, must be able to model a learning unit, be able to understand the curriculum well, be able to teach in class, be able to be a model for students, be able to provide useful advice and instructions, master techniques for providing guidance and counseling, able to prepare and implement learning progress assessment procedures and so on (Nasbi, 2017; Rosni, 2021; Sofyan, 2019).

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This shows how important the role of teachers is in the world of education, thus teachers are required to have multiple roles, and visions, highly dedicated competence, and be able to manage the teaching and learning process effectively and innovatively (Agustinova, 2020; Daming, 2017; Yuliany, 2019). The teacher who innovator In this case, can act as a planner (plans, designs), the executor (implementer), and evaluator (evaluator) learning. Related to this, the fact is that Islamic Religious Education teachers still lack mastery of the material to be taught, changes in the curriculum that have not been fully mastered by teachers, lack of motivation from teachers to students, and lack of mastery of the class during the teaching and learning process. To overcome this problem, Islamic Religious Education teachers need a place to develop their competence as educators, one of which is the Islamic Religious Education Subject Teachers' Conference.

Islamic Religious Education Subject Teacher Deliberation is one alternative to overcome this problem. This forum is the right tool for teachers to overcome the problems they face. This is because the main target of forming the Islamic Religious Education Subject Teachers' Conference is not only a forum for subject teachers' associations. The most important thing is efforts to foster teacher professionalism as the main actors in determining the success of an educational process.

The role of the Islamic Religious Education Subject Teacher Deliberation in improving the overall professional competence of teachers is to find out the actions taken through an activity forum for the Islamic Religious Education Subject Teacher Deliberation in discussing problems and obstacles as well as improvements related to increasing teachers' abilities in mastering learning material and implementing it (Amalia, 2019; Fitriyani, 2020; Pardede, 2020). The role of Subject Teacher Deliberation has a very influential relationship with learning success. Role is a dynamic process of position (status). If someone carries out their rights and obligations by their position.

This Subject Teacher Deliberation Organization aims to improve the quality and professionalism of teachers in their respective groups. The activities in this group are arranged on a fairly good schedule. Unfortunately, there is no formal connection or relationship between the group of teachers in this Subject Teachers' Conference and the Republic of Indonesia Teachers Association

During the teaching process, the presence of the teacher is very important as a component whose role is to deliver students to the predetermined educational goals. Teacher professional improvement can be done in various ways, such as Teacher Work Assessment, Teacher Working Group, Subject Teacher Conference, and so on (Al-Fadhil, 2015; Surohim & AR, 2022; Zakir, 2020, 2021).

Based on Scopus data, previous research used several keywords that refer to research on the role of Islamic religious education teacher organizations in improving teacher professional competence as shown in Figure 1 below.

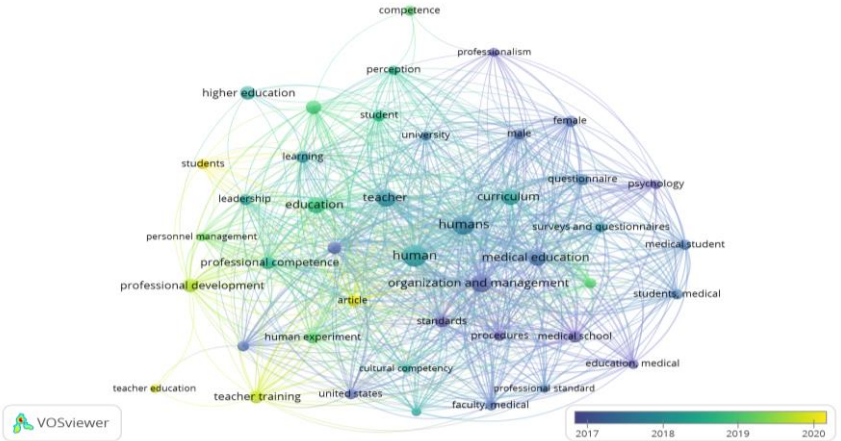

Fig 1. Based on keywords that refer to organization, competency, teacher

Discussions regarding the role of teacher organizations in improving professional competence are no longer new, however in Indonesia based on the analysis above there are still few research documents related to the role of teacher organizations in improving teacher professional competence. That is the role of teacher deliberation in this research specifically regarding Islamic religious education subjects.

METHODS

This research uses a qualitative method with a case study approach (Assyakurrohim et al., 2022; Yusanto, 2020). Data sources were taken from ten informants through in-depth interviews who were selected using techniques of purposive sampling Meanwhile, the selected informants have fulfilled four criteria, namely understanding the problem being researched well, still being active in the field being researched, having time to provide information to researchers, and providing information by the facts that occur in the field (Fernando et al., 2022; Nurwahidin et al., 2019; Sartika et al., 2020). To fulfill the criteria as an informant, all informants are active educators and work as Islamic Religious Education teachers in the Islamic Religious Education Subject Teacher Conference activities throughout Padang. After the interviews were completed with all informants, a transcription process was carried out, then the author selected themes that were appropriate to the research needs. All data obtained was analyzed using Milles Huberman's thematic analysis (Oktavia et al., 2023; Zainal et al., 2022). Data reduction is carried out and then presented in brief descriptions, charts, and relationships between categories, then conclusions are drawn.

RESULT AND DISCUSSION

Based on the results of interviews conducted with ten informants, the results of the analysis found that there were six important themes related to the role of Islamic Religious Education Teacher organizations in improving teacher professional competence. These six themes can be seen in figure 2, below.

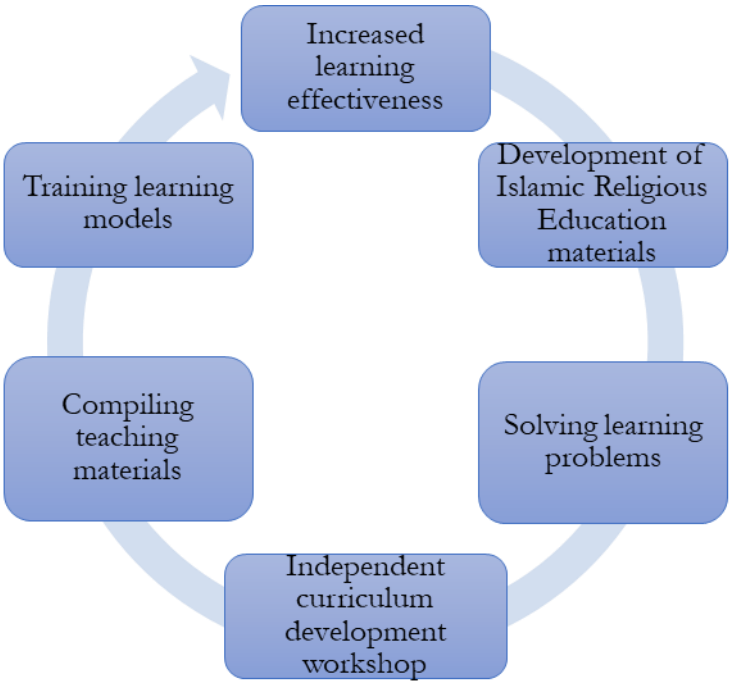

Fig 2. The Role of Islamic Religious Education Teacher Organizations in Improving Teacher Professional Competence

Based on figure 2, the author can explain that after holding in-depth interviews with informants, there are six roles of teacher organizations in improving teacher

professional competence. The six themes are i) increasing learning effectiveness, ii) developing Islamic Religious Education materials, book reviews, seminars, and system development. value, iii) solving problems encountered in the learning process, iv) *workshop* independent curriculum development v) compiling materials teaching, vi) training of learning models.

Next, the author will describe quotes from interviews with informants based on the six themes above. The interview description displayed is a quote from a short statement from the informant when the interview was conducted. Even though the interview quotations were conveyed by informants in slightly different languages, they have more or less the same aim and meaning.

First theme namely increasing the effectiveness of learning, according to the informant, one of the roles of the Islamic Religious Education teacher organization is to improve the professional competence of teachers, as conveyed by the following quote from the informant.

> *...Teacher Conferences for Islamic Religious Education Subjects are very much needed by every teacher, especially Islamic Religious Education teachers, to develop themselves and improve the professional competence of teachers so that Islamic Religious Education has good learning quality...(1-3) Islamic Religious Education Subject Teacher Deliberation is a forum for developing teacher competency or a forum for discussion, sharing and carrying out in-house training to improve abilities and skills in carrying out the role of Islamic Religious Education teachers as educators...(1-3) Discuss and choose effective and efficient Islamic Religious Education methods. In this activity, Islamic Religious Education teachers usually start by sharing experiences regarding the teaching and learning activities they carry out daily in class...(1-4) It is felt that the use of the lecture method by some Islamic Religious Education teachers does not touch the affective and psychomotor aspects of students so it needs to be combined with other methods such as questions and answers, demonstrations, or with the use of multimedia such as student worksheets and power points to support the learning process (I-5).*

Second is the development of Islamic Religious Education materials, book reviews, seminars, and development of assessment systems according to the informant's role of Islamic Religious Education teacher organizations in improving teachers' professional competence, as conveyed by the following quote from the informant;

> *...the activities of the Islamic Religious Education Subject Teachers' Conference are very helpful in developing the competence of Islamic Religious Education teachers. Among the activities are seminars, regarding the development of Islamic Religious Education materials for High Schools such as provisions for distribution of inheritance, sharia cooperatives, religious modernization and others... .(1-10) holding book reviews and seminars, this kind of activity is carried out in collaboration with the Department of Education and the Ministry of Religion or Non-Governmental Organizations in the field of education which aims to increase the knowledge and insight of Islamic Religious Education teachers...(1-4) discussion regarding the deepening and development of Islamic Religious Education material according to the Islamic Religious Education teachers who are members of the Subject Teachers' Conference, the material for Islamic religious education at the high school level which has been recommended by the national education service is not broad and deep enough so that through this Subject Teachers' Deliberation Islamic Religious Education teachers together discussed deepening and developing material. Previously, the administrators divided their members into several groups based on the grade level they taught...(I-5).*

Third theme namely solving problems encountered in the learning process, according to the informant the role of the Islamic Religious Education teacher organization is to improve the professional competence of teachers, as conveyed by the following quote from the informant.

...in the Padang City Islamic Religious Education Subject Teacher Conference activities, teachers shared information and provided each other with solutions related to the learning process to improve the quality of learning, such as creating interesting media for students to master the material being taught...(1- 3) The method used by teachers in providing material is still the old method, such as the lecture method and does not combine with existing digital media, and they also lack control over the class during the teaching and learning process. Makes participants easily bored and bored quickly in teaching and learning activities, to overcome this, teachers need a solution (3-4).

Fourth theme of workshop development of an independent curriculum, according to informants, is the role of Islamic Religious Education teacher organizations in improving teachers' professional competence, as quoted by the following informant.

...with this workshop Islamic Religious Education teachers can prepare teaching modules, and teaching preparation plans, and create digital-based learning media according to the existing curriculum (1-4).

Fifth theme namely compiling teaching materials according to the informant's role of Islamic Religious Education teacher organizations in improving teacher professional competence, as conveyed by the following quote from the informant.

... compiling teaching materials, namely in the form of student activity sheets and also the use of learning media (1-4) ... compiling teaching materials makes it easier for teachers to convey the material to be taught to students (I-4).

Sixth is training in learning models according to the informant, the role of the Islamic Religious Education teacher organization in improving the professional competence of teachers, as conveyed by the following quote from the informant.

...Islamic Religious Education Subject Teacher Conference activities, training on the use of digital media to support learning, such as making attractive PowerPoint Points, making Student Worksheets, and digital assessments... (I-4) ... It is felt that Islamic Religious Education teachers do not touch the affective and psychomotor aspects of students so they need to be combined with other methods such as questions and answers, demonstrations, or the use of multimedia (1-10).

To make it more interesting, the author will discuss the six research findings based on theory, expert opinion, and the results of previous research which discussed this problem in more or less the same context and issues.

First, increasing learning effectiveness by discussing and selecting effective and efficient methods (Muswara & Zalnur, 2019; Ramli et al., 2017). In this activity, Islamic Religious Education teachers usually start by sharing experiences regarding the teaching and learning activities they carry out daily in the classroom. From here, it was found that methods were felt to be less effective and efficient in learning Islamic religious education, such as the use of the lecture method by some Islamic Religious Education teachers which did not touch the affective and psychomotor aspects of the students so it needed to be combined with other methods such as questions and answers, demonstrations, or with the use of multimedia to support the learning process (Handayani et al., 2018). This activity will benefit Islamic Religious Education teachers in implementing learning at school.

In high School Islamic religious education teachers in general, the task of Islamic religious teachers is to educate, namely to strive for the development of all students' potential, both psychomotor, cognitive, and affective potential related to religious matters. Specifically and professionally, Islamic teachers' job is to teach religious education and character subject matter (Nasril et al., 2023; Sirin et al., 2021). Regarding professionalism in managing the class, it is quite good, Islamic religious education teachers always pay attention to aspects of class management for the success of the lesson even though there are still a few obstacles in that there are still students who make noise during class, play in class and eat - eat in class but the

teacher Islamic religious education quickly overcomes this. Islamic religious education teachers in high schools also take approaches to achieve the strategies they want to implement in the classroom to create a pleasant atmosphere for students so that students are more focused on learning and interesting for students. So, to be successful in the teaching and learning process, a teacher must be able to control the class. If a teacher cannot control the class properly, students will be noisy in the class and there will be chaos in the class. Therefore, a teacher who is said to be professional can master a class, especially being able to apply strategies that are suitable for that class for success in learning or also a professional teacher who can motivate his students to be active in learning (Budianti et al., 2022; Muizzuddin, 2019; Rosni, 2021; Sulastri et al., 2020; Zaifullah et al., 2021).

The Islamic Religious Education Subject Teachers' Conference has played an active role in providing contributions to Islamic Religious Education teachers through various activities held. However, it seems that there needs to be an increase in line with demands for improving the quality of educational outcomes accompanied by efforts to improve the quality of administration as teachers are always required to be proactive in every activity. This requires that every activity needs to be planned as well as possible so that in the end it is possible to achieve the best results which are marked by increased quality in each activity. For the implementation of the Islamic Religious Education Subject Teachers' Conference, the school balances the existing schedule, so that the teaching schedule does not collide with the activities of the Subject Teachers' Conference and teachers can carry out activities freely (Rahayu et al., 2022; Wyananda et al., 2022).

Second deepening and developing Islamic Religious Education material. According to the Islamic Religious Education teachers who are members of the Subject Teachers' Conference, the Islamic religious education material that has been recommended by the national education service is not extensive and in-depth, so through this Subject Teachers' Conference the Islamic Religious Education teachers jointly discuss deepening and material development. Previously, the administrators divided their members into several groups based on the grade level they taught, then each group discussed the material and its development, but still referred to the existing syllabus. So that later it will not leave the standard curriculum corridor. Development and deepening of Islamic Religious Education material, such as inviting speakers who master Islamic Religious Education material such as about *mawaris,* cooperative sharia, *qiraatul qutub,* and others.

The activities of the Islamic Religious Education Subject Teacher Deliberation activities are very helpful in developing the competence of Islamic Religious Education teachers. Among the activities are seminars, regarding the development of Islamic Religious Education materials for High Schools such as provisions for the distribution of inheritance, sharia cooperatives, religious modernization, and others (Maure et al., 2021; Noor & Wathoni, 2020; Roziqin & Baqi, 2021; Yuni et al., 2023). Holding book reviews and seminars, this activity was carried out in collaboration with the Department of Education and the Ministry of Religion or Non-Governmental Organizations in the field of education to increase the knowledge and insight of Islamic Religious Education teachers in discussing the deepening and development of material. The Islamic Religious Education teachers who are members of the Subject Teachers' Conference, the material for Islamic religious education at the high school level which has been recommended by the national education service is not extensive and in-depth so through this Subject Teachers' Conference the Islamic Religious Education teachers jointly discuss deepening, and material development. Previously, the administrators divided their members into several groups based on the grade level they taught.

Third solving problems encountered in the learning process, meaning that Islamic Religious Education teachers ask administrators or fellow teachers for solutions or solutions when they encounter problems in the learning process. Islamic Religious Education teachers share information related to the learning process to improve the quality of learning, such as creating interesting media for students to master the material being taught. The method used by teachers in providing the material is still the old method, such as the lecture method, and does not combine with existing digital media, and they also lack control over the class during the teaching and learning process. It makes participants easily bored and bored quickly in teaching and learning activities, to overcome this, teachers need a solution (Ahmadi, 2018).

In general, efforts to develop professional competence include; understanding and applying the philosophical and psychological foundations of education, understanding and being able to apply learning theories according to the level of development of students' behavior, being able to handle the subjects or fields of study assigned to them, understand and be able to apply appropriate learning methods, be able to use learning tools and facilities, able to organize and implement learning programs, able to carry out learning evaluations, and able to develop students' personalities (Hartini, 2019; Marengke, 2019; Zulkifli & Royes, 2017).

Islamic Religious Education teachers usually start by sharing experiences regarding the teaching and learning activities they carry out daily in the classroom. From here, it was found that methods were felt to be less effective and efficient in learning Islamic religious education, such as the use of the lecture method by some Islamic Religious Education teachers which did not touch the affective and psychomotor aspects of the students so it needed to be combined with other methods such as questions and answers, demonstrations, or with the use of multimedia to support the learning process. This activity will benefit Islamic Religious Education teachers in implementing learning at school.

Fourth workshop it is hoped that the development of an independent curriculum will occur Islamic Religious Education teachers can prepare teaching modules, and teaching preparation plans, and create digital-based learning media. Strategy for developing teacher competency through efforts to develop teacher competency. This cannot be implemented haphazardly, instead, it requires a mature and sustainable strategy. The development carried out can use two strategies, namely individually and in groups. Of these two strategies, both individually and in groups there are various ways or activities in implementing them. Likewise, in carrying out teacher development, certain methods or activities can be carried out by the objectives of implementing the development.

The Independent Curriculum is an approach to education introduced in Indonesia to give schools the freedom to compose and develop their curriculum (Febriani et al., 2023). Evaluate the effectiveness of the technical guidance provided by the Supervisor of Islamic Religious Education to Islamic Religious Education teachers in designing and implementing an effective Islamic Religious Education curriculum (Hasanah et al., 2019; Rochayati et al., 2023; Rosmana et al., 2024; Setiawan et al., 2023). The research method used in this research is descriptive narrative to provide flexibility in describing and explaining complex phenomena. The research results show that the Supervisor of Islamic Religious Education has an important role in supporting the implementation of the Independent Curriculum in Islamic Religious Education subjects. They can provide technical guidance to schools regarding the implementation of the independent curriculum in Islamic Religious Education subjects. Supervisors of Islamic Religious Education can also conduct training for Islamic Religious Education teachers to help them understand the

concepts and objectives of the Independent Curriculum and provide guidance in developing an appropriate Islamic Religious Education curriculum.

Workshop Curriculum Development provides training for Islamic Religious Education teachers to help them understand the concepts and objectives of the Independent Curriculum and provide guidelines for developing an appropriate Islamic Religious Education curriculum. The training includes active learning, application of technology in learning, and competency-based assessment. Do monitoring and evaluations carried out by Islamic Religious Education supervisors monitoring and evaluation of the implementation of the Islamic Religious Education curriculum in schools. Supervisors observe the learning process, evaluate teacher performance, and provide constructive feedback to help improve the Islamic Religious Education curriculum and learning and provide learning resources. The Supervisor of Islamic Religious Education collects and provides relevant learning resources and the independent curriculum to Islamic Religious Education teachers, in the form of books.

Fifth arrange materials teaching namely in the form of student activity sheets and also the use of learning media by compiling materials teaching makes it easier for teachers to convey the material to be taught to students. The description of the material as teaching material does not receive much development, the teacher simply relies on the books available to the students, so the scope of discussion is very limited. Even though this material can be developed by looking at various other dimensions as well literature which is in the library. Because the material aspect is one of the most important parts of developing the learning process, teachers can formulate it systematically according to the level of students' abilities. In developing aspects of learning material, it can be done using the "Concept Map" (Azis, 2018; Kosim, 2020). Curriculum content is material or teaching materials in the teaching and learning process including knowledge, skills, and values related to the teaching materials presented. Teaching materials are materials or learning materials that are prepared and systematically used by teachers and students in the learning process to achieve certain competencies.

Sixth training on learning models, and training activities, namely, the use of digital media to support learning, such as making attractive PowerPoints, making Student Worksheets for students, and digital assessments by Islamic Religious Education teachers is felt to not touch the affective and psychomotor aspects of the students. Students so it needs to be combined with other methods such as questions and answers, demonstrations, or the use of multimedia. A learning model is a method or technique used by teachers or students to change behavior or attitudes. Teachers need to understand and choose a learning model that suits students' needs. Quality learning involves student interaction with learning resources and takes into account student characteristics such as talents, interests, and abilities (Ganefri et al., 2017; Hariyani, 2019; Sartono, 2020; Susilowati & Pratiwi, 2019; Zaifullah et al., 2021). Learning model Explicit Instruction is one approach that can be used to deliver lessons directly by teachers to students. This approach can take the form of lectures, demonstrations, training, or group practice. The goal is to motivate students, increase active participation, and assist students in organizing their work.

CONCLUSION

This research has succeeded in revealing the role of the Islamic Religious Education Subject Teacher Conference in improving the professional competence of Islamic Religious Education teachers, namely increasing learning effectiveness, developing Islamic Religious Education material, book reviews, and seminars, identifying problems, workshop developing independent curriculum, compiling materials teaching, training on learning models, deepening of Islamic Religious

Education material, development of research systems. From these activities, teachers can improve the quality of education to obtain maximum quality Islamic education by applying it during the learning process.

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