The Role of the Islamic Religious Education Teacher Working Group in Increasing Islamic Religious Education Teachers' Competence

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ABSTRACT	ARTICLE INFORMATION

This study aimed to: Know the professional competence of Islamic Religious Education teachers in elementary schools in West Palu District and the role of the Islamic Religious Education Teacher Working Group in improving the professional competence of Islamic Religious Education teachers in elementary schools in West Palu District. This type of research is qualitative descriptive research. Data collection methods used are observation, interviews, documentation, data processing techniques, and data analysis through data reduction, data presentation, and drawing conclusions. The results of this study indicate the professional competence of Islamic Religious Education teachers in elementary schools in West Palu District based on indicators of teacher professional competence. The professional competence of Islamic Religious Education teachers still needs to be improved to make it more optimal. This fact can be seen from the Islamic Religious Education teachers in West Palu District elementary school who can plan lessons, can master the material and develop the material, are able to develop professionalism, and are able to evaluate learning. However, Islamic Religious Education teachers in elementary schools in West Palu District have yet to make maximum use of technology. The role of the teacher working group in increasing the professional competence of Islamic Religious Education teachers in West Palu elementary school can be seen in the intensity of the activities carried out, such as activities to broaden insight and knowledge, realize effective learning, and develop the quality of professionalism of Islamic religious education teachers.

1. Introduction

Education is an essentially human phenomenon that has a constructive nature. Humans must be required to be able to hold scientific reflections on education, which as their responsibility for actions, is carried out by educating and being educated. According to Hasbullah, education is like an experiment that is never finished at any time, as long as there is human life in this world (Lin, 1992). A qualified teacher educator and professional teacher are needed to produce quality resources. Experienced teachers are expected to be able to participate in development to create people who believe in and fear God Almighty.

The professional quality of a teacher determines the success of education, a competent teacher is not only a teacher who can teach well but also must have a noble character, and teachers must also be able to increase their knowledge from time to time, as following the times (Long et al., 2012). The teacher must also anticipate various changes caused by advances in science and technology. Thus a teacher is not only a source of information but can also be a monitor, inspirer, dynamic actor, facilitator, catalyst, evaluator, and so on. Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers Article 20 mandates that to carry out their professional duties, teachers must improve and develop academic qualifications and competencies on an ongoing basis in line with developments in science, technology, and art.

The Teacher Working Group is a professional communication network that can be utilized by teachers in developing their profession. Through the Teacher Working Group, teachers can improve their professionalism by discussing and practicing the preparation of annual programs, semester programs, analysis of the subject matter, teaching unit programs, learning methods, evaluation tools, teaching materials, making and using teaching media can also be studied in this forum, various Problems that occur in the learning process can also be handled through this forum.

The role of the Islamic Religious Education Teacher Working Group in developing educational programs in schools is significant because this institution is a forum for the professional activities of Islamic Religious Education teachers in increasing knowledge, abilities, and skills (Kurniati, Nurdin, & Nurasmawati, 2020; Zuhaeriah, Ali, & Yusra, 2020). In addition, through this activity, discussions, exchange of ideas, and experiences between teachers of Islamic religious education subjects can be carried out to overcome problems that exist and develop in schools. This is strongly supported by the previously formulated objectives of the Teacher Working Group and Subject Teacher Deliberations.

It was stated that organizing the Teacher Working Group and Subject Teacher Deliberation was first to foster teacher enthusiasm to improve abilities and skills in preparing, implementing, and evaluating teaching and learning activities, second, leveling the abilities and skills of teachers in carrying out teaching and learning activities so that they can support efforts to increase

equity in the quality of education. Third, accommodate all the problems experienced by teachers in carrying out daily tasks and find ways to solve them according to the characteristics of the subject, teacher, school, and environment. Fourth, assisting teachers in meeting their needs related to teaching and learning activities. Fifth, helping teachers obtain educational and technical information related to curriculum development policy activities and the lesson's quality. Sixth, as an exchange of information and experiences, to keep abreast of developments in science and technology and the development of teaching techniques.

Ideally, teachers in this millennial era become literacy activists so they have broad horizons or insights. Learning resources are abundant and easy to find. The sources related to the teacher's assignment are prioritized for reading. Teachers should have a strong desire to explore science and technology continuously. (Sulfemi, Wahyu Bagja & Yuliani Nunung, 2019)

Facts on the ground show that based on data from the 2019 teacher competency test results, teachers who have competence above the average or pass the teacher competency test with a minimum score of 80 are no more than 30 percent. The results of the teacher's average score nationally have yet to reach 70 points. (Dudung Nurullah Koswara., 2019)

According to a survey from PERC (Politic and Economic Risk Consultant), the quality of education in Indonesia is in last place, namely 12th out of 12 countries in Asia. One of the reasons for the low quality of education in Indonesia is the low quality of teachers. The results of the Teacher Competency Test from 2021 to 2015, around 81% of teachers in Indonesia still need to achieve the minimum score. The results of these data illustrate that the capability and quantity of incompetent teaching staff will undoubtedly impact the quality of educators.

The Islamic religious education teacher working group is a forum that can improve the professional competence of Islamic religious education teachers. From this, the author is interested in learning more deeply about the professional competence of Islamic religious education teachers in the West Palu sub-district and the role or efforts of teacher working groups in improving the professional competence of Islamic Religious Education teachers in the West Palu sub-district. This study aimed to determine the professionalism of Islamic religious education teachers in the West Palu sub-district and the role of Islamic religious education teacher working groups in increasing the professionalism of Islamic religious education teachers in the West Palu sub-district.

2. Literature Review

2.1 *Islamic Religious Education Teachers*

The teacher is the leading actor in education compared to parents and other essential elements. With the active involvement of the teacher, education will mean something and is full of material, essence, and substance. Suppose the quality of innovative

teachers supports a good system. In that case, the rate of an educational institution will significantly increase so that the presence of a teacher figure plays a significant role in producing quality student output.

According to Pidarta, the role of the teacher includes the following:

1. As an education manager or organizing curriculum.
2. As an educational facilitator.
3. Education implementation.
4. Advisors and supervisors.
5. Discipline enforcement.
6. Become a model that students will imitate.
7. As a counselor.
8. Become an appraiser.
9. Administrative officers regarding class administration they teach.
10. Become a communicator with parents of students and the community.
11. As a teacher, to improve the profession sustainably.
12. Become a member of an educational professional organization.

Wina Sanjaya argued the teacher's role in learning is: as a facilitator, manager, demonstrator, evaluator, organizer, motivator, administrator, manager, and as learning resource. (Mahfud Junaedi, 2017). Usman said that in the teaching and learning process, a teacher has roles, namely:

1. As a demonstrator or teacher.
2. As a class manager.
3. As a mediator and facilitator.
4. As an evaluator.

Religious education teachers are professional educators with the main task of educating, teaching, guiding, directing, training, setting an example, and evaluating students. Whereas in Article I paragraph (8), it is stated: The coach of religious education is someone with competence in the field of religion which is assigned by the authorities to educate and or teach religious education in schools. Islamic religious education teachers have a professional responsibility to teach, guide and care for students so that they can understand what is contained in Islam and live up to its meaning and purpose. Religious education teachers must instill and practice fundamental religious values in and outside school. As the word of God in Q, S Al Imran / 3: 104

وَلْتَكُنْ مِّنْكُمْ اُمَّةٌ يَّدْعُوْنَ اِلَى الْخَيْرِ وَيَأْمُرُوْنَ بِالْمَعْرُوْفِ وَيَنْهَوْنَ عَنِ الْمُنْكَرِۗ وَاُولٰۤىِٕكَ هُمُ الْمُفْلِحُوْنَ

translate:

And let there be a group of people among you who call for virtue, instruct those who are good and prevent those who are evil. They are the lucky ones (Ali Imran / 3: 104) (Ministry of Religion of the Republic of Indonesia, Al-Qur'an and its Translation, 2015)

Based on the verse above, it is clear that everyone, including teachers as educators and mentors, is responsible for equipping their students with good morals. Teachers must also be able to guide their students in a better direction following educational goals, namely to educate the lives of students to become valuable people for the homeland, nation, and religion.

Teachers, as educators and mentors, are responsible for equipping their students with good morals. Teachers must also be able to guide their students in a better direction following educational goals, namely to educate the

lives of students to become useful people for the homeland, nation, and religion. Islamic religious education aims to foster and underlie children's lives with Islamic Sharia values correctly following religious knowledge. Meanwhile, Imam Al-Ghazali argues that the essential goal of Islamic education is worship and meditation on Allah SWT and human perfection, which is the goal of happiness in the world and the hereafter. (Akmal Hawi., 2013)

According to some scholars, several abilities and behaviors need to be possessed by teachers (Whitlock & DuCette, 1989). At the same time, they are a profile of Islamic religious education teachers who are expected to accomplish their educational tasks to be optimally successful. According to Al-Ghazali, the Professional competencies teachers of Islamic religious education must own include 1) presenting lessons at students' ability level. 2) less able students should be given global and not detailed knowledge. The role of an Islamic Religious Education teacher as a subject teacher has the same position as other subject teachers. The role and responsibility of all teachers are to educate the morale of students, especially in fostering anti-corruption character because corruption is the enemy of every individual in enforcing existing laws. The teacher's role is to provide information, give advice, motivate, and be a role model. (Nidhaul Khusna, 2016)

Education only humanizes humans when education gets heavier, but education must be able to foster students according to religious teachings. The role of the teacher in realizing this is very important. The teacher, who is the first person in the school to provide knowledge (transfer of knowledge), becomes an essential actor for students because the teacher is a person who interacts a lot with students so that Islamic religious education teachers can educate, guide, direct, and provide lessons according to with the aim of education and teachings of Islam.

2.2 *Professional Competence of Islamic Religious Education Teachers*

Professionalism is defined as a job or activity carried out by a person (Freidson, 1999). It is a source of income and life that requires expertise and skills that meet specific quality standards or norms and requires professional education. (Directorate General of Islamic Education, 2005)

A professional teacher is a teacher who knows about himself; that is, he is a person who is called upon to assist students in learning (Amiruddin, Nurdin, & Ali, 2021). Teachers are required to find out continuously how students should learn. So, if a student fails, the teacher is called upon to find the cause and look for a way out with the students instead of keeping silent or even blaming it. (Kunandar., 2009) Whereas in the Law of the Republic of Indonesia (RI) No. 14 of 2005 concerning Teachers and Lecturers, Article 1 paragraph (1), that: Teachers are professionals with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in the education of school-age children in formal education, primary education and secondary education.

Meanwhile, according to Hamalik, professional teachers necessitate the following things:

First, the teacher is a model. Students need teachers as models who can be emulated and made role models. Because of that, the teacher must have advantages, knowledge, skills, and personality. These advantages appear in a high personal discipline in intellectual, emotional, healthy habits, democratic attitudes, openness, etc. Second, the teacher is a planner. The teacher is obliged to develop educational goals into operational plans. General purposes need to be translated into specific and operational goals.

In the planning, students need to be involved to be relevant to their development, needs, and experience level. Third, the teacher must be able to become a "doctor" who can diagnose student learning progress. This role is closely related to the task of evaluating student learning progress. Assessment has essential meaning for students, parents, and the teacher. Fourth, the teacher is a leader. The teacher must be able to stand as a leader in his class and a member of groups of students. Fifth, the teacher is a guide to the sources of knowledge. The teacher must provide various references that enable students to gain rich experiences. The source of that knowledge needs to be shown, even though, in essence, the child himself is trying to find it. (Jamal Ma'mur Asmani, 2010)

Some indicators that can be used as a measure of the characteristics of teachers who are considered professionally competent are (1) able to develop responsibilities well; (2) being able to carry out their roles and functions appropriately; (3) able to work to realize educational goals in schools; (4) able to carry out its roles and functions in classroom learning. (Cucu Suhana., 2014)

The professional competencies that must be mastered by a teacher are as follows:

(a). Mastering material, structure, concepts, and scientific mindsets that support the subjects being taught.

(b). Mastering Competency Standards and Basic Competency in the subject/field of development being taught.

(c). Develop subject matter taught creatively.

(d). Sustainably develop professionalism by taking reflective action.

(e). Utilize information and communication technology to communicate and develop oneself (Muhaimin, Nurdin, & Alhabsyi, 2023).

Professional competency indicators based on the Minister of National Education Regulation No. 16 of 2007 for elementary school teachers include (a) Mastery of material, structure, concepts, and scientific mindsets that support the subjects taught; (b) Mastering competency standards and basic competencies in the subject or field of development being taught, (c) Developing learning materials taught creatively; (d) sustainably develop professionalism by taking reflective action; (e) Utilizing information and communication technology and self-development. (Permendiknas 2007)

In other words, a professional teacher is a person who has unique

abilities and expertise in the field of teacher training so that he can carry out his duties and functions as a teacher with maximum skills. Professional teachers will be able to carry out their responsibilities following predetermined provisions. The main competencies that need to be possessed by teachers in teaching at least are competency in mastering learning material, competence in using learning media, and competence in using learning methods.

2.3 *The Role of the Islamic Religious Education Teacher Working Group*

The role of the Teacher Working Group is the main task that must be carried out and the overall behavior or component of the teacher professional development system, which in practice carries out activities of gathering together, exchanging ideas, and helping each other solve problems encountered in teaching and learning activities through discussion meetings and teaching. For example, demonstrations and making teaching aids oriented towards improving the quality of knowledge, mastery of the material, teaching techniques, and others that focus on creating effective and innovative teaching and learning (Taraju, Nurdin, & Pettalongi, 2022). The Elementary School Islamic Religious Education Teacher Working Group aims to:

a. Improving Ukhuwah Islamiyah and wathoniyah (nationality) and responsibilities as Islamic Religious Education Teachers to increase faith and piety to Allah for students.

b. Improving the competence of Islamic Religious Education Teachers in carrying out learning activities to support efforts to improve the quality of Islamic Religious Education.

c. Increase the professionalism of Islamic Religious Education Teachers in implementing certification and fulfilling credit scores for available positions.

d. Growing the spirit of Islamic Religious Education Teachers in improving abilities and skills in planning, implementing, and evaluating Islamic Religious Education learning programs.

e. Accommodate the problems Islamic Religious Education Teachers face in carrying out daily tasks and exchanging ideas, and finding solutions following the characteristics of Islamic Religious Education, Islamic Religious Education Teachers, schools, and the environment.

f. Helping Islamic Religious Education Teachers to meet their needs related to Islamic Religious Education learning activities.

g. Assist Islamic Religious Education Teachers in obtaining educative technical information related to Islamic Religious Education activities both independently and in an integrated manner with other subjects.

h. Helping Islamic Religious Education Teachers work together in improving intra and extra-curricular activities of Islamic Religious Education.

i. Assist Islamic Religious Education Teachers in obtaining opportunities to improve academic education to meet the demands of Law Number 14 of 2005 concerning Teachers and Lecturers.

j. Expanding horizons and exchanging information and experience to keep abreast of developments in science and technology and the development of Islamic Religious Education teaching methods/techniques.

The Ministry of National Education formulated five objectives for organizing Teacher Working Groups. First, the Teacher Working Group aims to broaden teachers' insights and knowledge in various matters, especially mastery of the substance of learning materials, syllabus preparation, preparation of learning materials, learning strategies/methods, maximizing the use of learning facilities/infrastructure, and utilizing learning resources. Second, the Teacher Working Group aims to develop the quality of teacher professionalism as the main pillar in classroom management so that teachers are proud of their profession.

Third, the Teacher Working Group aims to realize effective learning so that they can master the learning material thoroughly (mastery learning) (Kozlowski & Ilgen, 2006). Fourth, the Teacher Working Group aims to develop a quality culture through various methods such as discussions, seminars, symposiums, and other scientific activities. Fifth, the Teacher Working Group aims to create a pleasant learning atmosphere (joyful learning). The second stage, training, contains teacher experiences for participants. As long as the participants are gaining new experiences, the organization may not only pay attention to the final results of the training but need to eliminate anxiety and communicate their concerns

to the participants during the training. In the third stage, post-training, participants are encouraged to use the valuable things they have learned. Discuss the training experience with colleagues, and make changes using the training results (Tang, Funnell, Gillard, Nwankwo, & Heisler, 2011).

3. Methodology

This study uses descriptive qualitative research, whose research focus is to reveal and produce descriptive data (N. Nurdin, 2017). This descriptive research uses written or oral words from several people and observed behavior. This study tends to use analysis with an inductive approach. Confirm the observations first, then draw conclusions based on these observations (N. Nurdin, Stockdale, & Scheepers, 2013). This study provides a systematic, through, and accurate description of the efforts of the Islamic Religious Education Teacher Working Group in Improving Teacher Professional Competence in elementary schools in West Palu District. There are three paths of data analysis techniques in research, namely as follows: (1). Data reduction is the process of selecting, focusing, simplifying, abstracting, and transforming the raw data that emerges from the records at the research location. (2). Presentation of data is a set of structured information that allows concluding and taking action. (3). Data verification, namely, concluding the author of the data. The authors conclude by referring to the data reduction results in verifying activities (Nurdin, 2014). The authors select the data collected

through observation, interviews, and documentation according to the title and discard unnecessary (N. Nurdin & Pettalongi, 2022).

4. Result and Discussion

4.1 Professional competence of Islamic Religious Education teachers in elementary schools in West Palu District

The professional competence of Islamic Religious Education teachers in elementary schools in West Palu District has a relatively good professional level. Still, it needs to be improved so that it is more optimal. This can be seen from several indicators of professional competence.

a. Ability to plan lessons.

Lesson planning is essential in learning activities because it contains details of a teacher's activities in the teaching and learning process. Therefore, a teacher must have a lesson plan to achieve teaching and learning activities properly.

Islamic Religious Education teachers in West Palu District assume that the Learning Implementation Plan is a critical component in implementing learning in the classroom, so as a teacher who wants to see the learning process go well, always plan lessons, professional teachers, namely teachers who always try to learn objectives are achieved according to what is expected. One of the causes that can support this is whether the teacher always makes teaching preparations before carrying out the learning process in the classroom, as well as the success of the

teacher managing the learning process, which can be measured through the readiness of the teacher to plan lessons (Makmur, Nurdin, & Pettalongi, 2022). Islamic religious education teachers must always prepare a learning implementation plan so that the learning process can be directed and achieve what is expected. Based on the statements of the Islamic religious education teachers above, it is clear that the Islamic Religious Education Teachers in the West Palu District elementary school have prepared a Lesson Implementation Plan.

b. Mastering the material and developing the material.

Islamic religious education teachers in West Palu District assume that by mastering learning material, the teacher can deliver learning material regularly and adequately, which can help increase students' understanding of the material being taught. Therefore, teachers need to master the learning material. By mastering learning materials and planning appropriate learning activities, learning activities can occur systematically. That way, learning activities become more liked by students. Learning that can take place systematically helps stimulate children's brain intelligence. That way, children's academic abilities can develop properly.

Islamic Religious Education teachers in West Palu District can master the material and develop learning materials because they are constantly trying to find various learning sources, not only based on teacher books and student books, but they also use different supporting books that are appropriate to the subject matter. They

also actively participate in seminars or workshops both offline and online.

c. *Develop professionalism.*

Awareness to improve the ability of an Islamic religious education teacher, significantly improving the educational qualifications of Islamic Religious Education Teachers is still quite good, as evidenced by the number of Islamic Religious Education Teachers who have bachelor's degree qualifications, and some have master's education qualifications and some who are continuing in the doctoral program. In addition to educational qualifications, the teachers of Islamic Religious Education in the West Palu sub-district did increase professionalism by participating in training that supports the quality of learning.

Many efforts have been made by Islamic religious education teachers in the West Palu sub-district to improve teacher professionalism, one of which is by participating in various kinds of training or workshops, both trainings held in the Teacher Working Group and outside the Teacher Working Group. In addition, Islamic religious education teachers in the West Palu sub-district often discuss problems encountered in learning and exchange information about matters that support the quality of learning.

d. *Take advantage of technology.*

Islamic religious education teachers need to utilize technology as a learning medium optimally. The above is reinforced by the observation that Islamic Religious Education teachers have not been able to provide media/tools that are appropriate to the learning material because the level of mastery of using media that is appropriate to the learning material still needs to be improved.

Another reason is that schools need to prepare instructional media that can be used. Even though every teacher should not have to depend entirely on the school, he must be creative in innovating in making and using learning media. Regarding the use of projector learning media that can be used in the learning process, there are still Islamic religious education teachers in West Palu District who do not use it for various reasons, including because the school needs more media. But that doesn't mean the author says that learning is not optimal if you don't use projector media in the learning process because projector media is just one support depending on how someone can carry out an effective and innovative learning process.

Based on the compiler's analysis, the lack of use of technology by teachers in the learning process is influenced by the age factor and the teacher's competency. In terms of age, sometimes older teachers need help keeping up with the rapid flow of information and communication technology developments, which ultimately makes them overwhelmed in utilizing these devices to support the delivery of learning material. A teacher must creatively integrate information and communication technology into the learning process. This must continue to be done so that students' enthusiasm for learning increases and learning objectives can be achieved. No matter how sophisticated the technology is used to support the learning process, a

teacher still plays a central role as a content developer and learning tutor. The role of a teacher cannot be replaced, so a teacher's creativity is essential in using technology in learning.

e. Ability to evaluate learning.

In general, Islamic religious education teachers in West Palu District carry out learning evaluations to determine the level of ability of students to understand the subject matter that has been given in writing, which is carried out periodically and continuously and then related to everyday life. Before evaluating Islamic religious education teachers in the West Palu sub-district, they must first determine the schedule, conduct questions, conduct a needs analysis and compile a grid. The assessment or evaluation that is carried out focuses on the cognitive domain and emphasizes the affective (child's attitude) and psychomotor examination.

4.2 The role of teacher working groups in improving the professional competence of Islamic Religious Education teachers

The government has tried to improve teacher quality through upgrading, training, and seminars. However, the reality is that teacher work group activities are still effective in increasing teacher professionalism. This is because teacher involvement in the activities is relatively high. Teacher working group activities that use a teacher-to-teacher discussion pattern with a model after each discussion will positively impact teachers to carry out Islamic Religious Education learning in a more structured and dynamic manner.

One of the activities that have been considered influential in changing or improving teacher professional competence is the Teacher Working Group, in which, in this activity, teachers from the same field of study gather to discuss issues related to the same area of study. Following are some of the roles of the West Palu district Islamic religious education teacher working group in improving the professional competence of Islamic religious education teachers.

a. **Activities in order to broaden insight and knowledge,**

Activities to increase the knowledge and insights of Islamic religious education teachers can be carried out by holding workshops for the socialization of the new curriculum, curriculum development, learning methods, learning tools, and various kinds of issues around educational issues for Islamic Religious Education Teachers, while the activities carried out by the Islamic Religious Education Teacher Group The work of Islamic Religious Education Teachers in increasing the knowledge and insights of Islamic Religious Education teachers through various activities such as holding workshops on the use of technology in learning assessment. In addition, the Islamic Religious Education Teacher Working Group also conducts routine training on learning the Qur'an. This aims to allow Islamic religious education teachers to have new methods of teaching the Qur'an so that students do not get bored with learning.

b. **Realizing effective learning.**

Activities that lead to efforts to increase learning effectiveness by

carrying out various ways such as guiding Islamic Religious Education teachers in making teaching tools and requiring each member of the Islamic Religious Education Teacher Working Group to make learning tools. In addition, the Islamic Religious Education Teacher Working Group also formed a team for making semester questions along with the grid. This is very effective and efficient because Islamic religious education teachers in West Palu no longer need to make all exam questions for grades 1 (one) to 6 (six). After all, the Islamic Religious Education Teacher Working Group has prepared these questions.

c. **Developing the quality of professionalism of Islamic religious education teachers**.

The Teacher Working Group provides a forum for Islamic religious education teachers to carry out consultations and sharing related to learning coaching and development activities, as well as the Islamic religious education teacher working group in West Palu District constantly holds activities that can increase and foster enthusiasm for Islamic religious education teachers to improve capabilities and skills in planning, implementing and evaluating Islamic Religious Education learning programs. Besides that, the Islamic Religious Education teacher working group has disseminated various educational policies from the Ministry of National Education and the Ministry of Religion or other agencies. Thus it can be said that the existence of a working group for Islamic religious education teachers greatly assists teachers in building

friendship, consultation, and communication among fellow Islamic religious education teachers. so that Islamic religious education teachers are very grateful for the existence of the Islamic Religious Education Teacher Working Group because they can receive information or be able to find out new policies from the government quickly.

5. Conclusion

The professional competence of Islamic Religious Education teachers in elementary schools in West Palu District has a relatively good professional level. Still, it needs to be improved so that it is more optimal. This can be seen from the educational qualifications and the ability of teachers to plan lessons, master material and develop the material and develop professionalism and skills in evaluating learning. The role of the teacher working group in improving the professional competence of Islamic Religious Education teachers in West Palu elementary school can be seen in the intensity of the activities carried out, such as activities to broaden horizons and knowledge by holding workshops and socialization of the new curriculum, curriculum development, learning methods, learning tools, and various kinds of problems around educational issues for Islamic Religious Education Teachers and realizing effective learning, by guiding Islamic Religious Education teachers in making teaching tools and requiring each member of the Islamic

Religious Education Teacher Working Group to make learning tools. As well as developing the quality of

professionalism of Islamic religious education teachers, the Teacher Working Group provides a forum for Islamic religious education teachers to carry out consultations and sharing related to learning coaching and development activities. The Islamic religious education Teacher Working Group in West Palu District constantly holds activities that can improve and foster enthusiasm for teachers to enhance their abilities and skills in planning, implementing, and evaluating Islamic Religious Education learning programs.

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