

Development of Pedagogical Competency of Islamic Religious Education Teachers on Understanding the Independent Curriculum at Mts Takhashush Tahfidhul Qur'an and Mts Negeri 1 Banyumas

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Abstract

The Merdeka Curriculum as an innovation in the world of education requires a deep understanding from educators, especially Islamic Religious Education teachers. This aims to improve the quality of education, furthermore, the Independent Curriculum requires teachers to have pedagogical competence, because, through this pedagogical competence, the implementation of the Independent Curriculum can run optimally. This research focuses on MTs Takhashush Tahfidhul Qur'an and MTs Negeri 1 Banyumas, through this research we will learn about the development of the pedagogical competence of Islamic Religious Education teachers at these schools. This research uses descriptive qualitative methods, with data collection techniques namely interviews, observation, and documentation, while data analysis uses the Miles and Huberman model which consists of three main stages, namely data reduction, data display, and conclusion. The results of this research show that implementing the independent curriculum at MTs Takhashush Tahfidhul Qur'an and MTs Negeri 1 Banyumas has significant differences. At MTs Takhashush Tahfidhul Qur'an, implementation is still in the transition stage and is limited to class VII it is still mixed with the 2013 curriculum. In contrast, at MTs Negeri 1 Banyumas, all classes have fully implemented the independent curriculum. To increase the pedagogical competence of Islamic Religious Education teachers in understanding the independent curriculum, development efforts were carried out at the two schools, including encouragement to participate in training through forums such as the Subject Teachers' Conference and Teacher Working Groups, as well as various training courses organized by the Ministry of Religion. However, the main obstacles in its implementation involve the condition of facilities, means, and infrastructure which may be inadequate, and the condition of teacher human resources.

Keywords: *Development, Teacher Ability, Islamic Religious Education, Independent Curriculum.*

INTRODUCTION

Education plays a crucial role as the main pillar in building a nation because it is not only the foundation of individual development but also a milestone in the progress of a society (Kusumawati et al., 2023). The development of globalization, technology, and social dynamics has changed the educational landscape significantly. Therefore, the need to continue to develop the provision of education is a necessity to meet the demands of the times and provide relevant provisions for students. One aspect that has a central role in the implementation of education is the curriculum (Huda, 2017). The curriculum is not only a guide in teaching and learning but also reflects the vision, mission, and values to be achieved by an education system. Therefore, curriculum development is the most important aspect that must continue to be considered and adapted to current developments.

Curriculum development in educational design in Indonesia has entered a new phase, namely the implementation of the independent curriculum, quoted from the Directorate General of Primary Schools-Kemendikbudristek, that the Independent Curriculum is a curriculum with diverse intracurricular learning where the content will be more optimal so that students have enough time to explore it. concepts and strengthen competencies. Teachers have the freedom to choose various teaching tools so that learning can be tailored to the learning needs and interests of students. Furthermore, the implementation of the independent curriculum in the learning process is officially regulated through the Decree (SK) of the Ministry of Education, Culture, Research and Technology Number 56 of 2022 concerning Guidelines for Implementing the Curriculum in the

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Context of Learning Recovery. Therefore, understanding the independent curriculum is a must for all related parties in the educational environment, as an integral part of optimizing learning.

One vital aspect in the learning process is the role of the teacher (Dewi, 2017). This is due to the fact that a teacher not only serves as a transmitter of information, but also acts as a guide and facilitator who shapes character and provides guidance to students in developing their potential. However, curriculum development brings challenges for teachers, where some of them face obstacles because they have not been able to demonstrate their contribution in interacting skillfully in accordance with the demands of an independent curriculum. They tend to focus more on theory, without showing clear acceleration in building effective approaches to utilizing technology (Putri et al., 2023). So, to achieve this goal, a teacher is required to have pedagogical abilities.

Pedagogical abilities include skills in managing student learning, including understanding student characteristics, designing and implementing the learning process, evaluating learning outcomes, and developing student potential in order to optimize their abilities. In this context, pedagogical competence is the teacher's ability to manage students' learning journey, which involves aspects such as individual student understanding, implementation of learning material, assessment of learning outcomes, as well as the support, guidance and leadership provided to students by the teacher. (Bagja Sulfemi, 2015). Apart from that, pedagogical abilities also include skills in managing the class, providing constructive feedback, and motivating students to be active in the learning process (Siti Nuraeni Mitra & Kun Nurachadijat, 2023). Based on the Minister of National Education Regulation Number 35 of 2010 concerning Technical Guidelines for the Implementation of Teacher Functional Positions and Credit Scores, pedagogical competence consists of: 1). Mastering the characteristics of students from physical, intellectual, social, emotional, moral and socio-cultural background aspects. 2). Mastering learning theories and educational learning principles. 3) Curriculum development, 4). Educative learning activities include carrying out learning activities that suit the needs of students, being able to develop learning materials, selecting learning resources and learning media according to the characteristics of students and utilizing Information and Communication Technology (ICT) for learning purposes. 5). Development of student potential, 6) Communication with students effectively, empathetically and politely, 7) Assessment and evaluation.

Furthermore, in order to optimize the role of teachers in the learning process and to shape their pedagogical competence, it is necessary to develop pedagogical competence which is an approach related to developing teachers' skills and knowledge in the realm of pedagogy or teaching expertise (Sodikin et al., 2022). By implementing pedagogical competency development, teachers can efficiently manage and improve the quality of their teaching, having a positive impact on student learning. Through this approach, teachers can focus more on their personal development in the context of pedagogy, thereby making a greater contribution to students' academic and social development. So that the desired quality of learning can be achieved.

In the context of this research, the quality of learning is meant in Islamic Religious Education learning, where Islamic Religious Education learning is a process of Islamic religious education that involves understanding, practicing and developing Islamic values. (Nurmadiyah, 2016). In this framework, the quality of Islamic Religious Education learning is crucial to ensure that students can gain a deep understanding of Islamic teachings, morality, ethics, as well as practical skills that are relevant to everyday life. The importance of the quality of Islamic Religious Education learning also includes the development of harmonious character and personality in accordance with the teachings of the Islamic religion, so that students can become individuals with noble character and contribute positively to society (Muhith, 2017). Thus, it is in line with the important role of the teacher in the learning process.

As a result of this description, research regarding the development of Islamic Religious Education teachers' pedagogical competencies is very important to continue to study. The main goal is to improve the quality of learning. Currently, research that focuses on this theme is still minimal, as can be seen from the literature review on Google Scholar carried out by researchers. There are only less than 20 pieces of literature discussing the development of pedagogical competencies in the last five years. Based on the limitations of existing research, the researcher considers the need to involve more research in this area. Therefore, this research takes the title

"Developing Teacher Pedagogical Competencies in Understanding the Independent Curriculum to Improve the Quality of Islamic Religious Education Learning at MTs Takhashush Tahfidhul Qur'an and MTs Negeri 1 Banyumas." The selection of research locations was based on certain considerations, including the relevance and availability of the required data. MTs Takhashush Tahfidhul Qur'an and MTs Negeri 1 Banyumas were chosen as research locations because they both have a significant role in the learning context. In addition, this location is expected to provide deeper insight into the management of teacher pedagogical competence and its impact on understanding the Independent Curriculum.

METHOD

This research applies a descriptive qualitative research method, where the emphasis of the research results is more on meaning rather than generalization. This qualitative research was carried out by prioritizing an in-depth understanding of concepts that were tested empirically. Qualitative research was chosen by the researcher as the main approach with the aim of describing the development of teacher pedagogical competence in increasing understanding of the independent curriculum. This research was conducted at two schools, namely MTs Takhashush Tahfidhul Qur'an and MTs Negeri 1 Banyumas.

In this research, data collection was carried out through three main techniques, namely observation, interviews and documentation (Mulyana, 2002). Observation techniques are carried out carefully, requiring researchers to directly observe events or research objects in order to obtain accurate and detailed information. In-depth interviews are the next approach, where direct interaction between researchers and respondents opens up space for in-depth questions and answers that probe deeper understanding. Furthermore, document collection is also an integral part of this process, with researchers accessing written notes, reports or archives to support analysis and the formation of comprehensive verbal descriptions. It is hoped that the combination of these three techniques will produce an in-depth, accurate and information-rich picture of the phenomenon or research object.

Researchers utilized the Miles and Huberman model of data analysis approach which consists of three main stages, namely data reduction, data display, and conclusion drawing. (Miles & Huberman, 1992). The first stage, data reduction, involves the process of simplifying and translating the raw data to obtain a more focused picture. Then, the data display stage involves the visual presentation of the reduced data, such as through tables, graphs, or diagrams, to facilitate better understanding. Finally, the conclusion drawing stage involves in-depth analysis of the results of data reduction and display to develop a deeper understanding and draw relevant conclusions in the research context. This approach provides a comprehensive framework for researchers to deal with the complexity of the data and produce deeper interpretations.

RESULT AND DISCUSSION

Implementation of the Independent Curriculum at MTs Takhashush Tahfidhul Qur'an

The implementation of the Merdeka curriculum at MTs TTIQ Cilacap is still in the transition stage. Some classes have adopted it, but some classes still haven't implemented it. This reflects challenges in curriculum adaptation and possible resistance to change among teachers. However, the existence of classes that have implemented the Merdeka curriculum shows positive progress. With ongoing support and training, it is hoped that all classes can respond positively to the Merdeka curriculum, achieving the goal of comprehensive curriculum renewal in schools. This can be seen from the results of the following interview:

"So far, the Merdeka curriculum has only been implemented specifically in class VII, while classes VIII and IX are still using the 2013 curriculum. In implementing the Merdeka curriculum for class VII, we are still in the exploration or introduction stage, so in general we are more likely to apply the 2013 curriculum while learning more about the Merdeka curriculum. In the Merdeka curriculum, we emphasize practical aspects and integration with several subjects, with the hope of developing students' potential. "Currently, we have just started implementing the Merdeka curriculum in class VII, so we are still in the introduction stage for new students, we have not yet reached more in-depth material." (Teacher of Jurisprudence at MTs TTIQ Cilacap, June 6, 2023)

The same opinion was also expressed by the following Aqidah Akhlak teacher at MTs TTQ Cilacap:

"New learning for class VII which uses the independent curriculum, related to the actualization of the independent curriculum in class VII specifically for the subject of moral beliefs because it has not yet entered the class, so it has not applied the independent curriculum to its learning." (Teacher of Moral Creeds MTs TTQ Cilacap, June 6 2023).

Thus, it can be said that the implementation of the independent curriculum in religious education teachers subjects at MTs TTQ Cilacap has not been fully implemented in its entirety at the madrasah. However, there has been progress, where currently there is one class, namely class VII, which has implemented the independent curriculum. Even though its implementation is still limited to this class, this shows the first step in implementing an independent curriculum in the madrasa environment.

Apart from this, this has the advantage of having practical experience which can be used as a basis for expanding implementation in other classes. This opens up opportunities for adjustments and improvements to the independent curriculum in accordance with the needs and dynamics of the madrasa environment (Rahayu et al., 2023). In addition, it can also provide an opportunity for madrasas to evaluate and refine the independent curriculum in accordance with the madrasa's specific responses and needs. This process allows madrasas to make appropriate adjustments so that the independent curriculum can be more effective and relevant to their learning environment (Suci siti lathifah et al., 2023). So that the implementation of an independent curriculum in one class creates a strong foundation for expanding implementation to other classes. The positive experiences gained from class VII can serve as a guide and inspiration for teachers and madrasa staff to adopt similar approaches in other subjects or different grade levels.

Implementation of the Independent Curriculum at Mts Negeri 1 Banyumas

The implementation of the Independent Curriculum at MTs Negeri 1 Banyumas has been carried out comprehensively, extending to all class levels at the school. This process includes learning planning, developing materials, and organizing learning activities that refer to the principles and values promoted by the Merdeka Curriculum. In this way, efforts to improve the quality of education at MTs Negeri 1 Banyumas can be realized through holistic and even implementation in each classroom, this is based on the following statement from the teacher at MTs Negeri 1 Banyumas.

"The implementation of the independent curriculum at MTs Negeri 1 Banyumas has actually been implemented since two years ago, namely the first year 2022 starting from seventh grade and now 2023 is the third year until eighth grade and ninth grade has not yet implemented the independent curriculum because even this is still a project trial in the sense that not all of them have implemented the independent curriculum, it's just a coincidence that MTs Negeri 1 Banyumas has been appointed as a project starting from grade seven and grade eight and next year, namely in 2024, class nine will only be participating in implementing the independence curriculum and grade nine will still be implementing the thirteenth curriculum. ." (Teacher of Aqidah morals for grades 7 and 8 MTs N 1 Banyumas, 22 July 2023.)

Furthermore, al-Quran Hadith Teachers MTs Negeri 1 Banyumas explains that.

"Regarding Project to strengthen the profile of Pancasila students (P5), it has been controlled and also held with a full day school program and tahfidz classes. For full day school for science and language classes. For the tahfidz class, the emphasis is on the skills aspect, namely, how to ensure that students after graduating from school have memorized at least 5 juz. Meanwhile, in Islamic Religious Education as a whole there is a religious specialization where the hope is that students will be able to recite the book. "In general, it is for habituation skills (Quru al-Quran Hadith MTs Negeri 1 Banyumas, 22 July 2023.)"

Based on this statement, it can be said that MTs Negeri 1 Banyumas has succeeded in implementing the Independent Curriculum in each class, showing the school's commitment to providing holistic education. This reflects efforts to create a learning environment that focuses on developing students' overall potential, in line with the principles of the Independent Curriculum. Furthermore, by implementing full day school and tahfidz classes, MTs Negeri 1 Banyumas shows a diversity of learning approaches. Full day school specifically for science and language classes reflects a commitment to providing more time for scientific and linguistic

exploration. Meanwhile, the tahfidz class emphasizes its focus on developing Al-Quran memorization skills of at least 5 juz, integrating the spiritual dimension in the curriculum. Religious focus in Islamic Religious Education subjects, with the hope that students can recite religious books, shows the school's seriousness in forming a generation based on religious values.

Thus, the application of the independent curriculum is not only limited to student learning activities in the classroom (Aulia et al., 2022), but more than that. The concept of an independent curriculum has a broader impact, involving student interaction with the surrounding environment, development of life skills, and character formation. The independent curriculum encourages a holistic approach to education, recognizing that learning occurs not only in the classroom but also in various contexts of everyday life (Mustoip, 2023). So that the implementation of the independent curriculum becomes an educational journey that involves experiences and learning outside the classroom, creating opportunities for students to develop a deep and relevant understanding of the world around them.

Development of Islamic Religious Education Teachers' Pedagogical Capabilities Towards Understanding the Independent Curriculum

Developing teachers' pedagogical abilities, especially Islamic Religious Education teachers, in understanding the Independent Curriculum is a critical aspect in improving the quality of education. The Merdeka Curriculum emphasizes empowering teachers to be more creative and responsive to student needs (Sutrisno & Yulia, 2022). In this case, the school principal plays a major role in improving the pedagogical abilities of Islamic Religious Education teachers in their educational environment (Mustari, 2022) This is because the function of the school principal is to improve the quality of education (Tanzeh et al., 2021). In this context, the development of teachers' pedagogical abilities in understanding the independent curriculum cannot be separated from the role of the school principal, as stated by the Head of the MTs TTQ Cilacap Madrasah as follows:

"When implementing the Independent curriculum at MTs TTQ Cilacap, we faced various obstacles because this was a new step. One of the obstacles that was quite clear was that some teachers were not yet able to understand the learning evaluation model desired by the independent curriculum, especially teachers in the field of Islamic Religious Education. To overcome this, we consistently update teacher resources, especially in the Education category, such as teachers of Quran Hadith, Aqidah Akhlak, Fiqh, and Cultural History. We try to continue to improve teacher competency through various efforts, including providing instruction to all teachers. This instruction aims to enable them to develop their creativity independently by seeking information personally or through task delegation. We encourage them to be active in Subject Teacher Conference activities, Teacher Working Groups, as well as taking part in various training courses organized by the Ministry. Religion (Ministry of Religion)." (Head of MTs TTQ Madrasah, June 6, 2023).

This condition also occurs at MTs N 1 Banyumas, which can be seen from the following statement from the Deputy Head of MTs N 1 Banyumas curriculum:

"At the beginning, when Madrasah Tsanawiyah Negeri 1 Banyumas was appointed to plot the independent curriculum, we gathered all the teachers and then simultaneously all the teachers took part in human resource development training related to the independent curriculum to understand the independent curriculum together, both teachers of Islamic religious education and general subject teachers about what the independent curriculum is about and we understand together that the independent curriculum is a curriculum that liberates the potential talents and interests of students and a curriculum that leads to differentiation so that there is uniqueness in students regarding differences in desires, talents, potential interests so that we have "The concept is that Islamic religious education subjects explore their potential in the takhfid activity program, therefore in the class there are takhfid activities" (Vice Curriculum MTs N 1 Banyumas Mrs. Mami Suparmi, 22 July 2023)

By detailing concrete steps, school principals can develop more effective strategies in improving the quality of teachers in schools. One action that can be taken is to design and implement regular training programs that focus on teachers' in-depth understanding of the independent curriculum (Nurhattati et al., 2023). Such

programs may include workshops, seminars, and other collaborative activities, aimed at improving pedagogical skills, understanding of curriculum materials, and integration of educational technology.

In addition, this program can involve experts or competent sources in the field of Islamic Religious Education, such as academics, practitioners or experienced speakers. By involving them, teachers can gain deeper and more applicable insights regarding the Merdeka curriculum. In addition, school principals can encourage teachers' active participation in Subject Teacher Conference activities, Teacher Working Groups, and other educational discussion forums. In this context, teachers can share experiences, discuss challenges together, and provide mutual support. This not only broadens their knowledge, but also builds positive collaboration between them. Meanwhile, school principals can develop strategies to strengthen teacher involvement in training activities organized by the Ministry of Religion or related institutions. Providing logistical and administrative support, as well as motivating teachers to actively participate in training, can be concrete steps to ensure that teachers continue to develop their competencies (Redecker, 2017) in accordance with the latest developments in the field of Islamic Religious Education. By implementing these concrete steps, school principals can create an environment that supports teachers' professional growth, so that they can be more effective in facing the demands of the Merdeka curriculum and ensure optimal quality of education at MTs TTQ Cilacap and MTs N 1 Banyumas.

Barriers to the Development of Islamic Religious Education Teachers' Pedagogical Capabilities

Like other policy products, the implementation of the Independent Curriculum is not free from various obstacles that can affect its smooth implementation. Including its application to MTs TTQ and MTs N 1 Banyumas. As stated by the Head of the MTs TTQ Madrasah below:

"There are still several obstacles that need to be overcome. Some teachers still do not fully understand the independent curriculum, and this can hinder teaching and learning activities that emphasize the implementation of the curriculum. "Even though there has been a change in the curriculum from K13 to an independent curriculum, the mindset of most teachers is still as stagnant as before." (Head of MTs TTQ Madrasah, June 6 2023)

The same thing was also conveyed by the following Teacher of Aqidah Akhlak MTs TTQ:

"There are still several fellow teachers who do not fully understand the independent curriculum. This can become an obstacle in implementing teaching and learning activities which should focus more on implementing the independent curriculum. There needs to be further efforts to increase teacher understanding regarding this curriculum." (MTs TTQ Moral Creed Teacher, June 6 2023).

Different from MTs TTQ, the obstacles that exist at MTs N 1 Banyumas are in the aspect of facilities and infrastructure, this is based on the following statement from the Aqidah Akhlak Teacher of MTs N 1 Banyumas

"The main obstacle is the availability of facilities and infrastructure that can support students' talents and interests. The independent curriculum focuses on the formation of creativity, but without adequate facilities and infrastructure, this can hamper students' creativity. "Therefore, there needs to be more attention to the provision of facilities that support the implementation of the independent curriculum." (Teacher of moral aqidah MTs N 1 Banyumas, 22 July 2023).

Based on this interview, it can be concluded that there are at least two main obstacles in developing Islamic Religious Education teachers' pedagogical competence in understanding the independent curriculum, namely:

a. Obstacles originating from the condition of madrasa infrastructure or facilities.

The Merdeka Curriculum, which has been implemented for approximately one year, still has several shortcomings or obstacles, one of which is in the infrastructure aspect. For example, the limited number of teachers who have laptops, adequate devices and adequate internet access is one of the obstacles in implementing the Independent Curriculum. This has an impact on the limited number of teachers who can take part in online training held by the government regarding the Implementation of the Independent Curriculum. Thus, these limitations result in limited optimality for teachers in participating in training, even though it is important to follow the training series as a provision for teachers in implementing the Independent Curriculum.

b. Obstacles that come from the condition of Human Resources possessed by teachers

In the context of implementing the Independent Curriculum, teachers still experience anxiety, even though several studies have shown their readiness for the Independent Curriculum. The readiness of teachers and teaching staff in implementing the Independent Curriculum is a very important aspect to pay attention to, because it can have an impact on teacher performance in carrying out their duties. Teacher performance has a key role in the successful effectiveness of an educational unit. However, a number of studies show that teachers face various obstacles in implementing the Independent Curriculum.

Encouragement in the Development of Islamic Religious Education Teachers' Pedagogical Capabilities

The existence of various obstacles, as the researcher explained in the previous discussion, is a challenge that must be resolved with the creativity and commitment of schools or madrasas in implementing the independent curriculum. In this context, there are efforts made by MTs TTQ, this is as expressed by the Akidah Teacher. The morals of MTs TTQ are as follows:

"The efforts I make usually use the MGMP group to share information, study independently via the internet regarding learning using the independent curriculum, and request modules. "If a workshop is held again, it can be attended, which is usually held by the Ministry of Religion's Madrasah Working Group" (MTs TTQ Akidah Akhlak Teacher, 6 June 2023).

Each obstacle certainly has its own way of overcoming it, if at MTs TTQ efforts are made to utilize discussion group forums to increase teacher understanding, in contrast to MTs N 1 Banyumas which seeks to utilize available facilities and infrastructure, this can be known based on the statement from Teacher Akidah The morals of MTs N 1 Banyumas are as follows:

"In carrying out efforts to develop facilities at MTs Negeri 1 Banyumas, we focus on utilizing the facilities and infrastructure that are available. For example, for religious activities and Islamic Education, we utilize facilities such as mosques and libraries. Apart from that, to support sports activities, we use the hall or auditorium as adequate facilities. As for other needs, such as catering activities that involve cooking, we have procured stoves and cooking utensils according to our capabilities. "All of these steps were carried out by taking into account policies within the realm of institutional leadership, especially those of the Madrasah Head." (Teacher of moral akidah MTs N 1 Banyumas, 22 July 2023).

Improving pedagogical competence in understanding the Independent Curriculum can be achieved through various strategies: First, active participation in discussion forums between teachers is an effective step for exchanging experiences, ideas and understanding regarding the implementation of the Independent Curriculum. Through dialogue and collaboration in this forum, teachers can develop in-depth insight into the concept of an independent curriculum that is more contextual and relevant (Nursalam et al., 2023). With continuous discussions, teachers can exchange experiences and ideas to create innovative teaching strategies that suit students' needs (Bakri et al., 2023). In addition, collaboration in this forum also provides space for teachers to better understand how to integrate technology in the learning process, so that they can provide a more dynamic and interesting educational experience for students; Second, the use of facilities and infrastructure, in the context of the Independent Curriculum, is a crucial step to improve teacher pedagogical competence (Pillawaty et al., 2023). By providing supporting facilities and conditions, such as relevant teaching materials and access to technology, teachers can more effectively implement curriculum approaches that provide freedom and creativity. Adequate technological infrastructure, including stable internet access, provides support in utilizing digital learning tools. Increasing the availability of facilities and infrastructure can also include the development of adequate and comfortable classrooms, as well as laboratories or learning resource centers equipped with modern equipment. With these facilities, teachers can create an interesting and interactive learning environment, motivating students to actively participate in the learning process (Barlian et al., 2022). Apart from that, the use of facilities and infrastructure in the Independent Curriculum can include the involvement of local communities. Teachers can collaborate with related parties, such as industry or research institutions, to organize

field trips, workshops or collaborative projects. This not only provides practical experience to students but also expands the network of cooperation between the school and the community.

CONCLUSION

The implementation of the independent curriculum at MTs Takhshush Tahfidhul Qur'an and MTs Negeri 1 Banyumas shows significant differences. At MTs Takhshush Tahfidhul Qur'an, implementation is still in a transitional stage, limited to class VII, and is even still mixed with the 2013 curriculum. Meanwhile, at MTs Negeri 1 Banyumas, the independent curriculum has been fully implemented in every class. To improve the pedagogical competence of Islamic Religious Education teachers in understanding the independent curriculum, development efforts were carried out at the two schools. Encouragement is given to teachers to take part in human resource development training related to the curriculum, through forums such as the Subject Teachers' Conference and Teacher Working Groups. Apart from that, they are expected to take part in various training courses organized by the Ministry of Religion. However, in its implementation, there are obstacles that need to be overcome. One of the main obstacles is the condition of facilities and infrastructure which may be inadequate at both schools. Apart from that, the condition of teachers' Human Resources is also an obstacle, so special attention is needed to overcome this challenge in order to increase the effectiveness of implementing the independent curriculum in the educational environment.

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