

Breaking Old Boundaries: Strengthening the Competence of Al-Qur'an Hadith Teachers in the Era of *Merdeka* Curriculum

Putri Anggita Sari Hasibuan

Universitas Islam Negeri (UIN) Sumatera Utara
Email: putri0301202028@uinsu.ac.id

Ahmad Darlis

Universitas Islam Negeri (UIN) Sumatera Utara
Email: ahmaddarlis@uinsu.ac.id

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Abstract

This qualitative study aims to examine the strengthening of pedagogical competence among Al-Qur'an Hadith teachers in implementing the Merdeka Curriculum at MAN 2 Model Medan. The research focuses on the efforts made by teachers, the strategies adopted by the school, and the challenges encountered during the process of competence development. The study involved Al-Qur'an Hadith teachers, the vice principal for curriculum affairs, and students as supporting informants. Data were collected through in-depth interviews, participatory observations, and document analysis. The data analysis followed a systematic procedure, including data reduction, data display, and conclusion drawing. The findings indicate that the pedagogical competence of Al-Qur'an Hadith teachers at MAN 2 Model Medan is generally good but has not yet reached an optimal level, particularly in relation to the demands of the Merdeka Curriculum, which emphasizes differentiated, student-centered learning. Efforts to enhance pedagogical competence include participating in seminars and training programs, being actively involved in subject teacher forums (MGMP), listening to scholarly lectures, and increasing literacy through relevant reading materials. Simultaneously, the school administration plays a strategic role by organizing technical guidance and training sessions, conducting internal workshops, fostering collaboration with external stakeholders, and implementing regular academic supervision. These findings highlight the importance of synergy between individual teacher initiatives and institutional support in enhancing pedagogical quality to effectively meet the challenges of Merdeka Curriculum implementation in Islamic schools.

Abstrak

Penelitian ini merupakan studi kualitatif yang bertujuan untuk mengkaji penguatan kompetensi pedagogik guru Al-Qur'an Hadis dalam implementasi Kurikulum Merdeka di MAN 2 Model Medan. Fokus penelitian diarahkan pada upaya yang dilakukan oleh guru, strategi yang diterapkan oleh pihak sekolah, serta hambatan yang dihadapi dalam proses penguatan kompetensi tersebut. Subjek penelitian meliputi guru Al-Qur'an Hadis, wakil kepala madrasah bidang kurikulum, dan siswa sebagai informan pendukung. Teknik pengumpulan data dilakukan melalui wawancara mendalam, observasi partisipatif, dan dokumentasi. Analisis data dilakukan secara sistematis melalui tahapan reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa kompetensi pedagogik guru Al-Qur'an Hadis di MAN 2 Model Medan berada pada kategori baik, namun

belum mencapai tingkat optimal sesuai dengan tuntutan Kurikulum Merdeka yang menekankan pembelajaran diferensiatif dan berpusat pada peserta didik. Upaya peningkatan kompetensi dilakukan oleh guru dengan mengikuti seminar dan pelatihan, aktif dalam Musyawarah Guru Mata Pelajaran (MGMP), menyimak ceramah keilmuan, serta meningkatkan literasi melalui bacaan yang relevan. Di sisi lain, pihak sekolah turut mengambil peran strategis melalui penyelenggaraan pelatihan dan bimbingan teknis, pelaksanaan workshop internal, kolaborasi lintas lembaga, serta supervisi akademik secara berkala. Temuan ini menegaskan pentingnya sinergi antara inisiatif individu guru dan dukungan kelembagaan dalam memperkuat kualitas pedagogik guna menjawab tantangan implementasi Kurikulum Merdeka secara efektif di madrasah.

Keywords

Pedagogical competency, Al-Qur'an Hadith teacher, *Merdeka* Curriculum

Introduction

Improving and equalizing the quality of education has been a major challenge for the government for a long time in developing education in Indonesia. The government continues to make improvements through various systematic steps, one of which is improving the curriculum by presenting an independent curriculum. This curriculum is expected to be the answer to the problem of low basic literacy skills of students and will be fully implemented at all school levels in 2024. Curriculum changes cause teachers to adjust their competencies, especially pedagogical competencies (Hamdi et al., 2022).

Curriculum changes also often affect the methods, strategies, assessment and evaluation used by teachers. Teachers must learn and master new evaluation tools, develop appropriate assessment instruments, and understand how to measure learner success according to the new curriculum. Implementing the new curriculum often requires more time and effort from teachers. They need to adjust lesson plans, develop new materials and retool their teaching. This can add to the existing workload and pose challenges in managing time efficiently. Therefore, teachers need to have strong pedagogical competencies to meet the challenges of curriculum change.

The role of the teacher has a major impact in shaping the character of students because the teacher acts as a leader who, within certain limits, is able to direct the behavior of his/her students. Teachers not only function as facilitators, motivators, and companions, but also as strategic inspirers in bringing education towards its goals (Rodia et al., 2023). Teachers have the opportunity to shape the personality of their students, in accordance with the mandate of Law No. 14 of 2005 concerning Teachers and Lecturers, which stipulates that teachers have a position as professional personnel in charge of improving the quality of national education (Republik Indonesia, 2005).

One of the fundamental abilities needed by teachers is the ability to manage student learning, which includes understanding students, planning and implementing learning, assessing learning outcomes, and helping students realize their potential, which is called pedagogical competence. In the Islamic theological review of the description of the pedagogical competence of teachers is contained in the word of Allah (Q.S. An Najm: 9): “So

he was as close to Muhammad as the two ends of a bow or closer closer“ (Ministry of Religious Affairs, 2019).

According to the opinion of (Shihab, 2002) is the proximity of Archangel Gabriel in conveying revelation is so close that it is likened to the two ends of an arrow bow. The word (قوسين) *qousain* is in the second form of the word (قوس) *qaus* which means bow and arrow. There are also those who understand it in the sense of arms.

In this verse describes the closeness of teachers and students must be able to establish effective communication. Giving tasks independently, avoiding violence / restraint and creating activities that can stimulate the brain, giving students the opportunity to think reflectively on every problem faced. In addition, a teacher must be able to apply learning and learning theories, teachers can determine learning strategies and methods based on the characteristics of the students so that they do not feel bored during the learning process (Arifin, 2019). Pedagogical competence is also explained in the hadith narrated by Imam Al-Bukhori as follows: *“Ibn Mas'ud reported that the Prophet always chose the right time for us to advice, because he was afraid that we would get bored.”* (Bukhari).

In Syarah Shahih Al-Bukhari, Al-Khaththabi explained that the Prophet interspersed the time in delivering advice so that the companions did not feel bored and run away from the lesson (Asqalani, 2002). Thus the pedagogical competence of teachers plays an important role in the learning process. A pedagogically competent teacher will be able to create an effective and engaging learning environment. Although some teachers experience difficulties in implementing an independent learning curriculum, which may be due to limitations in their pedagogical competence (Zulvah, 2015). Research on pedagogical competence in implementing the independent curriculum has been widely researched by previous researchers. Among them are research which focuses on indicators of teacher pedagogical competence and indicators in the independent curriculum shows that the competence of teacher readiness in implementing diagnostic assessments at SDN 1 Tanggel is quite good (Ratri et al., 2024).

Based on preliminary observations at MAN 2 Model Medan, it shows that the school has used an alternative curriculum, namely the independent curriculum whose implementation is still in grades X and XI. Based on interviews with Al-Qur'an Hadith teachers at MAN 2 Model Medan, the ability of teachers in managing and using media and the ability of teachers in planning their learning is still not optimal. As during the learning process there are some Al-Qur'an Hadith teachers who only use one media, and use presentation and lecture methods, while in the independent curriculum educators are required to be able to develop teaching materials and teaching resources so that students do not experience boredom such as decreased concentration, and students are interested in the learning presented by the teacher. This phenomenon requires a strategy from the school and also the Al-Qur'an Hadith teacher to be professional in their work, so that training and mentoring activities tailored to the independent curriculum are needed.

In connection with the description that has been conveyed above, the purpose of this study is to explore information related to the pedagogical competence of the Al-Qur'an Hadith teacher in implementing the independent curriculum at MAN 2 Model Medan, the efforts of the Al-Qur'an Hadith teacher in improving pedagogical competence in implementing the independent curriculum, and the strategies carried out by the school in strengthening the pedagogical competence of the Al-Qur'an Hadith teacher at MAN 2 Model Medan.

Method

The research method used is descriptive qualitative, which is research carried out with the important objective of describing or describing a condition objectively (Rijali, 2018). This research also uses *field* research methods (*field* research) is research that is directly carried out at the location or research site chosen in order to examine objective symptoms. The research location is at MAN 2 Medan Model. The research informants in this study were the deputy head of the madrasa in the field of curriculum, Al-Qur'an Hadith teachers and students. The data collection techniques used by researchers are through observation, interviews, and documentation. Test the validity of data through triangulation of sources and triangulation of techniques. Data analysis is done by collecting data, reducing data, presenting data, and drawing conclusions.

Results and Discussion

Pedagogical Competence of Al-Qur'an Hadith Teachers in Implementing the Independent Curriculum

Competence is one of the most important teacher qualifications, if this competency is not present in a teacher, then he will not be competent in carrying out his duties. This is in line with the implied message of competence itself which demands professionalism and self-sufficiency. However, if someone does not have competence in their field (educator), it certainly will not produce an optimal achievement (Rasam, Sari, & Karlina, 2019). While what is meant by pedagogic comes from the word "*paid*" meaning child and "*agogos*" meaning to guide. So it can be concluded that the term pedagogics can be interpreted as the science and art of teaching children. (Situmorang, Hutapea, & Zai, 2018). According to Rahman (2014) pedagogical competence is the ability to manage learning, which includes planning, implementing and evaluating student learning outcomes. This competency must be possessed by every teacher to achieve success in learning and teaching activities.

For more details, based on the results of the study, it shows that there are several competencies that must be possessed by the Al-Qur'an Hadith teacher at MAN 2 Medan Model, namely:

1. Understanding the Characteristics of Learners

The ability of Al-Qur'an Hadith teachers at MAN 2 Medan Model in understanding the characteristics of students is very good. To understand the characteristics of students, teachers conduct tests at the beginning of learning. It is intended that the teacher is able to know the basic abilities of students before starting the lesson. Based on the results of data analysis with Mrs. ML as the Al-Qur'an Hadith teacher at MAN 2 Model Medan, she stated that:

In the independent curriculum, there is something called a diagnostic test, which is carried out at the beginning of learning. Well, through this diagnostic test we can recognize how different students learn. Do they go into audio whether visual or kinesthetic. Then in learning we can categorize and vary how our methods of teaching in class. (ML, May 15, 2024).

So this is in line with the principle of the independent curriculum that learning must be tailored to the needs of students. The independent learning curriculum is a learning curriculum that refers to the talent and interest approach (Madhakomala, Aisyah, Rizqiqa, Putri, & Nulhaq, 2022). So that teachers must adjust learning strategies according to the learning styles of students. There are three kinds of learner learning styles. The learning styles of learners include: auditory, visual, and kinesthetic. Each child has a different learning style so the teacher must understand the learning style of each learner (Lestari et al., 2023).

2. Learning Planning

The planning of Qur'anic Hadith learning at MAN 2 Model Medan is carried out by taking into account the principles of the independent curriculum. Using learner-centered learning approaches, such as active learning, discussions, and projects. Of course, teachers also prepare learning outcomes, materials, teaching modules and teaching materials before starting learning. This is reinforced by the results of an interview with Mrs. EL as the Al-Qur'an Hadith teacher who stated:

What needs to be prepared in lesson planning is of course there is material, then prepare teaching modules, teaching materials, teaching tools and ppt. For making teaching modules is usually done personally but of course still through MGMP Al-Qur'an Hadith, so that the delivery to students remains 1-way. (EL, March 4, 2024).

Based on this, it can be seen that one of the important tools for the successful implementation of learning in schools in the independent curriculum is the teaching module. As stated by (Maulinda, 2022) teaching modules are the new language of lesson plans. In this case, the independent curriculum provides flexibility for teachers to enrich modules in two ways, namely teachers can choose or modify teaching modules that have been prepared by the government and adapted to student characters and compile modules individually according to the material and student characters.

3. Learning Implementation

Based on the results of observations made of Al-Qur'an Hadith teachers at MAN 2 Medan Model, it shows that overall the ability of teachers to deliver material, choose methods and develop media in learning is quite good, although there are also some teachers who do not understand IT so that it has an impact on the lack of creativity of teachers in varying methods and developing teaching media.

As for some of the methods used by the Al-Qur'an Hadith teacher in learning, the first is the *expert method*, in its implementation students are divided into several groups, each student must understand the material determined by the teacher, then they will be passed to another group to explain and be responsible for the material they have mastered. Second is the *method of visiting*, in the implementation of students divided into several groups, the teacher distributes material to each group, then each group representative visits another group whose task there are 2 can be to present their own material and can also be to listen to the results of the discussion of the group they came to and provide an assessment of the discussion of the group's results. Third is the *group discussion method (presentation)* in its implementation, each group will be given material by the teacher and will present the results of their group discussions according to a predetermined schedule. And the fourth is the *lecture method* which is an explanation given by the teacher to students as a reinforcement of material in the learning process.

Then some of the media used by the Al-Qur'an Hadith teacher in the learning process are learning videos, pictures, ppt, posters and student imagination also plays a role in developing learning media such as making comics.

This is in line with the results of an interview with Mrs. ML who stated that:

As for the method, I prefer to use the expert method. For this expert method, we divide them into several groups and then each group is responsible for their own material, so they must be experts in their material. Don't let people be more expert than him, while it's his material. Then each student will be passed to another group as a speaker. According to the mother, this is more efficient than just going forward then presenting because not necessarily all of them participate in working, and for media, I usually use posters and children now like to search for themselves so that children are directed to develop their imagination to make media such as making comics. (ML, May 15, 2024).

This reflects an independent learning approach, where students are recognized as active learning agents and play a role in shaping their learning experiences (Rodia et al.,

2023). So many researchers now agree that incorporating more learner-centered learning approaches in the classroom can improve learning outcomes (Ichiana et al., 2023).

Then the Pancasila character profile at MAN 2 Medan Model is practiced through habituation such as congregational prayer, *tadarus Alqur'an*, and the application of 5S values in the madrasah environment. While the character of global diversity is instilled by developing local and national cultural arts and habituation of noble values of the Indonesian nation. Mutual cooperation, independence, creativity and critical thinking are cultivated through practical activities in learning and extracurricular activities. For the *rahmatan li al-âlamîn* profile, characters such as *ta'addub* (civilization), *qudwa* (exemplary), and *murwatanah* (citizenship) are emphasized through the habituation of religious values and Indonesian culture in daily life. The attitudes of *tawassut* (moderation), *tawâzun* (balance), *i'tidâl* (straight and firm), *musâwah* (equality), *shurâ* (deliberation), *tasâmuh* (tolerance), and *tathawwur wa ibtikâr* (dynamic and innovative) are also applied and cultivated in the madrasah environment. In the process, the implementation of character education requires habituation, acculturation, and consistent cultivation of these values in every aspect of students' lives.

4. Evaluation of learning outcomes

Based on the National Education Standards, the explanation of Article 28 paragraph (3) point a states that pedagogical competence is the ability to manage student learning which includes understanding students, designing and implementing learning, evaluating learning outcomes, and developing students to actualize their various potentials (Perni, 2019).

Evaluation and assessment of learning outcomes in the implementation of the independent curriculum at MAN 2 Model Medan is carried out using 3 assessments, namely diagnostic assessment (initial assessment), formative assessment (during the learning process), and summative assessment (final assessment). From the results of data analysis with Mr. AB as the deputy head of the madrasa in the field of curriculum at MAN 2 Model Medan stated:

Learning evaluation is usually for the independent curriculum that we adjust. especially in MAN 2 now the name is early summative if we used to know the name daily assessment, and later there will also be a final summative or we used to know the name pas (end of semester assessment). (AB, March 22, 2024).

The results of this interview support the opinion of (Lestari et al., 2023) which states that through diagnostic assessments at the beginning of learning, teachers can find out the strengths and weaknesses of students. Knowing their learning needs so that they can adjust learning materials according to students' abilities. Through formative assessment during the learning process, teachers can obtain information about the development of students' mastery of competencies at each stage of learning and can improve the learning process if necessary. Meanwhile, through summative assessment at the end of learning, teachers can measure the overall achievement of student learning outcomes.

The learning evaluation process plays an important role in knowing the extent of student development. Therefore, evaluation is said to be important and mandatory for all those who play a role in the world of education to apply evaluation to students (Wisman et al., 2021).

5. Developing Learners' Potential

Al-Qur'an Hadith teachers at MAN 2 Model Medan organize Al-Qur'an Hadith performances to increase the potential of their students. This performance activity is also carried out by involving all students in the madrasah. This is in line with the results of data analysis with Mrs. ZK as the Al-Qur'an Hadith teacher who stated that:

To develop the potential of students, last year I made a Al-Qur'an Hadith performance, specifically for class XII I took material from the odd semester and there were 4 discussions, so I divided it into 4

groups that had to understand the subject matter of each made like an exhibition. For classes X and XI as visitors and assigned to make notes and take lessons from each exhibition they visit. This activity is considered successful and can improve the potential and character of students. (ZK, May 16, 2024).

In providing understanding and developing the potential of students, appropriate assistance is needed. Therefore, in order for the educational process to run smoothly and produce the best results, students must be assisted in overcoming their problems as well as helping students develop their potential optimally, in accordance with the theory of Prayitno and Erman in (Ipas & School, 2023). Thus, students who have potential with good abilities will continue to develop, so that it is hoped that there will be satisfactory results in achieving educational goals (Amaliyah et al., 2021).

Efforts of Al-Qur'an Hadith Teachers to Improve Pedagogical Competence in Implementing the Merdeka Curriculum at MAN 2 Medan Model

Pedagogical competence is a competency that must be possessed by teachers. Teachers are also obliged to develop their pedagogical competence so that teachers can do their job well and can make changes or improvements in every learning activity. In addition, pedagogical competence is an ability related to understanding students and managing learning. In relation to the teaching and learning process in the classroom, in entering the world of education, pedagogical competence is a teacher's provision that is closely related to students who must be improved for every teacher (Akbar, 2021). Based on the research findings, some of the efforts of Al-Qur'an Hadith teachers in improving pedagogical competence at MAN 2 Medan Model are as follows:

1. Joining Vocational Organizations

The vocational organization that Al-Qur'an Hadith teachers participate in at MAN 2 Medan Model is MGMP (subject teacher deliberation). This aims as one of the efforts made by teachers in improving their competence. This activity also aims to discuss the obstacles experienced by teachers and also find solutions, as well as improve the quality and quality of teachers. Based on the results of data analysis with Mrs. ML, she stated that:

MGMP has an important role in developing my competence as a teacher. Since joining MGMP Al-Qur'an Hadith, I feel a lot of benefits both in terms of increasing knowledge and teaching skills. (ML, May 15, 2024).

The findings of the interview results are in line with the theory (Masyhuri, 2019) MGMP forum aims to equalize the ability of teachers in their fields to support equitable improvement of teaching and learning activities, so as to improve the competence of a teacher. In addition, MGMP can improve the abilities and skills of teachers in the process of teaching and learning activities, namely: preparation, implementation, and evaluation of learning outcomes.

The necessity for teachers to have pedagogical competence is mentioned in the Qur'an and Hadith. One of the words of Allah that indirectly tells every teacher to have pedagogical skills is Surah An-Nahl verse 125: "Invite (people) to the way of your Lord with wisdom and good teaching and debate them in a better way. Verily your Lord is the One who knows best who strays from His path and He knows best who is guided." (Lajnah Pentashih Mushaf Al-Qur'an, 2019).

According to Shihab (2002) in his tafsir it is explained that the Prophet Muhammad SAW invited all people to follow the teachings of Allah SWT. This verse states: O Prophet Muhammad, call, that is, continue your efforts to call all those you are able to call to the path shown by your Lord, namely the teachings of Islam with wisdom and good teaching and refute them, namely anyone who rejects or doubts the teachings of Islam in the best way.

The scholars understand that the above verse explains about three kinds of da'wah methods that must be adjusted to the target of da'wah. Against scholars who have high knowledge are ordered with wisdom, namely dialoguing with wise words according to the level of their personality. Against the laity, it is ordered to apply mau'izah, which is to give advice and parables that touch the soul according to their simple level of knowledge. While against Ahl al-Kitab and adherents of other religions what is commanded is jidal / debate in the best way, namely with logic and subtle rhetoric, free from violence and swearing.

Therefore, it can be concluded that pedagogical competence is a competency that must be possessed by the teacher. Teachers are also obliged to develop their pedagogical competence so that teachers can do their job well and can make changes or improvements in every learning activity.

2. Participating in Seminars/Workshops

Participating in seminars and workshops is an effort of Al-Qur'an Hadith teachers at MAN 2 Medan Model in improving their competence. One of the workshops attended by the Al-Qur'an Hadith teacher is discussing strengthening the implementation of the independent curriculum. As the results of an interview with Mrs. ES who stated that:

The school has provided full facilities in implementing the independent curriculum, one of which is to the teacher. Teachers are given a strengthening workshop on implementation of the independent curriculum. In the workshop, the discussion was about teacher competence, mastery of the substance of the independent curriculum material and the ability to evaluate student understanding, also the ability to evaluate student understanding. (ES, February 28, 2024).

Therefore, a teacher must have the foresight to make improvements or improve quality. No matter how small the plan is, it will definitely bring changes even though it is small too. This improvement can be obtained through seminars or workshops and training held by related institutions. In a journal submitted by (Azzahra et al., 2023) it is explained that attending workshops and seminars is one of the efforts to improve teaching knowledge and skills in implementing the independent curriculum.

3. Participating in Training

Al-Qur'an Hadith teachers at MAN 2 Medan Model actively participate in training to improve their teaching skills. The training attended by teachers is about deepening the implementation of the independent curriculum and improving teaching modules. Based on the results of an interview with Mrs. EL who stated:

Through my experience, attending training helps me to improve my competence in teaching. I learned new techniques, effective learning strategies and gained the latest insights in the field of education, especially in implementing the independent curriculum. (EL, March 4, 2024).

The purpose of training in implementing the independent curriculum is to make it easier for teachers to carry out learning related to their job duties (Muslimin, 2020). As well as increasing teacher competence in understanding the implementation of the independent learning curriculum and to improve the competence of students in the fields of knowledge, skills (Wahira et al., 2023).

4. Listening to Lectures

According to one of the Al-Qur'an Hadith teachers at MAN 2 Medan Model, listening to lectures can improve teachers' pedagogical competence. Whether it's listening to lectures directly or online. Because listening to lectures can help teachers gain new knowledge and deep insights into the latest developments in the field of education.

Mr. RL as the Al-Qur'an Hadith teacher stated *"To improve pedagogical competence we usually study on our own, discuss with friends, or maybe listen to lectures through ustadz or youtube or also through seminars."* (RL, May 15, 2024).

Based on the theory put forward by (Hammond et al., 2017) it can be seen that listening to lectures can be an effective way to improve teacher competence. Teachers who regularly attend lectures demonstrate a commitment to self-development and always strive to update and improve their competencies.

5. Reading a lot

The habit of reading helps Al-Qur'an Hadith teachers at MAN 2 Model Medan become more competent, insightful and able to inspire students in a more effective way. Mrs. ZK as the Al-Qur'an Hadith teacher also argued that:

The efforts I make to improve my competence are that I study a lot, read a lot of books, read more learn, read a lot of books, analyze my teaching environment. Reading for a teacher is a must. So from reading orally and writing. Orally means analyzing the performance of our teachers we take the positive things, and analyzing the work of students, especially analyzing about adab. (ZK, May 16, 2024).

This opinion is also in accordance with the views of (Johnson, 2016) which states that reading literature relevant to the teaching field can help teachers deepen their understanding of the material being taught. For example, reading textbooks, academic journals, and articles related to their field of study allows them to be *up to date* with the latest developments and enrich learning materials.

The School's Strategy in Improving the Pedagogical Competence of Al-Qur'an Hadith Teachers at MAN 2 Medan Model

The strategies used by MAN 2 Model Medan are as per the data in the field as follows:

1. Training/Technical Guidance

The implementation of the training/technical assistance program on independent curriculum training held at MAN 2 Model Medan has been carried out quite well. Because MAN 2 Model Medan is a *piloting project* madrasah in implementing the independent learning curriculum since the 2022/2023 academic year which of course prepares careful preparation in its implementation. In accordance with the findings of an interview with the deputy head of the madrasa, Mr. AB, who stated that:

In improving teacher competence, it is carried out through technical guidance by bringing in expert resource persons in IKM (implementation of the independent curriculum) both from the teachers' association, the Ministry of Religion, both from the training center and this is all aimed at improving teacher professionalism, as well as conducting training on developing technology-based teaching material media. (AB, March 22, 2024).

The results of the interview above are relevant to the opinion of (Virgiyanti, Dewi, & Zuliani, 2023) that the objectives of internal training create interaction between participants within the relevant agencies and strengthen a sense of kinship or togetherness, increase motivation, both for participants and resource persons to familiarize a culture of continuous learning, explore problems faced in the field related to increasing work effectiveness so that solutions can be formulated together.

2. Collaboration/cooperation with various parties

Another finding obtained from an interview with Mr. AB is that:

Then what can be done is to collaborate with various parties who know, understand and have run both from within and outside, both from agencies or other government ranks that are from outside, both from agencies or other levels of government who indeed rotate in the world of education, especially in the Ministry of Religious Affairs of North Sumatra province and madrasah level." (AB, March 22, 2024).

Thus, the benefits felt by collaboration are that teachers feel they have moral support and the opportunity to learn from each other, which helps teachers feel better about themselves and their tasks. (Kasmawati, 2020).

3. Organizing Workshops

The implementation of this independent curriculum is a new thing for all educators, therefore there are still those who do not fully know and understand the independent curriculum policy. In response to this, MAN 2 Model Medan held a workshop on this independent curriculum, so that teachers understand and know about this independent curriculum policy. The workshop activities discussed the making of teaching modules, making modules for the Pancasila Student Profile Strengthening Project (P5) and the Rahmatan Lil Alamin Student Profile (P2RA).

As the results of an interview with Mr. AB:

What is certain is that MAN 2 conducts debriefing for teachers starting from workshops and technical guidance. Workshops and technical guidance. Then from the technical guidance down implementation or strengthening in the field of making teaching modules, learning outcomes, learning objectives, flow of learning objectives and so on, then up to the preparation of P5 P2RA and it is carried out in stages according to the level." (AB, March 22, 2024).

This opinion shows conformity with the theory which states that training activities, workshops or seminars need to be encouraged for strategic support for the quality of education which will be useful for providing innovations to support their professionalism as a teacher (Saifulloh, Muhibbin, & Hermanto, 2012). Thus it can be concluded that attending workshops, seminars and training also provides many opportunities for teachers to continue to develop and improve the quality of education they provide.

4. Organizing Supervision

MAN 2 Model Medan also conducts supervision in an effort to improve teacher competence and performance. By holding supervision, teachers at MAN 2 Model Medan become more skilled and awake and get an increase in performance including the preparation of teaching modules to be better. This can be understood from the explanation of Mr. AB who explained that: *"The form of evaluation/assessment of teachers is carried out through supervision starting from the learning tools, or the teaching module until later with the teaching."* (AB, March 22, 2024).

In accordance with the above opinion, it is explained in the journal put forward by (Suchyadi, Mirawati, Anjaswuri, & Destiana, 2022) that through academic supervision it is hoped that the academic quality carried out by teachers will improve. Ability development in this context is not interpreted narrowly, solely emphasizing on improving teachers' knowledge and teaching skills, but also on increasing teachers' commitment or willingness or motivation, because by increasing the ability and motivation of teachers, the quality of learning will improve.

Conclusion

Based on the results of this study, it can be concluded that the pedagogical competence of Al-Qur'an Hadith teachers at MAN 2 Medan Model is fairly good but not yet maximized. This is because there are still obstacles felt by the Al-Qur'an Hadith teacher in implementing the independent curriculum in the form of the teacher's lack of creativity in managing learning and using monotonous learning methods. The efforts made by the Al-Qur'an Hadith teacher to improve pedagogical competence in implementing the independent curriculum are by attending seminars and training, joining teacher organizations (MGMP), listening to lectures and reading a lot. The strategy carried out by the school in improving the pedagogical competence of the Al-Qur'an Hadith teacher at MAN 2 Medan Model is by conducting training (technical guidance) by bringing in resource persons who are experts in IKM (Implementation of the Independent Curriculum), holding workshops and seminars, collaborating with various parties, and conducting supervision.

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Ethical Considerations

All sources used in this writing include journals, books, and also the results of interviews and observations that the author conducted to obtain data sources relevant to this writing.

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