

TEACHER PEDAGOGIC COMPETENCY IN IMPLEMENTING INDEPENDENT LEARNING CURRICULUM AT MIN 1 MEDAN

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Abstract. Pedagogical competence is an essential skill that a teacher must have to effectively oversee the learning process, which encompasses comprehending student characteristics, planning, executing, assessing learning, and fostering student potential. In the implementation of the Merdeka Curriculum at MIN 1 Medan, pedagogical competency is essential for the effective execution of innovative learning that addresses student needs. This study revealed that the pedagogical competency of Fiqh teachers at MIN 1 Medan necessitates enhancement, particularly regarding the integration of technology and the implementation of teaching methods that align with the Merdeka Curriculum. This research seeks to evaluate the level of pedagogical competency among Fiqh instructors and the challenges encountered in the implementation of the Merdeka Curriculum. We employ a qualitative research methodology, utilizing data collection approaches such as observation, interviews, and documentation. The research findings reveal persistent weaknesses in the proficiency of technology and creative pedagogical methods, which impede the enhancement of the teaching and learning process. Enhancing teachers' pedagogical competencies through training and technical support has emerged as a crucial proposal for the successful implementation of the Merdeka Curriculum at MIN 1 Medan.

Keywords: fiqh; independent curriculum; learning; pedagogy; teacher.

I. INTRODUCTION

Education is an important foundation for shaping the character and ability of individuals to face future challenges. Article 3 of Law No. 20 of 2003 on the National Education System (Sisdiknas) emphasizes that national education functions to develop abilities and shape the character and civilization of a dignified nation. The main objective of education is to enlighten the life of the nation and develop the potential of students to become individuals who are faithful, noble in character, knowledgeable, skilled, independent, and responsible as democratic citizens. (Undang-Undang RI No. 20 Tahun 2019). According to Abdul Kadir, education is a conscious effort to develop the abilities of learners through guidance, teaching, and training activities for their roles in the future [1]. In the context of education, pedagogical competence becomes very important. Education is a conscious effort that prepares students through various activities for their roles in the future [2]. Education not only serves to transfer knowledge but also to build strong character and prepare individuals to become active and responsible members of society [3][4][5]. The hadith narrated by Ahmad states that whoever desires both this world and the Hereafter must master knowledge, emphasizing the importance of education in human life [6]. Considering the challenges faced by educators, especially in the implementation of the Merdeka Curriculum in Indonesia, it is important to examine the pedagogical competencies of teachers [7]. As one of the schools implementing the Merdeka Curriculum, MIN 1

Medan is the focus of this research. This study aims to evaluate the pedagogical competencies of Fiqh teachers at MIN 1 Medan, identify supporting and inhibiting factors in the implementation of the Merdeka Curriculum, and provide recommendations to improve the quality of learning [8][9].

Therefore, we anticipate that this research will advance education, especially in the context of implementing the Merdeka Curriculum, and offer educators fresh perspectives on how to improve their pedagogical skills for improved educational results [10][11][12]. This document is a template. An electronic copy can be downloaded from the conference website. For questions on paper guidelines, please contact the conference publications committee as indicated on the conference website. Information about final paper submission is available from the conference website.

II. RESEARCH METHODS

This study employs qualitative research with a phenomenological approach as its research method [13][14]. Phenomenological research aims to closely and thoroughly observe and hear individual explanations and understandings of the experiences they have undergone. The researcher selected this approach to deeply explore and analyze the issues surrounding the "Pedagogical Competence of Fiqh Teachers in the Implementation of the Independent Learning Curriculum at MIN 1 Medan." The researcher conducted this research at MIN 1 Medan, situated at Jalan William Iskandar

No. 7C, Medan Tembung, North Sumatra, during the even semester of the 2023-2024 academic year. The school's facilities, infrastructure, and learning process discipline and direction influenced the researcher's choice of location.

A. Data Collection Techniques

In this research, the researcher used several data collection techniques, including:

1. Interview: The researcher conducted interviews with relevant parties, including the school principal, curriculum coordinator, and Islamic law teacher, to obtain direct information. To ensure systematic and thorough questioning, the researcher employed a structured interview guide.
2. Observation: We use the observation method to directly observe the learning activities occurring in the classroom. The purpose of this observation is to comprehend the application of the teacher's pedagogical competence in the teaching and learning process.
3. Documentation Study: The researcher also used a documentation study to collect data from various types of documents, including meeting notes, reports, and related documents concerning the curriculum and learning process at MIN 1 Medan.

B. Data Analysis Techniques

This research uses qualitative descriptive analysis methods to realistically and accurately describe the pedagogical competence of Fiqh teachers in the implementation of the Merdeka Curriculum at MIN 1 Medan. The analysis process consists of three stages [15]:

1. Data Reduction
2. Data Presentation
3. Conclusion Drawing

C. Data Validity Examination Techniques This study tests the validity of the data using three primary techniques [16]:

1. Prolonged Engagement
2. Persistent Observation
3. Triangulation

III. RESULTS AND DISCUSSION

A. Implementation of the Merdeka Curriculum at MIN 1 Medan

The Minister of Education and Culture Nadhim Makarim introduced the Merdeka Curriculum, which aims to provide students and teachers the freedom to develop their potential through flexible learning. Implemented at MIN 1 Medan in 2023, this curriculum uses six phases that reflect students' competency levels, allowing them to learn according to their individual abilities. One of the important components of the Merdeka Curriculum is P5 (Pancasila Student Profile Strengthening Project), which focuses on the character development of students in accordance with the values of Pancasila. This project involves practical activities, such as Market Day, where students learn about halal food and buying and selling. This activity not only enhances academic understanding but also trains social and leadership skills. The implementation of the Merdeka Curriculum at MIN 1 Medan provides flexibility in learning but also requires teachers to understand the differences in students' abilities. Although there are challenges, such as the need for further training for teachers, this curriculum provides opportunities for students to learn according to their interests and talents and supports

the balanced development of character between academic abilities and social attitudes.

B. Pedagogical Competence of Fiqh Teachers in the Independent Curriculum

This study emphasizes the importance of pedagogical competence, particularly how Fiqh teachers at MIN 1 Medan design learning, engage students, and assess learning outcomes in accordance with the Independent Curriculum. Teachers need to understand the cognitive and emotional needs of students for effective learning. The findings show that although teachers have a foundation in pedagogical competence, they still face difficulties in integrating technology into their teaching—an important component of the Merdeka Curriculum.

1. Learning Planning for the Merdeka Curriculum at MIN 1 Medan

Regarding some pedagogical competencies in the implementation of the Merdeka curriculum, the informants take several steps in preparing the learning plan. These steps include reviewing the available CP and ATP, modifying teaching modules, creating learning media, and determining assessments.

a. Reviewing Learning Outcomes (LO), Learning Objectives (LO), and Learning Objective Pathways (LOP)

To ensure that the lesson plan aligns with the necessary competencies, teachers review LO, LO, and LOP. LO is the expected final competency; LO is the target to be achieved after several sessions; and LOP is a systematic arrangement of LO. However, it is widely recognized that teachers must thoroughly review the process of mapping the learning objective pathways to align with the specific learning needs in the classroom. Teaching module components used by the teacher match government-provided modules. However, the teacher adapts the content of the teaching module to suit the needs of the students in the class. Therefore, the choice to modify the teaching module independently is considered more effective for the teacher.

b. Teaching device planning.

The government provides the teaching devices, which the teacher independently modifies to meet the needs and characteristics of the students in the class. The teacher does this to ensure seamless learning in the classroom. MIN 1 Medan grants teachers the freedom to select or alter the government-provided teaching modules, tailoring them to the unique characteristics of their students, or to develop their own customized teaching modules. We do this to guarantee that the learning process is both effective and pertinent to the students' circumstances.

c. Preparation for Learning Planning

The teacher prepares learning materials relevant to CP and ATP. They prepare teaching modules, media, student worksheets (LKPD), and the necessary formative questions.

d. Assessment

Types of assessments used:

1) Formative Assessment: Teachers use various types of assessments, such as oral questions, quizzes, and individual assignments, to provide feedback and measure student progress.

2) Summative Assessment: Conducted through written exams, practical exams, and projects. The aim is to measure students' learning achievements after completing a stage of learning.

e. In teacher planning, learning media is also prepared.

The teacher has designed and used learning media in the teaching module to achieve the learning objectives. The classroom's LCD projector displays a PowerPoint presentation as the learning media for Fiqh Unit 1. This madrasah sets standards for learning media that focus on integrating technology to provide a better learning experience for students. Learning media is divided into two categories: mandatory media, which must be used in every lesson, such as laptops and digital learning content, and optional media, which can be used if necessary, such as props, LCD projectors, whiteboards, videos, and internet access. Teachers are also allowed to add other media as needed while still considering the goals and effectiveness of the learning process.

From the overall research above, before teaching, the teachers at MIN 1 Medan prepare lesson plans using teaching materials that comply with the guidelines from the Ministry of Education and Culture and can be modified by themselves. The modified teaching materials include ATP and teaching modules, which encompass important components such as learning objectives, assessments, trigger questions, learning activities, and reflections for both students and teachers. Teachers design teaching modules based on the needs and characteristics of the students so that the learning process can be directed toward achieving the desired goals.

C. Implementation of the Merdeka Curriculum Learning at MIN 1 Medan Based on Research Results on the Implementation of the Merdeka Curriculum

1. The beginning of learning.

a. Teacher's Reference in Implementing Learning The teacher bases the implementation of learning in Class A on the principles of the Merdeka curriculum, which is provided by the government. In Class B, the teacher designs and implements student-centered learning appropriate to the context. The Learning Achievement (CP), the main guideline containing the competencies expected of students in each phase of learning, serves as an important reference for the teacher in Class C. Based on the observation of all teachers in implementing the independent curriculum, there is no demand for a specific way of teaching, but teachers are given the freedom to conduct their lessons while still adhering to the learning principles issued by the government.

b. The way the teacher prepares the initial conditions when teaching in the classroom At the beginning of the lesson, the teacher takes several steps to prepare the students physically and mentally. First, the teacher guides the students to pray earnestly, recite Surah Al-Fatihah, and read a prayer before starting the learning activities. After that, the teacher invited the students to sing the song "Indonesia Raya" and the "Dimensi Profil Pelajar Pancasila" song at 8:15 AM WIB. After the prayer and singing activities, the teacher opened the lesson by greeting and asking the students how they were doing. The teacher also ensures that the students have had breakfast before leaving for the madrasah and

reminds them to always maintain their health. Next, the teacher checks attendance by asking the students who their absent friends were that day. The observation revealed that every student was present in class. The teacher then asked questions about the previously studied material and the upcoming material. These questions serve as a formative assessment to determine students' readiness before starting the lesson. The teacher explained that on that day, the students would study fiqh material about fasting, including obligatory conditions, valid conditions, and things that can invalidate fasting. To prepare the learning atmosphere, the teacher invited the students to do an ice-breaking activity by asking them to stand in their respective places and recite prayers together.

2. Core Learning

a. Teachers use media in classroom learning.

In class A, they always use textbook media according to the material, such as to support classroom learning. Class B Teachers use learning media if it is in accordance with the learning objectives, student characteristics, and learning materials. Class C Teachers need to carefully consider the use of learning media in learning. If the learning media can provide benefits for learning, then teachers can use learning media. During learning, the teacher shows media in the form of stories and pictures about Fatih, who is eating sahur and fasting. The teacher asks students questions, such as the name of the child in the story, what he does, and what breaks the fast. This activity aims to connect the material with the students' experiences and lasts for about 15 minutes. The use of learning media in class A helps students understand the material faster and makes them happy. In class B, the media helps teachers deliver the material effectively. In class C, the teacher chooses media that are in accordance with the objectives and characteristics of the students and prepares the media well for use in learning.

b. Learning approaches and strategies The teacher explains the material first, then gives oral questions to ensure students understand. If students are still confused, the teacher approaches them and repeats the explanation until they understand. After the explanation, at 08.30 WIB, the teacher uses PowerPoint slides to explain things that break the fast. The teacher also prepares several oral questions for the students, with the activity lasting approximately 15 minutes. At the end of the lesson, the teacher gives students questions to work on independently, then checks the answers and gives grades.

The strategy used is cooperative learning with the STAD (Student Teams Achievement Divisions) method, where students work together to achieve common goals and are tested individually. The learning models used at MIN 1 Medan include problem-based learning, project-based learning, cooperative learning, and discovery learning. This approach helps teachers formulate appropriate learning objectives, choose effective strategies, and develop quality assessments.

c. Closing learning activities. At the end of the lesson in Class A, in the closing activity, the teacher asks students what material has been studied, concludes the learning together, provides reinforcement and also conveys the next learning

plan so that students can prepare well. In Class B, the closing activity carried out was the teacher asking students to make a summary of the learning material, so that they could review the learning material that has been studied. Class C The teacher gives students questions to review the learning material that has been studied. The teacher does this activity by asking questions, asking students to make a summary, or giving a short test. After that, the teacher guides students to draw conclusions and reminds them of the next learning plan, including the tools and materials that must be brought for next week. After the lesson is finished, the teacher asks the students about the material they have learned. The teacher helps students draw conclusions from the learning and provides reinforcement regarding what they have learned. At the end, the teacher conveys the learning plan for the next day and reminds students to bring the tools and materials needed for next week. The first lesson ends at 09.15 WIB. The implementation of learning in class III MIN 1 Medan has been in accordance with and refers to the principles of independent curriculum learning launched by the Ministry of Education, Culture, Research and Technology. The learning that is carried out is at a developing stage, adjusting to the conditions and characteristics of the Madrasah.

D. Independent Curriculum Learning Assessment, MIN 1 Medan

Assessment or evaluation is an effort by teachers to obtain information about the learning process and results that have been achieved by students. Teachers conduct assessments to gather evidence or provide a basis for considering the achievement of learning objectives.

1. How do teachers design formative assessments and select the instruments?

Teachers use formative assessment as a method to gather information about the learning process and the results students achieve. This evaluates the degree of achievement of learning objectives. Every learning activity in the teaching module includes formative assessments in the form of rubrics. Formative assessments are carried out by teachers using various instruments, including written tests, oral tests, practice, projects, portfolios, and assignments. Teachers use the results of these activities to enhance the learning process. Meanwhile, students use them as reflection material.

2. How do teachers design summative assessments and their instruments?

At the conclusion of a theme, chapter, unit, and scope of material, summative assessments take place. The instruments used are oral tests, written tests, practice, and projects. The types used

There are daily assessments (PH) and end-of-semester assessments (PAS). Report cards use these scores to report learning outcomes.

Teachers conduct formative assessments during the learning process, either in the middle of activities or towards the end, using tools such as LKPD, test sheets, multiple choice questions, and essays. This can be seen when the teacher explains, and occasionally the teacher asks questions verbally one by one to students. The teacher employs this method to gauge the students' comprehension of the material under

instruction. Summative assessments measure the learning outcomes at the conclusion of the learning period. We use the summative assessment results to determine the final grade, graduation, and placement of students. Teachers carry out the assessment of learning in class III MIN 1 Medan, adhering to the assessment principles conveyed by the Ministry of Education, Culture, Research and Technology, and using the methods and techniques recommended in the independent curriculum.

E. Efforts to Improve the Pedagogical Competence of Fiqh Teachers in the Implementation of the Independent Curriculum at MIN 1 Medan

1. The pedagogical competence of Fiqh teachers in the implementation of the independent curriculum at MIN 1 Medan.

The application of pedagogical competence encompasses a variety of methods to enhance the pedagogical competence of teachers, with the ultimate goal of improving learning quality. The application of pedagogical competence development is a variety of ways or efforts made to improve the ability of teachers in this case, namely the pedagogical competence of teachers in their ability to manage learning through several development activities to improve the quality of learning. Pedagogical competence is the ability of teachers, which includes mastering the characteristics of students from physical, moral, spiritual, social, cultural, emotional and intellectual aspects. The second aspect involves mastering the theories and principles of educational learning. Third, developing a curriculum related to the subjects being taught. Fourth, organizing educational learning. The fifth step involves employing information and communication technology for educational objectives. The sixth step involves facilitating the development of student potential, aiming to actualize the various potentials that students possess. Seventh, communicating effectively, empathetically, and politely with students, then conducting evaluation assessments and learning outcome processes. Next, make use of the outcomes of assessments and evaluations to enhance learning. We are implementing appropriate measures to enhance the standard of education. (Hasnah Siregar 2024). Regarding the application of pedagogical competence itself, there are several programs to improve teacher competence, such as training, KKG/KKMI, seminars and other activities. In addition, there are efforts from the teachers themselves in developing their competence, as in the interview results that so far the teachers have tried to develop their competence, such as participating in training held at the sub-district or district level, and there are several teachers who continue their studies. Therefore, pedagogical competence can be applied in various ways to enhance teacher pedagogical competence, requiring teachers to master its components through existing activities such as workshops, seminars, training, monthly meetings, further studies, and KKMI.

2. Types of activities to improve teachers' pedagogical competence in implementing the independent curriculum at MIN 1 Medan.

The development of teachers' pedagogical competence at MIN 1 Medan includes various programs, such as

workshops/training, seminars, routine coaching, and continuing education. Workshops are held to improve teachers' understanding of concepts and competence and to improve the quality of learning in madrasas. Seminars are a means to continuously improve teacher professionalism. Meetings are held regularly to discuss various issues related to madrasas and problems faced by teachers and students. Further education is intended for several teachers at MIN 1 Medan to continue their education to a higher level to improve their competence. All of these activities aim to improve the quality of teaching and educate students effectively. The principal provides full support, creates a conducive learning environment, and supports the growth of teacher professionalism. Through this development, it is hoped that teachers can improve the learning achievements of students at MIN 1 Medan.

3. Strategy for implementing the pedagogical competence of Islamic jurisprudence teachers in the implementation of the independent curriculum at MIN 1 Medan

The strategies implemented include determining the vision and mission of developing teacher pedagogical competence, the objectives of developing teacher pedagogical competence, activities for developing teacher pedagogical competence, and evaluating the development of teacher pedagogical competence. Teacher competence and vision and mission implementation are the goals of this pedagogical competence development. The existence of this development activity is certainly so that teachers can apply it in learning so that they are able to produce a quality teaching and learning process. That way, competent teachers supported by a good learning process are expected to be able to improve optimal learning achievement. Implementation in the teaching and learning process in accordance with the components of pedagogical competence, namely knowing the characteristics of students, making learning plans, implementing learning, evaluating learning and developing the potential possessed by students.

4. Evaluation of the Application of Teacher Pedagogical Competence in the Implementation of the Independent Curriculum at MIN 1 Medan

The application of teacher pedagogical competence at MIN 1 Medan was evaluated to see the extent to which changes occurred after several development activities were carried out. The training that teachers attend can change their teaching methods, although some teachers still use more traditional lecture methods. To overcome this, the head of the madrasah sends teachers to attend training so that they can adapt to the Merdeka Curriculum, which requires the use of varied learning methods. The madrasah head also evaluates teachers' effort to improve their teaching skills. Meetings, both in the Elementary Madrasah Working Group (KKMI) and internal madrasah meetings, have a positive impact on teachers. Mrs. Siti Rahmadhani Harahap, M.Si, added that discussions at KKMI help teachers exchange experiences about problems in teaching, thereby improving their competence.

a. Conditions before Efforts to Improve the Pedagogical Competence of Fiqh Teachers at MIN 1 Medan Before the pedagogical competence improvement program, MIN 1 Medan conducted a self-evaluation and needed analysis to

determine the condition of teacher resources. The madrasah found that there were still teachers who taught in inappropriate fields. The next plan includes a program to improve the quality of the madrasah through the recruitment of new teachers, workshops, and orientation for institutional development.

b. Conditions after the implementation of pedagogical competence of fiqh teachers at MIN 1 Medan After the implementation of pedagogical competence, the quality of learning at MIN 1 Medan showed significant improvements:

1) Creative and Innovative Learning: Teachers are now better able to understand students, from their cognitive level to their personality. This helps teachers better recognize students' potential and development.

2) Improvement in Assessment: Teachers have improved their ability to design and implement learning evaluations. They understand the principles of assessment and are able to compile various evaluation instruments and use the results of the assessment to improve the quality of learning.

3) Increased Student Achievement: The development of teacher competence has a positive impact on students' enthusiasm for learning. Interesting and innovative learning makes students more motivated and successful, both academically and non-academically.

4) Development of Academic and Non-Academic Potential: Teachers are able to channel and direct students' academic potential according to their abilities. In addition, they can also facilitate the development of non-academic potential.

5. Differentiated Learning in Fiqh Subjects at MIN 1 Medan.

a. Steps for Differentiated Learning in Fiqh Subjects at MIN 1 Medan.

Differentiated learning at MIN 1 Medan is implemented through three main steps: mapping learning needs, designing learning based on mapping results, and evaluating and reflecting on learning. These three steps are interrelated and aim to meet students' needs. Teachers play an important role in ensuring that differentiated learning can run well. Based on the results of observations, teachers at MIN 1 Medan have implemented these steps well, although there are still some shortcomings. Mapping of students' learning needs has been carried out through diagnostic assessments. However, the results of the mapping are not recorded in writing, so they are difficult to access again. In addition, teachers have designed learning according to the mapping results, although sometimes it does not fully meet students' needs. An evaluation system has also been implemented, with formative evaluations carried out during learning and summative evaluations through monthly learning outcome assessments and end-of-semester exams. Teachers also reflect on the learning that has been implemented to determine students' needs in subsequent learning.

1) Mapping Student Learning Needs

Teachers use diagnostic assessments to determine students' conditions before learning begins. In an interview, Mrs. Siti Rahmadani explained that she conducted an initial survey or pre-test that included giving questions to determine students' abilities. She also coordinated with parents through a WhatsApp group to obtain information about learning

problems faced by students. After mapping learning needs, the next step is to design learning based on the mapping results. In a subsequent interview, Mrs. Siti explained that she first checked students' understanding of the material to be taught, such as things that break fasting. If students do not understand the material, the teacher looks for ways for them to understand before continuing the teaching. The learning design created by Mrs. Siti is in accordance with the students' conditions, without exception, so that all students can learn actively and collaborate with each other. This design is outlined in a teaching module that contains activities that meet students' learning needs.

2) Evaluation and Reflection of Learning

After designing learning, the teacher conducts an evaluation to assess students' understanding. Mrs. Siti explained that she gives questions according to students' understanding and repeats the material if the evaluation results are not satisfactory. If students have difficulty, the teacher asks for help from parents so they can study at home. Evaluation is carried out through monthly learning outcome assessments and final semester exams, without differentiating questions for each student, except for students with special needs. This evaluation system aims to determine the extent to which students have achieved learning objectives. Overall, MIN 1 Medan has implemented differentiated learning well. Teachers have mapped learning needs, designed learning, and conducted evaluations and reflections. Observation results show that students feel comfortable and free to learn, both inside and outside the classroom.

b. Implementation of Differentiated Learning at MIN 1 Medan.

The implementation of differentiated learning at MIN 1 Medan involves the role of the madrasah principal in ensuring the availability of facilities, learning resources, and a learning environment that supports this program. The madrasah principal functions as a leader who facilitates successful learning by providing the necessary facilities and infrastructure. MIN 1 Medan has implemented the Madrasah Penggerak program in grades 1, 2, 4, and 5, where differentiated learning is applied in content, process, and product. Teachers receive socialization, workshops, and training from expert trainers, with funding coming from the BOS Performance Fund. The head of the madrasah also collaborates with various parties, including the government, universities, and the business world, through guardians. Cooperation with parents, teachers, and the madrasah committee is carried out to provide learning resources.

In the first year, books were still transferred from the center, but in the second year, the madrasah could choose books according to their needs. From the observation, the researcher concluded that the head of the madrasah had carried out his role well in building collaboration. The learning environment in each class was handled well by parents. The results of observations and document studies showed that the provision of learning resources for differentiated learning had been implemented well. The library as a center for learning resources is well managed, so that all the necessary learning

resources are always available. In addition, a supportive learning environment also runs smoothly, making students feel comfortable and free to learn, both inside and outside the classroom.

E. Inhibiting Factors of the Pedagogical Competence of Fiqh Teachers in the Implementation of the Merdeka Curriculum at MIN 1 Medan

At MIN 1 Medan, there are several obstacles in the development of the pedagogical competence of Fiqh teachers, which are divided into internal and external factors. Internal factors include education level, participation in training, length of service, experience, welfare, and awareness of responsibility. External factors include salary and allowances, availability of learning facilities, leadership of the madrasah head, and community participation.

To overcome these obstacles, madrasahs make various efforts, such as planning competency development on a scheduled basis, improving teacher skills through training and seminars, and completing facilities and infrastructure, including information technology. In addition, madrasahs try to improve teacher welfare and hold regular meetings to share knowledge. Comparative study and assessment activities are also carried out to improve learning quality and teacher qualifications through further education.

IV. CONCLUSIONS

The implementation of the Independent Curriculum at MIN 1 Medan began in 2023 by implementing six phases based on the level of student competency and the Pancasila Student Profile (P5) strengthening project. The phases in this curriculum describe the level of student ability, allowing teachers to adjust teaching materials according to individual student needs. The pedagogical competence of fiqh teachers is crucial in the implementation of this curriculum, covering three aspects: design, implementation, and evaluation of learning. Teachers have mapped student learning needs through diagnostic assessments and have designed learning based on the results, although there are some shortcomings in meeting student needs optimally. However, there are obstacles in developing competencies, both internal factors such as teacher education and experience and external factors such as salary and learning facilities. Proposed solutions include increasing training, adding infrastructure, and collaborating with other institutions to improve the quality of learning. With these efforts, it is hoped that the pedagogical competence of teachers at MIN 1 Medan can continue to increase so that differentiated learning can be implemented properly and support the achievement of optimal student learning outcomes.

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