Teacher Pedagogical Competence in Independent Learning Curriculum Management at MTS Takhashush Tahfidhul Qur'an and MTS Negeri 1 Banyumas

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Abstract
Advances in technology and easy access to social media have influenced adolescent association. They are exposed to a variety of content that is often contrary to religious values. This causes a greater challenge in providing a strong understanding of religion to teenagers. This method is a qualitative method will provide a deep understanding of the experiences and perspectives of adolescents, as well as provide insight into how religious education can play an important role in guiding them to conduct interviews and observations. Based on the results of religious education research has a crucial role in guiding adolescents to deal with promiscuity. Through understanding of moral values, ethics, social responsibility, and spiritual values, adolescents can make wise, responsible, and positive decisions in their lives.

Keywords: Religious Education, Adolescents, Promiscuity

INTRODUCTION
Because it is the measure by which all educational institutions are measured, teachers have a significant impact on raising the bar for student learning. If the school does not have good learning management, it will impact every part of the school. Improving the quality of learning requires instructors who are skilled and professional. As a result, educators must possess in-depth knowledge in order to foster growth in the caliber of student learning. The English term "competence" denotes "expertise" in this context (Tacconi et al., 2021). A set of qualities that must be present in a teacher for the purpose of achieving educational objectives. Acquiring new abilities requires time invested in formal education and training as well as personal study and the application of what one has learned (Fakhruutdinova et al., 2020). If the aforementioned competency is to be understood, it follows that
teachers need to be well-versed in both the tasks at hand and the best practices for guiding students through the evaluation process. Consequently, effective educators must achieve competency, which includes the capacity to demonstrate mastery of all areas of attitude, knowledge, and skill, including those involving awareness, support, and responsibility, in order to carry out their work effectively (Almendingen et al., 2021). Teachers should prioritize their careers in education since their competency is based on the knowledge and abilities students acquire in the classroom (Taufik, 2020).

Teachers need to be well-versed in all aspects of education, but they should also be able to get to know their pupils on a personal level, which is crucial in areas like lesson planning and assessment (Dewi & Nurkholis, 2022). Skill in which a teacher can effectively guide their students through the learning process in a variety of contexts, including but not limited to: creating a course outline or curriculum, planning lessons, facilitating student-teacher dialogue, incorporating technology into the classroom, and assessing students’ progress toward goals. Islamic religious education instructors face a number of challenges when trying to adapt their curricula to meet the needs of their students, particularly in light of recent policy shifts away from the thirteen-curriculum model and toward the new independent curriculum.

It is fair to say that the autonomous curricula adopted by some institutions come with their fair share of difficulties. According to Wikan Sakarinto, the Director General of Vocational Education of the Ministry of Education and Culture, Indonesia's curriculum has been modeled after Germany's since its inception in the 1970s. Although there has been fast progress in implementing the German curriculum (Alias & Nasri, 2019).

A change in the function of educators, which initially conducted learning through an equalized approach to make independent students, was realized in the independent curriculum. In this regard, teachers are strived to become facilitators and trainers in the learning process with active project-based. In changing the mindset of educators, the Ministry of Education and Culture held a training for teachers and lecturers related to project-based learning and pedagogical competence (Siska et al., 2020).

Principals, teachers, and other education staff get crucial reinforcement in this way. Conversely, in order for schools to achieve autonomy in monitoring SMI and quality, the Ministry of Culture and Education must provide instructions about the implementation of curricula, which should include a sample curriculum for each school to use as a guide. Because of this, it is difficult to gauge whether or not pupils are prepared. Figure out what you need to know and then figure it out on your own. Therefore, pupils need individualized care so that they may develop their skills and interests rather than just following the crowd. Students who don't have the ability to "follow along" with their classmates or who feel pressured to do so by their parents or professors may struggle to pay attention in class.

There are still a lot of issues that students will have a hard time comprehending in class that are connected to the many ones already discussed, all of which having to do with instructors and students
struggling to grasp the autonomous curriculum. Teachers' ability to comprehend autonomous curriculum management as a means to enhance the quality of learning depends on their pedagogical skills. Because of its bearing on educational achievement and quality, this is the teacher's so-called strategic role (Norman et al., 2023). In light of the above, it is essential that educators possess extensive expertise in their respective fields in order to impart high-quality information to their students and therefore enhance the educational system. Similarly, for MTs Takhashush Tahfidhul Qur'an and MTs Negeri 1 Banyumas.

METHOD

This research is a qualitative descriptive research. This research will explain how the pedagogical competence of Islamic Religious Education teachers in understanding the independent curriculum to improve the quality of learning, as well as the obstacles and encouragement of the management of Islamic Religious Education teachers' expertise in understanding the independent curriculum in improving the quality of learning both at MTs TTQ Cilacap and at MTs Negeri 1 Banyumas. Data were collected using observation, interview, and documentation techniques. After the data is collected, the next step is the data analysis technique. The data analysis technique that researchers use is based on certain steps, including all data obtained through observations and interviews being verified and reduced, then categorizing data to formulate and support a hypothesis or inference. Third, the data is then arranged in the form of units, the smallest parts that can stand alone regardless of others but can be recognized and understood so that they can be used to form patterns. Fourth, each unit is collected into a whole in writing so as to form a pattern of student learning motivation. In this process, data verification and triangulation simultaneously occur, both techniques (observation, in-depth interviews, and documentation) and data sources (all research subjects) which run continuously throughout the entire time span of data collection and analysis (Sugiyono, 2018).

After that, fifth, a systematic configuration of relationships between hypothetical inferences is built by dialoguing with various relevant theories so that a systematic and coherent pattern is built as an answer to the problem formulation, which means that a theory is built. Sixth, the theory that was built was re-analyzed to be standardized as a theory about the management of teachers' pedagogical competence in understanding the Merdeka curriculum to improve the quality of learning at MTs Takhashush Tahfidhul Qur'an and MTs Negeri 1 Banyumas.

RESULTS AND DISCUSSION

Description of teacher pedagogic competence in independent curriculum management to improve learning quality.

The concept of managing teacher expertise, especially Islamic Religious Education clump teachers in understanding the independent curriculum as explained by the Head of Madrasah that for the implementation of the independent curriculum at MTs TTQ Cilacap, indeed because it is still new,
there are still many clear obstacles regarding the management of the expertise of Islamic Religious Education clump teachers here we always update the teacher's teacher resources including Education clump teachers, including Quran Hadith teachers, Aqidah Akhlak, Fiqh, and History of Culture through various efforts in the form of human resource development such as the head of Madrasah instructing all teachers to be able to be creative independently by looking for information either personally or the head of Madrasah delegates to be able to participate in subject teacher deliberation activities (MGMP) and Teacher Working Group (KKG) activities as well as training activities organized by the Ministry of Religion (Kemenag).

Based on the results of interviews with Mrs. R., as the fiqh subject teacher for classes VII, VIII and IX, she explained that the independent curriculum is still in the introduction stage, starting from the aspects of understanding, substance, and how the implementation of the learning process is carried out, including those related to administrative management. Moreover, he has never participated in socialization about the independent curriculum, but is active in sharing with fellow teachers or conducting independent searches via the internet. Actualization, especially in class VII, is currently implementing the independent curriculum, for classes VIII and IX it is still the 2013 curriculum.

The implementation of the independent curriculum in class VII is still in the "exploratory" or introductory stage so that in general it applies more of the 2013 curriculum while learning about the independent curriculum. Regarding the independent curriculum, Mrs. R., revealed that the independent curriculum tends to prioritize the practical aspect and integrate with several subjects because it can develop students themselves. From this, because it has also only filled the class 1 (one) time and is still in the introduction stage to new students, so it has not entered further material. Thus, P5 and P2 in the independent curriculum have not been implemented.

Based on the results of interviews with Mr. T., as the teacher of moral creed subjects for classes VII, VIII and IX, he explained that the independent curriculum at school for the workshop was only attended by several teachers. For me, I attended the initial workshop but did not fulfill or understand the whole concept of the independent curriculum itself. Then with regard to learning, only grade VII uses the independent curriculum. Meanwhile, with regard to understanding the independent curriculum, I do not fully understand it so that I still often search through the internet or sources that discuss the independent curriculum. Regarding the actualization of the independent curriculum in class VII, especially the subject of moral creed because it has not yet entered the class so that it has not applied the independent curriculum to its learning. In relation to P5 because it is still an introduction, the implementation is still mixed with the 2013 curriculum.

**Description of obstacles to teacher pedagogical competence in independent curriculum management to improve learning quality**

The obstacles to the management of PAI clump teachers' expertise in understanding the independent curriculum to improve the quality of learning are that most teachers' mainset is still stagnant, such as when there is a change in curriculum from K13 to an independent curriculum, a
teacher in implementing learning there are still some teachers technically learning in the classroom has not implemented an independent curriculum so that as the head of the madrasa it is difficult when changing the teacher's mainset and teacher awareness to carry out learning in accordance with the new curriculum, namely the independent curriculum, but we always encourage teachers to always follow or adjust according to the latest curriculum, namely the independent curriculum, Therefore, we hope that hopefully it can be resolved along with the passage of time in order to implement the independent curriculum, while efforts to overcome these obstacles are through independent information seeking or self-development both through reading via electronic media such as on the ministry of religion's YouTube channel by repeating it over and over again so that it is quick and easy to understand it, especially YouTube channels about webinars and IKM seminars (Implementation of the Independent Curriculum) as well as manually by reading books, writing, seminars, MGMP, KKG and others.

Based on the results of interviews with Mrs. R., as the fiqh subject teacher for classes VII, VIII and IX, she explained that the obstacles related to the management of PAI clump teachers in understanding the independent curriculum to improve the quality of learning are limited costs, because for the independent curriculum which is more practical with the P5 and P2 programs. In addition, the implementation of an independent curriculum that makes more demands on every teacher to be creative and students who are required to be more active in learning. Moreover, what has been explained is that the independent curriculum is still in the introduction stage. When looking at student input, it does not have in common with other students who come from public status schools. So it is possible that there are differences in input between students who come from public schools and those in private schools. Efforts are made by always trying to learn, one of which is the existence of MGMP groups, can do independent searches via the internet or usually from the school holding socialization so that they can send teachers to follow the socialization agenda held. It is hoped that they can recognize and practice the independent curriculum in accordance with the conditions of the madrasah including the condition of the students so that the talents and interests of students can develop.

Based on the results of interviews with Mr. T., as the teacher of moral creed subjects for classes VII, VIII and IX, he explained that the obstacles related to understanding the independent curriculum itself are not 100% understood. In practice, the details of the independent curriculum have not yet been mastered. The efforts I make usually utilize the MGMP group to share information, learn independently via the internet about learning using the independent curriculum, and ask for modules. If a workshop is held again, it can be followed, which is usually held by the KKM (Madrasah Working Group) of the Ministry of Religion.

Description of teacher pedagogical competence in independent curriculum management to improve learning quality

The management of the expertise of Islamic Religious Education teachers in understanding the independent curriculum to improve the quality of learning according to the deputy head of the madrasah in the field of curriculum said that at the beginning when Madrasah Tsanawiyah Negeri Satu
Banyumas was appointed as the plotting of the independent curriculum, we gathered all the teachers and then simultaneously all the teachers attended training-human resource development training related to the independent curriculum to understand the independent curriculum together, both Islamic religious education teachers 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 talents and potential interests of students and a curriculum that directs differentiation so there is uniqueness in students about differences in talent desires. potential interests so that we have the concept that the independent curriculum is a curriculum that liberates the talents and potential interests of students, We have a concept that for Islamic religious education subjects that explore their potential in the takhfid activity program, therefore in class there are takhfid activities, then for general subjects there is a science class because in the independent curriculum there is P5 (Project to strengthen the profile of Pancasila lessons and the profile of Rahmatan lil alamin students) that 20% to 30% is taken as a whole from regular learning, namely (40 hours) and at MTs N 1 Banyumas it was agreed to take 20% of it, which means around 8.2 hours with we round it up to 8 hours because that's why all teachers understand it together in P5, we combine it with the Ministry of Religion in the form of RA (Rahamatalil alamin) so that specifically on Saturdays we have a deepening of takhfid activities, In addition to general lessons, we also accommodate the talents and interests of students for those who are not interested in memorizing the Koran / takhfid by studying the YellowIslamic classic books because we are given freedom or flexibility in the curriculum, the important thing is that the minimum hours are 41 hours and then P5 is added and in the P5 material we also add P2 RA as a combination, in addition to learning about the pancake profile. The combination is that in addition to learning about the Pancasila profile from the Ministry of Education and Culture (P5), we combine it with that of the Ministry of Religion (P2RA) therefore with the themes that have been determined on the Pancasila learning profile and Rahmatan lilalamin (from the Ministry of Religion) so that in learning there are several themes including themes about Entrepreneurship, Build a Sports Spirit, Environmental Insight and so on which are then combined with Rahmatan lilalamin and these learning activities are carried out specifically on Saturdays so the point is that specifically on Saturdays a combination of P5 learning is carried out from the Ministry of Education and Culture (P5) which is communicated with the talents and interests of students by providing a google form link then students to include what their goals are, What interests, for example, if students are interested or aspire to become a Kyai then students can include in the google form (aspiring to become a Kyai), as well as for example if students have aspirations to become a programmer then students please include ICT, who want to aspire to become a business entrepreneur in the culinary field also please include Tata boga so on and so on we have nine specializations, Those who want to become researchers also have research, those who want to enter medicine in Science, then there are students who are happy with fine arts in art, who like sports as evidenced by participation when in SD / MI participating in competitions in various sports fields can enter the Sports class so the point is that in
MTs Negeri 1 Banyumas there are a total of nine classes or 9 specializations, We manage these interests and talents by adjusting them to the P5 and P2RA themes that have been provided by the government so that, for example, if there are students who are happy about religion, the P5 is with the big theme of Build body and soul, namely with their souls built religious sciences while their bodies with sports so there are two contents contained therein, namely the soul and body or the term mensana in corpore sano (in a healthy body there is a strong soul).

So the soul of the body can be where the soul is from religious knowledge while the body is from sports activities we combine with discussions simultaneously with the teachers agreed to combine P5 and P2RA with themes that have been determined by the government then we combine according to the talents and interests of students, for example those who are interested in the field of ICT we develop by fulfilling with the soul of religion that with the soul of religion students can explore by being taught about korel, photoshop. and others, for example the Eid al-Fitr holiday makes Eid al-Fitr greetings then when the results of his work are shown to teachers and parents of students will feel proud of the results of the creativity of students or students, and others, and others, for example, if there is an Eid al-Fitr holiday, making Eid al-Fitr greetings, then when the results of their work are shown to teachers and parents, students will feel proud of the creativity of their students or students. Likewise, with culinary procedures, for example, if students want to aspire to become a culinary entrepreneur, participants are also taught how students are able to theory and practice, for example, about local wisdom on how to make mendoa which can be attractive and taste good with more attractive tempe mendoan packaging that can be posted on social media so that we promote that our tempe mendoan is more attractive and delicious than other tempe mendoan outside us. So our tempe mendoan has its own characteristics that are not owned by other culinary, for example, there is a little creation in the form of adding a little sesame or others so that it becomes more attractive with more attractive packaging with more hygienic, delicious and khalalantoyiban quality, namely halal and good, which means that students are introduced and directed in independent curriculum learning to understand about the existence of the body and soul in accordance with the themes determined by the government. Then we collaborate with talents and ask students.

For class plotting, it is unified or adjusted according to the desired talent and interest class, for example, grade 7 is also with grade 7 all according to the talent of interest, for example those interested in the field of art enter classroom F combined into one class, those who are takhfid are combined in class 7A, those who are interested in science in classroom 7B who are interested in language because language is more meaning that students get additional language for eight hours, namely Arabic for four hours then English for four hours. Then for Takhfid activities, it is taught by a teacher who is truly a khafid / khafidoh through the recruitment of khafid / khafidoh teachers, for example we open vacancies for honorary teachers with the formation of math teachers but with the condition that they must be khafid / khafidoh teachers as well as for example we need Arabic language teachers who must also be hafid / hafidoh with proof that they really have a shahadah and it turns out
that there are also those who register and join there are alumni from UNSIQ Wonosobo and from UIN Saizu Purwokerto. Including for culinary teachers also culinary teachers, fine arts teachers also from art teachers as well as sports teachers also from sports teachers and we added by recruiting one more new teacher from Unsoed Purwokerto who is really an expert and a volleyball athlete. The point is that in understanding or interpreting P5 and P2RA, it is truly integrated about the project of strengthening the profile of Pancasila lessons and the profile of Rahmatan lil alamin students, for example, there is exemplary, mutual cooperation so that teachers are able to accommodate all the talents and interests of students through P5 and P2RA in accordance with the themes determined by the government, therefore teachers are given the freedom to explore the potential according to the talents and interests of students with the technical cooperation of the counseling teacher to make a google form for students by including names, talents, interests and ideals by choosing one of the interests, talents expected ideals with previously explained by the teacher that if Takhfid means memorizing the Koran, if religion means learning about the yellow book while learning two languages, namely Arabic and English, if sports are prepared to become sports athletes, if the aspiration is to become a sport then join the Science class because in Science there are an additional eight hours for science, mathematics, biology and physics materials. So specifically on Saturdays, students, for example, who are interested in culinary, all join the culinary classroom from various classes, namely in class eight D, the art is in class eight F, sports are in class eight H, then until Science joins class eight E. Meanwhile, the seventh grade is now recorded since the beginning of PPDB has been given a form about talents and interests and aspirations and what class they want, so now it is directly plotted specifically, for example, seventh grade A means takhfid class and so on. Therefore, effective learning is from Monday to Friday while specifically for Saturday learning about the talents and interests of students according to the schedule and has been determined according to the theme, the module has also been prepared, the list of grades, evaluations to the report card of enthusiasts is also there and in the independent curriculum there is no ranking (ranking) but the teacher still makes a ranking but is not given to the parents of students so it is only for the teacher's personal document only.

Meanwhile, according to the Aqidah Akhlak teacher, regarding the management skills of the teacher's expertise, especially the Islamic Religious Education clump teacher in understanding the independent curriculum as explained that with regard to the independent curriculum, the material is actually not far from the 2013 curriculum, namely the material is not too far away with specializations in the learning tools, it is somewhat different but the material is almost the same and the strategy for implementing the Islamic education clump, especially the subject of aqidah akhlak in this independent curriculum is how to realize these students so that they become aqidah morals in this independent curriculum. The strategy for the implementation of the Islamic education clump, especially the subject of aqidah akhlak in this independent curriculum, is how to realize these students so that they become good aqidah then berakhlaqul karimah and also these students are given the widest possible
opportunities to be able to express and then be able to improve the abilities that exist in students.

As for the independent curriculum, the point is that there is differentiation so indeed if in the previous curriculum it was not overly emphasized even though it existed, it's just that in this independent curriculum students are really sought after about their potential because between one student and another student does have different abilities or potential before students start learning, this is the importance of differentiation to sort and select categories of students who have the eligibility to obtain material according to their talents interests and aspirations. So that the material is no longer generalized like regular learning activities but is sorted out according to the talents interests and ideals even though the essence is to have the same target, namely competence or completeness in learning owned by students. Therefore, learning begins with plotting classes according to the talents interests and ideals desired by students with the hope that when handling students it will be maximized for the development of the potential of students.

Technically, the implementation of learning in the classroom, a teacher is first equipped with the implementation of the Independent Curriculum (IKM) through trainings, trainings that bring in outside sources, namely from the Ministry of Religion's madrasah education which is also carried out by MGMP as well as by organizers from MTs Negeri Satu Banyumas and from the Ministry of Education and Culture on how the material and concept of the independent curriculum and specifically the Islamic religious education curriculum takes precedence over the curriculum for other subjects so the first project is Islamic religious education.

In principle, in obtaining provisions for understanding the independent curriculum material is from various sources including from sources or mentors who are experts or competent about the independent curriculum. For the implementation of the independent curriculum at MTs Negeri 1 Banyumas, it has actually been implemented since two years ago, namely the first year 2022 starting from grade seven and now 2023 is the third year only up to grade eight and grade nine has not implemented the independent curriculum because this is still a test project in the sense that not all of them have implemented the independent curriculum, it just so happens that MTs Negeri 1 Banyumas was appointed as a project starting from grade seven and grade eight and next year, namely 2024, only grade nine will implement the independent curriculum and grade nine will still implement the thirteen curriculum.

So the stages in the implementation of the independent curriculum essentially begin with differentiation, namely sorting out the division of characters, which is the term for the abilities of students by asking several questions, can be through polls to find out the abilities of students so that a teacher can understand, then the teacher provides a stimulus in the form of materials and after that students are given the freedom to express, create by means of discussions and so on in order to solve problems after that we evaluate. For the pluses and minuses in the independent curriculum, students do learn the profile of rahmatan lilalamin so that each of these subjects integrates how to create learning that is rahmatan lilalamin, namely being able to apply Islamic values that are rahmatan
lilalamin in everyday life which can be positive values and that is very helpful for the clumps of Islamic religious education subjects in order to instill religious values that are rahmatan lilalamin for students. If the thirteen curriculum is more about emphasizing character education in each lesson, while the independent curriculum is oriented towards Islam which is rahmatan lilalamin, besides Pancasila students, it is indeed the realm of the general domain, but it is more about emphasizing the understanding of Islam which is rahmatan lilalamin, that is where there are additional positive values so that they can be practiced about what they learn.

In the independent curriculum, there is also differentiation according to the talents, interests and ideals of each which includes specialization in sports, religion, science and technology, all of which are separated according to their talents and interests by exploring potential through communication with students by providing opportunities for students to choose them, then after that they are studied according to their talents and interests and if indeed after being studied it is found to be in accordance with their talents and interests, then class grouping or plotting is carried out according to their talents and interests, and then learning is carried out according to the day and time of special hours. For the implementation of these activities carried out on Saturdays according to hours or scheduled according to each class which includes religious classes, sports classes, art classes, culinary classes. And for regular classes it continues as usual, namely on art days, Tuesdays, Wednesdays, Thursdays and Fridays. On Saturday there are two activities, one is specialization activities and the second is in the Pancasila student profile or strengthening Pancasila, namely P5 (Project, strengthening the Pancasila student profile) and P2RA (rahmatan lilalamin) integrated into one, so that in its implementation according to their respective themes, such as the theme of entrepreneurship, which means that students are trained to be able to work that can later be sold or based on products. There is also the theme of exemplary, which means that students are given the opportunity to look for individual profiles that can be exemplified, then they can be studied, interviewed and then reported so that they can be used as news or papers which can then be published or posted on the wall. If one of them is already running about sports, namely the existence of creative gymnastics, then there are entrepreneurial and exemplary activities.

Specifically, the role models that are meant can be real figures in the field or profile figures that already exist such as figures in the form of historical figures or national figures that can be taken from books, journals or articles and from other media including electronics such as YouTube and others. After that, participants are given an interview by expressing what values in the history of the figures studied both from the positive and negative sides, especially the positive side so that students are able to apply in their daily lives. For the implementation of learning on Saturdays, namely in its implementation starting from seven to ten thirty for specialization activities and after that new P5 activities until completion or going home at 12.30.

Based on the results of interviews with Mr. Silahudin, the Al-Quran Hadith teacher for classes VII and VIII as well as the dormitory manager explained that learning is in accordance with the
applied curriculum. Regarding P5, it has been controlled and is also held with the full day school program and tahfidz class. For full day school for science and language classes. For tahfidz class, the emphasis is on the skill aspect, which is how students after graduating from school have memorized at least 5 juz. While in PAI as a whole there is a religious specialization where the hope is that students can recite the book. In general, it is for skills in habituation. As in the morning, dhuha prayer is held munfarid but there is still assistance from the homeroom teacher. After dhuha prayer, dhikr is carried out together and continued with the recitation of asmaul husna together. The hope is that it will become a maindsite for students and parents to provide feedback by telling the positive effects caused by this habit. specifically in classes VIII and IX there is also habituation in class with the homeroom teacher with murojaah (reading the holy verses of the Qur'an). For full day school classes learning until 16.00 so that dzuhur and asr prayers are carried out in congregation in the mosque or school musholla while in tahfidz classes learning until 13.00. the hope is that for the full 1 month tahfidz class does not go home (boarding).

**Description of obstacles to teacher pedagogical competence in independent curriculum management to improve learning quality**

In the obstacles to the management of the expertise of aqidah akhlak teachers in understanding the independent curriculum, namely difficulties in preparing competent students and in facilitating all the abilities of students to accommodate them, it should be able to facilitate inadequate facilities and infrastructure, especially those related to the talent of interest so the point is that here are still constrained by facilities and infrastructure and it would be better to evaluate and add facilities and infrastructure that can be adequate because there are a lot of enthusiasts, for example, students have a talent for cooking or culinary interests, there should be a kitchen and other tools for cooking to facilitate it. and that if the facilities are all there then it will be good only that the obstacles here are related to costs and it would be better to have a laboratory according to their talents and interests so that they can accommodate and practice them, and if the facilities are all there, it will be good, it's just that the obstacle here is related to costs and it would be better to have a laboratory according to their talents and interests so that they can accommodate and practice them.

Efforts are made to utilize existing facilities and infrastructure such as for religious activities or Islamic religious education such as mosques, libraries and for sports such as hall or auditorium facilities, as well as related to the needs of other facilities that need to be pursued immediately such as for tataboga activities, namely cooking activities there are stoves and other cooking utensils have also been procured according to their abilities. For efforts to procure other facilities, of course, all are in the realm of institutional leadership policies at MTs Negeri 1 Banyumas, in this case the realm of the Head of Madrasah.

**Discussion**

Regarding the independent curriculum, it can be said that the curriculum tends to be new. Thus, there needs to be more understanding from teachers about the curriculum. It is intended that students
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Can develop their potential in accordance with the recommendations set, namely related to P5 and P2 in the independent curriculum. In two articles Maharani et al., (2023), it is explained that although the independent curriculum can bring changes such as being more flexible, simple, and more focused on the competencies and character of each student, teachers still need preparation because it still shows the need for a lot of training and additional planting related to the implementation and development of the independent curriculum.

As is done by the schools of MTs TTQ Cilacap and MTs Negeri 1 Banyumas where each teacher is motivated to always learn either through searching on the internet related to the implementation of the independent curriculum or through various trainings such as independent curriculum workshops and training from MGMP and can also share information between teachers regarding how to implement the independent curriculum. From this, teachers are strived to actively seek information to increase their understanding of the independent curriculum. Based on the results of Fahrurrozi et al.'s research, it is explained that training such as workshops can provide significant benefits to get to know and understand better about the independent curriculum and how it is implemented. From this, it makes them realize the importance of the continuation of the workshop, such as follow-up or further training, to further explore and better implement the independent curriculum in their respective schools.

As explained earlier, the independent curriculum is a curriculum that liberates the talents, interests or potentials of students by directing them to differentiation so that they have their own uniqueness in the differences that exist in students. So that teachers are required to be creative and innovative to create student activeness in the learning process. The stages in the implementation of the independent curriculum essentially begin with differentiation, namely sorting according to the division of students' characters or abilities by asking several questions through polling to find out the abilities of students so that a teacher can understand them. Furthermore, the teacher provides a stimulus in the form of materials and after that students are given the freedom to express, create by means of discussions and so on in order to solve the problems faced. After that is the assessment or evaluation stage.

The form of actualization that can be done by schools as an understanding of the independent curriculum to improve the quality of learning is the existence of several programs held. Such as the procurement of tahfidz programs, or by screening students' talents and interests so that every potential that exists in students can always be improved. In the implementation of the independent curriculum which is still relatively new, of course there are several obstacles faced, such as inadequate school facilities and infrastructure, the lack of understanding of teachers regarding the independent curriculum so that there is a need for trainings that discuss the independent curriculum, or related to obstacles originating from the students themselves, where not all students have the ability to quickly adjust to the program carried out as an effort to implement the independent curriculum at school. From this, it is necessary to encourage or motivate, especially from the head of the madrasah so that teachers
always get additional insights into the independent curriculum and strive to complete the facilities and infrastructure to support the implementation of the independent curriculum (Muktamar et al., 2024).

CONCLUSION

The research suggests that Islamic religious education teachers view the independent curriculum as a method that promotes student talents, interests, and potential. This approach requires creativity and innovation to foster student activeness in learning. Teachers differentiate students based on their abilities through polling, provide materials, and encourage discussions. Assessment and evaluation are then conducted through programs like tahfidz. However, the implementation faces challenges like inadequate school facilities, lack of teacher understanding, and students' reluctance to adjust. To overcome these obstacles, it is crucial for teachers, particularly the head of the madrasah, to provide additional insights and complete necessary facilities and infrastructure.

REFERENCE


