

Analysis Of Teacher Competency From An Islamic Perspective In The Implementation Of The Independent Curriculum In Vocational Schools

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Abstrak

Article History

Received : 20-02-2025

Revised : 28-02-2025

Accepted : 18-03-2025

Keywords:

Teacher Competency;

Islamic Perspective;

Implementation of the

Independent

Curriculum;

Vocational Schools;

This research is about the competency of PAI teachers in implementing the independent curriculum. Many teachers still face difficulties in understanding and applying the new concepts promoted by this curriculum. Therefore, the aim of this research is to find out how competent teachers are in implementing the independent curriculum as well as the supporting and inhibiting factors. This research uses field research, with a qualitative approach. Data was collected by observation, interviews and documentation. Then it is analyzed through data collection, data reduction, data presentation and drawing conclusions. In implementing the independent curriculum, teachers use various teacher competencies. For example, pedagogical competence has five roles, namely the ability to understand the character of students, the ability to create learning designs, develop a curriculum, the ability to carry out educational learning and the ability to evaluate learning outcomes. And professional competence has five roles, namely the ability to understand educational principles, the ability to understand teaching materials, compiling teaching programs, implementing programs in the field of education and the ability to evaluate the results of the teaching and learning process. And there are supporting factors such as existing facilities and infrastructure, improving teacher qualifications, innovation in teaching, and support from the school and there are also inhibiting factors, namely, poor time management, differences in student character, and limited references

Introduction

The curriculum has an important role in continuing the changes and development of education from time to time, and as one of the elements of the education system has a special position that is important to show the achievement of education and as a means to achieve educational goals. Therefore, the

curriculum always changes with the times as a result of evaluations carried out innovatively, dynamically and regularly in order to create appropriate learning.

According to Hilda Taba, the curriculum refers to the activities and experiences that have been planned for students at school. The definition of curriculum contained in Part 1 Article 19 of Law Number 20 of 2003 concerning the National Education System states that the curriculum is a set of rules and guidelines that determine the objectives, subjects, teaching materials, and methods used to carry out teaching activities with the aim of achieving the desired level of education (Akip, 2018: 95).

Changing the curriculum requires new teaching methods, materials or learning techniques, which often presents a major obstacle for teachers. Before changing the new curriculum to teach effectively, teachers should take the time to understand and prepare for it. The process of implementing a new curriculum can include creating lesson plans, selecting teaching aids and adjusting student needs. For the new curriculum, teachers should take the time to conduct research, create lesson plans and modify lesson materials. Teachers must be adept at using new evaluation techniques, creating appropriate assessment tools and understanding how to measure student achievement based on the revised curriculum.

The Ministry of Education and Culture has officially implemented the latest curriculum titled independent learning to restore learning after the pandemic. The guidelines for implementing the curriculum in the context of restoring learning are contained in the Decree of the Minister of Education and Culture Number 56 of 2022 concerning the previous curriculum which contains the legal basis for implementing the independent curriculum. The 2022-2023 school year this curriculum will begin to be implemented in all educational units independently, whose implementation can be adjusted according to the readiness of each school.

The Ministry of Education and Culture, represented by Nadiem Makarim, clearly stated that the “Merdeka Belajar” initiative is an effort to realize freedom of expression. The existence of this program gives great desire to educational institutions in their efforts to improve educational standards in their environment. Important changes in the Merdeka Belajar policy implemented in the 2013 Curriculum include the National Standardized School Examination (USBN) created by each school, the transformation of the national exam into a minimum competency assessment and character assessment, giving educators the freedom to design Learning Implementation Plans (RPP), and increasing flexibility in admission rules. new learners (PPSB). New students (PPSB). Freedom of thought is one of the components of the “Freedom of Learning” policy for perfect education. The national education system aims to shape the country's destiny through education (Darise, 2021:2).

The Ministry of Education and Culture, represented by Nadiem Makarim, clearly stated that the “Merdeka Belajar” initiative is an effort to realize the change in curriculum from the 2013 curriculum to the independent curriculum, emphasizing all teachers including PAI teachers to be able to adjust and implement this topic as a result of the transition from the 2013 curriculum to the independent curriculum. In today's digital environment, this ability must be mastered immediately. This is because it is difficult to change the mindset of teachers to have implementative thinking and because they are not ready to face these curricular adjustments. In fact, one of the fundamental goals of any

curriculum reform is to change the method of teaching students.(Safitri et al., 2023:10)

Teachers have to revise lesson plans, provide updated content and prepare new teaching strategies. This can add to their existing load and cause difficulties with effective time management. And therefore, teachers must have good skills in handling the difficulties posed by the newly implemented curriculum changes. Teachers should therefore be enthusiastic about lifelong learning and have the flexibility to adapt to curriculum changes. Teachers will be better equipped to deal with difficulties, adapt to curriculum changes, and provide successful learning experiences to students if they have good skills.

In the context of curriculum development, teacher competencies are important. This is due to the requirement that the curriculum be created using teacher competencies. Planning should be done in such a way that objectives, curriculum, delivery methods, assessment and other elements are in line with general teacher competency requirements. Through this approach, teachers are expected to fulfill their obligations and responsibilities as well as possible. The effectiveness of the learning process is an important concern in the field of education. If students demonstrate the attitudes and abilities that teachers have, then education is considered to produce quality results.

A professional teacher is someone who has special insight and expertise that needs to be obtained, understood, and discussed by a teacher to carry out his professional duties. In accordance with Law Number 14 of 2005 concerning Teachers and Lecturers, Part IV, Paragraph 10 Article 91 states that “teacher competencies include professional, social, academic, and personal skills obtained through professional education”.(Saud, 2017: 49)

According to Guza, there are four core competencies that are standard for teachers, namely 1) pedagogical competence; 2) personality competence; 3) social competence; and 4) professional competence. When analyzed carefully, it turns out that the four teacher competencies are interconnected to achieve an optimal level of teacher competence. Teacher professional competence, according to the Ministry of Education, includes professional development, understanding insights, and mastery of academic material. A teacher with high competence is an individual who has special skills and expertise in the field of teaching, which allows him to carry out his duties and role as a teacher with optimal ability.(Fitria et al., 2019: 15)

According to Febrina, pedagogical competence is the ability to manage the learning process in the classroom. This includes: (Sasmita et al., 2021: 4797) Teachers' understanding of the insights and foundations of education. Teachers' understanding of student characteristics. Teachers' capacity to develop curriculum Ability to make learning designs. Managing educational learning activities. Ability to utilize technology learning media. Growing students to explore the talents that exist in themselves. And evaluation of learning outcomes.

The obligation of teachers to have pedagogical skills is found in the Quran and Hadith. One of the words of Allah that indirectly tells every teacher to have pedagogical skills is surah An Nahl (16) verse 125.

أُذْعِ إِلَى سَبِيلِ رَبِّكَ بِالْحُكْمَةِ وَالْمَوْعِظَةِ الْحَسَنَةِ وَجَادِهُمْ بِالَّتِي هِيَ أَحْسَنُ إِنَّ رَبَّكَ هُوَ أَعْلَمُ بِمَنْ ضَلَّ عَنْ سَبِيلِهِ ۖ وَهُوَ أَعْلَمُ بِالْمُهْتَدِينَ (سورة النحل: ١٢٥)

Translation: Call people to the way of your Lord with wisdom and good teaching, and argue with them in a good manner. Verily, your Lord is the One who knows better who is astray from His path and the One who knows better who is guided.

Sudarman Damin explained, professional competence refers to the knowledge gained in relation to the subject, including knowledge of teaching materials contained in the curriculum. Includes understanding structures, concepts, academic methods, relationships between concepts in various subjects, and the application of concepts in everyday life (Hayudityas & Sanoto, 2021: 106). The things that teachers need to apply in applying professional competence are: Understand the principles of education. Understanding teaching materials. Evaluation of the education program. Implementation of programs in the field of education. And evaluate the results of the teaching and learning process that has been carried out. (Hawi, 2013: 6)

The main responsibility of teachers, who are also professional educators, is to educate, train, direct, lead, assess and evaluate students to face the challenges of the 21st century in preparing the next generation. Teachers are aware that they lack sufficient experience in utilizing learning media in the teaching and learning process. Improving teacher professionalism can be carried out by various methods, therefore, among them are gaining new experiences and following the latest trends in professional competencies and skills. (Ihsan, 2022:37)

The Merdeka Curriculum is designed to give more freedom to schools and teachers in developing learning programs that suit students' needs and use learning materials and methods that are contextual and relevant to the students' environment. In practicing the learning process, teachers must be creative and imaginative so as to create a pleasant and dynamic learning atmosphere, foster students' enthusiasm for learning, understanding of the substance of teaching materials, and being able to help them understand what they have learned before, as well as skills in using technology as a learning medium. This requires PAI teachers to have adequate competence in various aspects, including pedagogical competence, as well as professional competence. However, not all teachers have the same level of competence in dealing with these changes.

The problem in implementing the curriculum at SMK Pertanian Negeri 2 Tugumulyo is: how is the teacher's competence in implementing the independent curriculum at SMK Pertanian Negeri 2 Tugumulyo?, and what are the supporting and inhibiting factors in implementing the independent curriculum at SMK Pertanian Negeri 2 Tugumulyo?

There are several factors that cause the independent curriculum not to be implemented well, such as many teachers still face difficulties in understanding and applying the new concepts promoted by this curriculum. Teachers still tend to use conventional methods such as the lecture method in the learning process, group discussions in delivering learning materials and differentiated learning is missed. Based on this, this study aims to explore the extent of PAI teachers' competence in implementing Merdeka Curriculum at SMK Pertanian Negeri 2

Tugumulyo. This research will also examine the factors that influence teacher competence.

This research uses qualitative research, with the type of field research, and with a qualitative approach (Moleong, 2017: 26). Data were collected by observation, interviews and documentation. (Sugiyoni, 2020: 106) Then analyzed through data collection, data reduction, data presentation and conclusion drawing. (Sugiyono, 2019: 319) Furthermore, in order to prevent the use of invalid data, triangulation techniques were used in this study to test the validity of the data. In this study there are three types of validity testing, namely triangulation of sources, techniques, and time. (Sugiyono, 2019: 274)

Research Methode

This type of research is field research, using a qualitative descriptive approach. Adapaun who became sumberdata in this study namely, PAI teacher, waka kurikulum, Principal and students. This research was conducted at SMK Pertanian Negeri 2 Tugumulyo. This study uses three data collection techniques, namely interviews, observation and documentation. Furthermore, the data collected was analyzed using triangulation techniques. And then the data validity technique is carried out until it finds the answer to the problem under study.

Discussion

The Competence of PAI Teachers in Implementing the Independent Curriculum at State Agricultural Vocational School 2 Tugumulyo

Before implementing the independent curriculum, of course, schools must have careful preparation related to planning, implementation, and evaluation in implementing this curriculum. The stages of implementing the Merdeka Curriculum at SMK Pertanian Negeri 2 Tugumulyo include preparation, implementation, and evaluation. In the preparation stage, the school provides training and workshops to improve teachers' understanding of the Merdeka Curriculum, preparation of work programs, teacher training, provision of appropriate teaching materials, and strengthening the evaluation system that refers to the Merdeka Curriculum. In the implementation stage, implementing relevant project-based learning. Also collaborate between subject teachers, discuss and work together in developing relevant and integrative cross-subject projects. This helps create more comprehensive and enjoyable learning for students. The evaluation stage involves various methods to improve the learning process. The effectiveness of PAI learning is evaluated through various methods, including formative and summative assessments, classroom observations and feedback. And also conduct regular reflection to improve the quality of learning.

In implementing the Merdeka Curriculum at SMK Pertanian Negeri 2 Tugumulyo, PAI teacher competence plays a key role. PAI teachers must have various competencies including pedagogical, professional, social, and personal to ensure effective learning and in accordance with the objectives of the Merdeka Curriculum.

Pedagogic Competence of Teachers

Pedagogical competence serves as a factor that distinguishes teachers from other professions and determines the process and results of student learning. A

teacher's skill in organizing the learning process effectively, which at least covers a variety of topics, is known as pedagogical competence. According to Febrina, pedagogical competence is the ability to manage the learning process in the classroom. This includes: (Sasmita et al., 2021: 4797)

1. Teacher understanding of student characteristics

Each child has unique and different characteristics, such as interests, talents, motivation, ability to absorb lessons, level of development, intelligence, and social development. At SMK Pertanian Negeri 2 Tugumulyo, the way teachers see this is by making observations because not a few students know or realize their talents and interests, interviewing students directly, directing students to take interest and talent tests and letting students explore the talents they have. Meanwhile, to see how students learn, detailed observation of students can be done through the use of various learning methods in the classroom.

The Merdeka Curriculum also teaches that understanding the characteristics of learners can be done by implementing appropriate learning, one of which is through differentiated learning patterns. Differentiated learning indirectly encourages teachers to always respond to the needs of students, including considering their learning styles, interests, and preferences. Theroux also explains that differentiated learning is characterized by the creation of various learning pathways. This approach intentionally designs various learning pathways to accommodate differences in learners' abilities, interests and experiences. In differentiated learning, differences in learning ability, interest in the material, and previous experience become an integral part of the learning process. (Wahyuningtyas et al., 2020:11)

Based on the interview results, it can be concluded that the differentiated learning approach is the most effective. Based on the results of interviews with the head of the curriculum, PAI teachers have begun to implement differentiated learning even though the learning strategy is not fully implemented, PAI teachers also understand and develop the character of students with initial assessments to see the character of students so as to carry out the learning process with information based on the initial diagnostic of the assessment, the school also accommodates what teachers need in developing the character of students related to facilities and infrastructure or regarding self-development then the school will open for it, by paying attention to the differences of students with the character of students.

2. Ability to make learning plans

From the results of interviews conducted with homeroom teachers, the learning plans prepared by PAI teachers are flexible enough to adapt to the needs and characteristics of students. PAI teachers conduct an initial assessment to understand the level of understanding and needs of each student. In addition, continuous assessment is conducted to monitor student development. We believe that with this flexibility, PAI teachers can create an inclusive and effective learning environment, where every student has the opportunity to develop according to their potential.

In Merdeka Curriculum, teachers are expected to have the ability to design flexible, innovative, and learner-centered learning. Some of the main aspects related to the teacher's ability to create learning designs are teaching modules.

PAI teachers need to develop teaching modules that are relevant, interesting, and in accordance with the context and needs of students.

Based on the results explained by PAI teachers, there are several steps taken by teachers in preparing teaching modules, namely formulating clear learning objectives, conducting research on the material, choosing appropriate learning methods, integrating technology with learning media, compiling interesting and relevant material, and conducting trials and evaluations. To adapt the teaching module to the ability level in one class, teachers need to have competence in designing lesson plans, determining learning activities, and creating a comfortable classroom atmosphere. Teachers must also be able to overcome problems that arise during the learning process and conduct an evaluation at the end of the activity to assess whether the module is effective or needs improvement.

3. Ability to develop and implement the curriculum

Based on interviews with PAI teachers, the school involves teachers across subjects and grades to develop project-based learning, which focuses on student needs and the Pancasila Student Profile. Therefore, teachers attended these trainings in order to implement and develop this curriculum well. PAI teachers at SMK Pertanian Negeri 2 Tugumulyo participated in several trainings so that teachers became aware of the Merdeka curriculum, and PAI teachers also obtained sources of information about understanding the Merdeka curriculum from the training activities they participated in, the PAI teacher community, the internet and fellow teachers in the education unit.

Teachers at SMK Pertanian Negeri 2 Tugumulyo also collaborate in developing and implementing the Merdeka curriculum. The school supports and ensures that teachers have adequate abilities in this regard. Collaboration between PAI teachers and other subject teachers in developing and implementing Merdeka Curriculum such as aligning concepts from various subjects for learning experiences, exchanging teaching strategies, working together to adjust teaching approaches that support student development. This collaboration ensures a more effective and student-centered implementation of the Merdeka Curriculum. The school also has supervision, and observation of learning so that in that case there is reflection so that at that time all the teachers in the process reflect there to improve the learning process, the supervision and observation have a schedule so that is where the school ensures that the teacher has competence in learning.

4. Managing learning activities

Cahyono and Mursyidun explain that in teaching, there are activities to select, determine, and develop appropriate methods to achieve the desired learning outcomes based on existing learning conditions. Therefore, in the learning process, students not only interact with the teacher as one of the learning resources, but also with various other learning resources used to achieve the desired learning objectives.(Dilfa et al., 2023:127).

Based on the results of the interview with the PAI teacher, there are several approaches implemented in the Merdeka Curriculum when managing learning activities, namely: the contextual approach, which is very suitable for this curriculum. In this approach, the teacher functions as a facilitator who connects the lesson material with real-world events or the surrounding environment. Furthermore, the constructivist approach aims to develop students who think

critically, in accordance with the dimensions and characteristics of learning that support the Pancasila student profile and higher-order thinking skills. Finally, the problem-solving approach is applied to encourage students to use all their knowledge and skills in solving problems. In the PJBL (Project-Based Learning) method, this process should ideally begin by presenting a problem to the students in class. Next, students can develop ideas and solutions for the problem, create prototypes of the proposed solutions, and test the results of those solutions.

In managing learning activities, there are certainly learning strategies and methods used by teachers to encourage learning to be carried out effectively. At SMK Pertanian Negeri 2 Tugumulyo, teachers always strive to understand and convey teaching methods as clearly as possible so that students grasp the material. However, sometimes the teachers only use the same methods, such as lectures, which can make some students bored and noisy. And when explaining the material, the teacher sometimes walks around but sometimes just stands still.

The principle of the Merdeka curriculum is that teachers must provide learning according to the character and needs of the students, so by considering this, PAI teachers and other teachers can conduct learning based on the needs of the students, which can change according to the times, making the learning more flexible.

5. Conducting learning evaluations

Maulida explained that in evaluation there are three basic terms that are often used, namely tests, measurements, and assessments. The Merdeka Curriculum also emphasizes the importance of assessment in the learning process. There are three types of assessments conducted, namely diagnostic, formative, and summative. (Dilfa et al., 2023:130)

From the interview results with the curriculum deputy on the Merdeka curriculum, formative and summative assessments are emphasized by the school for PAI teachers and other teachers to use these assessment evaluations. Moreover, formative assessment is very important for the learning process as it is used to improve the subsequent learning process, so the school emphasizes using this assessment in the learning process. By using formative assessment, teachers must record what happens during classroom learning so that it can be seen whether the competencies are achieved or not. The assessment is used to improve the subsequent learning process, and the notes taken during the formative assessment process serve as our follow-up in the next learning process.

The types of evaluations typically used at SMK Pertanian Negeri 2 Tugumulyo in the Merdeka Curriculum include pre-tests and post-tests, where the pre-test is conducted before the learning begins, while the post-test is carried out at the end of the learning. In addition, there is diagnostic evaluation, which aims to identify students' weaknesses and find solutions. Formative evaluation, often referred to as quizzes or tests, is conducted at the end of each lesson. Finally, summative evaluations are conducted at the end of the semester, also known as final exams. The evaluation conducted encompasses cognitive, affective, and psychomotor aspects. To ensure that the evaluation encompasses all three aspects, various methods are used, such as tests or answering questions about the given material, discussions on how to make learning comfortable and orderly, and observations during the learning process. This includes presenting the scores

from the evaluation material answers and observing the attitudes and behaviors of the students during the learning activities.

Teacher's Professional Competence

As an educator, a teacher must have a fundamental understanding of the subjects or teaching materials that will be taught. In this context, teacher support enhances students' understanding of knowledge or comprehension, both theoretically and practically. One aspect of professional competence is the teacher's ability to evaluate or assess the knowledge and information conveyed. (Ilyas, 2022:38) This includes understanding the teaching process or methodology, as well as didactic, psychological, and mastery aspects in managing learning resources. Things that need to be applied by teachers in implementing professional competence are: (Hawi, 2014:6)

1. Understanding the principles of education

Understanding the principles of education involves the introduction and application of the fundamentals that guide the learning and teaching process. There are significant differences in teaching methods before and after the implementation of the Merdeka Curriculum. Before the implementation, teaching methods tended to focus more on achieving strict curriculum targets and rote memorization of material. After the implementation of the Merdeka Curriculum, teaching methods became more flexible, emphasizing the development of creativity, critical thinking, and project-based learning. This curriculum provides greater freedom to teachers in determining the methods and learning materials that align with the needs and interests of students. Understanding the principles of education regarding classroom teaching involves several key aspects. Teaching should focus on the needs, interests, and abilities of students, so they can learn using the methods that are most suitable for them, emphasizing the importance of critical, creative, and adaptive thinking skills.

At SMK Pertanian Negeri 2 Tugumulyo during the classroom learning process, to enhance students' critical and creative thinking abilities and develop their maximum potential, such as providing opportunities for students to showcase their skills. This includes giving them space to respond to and answer questions about the material being studied. Additionally, to integrate competency-based learning, I focus on motivating student engagement, direct involvement, and the repetition of material that has not yet been mastered by the students.

2. Understanding teaching materials

Widodo and Jasmadi explain that teaching materials are a collection of tools or means of learning that include content, methods, limitations, and evaluation methods that are systematically and attractively organized. (Amir, 2019:236) The materials can take various forms, including: (1) Printed materials such as handouts, books, modules, student worksheets, brochures, leaflets, and wall charts; (2) Audiovisuals such as videos/films and VCDs; (3) Audio such as radios, cassettes, audio CDs, and PH; (4) Visuals such as photos, images, and models/diagrams; (5) Multimedia such as interactive CDs, computer-based, and the Internet, according to Depdiknas. Teachers also need to use engaging learning media to help students understand the material presented.

In the context of the Merdeka Curriculum, teaching materials include various resources used by teachers to achieve the Pancasila Student Profile and

learning outcomes (CP). This includes teaching modules, textbooks, learning videos, and other forms. Teachers must always ensure that the teaching materials they use are up to date so that students do not fall behind in the continuously evolving learning process. Based on interviews with Islamic Education teachers, the teaching materials used must encompass cognitive, affective, and psychomotor aspects, which include assessment through exams or answering questions, conducting discussions with students, and observing the attitudes displayed by learners during the learning process. To develop critical and creative thinking, teachers assign tasks to students to find relevant teaching materials related to the topics to be studied on the internet, in magazines, or in other supporting books. Additionally, to ensure that the teaching materials used are always up to date, they can integrate existing teaching materials with online resources and other supporting materials.

3. Organizing teaching programs

According to Woolfolk, a teacher's success in the learning process does not only depend on their knowledge of the subject matter and teaching methods, but also on their skills in managing the classroom. Therefore, skills in managing learning are very important as they influence students' learning activities in the classroom. (Alauddin State Islamic University Makassar & Ismail, 2010:50)

At SMK Pertanian Negeri 2 Tugumulyo, the implementation of the Merdeka Curriculum actively involves students in both regular learning activities and projects. They are the main focus in the learning process and competency development. Students must engage from the planning of projects, through directed discussions, to efforts in finding solutions to various problems in learning. Teachers can take steps by preparing essential questions related to the topic to be studied, designing project plans, creating implementation schedules, monitoring project-based learning, and assessing the projects created.

The ability of PAI teachers in developing teaching programs includes the ability to design curricula that are relevant to religious and moral values, develop learning strategies that facilitate a deep understanding of religious teachings, and integrate engaging methods that align with student development in the context of the Merdeka Curriculum. Collaboration between PAI teachers and colleagues or the curriculum team is very important in the Merdeka Curriculum. They often hold regular meetings to share experiences, identify student needs, and develop more inclusive and project-based learning strategies..

Teachers must prepare engaging teaching materials that meet the needs of students, as well as utilize available technology and learning resources. Teachers should also be able to manage their time effectively so that the learning programs created can be implemented successfully.

4. Implementation of programs in the field of Education

The implementation of programs in the field of education is the process of applying educational plans and strategies that have been designed to achieve specific goals. Setting clear and specific objectives for educational programs is an important first step. Next, designing strategies and methods that will be used to

achieve those goals, including teaching methods, learning approaches, and technologies that will be applied.

From interviews with PAI teachers to ensure that the developed learning program runs according to plan, it is ensured through time discipline, providing teaching materials according to the modules and teaching materials, selecting appropriate and relevant learning methods, and using learning resources and teaching aids that align with the teaching material. Conducting group discussions in learning activities and involving every student in those discussions to ensure all students are actively engaged in learning. Teachers also provide space for students to think critically and creatively in understanding religious subject matter. They encourage students to ask questions, analyze, and formulate their personal views on religious teachings, in accordance with the Merdeka Curriculum approach which emphasizes the development of independent and reflective thinking skills.

Schools are expected to assess teachers' abilities in designing and organizing learning programs in accordance with the principles of the Merdeka Curriculum. At the State Agricultural Vocational School 2 Tugumuyo, there are supervision and observation of learning, assessing the classroom to see the learning process conducted by PAI teachers, followed by a review of teaching materials to see the extent of the methods and media prepared for the learning process in the classroom. Teachers ensure that the program runs according to plan with discipline, appropriate method selection, and the use of relevant teaching aids. Encouraging critical and creative thinking, as well as professional training for teachers, is an important aspect in achieving the expected educational goals.

5. Evaluation of the results of the teaching and learning process that has been carried out

The evaluation of the results of the teaching and learning process aims to assess the extent of the effectiveness and efficiency of the learning process that has been implemented. In conducting the evaluation, teachers at SMK Pertanian Negeri 2 Tugumulyo perform various types of assessments. Such as formative assessment by reflecting at the end of the lesson material and assigning tasks in the form of solving exercises at the end of each lesson material. For summative assessment, it is conducted by performing the end-of-semester evaluation. There are also several indicators used to assess the effectiveness of learning, namely, the assessment indicators I use are the management of the learning implementation, the communicative process, student responses, learning activities, and learning outcomes. Additionally, integrating competency-based evaluations such as creating teaching devices, developing teaching materials that are appropriate to the teaching content and available resources, as well as conducting evaluations at the beginning and end of the learning activities.

This evaluation aims to assess the extent to which learning objectives have been achieved and to determine ways to improve the learning process. When conducting the evaluation of the teaching process, the Islamic Education teacher must use various assessments to evaluate students' understanding and skills. The Islamic Education teacher actively employs various evaluation methods such as projects, presentations, and portfolios to assess students' understanding and skills in religious studies. This helps them gain a comprehensive picture of student development in accordance with the principles of the Independent Curriculum,

which supports project-based learning and creativity. This evaluation encourages continuous improvement and active student engagement in the assessment process.

Supporting and Hindering Factors in the Implementation of the Merdeka Curriculum at State Agricultural Vocational School 2 Tugumulyo

Supporting factors for the implementation of the Merdeka Curriculum at State Agricultural Vocational School 2 Tugumulyo include adequate facilities and infrastructure, which are essential for creating an effective and efficient learning environment. Improving teacher qualifications is crucial, as the success of the Merdeka Curriculum implementation heavily relies on the readiness of its educators. Therefore, schools are required to continuously support teachers by providing training that can enhance their qualifications. Innovations in teaching involve efforts to update and enrich methods, strategies, and learning tools to improve the effectiveness and quality of the teaching and learning process. In the context of the Merdeka Curriculum, teaching innovations include the use of digital technology, project-based learning approaches, differentiated learning, contextual learning that relates material to students' everyday lives, and more personalized learning adjustments that cater to students' needs. Support from the school is vital, as the success of the Merdeka Curriculum implementation greatly depends on the readiness of its educators. Schools must always support teachers by providing training that can continue to sharpen their skills, and they should also provide adequate facilities and infrastructure for the teachers.

Factors hindering the implementation of the independent curriculum at Vocational High School 2 Tugumulyo include time management; the limited time available to teachers for implementing the Independent Curriculum can be a significant obstacle. Teachers often have to handle a considerable administrative workload, and these tasks consume a lot of time. The differences in student characteristics become a hindrance because each student has different needs, interests, and abilities. The Independent Curriculum emphasizes personalized and flexible learning, but when students have very diverse characteristics, teachers face challenges in designing and applying teaching methods that can effectively accommodate all these differences. Limited references also pose a hindrance due to the lack of teaching materials, guidelines, or learning resources that are suitable for the curriculum. Teachers need relevant references to design and implement effective learning, but if the available references are limited or inadequate, the preparation and implementation process of the curriculum can be obstructed.

Conclusion

The implementation of the Merdeka Curriculum at the State Agricultural Vocational School 2 Tugumulyo involves stages of preparation, implementation, and evaluation. Preparation includes teacher training and the development of appropriate teaching materials, implementation focuses on project-based learning and collaboration among teachers, and evaluation is conducted continuously to improve the learning process. The competencies of PAI teachers, which include pedagogical, professional, social, and personal aspects, are crucial for the successful implementation of this curriculum. The pedagogical competencies of

teachers include: understanding student characteristics, developing and implementing the curriculum, managing learning activities, and conducting learning evaluations. Overall, despite some challenges such as a lack of time and the need to enhance the use of diverse teaching methods, PAI teachers at State Agricultural Vocational School 2 Tugumulyo have demonstrated a commitment to improving their pedagogical skills to support better learning for students. Meanwhile, the professional competencies of teachers include understanding educational principles, utilizing appropriate teaching materials, the ability to design and implement teaching programs, implementing learning programs, and conducting learning evaluations. Keseluruhan, guru PAI di SMK Pertanian Negeri 2 Tugumulyo telah menunjukkan kemampuan profesional yang kuat dalam memahami, menyusun, mengimplementasikan, dan mengevaluasi pembelajaran sesuai dengan prinsip-prinsip Kurikulum Merdeka, dengan fokus pengembangan kompetensi holistik siswa. Implementasi Kurikulum Merdeka di SMK Pertanian Negeri 2 Tugumulyo didukung oleh berbagai faktor, seperti sarana dan prasarana yang memadai, peningkatan kualifikasi guru, inovasi dalam pengajaran, dan dukungan dari pihak sekolah. Namun, terdapat beberapa tantangan, seperti keterbatasan waktu, perbedaan karakter peserta didik, dan keterbatasan referensi.

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