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Strengthening the Pedagogical Competence of Al-Qur'an Hadith Teachers in the Implementation of the Independent Curriculum at MAN 2 Medan Model

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Abstract
This research is a qualitative study which aims to explore information related to strengthening the pedagogical competence of Al-Qur'an Hadith teachers in the implementation of the Independent Curriculum at MAN 2 Model Medan. The subjects of this research were Al-Qur'an Hadith teachers, deputy head of the madrasah for curriculum and students. Data collection was carried out by interviews, observation and documentation. The data analysis techniques used consist of data collection, data reduction, data presentation and drawing conclusions. The results of this research state that the pedagogical competence of Al-Qur'an Hadith teachers at MAN 2 Model Medan is classified as good but not yet optimal. Al-Qur'an Hadith teachers' efforts to improve pedagogical competence in implementing the independent curriculum by attending seminars and training, joining teachers' organizations (MGMP), listening to lectures and reading a lot. The strategy used by the school to improve the pedagogical competence of Al-Qur'an Hadith teachers at MAN 2 Model Medan is by conducting training and technical guidance, holding workshops, collaborating with various parties and conducting supervision.

Keywords: *Pedagogical Competency, Al-Qur'an Hadith Teacher, Independent Curriculum*

Abstrak
Penelitian ini merupakan penelitian kualitatif yang bertujuan untuk menggali informasi terkait penguatan kompetensi pedagogik guru Al-Qur`an Hadis dalam Implementasi Kurikulum Merdeka di MAN 2 Model Medan. Subjek penelitian ini adalah guru Al-Qur`an Hadis, wakil kepala madrasah bidang kurikulum dan siswa. Pengumpulan data dilakukan dengan wawancara, observasi dan dokumentasi. Teknis analisis data yang digunakan terdiri dari pengumpulan data, reduksi data, penyajian data dan penarikan kesimpulan. Hasil dari penelitian ini menyatakan, bahwa kompetensi pedagogik guru Al-Qur`an Hadis di MAN 2 Model Medan tergolong baik namun belum maksimal. Upaya guru Al-Qur`an Hadis untuk meningkatkan kompetensi pedagogik dalam implementasi kurikulum merdeka dengan mengikuti seminar dan pelatihan, bergabung dengan organisasi keguruan (MGMP), mendengar ceramah dan banyak membaca. Adapun strategi yang dilakukan pihak sekolah dalam meningkatkan kompetensi pedagogik guru Al-Qur`an Hadis di MAN 2 Model Medan adalah dengan melalukan pelatihan dan bimbingan teknis, mengadakan workshop, berkolaborasi dengan berbagai pihak serta mengadakan supervisi.

Kata Kunci: *Kompetensi Pedagogik, Guru Al-Qur'an Hadis, Kurikulum Merdeka*

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Introduction

Improving and equalizing the quality of education has long been a big challenge for the government in developing education in Indonesia. The government continues to make improvements through various systematic steps, one of which is improving the curriculum by presenting an independent curriculum (Mubarok et al, 2023). It is hoped that this curriculum can be an answer to the problem of students' low basic literacy skills and will be fully implemented at all levels of school in 2024. The change in curriculum causes teachers to have to adjust their competencies, especially pedagogical competencies (Hamdi, Triatna, and Nurdin 2022).

Curriculum changes also often affect the methods, strategies, assessment and evaluation used by teachers. Teachers must learn and master new evaluation tools, develop appropriate assessment instruments, and understand how to measure student success according to the new curriculum. Implementing a new curriculum often requires more time and effort from teachers. They need to adjust lesson plans, develop new materials, and rework their teaching methods. This can add to existing workloads and create challenges in managing time efficiently. So, teachers must have strong pedagogical competence to answer the challenges of implemented curriculum changes.

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

One of the basic abilities that teachers need is the ability to manage student learning, which includes understanding students, planning and implementing learning, assessing learning outcomes, and helping students realize their potential, that is what is called pedagogical competence. In a review of Islamic theology, the description of teachers' pedagogical competence is contained in the word of Allah in the Al-Qur'an Surah An Najm verse 9, namely:

فَكَانَ قَابَ قَوْسَيْنِ اَوْ اَدْنٰىۚ

Meaning: "Then He became close (to Muhammad at a distance of) two ends of the bow or closer" (Kemenag, 2019).

In Qurais Shihab's opinion, the proximity of the Angel Gabriel in conveying revelation was so close that it was likened to two ends of an arrow. The word (قوسين) qousain is the second form of the word (قوس) qaus which means bow and arrow. There are also those who understand it in the sense of arm. This verse describes the closeness of teachers and students who must be able to establish effective communication (Shihab, 2002). Providing assignments independently, avoiding violence/restraints and creating activities that can stimulate the brain, giving students the opportunity to think reflectively about every problem they face. Apart from that, a teacher must be able to apply learning and learning theories, teachers can determine learning strategies and methods based on the characteristics of the students so that they do not feel bored during the learning process (Arifin, 2019). Pedagogical competence is also explained in the hadith narrated by Imam Al-Bukhori as follows:

عَنْ ابْنِ مَسْعُودٍ قَالَ كَانَ النَّبِيُّ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ يَتَخَوَّلُنَا بِالْمَوْعِظَةِ فِي الْأَيَّامِ كَرَاهَةَ السَّآمَةِ عَلَيْنَا

Meaning: "From Ibn Mas'ud, that the Prophet SAW always chose the right time for us to give advice, because he was afraid we would feel bored." (HR Bukhori).

In Syarah Sahih Al-Bukhori, Al-Khaththabi explains that Rasulullah interspersed his time in giving advice so that his friends would not feel bored and run away from lessons. (Asqalani 2002). Thus, teacher pedagogical competence plays an important role in the learning process. A teacher who is competent in pedagogy will be able to create an effective and interesting learning environment. Although some teachers experience difficulties in implementing the independent learning curriculum, this may be due to their limited pedagogical competence (Zulvah, 2015). Research on pedagogical competence in implementing the independent curriculum has been widely studied by previous researchers. These include research conducted by Giovani Marganing Ratri, Filia Prima Artharina, and AY. Soegeng Ysh, who focuses on indicators of teacher pedagogical competency and indicators in the independent curriculum, shows that teacher readiness competency in implementing diagnostic assessments at SDN 1 Tanggel is quite good (Ratri, Artharina, and Ysh 2024).

Based on initial observations at MAN 2 Model Medan, it shows that the school is already using an alternative curriculum, namely the independent curriculum, which is still implemented in classes X and XI. Based on interviews with Al-Qur'an Hadith teachers at MAN 2 Model Medan, the teacher's ability to manage and use media as well as the teacher's ability to plan learning is still not optimal. For example, during the learning process, some Al-Qur'an Hadith teachers only use one medium, and use presentation and lecture methods, whereas in the independent curriculum educators are required to be able to develop teaching materials and teaching resources so that students do not experience boredom such as decreased concentration. and students are interested in the learning delivered by the teacher. This phenomenon requires a strategy from the school and also Al-Qur'an Hadith teachers to be professional in their work, so that training and mentoring activities are needed that are adapted to the independent curriculum.

In connection with the description presented above, the aim of this research is to explore information related to the pedagogical competence of Al-Qur'an Hadith teachers in implementing the independent curriculum at MAN 2 Model Medan, the efforts of Al-Qur'an Hadith teachers in improving pedagogical competence in implementing the independent curriculum, as well as the strategies carried out by the school in strengthening the pedagogical competence of Al-Qur'an Hadith teachers at MAN 2 Model Medan.

Methods

The research method used is descriptive qualitative, namely research carried out with the important aim of describing or describing a condition objectively (Sugiyono, 2019). This research also uses field research methods, namely research that is directly carried out at the selected research location or location in order to examine objective symptoms. The research location is MAN 2 Model Medan. The research informants in this study were the deputy head of the madrasah for curriculum, Al-Qur'an Hadith teachers and students. The data collection techniques used by researchers are through observation, interviews and documentation. Test the validity of the data through source triangulation and technical triangulation. Data analysis carried out is data collection, data reduction, data presentation, and drawing conclusions.

Results and Discussion

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

Competence is one of the most important teacher qualifications. If this competency is not present in a teacher, then he will not be competent in carrying out his duties. This is in line with the implied message of competence itself which demands professionalism and self-skill. However, if someone does not have competence in their field (educator), it will certainly not produce optimal

performance (Rasam, Sari, and Karlina 2019). Meanwhile, what is meant by pedagogy comes from the words "paid" meaning child and "agogos" meaning guiding. So it can be concluded that the term pedagogy can be interpreted as the science and art of teaching children (Situmorang, Hutapea, and Zai 2018). According to Rahman, pedagogical competency is the ability to manage learning, which includes planning, implementing and evaluating student learning outcomes. This competency must be possessed by every teacher to achieve success in learning and teaching activities.

To be clearer, based on the research results, it shows that there are several pedagogical competencies that must be possessed by Al-Qur'an Hadith teachers at MAN 2 Model Medan, namely:

1. Understanding of Student Characteristics

The ability of Al-Qur'an Hadith teachers at MAN 2 Model Medan to understand the characteristics of students is very good. To understand the characteristics of students, teachers carry out tests at the beginning of learning. This aims to enable teachers to know the basic abilities that students have before starting lessons. Based on the results of data analysis with Mrs. ML as the Al-Qur'an Hadith teacher at MAN 2 Model Medan, she stated that:

> "In the independent curriculum there is something called a diagnostic test which is carried out at the beginning of learning. So, through this diagnostic test we can identify how different students learn. Do they go into audio, whether visual or kinetic. So in learning we can group and vary our methods in teaching in class" (ML, 15 Mei 2024).

So this is in line with the principle of the independent curriculum that learning must be adapted to the needs of students. The independent learning jury is a learning curriculum that refers to a talent and interest approach (Madhakomala et al. 2022). So teachers must adapt learning strategies according to students' learning styles. There are three types of student learning styles. Students' learning styles include: auditory, visual, and kinesthetic. Each child has a different learning style so teachers must understand the learning style of each student (P. D. J. P. Lestari, Bahrozi, and Yuliana 2023).

2. Learning Planning

Planning for Al-Qur'an Hadith learning at MAN 2 Medan Model is carried out by paying attention to the principles of an independent curriculum. Using student-centered learning approaches, such as active learning, discussions and projects. Of course, teachers also prepare learning outcomes, materials, teaching modules and teaching materials before starting learning. This is reinforced by the results of an interview with Mrs. EL as a teacher of Al-Qur'an Hadith who stated:

> "What needs to be prepared in learning planning is of course material, then preparing teaching modules, teaching materials, teaching tools and ppt. Making teaching modules is usually done personally but of course still through MGMP Al-Qur'an Hadith, so that delivery to students remains one-way." (EL, 4 Maret 2024).

Based on this, it can be seen that one of the important tools for the successful implementation of learning in schools in the independent curriculum is teaching modules. As stated by (Maulinda, 2022) Teaching modules are a new language for RPP. In this case, the independent curriculum gives teachers the freedom to enrich modules in two ways, namely teachers can choose or modify teaching modules that have been prepared by the government and adapted to students' characters and arrange modules individually according to the material and students' characters.

3. Implementation of Learning

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

There are several methods used by Al-Qur'an Hadith teachers in learning, the first is the expert method, in its implementation students are divided into several groups, each student must understand the material that has been determined by the teacher, then they will be passed to another group to explain and be held accountable. material they have mastered. The second is the visiting method, in the implementation students are divided into several groups, the teacher distributes material to each group, then each group representative visits another group whose tasks are 2, perhaps to present their own material and also to listen to the results of the group discussions they attended and provide an assessment of the discussion results of the group. The third is the group discussion (presentation) method. In its implementation, each group will be given material by the teacher and will present the results of their group discussion according to a predetermined schedule. And fourth is the lecture method which is an explanation given by the teacher to students as reinforcement of the material in the learning process.

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

This is in line with the results of the interview with ML's mother who stated that:

> "As for methods, mothers prefer to use expert methods. If we use this expert method, we divide them into several groups, then each group is responsible for their own material, so they must be experts in their material. Don't let people be more expert than him, even though that's his material. Then each student will be transferred to another group as a presenter. According to the mother, this is more efficient than just going forward and then presenting because not everyone is necessarily involved in the work, and for media mothers usually use posters and children now like to search on their own so the children are directed to develop their imagination in making media such as making comics" (ML, 15 Mei 2024).

This reflects an independent approach to learning, where students are recognized as active learning agents and play a role in shaping their learning experiences (Rodia et al. 2023). So many researchers now agree that incorporating more learner-centered learning approaches in the classroom can improve learning outcomes (Nidya Nina Ichiana, Abdul Razzaq, and Andi Kamal Ahmad 2023).

Then the Pancasila character profile at MAN 2 Medan Model is practiced through habits such as congregational prayers, recitation of the Koran, and application of 5S values in the madrasa environment. Meanwhile, the character of global diversity is instilled by developing local and national arts and culture as well as cultivating the noble values of the Indonesian nation. Mutual cooperation, independent, creative attitudes and critical thinking skills are cultivated through practical activities in learning and extracurricular activities. For the Rahmatan lil'alamin profile, characters such as ta'addub (civility), qudwa (exemplary), and muwatanah (citizenship) are emphasized through the introduction of Indonesian religious and cultural values in everyday life. The attitudes of tawassut (moderation), tawazun (balance), I'tidal (straight and firm), musawah (equality), shura (deliberation), tasamuh (tolerance), and tathawwur wa ibtikar (dynamic and innovative) are also applied and cultivated in the environment. madrasa. In the process, implementing character education requires habituation, acculturation and consistent instillation of these values in every aspect of students' lives.

4. Evaluation of Learning Outcome

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

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

> “"Learning evaluation is usually for the independent curriculum, we adapt it, especially in MAN 2, now the name is initial summative, if previously we knew it was called daily assessment, and later there will also be final summative or what we usually know is called pas (end of semester assessment) (AB, 22 Maret 2024).

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

The learning evaluation process plays a very important role in knowing the extent of student development (Basri, 2023). In order to determine the next decisions made by educators. Therefore, evaluation is said to be important and mandatory for all those who play a role in the world of education to implement evaluation on students (Wisman, Effrata, and Tutesa 2021).

5. Development of Student Potential

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

> "To develop the potential of students, last year I made a performance of the Al-Qur'an Hadith, specifically for class like an exhibition. Classes X and XI serve as visitors and are assigned to take notes and take lessons from each exhibition they visit. "This activity is considered successful and can increase the potential and character of students." (ZK, 16 Mei 2024).

In providing understanding and developing students' potential, appropriate assistance is needed. Therefore, so that the educational process can run smoothly and produce the best results, students must be assisted in overcoming their problems as well as assisting students in developing their potential optimally, in accordance with Prayitno and Erman's theory (Nuryani et al, 2023). In this way, students who have potential and good abilities will continue to develop, so that satisfactory results are expected in achieving educational goals (Aam Amaliyah dan Azwar Rahmat 2021).

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

Pedagogical competence is a competency that teachers must have. Teachers are also obliged to develop their pedagogical competencies so that teachers can carry out their duties well and can make changes or improvements in every learning activity. Apart from that, pedagogical competence is an ability related to students' understanding and management of learning. In relation to the teaching and learning process in the classroom, when entering the world of education, pedagogical competence is a provision for teachers who are closely related to students which must be improved for every teacher (Akbar, 2021).

Based on the research findings, several efforts by Al-Qur'an Hadith teachers to improve pedagogical competence at MAN 2 Model Medan are as follows:

1. **Join a Teachers' Organization**

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

> "MGMP has an important role in developing mothers' competence as teachers. "Since joining MGMP Al-Qur'an Hadith, I have felt many benefits both in terms of increasing knowledge and teaching skills.(ML, 15 Mei 2024).

The findings from the interviews are in line with theory (Masyhuri 2019) The MGMP forum aims to equalize the abilities of teachers in their fields in order to support an even distribution of improvements in teaching and learning activities, so as to increase a teacher's competency. Apart from that, MGMP can improve teachers' abilities and skills in the process of teaching and learning activities, namely: preparation, implementation and evaluation of learning outcomes.

The need for teachers to have pedagogical competence is often mentioned in the Al-Qur'an and Hadith. One of God's words which indirectly tells every teacher to have pedagogical abilities is Surah An-Nahl verse 125:

اُدْعُ اِلٰى سَبِيْلِ رَبِّكَ بِالْحِكْمَةِ وَالْمَوْعِظَةِ الْحَسَنَةِ وَجَادِلْهُمْ بِالَّتِيْ هِيَ اَحْسَنُۗ اِنَّ رَبَّكَ هُوَ اَعْلَمُ بِمَنْ ضَلَّ عَنْ سَبِيْلِهٖ وَهُوَ اَعْلَمُ بِالْمُهْتَدِيْنَ

Meaning: "Call (humans) to the path of your Lord with wisdom and good teaching and debate them in a better way. Indeed, your Lord is He who knows best who has gone astray from His path and He (also) knows best who has been guided (Lajnah Pentashihan Mushaf Al-Qur'an, 2019).

According to Shihab (2002) in his interpretation, it is explained that the Prophet Muhammad saw., invited everyone to follow the teachings of Allah SWT. This verse states: O Prophet Muhammad, call, that is, continue your efforts to call all you are able to call to the path shown by your Lord, namely the teachings of Islam with wisdom and good teachings and refute those, namely anyone who rejects or doubts the teachings of Islam in a way that is true. best. The scholars understand that the verse above explains three types of da'wah methods which must be adapted to the target of the da'wah. Scholars who have high knowledge are instructed to use wisdom, namely to dialogue with wise words according to their level of personality. The laity are ordered to apply mau'izah, namely giving advice and parables that touch the soul according to their simple level of knowledge. Meanwhile, for Ahl al-Kitab and adherents of other religions,

what is ordered is jidal/debate in the best way, namely with logic and smooth rhetoric, free from violence and swearing.

Therefore, it can be concluded that pedagogical competence is a competency that teachers must have. Teachers are also obliged to develop their pedagogical competencies so that teachers can carry out their duties well and can make changes or improvements in every learning activity.

2. Attend Seminars / Workshops

Attending seminars and workshops is an effort by Al-Qur'an Hadith teachers at MAN 2 Model Medan to improve their competence. One of the workshops attended by Al-Qur'an Hadith teachers discussed strengthening the implementation of the independent curriculum. As the results of the interview with ES's mother stated that:

> "The school has provided full facilities in implementing the independent curriculum, one of which is for teachers. Teachers were given strengthening workshops regarding the implementation of the independent curriculum. "In the workshop the discussion was about teacher competency, mastery of the substance of the independent curriculum content and also the ability to evaluate student understanding (ES, 28 Februari 2024).

Therefore, a teacher must have the foresight to make improvements or improve quality. No matter how small the plan, it will definitely bring about changes, even if they are small. This improvement can be obtained through seminars or workshops as well as training held by related institutions. In a journal presented by (Azzahra, Aan Nurhasanah, and Eli Hermawati 2023) explained that attending workshops and seminars is an effort to improve knowledge and teaching skills in implementing the independent curriculum.

3. Attend Training

The Al-Qur'an Hadith teacher at MAN 2 Model Medan actively participates in training to improve his teaching skills. Training attended by teachers regarding deepening the implementation of the independent curriculum and improving teaching modules. Based on the results of an interview with EL's mother who stated:

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

The aim of training in implementing the independent curriculum is to make it easier for teachers to carry out learning related to their work duties (Muslimin 2020). As well as increasing teacher competency in understanding the implementation of the independent learning curriculum and increasing student competency in the fields of knowledge and skills (Wahira, Hamid, and HB 2023).

4. Listen to Lectures

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

Mr. RL as a teacher of Al-Qur'an Hadith stated:

> "To improve pedagogical competence, we usually study alone, discuss with friends, or maybe listen to lectures via ustdaz or YouTube or also through seminars. (RL, 15 Mei 2024).

Based on the theory put forward by (Hammond, Hyler, and Gardner 2017) It can be seen that listening to lectures can be an effective way to improve teacher competence. Teachers who

regularly attend lectures demonstrate a commitment to self-development and always strive to update and improve their competencies.

5. **Read a lot**

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

> "The efforts I make to improve my competence are that I study a lot, read a lot of books, analyze my teaching environment a lot. Reading for a teacher is what it should be. So from reading orally and in writing. Verbally, it means analyzing our teacher's performance, we take the positive things, and analyze the results of students' work, especially analyzing manners" (ZK, 16 Mei 2024).

Pendapat ini juga sesuai dengan pandangan (Johnson, 2016) yang menyatakan bahwa membaca literatur yang relavan dengan bidang pengajaran dapat membantu guru memperdalam pemahaman mereka tentang materi yang diajarkan. Misalnya membaca buku teks, jurnal akademik, dan artikel terkait bidang studi mereka memungkinkan untuk *up to date* dengan perkembangan terbaru dan memperkaya materi pembelajaran.

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

The strategy used by the MAN 2 Medan Model is in accordance with the data in the field as follows:

1. **Training/Technical Guidance**

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

> "Improving teacher competency is carried out through technical guidance by bringing in expert resource persons in IKM (implementation of the independent curriculum) both from teacher associations, the Ministry of Religion, and also from training centers and this is all aimed at improving teacher professionalism, as well as holding training on the development of media materials. technology-based teaching" (AB, 22 Maret 2024).

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

2. **Collaboration/cooperation with various parties**

Other findings obtained from the results of the interview with Mr. AB are:

> "Then what can be done is to collaborate with various parties who know, understand and have implemented it both from within and from outside, both from agencies and other levels of government which are involved in the world of education, especially in the Ministry of Religion of North Sumatra province and at the madrasah level." (AB, 22 Maret 2024).

Thus, the perceived benefit of collaboration is that teachers feel they receive moral support and the opportunity to learn from each other, thereby helping teachers feel better about themselves and their tasks. (Kasmawati, 2020).

3. Hold workshops

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

As the results of the interview with Mr AB:

"What is certain is that MAN 2 provides training for teachers starting from workshops and technical guidance. Then from the technical guidance it comes down to implementation or strengthening in the areas of creating teaching modules, learning outcomes, learning objectives, flow of learning objectives and so on, then comes to the preparation of P5 P2RA and this is done in stages according to the level" (AB, 22 Maret 2024).

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

4. Carry out supervision

MAN 2 Model Medan also provides supervision in an effort to improve teacher competence and performance. By holding supervision, teachers at MAN 2 Model Medan become more skilled and maintained and get improved performance, including better preparation of teaching modules. This can be understood from Mr AB's explanation which explains that:

"The form of evaluation/assessment of teachers is carried out through supervision starting from the learning tools, or teaching modules until later with the teaching"(AB, 22 Maret 2024).

In accordance with the opinion above, explained in the journal put forward by (Suchyadi et al. 2022) that through academic supervision it is hoped that the academic quality carried out by teachers will increase. Capacity development in this context is not interpreted narrowly, the emphasis is solely on increasing teachers' knowledge and teaching skills, but also on increasing teachers' commitment or will or motivation, because by increasing teachers' abilities and work motivation, the quality of learning will increase.

Conclusion

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

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