

# Professional Competence of Islamic Jurisprudence Teachers in the Implementation of the Independent Learning Curriculum at MTs Amaliyah Sunggal

Ratih Anggraini<sup>1\*</sup>, Muhammad Yunan<sup>2</sup>

<sup>1</sup>Universitas Pembangunan Panca Budi Medan, Indonesia

<sup>2</sup> Universitas Pembangunan Panca Budi Medan, Indonesia

\*Corresponding author: [anggrainiratih264@gmail.com](mailto:anggrainiratih264@gmail.com)

## ARTICLE INFO

### Article history

Received February 2, 2025

Revised March 8, 2025

Accepted March 10, 2025

**Keywords:** Professional competence, Islamic Jurisprudence, Independent learning curriculum

### ABSTRACT

The implementation of the Independent Learning Curriculum at MTs Amaliyah Sunggal requires an increase in the professional competence of teachers, especially in the subject of fiqh. This competence includes the ability to design and implement innovative learning, as well as utilize technology effectively. This study aims to analyze the professional competence of fiqh teachers in facing the demands of the new curriculum. The research method used is qualitative with a descriptive approach. Data collection techniques use observation, interviews, and documentation. Data analysis techniques through the stages: data condensation, data presentation, and drawing conclusions and verification. The results of this study indicate that the form of professional competence of Islamic Jurisprudence teachers is driven by several supporting factors, such as strong and visionary support from the principal, the opportunity to participate in training, and school policies that support learning based on the Independent Curriculum. However, on the other hand, there are several obstacles, such as old habits with the previous curriculum, limited time to attend training, heavy teaching load, lack of understanding of the Independent Curriculum, and minimal knowledge of technology. Then further efforts to improve teachers' understanding of the Independent Curriculum and provide more intensive training and better access to educational technology.

## 1. INTRODUCTION

The role of teachers in the world of education is very important, especially in facing changes in education policies that continue to develop (Basri, 2023). One of the significant changes in recent years is the implementation of the Merdeka Belajar Curriculum, introduced by the Indonesian Ministry of Education and Culture. This curriculum aims to provide more freedom and flexibility to schools and teachers in designing learning that suits students' needs (Hernawan and Mulyati, 2023). This curriculum emphasizes the development of individual student potential through more learner-centered learning (Romdhoni et al, 2023). However, the success of implementing the curriculum is highly dependent on the professional competence of teachers, especially in the field of fiqh which is

an important part of Islamic religious education in madrasas. Professional teacher competence is the ability that a teacher must have in carrying out his duties and functions as an educator (Prayoga, Masruroh, and Safitri, 2024). This competency includes mastery of teaching materials, pedagogical skills, and the ability to evaluate learning (Suwandi & Permatasari, 2021). Allah SWT explains in the Qur'an in surah Al-Alaq verse 5, that a teacher must be able to teach his knowledge to people he does not know.

عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ

Meaning: He taught man what he did not know (Kementrian Agama RI, 2019).

In the context of the subject of Islamic jurisprudence, the professional competence of teachers becomes very crucial considering that Islamic jurisprudence is a subject that not only teaches religious laws, but also instills moral and ethical values in students (Musri & Adiyono, 2023). Fiqh teachers are expected to be able to teach Islamic legal concepts in a way that is relevant, applicable, and easy for students to understand in this modern era (Batubara et al, 2024). The Independent Learning Curriculum provides opportunities for teachers to apply more varied and innovative learning methods, while still being based on the basic principles of education (Muhammad Arsyad dan Elsyia Febiana Fahira, 2023). However, in practice, teachers often face various challenges in implementing this curriculum, especially related to the development of professional competencies needed to support curriculum flexibility (silvia Ramadhani & Manshuruddin, 2024). Fiqh teachers, as teachers of subjects that focus on Islamic law, have a difficult task to deliver material in a contextual and relevant way, while maintaining the integrity of religious teachings.

As MTs Amaliyah Sunggal, fiqh teachers play an important role in guiding students to understand and apply fiqh teachings in everyday life. With the change in curriculum that demands a more flexible and interactive learning approach, teachers must be able to adapt and develop their professional competencies in accordance with the demands of the Merdeka Belajar Curriculum. The ability to integrate fiqh material with a student-centered learning approach is one of the biggest challenges faced by teachers in implementing this curriculum. Along with changes in education policies, it is important for fiqh teachers at MTs Amaliyah Sunggal to have adequate competence in teaching fiqh, which is not only based on theory but also on practical applications that are relevant to the context of students' lives. The professional competence of teachers, which includes mastery of materials, teaching methods, and learning evaluation, greatly determines how students can receive and understand fiqh materials optimally. Therefore, it is important to analyze the extent to which the professional competence of fiqh teachers at this madrasah supports the implementation of the Merdeka Belajar Curriculum.

The challenges in implementing the Independent Learning Curriculum are also related to teachers' readiness to adapt to change. Teachers must be able to create contextual and meaningful

learning, and use various methods that are appropriate to the characteristics of students. At the same time, teachers must ensure that the fiqh material taught still refers to the correct religious rules. This is where the professional competence of fiqh teachers plays a central role. Competent teachers will not only be able to deliver the material well, but also facilitate the learning process that encourages students to think critically and reflectively (Rosni, 2021).

This study aims to analyze the professional competence of fiqh teachers in the implementation of the Merdeka Belajar Curriculum at MTs Amaliyah Sunggal. With this analysis, it is hoped that a clear picture can be found regarding the extent to which fiqh teachers at this madrasah are able to adapt and implement this new curriculum. In addition, this study is also expected to provide recommendations that can help teachers improve their professional competence, so that they are able to carry out their roles more effectively and efficiently. With this research, it is expected to find strategies that can help fiqh teachers at MTs Amaliyah Sunggal in developing their professional competence, so that fiqh learning can run more effectively and in accordance with the principles carried by the Merdeka Belajar Curriculum. This research will also contribute to the development of education in madrasas, especially in terms of how this new curriculum can be implemented properly by teachers who have adequate professional competence.

## **2. METHODS**

This type of research uses qualitative research. Qualitative research functions to explain phenomena that exist in society to find out what things are obstacles or may be problems that are difficult to express. While the research approach used is a descriptive approach (Abdussamad 2021). The location of this research is MTs Amaliyah Sunggal. The data sources in this study are divided into two, namely primary and secondary data sources. Primary data is information that the author obtained directly through interviews with the principal, PAI teachers and students. While secondary data is supporting data that is relevant to this study consists of documents that are closely related to the research problem. The data collection technique in this study uses observation, interviews and documentation. While the data analysis technique in this study is an interactive model that refers to the concept offered by Miles, Huberman and Saldana, with steps, namely: data condensation, data presentation, and drawing conclusions. The data validity technique uses two methods, namely: source triangulation and technique triangulation (Sugiyono, 2020).

## **3. RESULTS AND DISCUSSION**

### **3.1. The Concept of Professional Competence of Islamic Jurisprudence Teachers in the Implementation of the Independent Learning Curriculum**

A professional teacher is an individual who not only has adequate competence and qualifications in his/her field of knowledge, but also demonstrates high dedication and commitment to his/her profession (Hidayati, 2022). Professional teachers are educators who continuously develop

their skills and knowledge through continuing education and training (Mahmudah, 2021). Professional teachers understand that education is a dynamic process and is always changing according to developments in science and technology, as well as the needs of students (Qur'ani et al, 2023). Therefore, they are active in various professional development activities, such as seminars, workshops, and additional courses to improve their competencies.

Meanwhile, professional teacher competence refers to the abilities and skills that a teacher must have to carry out his duties in the learning process effectively and efficiently (Suwandi & Permatasari, 2021). This competency covers various aspects, including mastery of teaching materials, pedagogical skills, and the ability to conduct evaluations and classroom management. One important aspect of teacher professional competence is mastery of teaching materials (Perni 2019). Teachers must have in-depth knowledge of the topics being taught, as well as the ability to relate the material to the context of students' lives (Sukmawati 2019).

The process of learning Fiqh at MTs Amaliyah Sunggal, in the context of implementing the Merdeka Belajar Curriculum, is designed to be more flexible, relevant, and adaptable to the needs and abilities of students. Because basically the Merdeka curriculum gives teachers the freedom to determine the most appropriate teaching method so that students can understand the material well, as well as develop critical, creative, and collaborative thinking skills (Wasehudin, 2023).

The process of learning Fiqh begins with the planning stage, where the teacher identifies topics and learning objectives that are in accordance with the expected learning outcomes in the Merdeka Curriculum. In this context, teachers do not only focus on mastering Fiqh theory, but also on its application in everyday life. For example, when discussing the topic of zakat, the teacher relates learning to the current economic situation of society, so that students can better understand the relevance of zakat as one of the pillars of Islam in social life. Based on this, it is relevant to the opinion conveyed by (Hidayati, 2022). One important aspect of teacher professional competence is mastery of teaching materials. Teachers must have in-depth knowledge of the topics taught, as well as the ability to relate the material to the context of students' lives (Hasibuan, 2024). Good mastery of teaching materials allows teachers to explain concepts clearly and answer students' questions accurately. Even the Messenger of Allah gave us a message, let us have knowledge, before we speak or do good deeds.

الْعِلْمُ قَبْلَ الْقَوْلِ وَالْعَمَلِ

Meaning: Seek knowledge before you speak and do good deeds or do activities (HR. Bukhari)

Then, the form of competence possessed by a teacher is at the stage of implementing learning, as the results of interviews and observations conducted, that the Fiqh teacher at MTs Amaliyah Sunggal applies various interactive learning methods in accordance with the principles of the Independent Curriculum which emphasizes the active involvement of students in the learning process. Teachers often use a project-based learning approach, where students are given projects

related to certain Fiqh topics, such as creating simulations about the application of Fiqh laws in everyday life. For example, students can create a project on how Islamic buying and selling rules are applied in markets or shops. This approach not only helps students understand the concept of Fiqh theoretically, but also practice it in a real context.

In addition, group discussions are often used as a learning method where students are given the opportunity to share their views on Fiqh issues. With this discussion, students are invited to think critically and consider various perspectives in dealing with differences of opinion in Islam. This is in line with the principles of the Independent Curriculum which emphasizes the importance of dialogue and cooperation between students to build a deeper understanding. Based on the philosophy of Ki Hajar Dewantara related to independent learning, students can set their own goals, methods, and assessments of their learning. Independent learning from the teacher's perspective involves students in choosing goals, methods, and reflection on the learning process and results (Husna & Ependi, 2024). The Independent Curriculum also gives teachers the freedom to adapt evaluation methods to students' needs (Muhartono, 2023). The evaluation conducted is not only in the form of written exams, but also in the form of process and project assessments. The Fiqh teacher at MTs Amaliyah Sunggal, for example, conducts formative evaluations through observations of student participation during the learning process, as well as summative evaluations through projects and presentations. This helps students to better understand how Fiqh learning is not only measured by memorization or exams, but also by their skills in applying the knowledge learned.

Technology has also begun to be integrated into the Fiqh learning process in accordance with the spirit of the Merdeka Curriculum which encourages the use of digital media. Teachers at MTs Amaliyah Sunggal utilize online learning platforms, such as Google Classroom and other interactive learning applications, to provide assignments, discussions, and additional materials to students. This provides flexibility for students to learn outside the classroom, as well as helping them develop independent learning skills. Teachers also use videos, animations, and other visual media to make Fiqh learning more interesting and easier to understand. Freedom in the Independent Curriculum also allows teachers to adjust the pace of learning to suit the needs of their students. The Fikih teachers at MTs Amaliyah Sunggal pay special attention to students who need additional guidance, by giving them extra time to understand more difficult concepts. Conversely, students who are quicker to grasp the material are given additional challenges, such as analytical tasks that require deeper reasoning about the Fikih topics discussed.

With this more flexible approach, the Fiqh learning process at MTs Amaliyah Sunggal has succeeded in creating a more inclusive learning atmosphere and adapting to various levels of student ability. The Merdeka Curriculum gives teachers the freedom to create an adaptive learning atmosphere, where students do not only receive information passively, but are also actively involved in finding solutions and formulating their own understanding.

In relation to the Independent Curriculum, the process of learning Fiqh at MTs Amaliyah Sunggal does not only focus on academic achievement, but also on character formation and more holistic competency development. The Fiqh teacher acts as a facilitator who helps students find the best way to learn, while students are given the freedom and responsibility to explore the science of Fiqh independently. This is in line with the principles of the Independent Curriculum which places students as active, creative, and independent learning subjects. So this is relevant to the opinion (Daga, 2021), in his research, he stated that independent learning in a philosophical context contains a humanist foundation that focuses on personal freedom in self-actualization, a constructivist foundation that emphasizes freedom in constructing students' knowledge and skills, and a progressivist foundation that emphasizes teachers' freedom in optimizing students' potential.

Overall, the process of learning Fiqh at MTs Amaliyah Sunggal in the implementation of the Merdeka Curriculum provides freedom, flexibility, and space for students to develop critical thinking skills and understand Fiqh in the context of their daily lives. The implementation of this curriculum has succeeded in increasing student engagement and the quality of learning, where teachers play an important role as facilitators who support the overall development of students.

### **3.2. Supporting and Inhibiting Factors in the Development of Professional Competence of Islamic Jurisprudence Teachers in the Implementation of the Independent Learning Curriculum**

The development of professional competence of Fiqh teachers in the implementation of the Independent Learning Curriculum at MTs Amaliyah Sunggal is supported by various factors that help teachers to be more effective in carrying out their duties. Based on the findings in the field, several supporting factors are as follows:

#### **a. Supportive School Policies**

One of the very important supporting factors is the school's proactive policy in providing professional development opportunities for teachers. MTs Amaliyah Sunggal provides space for Fiqh teachers to attend training, seminars, and workshops that support the implementation of the Merdeka Curriculum. Fiqh teachers were given training that focused on teaching methods relevant to the principles of the Independent Curriculum, such as project-based learning, group discussions, and the use of digital technology in the classroom. This training greatly assisted teachers in understanding the concept of the Independent Curriculum and how to apply it in Fiqh learning. In addition, the school also set a work hour and time allocation policy that allows teachers to participate in these development programs without disrupting their teaching duties.

Therefore, support from government institutions, such as the Ministry of Religion and the Department of Education, plays a very important role in encouraging the development of the competence of Islamic Jurisprudence teachers. The government often organizes training,



provides technical guidance, and provides teaching materials that are relevant to the Merdeka Curriculum. This assistance provides teachers with access to more up-to-date materials and guidance that is in accordance with the new curriculum.

b. Komiten dan Kerjasama Para Guru di Sekolah

Another supporting factor that is very influential is the collective commitment among teachers. Teachers at MTs Amaliyah Sunggal support each other through teacher working groups (KKG) or collaborative activities between teachers at school. This forum allows teachers to share best practices, discuss challenges, and find solutions together. By sharing experiences and knowledge, Fikih teachers can improve their competence collectively.

c. Digital Technology and Infrastructure Support

Support for technological facilities is also a significant supporting factor in the development of teacher professional competence (Rahmawati 2020). MTs Amaliyah Sunggal has equipped classrooms with technological devices that support modern learning, such as computers, projectors, and internet access. This allows Fikih teachers to utilize digital platforms such as Google Classroom and other interactive learning applications in delivering materials. This technology helps teachers in providing a variety of learning media that are more interesting and in accordance with students' needs.

d. Availability of learning resources

The limited variety of learning resources is sometimes also a supporting factor in the development of the competence of Islamic Jurisprudence teachers. Textbooks, modules, and digital materials provided by schools make it easier for teachers to prepare flexible and relevant learning plans with the Independent Curriculum. Islamic Jurisprudence teachers can choose materials that are appropriate to students' abilities and modify them to be more contextual to everyday life. This allows teachers to teach Islamic Jurisprudence with a more personal and adaptive approach. provision of learning resources

e. The Role of School Leadership

Strong and visionary school leadership is one of the key factors in developing teacher competency, especially in the implementation of the Merdeka Curriculum. The principal at MTs Amaliyah Sunggal plays a role as a leader who not only provides direction, but also becomes a facilitator in the process of developing teacher professionalism. In this context, the principal actively provides opportunities for Fikih teachers to participate in training, workshops, and other competency development activities. In addition, the principal also motivates teachers to adopt innovative and relevant learning methods with the Merdeka Curriculum, so that teachers feel supported to continue to innovate in their teaching.

This visionary leadership is also evident in the way the principal manages curriculum changes with a flexible and adaptive approach. The principal of MTs Amaliyah Sunggal is open to new ideas, provides space for teachers to be creative, and creates a collaborative work

environment. This support encourages Fikih teachers to be more confident in developing creative teaching methods that are in accordance with students' needs. With consistent motivation and support from the school leadership, teachers are more motivated to continue improving their professional competence, which ultimately has a positive impact on the quality of learning at the school.

Although there are strong supporting factors, the development of professional competence of Islamic Jurisprudence teachers in the implementation of the Independent Curriculum also faces several obstacles. Based on the results of field research, the obstacles are:

a. Still used to the old curriculum

The first obstacle faced in developing the professional competence of Islamic Jurisprudence teachers is the habit of using the old curriculum. The curriculum that has been used for years has become an established teaching pattern for teachers (Nuzulul et al, 2023). This habit makes some teachers feel comfortable with familiar traditional teaching methods and strategies, making it difficult to switch to a more flexible and independent approach in accordance with the Independent Curriculum.

In addition, the transition process from the old curriculum to the Independent Curriculum often causes confusion. Teachers who are accustomed to the structure and demands of the previous curriculum may feel that the Independent Curriculum is too loose or not well structured. This challenge requires additional time and support, both from the principal and more intensive training, so that teachers can adjust to the new curriculum and improve their competencies.

b. Time constraints experienced by teachers to attend advanced training

Time constraints are a significant barrier for Fikih teachers in attending advanced training and updating their knowledge related to the Independent Curriculum. Many teachers are faced with a busy teaching schedule, so the time they have to participate in professional development activities is very limited. This makes it difficult for them to deepen their understanding of the new approaches needed in implementing the curriculum.

Not only that, with limited time, teachers often have to choose between carrying out their daily tasks in class or attending training. This can result in a lack of in-depth understanding of project-based learning strategies and how to implement the new curriculum effectively in teaching practice. As a result, teacher competency development is hampered and they find it difficult to achieve the standards expected in the Merdeka Curriculum.

c. The teaching load is quite heavy

Teachers at MTs Amaliyah Sunggal, like many other schools, often experience a heavy teaching load. The demands of planning, implementing, and evaluating learning, coupled with administrative tasks, make it difficult for them to divide their time to develop their professional competencies. This workload reduces their opportunities to study the Independent Curriculum or participate in training programs that can improve the quality of their teaching.



This heavy burden can also impact teachers' overall well-being, which in turn affects their motivation and performance in the classroom. With so many responsibilities to shoulder, teachers often feel stressed and lack the energy or time to innovate in learning, as expected in the Merdeka Curriculum which encourages a more creative and student-centric approach.

d. Lack of in-depth understanding of the concept of the Independent Curriculum

Although training on the Independent Curriculum has been provided, not all Fikih teachers fully understand the key concepts in the curriculum. Some teachers still find it difficult to translate new approaches, such as project-based learning or more flexible learning, into everyday classroom practice. This difficulty is often caused by a lack of understanding of the principles underlying the Independent Curriculum.

Due to this lack of understanding, many teachers still tend to use traditional teaching methods, such as one-way lectures that focus on memorization. This is contrary to the spirit of the Independent Curriculum which encourages participatory learning and the development of critical thinking skills. Therefore, additional efforts are needed to strengthen teachers' understanding of this curriculum, both through more intensive training and direct guidance from the school.

e. Lack of knowledge of technology

One of the significant obstacles in the implementation of the Independent Curriculum is the lack of teacher knowledge and skills in utilizing technology. In today's digital era, the Independent Curriculum strongly encourages the use of technology to increase the effectiveness of learning. (Sitika, 2019). However, not all Fiqh teachers at MTs Amaliyah Sunggal have sufficient access or knowledge regarding how to use technology in teaching, such as using online learning platforms or applications for creating digital content.

These barriers affect teachers' ability to create innovative and interactive learning experiences for students, as expected in the Independent Curriculum. These limitations also narrow teachers' opportunities to access wider learning resources and utilize learning tools that can enrich the teaching and learning process in the classroom. Therefore, special training on the use of technology in education is an urgent need to improve teachers' professional competence.

#### **4. CONCLUSION**

The conclusion of this study is that the professional competence of Islamic Jurisprudence teachers at MTs Amaliyah Sunggal in implementing the Independent Learning Curriculum is running well, although facing several challenges that need more attention. Supporting factors such as strong school leadership, the availability of training facilities, and the willingness of teachers to continue to develop are very important in the success of teacher competency development. A visionary principal plays a very large role in encouraging change and innovation in learning, as well as providing space for teachers to be more creative and adaptive to curriculum changes.

However, there are a number of obstacles that need to be overcome to ensure more optimal competency development. One of them is old habits that are still difficult for some teachers to leave behind, as well as time constraints that make it difficult for teachers to follow further training. The fairly heavy teaching load also makes it difficult for teachers to divide their time between teaching activities, planning learning, and following professional development programs. In addition, the still limited understanding of the concept of the Independent Curriculum, especially in implementing project-based methods, is a challenge that needs to be overcome through more intensive training and mentoring.

Therefore, to support the implementation of the Independent Curriculum more effectively, there needs to be an adjustment in the division of time, as well as an increase in understanding of this new curriculum through more structured and sustainable training. In addition, the development of the competence of Islamic Jurisprudence teachers also requires attention to the aspect of mastery of technology which is increasingly important in the current era of digitalization of education. By overcoming these obstacles, it is hoped that Islamic Jurisprudence teachers can be more prepared and competent in implementing the Independent Curriculum and providing relevant and quality learning for students.

#### **5. ACKNOWLEDGEMENTS**

The author would like to thank the Supervisor, who has guided the author in completing this research. The author would also like to thank the Journal Management who has given the author the opportunity to publish this article.

## 6. REFERENCES

- Arsyad, M & Fahira, E. F. (2023). *Model-model Pembelajaran dalam Kurikulum Merdeka*. Kendari: Eureka media aksara.
- Abdussamad, Z. (2021). *Metode Penelitian Kualitatif*. Makasar: CV. Syakir Media Press.
- Basri, H. (2023). Implementasi Kurikulum Merdeka Belajar pada Pelajaran Akidah Akhlak di MTs Negeri 1 Yogyakarta. *Jurnal Murobbi Ilmu Pendidikan*, Vol. 7(1), 44. Retrieved from <https://doi.org/https://doi.org/10.52431/murobbi.v7i1.1486>
- Batubara, N. K. I., Sinaga, A. I., & Haidir, H. (2024). Analisis kompetensi pedagogik guru fikih dalam melaksanakan pembelajaran pada kurikulum merdeka di madrasah aliyah. *Jurnal EDUCATIO: Jurnal Pendidikan Indonesia*, 10(1), 300. Retrieved from <https://doi.org/10.29210/1202424138>
- Daga, A. T. (2021). MMakna Merdeka Belajar Dan Penguatan Peran Guru Di Sekolah Dasa. *Jurnal Educatio FKIP UNMA*, 7(3), 1075.
- Hernawan, A. H., & Mulyati, T. (2023). Implementasi Kurikulum Merdeka ( IKM ) di Sekolah Dasar dalam Mengembangkan Profil Pelajar Pancasila. *Jurnal Elementaria Edukasia*, 6(3), 1290–1299. Retrieved from <https://doi.org/10.31949/jee.v6i3.6107>
- Hidayati, A. N. (2022). Pentingnya Kompetensi dan Profesionalisme Guru dalam Pembentukan Karakter Bagi Anak Usia Dini. *Jurnal Profesi Keguruan*, 5(1), 15–22.
- Husna, M., & Ependi, R. (2024). Implementasi Kurikulum Merdeka Belajar Guru Mata Pelajaran Pai Dalam Pembentukan Karakter Siswa. *Jurnal Pengembangan Profesi Guru Pendidikan Agama Islam*, 8(1), 1–10.
- Hasibuan, P. A. S & Darlis, A. (2024). Strengthening the Pedagogical Competence of Al-Qur'an Hadith Teachers in the Implementation of the Independent Curriculum. *TarbawY: Indonesian Journal of Islamic Education*, 11(1), 75–88.
- Kementrian Agama RI. (2019). *Al-Qur'an dan Terjemah*. Solo: PT.Tiga Serangkai Pustaka Mandiri.
- Muhartono, D. S., Sri Wahyuni, D. (2023). Evaluasi Pelaksanaan Kebijakan Kurikulum Merdeka Belajar dalam Rangka Peningkatan Hasil Belajar. *Jurnal Publiciana*, Vol. 16(1), 7
- Mahmudah, M. (2021). Mengembangkan Profesionalisme Guru Pendidikan Agama Islam ( PAI ). *Jurnal Keislamanan*, 4(1), 19–31.
- Musri, N. A., & Adiyono, A. (2023). Kompetensi Guru Mata Pelajaran Fiqih dalam Meningkatkan Keunikan Belajar. *Jurnal Ilmu Manajemen Dan Pendidikan (JIMPIAN)*, 3(1), 33–42. Retrieved from <https://doi.org/10.30872/jimpian.v3i1.2203>
- Perni, N. N. (2019). Kompetensi Pedagogik Sebagai Indikator Guru Profesional. *Widya: Jurnal Pendidikan Dasar*, 4(2), 175.
- Prayoga, F. I., Masrurroh, N., & Safitri, N. V. (2024). Pentingnya Profesionalisme Guru dalam Meningkatkan Kualitas Pendidikan Indonesia. *Social, Humanities, and Educational Studies*, 7(3), 613–622.
- Qur'ani, M. N., Basri, H., Hasibuan, H. R. (2023). Problematics of Implementing the Independent Learning Curriculum in Learning Islamic Religious Education At SMA Negeri 12 Medan. *Jurnal Ilmiah Didaktika*, 24(1), 1–23.
- Rahmawati, A. Y. (2020). Model-Model Pembelajaran Dalam Kurikulum Merdeka, (July), 1–23.
- Romdhoni, M. A., dkk. (2023). Challenges of implementing the independent curriculum in Islamic Religious Education learning at SMP Negeri 24 Medan. *TarbawY: Indonesian Journal of Islamic Education*, Vol. 10(2), 115.
- Sukmawati, R. (2019). Analisis kesiapan mahasiswa menjadi calon guru profesional berdasarkan standar kompetensi pendidik. *Jurnal Anlisa*, Vol. 5(1), 95.
- Ramadhani, S & Manshuruddin. (2024). Implementasi Kurikulum Merdeka Belajar pada Pembelajaran Akidah Akhlak di Smp It Khansa Khalifah Sunggal. *INNOVATIVE: Journal Of Social Science Research*, 4(3), 3974–3985.
- Rosni, R. (2021). Kompetensi guru dalam meningkatkan mutu pembelajaran di sekolah dasar. *Jurnal EDUCATIO: Jurnal Pendidikan Indonesia*, 7(2), 113. Retrieved from <https://doi.org/10.29210/1202121176>
- Sitika, A. J. (2019). Pengembangan Kurikulum Pendidikan Agama Islam Berbasis Humanistik dan Teknologis di Perguruan Tinggi Umum. *Jurnal Wahana Karya Ilmiah*, 3(02), 364–384.

- Sugiyono. (2020). *Metode Penelitian Kualitatif*. Alfabeta (Vol. ). Bandung.
- Suwandi, M. F., & Permatasari, C. L. (2021). Strategi Peningkatan Kompetensi Guru Dalam Proses Belajar Mengajar. *Jurnal Ekonomi Dan Pendidikan*, 18(1), 76–94. Retrieved from <https://doi.org/10.21831/jep.v18i1.38688>
- Wasehudin, M. dan. (2023). Respon Guru terhadap Implementasi Kurikulum Merdeka dalam Pembelajaran Pendidikan Agama Islam di SMKN 1 Puloampel. *Jurnal Pendidikan Agama Islam*, Vol. 4(1), 40.