



Analysis of islamic junior high school teacher pedagogic competence in implementing independent learning curriculum in bandung

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Abstract

Pedagogical competence is a competency that must be possessed by all Islamic junior high school teachers. Implementation of the Independent Curriculum is one of the selected curricula offered by the government to be implemented by educational units. Through a descriptive qualitative approach with the phenomenological method, the results obtained from the questionnaire distributed to 39 respondents. The results showed that the pedagogical competence of Islamic junior high school teachers teachers in the Implementation of the Independent Curriculum, according to the perceptions of 39 Islamic junior high school teachers teachers, around 95% of the criteria set are in the very good category. If it is interpreted in the table, the value of 95% is in the strong criteria, meaning that as many as 38 Islamic junior high school teachers teachers in Bandung are ready to implement the Independent Curriculum.

Introduction

Education is one of the government's efforts to improve the quality of human resources. Therefore, education must be planned, implemented and managed optimally. As stated in the National Education System Law Number 20 of 2003, education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, morals noble character, as well as the skills needed by himself, the community, the nation and the State.

In order to realize superior and quality national education, in article 35 paragraph 1 the government compiles national education standards regarding content standards, process standards, graduate competency standards, educational staff standards, facilities and infrastructure standards, management standards, financing standards, and education assessment standards. All of these standards serve as a reference for education administrators in curriculum development, minimum standards for educational staff, provision of facilities and infrastructure, institutional management patterns, and financing patterns.

One of the most important educational standards is process standards as they are directly involved in the elements of learning, namely educators, students and teaching materials. These three elements are interrelated, because there will be no learning process if one of these three elements is not present. Educators as conveyers and developers of information, students as recipients of information and teaching materials are information that must be conveyed. Of these three elements, what the government pays more attention to is the quality of educators, as in article 39 it is stated that educators are professionals whose job is to plan and carry out the learning process, assess learning outcomes, conduct mentoring and training, and conduct research and community service, especially for educators at universities.

To support the professional performance of these educators, in 2007 Republic of Indonesia Minister of National Education issued Regulation Number 18 concerning certification for in-service teachers. It was followed in 2009 by the issuance of Regulation of the Minister of National Education of the Republic of Indonesia Number 47 concerning Educator Certification for lecturers. These two regulations show the government's attention to educators at various levels of education. This certification program is a hallmark of the government's recognition of the position of teachers and lecturers as professionals. In carrying out their duties, teachers and lecturers must earn an income above the minimum necessities of life so that they have the opportunity to improve their professional abilities. In addition, teachers and lecturers who have been certified are those who already have pedagogic competence, personal competence, social competence, and professional competence. With this competency, it is ensured that the quality of learning will be of high quality, in accordance with the targets and achievements of graduates of each teaching material which will eventually build superior and competitive human resources.

Along with the development of science, technological progress, and market needs, the government's attention in improving the quality of education is not only focused on educators but extends to curriculum development. As the results of PISA (Program for International Student Assessment) research revealed that 70% of students aged 15 years are below the minimum competence in understanding simple reading or applying basic mathematical concepts. This PISA score has not experienced a significant increase in the last ten to fifteen years. The study shows that there are large disparities between regions and between socio-economic

groups in terms of the quality of learning. This is exacerbated by the COVID-19 pandemic which has caused loss of learning and learning gaps. This certainly requires improvement in several aspects of learning through curriculum evaluation. So in 2020 the government gives flexibility to education units to choose a curriculum that suits their needs.



Based on the results of the study above, a policy emerged that education throughout the world affected by the COVID Pandemic must undergo changes so that several curriculum criteria emerged, including having to; (1) Simple, easy to understand and implement; (2) Focus on the competence and character of all students; (3) Flexible; (4) Aligned; (5) Working together; and (6) pay attention to the results of the study and feedback. So that the government proposed the existence of alternative curricula, one of which was the prototype curriculum which underwent refinement to become an independent curriculum for elementary to secondary education levels.

The Merdeka Curriculum focuses on students who are the main beneficiaries of this curriculum policy. Differentiated learning, implemented to accommodate diversity. An authentic-comprehensive assessment model that accommodates various intelligences, respects talents, interests and other aspects of humanity continues to be developed. The evaluation and assessment results are no longer focused on cognitive achievements, but must be able to describe a human profile that includes a variety of intelligences. With this perspective, students who excel are no longer stands out in a field. All Islamic junior high school teachers students are achievers, namely achievements in their respective fields, according to their talents, interests and tendencies.

The success of the Independent Curriculum at all levels of education will be measured to what extent the curriculum can change the class atmosphere to make students happier, learning activities more passionate, and a culture of lifelong learning is realized. So that more meaningful learning outcomes can be improved effectively and efficiently. In turn, changes in the mysticism of the class can shape the character of students, equipping them with the competencies and life skills needed for life in their era.

Even though the independent curriculum focuses more on learning for students, the role of the teacher as a learning manager cannot be simplified, it even becomes stronger as the teachers are required to have many skills in planning, implementing, managing and evaluating learning. Teachers must master a variety of learning methods, master learning media both audio, visual and audio visual. In this case teacher pedagogical competence is needed, apart from having to be able to manage learning, teachers must be able to understand cognitive development, develop aspects of attitude and improve students' skills.

So it is hoped that teachers who have pedagogical competence will be able to produce the best quality graduates based on the Independent Curriculum. Students have a strong and superior understanding in mathematics and science, social sciences, language and culture as well as vocational or craft subject groups.

Referring to the preliminary study, in several regions the implementation of the independent curriculum has been carried out, including in Islamic junior high schools in Bandung, since September 2022. There are approximately 7 Islamic junior high schools in the city of Bandung that have participated in the socialization of the Implementation of the Independent Curriculum which was held by the Ministry of Religion of Bandung. Through interviews with 39 public Islamic junior high school teachers in Bandung in December 2022, it was revealed that; (1) not all Islamic junior high schools implement the independent curriculum (still in the try and error stage); (2) the curriculum is carried out in stages according to the level of education and class level; (3) all Islamic junior high schools components must participate in the implementation of independent curriculum; (4) not all teachers understand the concept of independent curriculum, both the quality of graduates and the learning patterns that are carried out; (5) teachers are required to quickly adapt in independent curriculum.

There are several previous studies related to this research, for example; (1) Khofiatun, Sa'dun Akbar, M. Ramli in 2016, regarding the Role of Teacher Pedagogic Competence in Thematic Learning in Elementary Schools, revealed that the role of teacher pedagogic competence in the learning process influences the thematic learning outcomes in the class. The teacher's role in managing learning requires high creativity. For example in the use of models, media, and resources related to thematic learning in class. Teachers who have good pedagogical competence tend to be successful in thematic learning in their classes; (2) Ineu

Sumarsih, Teni Marliyani, Yadi Hadiyansah, Asep Herry Hernawan, Prihantini in 2020, regarding the Analysis of the Implementation of the Independent Curriculum in Elementary School Mobilizing Schools, showed that the implementation of independent curriculum help students to be able to develop according to their potential and abilities because with an independent curriculum they get critical, quality, expressive, applicative, varied and progressive learning.

The link between pedagogic competence and independent curriculum is that there is aligned between the implementation of independent curriculum in the field and teacher readiness in managing learning. This research is intended to analyze and describe the pedagogical competence of Islamic junior high school teachers in implementing the Independent Curriculum at several Islamic junior high schools in Bandung.

Method

A qualitative approach was used in this study, which emphasizes quality, reveals certain social situations by describing reality correctly, formed by narratives based on techniques of collecting and analyzing relevant data obtained from natural situations. The method used phenomenology, a research to investigate and understand an event or problem that has occurred by collecting various kinds of information which is then processed to obtain a solution so that the problem revealed can be resolved. Prospective case studies are generally used so that researchers can find out the direction of development of a case. The follow-up to this study is action research conducted by other experts. The data were obtained through interviews, observations and questionnaires to measure the pedagogical competence of Islamic junior high school teachers in Bandung in managing their learning.

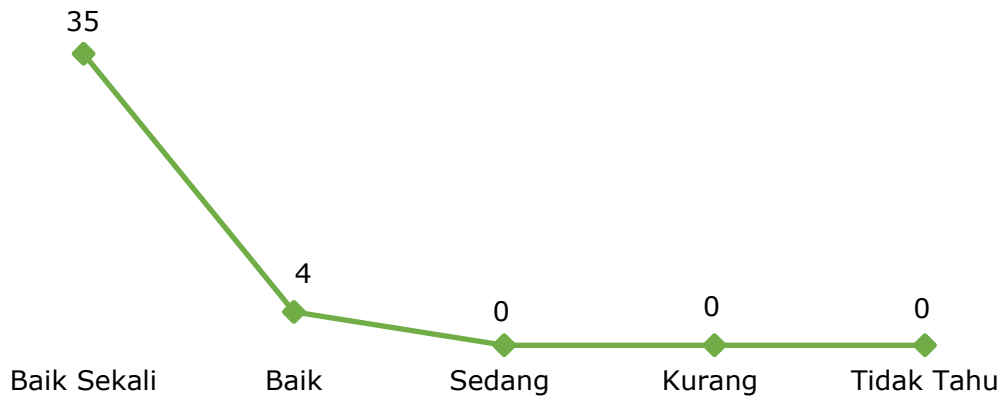
This study was conducted in three Islamic junior high schools in Bandung, namely, (1) Nurul Iman Islamic school which is located at Cibaduyut Raya Street Block TVRI III RT. 003RW. 003 Cibaduyut Wetan Bandung; (2) Cijawura Islamic school which located in Rancabolang Street No. 221A, Margasari, Buahbatu, Bandung; (3) Syiarul Islam Islamic school which located in Sukagalih Street No. 20, Sukabungah, Sukajadi, Bandung. The sample consisted of 39 people from a population of around 378 Islamic junior high school teachers in the city of Bandung.

Result and discussion

Result

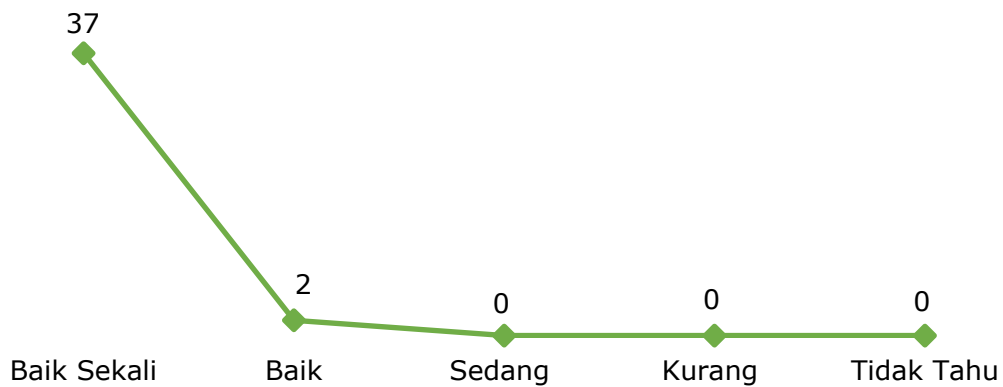
Based on the explanation in the Regulation of the Minister of National Education of the Republic of Indonesia Number 16 of 2007 concerning Academic Qualification Standards and Teacher Competency that the pedagogical competencies of teachers include;

1. Understand the syllabus of the subject



The picture shows that 35 teachers are very good at understanding the syllabus and 4 teachers are good at understanding the syllabus.

2. Competent in arranging lesson plan



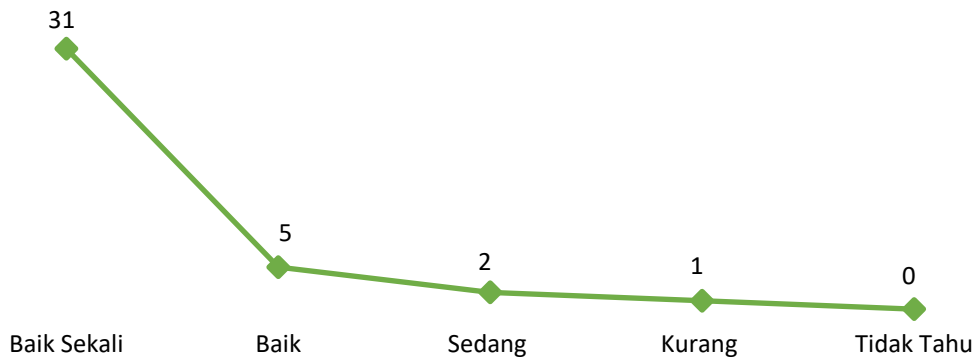
The data shows that 37 out of 39 teachers are very competent in arranging the lesson plan while 2 teachers are categorized as good in arranging the lesson plan.

3. Understand the characteristics of students related to physical, intellectual, social-emotional, moral, spiritual, and socio-cultural backgrounds.



The data shows that teachers who are able to understand the character of students are in numbers; 28 teachers are in the very good category, 6 teachers are in the good category, 4 teachers are in the moderate category, and 1 teacher is in the poor category.

4. Identify the potential of students in the subjects taught.



The data shows that teachers who are able to identify the potential of students are in numbers; 31 teachers are in very good category, 5 teachers are in good category, 2 teachers are in medium category, 1 teacher is in poor category.

5. Identify students' learning difficulties in the subjects taught



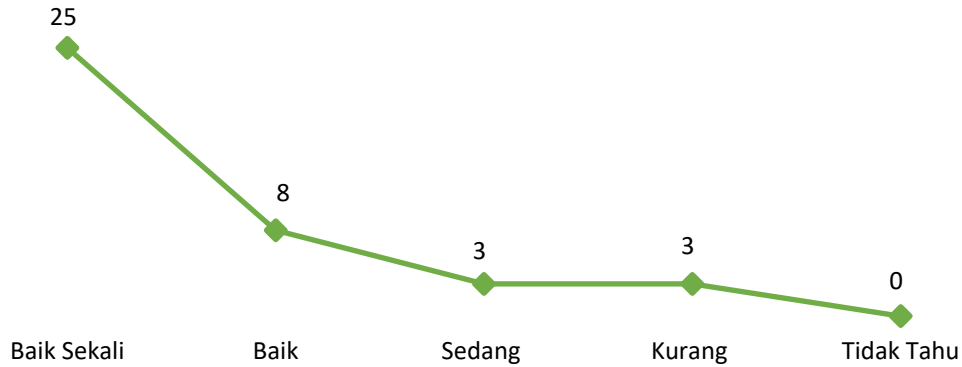
The data shows that teachers who are able to identify students' learning difficulties are in numbers; 32 teachers are in very good category, 6 teachers are in good category, 1 teacher is in moderate category.

6. Using a variety of learning methods



The data shows that teachers use learning methods with variations in numbers; 30 teachers are in very good category, 6 teachers are in good category, 3 teachers are in moderate category.

7. Using Technology in learning



The data shows that 25 teachers are very good at using technology in learning, 8 teachers are in good category, 3 teachers are in medium category and 3 teachers are in poor category.

8. Maximizing existing learning resources in the school environment



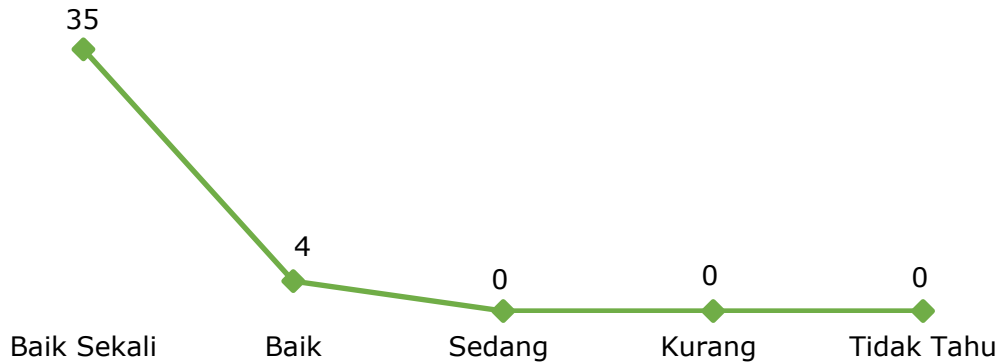
The data shows that 31 teachers are in very good at using learning resources, 5 teachers are in good category, 3 teachers are in moderate category.

9. Skilled in forming discussion groups



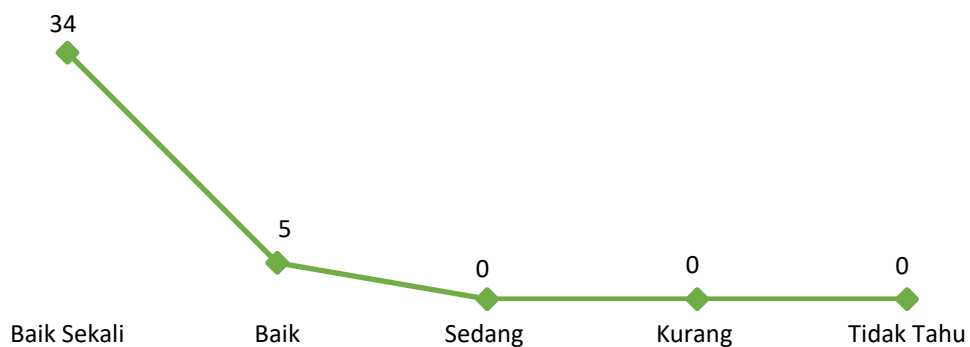
The data shows that teachers 29 teachers are in very good category to be able to organize classes, 8 teachers are in good category and 2 people are in moderate category.

10. Questions and answers about the subject matter that is being carried out



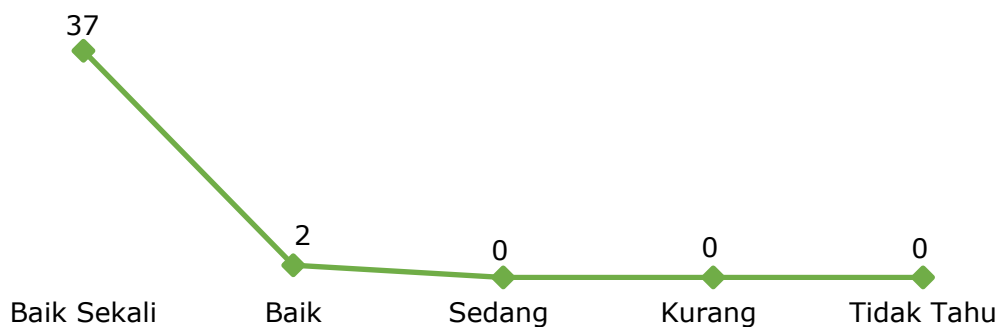
The data shows that 35 teachers are in very good category to be able to close learning, 4 teachers are in good category.

11. Summarize the subject matter



The data shows that 34 teachers are in very good category, 5 teachers are in good category in providing conclusions about the subject matter.

12. Do a post test



The data shows that 37 teachers are in very good and 2 teachers are in good category in carry out the post test.

The results of the pedagogical competency questionnaire distributed to 39 respondents obtained the following results;

1. Being able to plan learning is in questions no. 1, 2;
2. Understanding entering behavior is in questions no. 3,4,5;
3. Being able to carry out learning is in questions no. 6,7,8;
4. Being able to organize class is in questions 9, 10;
5. Being able to carry out the assessment is in questions 11.12;

The meaning of the results of the questionnaire above shows that the pedagogical competencies of Islamic junior school teachers who have been given the questionnaire are as follows;

1. A total of 384 statements or around 82.05% of madrasah teachers have pedagogical competence at the Very Good level;
2. A total of 61 statements or around 13.03% of madrasa teachers have pedagogical competence at the Good level;
3. A total of 18 statements or around 3.85% of madrasa teachers have pedagogical competence at the Moderate level;
4. A total of 5 statements or around 1.07% of madrasa teachers have pedagogical competence at the Less level;

The results of the questionnaire showed that 98% of the 39 samples of Islamic junior highs school teachers had pedagogical competencies ready to carry out the learning process.

With regard to the Implementation of the Independent Curriculum which was announced by the Ministry of Education, Culture, Research and Technology to be selected as a form of curriculum, the Ministry of Religion started by conducting socialization at several levels of education, especially at the Madrash Aliyah level. The Ministry of Religion of Bandung has started to carry out socialization in stages to several Islamic junior high schools starting in September 2022 by inviting representatives of teachers and Islamic junior high schools Principals. In line with the objectives of the curriculum in Islamic junior high schools, it can innovate and be creative according to the potential, needs and resources of the school. Some of the main things in independent curriculum include;

Simple, easy to understand and implement

The curriculum designed by each school must continue the policies and good practices that have been set before. Changes can be made with the aim of improving the quality of learning that previously seemed complicated to be made simpler and understandable and can be implemented in the field.

Focus on the competence and character of all students

In line with the simple principle, the teaching material designed is not too much so that it can be understood by students in depth. Based on research

conducted by the Ministry of Education and Culture's INOVATION team, the density of teaching material in the curriculum that must be delivered to students results in low competence and well-being. Strengthening literacy and numeracy is very important, especially at the basic education level. In line with the concepts of literacy and numeracy used in the National Competency Assessment policy. Literacy is defined as the ability of students to understand, use, evaluate, reflect on various types of texts to solve problems and develop individual capacities as citizens of Indonesia and citizens of the world so that they can contribute productively to society.

Flexible

A flexible curriculum will provide flexibility to educational units and educators to develop, adapt, innovate, add to the wealth of subject matter, utilize the surrounding environment and align the curriculum with the characteristics of students, as well as local culture and wisdom. Flexible provides a wide space for teachers and institutions to dare to explore the strengths and advantages of their institutions.

Aligned

Whereas the curriculum principles that are often ignored by the compilers are; 1) alignment between curriculum, learning process, and assessment; 2) alignment between the curriculum and governance systems and teacher competencies; and 3) alignment with policies related to individual learning from an early age up to university. Alignment will not occur if each element never connect to align shared goals with other aspects.

Team wok

The design of the Independent Curriculum is not the sole work of one ministry of education, but involves other instruments. At the Ministry of Religion, curriculum design involves 1) the head of Islamic junior high school; 2) Vice principal of Islamic junior high school; 3) Teacher element; 4) Elements of educational staff; 5) Committee elements; 6) Community elements as well as Business and Industry (DU/DI), adapted to the characteristics and needs of the school.

Emphasizes the results of studies and feedback

One of the successes of an organizational program is due to feedback from the user community. Likewise, the curriculum design must pay attention to input from the community as well as the evaluation results carried out by a special team. The results of this evaluation are used for consideration in the revision of related documents, namely learning outcomes, learning technology, textbooks, teaching

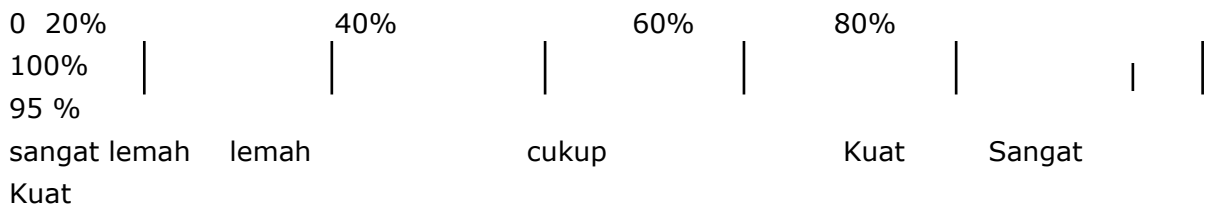
materials, examples of learning objectives flow, as well as guides and examples of other documents. This data-based revision was carried out to improve the quality of the Merdeka Curriculum.

Discussion

Referring to the results of the research above, the meaning of the pedagogical competencies of Bandung city madrasa teachers is currently at a very good level. Madrasa teachers have the ability to plan, organize, implement and supervise the learning process. That there is one madrasa teacher who is in the less category, is more due to the age factor that is approaching retirement age. The teacher has a weakness in mastering technology. The link between madrasah teacher pedagogical competence and IMK is to convince madrasa education unit managers not to hesitate in choosing the Independent Curriculum.

Based on the analysis of the results of the research related to the principles of the Implementation of the Independent Curriculum in Madrasas, it can be concluded that;

1) The total score of the criteria, namely $5 \times 12 \times 39$, is 2340. The total score resulting from data collection is 2228. The results of the analysis of the pedagogical competence of madrasa teachers in the Implementation of the Independent Curriculum according to the perceptions of 39 madrasa teachers, namely $2228 : 2340 \times 100\% = 95\%$ of the criteria set . When interpreted the value of 95% is in the strong area. On a continuum the following categories can be made;



2) Islamic junior high school teachers in Bandung are ready to implement Merdeka curriculum in the coming academic year as evidenced by the results of a questionnaire distributed to 39 the teachers. As many as 38 school teachers have pedagogical competence at good and very good levels. This means that Islamic junior high school teachers will easily implement the Merdeka Curriculum for the academic year 2023-2024.

Conclusion

Referring to the results of the questionnaire that was distributed to 39 Islamic school teachers in Bandung, it showed that the readiness of the school teachers in accepting, understanding and implementing the Merdeka Curriculum is at very strong criteria. This is supported by the pedagogical competence of the teachers. It showed that the pedagogical competence of teachers greatly influences the quality of learning, regardless of the type of curriculum that will be used by the government. Teachers who have pedagogical competence are able to carry out

learning optimally to produce quality and superior graduates. Therefore, it is suggested for the government to continuously hold workshops, training, seminars on improving teacher quality with the aim of increasing the qualifications and competence of teachers in the country.

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