



Strengthening the Competence of PAI Teachers in the Effective Implementation of the Merdeka Learning Curriculum

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Abstract

This research aims to examine strengthening the competency of Islamic Religious Education (PAI) teachers in order to support the successful implementation of the Merdeka Curriculum. The method used in this research is the library research method using a content analysis approach. The results of this study indicate that the competence of Islamic Religious Education teachers is strengthened through strategic steps such as: conducting ongoing training and professional development for Islamic Religious Education teachers, collaborating between the government, schools, and education communities, providing the necessary resources and support, and using technology and innovation in appropriate teaching methods. The implications of this study indicate that strengthening the competence of Islamic Religious Education teachers in supporting the effective implementation of the Merdeka Curriculum. By improving teachers' understanding of the concepts and objectives of the Merdeka Curriculum, as well as their skills in designing creative and innovative learning, it is hoped that the quality of Islamic religious education will improve. This also has an impact on improving student learning outcomes, critical thinking skills, and character development of students in accordance with the values taught in Islamic Religious Education.

Keyword: *Teacher Competency, PAI, Merdeka Curriculum*

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INTRODUCTION

Islamic Religious Education (PAI) in Indonesia has long been one of the main pillars of the national education system, with the main aim of forming the character and morals of students in accordance with the values of Islamic teachings (Nuzulul, 2023). To strengthen the relevance and effectiveness of Islamic Religious Education, the Indonesian government introduced the Merdeka Curriculum as an initiative to comprehensively modernize the education curriculum (Alfatih et al, 2022). The Merdeka Curriculum offers a more flexible and adaptive approach to students' needs (Rosni, 2021). This includes the development of student-centered curricula, the use of innovative learning methods, and more holistic assessment (Hariani dan Kamil, 2024).

In this context, Islamic Religious Education teachers are required to be able to adjust their teaching methods to suit the principles of the Merdeka Curriculum. To support this, teachers are required to have stronger competencies in pedagogical, professional, social, and personality aspects. Teachers must be able to design flexible and adaptive learning, master the material in depth, and build inclusive relationships with students and the community. Pedagogical competence, for example, includes the ability to design and implement effective and engaging learning strategies. Professional competence includes a deep understanding

of teaching materials and the latest developments in Islamic Religious Education. Meanwhile, social and personal competence includes the ability to interact positively with students, parents, and the school community (Lestari et al., 2023).

However, to form teacher competencies in an effective independent learning curriculum, various challenges will be faced in implementing the Merdeka Curriculum which not only come from the teacher's side, but also from the educational infrastructure and policy support (Ramadhan, 2023). Some PAI teachers may face difficulties in accessing the training and resources needed to improve their competencies. In addition, differences in geographic and socio-economic conditions in various regions can also affect the effectiveness of the implementation of the Merdeka Curriculum (Utari, 2022). Therefore, there needs to be a coordinated and sustainable effort from the government, educational institutions, and the community to support the strengthening of teacher competence. One of the key factors for the success of independent learning is teachers. Therefore, every teacher must have a deep understanding of the curriculum, from the theoretical basis to its implementation and application in the classroom (Virgiyanti et al., 2023).

Therefore, this research aims to explore various strategies and approaches that can be used to strengthen PAI teacher competency in the context of the Merdeka Curriculum. By understanding the challenges faced by PAI teachers in adapting this new curriculum, this article hopes to provide in-depth insight into how to improve the quality of Islamic religious education in Indonesia. Apart from that, this article also aims to identify the main obstacles that may be faced in implementing strategies to strengthen PAI teacher competency and find appropriate solutions to overcome them.

Through a comprehensive review of current literature and empirical research, this research will describe the current landscape of PAI teacher competency in Indonesia and provide concrete recommendations for educational policy makers and educational practitioners to improve the quality of PAI teachers. By strengthening the competency of PAI teachers, it is hoped that the implementation of the Merdeka Curriculum can run more smoothly and effectively, producing graduates who not only have good knowledge of the Islamic religion but are also able to adapt to social and technological changes that continue to develop. It is important to note that efforts to strengthen PAI teacher competencies do not only cover scientific aspects, but also include interpersonal, pedagogical and managerial skills. Competent PAI teachers are not only able to convey material clearly, but are also able to inspire and motivate students to develop a deeper understanding of Islamic religious values in everyday life. Thus, increasing the competency of PAI teachers can be considered a long-term investment in generation formation.

METHODS

The research uses a qualitative method with the type of library research. Library research, known as library research or literature review, is a research method based on the analysis of existing literature or written sources, whether in the form of books, journals, theses, theses or dissertations. The main purpose of library research is to understand and present an in-depth understanding of a particular topic or problem (Umar Sidiq, 2019). Meanwhile, the approach taken in this study is to use the content analysis approach. The goal is to provide a comprehensive understanding of the content being studied, with a focus on key or essential meanings that are consistent with the research questions, objectives, and conceptual framework.

Data collection in this study is the researcher reading carefully and repeatedly about educational politics, marking the parts of the text that will be raised as data and finally writing an explanation of the form of strengthening teacher competence in the implementation of the Merdeka curriculum. While the data analysis technique in this study follows Winner and Dominick (Sidiq dan Choiri, 2019), with the following steps: describing the content of communication related to strengthening teacher competence, the concept of an Merdeka curriculum. Then, comparing the research results with the actual situation and finally concluding the research results briefly and concisely.

RESULTS AND DISCUSSION

Competence of PAI Teachers in the Implementation of the Merdeka Curriculum

A professional teacher must have the ability and proficiency in educating and teaching, which includes in-depth knowledge of subject matter as well as skills in effectively conveying it to students (Nashir dan Syamsuriadi Salenda, 2020). Teacher competence is not only limited to academic understanding but also includes the pedagogical, social, and personality abilities necessary to create a conducive and inspiring learning environment. Competent teachers are able to plan, implement, and evaluate the learning process

well, as well as provide the guidance and support students need to reach their maximum potential (Wulandari dan Isa Nurhaliza, 2023). Competence, which comes from the word "competency" meaning ability or proficiency, is the key to carrying out educational and teaching duties effectively and professionally (Anas, 2023).

The meaning of competence if it is united with one of the professions, such as an educator or teacher, then it can be interpreted that the competence of a teacher means that the teacher is obliged to realize his duties as a teacher by always improving his scientific capacity. Or in another sense, teacher competence is the ability that is inherent and inherent in an educator to produce appropriate, effective and efficient work professionalism (Cikaa, 2020). As the competence of Islamic Religious Education (PAI) teachers plays a very important role in the implementation of the Merdeka Curriculum. The curriculum emphasizes flexibility, creativity, and student-centered learning. Therefore, PAI teachers are required to have a variety of competencies that not only include pedagogical aspects, but also social, professional, personality, and spiritual aspects.

As an Islamic Religious Education (PAI) teacher, this competency has a very important role and a very significant impact. In addition to providing knowledge and skills to students through classroom learning, the values instilled also have a wide influence on society (Narulita et al, 2019). In Indonesia, with its rich culture and the majority of the population being Muslim, educational institutions have a great responsibility in instilling moral values, norms, and ethics. PAI teachers play a central role in strengthening spiritual values for students. In addition, the educational goals desired by the community, especially parents, include the formation of students' mindsets, behaviors, and characters. A high level of competence in PAI teachers is very important to facilitate the implementation of the Merdeka Curriculum in various educational institutions in order to achieve the expected educational goals (Rahmadhani & Istikomah, 2023).

According to the perspective of national education policy, the government has formulated four types of teacher competencies as stated in the Explanation of Regulation No. 14 of 2005 as follows:

Pedagogical Competence

Pedagogic competencies that teachers must master include teachers' understanding of students, designing and implementing learning, evaluating learning outcomes, and developing students to actualize their various potentials (Anwar, 2018). PAI teachers must have a deep understanding of the Merdeka Curriculum, which emphasizes flexibility and individualization of learning according to student needs. The curriculum is designed to give schools and teachers more autonomy in determining relevant and contextual learning materials and methods. Teachers must be able to analyze and design syllabi and lesson plans that are in accordance with the principles of the Merdeka Curriculum, including the integration of Islamic religious values into various subjects.

Mastery of teaching materials is very important for PAI teachers to be able to teach religious concepts in a way that is easy for students to understand. Teachers need to understand how the material is relevant to students' daily lives and how they can internalize the values taught (Ismail, 2015). The ability to relate theory to real practice will help students see the relevance of religious learning in the context of their lives. In addition, PAI teachers must be skilled in using various learning methods and strategies that can motivate and engage students. Active, collaborative, and project-based learning methods should be applied to help students develop critical thinking skills, creativity, and the ability to work together. Teachers must also be able to adapt learning methods to various learning styles of students to ensure that each student gets an optimal learning experience.

Social Competence

Social competence is the ability that teachers must have to communicate and get along effectively with students, fellow educators, education staff, parents/guardians of students, and the surrounding community (Rosni, 2021). Effective communication skills are an important skill for PAI teachers in building good relationships with students, parents, and colleagues. Teachers must be able to convey the subject matter in a way that is clear and easy for students to understand, as well as use language that is appropriate to their level of understanding. Effective communication also includes the ability to listen to and respond to students' questions or concerns with care and empathy.

In addition to communicating with students, PAI teachers also need to establish a good relationship with parents. Involving parents in the process of educating their children can improve student learning

outcomes. Teachers must be able to communicate openly and transparently with parents regarding students' academic development and behavior, as well as invite them to participate in school activities and support learning at home.

Good communication skills are also important in working with colleagues and school staff (Mahanani, 2019). PAI teachers must be able to work in teams, share ideas, and support each other in an effort to improve the quality of education. Effective collaboration with colleagues can create a harmonious and productive school environment, where all parties work together to achieve the same educational goals.

Professional Competence

Professional competence is a broad and in-depth mastery of learning materials that must be mastered by teachers, including mastery of subject curriculum materials in schools and the scientific substance that overshadows the material (Lisnawati et al, 2022). PAI teachers must be committed to continuing to develop themselves through various training and professional development programs. This training can be in the form of workshops, seminars, courses, or certification programs relevant to the field of Islamic religious education and pedagogy. By participating in continuous training, teachers can update their knowledge and skills according to the latest developments in education and technology.

Apart from attending formal training, PAI teachers also need to be involved in informal professional development activities, such as reading educational literature, joining learning communities, or taking part in online discussions. These activities allow teachers to stay connected with current trends and issues in education, as well as gain new insights that can be applied to their teaching practice. PAI teachers must also be willing to evaluate and reflect critically on their teaching practices. Through reflection, teachers can identify areas that need improvement and devise strategies to improve teaching effectiveness. Feedback from students, colleagues, and supervisors can also be used to improve teaching practices and achieve better learning outcomes.

Personality Competencies

Personality competence is a personal skill that reflects a steady, stable, mature, wise and authoritative character, exemplary and noble character for students. Personality competence is very important for the formation of students' disciplinary character, this can be done by becoming a teacher who has personality competencies that can be applied in their lives so that they can be an example for students, because teachers are one of the people who are role models in their lives (Muawanah, 2022).

Effective Islamic Religious Education (PAI) teachers in the implementation of the Merdeka Curriculum must have high integrity and professional ethics. Integrity refers to teachers' commitment to the values of honesty, responsibility, and morality in every aspect of their duties. PAI teachers must be consistent in practicing what they teach students, showing real examples of Islamic values in daily life. For example, in administering exams or assessments, PAI teachers must demonstrate honesty and transparency to build trust among students.

As exemplary figures, PAI teachers have the responsibility to demonstrate behavior that is in accordance with Islamic values and good educational principles. In the context of the Merdeka Curriculum, this role is becoming increasingly important because teachers have greater autonomy in determining learning approaches that suit the needs of students. PAI teachers must be a real example of the values they teach, both inside and outside the classroom.

Being a role model means demonstrating professionalism, discipline, and commitment to lifelong learning. PAI teachers must continue to develop themselves through training and further education, as well as participate in professional communities to share best practices and innovations in education. Thus, they not only improve the quality of their own teaching but also inspire students to continue learning and developing.

Challenges of PAI Teachers in Improving Competence in the Merdeka Curriculum

In the era of education that continues to develop, Islamic Religious Education (PAI) teachers are faced with various challenges in an effort to improve their competence. As the spearhead in the formation of students' character and morals, PAI teachers have an important role in ensuring that Islamic religious learning is not only theoretically accepted but also applied in students' daily lives. However, to achieve this, PAI teachers need to continue to develop their skills and knowledge in order to provide effective and relevant

learning. Challenges include limited access to quality training, high workloads, lack of support from educational institutions, difficulties in the use of technology, and adaptation to new curricula. Each of these challenges requires special attention and appropriate solutions so that PAI teachers can effectively improve their competencies. By overcoming these challenges, it is hoped that PAI teachers can play a more optimal role in educating and guiding students towards a better understanding of Islam, in accordance with the demands of the times and current educational needs.

The specific explanation of the challenges of PAI teachers in improving competence is:

Limited Access to Quality Training

Islamic Religious Education (PAI) teachers often face challenges in accessing quality training, especially for those in remote areas (Bassar et al., 2021). Up-to-date training is essential for teachers to adopt innovative teaching methods and understand the latest developments in Islamic religious education. However, limited infrastructure, funds, and logistics are often the main barriers. Teachers who do not have access to quality training may find it difficult to improve their competence, which in turn can affect the quality of learning in the classroom.

High Workload

The high workload is also a significant challenge for PAI teachers in an effort to improve their competence. In addition to teaching duties, teachers are often burdened with various administrative tasks such as the preparation of learning tools, student assessments, and extracurricular activities. This excessive workload can reduce the time and energy they could allocate to professional development. As a result, teachers may have difficulty keeping up with the latest developments in education and implementing more effective teaching methods (Muhammad dan Darajat Ariyanto, 2020).

Lack of Support for Educational Institutions

Support from educational institutions is very important in an effort to improve the competence of PAI teachers. Unfortunately, not all schools provide adequate facilities or create a supportive environment for professional development. Limited funds and resources often make it difficult for schools to organize internal training or invite education experts to give workshops and seminars. Without adequate support, teachers may feel less motivated and find it difficult to continue learning and developing.

Use of Technology in Education

The use of technology in education is another challenge faced by many PAI teachers. While technology can be a very useful tool for improving the quality of learning, not all teachers are comfortable or have the necessary skills to utilize it effectively. The lack of specific training and clear guidance on the use of technology in learning can hinder teachers from presenting material in a more engaging and interactive way. This can have an impact on student engagement and the effectiveness of the learning process (Budianti dan Deni Setiawan, 2023).

Curriculum Adjustments

Adjusting to the Independent Learning Curriculum that emphasizes flexibility and project-based learning is also a challenge for many PAI teachers. This new curriculum requires teachers to continue to innovate and adapt their teaching approaches. Many teachers may find it difficult to abandon traditional teaching methods and switch to new, more flexible and student-centered approaches. It takes significant time, effort, and support to successfully adapt and implement this curriculum effectively. Without adequate support, efforts to adjust the curriculum can be an additional burden for teachers, which can ultimately affect the quality of learning provided to students.

Strategy for Strengthening the Competency of PAI Teachers in the Merdeka Curriculum

Islamic Religious Education (PAI) plays an important role in the formation of students' character and morals in Indonesia. In the era of the Merdeka Curriculum, the role of PAI teachers has become increasingly crucial to create responsive, adaptive, and innovative education. However, many PAI teachers still face challenges in fulfilling the competencies needed to implement the Merdeka Curriculum. Therefore,

strategies to improve the competence of PAI teachers are urgently needed to achieve success in the implementation of this curriculum, namely:

Training and Self-Development

Teachers need to actively participate in training and self-development programs to improve the skills needed in the teaching and learning process (Sitopu et al, 2023). Especially in the Independent Learning Curriculum which can include taking courses and obtaining professional certifications, participating in workshops and seminars, and participating in relevant trainings. Through these programs, teachers can gain new insights into innovative teaching methods, the use of technology in learning, and strategies for managing diverse classrooms. In addition, involvement in professional learning communities also helps teachers to share experiences and best practices, so that they can collectively improve the quality of their teaching.

Thus, teachers can update their knowledge and skills in accordance with the latest educational developments. The Independent Learning Curriculum requires teachers to always follow the dynamics of changes in the world of education, including a more flexible and student-centered approach. Training and self-development programs provide opportunities for teachers to adapt quickly to these changes and implement more effective and relevant teaching practices. With competencies that are constantly updated, teachers can create a more inspiring and conducive learning environment for students, helping them to reach their maximum potential.

Enhancing Collaboration and Cooperation

Teachers must strengthen collaboration and cooperation with fellow teachers, both inside and outside the school. Through collaboration, teachers can share knowledge, experiences, and best practices with each other (Ramdani et al., 2019) For example, by forming study groups or communities of practitioners, teachers can discuss effective teaching strategies, overcome difficulties in implementing the curriculum, and develop innovative teaching materials. Regular meetings or online discussion forums can also be a good way to broaden your horizons and get input from other teachers who may be facing similar challenges.

This collaboration also helps create a supportive learning environment and allows teachers to provide support to each other in facing the challenges of implementing the Merdeka Curriculum (Basri, 2023). Moral and professional support from fellow teachers can increase motivation and enthusiasm in teaching, as well as help reduce stress and workload that may be felt. In addition, strong collaboration can also encourage innovation in teaching, as teachers are more open to new ideas and willing to try different approaches. Thus, collaboration between teachers not only improves the quality of teaching, but also contributes to the overall success of the implementation of the Merdeka Curriculum.

Utilization of Technology

Teachers need to use technology as a tool to improve the quality of learning. For example, using e-learning platforms, learning apps, and virtual discussion rooms to support the teaching and learning process. By utilizing this technology, teachers can present subject matter in a more engaging and interactive way, such as using videos, animations, and simulations that can make it easier for students to understand complex concepts. The e-learning platform also allows teachers to access a variety of rich and varied educational resources, as well as develop a curriculum that is more adaptive and tailored to the needs of students (Habibah, 2022).

Additionally, technology can facilitate collaboration between teachers and students. Virtual discussion rooms, for example, allow students to interact and cooperate with their peers despite being in different locations. Teachers can also provide feedback faster and more efficiently through digital platforms, as well as monitor student learning progress in real-time. The use of technology in learning not only increases student engagement, but also opens up opportunities for teachers to adopt a more personalized and responsive teaching approach to students' individual needs, thereby creating a more meaningful and effective learning experience.

Developing Methodological Skills

Teachers need to hone methodological skills in the learning process pembelajaran (M. Ilyas dan Abd. Syahid, 2018). This includes the ability to design a curriculum that is relevant and in accordance with the needs of students, develop effective lesson plans, and choose the right methods and media to use in the classroom. Designing a good curriculum requires a deep understanding of the learning objectives, the competencies to be achieved, and the characteristics of the students. Teachers also need to develop a structured learning plan, including a variety of activities that support the achievement of learning objectives, and ensure that each learning step is designed to optimize student engagement and understanding.

Apart from that, evaluating and reflecting on the learning process is an important part of the methodological skills that teachers need to master (Idrus L, 2019). Evaluation helps teachers to assess the effectiveness of the methods and media used, as well as identify areas that require improvement. Self-reflection allows teachers to consider what has worked and what needs improvement, as well as develop new strategies for better learning. By mastering these skills, teachers can organize more structured and effective learning, so that students can achieve optimal learning outcomes.

Seeking Guidance and Consultation

Teachers can seek guidance and consultation from parties who are more experienced in implementing the Independent Learning Curriculum, such as school supervisors, mentors, or education experts (Ramadhani & Hindun, 2023). This guidance is very important because it can provide practical guidance and deeper insights into curriculum implementation. School supervisors, for example, have a broad understanding of educational policies and their implementation in the field, so they can help teachers better understand the goals and principles of the Merdeka Curriculum. Mentors or education experts, on the other hand, can provide concrete examples of effective and innovative teaching strategies, as well as share their experiences in facing challenges that may arise during the learning process.

In addition to providing guidance and insight, guidance from more experienced parties can also help teachers overcome the difficulties faced in implementing the Merdeka Curriculum. For example, if teachers are having difficulty designing learning activities that are in accordance with the principles of student-centered learning, mentors or education experts can provide suggestions and solutions based on best practices. Regular discussions and consultations with them can also be a means for teachers to evaluate and reflect on their teaching practices, as well as get constructive feedback to continuously improve the quality of learning (Gofur, 2021). Thus, guidance and consultation from experienced parties can accelerate teachers' adaptation to the Merdeka Curriculum and increase the effectiveness of learning in the classroom.

Then based on the results of the study, it shows that there are several strategies for developing teacher professionalism competencies to achieve quality learning, including:

Always Reflects Personality Values

Educators need to have a good personality in order to be an example for students. This personality includes the character values possessed by teachers. Teachers must also instill these character values in students during the learning process. This personality competency is very important because it can affect the achievement of learning goals. By having good personality competencies, students will be more likely to obey and listen to the rules conveyed by the teacher happily (Faizin et al, 2023).

Able to master educational guidelines and develop competencies, abilities or expertise

Mastery of educational guidelines will be related to various activities, including: (a) understanding and recognizing the characteristics of students both psychologically and physically, (b) focusing on sociological, philosophical, historical, and psychological perspectives in understanding the concepts and problems of education and teaching, and (c) recognizing the function of schools as social institutions that can play a role in advancing society and paying attention to the reciprocity between schools and society. In an effort to develop teacher professionalism, competency development according to the field pursued is very important. Without the development of expertise competencies, teachers tend to deliver the same learning material over and over again. This can have an impact on the low quality of learning and the lack of improvement in the teaching and learning process.

Able to compile and develop learning tools

In developing their professionalism, educators are expected to be able to understand and master the material that will be taught through the preparation of learning tools. This process includes the preparation of Learning Implementation Plans, syllabus, semester programs, and annual programs. Through the preparation of this learning tool, teachers can systematically plan learning objectives, appropriate teaching strategies, and relevant evaluation methods. This ensures that every aspect of learning has been well prepared to achieve the desired educational goals.

Mastering and running learning programs

It is very important that the learning tools that have been prepared must be implemented and applied in the learning process. The goal is so that learning can run clearly and more directionally. By implementing the lesson plans, syllabus, semester programs, and annual programs that have been prepared, teachers can ensure that each learning step has been designed to achieve specific learning goals and follow a predetermined plan. This not only increases efficiency in the delivery of subject matter, but also allows teachers to regularly evaluate student progress and make adjustments if necessary. Thus, the implementation of mature learning tools is the key to ensuring that the learning process is effective and efficient.

Assess learning processes and outcomes

During the implementation of the learning stages, teaching staff are expected to be able to observe and record the progress of the students being taught. The learning process will not occur effectively without changes that can be observed in students. Teachers are responsible for assessing students' progress in various aspects, including knowledge, skills, and attitudes. This assessment is divided into two types, namely process assessment which is carried out during the teaching and learning process, and outcome assessment which measures the competencies that have been taught to see the results achieved by students.

Process assessment involves a continuous and continuous evaluation of the teacher's interaction with students during the learning process. Teachers use various evaluation techniques such as formative tests, observations, and group discussions to monitor student progress directly. Meanwhile, the assessment of the results measures students' achievement towards the competencies or learning goals that have been set. This helps teachers in determining the extent to which students have mastered the subject matter and obtained the expected results from the learning process.

By conducting both types of assessments comprehensively, teachers can ensure that learning is not only efficient but also effective. Teachers can provide relevant feedback to students to help them improve their understanding and skills, as well as make adjustments in teaching methods if needed. Thus, a good assessment process is key in ensuring that learning objectives are achieved to the maximum.

Therefore, implementing the above strategy, it is hoped that teachers can improve their competence in implementing the Independent Learning Curriculum. This will have a positive impact on students' learning, allowing them to develop a wide range of intelligence, creativity, and strong character. In the context of the Independent Learning Curriculum, teachers have a crucial role in creating a responsive, adaptive, and innovative education. Therefore, competent teachers are needed in various aspects such as pedagogy, social, professional, personality, and spiritual. Competent teachers will be able to create an effective, creative, and collaborative learning environment.

To improve teacher competence, continuous efforts are needed in the form of training and self-development, the use of technology, increased collaboration and cooperation, the development of methodological skills, as well as guidance and consultation from more experienced parties. With adequate competence, teachers will be able to have a positive impact on student learning, thus producing a generation that is ready to face future challenges with intelligence, creativity, and strong character.

CONCLUSION

Strengthening the competency of Islamic Religious Education (PAI) teachers is the main key to the successful implementation of the Merdeka Belajar Curriculum. This competency improvement, including knowledge, pedagogical skills, and technology integration, allows teachers to design more relevant and effective learning according to students' needs. Steps such as ongoing training, collaboration between teachers, and guidance from mentors and education experts are essential to support this effort. Moving forward, investment in professional development and

collaboration will strengthen the ability of PAI teachers to create a more dynamic and inspiring learning environment. With the right encouragement, teachers can continue to adapt to change, encourage innovation in learning, and play an active role in shaping student-centered education.

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