

School Efforts to Establish PAI Teacher Competence in Implementing the Independent Learning Curriculum

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Kata Kunci:

Problematisasi, Guru PAI, Modul Ajar, Kurikulum Merdeka.

Abstrak

Kurikulum di Indonesia saat ini sudah mengalami beberapa kali perubahan yang di mana kurikulum terakhir yaitu K13 sekarang sudah berganti dengan kurikulum yang terkenal saat ini yaitu Kurikulum Merdeka Belajar. Untuk memahami jenis-jenis kompetensi yang diperlukan oleh guru PAI dalam mengimplementasikan Kurikulum Merdeka dan Untuk mengetahui program apa saja yang diselenggarakan sekolah untuk meningkatkan kompetensi guru PA di SMAN 1 Jarai serta Mengidentifikasi tantangan yang dihadapi sekolah dalam pembentukan kompetensi guru PAI dalam mengimplementasikan Kurikulum Merdeka di SMAN 1 Jarai. Jenis penelitian yang peneliti gunakan adalah penelitian kualitatif, dalam penelitian ini menggunakan pendekatan yang bersifat deskriptif analisis. Upaya sekolah dalam membentuk kompetensi guru Pendidikan Agama Islam (PAI) di SMA adalah langkah penting untuk memastikan kualitas pengajaran yang tinggi dan relevan dengan kebutuhan siswa. Secara keseluruhan, pembentukan kompetensi guru PAI di SMA memerlukan upaya terkoordinasi dan berkelanjutan yang melibatkan pelatihan, dukungan fasilitas, kolaborasi profesional, evaluasi berkala, dan kepemimpinan yang mendukung. Dengan pendekatan ini, guru PAI dapat lebih efektif dalam mengajar, menginspirasi siswa, dan mendukung pengembangan karakter serta spiritualitas siswa sesuai dengan nilai-nilai agama Islam.

Key Word:

Problems, PAI Teachers, Teaching Modules, Independent Curriculum.

Abstract

The Curriculum in Indonesia has undergone several changes, with the last Curriculum, K13, now changing to the current famous Curriculum, the Merdeka Learning Curriculum (Rahman et al., 2023). To understand the types of competencies needed by PAI teachers in implementing the Independent Curriculum and To find out what programs are organized by schools to improve the competence of PA teachers at SMAN 1 Jarai and Identify the challenges faced by schools in developing PAI teacher competencies in implementing the Independent Curriculum at SMAN 1 Jarai. The type of research that researchers use is qualitative research, and in this study, they use a descriptive approach to analysis. The school's efforts in shaping the competence of Islamic Religious Education (PAI) teachers in high schools are essential to ensuring high-quality teaching is relevant to student needs. Overall, the competency building of PAI teachers in high schools requires a coordinated and ongoing effort involving training, facility support, professional collaboration, periodic evaluations, and supportive leadership. With this approach, PAI teachers can be more effective in teaching, inspiring students, and supporting the development of students' character and spirituality through Islamic religious values.

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INTRODUCTION

Currently, teachers in Indonesia are experiencing problems transferring the 2013 curriculum to an independent one. Even though yesterday's Curriculum has not been fully mastered, many teachers complain that the current Curriculum seems imposing (Sebayang, 2021). Research shows that the Independent Curriculum aims to increase flexibility and relevance in education, but teachers report difficulties such as inadequate training, limited resources, and lack of technology support, which hinder effective implementation (Aqilah et al., 2024; Diah & Andriyani, 2024; Utama et al., 2024). In addition, while some teachers view the Independent Curriculum positively, they still struggle with different learning and adapt to new pedagogical approaches (Teresa et al., 2024; Utama et al., 2024). The need for comprehensive support and professional development is evident, as teachers need more resources and training to effectively navigate these curriculum changes (Ameli Teresa et al., 2024; Diah & Andriyani, 2024). Overall, the transition is characterized by a mix of optimism and significant hurdles that need to be overcome for successful implementation.

Not infrequently, teachers also ask why the Curriculum is constantly changing. Why is it not only the Human Resources (HR) of the teachers that are fixed together? The government is busy changing the Curriculum, but teacher welfare, such as teacher salaries, quality, and quality of education, is not considered (Shah et al., 2021). Research shows that teacher well-being significantly affects the quality of education; for example, adequate compensation and support systems are essential for maintaining teacher morale and performance, which in turn improves student outcomes (Fatria et al., 2022; Rwigema, 2022). The study highlights that a comprehensive wellbeing package—including regular salaries, promotions, and professional development—can motivate teachers and increase their commitment to educator goals (Aulia et al., 2023; Rwigema, 2022). In addition, the quality of teacher education is closely linked to the well-being of educators, suggesting that reforms should not only focus on curriculum changes but also on improving the conditions in which teachers operate (Day, 2019). Thus, ignoring teacher welfare in policy discussions can undermine the intended improvement of the quality of education, pointing to the need for a more holistic approach to education reform (Flores, 2022).

As far as I know, until January 2022, the Merdeka curriculum was an initiative from the Indonesian government to reform the education curriculum. President Joko Widodo announced this program in July 2020. The purpose of the Merdeka curriculum is to create an education system that is more relevant to the needs of the times, such as knowledge of science and technology (Science and Technology), developing the skills and character of students, and increasing competitiveness. Some of the critical points of the independent curriculum background involve reducing curriculum content that is less relevant and providing more space for learning practical skills, character, and vital and flexible thinking skills, and providing flexibility for teachers and students to determine for themselves the learning system to be used according to their respective schools. This Curriculum also brings creativity and innovation to the learning process. In addition, the government is trying to integrate information and technology (IT) more effectively into education. As education minister Nadiem Makarim said, "The independent curriculum is an effort that the Ministry of Education and Culture has developed to restore and restore the long-felt crisis" (Rahman et al., 2023)

Curriculum changes that have been continuously carried out by the government so far aim to improve the education system in Indonesia, even though each Curriculum has shortcomings and advantages that need to be evaluated and improved so that the expected educational goals are adequately achieved. This is because education that is appropriate for the times guides each individual in overcoming all life challenges and solving many problems (Kurniati et al., 2022).

This aligns with the principle of Islamic education, which says learning is a lifelong endeavor. Because quality education can show advanced groups centered on characteristics that encourage national development. Curriculum implementation is the application of curriculum programs developed previously, then tested by implementation and management while still adjusting to the field situation and the characteristics of students' intellectual, emotional, and physical development. Implementing the Curriculum is expected to have a good impact on the education progress in Indonesia.

Teachers have an essential role in implementing the Curriculum in the school environment. As government facilities, schools are a forum for teachers to develop their ability to understand this independent Curriculum and enforce it as expected by the Ministry of Education and Culture of Research and Technology. Many schools in Indonesia are, in fact, not fully ready to implement it thoroughly, as evidenced by only some schools that are ready for the current independent curriculum change (Tiyas et al., 2023).

This is because many things must be prepared regarding adaptation, such as the quality of human resources (teachers), supporting facilities, etc. The school itself has made efforts to welcome changes in the current Curriculum, namely by continuously socializing introductions to teachers about the systematics and complexity of this independent Curriculum, introducing teaching tools in the independent Curriculum, namely teaching modules and how to implement them, and continuously holding and following teachers to attend training such as workshops, seminars, in-house training, and others.

With continuous socialization and several trainings, the school hopes to improve the quality of teacher competence to participate in the success of this educational goal in Indonesia. Because teachers are the main actors in this education, if the quality of competence owned by teachers is improved, it will be as good as the quality of students produced. Teachers are not only educators who need to improve their abilities, but the role of the principal as a leader in an institution is an integral part of the organizational structure in school institutions. Therefore, the principal is expected to continue to provide assistance, guide planning, and carry out and meet the needs of teachers in terms of supporting their competence, such as starting to fix facilities that, if needed by teachers in developing this independent Curriculum such as examples in terms of preparing

teaching tools, one of which is teaching modules and so on.

As the most critical aspect of education, the Curriculum is a guideline for conducting school activities in depth and developing students' abilities and expertise (Achmad et al., 2022). Education development in Indonesia cannot be separated from curriculum updates; in each period, the Curriculum always experiences the latest innovations after evaluating the previous Curriculum. Curriculum changes made by the government so far aim to improve the education system in Indonesia. Even though each Curriculum has shortcomings and advantages that need to be evaluated and improved so that the expected educational goals are adequately achieved. Indonesia has undergone at least eleven curriculum changes after independence. The Curriculum is an essential part of the educational process.

An education without a curriculum will look chaotic and unconceptualized. The Curriculum is one of the tools used to achieve educational goals. It is also used as a guideline in implementing the teaching and learning process at various types and levels of schools (Sulastri et al., 2023). Similar to what happened in Indonesia, in Pagar Alam, schools continue to make efforts so that this independent Curriculum can be felt simultaneously to remote areas even though some schools are still ready to implement learning with this independent curriculum system.

METHOD

The type of research that researchers use is qualitative research. This study uses a descriptive approach to analysis (Sugiyono, 2019). This type of research data uses descriptive qualitative research in the form of speech and behavior of the people observed. Based on this description, in this case, the author conducted research with descriptive qualitative data types whose research objectives are PAI teachers, Waka Kurikulum, and school principals. Data collection techniques use observation, documentation, and interviews.

RESULTS AND DEVELOPMENT

School Efforts to Establish PAI Teacher Competence in Implementing the Independent Curriculum at SMAN 1 Jarai

Changes in regulations from the 2013 curriculum to the Merdeka Belajar Curriculum certainly require preparations made by the school from all school staff to maximize the objectives of the Merdeka Belajar Curriculum itself, and there are no errors in the application. Forming Islamic Religious Education (PAI) teacher competencies in Senior High Schools (SMA) requires various strategic efforts.

Of course, schools need to make some effort to shape the competence of PAI teachers, especially in implementing an independent curriculum. Mr. Ipriansyah, S.Pd.M.Pd as the waka curriculum of SMAN 1 Jarai, said that "the preparations made by the school in implementing the independent learning curriculum include schools providing facilities in the form of free internet, school wifi and other forms of support such as appreciation to teachers who are active in participating in independent learning communities." This is important because facilities are a main supporting factor in implementing the learning curriculum.

"The first steps are certainly to provide the understanding given by the waka curriculum itself to PAI teachers, then the scanning for mobilizing teachers about the implementation of the Independent Curriculum, then to develop the professionals of PAI teachers, the school provides training both within the school and independent training that they do themselves to understand and how to implement the independent curriculum in Islamic religious lessons, here means they attend training to develop their professionals so that it is by what they apply with what they get at the time of training itself."

Of course, the school prepares and supports PAI teachers in implementing the independent Curriculum as expressed by "among the efforts of SMAN 1 Jarai to improve the competence of PAI teachers is to involve our teachers in the learning community, especially in our school called the SMAN 1 Jarai learning community or umbel Smanja", from the results of this interview with Mr. Ipriansyah, He said that to improve the competence of PAI teachers, teachers are included in the learning community.

Socialization of the Independent Curriculum is disseminating information and understanding about the Independent Curriculum to education stakeholders, including teachers, principals, parents, and students. Curriculum Merdeka is an initiative the Indonesian Ministry of Education, Culture, Research, and Technology designed.

Kemendikbudristek to provide more freedom and flexibility to schools and teachers in structuring learning programs according to student needs. "At SMAN 1 Jarai, related to the Independent Curriculum, the first socialization provided by the waka curriculum in meetings, along with official meetings which have been given approximately three times, then there is in-house training, which invites speakers from outside,

namely Mr. Ihsanudin from BGP South Sumatra, who has explained the Independent Curriculum".

Prepare teaching modules because Teaching modules enable teachers to develop material relevant to the local context and student needs. This helps increase students' understanding and engagement in the learning process. With teaching modules, students can learn independently and at their own pace. This supports the principle of the Independent Curriculum, which prioritizes flexible and adaptive learning. Well-designed teaching modules can include a range of activities that support the development of skills such as critical thinking, collaboration, communication, and creativity.

Teaching modules provide a structure for continuous evaluation and more effective feedback. Teachers can design assessments that are based on the learning objectives set. Every student has a different way of learning. Teaching modules allow teachers to create material that can be adapted to a variety of students' learning styles and ability levels.

Teaching modules can be designed to use local resources and environments, making learning more tangible and meaningful for students. Overall, the teaching modules in Curriculum Merdeka serve as an essential tool to create a more meaningful, relevant, and flexible learning experience according to the needs and potential of each student. "The teaching modules made in schools the other day were carried out during in-house training; almost all subjects have made teaching modules, and there are only a few subjects or teachers who are still modifying from the existing teaching modules."

"Then the next one for the training is In-house training. Other activities are carried out in the learning community and also by supervisors and coaches." That's what Mr. Ipriansyah conveyed. In this case, researchers can conclude that in-house training (on-the-job training) is one effective method to improve the competence and skills of employees or teachers in their work environment.

An essential aspect of in-house training is that this training can be tailored to the organization's or institution's specific needs, ensuring that the material delivered is relevant and applicable. Since the training is done on the job, there is no need for additional expenses for travel or accommodation. In addition, training can be arranged at a time that does not interfere with critical operations. In-house training allows organizations to determine the schedule that best suits daily activities, reducing disruption to normal operations.

"In addition to carrying out training, preparing teaching modules for PAI teachers, but for teaching modules, it is not only PAI teachers. In this case, other grade 10 teachers have made teaching modules, of course, to help improve the competence of this PAI teacher. The school also provides on-the-job training, namely the school itself by evaluating the extent of PAI teachers' ability to deliver PAI learning in this Independent Curriculum."

By providing on-the-job training, the organization demonstrates its commitment to improving employees' skills and knowledge, which can boost their morale and motivation. After completing the training, evaluate and measure its effectiveness and determine follow-up steps to ensure the application of the knowledge gained. Well-designed and executed in-house training can significantly impact organizational performance and employee or teacher satisfaction. A learning community is a group or network of people supporting each other in learning. These communities may consist of individuals with different backgrounds but have a common goal of acquiring specific knowledge, skills, or competencies.

Within a learning community, members share resources, information, and experiences and support each other to achieve educational or personal development goals. Examples of learning communities could be student study groups, communities of professionals who are constantly learning in a particular field, or online forums where members share information and learn together. This is in line with what Mr. Ipriansyah said, "The strategy carried out by SMA 1 Jarai, among others, is to provide opportunities for all teachers, including pai teachers, to participate in learning activities in the learning community, both inside the school and outside the school such as compel subjects."

In the Merdeka Belajar Curriculum, education focuses on cognitive aspects and character development based on the profile of Pancasila students. The Curriculum gives schools and teachers the flexibility to adapt learning methods and materials to achieve these goals, including by implementing activity-based projects that engage students in real-life situations relevant to their daily lives.

Provide facilities that support religious activities, such as mosques or representative prayer rooms, and spaces for religious activities. The integration of PAI in the independent Curriculum must be carried out by considering the principles of flexibility and independence of this Curriculum. Thus, PAI is not only a formally taught subject but also an integral part of students' character and competence development.

Based on the description above, it can be concluded that applying the Independent Curriculum to Islamic Religious Education (PAI) lessons requires a strategy that combines Islamic values with the

principles of independence, creativity, and relevance of learning. By applying these strategies, PAI lessons in the Merdeka Curriculum focus on theoretical knowledge and develop students' character, skills, and attitudes based on Islamic values. This will help students become noble, independent, and able to contribute positively to society. "In conducting training several times, then for now utilizing existing technology such as online training, namely in the form of training links sent to PAI teachers, because the media is now modern so it is easier to provide offline and online training."

Based on some of the descriptions above, researchers can conclude that the first obligation teachers must fulfill is to make administration and learning tools in accordance with the new regulations of the independent learning curriculum to support learning continuity in the independent learning curriculum. With the change in learning tools, the Merdeka Belajar Curriculum is, of course, the reason for the changing standards of material content and assessment with better innovations to accelerate national education goals by the Merdeka Belajar Curriculum.

In addition, to improve the competence of PAI teachers, of course, schools can be carried out with special training, such as workshops and seminars attended by PAI teachers. To further improve competence, PAI teachers. Furthermore, the development of teaching materials can be carried out as an effort to enhance the competence of PAI teachers.

Based on the above, it can be concluded that the school's efforts in shaping the competence of Islamic Religious Education (PAI) teachers in high schools are essential steps to ensure high-quality teaching relevant to student needs. Overall, the competency building of PAI teachers in high schools requires a coordinated and ongoing effort involving training, facility support, professional collaboration, periodic evaluations, and supportive leadership. With this approach, PAI teachers can be more effective in teaching, inspiring students, and supporting the development of students' character and spirituality through Islamic religious values.

Implementation of the Independent Learning Curriculum at SMAN 1 Jarai

Implementing the Merdeka Curriculum is one of the efforts to improve the quality of education in Indonesia, including the development of Islamic Religious Education (PAI) teacher competencies. In SMAN 1 Jarai, the Independent Curriculum has only been implemented in grade 10. "Before implementing this independent learning curriculum, we are the school. It is essential to do socialization first. Because this socialization aims to ensure that all parties involved in the education process understand and are ready to implement this independent Curriculum because, in this independent Curriculum, there are no more majors".

It can be concluded that, with adequate socialization, all parties are expected to have a deep understanding of the Independent Curriculum and work together in its application so that applicable regulations can achieve better educational goals. "There are several PAI teachers at SMAN 1 Jarai. They are ready to implement the independent Curriculum by following the training the government has provided, especially individual training, which they can follow to understand the independent Curriculum. For SMAN 1 Jarai itself, grade 10 has used the Independent Curriculum. Of course, religious teachers at SMAN 1 Jarai are ready to implement the Independent Curriculum with the provisions they have received from the form of training given by the school or training material they participate in".

Referring to the interview results above, researchers can conclude that, in applying the Independent Learning Curriculum at SMAN 1 Jarai, it has only been used in grade 10 grades because several factors are the reason. Switching the Curriculum for all grade levels at once can be inefficient for some schools that do not have complete preparation. As stated by Mr. Sulisman as, PAI's principal and teacher, "The independent curriculum at SMAN 1 Jarai starts from 2023/2024 to mean grade 10".

"For planning in implementing this independent learning curriculum, as we can see that, this school is like in improving the competence of teachers earlier, in planning the implementation of this independent curriculum we also carry out teacher training and development, then see the extent of the teaching modules that teachers hold for material delivery then we provide the facilities needed in the implementation of this independent curriculum."

Based on the observations made by researchers, here researchers can elaborate that implementing the Merdeka Belajar Curriculum often requires an additional budget for teacher training, procurement of teaching materials, and improvement of facilities. Limited funds can be a significant obstacle in implementing the Independent Curriculum. Before being widely implemented, new curricula often need to be piloted on a smaller scale to identify problems and adapt programs as needed. This ensures that when the Curriculum is fully implemented, it is refined based on the results of initial trials.

Lidia Biwhin, the teacher coordinator, said, "The teachers and curriculum coordinators at SMAN 1

Jarai must have first seen the basic competencies; the competency standards in the pie lessons were then integrated into Islamic learning and linked in the Independent Curriculum, but so far the approach to the Independent Curriculum has been perfect and very integrated in the study of Islam".

Teacher readiness needs adequate training and assistance to understand and apply new approaches in the Independent Curriculum. Changes in teaching and evaluation methods require time and resources to ensure teachers are thoroughly prepared. The Merdeka curriculum may need more specific facilities and resources, such as teaching aids, educational technology, and learning materials that are different from the previous Curriculum. Many schools still face limitations in this regard. Implementing the new Curriculum requires changes in the school's management and administrative systems.

This involves more complex planning, organizing, and evaluating to ensure all curriculum elements can be executed effectively. Students also need time to adapt to different learning approaches. The Merdeka curriculum emphasizes more independent and project-based learning, which may take time to integrate into the teaching-learning process effectively. The Merdeka Curriculum often utilizes technology in the learning process. Schools that do not yet have adequate technological infrastructure, such as stable internet access and digital devices, will face difficulties in fully implementing this Curriculum.

Integrating Islamic Religious Education (PAI) in the Independent Curriculum requires a holistic and integrated approach. This is done by considering the essence of the Independent Curriculum, where a teacher needs to be more creative in delivering learning and linking PAI material with real situations students face daily so that students can see the relevance of Islamic teachings in their lives. Using discussion and debate methods to discuss contemporary issues from an Islamic perspective can help students develop critical thinking and argumentation skills.

Based on the interview results above, integral values should be integrated. For example, we were discussing the contributions of Muslim scientists in science lessons or teaching the history of Islamic civilization in history lessons and strengthening extracurricular activities that support Islamic religious education, such as halaqah, recitation, and spiritual discussions. Build a school culture reflecting Islamic values, such as mutual respect, assistance, and togetherness.

"If it's for innovation or school initiative, it's always there. So, the school always supports PAI teachers and other teachers so that they are creative in implementing the Independent Curriculum for classroom learning. The school is very supportive not only for PAI learning but for all other subjects, so they can innovate and be creative in creating new works according to their criteria in supporting the learning of the Independent Curriculum in the classroom".

Supporting teachers in innovating and being creative in all subjects is an essential step in improving the quality of education. By supporting teacher innovation and creativity in various subjects, schools can create a dynamic, engaging, and relevant learning environment for students. This improves the quality of education and prepares students with the skills needed to face future challenges.

"The challenges faced in implementing this curriculum have no challenges." This was conveyed by Mr. Sulisman, in contrast to what was expressed by Mrs. Lensi, who said that "the challenge in implementing this independent learning curriculum is where senior teachers or elderly teachers have difficulty in implementing the independent learning curriculum and the readiness of each teacher in implementing the learning curriculum in each subject." Based on these challenges, researchers can conclude that overcoming these challenges requires a structured and collaborative approach. The government, education offices, schools, teachers, students, and parents must work together to ensure that the implementation of the Free Learning Curriculum can run smoothly and achieve the expected goals.

Based on the description above, researchers can conclude that implementing the Merdeka Curriculum in Senior High School is a progressive step in education reform in Indonesia, which aims to increase the flexibility and relevance of learning for students. However, the successful implementation of this Curriculum faces several significant challenges, including teacher readiness, student adaptation, availability of infrastructure and resources, support from parents and communities, and adjustment of evaluation systems.

Although the challenges in implementing the Merdeka Curriculum in high schools are pretty complex, with good collaboration between all relevant parties and adequate support, this Curriculum has excellent potential to improve the quality of education and prepare students with appropriate skills for the future.

Inhibiting Factors for Schools to Establish PAI Teacher Competence in Implementing the Independent Learning Curriculum at SMAN 1 Jarai

"The inhibiting factors or challenges that are being faced so far have not been weighty for young teachers who want to be open in implementing this Independent Curriculum. For the time being, the challenges faced by senior teachers are because they tend to be still unable to accept curriculum changes, but

over time, they can be guided, and they want to learn as a whole. PAI teachers at SMAN 1 Jarai have all been mastering and implementing an independent curriculum in the learning process in schools, especially in the classroom for Islamic lessons itself".

"Inhibiting factors and supporting factors, among which are obstacles are still there, or habits of PAI teachers but not only PAI teachers, who still do not want to participate in independent learning activities in BMM while *kumbel* activities at school have followed, the factor that provides support that is strengthening to improve the competence of PAI teachers is that currently in schools there is already a learning community."

Of course, there are several inhibiting factors in implementing this independent Curriculum. As expressed by the two speakers above, senior teachers are usually familiar with the old methods and Curricula they have used for years. They may be comfortable with routines and approaches they are already familiar with, so significant changes such as the Merdeka Curriculum can be disruptive.

Many senior teachers may feel that they are not adequately trained to understand and implement the Merdeka Curriculum. They can feel unprepared or insecure about implementing such changes without enough training. The Merdeka curriculum emphasizes more flexible and student-centered learning, while some senior teachers may have a more traditional view of education.

This difference in views can lead to disapproval of new methods. The Merdeka curriculum often involves the use of technology and innovative teaching methods. Senior teachers who are less familiar or less comfortable with technology may find adapting difficult. New administrative adjustments and documentation usually accompany the implementation of a new curriculum. Senior teachers familiar with the old system may find this additional burden burdensome.

Senior teachers may doubt the effectiveness of Curriculum Merdeka in producing good learning outcomes. This concern can arise from a lack of evidence or examples of success that they can refer to. To overcome these barriers, it is essential to provide adequate training and ongoing support and create an environment that supports change and innovation. In addition, it is necessary to involve senior teachers in the curriculum development process so that they feel they have a share and responsibility for the successful implementation of the Independent Curriculum.

Based on the description of the interview results above, researchers can conclude several inhibiting factors in the implementation of this independent Curriculum, one of which is limited resources and school facilities that still lack supporting facilities and infrastructure, such as adequate classrooms, laboratories, and internet access. This limitation can hinder teacher training and competency development, becoming one of the inhibiting factors in implementing the independent Curriculum. There are still many schools with inadequate building conditions and facilities.

Lack of training and professional development, uneven training provided by the government or related parties is sometimes uneven or does not reach all teachers. Certain areas are challenging to get, so teachers lack training. The quality and relevance of the training provided are also essential factors. If the training is not to the needs of teachers or is less effective, then the impact on competency improvement will be minimal.

"The biggest challenge is to prepare students with new conditions, especially in implementing Pancasila student profile implementation activities or P5 activities where there are difficulties in providing the same understanding between each facilitator or teachers, including PAI teachers".

Based on the interview results above, it can be explained that P5 Pelajar Pancasila is a Pancasila Student Profile formulated by the Ministry of Education, Culture, Research, and Technology of Indonesia. This profile reflects the character and competencies expected of every student in Indonesia based on Pancasila's values. The following describes the six dimensions of P5 Pancasila Students: Faith, Fear of God Almighty, Noble Character, Global Diversity, Mutual Cooperation, Independence, Critical Reasoning, and creativity. This Pancasila Student Profile aims to form students who are not only academically intelligent but also have strong character and can contribute positively to society, the nation, and the world.

The above was also conveyed by Mr. Sulisman, that "in this independent curriculum, there is p5 learning which is very important for the students themselves, and they are more active in applicable learning, where they will be more active in discussing with each other, and more mentally educated".

In addition to the inhibiting factors in SMAN 1 Jarai, researchers realize that implementing the Merdeka Curriculum in schools in Indonesia often faces obstacles. The limited time and workload of teachers, where teachers are usually burdened with many administrative tasks, reduce the time needed for self-development and competency improvement.

Busy schedules and teaching schedules make it difficult for teachers to attend training or other

competency development activities. In this case, teachers find it difficult to divide time for training, but on the other hand, teachers are also burdened to teach in the classroom. As a result, learning in the school will undoubtedly be slightly disrupted.

Lack of support from the school and government, Policies and internal school policies that do not support teacher professional development, such as lack of incentives or rewards for teachers who actively improve their competence. Sometimes, schools that still do not meet the category of superior schools will find it challenging to implement an independent curriculum by providing qualified facilities. This, of course, looks at other things in its application.

Referring to the explanation above, the government should be more active in implementing the Curriculum by considering everything, including the school itself. The government here is required to pay attention to the situation and condition of schools throughout Indonesia in changing the Curriculum because not all schools in Indonesia have schools that are feasible to implement the new Curriculum, including this independent Curriculum.

Some teachers may have difficulty adapting to changing curricula and new teaching methods. This can be due to old habits or a lack of understanding of the benefits of change. Because of the application of this Curriculum, as far as I know, it is more demanding for teachers to manage teaching materials, especially in the context of Islamic religious lessons.

CONCLUSION

The school's efforts in shaping the competence of Islamic Religious Education (PAI) teachers in high schools are an essential step to ensuring high-quality teaching is relevant to student needs. Overall, the competency building of PAI teachers in high schools requires a coordinated and ongoing effort involving training, facility support, professional collaboration, periodic evaluations, and supportive leadership. With this approach, PAI teachers can be more effective in teaching, inspiring students, and supporting the development of students' character and spirituality through Islamic religious values. Implementing the Merdeka Curriculum in Senior High School is a progressive step in education reform in Indonesia, which aims to increase the flexibility and relevance of learning for students. However, the successful implementation of this Curriculum faces several significant challenges, including teacher readiness, student adaptation, availability of infrastructure and resources, support from parents and communities, and adjustment of evaluation systems. Overcoming these inhibiting factors requires cooperation between the government, schools, and teachers. A comprehensive and sustainable approach is needed to ensure that PAI teachers can develop their competencies optimally and can implement the Independent Curriculum well. In this case, cooperation between schools and related parties is essential in the development of the independent Curriculum itself.

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