



The relationship of Islamic Religious Education Teachers' Pedagogical Competence with Independent Curriculum Learning Achievement and Learning Outcomes in the Aqidah Akhlak Subject

Azaz Abdul Muharom^{1*}; Joko Subando²
Institut Islam Mamba'ul 'Ulum Surakarta^{1*,2}

*Corresponding Author. E-mail: azazabdulm1@gmail.com¹, jokosubando@yahoo.co.id²

Receive: 11/08/2024

Accepted: 11/08/2024

Published: 01/10/2024

Abstrak

Sistem pendidikan memiliki peran penting dalam mempengaruhi pertumbuhan suatu negara, terutama dalam pengembangan sumber daya manusia. Kurikulum merupakan salah satu komponen utama pendidikan, yang dirancang untuk menciptakan lingkungan belajar yang kondusif serta mendukung pencapaian hasil belajar. Di Indonesia, kurikulum secara berkala diperbarui guna menyesuaikan dengan perkembangan zaman dan menjaga relevansi pendidikan. Penelitian ini bertujuan untuk menganalisis hubungan antara kompetensi pedagogik guru Pendidikan Agama Islam (PAI) tentang capaian pembelajaran Kurikulum Merdeka dengan hasil belajar mata pelajaran Aqidah Akhlak. Penelitian dilakukan di Sragen, dengan populasi berjumlah 165 siswa kelas VIII, dan sampel sebanyak 66 siswa dari kelas VIII A dan B yang dipilih melalui teknik purposive sampling. Data dikumpulkan melalui angket untuk mengukur persepsi siswa terhadap kompetensi pedagogik guru dan capaian pembelajaran. Hasil penelitian menunjukkan bahwa kompetensi pedagogik guru berada pada kategori sedang, dengan rincian 23,8% rendah, 59% sedang, dan 15,2% tinggi. Hasil belajar Aqidah Akhlak siswa juga berada pada kategori sedang, dengan 20% rendah, 65% sedang, dan 15% tinggi. Analisis korelasi menunjukkan terdapat hubungan signifikan antara kompetensi pedagogik guru dan hasil belajar Aqidah Akhlak, dengan nilai Sig. (2-tailed) sebesar 0,434 untuk kompetensi pedagogik guru dan 0,00 untuk hasil belajar, keduanya $<0,05$. Penelitian ini memberikan bukti adanya korelasi positif antara kompetensi pedagogik guru dan hasil belajar siswa, serta memberikan rekomendasi untuk peningkatan kualitas pembelajaran.

Kata Kunci: kompetensi pedagogik guru PAI, capaian pembelajaran, hasil belajar

Abstract

The education system has an important role in influencing the growth of a country, especially in developing human resources. The curriculum is one of the main components of education, which is designed to create a conducive learning environment and support the achievement of learning outcomes. In Indonesia, the curriculum is regularly updated to adapt to current developments and maintain the relevance of education. This research aims to analyze the relationship between the pedagogical competence of Islamic Religious Education (PAI) teachers regarding the learning outcomes of the Merdeka Curriculum and the learning outcomes of the Aqidah Akhlak subject. The research was conducted in Sragen, with a population of 165 class VIII students, and a sample of 66 students from class VIII A and B who were selected using a purposive sampling technique. Data was collected through questionnaires to measure students' perceptions of teachers' pedagogical competence and learning outcomes. The research results show that teachers' pedagogical competence is in the medium category, with details of 23.8% low, 59% medium and 15.2% high. Students' Aqidah Moral learning outcomes are also in the medium category, with 20% low, 65% medium, and 15% high. Correlation analysis shows that there is a significant relationship between teacher pedagogical competence and Aqidah Akhlak learning outcomes, with Sig. (2-tailed) of 0.434 for teacher pedagogical competence and 0.00 for learning outcomes, both <0.05 . This research provides evidence of a positive correlation between teacher pedagogical competence and student learning outcomes, as well as providing recommendations for improving the quality of learning.

Keywords: *PAI teacher pedagogical competence, learning achievements, learning outcomes*

Introduction

Education is the main pillar in building a developed country, where the growth and development of a nation is greatly influenced by the quality of its education system (Ludger, 2015; Simmons, 2016). As one of the key elements in the formation of quality human resources, education not only plays a role in providing knowledge, but also in shaping character, skills, and critical thinking abilities for the next generation. This is very relevant in Indonesia, where the challenges of globalization and technological developments require education to continue to innovate and adapt in order to face the dynamics of the times.

One of the main instruments in the education system is the curriculum, which functions as a guide for educational institutions in directing the learning process. The curriculum plays a central role in determining the direction and goals of education, where good learning planning can create an effective and conducive learning atmosphere (Handelzalts, 2019; Njeng'ere, 2014; Reimers & Chung, 2019). In Indonesia, the curriculum has undergone various changes and adjustments to keep up with the times, starting from the 1975 Curriculum to the Merdeka Curriculum currently implemented. Each curriculum change aims to accommodate the increasingly complex demands and needs of society, as well as ensure that education in Indonesia remains relevant and capable of producing competent human resources.

The Independent Curriculum, which began to be implemented in the 2022/2023 academic year, is one of the educational innovations in Indonesia. This curriculum is designed to provide freedom to schools and teachers in designing more flexible learning, with a focus on developing the potential of individual students holistically (Davis, 2017; Henson, 2015). Within the framework of the Independent Curriculum, learning outcomes (CP) are one of the important components that must be achieved by students. CP describes the skills and knowledge that must be mastered by students at each stage of their learning. However, although the Independent Curriculum provides more freedom for schools, its implementation in the field faces various challenges, one of which is the pedagogical ability of teachers. The curriculum is the entire program, facilities, and activities designed by

educational institutions to achieve the vision, mission, and goals set (Barlian & Solekah, 2022). The success of curriculum implementation is highly dependent on several supporting factors, such as the competence of teaching staff, availability of facilities, financial support, effective management, and a conducive culture. The curriculum serves as the main guideline for teachers in designing a learning framework, including material planning, teaching methods, and evaluations in accordance with the curriculum guidelines (Krajcik et al., 2008).

The Independent Curriculum is an educational initiative that aims to provide freedom to schools and teachers in developing a curriculum according to the needs of students and local conditions (Tuerah & Tuerah, 2023). This curriculum focuses on developing the character and competence of students, by providing freedom in selecting materials and adjusting teaching methods. Its use has continued to grow since it was implemented in the 2022/2023 academic year in various schools in Indonesia. In its implementation, the Independent Curriculum carries a diverse intracurricular approach, where students are encouraged to explore essential materials and strengthen their competencies. This approach is also supported by projects aimed at strengthening the profile of Pancasila students, which focus on contextual issues and are relevant to everyday life (Berlian, 2024). This innovation is seen as an educational reform that emphasizes cultural transformation and creating better relationships between teachers and students (Sumarsih et al., 2022).

Learning outcomes are defined as statements regarding the knowledge, skills, and attitudes that are expected to be achieved by students after completing a period of study (Sumarsih et al., 2022). In the Independent Curriculum, learning outcomes involve the application of competencies in various phases of learning, where teachers and students focus on mastering knowledge and skills holistically (Hurtubise & Roman, 2014; Lotulung et al., 2018). Learning outcomes are designed to ensure that each student achieves competencies that are in accordance with their development at each phase of learning. This process involves a comprehensive summary of learning elements and a detailed assessment of each element at each phase. Thus, evaluation of learning outcomes is carried out systematically through assessments

that help teachers monitor student development (Lotulung et al., 2018). Through this approach, the Independent Curriculum not only prioritizes freedom in choosing learning materials and methods, but also ensures that the expected learning outcomes can be achieved properly. Flexibility in managing the curriculum provides space for teachers to adjust the learning process to the individual needs of students, which in turn supports the achievement of higher quality education that is relevant to the demands of the times (Sumarsih et al., 2022).

Teacher pedagogical competence is an important factor that influences the success of the learning process. In Law Number 14 of 2005 concerning Teachers and Lecturers, it is explained that teachers must have abilities that include knowledge, skills, and professional attitudes in carrying out their duties. Pedagogy covers various aspects, such as the ability to manage classes, understand student characteristics, apply appropriate learning methods, and provide appropriate evaluations (Berliner, 1988; Waring & Evans, 2014). In the context of the Independent Curriculum, teachers are expected to be able to develop adaptive and innovative learning methods according to the needs and characteristics of students.

Teacher competence is one of the most important factors in determining the quality of the education process. A teacher not only acts as a conveyor of information, but also as a facilitator whose job is to develop student potential optimally. The competencies that must be possessed by a teacher include four main aspects, namely pedagogical, personality, social, and professional competence. These four aspects complement each other and are the main basis for achieving the expected educational goals. This is in line with the standards set by the government to ensure the quality of national education (Abd Rahman et al., 2022). One aspect that is of primary concern in this study is pedagogical competence. This competence includes a teacher's ability to manage learning effectively and efficiently, which is expected to create a conducive learning environment and motivate students to develop their potential. Pedagogical competence is not only limited to technical ability in teaching, but also includes a deep understanding of student characteristics, the application of appropriate learning theories, and the ability to design and implement relevant curricula. Pedagogical competence also involves

the role of teachers in providing guidance and helping students to achieve optimal learning outcomes (Gurung & Schwartz, 2011; Stronge, 2018). The independent curriculum emphasizes the importance of student-centered learning, where teachers are expected to be able to understand the differences in characteristics, learning styles, and needs of students individually. Teachers who have good pedagogical competence will be able to design learning that can accommodate the needs of these students, and evaluate learning outcomes objectively and accurately (Kennedy, 2006; Stronge, 2018). In addition, in the application of pedagogical competence, the evaluation and assessment aspects are also important parts. Assessment not only serves to measure student learning outcomes, but also becomes the basis for teachers to design improvements in the learning process. Effective assessment allows teachers to identify students' strengths and weaknesses, and provide more personalized guidance according to their needs (Mulyasa, 2022; Stronge, 2018).

Learning outcomes are changes that occur in a person as a result of the learning process, which include cognitive (knowledge), affective (attitude), and psychomotor (skills) aspects. These three aspects are hierarchically interrelated. Sudjana (2014) states that learning outcomes are the result of changes in competence and behavior after following the learning process, while Mulyasa (2022) emphasizes that these changes are stable and have the potential to develop further. The process of evaluating learning outcomes is often carried out through final exams that provide grades or scores as a reference for assessing students' understanding of the material taught. Bloom developed a taxonomy of learning outcomes that includes three main domains, namely cognitive, affective, and psychomotor. The cognitive domain includes levels of knowledge, understanding, application, analysis, synthesis, and evaluation. Meanwhile, the affective domain includes aspects of attitudes and feelings consisting of acceptance, response, appreciation, organization, and character. These two domains are important in measuring the transformation that occurs during the learning process.

Factors that influence learning outcomes can be divided into internal and external factors. Internal factors include students' interests, talents, motivation, and mental health, while external factors include family support, school,

and social environment. The combination of these factors affects students' learning achievement and their academic achievement. The subject of Akidah Akhlaq plays an important role in developing students' character and behavior in accordance with Islamic values. Akidah Akhlaq includes teachings of faith (akidah), commendable behavior (akhlaq), and manners in interacting with Allah, oneself, and fellow human beings. The Independent Curriculum Phase D MTs emphasizes the development of attitude and skill competencies, so that students are able to internalize and apply the values of akidah, akhlak, and manners in everyday life.

Based on initial observations at MTs Muhammadiyah 3 Masaran, one of the subjects taught in this school is Aqidah Akhlak, which is part of Islamic Religious Education (PAI). This subject aims to shape students into individuals with character and noble morals, in accordance with Islamic religious values. However, the results of learning Aqidah Akhlak in this school have not yet achieved maximum results, which is largely due to the teacher's pedagogical abilities which are not yet fully optimal. It was also found that around 45% of teachers in the school still face obstacles in implementing pedagogical elements comprehensively. Lack of understanding of effective learning methods and technological developments are some of the factors that influence teachers' pedagogical abilities. In addition, periodic changes in the curriculum also require teachers to continue to adapt, which ultimately affects the quality of the learning process. Therefore, this study aims to analyze the relationship between the pedagogical competence of PAI teachers and the learning achievements of the Merdeka Curriculum on student learning outcomes in the Aqidah Akhlak subject at MTs Muhammadiyah 3 Masaran, Sragen. This research is important to provide insight into the role of teacher pedagogical competence in achieving optimal learning outcomes, as well as providing recommendations to improve the quality of learning in the school. The results of the study are expected to contribute to the development of education, especially in improving teacher pedagogical competence. In addition, this study is also expected to be able to provide input for schools in designing more effective and adaptive learning strategies for the Independent Curriculum. Thus, it is hoped that student learning outcomes, especially in the subject of Aqidah Akhlak, can achieve maximum

results in accordance with the expected learning objectives. Through this study, it is also hoped that various factors that influence the success of the implementation of the Independent Curriculum can be identified, especially in the pedagogical aspects and learning outcomes. In addition, this study is also expected to provide an overview of the role of teachers in facilitating more effective and relevant learning to the needs of students in the current digital era.

Method

This study uses a quantitative approach that prioritizes the collection and analysis of numerical data to test hypotheses or explain phenomena in an objective and systematic manner. The study was conducted in Sragen involving a population of 165 students from class VIII. The sample taken consisted of 66 students from class VIII A and B, who were selected using a purposive sampling technique. Data were collected through a questionnaire designed to assess students' perceptions of teacher pedagogical competence and learning outcomes.

The quantitative approach aims to measure research variables objectively with numerical data from standardized instruments. This approach allows statistical analysis to identify significant patterns, relationships, or differences (Creswell & Poth, 2016). This approach focuses on testing theories by collecting data that can be measured and analyzed statistically to answer research questions or test hypotheses.

The purposive sampling technique was used to determine the sample, which is a non-probability sampling method in which samples are selected based on specific criteria relevant to the research objectives (Sekaran, 2016). This technique is used when researchers choose subjects that are considered most appropriate for the study based on certain reasons. In this study, students from grades VIII A and B were selected because they were considered representative for measuring perceptions of teacher pedagogical competence and learning outcomes.

Data were collected using a questionnaire designed to measure student perceptions. Questionnaires are common data collection tools in quantitative research to systematically collect information from respondents (Fowler Jr, 2013). This questionnaire aims to evaluate teacher pedagogical competence and learning outcomes so that the data obtained can be used to analyze the relationship between the two variables.

The data collected will be analyzed using descriptive and inferential statistical techniques. Descriptive statistics such as frequency (f), mean (M), and standard deviation (SD) are used to provide an overview of the data. For inferential analysis, techniques such as t-tests and regression analysis are used to test hypotheses and determine whether there is a significant relationship between student perceptions of teacher pedagogical competence and learning outcomes.

Result and Discussion

Researchers collected variable data, namely the variable of Teacher Pedagogical Competence (X) and the variable of Aqidah Akhlak learning outcomes (Y) in Class VIII Mts Muhammadiyah 3 Masaran Sragen. Students of Class VIII MTs Muhammadiyah 3 Masaran Sragen numbering 165 were taken as samples of 66 students. Teacher Pedagogical Competence data were measured with 5 indicators consisting of 23 questions, where each question was given five alternative answers Very Often (SS), Often (S), Sometimes (KK), Rarely (JR), Never (TP). each question was given its own answer score, both negative and positive questions. The score results from questions number 1-23 were added up, so that a total score was obtained. The total score is then processed with excel data and SPSS Version 25.0 for window application and the minimum, maximum, mean and mode values are obtained through descriptive analysis presented in the following table:

Table 1. Teacher Pedagogical Competence Analysis Data

N	Min	Max	Mean	Mode	Std Deviation
66	71	112	96	103	14,08

In addition to the value data obtained above, the data is then grouped into three categories, namely low, medium, and high using the performance categorization guidelines according to Azhar (2012) which are listed in table 4.2 as follows:

Table 2. Guidelines for Teacher Pedagogical Competence categorization criteria

Category	Provisions
Low	$X < 82$
Medium	$82 \leq X < 110$
High	$X > 110$

Based on the criteria guidelines for the Teacher Pedagogical Competence variable in table 4.2, it shows the Teacher Pedagogical Competence variable with an average score of 96 which it can be said that Teacher Pedagogical Competence is in the moderate category.

The processing of the total score categorization of respondents for the Teacher Pedagogical Competence instrument can be seen in the following table:

Table 3. Results of the total score categorization of Teacher Pedagogical Competence

Category	Frequency	Percentage
Low	17	25,8 %
Medium	39	59 %
High	10	15,2 %
Total	66	100 %

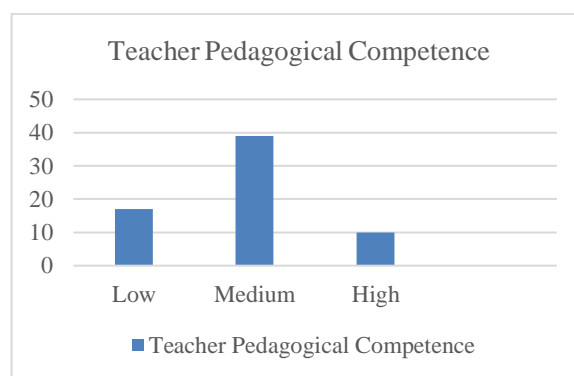


Figure 1. Results of the total score categorization of Teacher Pedagogical Competence

Table 4. Descriptive Analysis Data of Aqidah Akhlak Learning Outcomes

N	Min	Max	Mean	Mode	Std Deviation
66	77	96	85	85	3,4

Based on the criteria guidelines for the Aqidah Akhlak Learning Outcomes variable in table 4.6, the Learning Outcomes variable has an average score of 85, which can be said that the Aqidah Akhlak Learning Outcomes are in the moderate category. The processing of the total score categorization of the Aqidah Akhlak Learning Outcome instrument can be seen in the following table:

Table 5. Results of the total score categorization of the Aqidah Akhlak Learning Outcome

Category	Frequency	Percentage
----------	-----------	------------

Low	13	20 %
Medium	43	65 %
High	10	15 %
Total	66	100 %

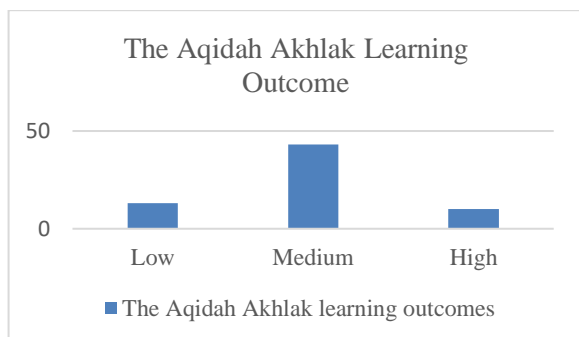


Figure 2. Results of the total score categorization of the Aqidah Akhlak learning outcomes

Results of the correlation test of the relationship between Teacher Pedagogical Competence and Aqidah Akhlak Learning Outcomes of Class VIII Mts Muhammadiyah 3 Masaran Sragen in the 2023/2024 Academic Year.

Table 5. Correlation Test of Teacher Pedagogical Competence on Aqidah Akhlak Learning Outcomes

		Teacher Pedagogical Competence	Aqidah Akhlak Learning Outcomes
Teacher Pedagogical Competence	Pearson Correlation	1	.498
	Sig. (2-tailed)		.043
	N	66	66
Aqidah Akhlak Learning Outcomes	Pearson Correlation	.498	1
	Sig. (2-tailed)	.434	.000
	N	66	66

Based on the table, it can be seen that the Sig. (2-tailed) correlation value between Teacher Pedagogical Competence is 0.434 <0.05, while Aqidah Akhlak Learning Outcomes is 0.00 <0.05. These results indicate that both variables have a correlation.

The results of the table calculation show a positive number in the Pearson Correlation calculation so that the relationship that occurs is positive or unidirectional, meaning that the better the Teacher Pedagogical Competence, the higher the Aqidah Akhlak Learning Outcomes. The degree of relationship shows that the magnitude of the correlation coefficient of 0.498 is included in the moderate category, which is in

the range of 0.40 - 0.599. From the analysis above, it can be concluded that Ha1 is accepted, indicating that there is a positive relationship between Teacher Pedagogical Competence and the Learning Outcomes of Aqidah Akhlak Class VIII Mts Muhammadiyah 3 Masaran Sragen in the 2023/2024 Academic Year.

Discussion

The trial of the research instrument was conducted before data collection in the field to prove the hypothesis that had been set at the beginning. The data collection instrument unit consists of instrument validity test and data collection instrument reliability test. The Instrument Validity Trial was conducted on Class VIII C, taken by 25 students. The number of instrument items for Teacher Pedagogical Competence tested was 25 questions, based on the results of the validity test analysis, data was obtained that out of 25 statement items, 2 items were invalid, namely item number 8 and item number 12. The instrument that was declared valid that will be used in the study was 23 items. In addition to the validity test, there is also a Reliability test that functions to measure whether a data measurement instrument is able to measure different objects but provides the same data results (Fink & Litwin, 1995; Wilson, 2023). So it can be concluded that the reliability test is to test the measuring instrument whether it is stable. The Reliability Test in this study uses the Alpha Cornbach formula. Based on the calculation, it was found that the Teacher Pedagogical Competence has a reliability value of 0.957 > 0.6, the instrument can be said to have a high reliability value.

The Unit Analysis Test was conducted to find data on the minimum, maximum, average, standard deviation values and help analyze the value categories of the three instruments, which are presented in the form of tables and in the form of diagrams. The prerequisite test is divided into 2, namely the normality test, test and linearity test. The Normality Test uses the Kolmogorov Smirnov analysis test, based on the calculation analysis on the normality test table with a sig. 5% data on Teacher Pedagogical Competence and Aqidah Akhlak Learning Outcomes show 0.225 > 0.05. So it can be concluded that the data on Teacher Pedagogical Competence and Aqidah Akhlak Learning Outcomes are all normally distributed. Then, a Linearity Test was also conducted, which showed that the variables of

Teacher Pedagogical Competence and Aqidah Akhlak Learning Outcomes showed a Significance value of the Deviation from Linearity Row of $0.348 > 0.05$, so it can be concluded that the relationship between Teacher Pedagogical Competence and Aqidah Akhlak Learning Outcomes is stated as linear.

The results of the prerequisite test showed that the data was normally distributed and had a linear relationship, so the Hypothesis test could be continued using the Pearson Correlation Product moment analysis. The ability of pedagogical competence is one of the factors that influences the level of success of learning outcomes. Pedagogical competence includes various aspects of teacher ability in managing the learning process, including planning, implementing, and evaluating learning. Learning Planning Stage Teachers who have high pedagogical competence are able to design effective learning plans that are in accordance with student needs. They can set clear learning objectives, choose the right methods and strategies, and design interesting and challenging materials and activities. This helps students understand the material better and increases their learning motivation. Learning Implementation Stage, During the learning process, pedagogically competent teachers are able to manage the class well, create a conducive learning environment, and use a variety of interactive and varied teaching methods (Hativa, 2001; Paniagua & Istance, 2018). They can also identify and address student learning difficulties quickly. This all contributes to increasing student participation and involvement in learning. Learning Evaluation Stage: Teachers who have good pedagogical competence are also able to conduct accurate and fair evaluations of student learning outcomes. They can use a variety of evaluation tools to comprehensively measure student understanding and skills. The feedback given by competent teachers is also more constructive and helps students understand their shortcomings and improve their performance. Classroom Management Stage: Pedagogical competence also includes the ability to manage classroom dynamics, including motivating students, managing behavior, and creating positive relationships between teachers and students and between students. A positive and structured classroom environment affects students' comfort and focus in learning. Adaptation and Innovation Stage, Pedagogically

competent teachers are able to adapt to changes in the curriculum and the different needs of students (Paniagua & Istance, 2018; Parsons et al., 2018). They also tend to be more innovative in developing new learning methods that are more effective and interesting for students.

Pedagogical Ability of Islamic Religious Education Teachers at MTs Muhammadiyah 3 Masaran Sragen. This study took data on the Pedagogical Ability of Islamic Religious Education Teachers by distributing questionnaires to 66 students (class VIII A and B). From the results of the questionnaire calculation, the minimum questionnaire score was 71, the maximum score was 112, while the average questionnaire score was 96. The data were then categorized into 3 categories, namely low 17 or 23.8%; moderate 39 or 59%; high 10 or 15.2%. So it can be concluded that the Teacher's Pedagogical Ability is in the moderate category.

Learning Outcomes of the Aqidah Akhlaq Subject at MTs Muhammadiyah 3 Masaran Sragen. Data on Aqidah Akhlaq Learning Outcomes were taken from the exam scores of class VIII A and B students totaling 66 students. Then analyzed. From the results of the questionnaire calculation, the minimum data value was 77, the maximum value was 96, while the average questionnaire result was 85. The data was then categorized into 3 categories, namely low as much as 13 or 20%; moderate 43 or 65%; high 10 or 15%. So it can be concluded that the Learning Outcomes of Aqidah Akhlak students are in the moderate category.

The relationship between teacher pedagogical abilities and learning outcomes of the Aqidah Akhlaq subject at MTs Muhammadiyah 3 Masaran Sragen. Based on the results of the Hypothesis Test analysis using Pearson Product moment, between the relationship between Teacher Pedagogical Ability and the learning outcomes of Aqidah Akhlak. Sig. Value. (2tailed) correlation between Teacher Pedagogical Competence is $0.434 < 0.05$, while the Learning Outcomes of Aqidah Akhlak $0.00 < 0.05$. From these results it shows that the two variables have a correlation. The calculation results also show a positive number in the Pearson Correlation calculation so that the relationship that occurs is positive or unidirectional, meaning that the better the Teacher's Pedagogical Competence, the higher the Aqidah Akhlak Learning Outcomes.

The degree of relationship shows the magnitude of the correlation coefficient of 0.498, which is included in the moderate category, which is in the range of 0.40 - 0.599. From the analysis above, it can be concluded that Ha1 is accepted, indicating that there is a positive relationship between Teacher's Pedagogical Competence and Aqidah Akhlak Learning Outcomes of Class VIII MTs Muhammadiyah 3 Masaran Sragen.

From various descriptions of the calculation results of the research instruments, it can be concluded that the high and low pedagogical abilities of teachers will also have an impact on the high and low learning outcomes of students. This relationship pattern can be a reference for schools, if they want to improve the quality of students' cognitive abilities, then the teacher's pedagogical abilities must also be improved.

Conclusion

1. Pedagogical Competence of Islamic Religious Education subject teachers at MTs

References

- Abd Rahman, B. P., Munandar, S. A., Fitriani, A., Karlina, Y., & Yumriani, Y. (2022). Pengertian pendidikan, ilmu pendidikan dan unsur-unsur pendidikan. *Al-Urwatul Wutsqa: Kajian Pendidikan Islam*, 2(1), 1–8.
- Barlian, U. C., & Solekah, S. (2022). Implementasi kurikulum merdeka dalam meningkatkan mutu pendidikan. *JOEL: Journal of Educational and ...*. <https://bajangjournal.com/index.php/JOEL/article/view/3015>
- Berlian, Z. (2024). Project Implementation Management Strengthening Pancasila Student Profile and Rahmatan Lil'Alamin Student Profile at MAN 1 Musi Banyuasin. *Didaktika: Jurnal Kependidikan*, 13(3), 3129–3142.
- Berliner, D. C. (1988). *The development of expertise in pedagogy*. ERIC.
- Creswell, J. W., & Poth, C. N. (2016). *Qualitative inquiry and research design: Choosing among five approaches*. Sage publications.
- Muhammadiyah 3 Masaran Sragen in the 2023/2024 Academic Year is in the moderate category, where the low category is 17 or 23.8%; moderate 39 or 59%; high 10 or 15.2%.
2. The Learning Outcomes of Aqidah Akhlak Students at MTs Muhammadiyah 3 Masaran Sragen in the 2023/2024 Academic Year are in the moderate category, the low category is 13 or 20%; moderate 43 or 65%; high 10 or 15%.
 3. There is a Relationship between Teacher Pedagogical Competence and between learning models and learning outcomes of the Aqidah Akhlak subject at MTs Muhammadiyah 3 Masaran Sragen in the 2023/2024 Academic Year, where the Sig. Value. (2tailed) correlation between Teacher Pedagogical Competence is $0.434 < 0.05$, while Aqidah Akhlak Learning Outcomes $0.00 < 0.05$. From these results it shows that both variables have a correlation.
- Davis, M. (2017). *Teaching design: A guide to curriculum and pedagogy for college design faculty and teachers who use design in their classrooms*. Simon and Schuster.
- Fink, A., & Litwin, M. S. (1995). *How to measure survey reliability and validity* (Vol. 7). Sage.
- Fowler Jr, F. J. (2013). *Survey research methods*. Sage publications.
- Gurung, R. A. R., & Schwartz, B. M. (2011). *Optimizing teaching and learning: Practicing pedagogical research*. John Wiley & Sons.
- Handelzalts, A. (2019). *Collaborative curriculum development in teacher design teams*. Springer International Publishing.
- Hativa, N. (2001). *Teaching for effective learning in higher education*. Springer Science & Business Media.
- Henson, K. T. (2015). *Curriculum planning: Integrating multiculturalism, constructivism, and education reform*. Waveland Press.
- Hurtubise, L., & Roman, B. (2014).

- Competency-based curricular design to encourage significant learning. *Current Problems in Pediatric and Adolescent Health Care*, 44(6), 164–169.
- Kennedy, D. (2006). *Writing and using learning outcomes: a practical guide*. University College Cork.
- Krajcik, J., McNeill, K. L., & Reiser, B. J. (2008). Learning-goals-driven design model: Developing curriculum materials that align with national standards and incorporate project-based pedagogy. *Science Education*, 92(1), 1–32.
- Lotulung, C. F., Ibrahim, N., & Tumurang, H. (2018). Effectiveness of Learning Method Contextual Teaching Learning (CTL) for Increasing Learning Outcomes of Entrepreneurship Education. *Turkish Online Journal of Educational Technology-TOJET*, 17(3), 37–46.
- Ludger, W. (2015). *Universal basic skills what countries stand to gain: What countries stand to gain*. OECD publishing.
- Mulyasa, H. E. (2022). *Manajemen pendidikan karakter*. Bumi Aksara.
- Njeng'ere, D. (2014). *The role of curriculum in fostering national cohesion and integration: Opportunities and challenges*.
- Paniagua, A., & Istance, D. (2018). Teachers as designers of learning environments. *Educational Research and Innovation*, 17–42.
- Parsons, S. A., Vaughn, M., Scales, R. Q., Gallagher, M. A., Parsons, A. W., Davis, S. G., Pierczynski, M., & Allen, M. (2018). Teachers' instructional adaptations: A research synthesis. *Review of Educational Research*, 88(2), 205–242.
- Reimers, F. M., & Chung, C. K. (2019). *Teaching and learning for the twenty-first century: Educational goals, policies, and curricula from six nations*. Harvard education press.
- Sekaran, U. (2016). *Research methods for business: A skill building approach*. John Wiley & Sons.
- Simmons, J. (2016). *The education dilemma: Policy issues for developing countries in the 1980s*. Elsevier.
- Stronge, J. H. (2018). *Qualities of effective teachers*. Ascd.
- Sudjana, N. (2014). Penelitian dan Penilaian Pendidikan. *Penelitian Dan Penilaian Pendidikan*.
- Sumarsih, I., Marliyani, T., Hadiyansah, Y., Hernawan, A. H., & Prihantini, P. (2022). Analisis implementasi kurikulum merdeka di sekolah penggerak sekolah dasar. *Jurnal Basicedu*, 6(5), 8248–8258.
- Tuerah, R. M. S., & Tuerah, J. M. (2023). Kurikulum Merdeka dalam Perspektif Kajian Teori: Analisis Kebijakan untuk Peningkatan Kualitas Pembelajaran di Sekolah. *Jurnal Ilmiah Wahana Pendidikan*, 9(19), 979–988.
- Waring, M., & Evans, C. (2014). *Understanding pedagogy: Developing a critical approach to teaching and learning*. Routledge.
- Wilson, M. (2023). *Constructing measures: An item response modeling approach*. Routledge.