

THE PEDAGOGICAL COMPETENCE OF TEACHERS OF AL-QUR'AN HADITH STUDIES IN THE IMPLEMENTATION OF THE 2013 CURRICULUM

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Abstract: The Pedagogical Competence of Teachers of al-Qur'an Hadith Studies in the Implementation of the 2013 Curriculum

The focus of this research is the pedagogical competence of teachers of al-Qur'an Hadith in the implementation of the 2013 curriculum. This research is a qualitative descriptive using a pedagogical and socio-cultural approach with data triangulation methods. The primary data consisted of the Head of Madrasah, teachers of al-Qur'an Hadith studies, and deputy head of madrasah for curriculum, public relations, student affairs, and facilities and infrastructure. Secondary data is in the form of documentation from teachers of al-Qur'an Hadith, educational staff, books, journals, and other supporting data. Data were collected through observation, interviews, and documentation. The results of this research show that teachers of al-Qur'an Hadith have the competence of pedagogy in implementing the 2013 curriculum, but in its implementation, there are still deficiencies especially in terms of making learning tools, which is not optimal, because there are still teachers who copy and paste the learning tools from the internet as well as in terms of the limitations of teachers of al-Qur'an Hadith in the use of learning media so that they cannot be utilized by the students. This research is expected to create synergy between government programs with all parties involved in implementing the al-Quran Hadith curriculum, especially at the Madrasah level in Makassar to improve the pedagogical competence of teachers of al-Qur'an Hadith and become solutions as well as the motivation of students in improving the quality of learning so that students can actualize the materials learned in everyday life to achieve the goals of Islamic Education.

Keywords: Competence, Teacher of al-Qur'an Hadith, Curriculum, Islamic Education.

Abstrak: Kompetensi Pedagogi Guru Bidang Studi al-Qur'an Hadist dalam Penerapan Kurikulum 2013

Fokus penelitian adalah kompetensi guru bidang studi al-Qur'an Hadis dalam pelaksanaan kurikulum 2013, Penelitian ini menggunakan penelitian deskriptif kualitatif dengan menggunakan pendekatan pedagogi dan sosio-kultural dengan metode triangulasi data, Lokasi penelitian di Madrasah Ibtidaiyah Negeri 2 Makassar. Sumber datanya primer dan sekunder. Data primer berupa informan kepala madrasah, guru bidang studi al-Qur'an Hadis dan wakil kepala madrasah bagian kurikulum, humas, kesiswaan, dan sarana dan prasarana. Data sekunder berupa dokumentasi dari guru bidang studi al-Qur'an Hadis,

tenaga kependidikan, buku, jurnal, dan data pendukung lainnya. Data dikumpulkan dengan metode observasi, wawancara dan dokumentasi. Instrumen penelitian yaitu peneliti sendiri dengan menggunakan sarana penggalian data. Teknik pengolahan data melalui empat tahapan yaitu, reduksi data, penyajian data, penarikan kesimpulan dan verifikasi data. Hasil penelitian menunjukkan bahwa guru bidang studi al-Qur'an hadis memiliki kompetensi fedagogi dalam penerapan kurikulum 2013, namun dalam pelaksanaannya masih terdapat kekurangan terutama dalam hal membuat perangkat pembelajaran belum optimal, oleh karena masih ada guru bukan menjadikan internet sebagai bahan rujukan akan tetapi meng-copy paste perangkat pembelajarannya dari internet begitupun dalam hal keterbatasan guru bidang studi al-Qur'an Hadis dalam penggunaan media pembelajaran, sehingga belum bisa dinikmati oleh semua peserta didik. Penelitian ini diharapkan terwujudnya sinergi antara program pemerintah dengan semua pihak yang terlibat dalam pelaksanaan kurikulum bidang studi al-Quran hadis, khususnya pada jenjang Madrasah Ibtidaiyah di Kota Makassar dan dapat meningkatkan kompetensi guru bidang studi al-Qur'an hadis, serta menjadi solusi sekaligus motivasi peserta didik dalam peningkatan kualitas belajar seiring dengan pesatnya perkembangan zaman, sehingga peserta didik mampu mengaktualisasikan materi-materi yang dipelajari dalam kehidupan sehari-hari untuk mencapai tujuan pendidikan islam.

Kata Kunci: Kompetensi, Guru bidang studi al-Qur'an Hadis, Kurikulum, Pendidikan Islam

INTRODUCTION

The competence of teacher is one of the main components in the world of education (Anwar and A.Salam As, 2015). Teacher competence is an important feature of the education system in Indonesia, but it is still far from expectations, so policy design and evaluation of teacher competence is needed (Comola dan Mello, 2010). The competencies that teachers must have as an educator consist of pedagogic, personality, social, and professional competence (Peraturan Presiden Republik Indonesia, 2009). These competencies are essential for the teachers, whether in public schools and madrasah. Madrasah as an educational institution that has its own characteristics must be supported by professional staff, one of which is teachers. Teachers have an important role as curriculum developers and implementers. Therefore, the curriculum can be said to be good if it is implemented by good teachers, in this case, teachers who have good competence.

One of the eight National Education Standards (NES/SNP) is the standard for educators. This indicates that the competence of educators is the main component in achieving student learning outcomes (Anwar and A. Salam As, 2015). The competence in question is pedagogical competence, meaning that if the teacher has pedagogical competence, the teacher can design learning programs and carry out the learning process by identifying students according to their respective needs to achieve educational goals. This description shows that a teacher must be able to

make lesson plans, develop the curriculum, understand the subject material, methods, and approaches to teaching students to achieve the goal.

The Law on Teachers and Lecturers No. 14 of 2005 explains that "One component of pedagogical competence is that teachers must be able to design or make learning plans" This is also explained in Q.S. al-Hasyar/59: 18:

يَا أَيُّهَا الَّذِينَ آمَنُوا اتَّقُوا اللَّهَ وَارْتَبُوا لِعَذَابِ اللَّهِ إِنَّ اللَّهَ حَبِيرٌ بِمَا تَعْمَلُونَ

The translation:

O you who have believed, fear Allāh. And let every soul look to what it has put forth for tomorrow - and fear Allāh. Indeed, Allāh is Aware of what you do (18) (Departemen Agama Republik Indonesia, 2005).

The word "*Waltanzur Nafsum Mā Qaddamat Li Gad*" can be interpreted that humans should prepare themselves to face tomorrow by making plans so that they can get blessings in their lives. (Shihab, 2009).

From the explanation of the ayah, it can be concluded that every human being in carrying out their daily tasks, including teachers in the field of al-Qur'an Hadith studies, always improves their abilities in dealing with the times that change at any time, in the sense that teachers of al-Qur'an Hadith should not stay put and just accept the reality, especially in matters relating to improving the quality of education, but teachers should be able to make strategic plans, carry out learning following instructions and techniques to achieve optimal results.

The implementation of the 2013 curriculum of al-Qur'an Hadith at Madrasah Ibtidaiyah Negeri 2 Makassar has been undergoing for a long time, but it still has weaknesses, including the quality of the learning tools, as well as in carrying out learning in front of the class. Besides, the lack of competence to explore various methods in learning the field of study of the Qur'an Hadith so that the implementation tends to use the method in a monotonous manner.

To improve the pedagogical competence of teachers of al-Qur'an Hadith at Madrasah Ibtidaiyah Negeri 2 Makassar in the implementation of the 2013 curriculum, it is necessary to do steps or stages that are carried out continuously. The steps in question are planning the learning program by developing a curriculum into a learning program plan, carrying out the learning process using methods and approaches that are following the development of students, conducting evaluations with the types and forms of assessments that are following the aspects to be achieved, and following up accordingly with the results achieved.

Another thing that can improve the enthusiasm and motivation of students in participating in the learning process is the ability of teachers to use methods and approaches that vary according to the material and indicators that need to be achieved. The use of the monotonous method will result in students becoming bored and unmotivated to follow the learning process, therefore before doing learning the

subject of al-Qur'an Hadith, the teacher must motivate the students. To find out more about this, research was conducted on the competence of teachers of al-Qur'an Hadith in implementing the 2013 curriculum.

Competence is a broad concept that includes a person's ability to channel his knowledge and skills with new ideas in the workplace (Dabling, 1995). Furthermore, a person's competence or ability is determined by an organized physical field that is almost the same as a gravitational field (Uno, 2010). This understanding indicates that a person's ability is influenced by his environment. Competence is basically the capability of a person to do something well, or is the nature (character) of people who have the skills, power (ability), authority, skills (skills, knowledge) to do their work, or refer to actions rational performance to achieve its goals following expectations (Saud, 2010).

The relationship with the competence of teachers of al-Qur'an Hadith with the experience gained in their workplace can be used as knowledge to improve their performance, especially in mastering and understanding the teaching materials, in this case, the mastery of teaching methods in the form of technical skills, process mastery, logical thinking, critical, rational and creative, which will affect the level of confidence in carrying out their duties, so there is no sense of compulsion. Another thing that is no less important in pedagogical competence is the component of attitude, values, and personality as a whole behavior that can be judged as good or bad related to their duties. (Peraturan Presiden Republik Indoneisa, 2008).

A person's competence must be following his field of expertise. Therefore, in implementing the 2013 curriculum, teachers need various strengths that can support their duties, namely competence (Departemen Pendidikan Nasional, 2005). Pedagogical competence is an ability that must be possessed by an educator, both in carrying out duties as a teacher and carrying out role as a parent for students at school. Pedagogical competence is the oldest competency and even becomes a competency that must be possessed by a teacher because this competency is related to the core task of being an educator (Payong, 2011). Pedagogical competence is the ability to convey learning to students, while learning is a process of interaction between students and educators and learning resources in a learning environment (Mappanganro, 2010). Pedagogical competence is the ability of teachers to manage the learning process and the students (Getteng, 2012).

Regulation of the Minister of National Education No. 16 of 2007 concerning Standards for teacher qualifications and competencies has stated several competencies that must be possessed by teachers related to pedagogical competencies, namely: (1) Mastering the characteristics of students from physical, moral, cultural, emotional, and intellectual aspects; (2) Mastering learning theories and educational learning principles; (3) Developing curriculum related to the subjects or areas of development being taught; (4) Organizing educational learning; (5) Utilizing information and communication technology for learning purposes; (6)

Facilitating the development of students' potential to actualize their various potentials, (7) Communicating effectively, empathically, and politely with students; (8) Carrying out assessments of learning processes and outcomes; (9) Utilizing the results of assessments and evaluations for learning purposes; (10) Taking action reflective for improving the quality of learning.

Mulyasa (2012) on his books said:

"Pedagogical competence is the ability to manage students which includes: student characteristics, understanding of student backgrounds, understanding of curriculum/syllabus development, learning design, educational and dialogical learning implementation, evaluation of learning outcomes, and development of students to actualize various its potential, as well as in terms of the use of technology."

Some definitions about the competencies above can be concluded that pedagogical competence discusses the abilities that must be possessed by teachers of al-Qur'an Hadith in the managing learning process, starting from the need to understand the condition of students, make lesson plans, carry out the learning process in class, conduct evaluation of learning processes and outcomes as well as follow-up of the results that have been achieved, to the development of the potential of students to achieve the objectives of learning of al-Qur'an Hadith as part of learning Islamic education.

The use of the word of curriculum was originally from the sports field but later be used in the educational field, namely several subjects in educational institutions. In Arabic, the term curriculum is defined as "*manhaj*", a bright path, or a bright path that humans walk in their life (Ali, et al, 1997). The curriculum can be interpreted as a clear path that is traversed by teachers and students to develop knowledge, skills, attitudes, and values (Muhaimin, 2005).

In the next developments, the term curriculum is used in the world of education and teaching, as in the Webster Dictionary 1995. The curriculum is defined as follows a course, especially a specified fixed course of study, as in school or college, as one leading to a degree (Nurdin and Usman, 2002). This definition implies that the curriculum is a subject in school or college that must be taken by students to get a degree or diploma.

The curriculum developed in madrasah is the result of a revision from KMA 183 of 2019, As in KMA 183 regarding curriculum development of al-Qur'an Hadith studies as a part of Islamic Education subjects in madrasah, it is one manifestation of the development of the Islamic education system. The 2013 curriculum aims to prepare the Indonesian people to become productive, creative, innovative, and effective citizens, and able to contribute to the life of society, nation, state, and world civilization. While the main aspects of the 2013 curriculum are standards of graduate competency, core competencies, basic competencies, and indicators based on scientific approach and authentic assessment.

The curriculum of the al-Qur'an Hadith that used at Madrasah Ibtidaiyah is currently a revised version from the 2013 curriculum which includes determining the direction, content, educational process, and as a determinant of the qualifications of graduates of an educational institution. The curriculum, in general, contains lesson plans, implementation of learning and assessment as well as providing follow-up and includes religious moderation as one of the points in curriculum development. The 2013 curriculum for Islamic religious education has four components of change that must be developed, namely graduate competency standards, content standards, learning process standards, and assessment standards (Republik Indonesia, 2019).

Besides the content or curriculum material for learning al-Qur'an Hadith at Madrasah Ibtidaiyah, there are also learning resources. The source of learning is the al-Qur'an and Hadith. The term learning is closely related to the concept of the study, if the study is a process of change, then learning is a complex process that includes teaching and learning activities where learning is more oriented towards student activity (student-centered education) (Yusud, 2007).

Substantially the field of study of al-Qur'an Hadith has contributed in motivating students to know the holy book, know about the commands and prohibitions as well as love the holy book and learn and practice the teachings and values contained in the Qur'an and Hadith as the main source of Islamic teachings and at the same time become a guide and guide for life in everyday life. The field of study of the Qur'an and Hadith is a very important part of education relating to all aspects of human life that must be grown and developed following human nature which is based on Islamic principles and teachings so that humans can excel spiritually and intellectually.

Basically, learning Islamic Education, especially the field of study of the Qur'an and Hadith in madrasah, aims to provide understanding to students to carry out the commands of Allah SWT and stay away from all prohibitions as explained in the two sources of Islamic education, namely the Qur'an and Hadith. Thus, it means that the source of learning refers to what is the source of Islam itself because the sources of Islam and Islamic education are the same, namely the Qur'an and the Sunnah of the Prophet (al-Hadith) (Al-Nahlawi, 1992). Likewise, learning material in the field of study of the Qur'an Hadith at the Madrasah Ibtidaiyah level is sourced from the Qur'an and hadith and ijtihad.

There are four steps in implementing the 2013 curriculum in the field of al-Qur'an Hadith studies at Madrasah Ibtidaiyah as follows: (1) planning; (2) implementation; (3) evaluation; (4) follow-up.

Planning

The main issues that serve as guidelines in implementing the curriculum in the al-Qur'an Hadith studies to succeed as expected include: (1) Formulating the objectives to be achieved; (2) Selecting the learning approach that is considered the most appropriate and effective to reach the goal; (3) Selecting and establishing procedures for presentation methods and techniques to motivate students to be able

to apply their knowledge and experience to solve problems; (4) Determine the minimum standard that is used as a benchmark in evaluating the results of learning activities (Bahri Et. al, 2002). In addition, the selection of various methods greatly determines the success of students in participating in learning, the methods referred to include lecture method, discussion method, demonstration method (Munawir, 1991). Assignment method, question and answer method, and practice method (Djamarah and Bahri, 2005). The method must be adapted to the objectives of the indicators to be achieved. The method is the strategy used by the teacher in delivering the material. So that student can receive the material provided by the teacher, the teacher must have a strategy. One of the steps to have a strategy is to master presentation techniques or usually called teaching methods.

Implementation

The second step in implementing the 2013 curriculum of al-Qur'an Hadith study is the implementation of the learning process in the classroom or outside the classroom. To produce good and more effective learning as part of the process of implementing the curriculum of al-Qur'an Hadith, it is necessary to determine the right learning strategy by considering several things: (1) The teaching objectives to be achieved; (2) The nature of the scope and the order in which the lesson materials are delivered; (3) Readiness to learn of students, namely the ability of students to participate in learning activities (4) Situations and conditions of learning in schools such as classrooms, number of students, facilities and learning resources and available time; (5) Educational objectives which underlie educational actions that are directly related to the instructional values to be achieved (Shaleh, 2000).

The implementation stage is the process of running the program that has been formulated. Implementation can actualize the plans and steps that have been prepared at the planning stage. In the context of the implementation of learning, the implementation stage is the process of testing the ability of teachers in planning, implementing processes, conducting assessments, and reflecting on the results that have been achieved.

The implementation also means gathering information to determine the state of the process that has been implemented. The implementation stage means carrying out the plans that have been designed and monitoring the implementation process together. Next, make decisions based on a predetermined plan.

The implementation of learning activities following the chosen strategy can use various methods, such as discussion methods and field trips. Therefore, if the expository method is chosen, the lecture method can be used, and for ideal learning in the sense that educators are too dominant in learning without the involvement of students, questioning and answering sessions must be executed. On the other hand, if the heuristic strategy is chosen, field observation, group work, discussion can be used, even though there is information provided both verbally and in writing (Bahri Et. al, 2002).

Based on the learning strategies stated above, educators or teachers play an important role in the success of learning. If the teacher is unable to manage it properly then the results achieved are not as expected. Therefore, the chosen strategy must be adjusted according to the teacher's competence.

Evaluation

Evaluation is a tool to find out the results and become information material in decision making to determine the next step (Arikunto et al., 2004). If the word evaluation is associated with the word education, the educational evaluation can be interpreted as an action or activity carried out to determine the value of everything in the world of education, or briefly, educational evaluation is an activity or process of determining the value of education, so that the quality or value of education can be known (Sudjono, 2006). This means evaluation can be interpreted as a process of comparing the existing situation with certain criteria to problems that have relevance to education.

In its implementation, the evaluation is directed at efforts to find out the learning outcomes more clearly and objectively that have been achieved by students in an educational institution. Evaluation of the al-Qur'an Hadith is narrowly carried out to determine the level of success of educators in conveying material of al-Qur'an Hadith to students, and broadly evaluation is carried out to determine the level of strengths and weaknesses of the learning process of study of al-Qur'an Hadith in achieving the goals of Islamic education that have been determined.

Evaluation of the curriculum of the Qur'an Hadith is an important component and cannot be separated from the entire ongoing educational process. The importance of evaluating the curriculum of al-Qur'an Hadith not only has an impact on the learning process but can also provide some input for the entire implementation process. Therefore, the most important thing in evaluating the al-Qur'an Hadith study is the provision of information for education stakeholders to make decisions regarding the curriculum of al-Qur'an Hadith.

Evaluation of the curriculum of al-Qur'an Hadith has several functions, namely: (1) To find out or collect information on the level of development and progress obtained by students to achieve the goals in the curriculum of al-Qur'an Hadith; (2) To find out whether or not the instructional objectives are achieved comprehensively, which include aspects of knowledge, attitudes, and behavior, so that can be used as feedback for the next actions where any improvement will be focused on and any setback will be avoided; (3) For educators, evaluation serves to measure the success of the learning process which is feedback to educators as a basis for improving the learning process and holding remedial programs for students, while for students it functions to find out the lesson materials given to them and help students to change or develop their level and their behavior consciously, as well as assisting how to achieve satisfaction if they do what they should, and for the community to evaluate the curriculum of Islamic Education as a medium to find out the success or failure of

educational programs that have been planned and implemented; (4) For Guidance and Counseling, the results of evaluations that have been carried out by teachers to students can be used as sources of information or data for Guidance and Counseling services by school counselors or other supervising teachers (Purwanto, 2001). Furthermore, the evaluation function as material for curriculum development and improvement in schools, in evaluating the curriculum of al-Qur'an Hadith, there are corridors or signs that must be considered as guidelines in the implementation of the evaluation (Ramayulis, 1998). The evaluation of the curriculum of study of al-Qur'an Hadith can be said to be carried out well if in its implementation it adheres to three basic principles, namely the principle of comprehensiveness, the principle of sustainability, and the principle of sincerity.

The evaluation stage is to analyze through the planning and implementation activities that have been completed. The review phase is based on feedback, confirming or modifying the design, and recording any problems or impacts from implementation. The review stage consists of data analysis activities and appropriate decision control to solve problems that have not been successful.

The review is carried out to analyze what happened at the two stages, namely planning and implementation, and to identify weaknesses that need to be improved. In addition, evaluation is also carried out based on changes or effective process improvements. Evaluation of the curriculum of al-Qur'an Hadith becomes a diagnostic tool to find out the advantages and disadvantages as well as the causes of the implementation of the curriculum of al-Qur'an Hadith, and in the end, it provides direction to formulate several alternatives as a solution to the shortcomings that occur in the implementation of the curriculum of al-Qur'an Hadith.

Follow-Up

According to Mihwanudin (2010), "Follow-up evaluation of learning outcomes needs to be understood and carried out by every teacher to know, understand and make policies regarding the implementation of the learning evaluation program implementation". Widoyoko (2009) said that the evaluation of the follow-up learning process is basically a process to prepare plans for further learning activities. Anto and Mardapi (2013), argues that to be able to utilize the results of the exam effectively, it is necessary to analyze the results of the exams that have been achieved by the students. Follow-up in implementing the curriculum is done based on the evaluation results that have been achieved.

Follow-up is an activity carried out to re-examine the results that have been achieved. There are two possibilities in follow-up activities, namely if the results obtained have reached the criteria for completeness then enrichment is carried out, but if the results are not good or have not reached the predetermined standard, then remedial action is carried out.

Follow-up can be described based on the following steps: (1) Identifying the advantages and disadvantages of learning evaluation results reports. The report on

the results of the evaluation of learning will then be reviewed and studied by educational policymakers; (2) Improving learning outcomes; (3) Designing learning programs remedial; (4) The improvement program is only given to improve things that have not been mastered by students; (5) Design the entire next learning process based on the evaluation and follow-up that has been done.

According to some of the steps above, it can be concluded that the last step taken in learning activities is a follow-up, meaning that the activities that have been carried out require action. If the activity is considered successful, it is necessary to continue with enrichment. However, if the activity is considered a failure, it is necessary to do a review by taking focusing on the factors causing the failure, in other words, remedial action. At the improvement stage, three possibilities will be observed, namely: (1) A good result can be used in future activities; (2) A poor result that irrelevant with the plan must be redesigned; (3) The results obtained can be used in various situations. Therefore, the process does not end but returns to its original state.

Based on the statement above, it can be concluded that to achieve the objective results, the application of the al-Qur'an Hadith curriculum at Madrasah Ibtidaiyah needs to be carried out in four steps, namely planning, implementation, assessment, and follow-up systematically and continuously. Therefore, the process does not end but would be repeated again and again.

For the process of implementing the 2013 Al-Quran Hadith curriculum at Madrasah Ibtidaiyah to run well, the competence of teachers is the main component that must be improved. Teacher competence is a comprehensive system based on learning principles combined with learning objectives. That is viewing teacher competence as the part that is interrelated with one another and includes learning planning, implementation of learning, assessment of the learning process, and providing follow-up to the results of learning assessments.

METHODS

This research is a qualitative descriptive study. Qualitative descriptive research is exploratory research to strengthen the prediction of a phenomenon that occurs based on data obtained in the field. To determine the competence of teachers of al-Qur'an Hadith in implementing the 2013 curriculum, field research is used to understand the phenomena experienced by research subjects, namely: behavior, perception, motivation, action, and others, as a whole and accompanied by descriptions in the form of words or phrases, in a certain context by using several scientific methods. This is where researchers describe the results of observations about events in the field about the competence of teachers of al-Qur'an Hadith in implementing the curriculum. The purpose of this activity is to provide an overview of the events or the teacher's ability to make learning tools, carry out the learning process in the al-Qur'an Hadith both in the classroom and outside the classroom

through several stages. The main instrument in this study is the researchers themselves with instruments related to the competence of teachers who will be observed and assisted with supporting instruments such as stationery and cameras. These instruments can be in the form of oral questions, written with structured sentences. Data processing analysis techniques through interviews, observation, and documentation (triangulation). The data that has been collected is then processed qualitatively and interpretatively and combined with library data. This research took place simultaneously with the data collection process through three stages of the flow model from Miller and Huberman, namely data reduction, data presentation, and data verification. To test the credibility of the data, it is done by matching and comparing data from various sources, both oral sources (interviews), writings (libraries, documentation), and observational data. Bognan in Sugiyono (2015) argues that "Data analysis is the process of systematically searching and compiling data obtained from interviews, field notes, other materials so that they can be easily understood, and the findings can be informed to others." To make it easy to understand the results of this study, an analysis is needed to translate into a paper about various findings in the research field. This data analysis was carried out simultaneously and continuously following the main characteristics of the qualitative research approach which prioritized meaning, context, and emic perspective, rather than the breadth of research coverage following the approach used in this study. Qualitative methods include descriptions of activities, meaning, interpretation of data. As for the discussion using the methods of deduction, induction, reflection, and comparison. Furthermore, data analysis was carried out in two stages, namely: data analysis while in the field during observations, interviews, and when obtaining document data, while the second stage was carried out after the necessary data were collected.

RESULTS AND DISCUSSIONS

To get maximum results in implementing the curriculum, the PDSA model can be carried out continuously (Deming, 1996). To analyze the level of teacher ability in implementing the curriculum, it is very appropriate to use the PDSA model, because this model is a tool for analyzing and testing activity. The PDSA model performs continuous diagnostics to get maximum results (Bonstingl, 2001). Before using the Deming PDSA model, it is necessary to observe or update the analysis. This concept explains the difference between the PDSA model and other traditional model approaches. Several studies show that the PDSA model has proven successful in improving quality in various organizations (Moen et al., 2012).

Strategy formulation is needed as a first step in implementing the curriculum of al-Qur'an Hadith. Strategy is an action taken to achieve something (Satrio, 2005). The PDSA model is a systematic way to solve problems through four phases in a sustainable manner (Deming, 1996). Deming's PDSA model consists of four phases

as plan, do, study, and act, which take place continuously. Deming's PDSA model in previous research can provide a clear quality improvement, so this model is suitable for use in the implementation of the curriculum of al-Qur'an Hadith.

The results of the field research obtained data that the pedagogical competence of teachers of al-Qur'an Hadith at Madrasah Ibtidaiyah Negeri 2 Makassar had carried out several stages in implementing the 2013 curriculum. The stages were: preparing learning tools, in the form of annual planning, semester planning, weekly planning, daily planning which is better known as Learning Implementation Plan (RPP). In this plan, the teacher prepares a plan that includes time allocation, learning materials, competency standards, basic competencies, learning resources, assessment, and follow-up. The following is an explanation of each stage in the application of the curriculum of al-Qur'an Hadith:

Planning The Lesson

The results of the study prove that the teacher of al-Qur'an Hadith at Madrasah Ibtidaiyah Negeri 2 Makassar has made learning tools but only done at the beginning of the semester because to complete the learning tools is very burdensome for the teacher and time-consuming to develop the tools. The learning process is very long so that the time for implementing learning in the classroom is reduced which has an impact on not achieving the learning objectives properly.

Another thing that teachers of al-Qur'an Hadith did which no less important in making learning tools is the selection of methods. The method used is the method of lectures, discussions, demonstrations, and skills training. The results of observations in the selection of methods in implementing the curriculum are following the material being taught, but in the making of the learning tools, there are still obstacles. The obstacles in question are that there are still teachers who do not use the internet as a reference, and copy-paste-ing learning tools that resulted in the implementation are not following the plan of learning that takes place in the classroom.

From the results of research on making lesson plans, it shows that teachers continue to make learning tools consisting of four kinds of books, namely book one which includes KKM, RPP, Syllabus, KI-KD, SKL-SK. Book two includes Prota, Promes, pledge of teacher, learning schedule, code of ethics of teacher, habituation, details of the effective week, teacher discipline. Book three includes daily test analysis, item analysis, student attendance list, and list of grades. Book four includes a follow-up plan, a list of self-evaluations, and reports on follow-up activities, but they feel very burdened so that teaching activities which are the main demands in the success of students become less than optimal, in the sense that in carrying out the learning process activities, the teacher can not use their time effectively and efficiently.

Carry Out The Learning Process

Regarding the management of the learning process, there are positive things that teachers in the field of al-Qur'an Hadith studies at Madrasah Ibtidaiyah Negeri 2

Makassar do in carrying out learning including; (1) foster student motivation; and (2) the ability to choose the right method and following the material being taught.

Ability to Motivate

The provision of motivation is directed to focus on the learning process that will be undertaken by students by starting the lesson by reading a prayer and then motivating students to undergo the learning process well and seriously. Understanding students is very important so that the learning process is not repetitive and does not have to repeat something that has been learned by students, so that time can be used as effectively as possible, and learning objectives can be achieved. Teachers have adapted to the development of teaching methodologies by considering theories and learning principles that are following the development of students. Teachers do not only refer to learning resources such as textbooks. In fact, some have enriched teaching materials from various sources, such as adding literature and searching for materials from the internet, and so on. However, in this case, there are still teachers in the field of al-Qur'an Hadith studies who are fixated on textbooks.

Another motivation in the form of the use of learning technology for teachers of al-Qur'an Hadith is not optimal as well as in terms of the use of media that can not be enjoyed by students evenly, both media in the form of textbooks or the form of LCD due to inadequate facilities coupled with competence al-Qur'an Hadith teacher who is still limited in operating it.

Ability to Choose Methods

Based on the results of the observations and interviews conducted by researchers, the data shows that the teacher of al-Qur'an Hadith at Madrasah Ibtidaiyah Negeri 2 Makassar is carrying out learning by using various methods starting with questions and answers to foster motivation and attention of students. Teachers of al-Qur'an Hadith in conveying material can create a good interaction that is quite good and democratic, to create a learning atmosphere that is not boring for students in following the learning process. This will facilitate the achievement of optimal learning objectives.

The results of observations regarding the use of various methods, teachers of al-Qur'an Hadith studies have also done well, this shows that they have switched from the lecture method, in other words, they have changed the paradigm of teacher-oriented learning, to participant-oriented learning education. They are no longer fixated on the lecture method or commonly called one-way communication as the only method that can be used by most teachers today, especially teachers in of al-Qur'an Hadith. Thus, it can be concluded that teachers have changed their teaching paradigm from teacher-centered learning (teacher center approach) to student-centered learning (child/student center approach).

The results of the study on the implementation of learning showed that the implementation was following the technical guidelines for implementing the 2013

curriculum which consisted of preliminary activities by observing the characteristics of students, then core activities, which brought up aspects of knowledge, skills, and attitudes. In the core activity, the teacher observes, asks, explores, associates, and communicates material to students. Furthermore, closing activities, namely activities by providing conclusions and strengthening as well as planning the implementation of further learning or carrying out follow-up activities, finally closing the lesson by reading a prayer.

Assessing the Learning Outcomes

Based on the results of observations, the process of assessing learning outcomes of al-Qur'an Hadith studies is by providing evaluations in the form of pre-test, and post-test regarding the competency standards and basic competencies contained in the learning implementation plan, not only touching one aspect of the domain assessment but touches all domains both in the cognitive, affective, and psychomotor aspects. To measure the achievement of learning objectives, assessment is one of a series of learning that must be carried out. Assessment consists of two things, namely: assessment of the learning process and assessment of learning outcomes. Assessment of the learning process is obtained through the attitude of students during the learning process. While the assessment of the learning outcomes obtained from the achievement of the learning objectives that have been set in the lesson plans made previously.

One of the most important elements in the assessment is the instrument. The accuracy of the assessment results is very dependent on the accuracy of a teacher in compiling the instrument. The assessment instrument must be adjusted to the objectives/indicators of learning achievement. The assessment of learning outcomes or the results of the evaluation of the al-Qur'an Hadith has been used to determine the completeness of learning outcomes in al-Qur'an Hadith or the determination of minimum completeness criteria (KKM).

Giving Follow-up

Follow-up activities are activities that are carried out after the results of the assessment are carried out. This activity is carried out in two ways, namely enrichment and remedial both at the time of each meeting or when the KI-KD is completed. This follow-up activity can be carried out individually, in groups, or in class depending on the value of the results of the analysis of student achievement. In addition, the teacher follows up on homework or assignments given at the previous meeting. Follow-up activities are carried out both during process assessment and final assessment or assignment continuously until they reach a minimum completeness score.

In the implementation of good learning, reflection is important, both for the process and learning outcomes. Reflections from students can be input (feedback) for teachers to improve learning activities for the better. Teachers should not ignore input from various parties regarding the learning process, especially students who

are also involved in the learning process. This is done to avoid teacher subjectivity in assessing the learning process and results.

To improve performance in carrying out the learning process, every teacher can use reflection so that in the future it will be better. Responses from students in the form of reflection can provide important information to teachers about the process and learning outcomes that have been passed. Therefore, improving learning processes and outcomes is highly dependent on reflection if done well.

Solutions For Optimal Curriculum Implementation

Teacher competence is a very important reference for improving the quality of education. There are many ways to improve teacher competence. namely with the PDSA model continuously through training and seminars programmatically by looking at the weaknesses of the al-Qur'an Hadith study teacher by involving the head of the madrasah, madrasah supervisor, and educational stakeholder as well as providing assistance in making learning plans, carrying out the learning process in the classroom, assessing learning outcomes and following up on learning outcomes to achieve the expected educational goals, as well as for policymakers at the internal and external madrasah should pay attention and be proactive and establish good communication to support the implementation of the curriculum of al-Qur'an Hadith at Madrasah.

CONCLUSION

This study concludes that the pedagogical competence of teachers of Al-Qur'an Hadith in implementing the 2013 curriculum at Madrasah Ibtidaiyah Negeri 2 Makassar is good, because, from all the results of interviews, observations, and documentation about pedagogical competencies such as mastering how to prepare good learning tools, understanding and mastering learning implementation techniques, mastering teaching materials, understanding and mastering assessment steps, types of assessments, and being able to reflect on learning outcomes, as well as trying to do classroom action research, the teacher of al-Qur'an Hadith shows good result. But, there are still things that need improvement, namely in terms of making Implementation Plans Learning (RPP) which is still a copy-paste, because they arguing that it is very time-consuming. Even so, the teacher still implements it. Likewise, the use of learning media has not been optimally used by teachers of al-Qur'an Hadith, therefore, they need assistance from the head of Madrasah and supervisors as well as those responsible for implementing the 2013 curriculum.

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