

Differentiated Learning In Islamic Religious Education Subject In Improving Students' Creativity

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ABSTRACT

Differentiated learning activities prioritize the willingness and comfort of students. With the implementation of differentiated learning through the independent curriculum, it is hoped that the education system will be able to produce students who think critically, creatively, and innovatively so that they can work in teams and compete in the 4.0 era towards the 5.0 revolution. Differentiated Learning Activities to adjust students' learning interests in the learning process. Learners are free to choose and express ideas and information that match their interests in the learning process. This diversity of learning interests is one of the important elements that educators need to observe so that the needs of individual learners will be met and produce high learning outcome goals through this differentiated learning activity. The method used in this research is descriptive qualitative with a case study approach. This method not only illustrates events that have occurred but also analyzes the meaning of the phenomena that occur so that it rests on a complete understanding. The types of data analysis used are Data reduction, Data display, and Conclusion/verification. Triangulation of participants, member checking, and extended observation were carried out to check the validity of the data. After the application of differentiated learning activities, it is known what are the challenges and obstacles to differentiated learning activities at SMAN 7 Binjai.

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INTRODUCTION

According to information released by kompas.com, differentiated learning was introduced in February 2022 through the "Merdeka" curriculum. This approach is gradually being introduced to most schools in Indonesia. Currently, its implementation remains optional and not mandatory. The initial goal of this curriculum was to address the learning loss during the COVID-19 pandemic and improve Indonesia's rankings and achievements in the PISA test, which has consistently been in the bottom ten since the first test in 2000. However, after twenty-three years, our education system has remained unchanged despite several attempts. Schools implementing the "Merdeka" Curriculum need to ensure that the steps in "Merdeka" learning have been implemented effectively (Nurmuhaemin, 2023)

Teachers still face numerous challenges in the learning process due to students' diversity and various characteristics. (Ballanie et al., 2023) Teachers continuously face diverse challenges and often must make many decisions simultaneously (Herawan, 2006) Many teachers may need to be made aware of these issues as they become accustomed to facing these challenges in the classroom.

(Sutarmizi & Syarnubi, 2022) Various efforts must be made to ensure that every student in their class succeeds in the learning process. (Syarnubi, Alimron, et al., 2023)

Advanced education is the foundation of an advanced nation. Differentiated learning is one method that centers on students (Rahmawati & Suryadi, 2019). Differentiated learning is an effort in a learning series considering students' needs regarding learning readiness, learning profiles, interests, and talents (Aprima & Sari, 2022). Differentiated learning means allowing students to create with their abilities without pressure or coercion from others (Aminuriyah et al., 2022). According to Ki Hajar Dewantara's educational philosophy, which guides the nature of children in achieving the highest safety and happiness as individuals and as members of society, differentiated learning aligns with the philosophy of education (Tomlinson, 2022)

The Free Learning Program, initiated by Minister of Research and Technology Nadiem Makarim, aims to understand and change Indonesia's education perspective. (Sari et al., 2020) One way to achieve this goal is by applying differentiated learning in content, process, and product (Maghfiroh, 2020). Differentiated learning starts with the learning needs of students and the teacher's response to their learning needs (Isrotun, 2022). Therefore, to enable teachers to respond more appropriately and tailor to their student's learning needs, they must identify these needs more comprehensively (Suwartiningsih, 2021). Thus, each student needs and desires freedom and independence in learning to meet their satisfaction in choosing what they are interested in. (Martina et al., 2019) Therefore, the Ministry of Education promotes differentiated learning activities in the "Merdeka" curriculum. (Sukirman, Baiti, et al., 2023)

According to the National Education System Law No. 20 of 2002, the curriculum at all levels and types of education is diversified according to educational units, regional potentials, and students' diversity. (Syarnubi et al., 2022) It means that diverse curricula allow educational units to adjust programs to local conditions and potentials to accommodate diverse students' differences (Hasanah et al., 2023)

Differentiated learning refers to the process of providing various services based on the analysis of individual student characteristics. (Syarnubi, 2020) Students come to school with various abilities, experiences, talents, hobbies, languages, cultures, learning styles, and more (Himmah & Nugraheni, 2023). It is unfair for a teacher to teach and assess all students similarly. (Fauzi et al., 2023) Teachers must recognize the differences among their students and provide services to meet their needs (Tomlinson, 2022). In essence, every student has their potential. (Hartati et al., 2022) Teachers need to facilitate and provide services to develop their talents and interests. (Syarnubi Syarnubi, 2019) Teachers should focus on more than one reference to achieve high goals. (Syarnubi, Fauzi, et al., 2023) It becomes a challenge for educators to understand the characteristics and desires of each student. (Sukirman, Masnun, et al., 2023)

Based on the observation of learning in class at SMP Negeri 7 Binjai, there were problems, such as passive student activities during the learning process. Differentiated learning was a solution to address these problems by mapping the needs of students. (Syarnubi Syarnubi, 2016) Differentiated learning allows students to choose what they want to learn, how they want to learn it, and what products they want to produce when participating in this learning. (Syarnubi, 2023) Educators are responsible for providing guidance that aligns with the current curriculum they are teaching. There was much passive activity during the teaching and learning process. For example, when the teacher explains, students did not pay attention because of their low interest in one-way learning. Thus, students feel unsuccessful and desperate about their abilities. (Wulandari et al., 2021) Therefore, differentiated learning was applied. (Yanti et al., 3 C.E.) Teachers are expected to explore their abilities and skills and accommodate learning in the classroom so that the teaching and learning process is active. (Syarnubi, Fauzi, et al., 2023)

Another problem, according to (Pratama, 2022), is that the strategies used by teachers still need to be revised. As a result, students often become bored and pay less attention. Many aspects can be used in making decisions to implement differentiated learning. (Syarnubi Syarnubi, 2022) However, three aspects are commonly considered: readiness, interest in learning, and student profiles (Jenyana, 2022)

To overcome these problems, a strategy was needed in learning oriented towards the development and needs of students. (Nurahman et al., 2021) One solution that can be used is the differentiated learning strategy (Shafira et al., 2023). The next step was to ensure that every student in the class knew they were never alone during the process and that help was always available (Marlina et al., 2020). Continuous evaluation helps teachers identify slow and fast students. Thus, this fact will help teachers adjust lessons to their students' needs (Basir et al., 2023).

Allah has bestowed humans with various potentials, specifically to be a steward on earth. Thinking is a capability given to humans in the form of reason. With this potential, Allah appoints humans as stewards on the face of this earth (Syarnubi, 2019). Differentiated learning is in line with evaluation in Islamic education. (Malta et al., 2022) The potential that exists in every human being must be utilized in learning activities. (Ali & Syarnubi, 2020) According to what is stated in QS An-Nahl/16:78, this fact will help teachers adjust lessons to their students' needs (Basir et al., 2023).

وَاللَّهُ أَخْرَجَكُمْ مِنْ بُطُونِ أُمَّهَاتِكُمْ لَا تَعْلَمُونَ شَيْئًا وَجَعَلَ لَكُمُ السَّمْعَ وَالْأَبْصَارَ وَالْأَفْئِدَةَ، لَعَلَّكُمْ تَشْكُرُونَ

The provided text is an excerpt from the Quran, specifically from Surah An-Nahl (16:78). The English translation of the verse is as follows:

"And Allah brought you out of the wombs of your mothers while you know nothing, and gave you hearing, sight, and hearts that you might give thanks."

In the commentary by Ibn Kathir, it is explained that Allah bestowed His blessings upon His servants when they were brought out of their mothers' wombs without any knowledge. Then, Allah granted them the faculties of hearing to perceive sound, sight to see objects, and hearts/minds through which they can distinguish between good and bad, beneficial and harmful (Hafidz, 2020)

Various studies on differentiated learning have been conducted, including research by (Wahyuni, 2022) in science learning, (Netti, 2022) in Islamic Education (PAI), and (Siburian et al., 2019) on students' problem-solving abilities in online learning for mathematics. However, research related to differentiated learning to enhance the creativity of Islamic Education (PAI) students in high schools still needs to be completed. (Arisca et al., 2020) This article aims to present research results focusing on improving students' creativity by implementing differentiated learning strategies in Islamic Education (PAI) at SMAN 7 Binjai.

RESEARCH METHOD

This study's research method was analytical and descriptive with a qualitative approach. (Misyuraidah et al., 2017) According to Williams, qualitative research differs from other types of research in several aspects, namely its realistic nature, characteristics, and the research process. (Alimron et al., 2023) As mentioned, qualitative research is a research method that focuses on issues related to social, cultural, and human behavior phenomena (Hardani, 2020). In this method, researchers describe events that have occurred and analyze the meaning of the phenomena (Sopianti, 2023).

Researchers require data collection as a support to obtain valid data, such as documentation in each class learning. (Hawi & Syarnubi, 2018) Research instruments are tools needed or used to collect data (Anggito & Setiawan, 2018) Written guidelines and observations served as research tools and were processed through observation, interviews, and documentation. Data analysis involves organizing data, presenting data, and drawing conclusions. (Febriyanti et al., 2022) The methodological reason for choosing this theme was that many students are constrained in their interests and talents in the present era because the learning methods are solely based on one model. (Fitriyani et al., 2020)

RESULT AND DISCUSSION

Based on the results of the articles collected and the author's analysis, it was found that references to differentiated learning in the independent curriculum still needed to be improved, especially in PAI learning. (Harto & Syarnubi, 2018) The development of differentiated learning began to be used at various levels of educators in Indonesia after a new policy regarding

the education system that used an independent curriculum as a trial stage before it was simultaneously used in 2024. The differentiated learning model began to be used by educators in various lessons, including Islamic Religious Education learning. The concept of differentiated learning, among others, is as follows: interview and observation results.

1. Content in Differentiated Learning in Islamic Religious Education Subjects at SMAN 7 Binjai.

This information was obtained by researchers when conducting observations at SMP Negeri 7 Binjai. Based on the results of interviews conducted by Mr Khaidir, S.Pd, M.M as the Head of SMAN 7 Binjai, explained the content in differentiated learning in Islamic Religious Education subjects at SMAN 7, namely:

"Islamic Religious Education teachers at SMAN 7 Binjai use a variety of content in teaching and learning activities at school, which is adjusted to students' learning readiness and learning styles. Because each student has different characteristics and learning styles, the teacher must be able to prepare diverse content tailored to the student's learning readiness. Teachers should not provide the same content to students with different characteristics. The content provided by Islamic Religious Education teachers in differentiated learning varies, such as using video displays, textbooks or reference books, or links from YouTube. The point is that the content delivered by Islamic Religious Education teachers at SMAN 7 Binjai is tailored to the needs of students, be it students with visual, auditory, or kinesthetic learning styles". (Head of SMAN 7 Binjai, 02 May 2023)

The statement of Mr. Khaidir, S.Pd, M.M is in line with the statement submitted by one of the students at SMAN 7 Binjai named Amelia Putri Azhara, class X-6, who said that:

"In learning Islamic Religious Education, teachers apply various methods, such as video or image displays and writings related to the subject matter. Teachers sometimes use voice notes, textbooks, reference books, and YouTube links. We can choose which content we prefer according to our learning style. This kind of learning is very enjoyable for us because, with this learning style, we can unleash the potential within us without any pressure and increase our creativity". (Amelia Putri Azhara, 08 May 2023).

Based on the results of observations, interviews, and supported by documentation studies above, it can be concluded that the content in differentiated learning in Islamic Religious Education subjects at SMAN 7 Binjai is in the form of videos or images, interesting writings, voice notes, textbooks, reference books and YouTube links that are tailored to the subject matter and learning needs of students both from learning readiness, learning interests, and learning styles of students.

2. Implementation Process of Differentiated Learning in Islamic Religious Education Subjects at SMAN 7 Binjai.

a) Determining Learning Objectives

The following are the results of an interview with the head of SMAN 7 Binjai, Mr. Khaidir, S.Pd, M.M, regarding determining learning objectives as follows: "In the learning process, the most important thing to do is to determine the learning objectives to run optimally. I see that the Islamic Religious Education teacher in the school I lead has made learning objectives as outlined in the lesson plan and has implemented the steps in differentiated learning". (Head of SMAN 7 Binjai, 02 May 2023).

From the results of interviews conducted at SMAN 7 Binjai, the researcher can understand that the teacher must first determine the learning objectives before carrying out the learning process so that the learning process can take place effectively. Then, the learning objectives are integrated into a lesson plan.

b) Mapping the Learning Needs of Learners.

In this case, the researcher interviewed teachers about what the Islamic Religious Education teacher planned so that implementing differentiated learning could run optimally.

The results of interviews with Mrs. Irma Yunita, S.Pd.I, who is also an Islamic Religious Education teacher, related to this. She said that:

"In the process of implementing differentiated learning, we as teachers need to do mapping; I do this before I start the differentiated learning process in class. With this mapping, it will be easier for me to provide suitable content delivered to students by looking at their learning needs". (PAI Teacher of SMAN 7 Binjai, May 8, 2023)

From the results of the interviews obtained, it can be understood that before carrying out the differentiated learning process, the Islamic Religious Education teacher at SMAN 7 Binjai first determines the learning objectives, then maps students/and makes diagnostic assessments based on three aspects, namely based on students' learning readiness, learning interests, and students' learning styles. The mapping results are integrated into lesson plans/teaching materials so that the learning needs of students can be achieved.

- c) Determine the assessment strategies and tools to be used.

In this case, the researcher interviewed Mrs. Sri Warningsih, S.Pd.I., an Islamic Religious Education teacher at SMAN 7 Binjai. She explained that:

"In differentiated learning, the product results from the learning process. This product is very important because it is the student's understanding of the content that the teacher has delivered during one semester. In this case, I give students the freedom to choose and determine products according to their learning style as an implementation of their understanding of the material presented. The products produced by students vary, such as making learning videos from YouTube links, voice notes, paper presentations, calligraphy, crabe books, and some make essays related to the subject matter. (PAI teacher at SMAN 7 Binjai, 05 May 2023).

The differentiated learning process applied by Islamic Religious Education teachers at SMAN 7 Binjai uses a differentiated strategy of content, process, and product. Learners with visual learning styles are given content such as videos or interesting pictures. Learners with auditory learning styles are given content through recorders or voice notes. Learners with kinesthetic learning styles are given content through demonstrations or practices tailored to the learning objectives.

- d) Determining the differentiated learning activities to be carried out (content, process, and product).

The results of interviews conducted with the Head of SMAN 7 Binjai, Mr. Khaidir, S.Pd, M.M, regarding differentiated learning activities he said that:

"The students we face are diverse, with different characteristics. Some students accept lessons more quickly by reading, some students quickly accept lessons by listening to the teacher's explanation directly or listening to audio, and others can learn actively with body movements. Now, based on the differences in student characteristics, the task of a teacher is to determine what kind of learning activities will be carried out so that student's learning needs can be met. In essence, in the learning activities that will be carried out, a teacher must have prepared what content will be delivered to students, what learning process will be carried out, and what products will be produced". (Head of SMAN 7 Binjai, 02 May 2023).

Differentiated learning activities implemented at SMAN 7 Binjai use content, process, and product differentiation. After the teacher gets the data from the mapping at the beginning, the teacher can already determine the activities that will be carried out next. Usually, the teacher forms several small groups; some learn with peer tutors, and some choose to learn directly with the teacher. Learners are given the freedom to choose their preferred way of learning.

3. Products resulting from Differentiated Learning in Islamic Religious Education Subjects at SMAN 7 Binjai.

In this case, the researcher interviewed with Mr. Khaidir, S.Pd. M.M., as the Head of SMAN 7 Binjai, has been asked about the products students of SMAN 7 Binjai have produced in differentiated learning in Islamic Education. He stated that:

"In differentiated learning, products are the final results of learning to demonstrate students' abilities, knowledge, skills, and understanding after one semester's discussion

of the course material. Many products have already been produced by SMAN 7 Binjai students during the implementation of differentiated learning in this school, especially in the subject of Islamic Education. These products include creating instructional videos, paper presentations, voice notes, and calligraphy, all tailored to the learning objectives." (Head of SMAN 7 Binjai, May 3, 2023).

The same statement was reiterated by Mr. Pandu Wilantara, S.Pd., the Vice Principal of SMAN 7 Binjai, who inquired about the same matter. He mentioned:

"Differentiated products are a form of assessment or work results that students must show to the teacher as a culmination of their learning during one semester. In this case, the products produced by SMAN 7 Binjai students, especially in the subject of Islamic Education, vary. Some students create products through essays, discussion presentations, speeches, recordings/voice notes, YouTube links, instructional videos, calligraphy, and subcreate books. All of these are made according to the understanding of students and the expected learning objectives." (Vice Principal, SMAN 7 Binjai, May 3, 2023).

The products students generate through differentiated learning in Islamic Education at SMAN 7 Binjai are diverse. For example, in the elements of the Quran and Hadith, students create calligraphy products, memorize through voice notes, create instructional videos through YouTube links, and produce crab books.

4. Challenges and Obstacles in Differentiated Learning in Islamic Education at SMAN 7 Binjai.

Although there are many advantages to implementing differentiated learning, its application has challenges. The challenges faced by teachers in implementing differentiated learning in the subject of Islamic Education at SMAN 7 Binjai include:

a) Teachers must be aware of various student characteristics.

According to the interview with the Head of SMAN 7 Binjai, the challenge in differentiated learning is:

"Differentiated learning is an ideal concept in learning activities. With this learning, students' potential can be developed according to their needs and characteristics. However, achieving all of this takes work. Teachers face several challenges, one of which is that teachers must be aware of various student characteristics. The teacher's knowledge of the diversity of students becomes the basis for designing learning, making it easier for teachers to carry out their duties in the classroom so that teachers can implement learning according to the characteristics of each student." (Head of SMAN 7 Binjai, May 3, 2023).

The challenge in implementing differentiated learning is that teachers must be aware of various student characteristics. This knowledge serves as the basis for teachers to design learning and facilitates teachers in performing their duties according to the characteristics of each student.

b) Developing diagnostic and formative assessments at the beginning of learning.

According to the interview with Mr. Pandu Wilantara, S.Pd., the challenge in implementing differentiated learning, he stated:

"It is true that in conducting an activity, there are challenges. One of the challenges teachers face in implementing differentiated learning is that teachers must develop diagnostic and formative assessments at the beginning of learning. It is crucial to help teachers understand students' individual needs based on their readiness to learn, interest in learning, and students' learning profiles. It helps design appropriate learning so that the learning process can proceed optimally and learning objectives can be achieved. Formative assessments provide continuous feedback to students and allow them to correct errors and improve their understanding." (Vice Principal, SMAN 7 Binjai, May 3, 2023).

c) High pressure.

In the interview with Ms. Irma Yunita, S.Pd.I, she mentioned:

"Another challenge I face in differentiated learning in Islamic Education is high pressure. Implementing differentiated learning involves many processes, from pre-assessment to continuous assessment, from planning content to the teaching process, and more. This can, of course, make teachers feel overwhelmed. Additionally, teachers must cater to students both individually and in groups. Such conditions are only feasible for teachers with few students in their classes. (Islamic Education Teacher, SMAN 7 Binjai, May 9, 2023). Teachers are confronted with various teaching and evaluation tools tailored to students' needs to ensure that the learning process runs optimally and that learning objectives are achieved.

d) Time Factor

Furthermore, according to the interview with Ms. Irma Yunita, S.Pd.I, she explains that: "In addition to challenges, I face a hindrance in implementing differentiated learning, and one of them is consuming much time. The application of differentiated learning must go through several time-consuming processes to meet the learning needs of each student. The numerous stages that need to be passed make differentiated learning more focused on preparation or pre-learning. Starting from mapping and diagnostic assessment to preparing different content based on students' interests and needs." (Islamic Education Teacher, SMAN 7 Binjai, May 9, 2023). The implementation of differentiated learning at SMAN 7 Binjai also needs to go through several time-consuming processes to meet the learning needs of each student.

e) Limited Resources

According to Mr. Pandu Wilantara, S.Pd., the limited resources are the obstacle to implementing differentiated learning in Islamic Education at SMAN 7 Binjai. He stated:

"In conducting an activity, there are certainly challenges and obstacles faced. The same goes for the implementation of differentiated learning carried out at SMAN 7 Binjai. One of the obstacles faced is limited resources. Sometimes, the resources available in the classroom, such as time, space, and teaching materials, are limited. This can make it difficult for teachers to manage diverse learning from each student due to these resource constraints, so students' individual needs cannot be met, and learning objectives cannot be achieved." (Vice Principal, SMAN 7 Binjai, May 3, 2023). More resources can make it easier for teachers to manage diverse learning for each student.

f) High Costs

Ms. Sri Warningsih, S.Pd.I, also mentioned a hindrance in differentiated learning in the subject of Islamic Education at SMAN 7 Binjai, which is:

"The hindrance I face in implementing differentiated learning is related to high costs. To facilitate differentiated learning, the school must have access to various resources and teaching materials to support each student's learning. In addition, the school must also provide teaching materials for each topic. It will require sustained financial support that many schools may not meet." (Islamic Education Teacher, SMAN 7 Binjai, May 5, 2023).

g) Infrastructure

Furthermore, according to Ms. Sri Warningsih, S.Pd.I, an additional hindrance in the implementation of differentiated learning, she stated that:

"Another obstacle in differentiated learning is infrastructure. The completeness of infrastructure also greatly affects the success of learning. In general, the infrastructure at SMAN 7 is quite complete. However, there are some shortcomings, including classroom space. The existing classrooms are spacious enough and can comfortably accommodate students in each class. However, one drawback is the wide classroom windows, so the adjacent class's sound greatly disturbs the neighboring class's learning activities. This situation significantly disrupts the concentration of learning activities in each class." (Islamic Education Teacher, SMAN 7 Binjai, May 5, 2023).

The completeness of infrastructure is one of the crucial resources in supporting the implementation of the teaching and learning process, both directly and indirectly, to achieve educational goals (Bararah, 2020)

CONCLUSION

The content in differentiated learning in the subject of Islamic Education at SMAN 7 Binjai is diverse and tailored to the learning needs of students based on their readiness, interests, and learning profiles. These contents include video presentations, images, writings, voice notes, reference books, textbooks, and YouTube links adjusted to the learning objectives.

The implementation process of differentiated learning in Islamic Education at SMAN 7 Binjai involves several steps. Islamic Education teachers apply the following steps: determining learning objectives, identifying students' learning needs, determining strategies and assessment tools, and deciding on differentiated learning activities (content, process, and product) by creating small groups, promoting independent learning, and having face-to-face interactions with the teacher.

The products resulting from differentiated learning in Islamic Education at SMAN 7 Binjai were diverse. For the Quran and Hadith elements, students created calligraphy, memorization through voice notes, instructional videos through YouTube links, and some produced crab books. In the Aqidah element, students make presentation papers, essays, voice notes, instructional videos, and crab books. In the Akhlak element, students create instructional videos on YouTube, presentation papers, voice notes, essays, and subscribe books. Similarly, in the Fiqih and History of Islamic Civilization elements, students produce similar products based on their abilities and learning styles.

Challenges and obstacles in differentiated learning in Islamic Education at SMAN 7 Binjai include the need for teachers to understand various characteristics of students, the development of diagnostic and formative assessments at the beginning of learning, the use of multiple methods, multimedia, and multiple sources. Teachers also face challenges such as having extensive preparation for differentiated learning, dealing with high pressure, and handling various teaching and evaluation tools. The obstacles include time constraints, limited resources, high costs, and inadequate facilities.

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