

TRANSFORMATION OF ISLAMIC RELIGIOUS EDUCATION LEARNING IN THE ERA OF INDEPENDENT CURRICULUM: CREATIVITY OF ISLAMIC RELIGIOUS EDUCATION TEACHER SMAN 2 LUBUK DALAM RIAU PROVINCE

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Abstract: This research discusses the transformation of Islamic Religious Education learning in the era of Merdeka Curriculum, focusing on the creativity of Islamic Religious Education teachers at SMAN 2 Lubuk Dalam, Riau Province. This research uses a descriptive qualitative method to describe changes and innovations in teaching Islamic Religious Education. The research subject was the Islamic Education teacher at the school. Data were collected through three main methods: observation, interview, and documentation, to get a comprehensive picture of learning practices. To ensure the validity and credibility of the data, this study used triangulation techniques. The results of the study are expected to provide insight into how Islamic Religious Education teachers adapt and apply creativity in their teaching in accordance with the demands of Merdeka Curriculum or this term is known as differentiated learning.

Keywords: Learning Transformation; Merdeka Curriculum; Teacher Creativity.

INTRODUCTION

The learning system is a very important element in any education system because it is impossible to achieve good quality education without an efficient

learning system. To achieve effective learning, it is important to have a combination of strategies designed to ensure that learners achieve results that match the learning objectives that have been set. The government, through the Ministry of Education, is constantly striving to achieve effective learning. One of the concrete steps in this regard is launching the Merdeka Belajar programme, which is regulated in Kepmenristekdikti No. 56 of 2022 on "Guidelines for Curriculum Implementation in the Framework of Learning Recovery." This programme is an implementation of changes in the implementation of learning (Insani & Munandar, 2023).

The government, through the driving school programme, continues to be committed to achieving Merdeka Belajar implementation with maximum and effective results. Practically, each school designated as a driving school is given a focus on achieving comprehensive learning outcomes so as to form students who have the identity of Pancasila learners. (Budiman et al., 2022).. The transformation process that takes place in

each driving school is one that is able to produce a learning environment that is comfortable, safe, and makes the learning experience enjoyable for all students, so that they can achieve meaningful learning progress (Patilima, 2021). (Patilima, 2021).

In its learning activities, each driving school designs a learning programme that focuses on differentiation, also known as differentiated learning. (Sarie, 2022). In this learning system, the main focus is on the unique needs and potential of each student. This differentiated learning approach aims to combine different aspects of learners so that they can gain information, develop ideas, and express their understanding of the subject matter well. In the concept of differentiated learning, teachers need to adjust to the interests, readiness, and learning profile of each student so that the achievement of learning outcomes can be significantly improved. (MS, 2023).

Students' intelligence can vary, with some exhibiting a level of intelligence that is apparent from birth, while others may experience a gradual development of intelligence. It is also important to note that students' learning environment can affect their learning process. One factor that has an important impact is the role of the teacher, as the teacher plays a significant role in the student's learning process. Ida Warsah identified the factors supporting students' intelligence as follows: teacher creativity, teacher readiness, students' physical condition, emotional condition, and learning style. (Destriani, 2022).

Guntur Talajan describes the importance of creativity for teachers including; teacher creativity is very useful

in increasing student interest in learning, useful in getting more complete knowledge, helping in thinking scientifically in the study of learning objects, playing a role in student creativity during learning. (Oktavia, 2014).

In this context, student achievement in the learning process is strongly influenced by the teacher's creativity in teaching them. A teacher who has a high level of creativity will continue to encourage students' interest and motivate them to go deeper into the subject matter being studied. (Supriadi, 2017).

In addition to being creative, an important component is that teachers must have a learning design, simply put, learning design includes the process of transferring knowledge from teachers to students in order to achieve the goals that are applied. (Nurjaman, 2020). The urgency in the world of education at this time which is very basic is how to create learning situations that encourage students to play an active role in the learning process so that they can gain knowledge more effectively, in this case, the answer is the need for design development in quality learning: *effective, efficient, and practical*. (Putrawangsa, 2018).

METHODS

The research conducted by researchers is a descriptive type of qualitative research. In this study, researchers attempted to describe the results of research using written or spoken words from the individuals observed (Lexy J Moleong, 2021). (Lexy J Moleong, 2021). This research approach is in accordance with Moleong's view, where qualitative research seeks to recognise the scientific basis as an integral part, utilising

humans as research instruments, giving priority to process over outcome, and adopting a set of criteria to assess the validity of the data. The research design is flexible and the research results are discussed with the research subjects as part of this approach.

The type of research used in this research is case study research. In other words, a case study is a type of research in which the researcher investigates a specific phenomenon (case) in a specific context of time and activity (such as a programme, event, process, institution, or social group). (Syaodih Sukmadinata, 2007). This research involves the collection of detailed and in-depth information by applying various data collection procedures over a specified period. (Assyakurrohim et al., 2022)..

The subject of this research is PAI teachers at SMAN 2 Lubuk Dalam Riau Province. To collect the desired data and information, a data collection technique and tool is needed so that any evidence and facts obtained can be objective data (Bungin, 2017). (Bungin, 2017). Because this research falls into the category of field research, where researchers are directly involved in the object of research, the data collection methods that will be used involve three main components: observation, interviews, and documentation (Sugiyono, 2021). (Sugiyono, 2021).

To achieve research results that are in accordance with the expectations of researchers, it is important to understand the various techniques used in checking data validity. One of the techniques used to ensure data credibility is triangulation. (Jailani, 2017). According to Sugiyono, triangulation is a method to test

the credibility of data by checking data from various sources, approaches, and different times. (Arikunto, 2011).

The data analysis method applied in this research includes several stages, such as data reduction, display. From the data collected, the researcher then concludes relevant findings. (Jailani, 2017).

RESULT

It can be seen that after the researcher describes the research background, the underlying theories, and the methods used, this discussion will present and describe the results of the research. The discussion is generated from data collected through documentation studies, observations, interviews with relevant informants, and discussions focused on the research problem.

To facilitate this, an interview guide was developed that detailed and structured the information desired from respondents, and the results of the research obtained by the researcher are presented below:

The application of differentiated learning in Islamic Religious Education learning at SMAN 2 Lubuk Dalam Riau Province:

a. Planning

The diversity of learner characteristics is the same as the diversity of their potential. The purpose of the Merdeka curriculum is to develop the potential of each individual learner so that it becomes a skill he has. To achieve this, different learning strategies are needed so that they can provide different stimuli to each learner. Therefore, one of the three main characteristics of the Merdeka

Curriculum is to provide flexibility for teachers in implementing differentiated learning.

In this case, the researcher describes the application of differentiated learning planning in Islamic Religious Education learning at SMAN 2 Lubuk

Dalam, covering; 1) Grouping student learning needs; 2) differentiated learning process; 3) conducting evaluation and reflection. The following researcher presents;

Table 1
Planning Steps for Differentiated Learning at SMAN 2 Lubuk Dalam

No.	Differentiated Learning Steps at SMAN 2 Lubuk Dalam	Ket
1	Mapping the learning needs of students at SMAN 2 Lubuk Dalam	Based on learning readiness, learning interest and learning profile
2	Design a differentiated learning plan	Selecting approaches, strategies, media models and materials
3	Conduct evaluation and reflection	Feedback on the learning implementation process

Classifying students' learning needs through diagnostic assessment is an important step for teachers to recognise the characteristics of each student. This grouping is based on learning readiness assessed through initial cognitive tests. Diagnostic assessment aims to identify students' abilities and weaknesses, so that the learning process can be adjusted to the abilities and conditions of each student.

Based on the researcher's analysis through observation and interview data of

PAI teachers at SMAN 2 Lubuk Dalam, teachers have planned the grouping of students according to learning needs. This grouping will be done at the beginning of learning. Grouping activities include: 1) conducting a test with several questions, and 2) observing the test scores by the teacher to group students according to their learning readiness. The following are the results of the planning of PAI teachers of SMAN 2 Lubuk Dalam in grouping students based on their learning readiness.

Table 2
Results of Grouping the Needs of Learners at SMAN 2 Lubuk Dalam

Learner Grouping		
Not ready yet	Ready	Mastering
Learners have not mastered the requirements needed to learn the topic	Learners have mastered the requirements needed to learn the topic	Learners have mastered the topic

It can be concluded from the table above based on observation data and interviews of researchers in the field that the PAI teacher of SMAN 2 Lubuk Dalam has implemented differentiated learning planning well by applying grouping of

students according to interests, talents and learning styles.

b. Implementation

Based on observation data conducted by researchers, it is known that the schedule and implementation process

of the Merdeka Curriculum at SMAN 2 Lubuk Dalam takes place five days a week, from Monday to Friday. The activity starts at 06.50 with a teacher briefing with the principal regarding learning activities and evaluation. At 07.00 the class entrance bell rang, and students began religious habituation by reading *asmaul husna* in their respective classes,

followed by literacy habituation guided by the homeroom teacher until 07.20. Furthermore, the first to sixth class hours last until 11.40, followed by preparation for the Dzuhur prayer in congregation. The class in charge prepares the carpet and prayer equipment and calls the adhan. At 12.30, learning activities resume for the seventh to tenth hours and end at 15.10.



***Documentation of P5 activities in religious habituation**

Basically, there are four important elements in the implementation of differentiated learning that are interrelated and applied at SMAN 2 Lubuk Dalam. These components are:

Different learning methods

In this case, differentiated learning method refers to the use of a variety of different learning methods or approaches by teachers to teach the same material to students. It aims to match students' learning styles, needs and interests, and create a more effective and engaging learning experience. Some of the different learning methods applied by Mrs (MS) can be described below, this is in line with the results of the interview with the Principal (P) including:

"Lecture Method: This method involves the delivery of information by the

teacher to the students through verbal exposure. Usually, lectures are used to convey complex concepts or basic theories. *Group Discussion:* The teacher divides students into small groups to discuss a particular topic. These discussions encourage students to actively participate, collaborate and share ideas.

Hands-on Practice: This method involves hands-on experiences outside the classroom, such as field trips, experiments, or simulations. Hands-on practice helps students to relate theoretical concepts to real contexts. *Projects:* This method involves the creation of a product or work by students that reflects their understanding of the learning material. The project can be research, artwork, or a solution to a specific problem. *Case Studies:* Teachers use real cases or scenarios to encourage students to apply

the concepts learnt in practical situations. Case studies help students develop analytical and problem-solving skills." (P/06/03/2024)

It can be concluded that by using various teaching methods, educators can create diverse learning experiences and support students' comprehensive development in learning Islamic Religious Education at SMAN 2 Lubuk Dalam, Riau Province.

Adaptation to student needs

Adaptation to students' needs is the process by which teachers adjust teaching methods, materials and learning activities to meet students' diverse needs, abilities and learning styles. In the context of learning Islamic Religious Education at SMAN 2 Lubuk Dalam, Riau Province. The results of interview data obtained from Mrs (MS) regarding adaptation to students' needs can include the following aspects: adjustment of subject matter, learning approaches, assessment and feedback.

It can be concluded from the explanation of the interviews and observations conducted at the beginning of the research, by making this adaptation, the Islamic Education Teacher at SMAN 2 Lubuk Dalam ensures that every student has equal and appropriate opportunities to achieve their maximum ability in Islamic Education learning. This approach also helps to create a learning environment that is inclusive and responsive to the unique needs of each student.

Flexible in assignment

Flexibility in assignments refers to the teacher's ability to customise the tasks given to students, taking into account

differences in their abilities, interests and learning styles. This allows each student to learn in the way that is most effective for them and achieve optimal results.

The following is some data from observations and interviews that found several ways of applying flexibility in assignments in Islamic Religious Education learning at SMAN 2 Lubuk Dalam:

- Beragam jenis tugas
- Proyek pilihan
- Pengelompokan berdasarkan kemampuan

1. Teachers can assign different types of tasks that suit different learning styles. For example, students can choose between making a presentation, writing an essay, creating an art project, or doing research.
2. Students are given several topics or projects and they can choose the ones that are most interesting or relevant to them. This encourages higher engagement and motivation.
3. Students can be grouped based on their ability or learning speed, with tasks customised for each group. This allows students who grasp the material faster to continue progressing without leaving other students behind. Sometimes groupings are also mixed (according to circumstances and materials). (MS/06/03/2024)

Diverse learning evaluation

Diverse learning evaluation refers to the use of various methods and tools to assess students' understanding and skills. In the context of Islamic Religious Education learning at SMAN 2 Lubuk

Dalam, Riau Province, diverse evaluation helps teachers get a more comprehensive picture of students' progress and meet different learning needs.

The following is an explanation of various learning evaluation data based on data obtained from informants Mrs Principal (P) and the curriculum section (EH) at SMAN 2 Lubuk Dalam, Riau Province.

Types of Tests: The principal and curriculum revealed that evaluation through written tests includes various formats such as multiple choice, essay, and short fill-in. These tests are used to assess students' understanding of the material taught. **Formative and Summative Tests:** It was reported that formative tests are administered periodically to monitor student progress and provide feedback. Meanwhile, summative tests are conducted at the end of the semester to assess overall understanding. **Use of Multimedia:** The Principal mentioned that presentations are often supported by media such as PowerPoint or videos to enhance creativity and visual appeal. **Collected Works:** According to the curriculum section, students' portfolios collect a variety of assignments that show their academic progress throughout the semester. This includes essays, projects and reflections. **Interviews and Discussions:** Teachers often conduct individual interviews or group discussions to evaluate students' oral comprehension and critical thinking skills. The Principal stated that this method is effective for exploring deep understanding. **Peer Assessment:** Students are also involved in assessing their classmates' work, helping them develop evaluation skills and gain new perspectives. (EH/06/05/2024)

By adopting this diverse evaluation, SMAN 2 Lubuk Dalam ensures that students' assessments cover various aspects of skills and knowledge, providing a more comprehensive picture of their progress. This approach also provides a fair opportunity for all students to demonstrate their abilities through various means that best suit their individual learning styles and strengths.

Creativity of Islamic Religious Education Teachers in implementing differentiated learning at SMAN 2 Lubuk Dalam Riau Province

The implementation of differentiated learning in Islamic Religious Education (PAI) at SMAN 2 Lubuk Dalam, Riau Province, requires teachers' creativity in designing and implementing learning strategies that suit the needs, interests, and abilities of each student. The following is a detailed explanation of how PAI teachers can apply creativity in differentiated learning:

a. Understanding Students

Understanding students is a fundamental step in implementing differentiated learning, especially in the subject of Islamic Religious Education (PAI) at SMAN 2 Lubuk Dalam. To achieve a deep understanding of students, PAI teachers must undertake several strategic and systematic actions, including initial assessment, collection of relevant data, and creation of student learning profiles.

b. Differentiated Learning Planning

Differentiated learning planning is a process that involves customising methods, materials and learning environments to meet the individual needs

of students. In the context of Islamic Religious Education (PAI) at SMAN 2 Lubuk Dalam, this planning aims to ensure that every student can learn effectively and reach their maximum potential. The following is a detailed explanation of the steps in differentiated learning planning that are implemented:

Creation of Islamic Religious Education Lesson Materials at SMAN 2 Lubuk Dalam Riau Province

Islamic Religious Education (PAI) subject matter creation at SMAN 2 Lubuk Dalam Riau Province is an effort to make Islamic religious education learning more interesting, relevant, and effective for

students. This effort involves various innovations in the preparation of teaching materials, delivery methods, and the use of technology. And in the world of Merdeka curriculum/differentiated learning, material creation is termed content differentiation.

The results of research data found during interviews and observations that the principal's mother (P) said that the Islamic Religious Education Subject Teacher (MS) had completed Independent Training in the Teaching Freedom Platform on the topic of Learning Planning for SMA / SMK / Package C on 6 December 2023, the following certificate is attached;



***Documentation of Ms (MS) Completing Learning Planning Training at PMM Innovative Teaching Methods of Islamic Religious Education at SMAN 2 Lubuk Dalam Riau Province**

SMAN 2 Lubuk Dalam has implemented several innovative methods,

but the researcher identified some of them that have been applied more in PAI learning as follows;

- Pembelajaran Berbasis Proyek
- Pembelajaran Kolaboratif
- Simulasi Peran
- Penggunaan Teknologi

The PAI teacher at SMAN 2 Lubuk Dalam explained that technology integration in the PAI curriculum involves

the use of various digital tools and platforms to support the teaching and learning process. For example;



***Documentation of Learning Games Using Technology**

c. Development of Creative Teaching Materials (Collaboration with Teacher Colleagues at SMAN 2 Lubuk Dalam Riau Province)

terms of increased student interest and learning outcomes, but also has long-term benefits. These include improved critical thinking skills, problem-solving abilities, and collaborative skills that are crucial in the future world of work.

The development of creative teaching materials is an important process in education that aims to improve the quality of learning and attract students. At SMAN 2 Lubuk Dalam, Riau Province, this initiative involves collaboration between teachers to create innovative and relevant teaching materials. The following is a lengthy and detailed explanation of creative teaching materials development:

With the development of appropriate creative teaching materials and effective implementation, it is expected to create a more dynamic, interactive, and inspiring learning environment at SMAN 2 Lubuk Dalam, Riau Province, and have a significant positive impact on the quality of education at the school.

Introduction to Creative Teaching Material Development

DISCUSSION

Mrs (FDY) as the chairperson of the learning community (KOMBEL) SMAN2 Lubuk Dalam also gave an urgent document on what stages were carried out during the Kombel discussion: *Analysing learning needs, planning, implementation, evaluation.*

Differentiated learning is an educational approach that aims to meet the different learning needs of each student. Within the framework of the Merdeka Curriculum, which emphasises flexibility and independence in learning, the application of differentiated learning becomes increasingly relevant. Teachers are expected to have the ability to design and implement diverse and flexible learning strategies, so that each student can

It can be concluded that the development of creative teaching materials not only provides short-term benefits in

achieve his or her maximum learning potential. This is where the important role of teacher creativity lies. The creativity of Islamic Religious Education (PAI) teachers in implementing differentiated learning is crucial to creating an inclusive and meaningful learning environment.

The purpose of this research is to investigate and understand how the implementation of differentiated learning in Islamic Religious Education learning at SMAN 2 Lubuk Dalam, Riau Province. In addition, this study also aims to identify the creativity of Islamic Religious Education Teachers in implementing differentiated learning in the same school. It is expected that the results of this study will provide insights and practical recommendations for educators and stakeholders to improve the quality of adaptive and innovative Islamic Education learning.

This research uses a descriptive qualitative approach with a case study method. Therefore, the research results will be analysed and explained in detail in accordance with the theory applied. The theory that forms the basis of this research is the application of differentiated learning proposed by Muhammad Rofiul Basir. Data collected through in-depth interviews, observation, and documentation. The results of the analysis will be used to answer the research questions that have been set by the researcher;

Implementation of differentiated learning in Islamic Religious Education learning at SMAN 2 Lubuk Dalam Riau Province

Differentiated learning is a pedagogical approach that focuses on

delivering learning materials that are tailored to the individual needs, interests and abilities of each student. The goal is to ensure that each student can achieve his or her maximum learning potential through learning methods that are tailored to their unique characteristics. At SMAN 2 Lubuk Dalam, Riau Province, the implementation of differentiated learning, particularly in the subject of Islamic Religious Education (PAI), has become one of the important initiatives to improve the quality of education as well as student engagement in the teaching-learning process.

The implementation of differentiated learning at SMAN 2 Lubuk Dalam in the subject of Islamic Religious Education (PAI) involves a series of steps starting from planning, implementation, to assessment.

This is in accordance with the theory put forward by De Koning & Schollhorn "In a classroom that implements differentiated learning, teachers must realise that each student has diverse and unique learning needs. Teachers need to be proactive in identifying and planning a variety of methods that allow students to learn in ways that are most effective for them." (Herwina, 2021).

The implementation that took place at SMAN 2 Lubuk Dalam is in line with the theory in the early stage implementation, where it is ready to be applied to students to see the effectiveness of the developed differentiated teaching module. (Riawarda & Ilham, 2024)..

Creativity of Islamic Religious Education Teachers in implementing differentiated learning at SMAN 2 Lubuk Dalam Riau Province

In the context of implementing differentiated learning at SMAN 2 Lubuk Dalam, Riau Province, Islamic Religious Education teachers show tremendous creativity in developing learning strategies that suit the needs and learning styles of students.

In her study, Lestari explained that in using multimedia learning media for PAI subjects, an educator is expected not only to act as a facilitator, but also as the main driver in creating learning that is innovative, fun, not boring, and in accordance with the demands of the times. Educators are also expected to inspire positive learning motivation in students" (Lestari, 2023).

CONCLUSIONS

The implementation of differentiated learning in Islamic Religious Education learning at SMAN 2 Lubuk Dalam, Riau Province, has brought significant positive impacts in improving the effectiveness and inclusiveness of the learning process. Through an approach that takes into account the needs and learning styles of individual students, Islamic Education teachers have been able to create a learning environment that allows each student to develop according to their potential. With careful planning, the use of innovative teaching methods, and strong collaboration among teachers, Islamic Education learning at SMAN 2 Lubuk Dalam has become more interesting, relevant, and meaningful for students. Meanwhile, the creativity of Islamic Education teachers in the implementation of differentiated learning at SMAN 2 Lubuk Dalam, Riau Province, is a key factor that supports the successful implementation of differentiated learning.

The Islamic Education teachers have shown dedication and innovation in designing interesting learning materials, developing diverse teaching methods, and collaborating with fellow teachers to create a dynamic and inclusive learning environment. Their creativity not only increases students' motivation and interest in learning, but also strengthens the relationship between teachers and students and enriches the overall learning experience. Through the implementation of differentiated learning and the creativity of Islamic Education teachers, SMAN 2 Lubuk Dalam has succeeded in creating a learning environment that enables every student to reach their full potential in understanding and applying Islamic concepts. By continuing to implement these best practices, the school can continue to improve the quality of learning and create a greater positive impact on students' academic and character development.

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