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IMPLEMENTATION OF DIAGNOSTIC ASSESSMENT ON FIQH SUBJECT

Muhammad Faiz[1], Anita Puji Astutik[2]

[1] Muhammadiyah University Of Sidoarjo, Indonesia
[2] Muhammadiyah University Of Sidoarjo, Indonesia
Email : mdffais544@gmail.com[1], anitapujiastutik@umsida.ac.id[2]

Abstract :

This research was conducted to explore Diagnostic Assessment and its implementation in junior high schools. Islamic Religious Education subjects are one of the important components in the school curriculum, and the quality of teaching can vary depending on various factors, including the school quality category. The research used a qualitative descriptive method and involved Islamic Religious Education teachers at SMP Muhammadiyah 9 Boarding School in Penatar Sewu Tanggulangin. The research aims to evaluate and understand the practice of Diagnostic Assessment and its implementation in junior high schools with B accreditation. This research also explores the perceptions of teachers, principals and students regarding this diagnostic assessment. The research uses a qualitative descriptive approach. The research subjects involved Islamic Religious Education teachers at SMP Muhammadiyah 9 Boarding School. Data collection was carried out through interviews with school principals, teachers and students. The data analysis process usually involves several stages, including data reduction, data presentation, and drawing conclusions. The results of this research are that all educators in Islamic Religious Education subjects at the school have implemented diagnostic assessments before the learning process and in accordance with the regulations from the Ministry of Education and Culture in 2020. The implementation of diagnostic assessments carried out by these educators takes the form of test sheets and interviews with students. The conclusion of this research is that implementation and diagnostic assessments are not based on schools with good quality, but depend on educators' understanding of the importance of these assessments which are made by Ismuba educators in these schools implementing diagnostic assessments with the aim of helping students understand the material better and supporting achievement of learning objectives.

Keywords : *Implementation, Diagnostic Assessment, Fiqh Learning*

Abstrak :

Penelitian ini dilakukan untuk mengeksplorasi Asesmen Diagnostik dan implementasinya di sekolah menengah pertama, Mata pelajaran Pendidikan Agama Islam adalah salah satu komponen penting dalam kurikulum sekolah, dan kualitas pengajaran dapat bervariasi tergantung pada berbagai faktor, termasuk kategori kualitas sekolah. Penelitian menggunakan metode deskriptif kualitatif dan melibatkan guru-guru Pendidikan Agama Islam di SMP Muhammadiyah 9 Boording School di Penatar Sewu Tanggulangin. Penelitian bertujuan untuk mengevaluasi dan memahami praktik Asesmen Diagnostik serta implementasinya di sekolah menengah pertama dengan akreditasi B. Penelitian ini juga mengeksplorasi persepsi guru, kepala sekolah, dan peserta didik terkait asesmen diagnostik ini. Penelitian menggunakan pendekatan deskriptif kualitatif. Subjek penelitian melibatkan guru Pendidikan Agama Islam di SMP

Muhammadiyah 9 Boording School. Pengumpulan data dilakukan melalui wawancara dengan kepala sekolah, guru, dan peserta didik. Proses analisis data biasanya melibatkan beberapa tahap, termasuk reduksi data, penyajian data, dan penarikan kesimpulan. Hasil dalam penelitian ini adalah semua pendidik mata pelajaran Pendidikan Agama Islam di sekolah tersebut telah mengimplementasikan asesmen diagnostik sebelum proses pembelajaran dan sesuai dengan aturan dari kemendikbud tahun 2020. Penerapan asesmen diagnostik yang di lakukan oleh pendidik tersebut berupa lembar tes dan wawancara kepada peserta didik. Simpulan dari penelitian ini adalah implementasi dan asesmen diagnostik tidak berdasarkan pada sekolah dengan kualitas yang baik, namun bergantung pada pemahaman pendidik akan pentingnya asesmen ini yang di buat oleh pendidik Ismuba di sekolah tersebut mengimplementasikan asesmen diagnostik dengan tujuan untuk membantu peserta didik lebih memahami materi serta mendukung ketercapaian tujuan pembelajaran.

Kata Kunci: *Implementasi, Asesmen Diagnostik, Pembelajaran Fiqih*

INTRODUCTION (Written in bold capital, Book Antiqua 12)

Education has always been in the spotlight of many people, not only from among policy holders but also users (students). The current and future challenge is to improve the quality of education based on standards. To make it happen can not only be one or two years but it needs a continuous process [1]. Eight educational standards are implemented in junior high school. However, with the increasing demands for the quality of education today, we need to review whether the minimum standards in elementary schools have run according to the minimum standards of debriefing. As a follow-up to the National Education System Law, the government established a Government Regulation of the Republic of Indonesia on National Education Standards. In the Government Regulation, the National Standard of Education is the minimum criterion for the education system in all jurisdictions of the Unitary State of the Republic of Indonesia. National Education Standards are the foundation for planning, implementing, and supervising education in order to realize quality national education. The purpose of SNP is to ensure the quality of national education in order to educate the nation's life and build character.

Article 35 of Law Number 20 of 2003 concerning the National Education System explains that the quality of national education in Indonesia must have eight minimum standards, which include 1) content standards, 2) processes, 3) graduate competencies, 4) educators and education, 5) facilities and infrastructure, 6) management, 7) financing, and 8) education assessment needs to be improved in a planned and periodic manner. The focus of long-term education development is directed at strengthening the implementation of 8

National Education Standards as minimum standards that must be achieved in each education unit. Especially from the standard of learning completeness that is still not well mapped.

The standard of mastery of learning should be positioned as the center of the dynamic motion of all resources. All resources are directed to support the development of quality learning completeness standards embodied in knowledge, skills, and attitudes [2]. The main component of learning completeness standards is learning standards consisting of subject matter, learning processes, and assessments. The effectiveness of learning is determined between educators and education personnel, facilities and infrastructure, and costs. To form all components of the standard that lead to the achievement of quality standards for learning completeness, schools must develop a system of planning, implementation, and evaluation.

Assessment is a process to collect data and information related to learning, both in terms of the learning process and learning outcomes[3]. The goal is to assess the extent to which students or learning programs achieve certain learning goals, criteria, or outcomes. Assessment can be done by various methods, including exams, assignments, projects, observations, and others. Assessment can provide feedback to students and educators, especially for learners Process assessment is useful for reflection, by tracking your child's learning progress, the challenges he faces, and the steps he must take to continuously improve his performance.

Diagnostic assessment is a very important type of assessment in education because it helps teachers and educational institutions to understand the initial condition of students and identify areas where students may need support or learning adjustments[4]. An important first step in the educational process because it helps ensure that learning is tailored to the needs and level of understanding of students. It also supports efforts to improve overall student learning outcomes.

The role of educators in implementing diagnostic assessments according to informants as a source in junior high school is to conduct pre-tests (latian

questions) with the help of counseling guidance teachers using learning style patterns, from the results of this learning style I know the preferences of students who can make it easier to deliver learning material at the beginning of each lesson chapter in fiqh lessons[5].

The informant said that authentic assessment and diagnostic assessment have no difference, only that in authentic assessment all students are equalized but if the assessment is agnotated mapped between students who understand the material and students who do not understand in fiqh material using process differentiation. According to Sunarti (2021), assessment is an important component in the learning process. to measure the extent to which learners have achieved learning objectives. and provide useful feedback, teachers can adopt a formative assessment approach enhancing learning[6].

Here are some important points to understand about assessment as follows: Formative assessment, especially assessments that provide data or feedback to teachers and students in improving learning. Assessment is the next step after assessment. This involves embedding certain attributes or dimensions, such as numbers or letters, against assessment results. These assessments often use predetermined standardized instruments to provide students with fair and objective grades. The value given in this assessment reflects how well the student has achieved the learning objectives.

The development of assessment of student learning outcomes is in line with the development of the program used. Assessment is a component that is directly related to the curriculum. The program itself is a written plan that contains the ideas of the program designer. The transformation of written plans into curriculum documents is an important step in the development of a structured and organized curriculum system. Curriculum documents are the main guidelines used by schools or educational institutions to design, implement, and evaluate learning processes [7]. Learning objectives are clear guidelines on what behaviors and abilities students are expected to achieve after completing the learning process. These objectives are critical because they help design, direct, and assess the effectiveness of learning.

Assessment at the beginning of learning is a learning process carried out to determine the readiness of students in absorbing teaching materials and achieving the intended learning objectives. This assessment is included in the category of process assessment because it is intended to provide information to teachers as a document of consideration in learning design, and not for the purpose of assessing student learning outcomes. During the initial assessment, educators should consider a number of aspects, including students' readiness to learn, interests, and academic profile[8].

Assessment in the learning process has an important role in understanding student development, providing useful feedback, and supporting learning improvement. Here are some additional points to understand Summative assessment, namely the assessment is carried out to ensure the achievement of Summative assessment has a different role compared to formative assessment in the learning process [9]. It is important to remember that both types of assessment play an important role in the learning process. Formative assessment helps students and educators adapt and improve learning throughout the process. While summative assessment provides an overall picture of student achievement at the end of learning. Both should be well integrated in the education system to ensure holistic student understanding and development[10].

In PAI learning settings, Fiqh is often given special attention and occupies the first chapter. Fiqh is one of the branches of science in Islam that deals with laws and ordinances in everyday life, including the procedures of worship, marriage laws, halal food, zakat, and many other things. Therefore, the understanding of Fiqh is very important in the practice of daily life of Muslims. Learning Outcomes (CP): Learning outcomes are the goals to be achieved in PAI learning. It includes the knowledge, skills, and attitudes that students are expected to master upon completion of these subjects. Learning Objective Flow (ATP): The Learning Objective Flow is a learning plan or sequence that includes how the teacher will deliver the material and the objectives to be achieved at each stage of learning. Thus, Fiqh is a branch of Islamic science that focuses on the

laws and ordinances in Islam. It includes guidance on worship, marriage laws, inheritance, zakat, and various other aspects of daily life. Fiqh deals more with practical actions in everyday life.

Fiqh material is important because it helps students understand how to apply Islamic teachings in everyday life. This enables them to live according to religious guidance and understand the ethical and moral principles in Islam. With a good understanding of Fiqh, students can become more responsible and conscious individuals in living their daily lives in accordance with the teachings of Islam. Ordinances of Worship: This includes everything related to compulsory worship (fardu) such as prayer, fasting, zakat, and hajj. Students learn about the procedures for performing these services, including the steps, timing of implementation, and conditions that must be met. Sunnah worship: In addition to compulsory worship, there is also sunnah worship (sunnah) which is recommended in Islam. This includes practices that are recommended but not mandatory. Students understand the importance and procedures for performing these Sunnah services[11].

Fiqh learning is not only about understanding the theory and its concepts, but also about practical application in everyday life. Direct practice plays an important role in the understanding of Fiqh, as it allows students to experience and understand the procedures for performing worship and legal provisions in Islam in more depth. Fiqh teaching that involves direct practice can be done through simulations, direct practice in the implementation of worship, role play, visits to mosques or places of worship, and various other active methods. Through a combination of theory and hands-on practice, students can better understand, internalize, and apply the teachings of Fiqh in their lives[7]. As well as in the Quran hadith material, in this Fiqh material educators must also know the extent of mastery of students in the implementation of their worship.

The Merdeka Curriculum has a very relevant goal in dealing with various characteristics of students. One important aspect of this curriculum is to recognize and appreciate the diversity of potential, interests, and talents possessed by each individual. With a more flexible approach in education,

Curriculum Merdeka aims to create a learning environment that allows the development of diverse potentials and expertise. Personalization Approach, Extracurricular and Additional Activities, Project-Based Learning Approach, By integrating diverse educational approaches and enabling learners to develop skills according to their interests and potential, Curriculum Merdeka aims to create graduates who are better prepared to succeed in various fields, as well as contribute positively to society. Diverse learning strategies that are able to provide different stimuli to each individual are key in the implementation of the Merdeka Curriculum. One of the main characteristics of the Merdeka Curriculum is that it provides flexibility to teachers to conduct differentiated learning. Differentiated learning is a very important approach to accommodate differences in learning styles, levels of understanding, interests, and abilities of learners in the classroom [12].

Mapping the learning needs of learners is an important step in the implementation of differentiated learning. It helps educators understand the individual characteristics and needs of each learner so that they can devise appropriate learning designs. In cases where schools like SMP Muhammadiyah 9 Boording School get learners from various basic education institutions, careful mapping of learning needs from the start is a very wise step.

By looking at prospective students from several different institutions, using diagnostic assessments to map student readiness and interest is a wise and relevant step. This approach helps schools to better understand incoming learners and prepare learning designs that better suit their individual needs and characteristics. Deeper Understanding: Diagnostic assessment helps schools to gain a deeper understanding of students' early abilities and interests. Identification of Weaknesses and Strengths: Diagnostic assessment helps in identifying the weaknesses and strengths of learners. that the purpose of this diagnostic assessment is to understand learners and design more effective learning. With this approach, schools can create a learning environment that is more inclusive and focused on individual development.

Jurisprudence learning has an important role in the formation of character and understanding of Islam for students at SMP Muhammadiyah 9 Boording School[13]. This helps students become more knowledgeable, responsible, and able to incorporate Islamic religious values in their daily lives. Jurisprudence learning also involves a process of assessment, assessment, and evaluation to measure students' understanding of the subject matter and their ability to apply Islamic teachings in their lives [14].

Based on the results of the diagnostic assessment you submitted, there seems to be variation in learners' learning readiness in religious and religious contexts. These results reflect differences in the level of religious readiness among learners based on various factors. Data results are obtained, namely; 1. Students in this group seem to have good readiness to learn religion. They have the ability to read the Quran well, perform prayers in an orderly manner, good religious knowledge, and have the support of their families. This may be due to a supportive family environment and setting a positive example in religious practice. 2. The second group of students still has support from the family, although their ability to read the Quran, perform prayers, and their religious knowledge still need to be improved. In this case, they may need more guidance and teaching to improve their readiness for learning in religious matters. 3. A third group of learners seems to face greater challenges.

They have not been able to read the Quran well, have not memorized some readings in prayer, have less religious knowledge, and a family environment that is less supportive. In such a situation, there needs to be special efforts to help them improve their readiness to learn in religion. Extra support and more intensive teaching may be required. The results of this diagnostic assessment provide a good picture of the interests and learning profiles of students in the context of religion, namely; Interests: (a) Learners in this group seem to have a high interest in memorizing the Quran, studying religious sciences, and other subjects as per the curriculum. This is a positive indication, as they have a strong motivation to explore religion and other religious knowledge.

The second group of learners seemed to have a special interest in memorizing Juz 30 of the Quran and focused more on non-religious subjects. This is a legitimate preference, and it is important to respect their interests while ensuring that they also get enough religious education. The third group of learners may lack interest in religious subjects, but are still willing to learn basic religion-related subjects that they have not mastered. This can be an opportunity to motivate them and help them improve their understanding and practice of religion. Learning Profile: 1. Learners in the first group seem to have independent learning ability and awareness in practicing worship, both compulsory and sunnah. They may need less guidance. 2. The second group of learners is able to learn with the assistance of educators, but may require additional motivation in the awareness of practicing daily worship. Support from educators in this regard will help them develop better religious practices. 3. The third group of students requires intensive guidance related to compulsory worship and basic religious materials.

In this case, cooperation with parents/parents is very important to motivate and supervise the learning process of students at home. After mapping students based on some of the above, the next step is to plan differentiated learning. A very important approach in the context of learner-centered education. It helps teachers accommodate individual differences in the readiness, interests, and learning profiles of learners. The four differentiation strategies described: Content Differentiation: This strategy deals with how to present subject matter tailored to the individual learning needs of learners. It involves mapping the learning needs of learners and grouping them based on their level of readiness, interests, and learning profile. Educators can provide different levels of material or various resources that support better understanding of learners. Process Differentiation: In this case, educators think about the way learners process ideas and information. Educators can provide choices in learning methods, tools, or approaches that allow learners to interact with the material in a way that suits their learning style. It also involves assigning assignments or projects that allow students to explore the topic in a way of their choosing. Product Differentiation:

Learning products are the result of what students have learned. Educators can provide a variety of ways for students to express their understanding. This can be a project, presentation, essay, or other format that allows students to demonstrate what they know and understand. This product can be used as an assessment tool and a basis for tailoring subsequent material. Learning Environment Differentiation: The learning environment includes the classroom climate and how learners feel in the learning process. Educators must create an environment that supports individual differences in terms of learning needs and preferences. This could include the physical setting of the classroom, how to communicate with learners, and providing necessary social support.

Materials on purification, obligatory prayers, and sunnah prayers are an important part of Islamic Religious Education (PAI) lessons in Islam. These materials are not only theories taught in the classroom, but also the main worship in Islam that must be understood, practiced, and practiced in everyday life. Direct Practice: In order for learners to truly understand and be able to perform thaharah, obligatory prayers, and sunnah prayers, direct practice is essential. Teachers should provide concrete examples of how to carry out this worship, and learners need to practice directly.

Islamic religious education helps students to understand their religion more deeply and become responsible individuals in carrying out Islamic teachings in everyday life[15]. In teaching recitation and prayer movements to learners, different approaches can be applied according to their ability and level of understanding. In this regard, cooperation between PAI teachers, teachers who teach the Quran, homeroom teachers, and parents is essential to ensure good learning and prayer practices. Differentiation of Teaching: Teachers must understand the ability level of learners and provide appropriate learning. For students who are able and independent in prayer, they can be given further guidance and reminded to remain disciplined in worship. For students who are not yet able, they need to get extra guidance and a more intensive approach. Active Learning: Teachers can use active learning methods, such as simulations and hands-on practice, to help learners understand prayer readings and

movements better. With an approach that focuses on the differences in learners' abilities and good cooperation between teachers and parents, prayer learning can be a rewarding experience and strengthen their religious understanding and practice.

School conditions according to informants at SMP Muhammadiyah 9 Boorsing School in 2022 educators apply diagnostic assessments in class VII and in 2023 we apply diagnostic assessments to class VII because from the pre-test results that we have applied at the beginning of fiqh learning, many of the students have understood fiqh material such as holy material from hadas and congregational prayers, there are 80-90% of students who have understood the material, It's just that students who lack understanding of the material fiqh jama' qoshor, taqdim and takhir because for students who have just listened to the material which makes many students less understanding and also lack of application to their daily lives.

In previous studies, namely Ahmad Zarkasih Nur, Syuhendri, Sardianto Markos Siahaan that this research focused on the use of four-tier diagnostic test assessments in knowing the understanding of concepts and misconceptions of students. Four-tier diagnostic test is an effective test tool to identify students' misconceptions on various physics concepts. The use of four-tier diagnostic tests can help educators to analyze students' understanding of concepts more accurately, determine submaterials that need to be emphasized, and design more appropriate learning to reduce misconceptions. In addition, four-tier diagnostic tests can also help in determining factors that influence students' misconceptions, such as lack of interest in learning, inappropriate teaching methods, and differences between students' initial concepts and scientific concepts [16] . Ermiyanto, Iman Asroa, Asnelly Ilyas this study discusses the use of learning styles of grade VII students at SMPN 4 Padang Panjang. The research was conducted at SMPN 4 Padang Panjang by distributing learning style questionnaires to students. The study population consisted of all grade VII students at SMPN 4 Padang Panjang and samples were taken from grade VIII students The study was conducted on December 12, 2022 at SMPN 4 Padang

Panjang. The results of the study described the learning styles of grade VII students at SMPN 4 Padang Panjang varied with a ratio of 33.9% visual learning styles, 33.2% auditory learning styles and 32.9% kinesthetic learning styles. These variations in learning styles are spread out in relatively equal comparisons [17].

The initial description of SMP Muhammadiyah 9 Boording School has applied diagnostic assessment to fiqh lessons, this diagnostic assessment has been running in class VII in the opinion of the informant we have interviewed said that this diagnostic assessment is applied by means of a pre-test (latian question) given at the beginning of learning and also some are given at the beginning of the learning year assisted by counseling guidance teachers. Researchers are interested in making a study because in class VII on fiqh subjects in the chapters of Jama' Qoshor, Taqdim and Takhir many of the students who lack understanding in the material researchers are interested in making a research step.

RESEARCH METHOD (Written in bold capital, Book Antiqua 12)

This research was conducted at SMP Muhammadiyah 9 Boording School, Sidoarjo Regency, involving grade VII students of Wakacurriculum teachers and Ismuba teachers. The determination of the location of the study was based on the fact that SMP Muhammadiyah 9 Boording School Sidoarjo Regency has 2 mobilizing teachers who have implemented an independent curriculum. The method that has been used in this study is a qualitative approach, with primary data collection through various interview techniques with Wakakurikulum, Ismuba teachers, and students. Qualitative approaches in research and comprehensive data collection are often used to explore in-depth understanding and context in a research topic. such as interviews with Wakakurikulum, Ismuba teachers, and students, documentation digging for information related to this diagnostic assessment and observation was conducted at SMP Muhammadiyah 9 Boording School, this study aims to gain an in-depth understanding of the implementation of diagnostic assessment in fiqh subjects at SMP Muhammadiyah 9 Boording School.

Observations are made by researchers to make observations on the object to be addressed to find out diagnostic assessments in fiqh subjects. The researchers' observations were carried out at SMP Muhammadiyah 9 Boording School. Researchers made observations to theand PAI teachers in class VII, namely whether in the use of diagnostic assessments in fiqh subjects, PAI teachers have applied it in the pre-test process activities (latian questions) in a good manner. How is the PAI teacher's strategy in using diagnostic assessment so that it looks attractive to students when applied in learning activities. And before carrying out teaching process activities, whether PAI teachers in the use of diagnostic assessments, the way it is prepared is in accordance with the school's policy.

This interview was conducted by researchers to find information and take data related to the use of diagnostic assessments in fiqh subjects to PAI teachers at SMP Muhammadiyah 9 Boording School. The data taken by researchers involved in the use of diagnostic assessment includes components in compiling pre-tests, criteria for students who already understand fiqh and do not understand fiqh, basic principles of preparing diagnostic assessments, and how to compile diagnostic assessments in fiqh subjects.

Documentation is Data collection through the study of documents, including created data and personal documents such as photographs, letters, diaries, and other records, is a method that can provide valuable insights in qualitative research. Documentation is a collection of files in the form of photos, which are needed in the use of a study and can be used as a basic basis and main tool for the implementation of research in the field.

FINDINGS AND DISCUSSION

From the results of the research that informants as sources in SMP Muhammadiyah 9 Boording School are easier to receive material if educators are

creative in delivering learning materials. Process assessment is useful in Reflecting on the learning strategies used in the context of Diagnostic Assessment implementation can be an important step to improve the quality of learning. efficiency in the design and implementation of learning.

According to informants, it is easier to provide learning methods to students, because students have different levels of understanding in the process of learning activities. In view of the learning styles of students, which are varied, among others, students use kinesthetic, visual, audio-visual learning styles. By using this diagnostic assessment, I learned the pleasure of students who are in junior high school. The steps are if I provide material that does not understand, then my step is to repeat the material using the learning method that the student likes. Each student in the learning process has different characteristics and the learning spirit of each student is also different. With these differences in characteristics, one solution is the holding of learning methods that can increase the enthusiasm for learning of students. In an effective learning process, it is important to choose a learning method that is appropriate to the level of development of students and the learning material taught.

A learning process that is fun and in accordance with the learning pillars in the educational curriculum can help students build and find their identity. Some of the pillars of learning are; 1. Active Learning: learners are more likely to understand and remember information when they are actively engaged in learning. Learning methods that encourage student participation, such as group discussions, problem-based projects, or experiments, can help students learn actively. 2. Creative Learning: Creativity is the key to self-development. Learners need to be given the opportunity to think "outside the box" and come up with creative ideas. Using approaches such as art, theater, or fine arts projects can help encourage student creativity. 3. Effective Learning: Effective learning refers to methods that have been proven effective in helping students achieve learning goals. Educators must choose a method that is in accordance with the learning material and the goals to be achieved. 4. Fun Learning: A fun learning process can increase learners' motivation. Learners who take pleasure in learning are

more likely to be engaged and have positive experiences. By combining these learning pillars, teachers can create learning experiences that focus on developing students' identities. The selection of learning methods that match the characteristics of students and the learning material will help students feel engaged and motivated, which in turn will increase their understanding and achievement of learning outcomes.

The role of educators in implementing diagnostic assessments according to informants as a source at SMP Muhammadiyah 9 Boarding School is to conduct pre-tests (latian questions) with the help of counseling guidance teachers using learning style patterns, from the results of this learning style I know the preferences of students who can facilitate delivering learning material at the beginning of each chapter of the lesson in fiqh lessons. Authentic assessment and diagnostic assessment have no difference, it's just that in authentic assessment all students are equalized but if diagnostic assessment is mapped between students who understand the material and students who lack understanding in fiqh material using process differentiation.


Figure 1 : Pie Chart

In the results of research in the form of data that have been obtained is that in class VII many of the students who have understood the fiqh material in the congregational prayer chapter have reached 94% of students who have understood and 6% lack understanding of fiqh material in the congregational prayer chapter. Students who have understood the fiqh material in the jama prayer chapter are 89% and those who do not understand the fiqh material in the jama prayer chapter are 11%. KKM (Minimum Completeness criteria) in junior high school is a score of 60. For students who do not achieve KKM (Minimum

Completeness Criteria) will be given remidials to aim to achieve KKM. Educators will map between students who have understood and who do not understand the material by using a process-different learning model to provide more intense learning and adjust learning patterns that are preferred by students. Solutions to provide explanations that make it easier for students who lack understanding are 1). The seats of the learners move to the front, 2). Provide teaching tools or media according to their learning style, 3). Ask the learners for a presentation of the results of the group discussion, 4). Pay special attention.

Effective and diverse teaching methods applied by educators during the learning process can increase students' interest in learning, so that their academic achievement can increase. Learning outcomes are the results obtained by students after following the learning process. Every teacher has an end goal that must be achieved, one of which is to improve student learning outcomes compared to before. Cognitive learning outcomes include students' ability to understand concepts in school, as measured through test scores to assess success rates in learning achievement. The development of learning outcomes includes transformations in individual behavior that include cognitive, affective, and psychomotor aspects. This transformation occurs after learners have completed their learning program through interaction with various learning sources and environments.
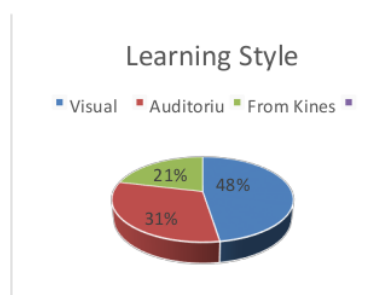
Figure 2: Learning Style Diagram

Based on the results of learning style data analysis of 19 students, it leads to visual learning style by 47%, auditory learning style by 31%, while kinesthetic learning style by 21%. Differences in student learning styles in order to meet their

needs, educators apply differentiated learning during the learning process in the classroom. Differentiation in learning does not mean teaching all students using different methods, nor does it create a learning group of students who are smart with those who are smart or vice versa. The application of differentiated learning requires educators to vary and understand various aspects of differentiation, including content, processes, products, and learning environments. Educators must optimize the needs and potential of each learner, so that learning becomes effective and students feel happy because their learning needs are optimally met. Differences in learning styles prove that each student has the best way to process the information received. In order for educators to implement differentiated learning strategies, they must use appropriate and appropriate methods.[18]

Every educator has a distinctive teaching style and method, becoming a unique characteristic of an educator. This ability requires expertise in delivering learning material, because if not, students may have difficulty understanding the material, be less able to explore deeper, lack interest in the subject, or even dislike the teacher as an educator. The application of teaching styles has objectives, one of which is to facilitate students' understanding of the knowledge taught so that the core material can be achieved and to improve the quality of education. Meanwhile, factors that affect student learning outcomes can be divided into two, namely internal factors derived from students themselves such as interest, activeness, motivation, attention, independence, and abilities, and external factors originating from outside students, such as unclear delivery of material, inappropriate learning strategies, learning environment, inadequate facilities and infrastructure, and so on.

To achieve maximum learning outcomes in learning, it is important to emphasize the involvement of learners as a whole, involving physical, mental, intellectual, and emotional aspects. This is certainly related to how the learning process is carried out. Bobby De Porter describes that individuals with visual learning styles tend to have a neat and structured nature. They like fast conversation, are not distracted by noise while studying, love to read, be conscientious and fast readers, are able to understand the content of speech

although may not be very proficient in word selection. They tend to remember easily through visual associations, but may have difficulty understanding direct instructions and require repetition of words if asked for help, as well as being careless.

Learners with an auditorial style have certain characteristics, where they often say words while working, do not like noise, are sensitive to sounds, and like to read aloud. They have the ability to tell stories, but may have difficulty writing sentences. In addition, they tend to be good at remembering information heard from others and are able to explain a problem thoroughly. Therefore, learners with an auditorial style feel more comfortable in speaking and enjoy interviewing activities.

Kinesthetic learners have certain characteristics, such as reluctant to speak aloud, difficulty remembering locations, tendency to move actively when memorizing, reading using finger markers, not comfortable sitting still for a long time, and tend to have a less regular writing style. Individuals who learn with a kinesthetic style are more likely to enjoy movement and touch in their learning process. According to informants in junior high school, every child has a different learning style, therefore, in teaching, a teacher needs to use a variety of different actions and learning strategies. A differentiated learning approach emphasizes that teachers should not impose a particular approach and should understand student interests to achieve optimal learning outcomes.[19]

DATA NILAI SISWA KELAS VII

■ Diatas KKM   ■ Dibawah Standar KKM

1%

99%
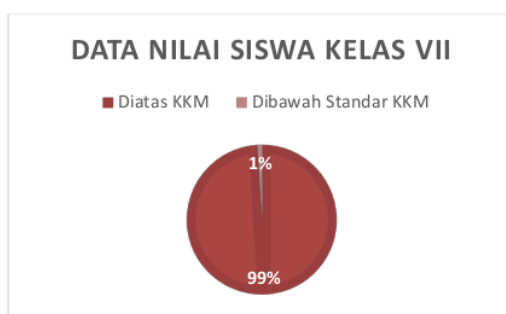
Figure 3 : Pie Chart

In the results of research in the form of data that have been obtained are in class VII who get scores above the KKM that has been set by SMP 99% and 1% of students who are below the KKM standards that have been set, but there is 1

student who gets a score below the KKM that has the initials GP, the educator's action in students who have the initials GP is to provide remidial until students reach the KKM that has been set and educators pay more intensive attention so that GP students achieve targets.

Curriculum is one of the most important components in an education system. This is because the curriculum serves as a guide or learning plan that covers various aspects, such as educational objectives, learning materials, teaching methods, and assessments. The Merdeka Curriculum aims to update and perfect education in Indonesia by placing more emphasis on developing students' competencies and character. It also reflects efforts to give schools and educators more control in the learning process. Some of the main differentiators between the two include: 1.National Standardized School Examination (USBN): In the Independent Curriculum, USBN is developed by each school. This gives schools more flexibility in designing and administering exams that suit their needs and conditions. 2. Changes to the National Examination (UN): UN was replaced with the Minimum Competency Assessment (AKM) and character survey. This indicates a change in educational assessment approaches that place more emphasis on measuring students' basic competencies and character. 3. Freedom in Designing Learning Implementation Plans (RPP): The Independent Curriculum provides freedom to teachers in designing lesson plans. This allows for a learning approach that is more in line with the characteristics of students and the school environment. 4. Flexibility in Zoning New Student Admission Regulations (PPDB): Zoning-based PPDB gives preference to students who are in certain zones. It aims to create more equitable opportunities for students in access to education. [20].

Differentiated learning is an approach designed to meet the individual needs and abilities of each learner. The objectives of this approach include several important aspects, such as: 1. Assisting All Learners in Learning: The differentiated approach aims to ensure that all learners have the opportunity to learn and achieve learning objectives. This means understanding and accommodating differences in learning styles, learning speed, and ability levels.

2. Improve student motivation and learning outcomes: By considering the difficulty level of tasks that match individual abilities and learners, a differentiated approach can improve student motivation and their learning outcomes. Students feel more confident when assignments and learning materials match their ability level. 3. Building a Harmonious Relationship between educators and learners: In a differentiated approach, educators play an important role in understanding the needs and desires of learners. This creates a better relationship between educators and learners, strengthens students' motivation to learn, and creates a positive classroom environment. 4. Developing student independence: Differentiated learning also aims to help learners become independent learners. This involves giving them responsibility in managing their study time, identifying their strengths and weaknesses, and appreciating diversity in the learning process. 5. Increase educator Satisfaction and Teaching Creativity: educators who apply a differentiated approach can feel more satisfied with their work because they see significant progress and development in learners. It also encourages educators to be more creative in designing and teaching lessons, according to the diverse needs of their learners. With a focus on this goal, the differentiated approach aims to create a more effective learning experience and meet the unique needs of each student, thus achieving greater academic success and personal development. [21].

Mapping the learning needs of learners is a very important first step in the implementation of differentiated learning. A deep understanding of each student's needs and learning profile assists educators in designing effective learning. These steps are; 1. Mapping Student Learning Needs: This mapping is a very important first step. Through mapping, educators can identify the learning needs of each student. This includes an understanding of the student's learning style, ability level, interests, strengths, and weaknesses. This mapping allows teachers to get to know students in more depth. 2. Diagnostic Assessment Design: Diagnostic assessment is used to measure students' initial ability and identify areas where they may need additional assistance. Diagnostic assessment can be in the form of written tests, questionnaires, or interviews, according to the

characteristics of the students and the objectives of the assessment. 3. Diagnostic Assessment Method: In the case you mentioned, diagnostic assessment methods include the use of questionnaires, religious test questions, and interviews. The use of these various methods gives a more complete picture of the student. The assessment results help teachers identify differences in abilities and interests, which can be used as a basis for designing appropriate learning. 4. Purpose of Diagnostic Assessment: It is important to note that diagnostic assessment in this context is not to exclude students, but to understand their needs better. With a deep understanding of students' abilities and interests, teachers can design learning that focuses on their development, creating a more tailored and effective experience. Through these measures, educators can better deal with student diversity and provide a learning approach that allows each student to grow and develop according to his or her potential. The implementation of differentiated learning based on this deep understanding of students will support the achievement of better learning outcomes. Differentiated learning strategies are divided into 4 (four) things, namely: 1) Content / content differentiation related to the curriculum and material learned by students by mapping learning needs and using groupings based on student readiness, interests, and learning profiles. 2) Process Differentiation: In this case, educators think about the way learners process ideas and information. Educators can provide choices in learning methods, tools, or approaches that allow learners to interact with the material in a way that suits their learning style. It also involves assigning assignments or projects that allow students to explore the topic in a way of their choosing. 3) Product Differentiation: Learning products are the result of what has been learned by learners. Educators can provide a variety of ways for students to express their understanding. This can be a project, presentation, essay, or other format that allows learners to demonstrate what they know and understand. This product can be used as an assessment tool and a basis for tailoring subsequent material. 4) Learning Environment Differentiation: The learning environment includes the classroom climate and how learners feel in the learning process. Educators must create an environment that supports individual differences in

terms of learning needs and preferences. This could include the physical setting of the classroom, how to communicate with learners, and providing necessary social support. Those who have completed assignments can generally proceed to specialized work designed by educators to suit the learners' individual abilities and learning styles. In certain materials, the differentiation process can also be applied by grouping students based on their level of readiness, ability, and interest in learning. [22].

The principles of differentiated learning according to Tomlinson include the following: a. Conduct continuous evaluation during the learning process. Teachers are constantly gathering information about how students learn so as to design lesson plans that match students' individual needs. b. Ensure that the learning process recognizes student diversity. Students are taught based on their level of readiness, interests, and learning style. c. Group students flexibly. Teachers design learning that allows all students to work together with various peers at any given time. Students are expected to work with peers who have similar interests or learning styles. d. Encourage continuous collaboration and coordination between class teachers/subject teachers and special educator teachers. e. Build a shared commitment between teachers and students to achieve the expected learning outcomes. f. Use time flexibly to respond to student learning processes and outcomes. g. Various learning models are used, such as learning centers, talent and interest development centers, and focus on student learning style preferences, as well as learning involving peer tutors and so on. h. Student assessment is carried out by various methods appropriate to the individual development and growth of each student.

Differentiated learning has specific signs that distinguish it from other learning strategies. Specific signs of differentiated learning include: a. Focus on students' learning needs. b. Mapping student learning needs by considering three aspects, namely learning readiness, learning interests, and learning styles. c. Include three elements in carrying out learning, namely differentiation in content, process, and results. d. Creating a learning atmosphere that inspires students to actively study and work hard to achieve learning goals as much as

possible. e. Learning focuses on student initiative. f. Group students adaptively and flexibly. g. Able to produce a variety of learning products. h. Continuous evaluation of learning

The purpose of differentiated learning is to accommodate student learning by considering learning interests, level of learning readiness, and learning style. Specifically, differentiated learning objectives can be grouped into five parts, namely: 1. Assist all students in the learning process. With the intention that teachers can increase understanding of student abilities, so that learning objectives can be achieved by all students. 2. Increase motivation and achievement of student learning outcomes. So that students can achieve learning outcomes that are in accordance with the level of difficulty of the material provided by the teacher. If it is a student. 3. Build a harmonious relationship between teachers and students. Differentiated learning strengthens the positive relationship between teachers and students, inspiring students' passion for learning. 4. Encourage students to become independent learners. If students are taught to learn independently, then they will get used to and appreciate diversity. 5. Increase teacher satisfaction. When teachers apply a differentiated learning approach, it challenges teachers to develop creativity in their teaching methods, so that teachers feel satisfied and develop in their teaching abilities.

Tomlinson and Moon in their book "Assessment and Student Success in a Differentiated Classroom" explain that the principle of assessment in differentiated learning involves assessing students based on predetermined criteria set by educators, rather than judging them based on fixed norms or regulations. Before carrying out formative assessments (daily tests), educators need to provide responses or feedback to assessments that have been carried out during the learning process, so that students can identify errors that have occurred and have the opportunity to make improvements before arriving at the final assessment (assessment of learning outcomes).

It is important for an educator to continuously observe and control the

level of student participation and intelligence throughout the entire learning process based on a differentiated learning model, from the beginning to the final assessment. The assessment in the report depends not only on the end result or product, but is also reflected from the initial stage of learning until the evaluation of learning is complete. Thus, educators can measure the extent of student progress and development at each stage of the learning process. [23]

The presence of an independent curriculum aims to enable the development of unique individual potential in each person, so that this potential can develop into expertise. To achieve this goal, a variety of learning strategies are needed that are able to provide different stimuli to each individual. Therefore, one of the three main characteristics of the independent curriculum, as part of recovery efforts in learning, is to provide flexibility to teachers to apply differentiated learning.[24]

Fiqh, in the context of language, refers to deep understanding or knowledge that requires maximum application of reason. Samsul Munir Amin explained that fiqh is a scientific discipline that elaborates sharia laws (the science that explains all sharia laws) relating to actions that are sought to understand them from clear propositions. However, some scholars have various definitions, among which are: 1) Fiqh in the literal sense refers to intelligence, wisdom, and deep understanding. 2) According to T.M. Hasbi Ash-Shidqy, a scholar who follows the Shafi'i school, fiqh is a scientific discipline that explains all religious laws pertaining to actions required by individuals who are puberty (mukallaf) based on clear propositions.

Fiqh learning is a process carried out consciously, purposefully, and planned related to the introduction of Islamic laws related to the actions of individuals who have converted, both in the context of worship and muamalah, with the aim that students can recognize, understand, and carry out daily worship. In Fiqh learning, interaction does not only occur between teachers and students in the classroom, but also involves various types of interaction, both in

the classroom environment and in places of practice related to worship. Learning aids such as VCDs, films, or other media can be used in this Fiqh learning process.

The material characteristics of fiqh are an integral part of Islamic Religious Education which focuses on teaching aspects of worship, especially with regard to the understanding and implementation of Islamic principles related to worship. This includes an explanation and understanding of how to carry out Islamic obligations, ranging from regulations and procedures for the implementation of taharah, prayer, fasting, zakat, to Hajj. This material also includes rules and guidelines regarding food and beverages, circumcision, sacrifice, and how to carry out buying and selling transactions and borrowing. Fiqh learning at SMP Muhammadiyah 9 Boarding School acts as a guide and means to guide students so that they have a strong understanding of the principles of Islamic law and the procedures for its implementation, with the aim that they can apply it in everyday life, so that they become Muslims who are always obedient in carrying out Islamic law as a whole [25].

CONCLUSION

Based on research conducted at SMP Muhamadiyah 9 Boording School in grade VII regarding learning styles, it was concluded that learners with visual styles were 47%, auditory learning styles were 23%, while kinesthetic learning styles were 30%. Differentiated learning is learning that facilitates students to meet their learning needs by applying differentiated learning strategies or student-centered learning based on the results in applying learning styles, educators will get assessment results.

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