

IMPLEMENTATION OF DIAGNOSTIC ASSESSMENT ON FIQH SUBJECTS

Muhammad Faiz¹, Anita Puji Astutik²

^{1,2} Islamic Education Study Program, University of Muhammadiyah Sidoarjo, Indonesia
Email : mdffais544@gmail.com¹, anitapujiastutik@umsida.ac.id²

DOI: <https://doi.org/10.37758/jat.v6i2.736>

Received: October 2023

Accepted: November 2023

Published: November 2023

Abstract :

This research examines Diagnostic Assessment and its implementation in junior high schools. Islamic Religious Education subjects are one of the essential 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 study 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 study uses a qualitative descriptive approach. The research subjects involved Islamic Religious Education teachers at SMP Muhammadiyah 9 Boarding School. Data was collected through interviews with school principals, teachers and students. The data analysis usually involves several stages, including data reduction, data presentation, and conclusion. This research shows that all educators in Islamic Religious Education subjects at the school have implemented diagnostic assessments before the learning process and by the regulations from the Ministry of Education and Culture in 2020. The implementation of diagnostic checks carried out by these educators takes the form of test sheets and student interviews. 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 Islamic educators make in these schools implementing diagnostic checks to help students understand the material better and support achievement of learning objectives.

Keywords : Implementation, Diagnostic Assessment, Fiqh Learning

Abstrak :

Penelitian ini mengkaji tentang 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 Boarding 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 Boarding 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 dilakukan 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 dibuat 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

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 (Arifin et al., 2018). 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 (Suryana, 2020).

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 (Astutik, 2017). 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.

Assessment is a process to collect data and information related to learning, both in terms of the learning process and learning outcomes (Izza & Astutik, 2023). 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 (Indrawati et al., 2022). 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 (Furoida, 2023).

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 (Rofiqoh et al., 2020).

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. Curriculum documents are the main guidelines used by schools or educational institutions to design, implement, and evaluate learning processes (Fahyuni, 2013). 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 (Indriastuti et al., 2017).

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 (Ramadhan & Astutik, 2020). 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 (Anggraena et al., 2017).

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 (Mahmudah et al., 2023).

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 (Fahyuni, 2013). Differentiated learning is a very important approach to accommodate differences in learning styles, levels of understanding, interests, and abilities of learners in the classroom (Sallima & Romadlon, 2023). Jurisprudence learning has an important role in the formation of character and understanding of Islam for students at SMP Muhammadiyah 9 Boording School (Rachmah, 2020). 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 (Nasrullah & Waqfin, Ibnu, Saat, 2023).

School conditions according to informants at SMP Muhammadiyah 9 Boording 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 the previous study, Ahmad Zarkasih Nur et al 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 (Nur et al., 2023) . 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

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 PAI teachers in class VII, namely whether in the use of diagnostic assessments in fiqh subjects, PAI teachers had 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.

FINDINGS AND DISCUSSION

From the results of research that has been conducted at SMP Muhammadiyah 9 Boording School, informants said that students 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. Therefore, researchers and Ustadzah FK made questions as a step to map

students who have understood and who do not understand jama material'. In the previous study, Ahmad Zarkasih Nur et al 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 concepts. In this case, the researcher compares the four-tier research with the three-tier test research produced in the junior high school is different because in terms of application in junior high school it is still lacking because students do not understand the material, so with that the researcher and the informant collaborate to provide an understanding of the jama material to previous students, after that the researcher with the informant provides a way by using a three-tier test some of the initial level questions are Multiple choice, the second level of fill-in-the-field answers, and the third level is the confidence of students in answering the questions that have been given by the researcher. The results of the application of three-tier test theory can produce students to understand the material that has been explained. The application process of three-tier theory is assisted by counseling guidance educators to know behavioristic learning theory in students.

Learning theory is a method used by an educator to describe how a student carries out a learning process. Learning carried out by students, according to Ernest R. Hilgart and Gordon H. Bower (Simanjuntak & Pd, n.d.) states that learning is a process of planned or deliberate activities that then cause a change whose circumstances are different from previous activities. Behavioristic theory is a learning theory that examines behavioral changes that can be observed, measured, analyzed and tested in reality. This school of theory provides input in achieving superhuman change, understanding and behavioral models for an individual (Putra et al., 2023).

Identifying the characteristics of learning in junior high school is aligned with the findings of early behavioral theory and the characteristics of students when building learning programs is very important to do. This is done to determine the quality of each student so that it can be used as a basis for making learning management strategies. Talent, learning motivation, learning style, thinking ability, interest, or initial ability are some of the aspects displayed in this activity. One of the foundations for building an appropriate instructional system for a child is the outcome of activities that identify the child's early behaviors and characteristics. This activity can reduce the heterogeneous problems of students in the classroom or at least address those problems. In addition, the way teachers identify children's early behavior and characteristics includes helping learning designers (teachers) identify exactly what children already know and what they don't know before they start activities (Nafisa & Fitri, 2023).

Diagnostic tests are tests used by students to find out student weaknesses so that these results can be used as a basis for providing follow-up in the form of appropriate treatment according to the length of time the student has. In this study, diagnostic tests were developed in the form of four tiers and were used to identify students' understanding of concepts on fiqh material. The four-tier diagnostic test is a development of the three-tier multiple-choice diagnostic test.

The first tier or also called the answer tier is a level that presents answer choices from the questions / problems asked. The second tier is a level that presents various confidence scales to measure how confident learners are in determining and choosing answers at the first level. The third tier or also called the reason tier is a level that presents the reasons that students must choose regarding the determination of answers at the first level. Fourth tier, a level that presents various confidence scales to measure how confidently students determine and choose answers at level three (Mahmudah et al., 2023).

According to the informant, 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.

In the implementation of the learning process, educators often find unique phenomena in their students. There are students who can quickly understand the lesson delivered, and some are slow in understanding the lesson. There are students who are very active in following lessons, there are also students who are less active in following learning. There are students who like to sit quietly listening to their teachers lecture, there are also students who don't feel at home in class for long and like to go in and out of class. These various phenomena are certainly caused by several factors, both from within the student and from the environment around the student. One of the factors that emerge from within the student is learning style. The informant explained to the researcher that a fun learning process 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 learning materials will help students feel engaged and motivated, which in turn will increase their understanding and achievement of learning outcomes (HASANAH, 2016).

The informant explained to the researcher that if the implementation of the learning process wants to achieve maximum learning results, educators are expected to always provide motivation to students so that students can increase interest in learning fiqh lessons. Educators' efforts to increase learning motivation, Especially the first teacher provides stimulus about the material to be discussed in class, giving stimulus will form new behaviors that appear in students. Stimulus is a positive stimulus given by the teacher, making it easier to provide material in class. The second effort is to provide perception, that is, the teacher repeats the material that has been learned before. Perception is the activity of connecting Old and new materials, which are used as measuring tools for students to master old material so that they can understand new material easily. The third effort is in the form of teachers enlivening the classroom atmosphere, where the learning atmosphere is pleasant because of the conditions and position of the class, which is formed so that students are happy in conditioned conditions (Aprilia & Pratiwi, 2023). Learning motivation is the overall driving force in students that causes learning activities and provides direction to learning activities, then the goals desired by students will be achieved. that motivation is a function of the basic human need to control and is related to the abilities that exist in each individual (Fahri Husaeni, 2023).

The role of educators in implementing diagnostic assessments according to informants as a source at SMP Muhammadiyah 9 Boording School said that conducting 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.

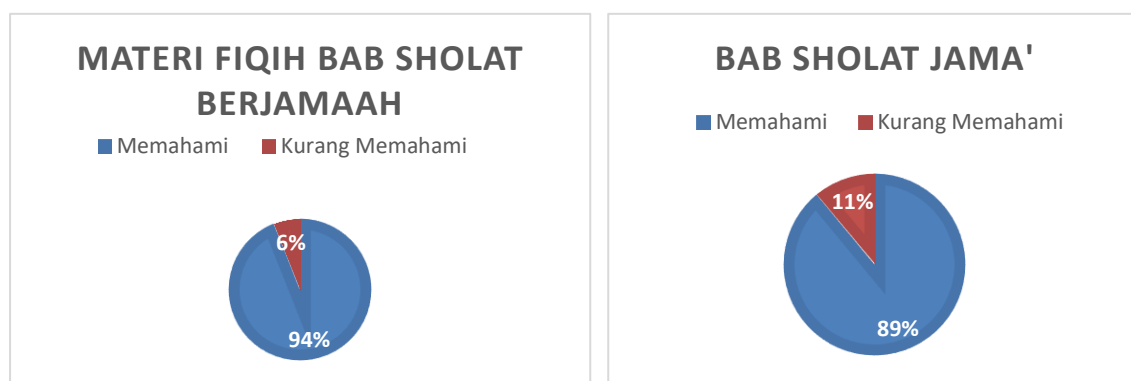


Figure 1 : Pie Chart

The results of diagnostic tests provide information about concepts that are not yet understood and that have been understood. Therefore, this test contains material that is considered difficult by students, but the level of difficulty of this test tends to be low. After knowing the difficulties of students, the task of an educator must be to help students overcome these difficulties, one of which is by remedial teaching. The remedial program is an effort to help students who have not achieved learning completeness, in the form of improvement activities that include all guidance assistance provided to students to improve learning outcomes in order to achieve the expected learning completeness. (Hikmasari et al., 2018)

In the results that have been found by researchers in junior high school in the form of data that have been obtained are 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 remedials 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. The test that will be used in this study is a written description test or essay, where students can answer briefly according to the questions given. There are two kinds of treatment carried out in this study, namely pre test and post test.

Pre test can be interpreted as an activity to test the level of knowledge of students about the material to be delivered, pre test activities are carried out before teaching activities are carried out. Post test is the final evaluation when the material taught on that day has been given. An educator provides a post test with the intention of whether students have understood and understood about the material that has just been delivered that day. This test is conducted for 45 minutes after learning begins. (Habibah, 2023)

Conveying that in essence all students can achieve the specified competency standards, only the time of achievement is different. So there is a need for a remedial (improvement) learning program. (Hikmasari et al., 2018) The diverse characteristics of students certainly also appear a variety of potentials that accompany it. The presence of this independent curriculum aims at how the potential of each individual can be developed into a skill. For this reason, varied learning strategies are needed and are able to provide different stimuli to each individual. (Sukmawati, 2022)

In the results of observing, researchers found effective and diverse teaching methods applied by educators at SMP Muhammadiyah 9 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. (Akihary et al., 2023) Achieving maximum cognitive learning outcomes requires the commitment of educators and learners. It takes the teacher's ability to manage learning in the classroom. High school students are expected to be able to develop three areas of competence including cognitive, affective, and psychomotor. Learners are directed to understand concepts, discover, develop potential, socialize and understand the circumstances of the surrounding environment (Herlina et al., 2023).

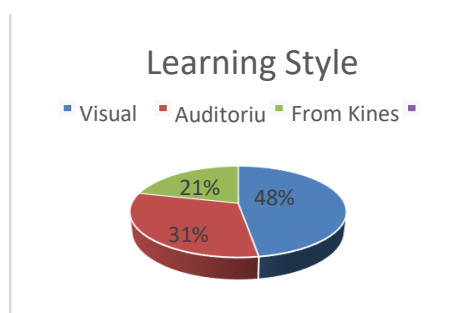


Figure 3: Learning Style Diagram

The role of an educator himself actualizes knowledge to students and develops the potential that is in him, teachers in schools concurrently in all subjects (all in one) so that teachers can distinguish ways of doing teaching, with that each child or student applies the potentials that are in him, or in other words students also have the ability to grow and develop by themselves. (Mata et al., 2023)

Based on the results of the contribution that has been applied by researchers with informants there are 19 students, leading 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. The informant said that 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. It is in this case that the researcher analyzed that learners like fiqh learning by using audio-visual learning styles. Some of the researchers' analysis data to students that audio-visual media that make fiqh learning easy to understand, FZ argues that previous

fiqh learning used the lecture method which made the cause and effect of students who were in junior high school less understanding because there was no interest in learning fiqh material. Therefore, researchers and informants change learning media to use audio visual because in this case it can affect the interest in learning students in junior high school.

In general, educators in the learning process use the educator-centered lecture method. Especially in learning fiqh material which took place in class VII at SMP Muhammadiyah 9 Boording School. The lecture method often makes students bored, so that understanding of the material becomes less and students' interest in learning is low, and results in students' grades being less satisfactory. Therefore, learning media innovation is needed in overcoming learning difficulties experienced by students. The development of audio-visual methods in increasing the learning interest of grade VII students, fiqh subjects provide ease and variety of methods in understanding jurisprudence. Considering the learning method is important in helping student learning outcomes. (Habibah, 2023). Learning Media is something that can channel messages that can be used for learning needs, and is a physical and reading tool to express subject matter. Learning Media is categorized into different types depending on the point of view, dividing the nature of media which consists of three types: auditory media, visual media, and audio-visual media. Types of media based on their nature, namely: 1) Auditory media, namely media that are greeted with sound, such as radio and sound recordings. 2) Visual media, namely media that contain images, such as printed goods, for example slide films, photos, and paintings. 3) Audio visual media, which is media that contains components that can be heard and there are components of visual images, such as video recordings, sound slides and so on (Setiyaningsih et al., 2023).

The informant said that learning media related to the increasing interest in learning fiqh would make it easier for students to receive fiqh lessons. The subject of fiqh is one part of the subjects of Islamic Religious Education which consists of the Qur'an, Akidah Akhlaq, Jurisprudence, Islamic History, and Arabic. The subject of jurisprudence is a subject that includes the content of practical sharia law and its detailed postulates.

Differentiated learning is an adjustment to the interests, learning preferences, readiness of students in order to achieve improved learning outcomes. Differentiated learning is learning that accommodates the learning needs of learners. Educators facilitate students according to their needs, because each student has different characteristics, so they cannot be given the same treatment. Characteristics of differentiated learning include; The learning environment invites students to learn, the curriculum has clearly defined learning objectives, there is continuous assessment, teachers respond or respond to student learning needs, and classroom management is effective. (Nurlaili et al., 2023).

Informants argue to researchers that differentiated learning is not individualized learning. However, it is more inclined to learning that accommodates students' strengths and learning needs with independent learning strategies. When teachers respond to student learning needs, it means

that teachers differentiate learning by adding, expanding, adjusting time to obtain maximum learning outcomes. In applying differentiated learning, educators need to think about reasonable actions that will be taken, because differentiated learning does not mean learning by giving different treatments or actions for each student, nor learning that distinguishes between smart students and less smart students.

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 (Himmah & Nugraheni, 2023). Differentiated learning is an attempt to adapt the learning process in the classroom to meet the individual learning needs of each learner. Differentiated learning must depend on meeting student learning needs and how educators respond to those learning needs (Rosadi & Mukhlisah, 2022).

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.

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 (Hidayah, 2023). 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.

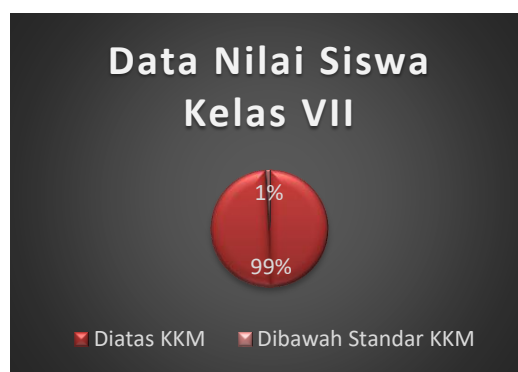


Figure 4 : Pie Chart

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 (Widyawati & Rachmadyanti, 2023). 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). Learning assessment is one of the important phases in the teaching and learning process in the classroom (Tik et al., 2023).

In the results that have been applied by researchers with informants can produce data that has been obtained is in class VII who gets a score above the KKM set by SMP 99% and 1% of students who are below the KKM standard that has been set, but there is 1 student who gets a score below the KKM with the initials GP. The educator's action in students with the initials GP is to provide remedial until students achieve the KKM that has been set and educators give more intensive attention so that GP students achieve the target.

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. (Permadi, 2016)

Informants argue that the purpose of differentiated learning is to accommodate student learning by considering learning interests, levels of learning readiness, and learning styles. 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.

The curriculum as an educational design has a very central position in a learning activity. The curriculum is very influential on the success of the learning process and outcomes. Therefore, the curriculum should be developed according to the student's environment, job demands, present and future life development (Aryanti, 2023). 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 (Zahro, 2023). An independent curriculum means that there is independence in the process of independent learning. Curriculum Merdeka is a curriculum that has diverse intracurricular activities, where the learning content is more optimal, so that students have enough time to improve their competence. Meanwhile, the definition of the Independent Curriculum according to the Board of Standards, Curriculum, and Educational Assessment of the Ministry of Education and Culture is a curriculum that focuses on essential material and on developing the character of the Pancasila Student Profile. The concept of independent learning is actually in line with the Ki Hadjar Dewantara trilogy which states that learning encourages students to achieve change and find solutions to problems (Pertiwi et al., 2023).

Jurisprudence learning means a long-term plan that is structured to achieve a specified goal. Improvement of an effort, way, process or effort to achieve a specified target. Prayer is an obligation embedded in the human soul that can be done with good or bad deeds directly, discipline of discipline behavior is one aspect that must be formed in an effort to make humans have good personalities. 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 (Nurrohman, M. Yunan Hidayat, 2023).

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 (Rizqillah, 2019).

CONCLUSION

Based on the results of research conducted at SMP Muhammadiyah 9 Boording School in grade VII regarding learning styles, it was concluded that learners with visual style by 47%, auditory learning style by 23%, while kinesthetic learning style by 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.

REFERENCES

- Akihary, W., Maruanaya, R. F., Lestuny, C., & Maruanaya, S. P. (2023). The YouTube-assisted discovery learning model: Improving students' cognitive learning outcomes and critical thinking. *Journal of Education and Learning (EduLearn)*, 17(4), 548–554. <https://doi.org/10.11591/edulearn.v17i4.20851>
- Anggraena, Y., Ginanto, D., Felicia, N., Andiarti, A., Herutami, I., Alhapip, L., Iswoyo, S., Hartini, Y., & Mahardika, R. L. (2017). Pembelajaran dan Asesmen. *Seminar Pendidikan IPA Pascasarjana UM*, 13(14), 123.
- Aprilia, A., & Pratiwi, S. S. (2023). *Strategi Guru SMPN 2 Pacet Mojokerto Untuk Meningkatkan Motivasi Belajar Siswa*. 19(1).
- Arifin, M. B. U. B., Nurdyansyah, N., & Rais, P. (2018). *An Evaluation of Graduate Competency in Elementary School*. 125(Icigr 2017), 95–97. <https://doi.org/10.2991/icigr-17.2018.23>
- Aryanti, D. (2023). Penerapan Kurikulum Merdeka sebagai Upaya Dalam Mengatasi Krisis Pembelajaran (Learning Loss). *Educatio*, 18(1), 17–31. <https://doi.org/10.29408/edc.v18i1.12286>
- Astutik, A. P. (2017). Implementasi Pembelajaran Kecerdasan Spiritual untuk Mengaktualisasikan Nilai-Nilai Islam. *Halaqa: Islamic Education Journal*, 1(1), 9–16. <https://doi.org/10.21070/halaqa.v1i1.818>
- Fahri Husaeni, A. (2023). Survey Tingkat Motivasi Belajar Siswa Kelas XI SMK. *Educatio*, 18(1), 102–109. <https://doi.org/10.29408/edc.v18i1.12266>
- Fahyuni, E. F. (2013). Buku inovasi pembelajaran PAI. In *Journal of Chemical Information and Modeling* (Vol. 53, Issue 9).
- Furoida, F. (2023). *Analisis Implementasi Konsep Merdeka Belajar Dalam Pembelajaran Ismuba Di SMP Muhammadiyah 9 Tanggulangin*. 14(2), 1002–1011.
- Habibah, S. (2023). Pengaruh Media Audio Visual dalam Meningkatkan Minat Belajar di MTs 17 Darul Ulum Bali Sukodadi. *Jurnal Studi Pendidikan Islam*,

- vol.6(No.1), 70.
- HASANA, U. (2016). PENERAPAN STRATEGI PEMBELAJARAN MIND MAPPING UNTUK MENINGKATKAN HASIL BELAJAR PESERTA DIDIK PADA MATA PELAJARAN FIQIH KELAS VIII A MTs NURUL ISLAM AIR BAKOMAN KABUPATEN TANGGAMUS. *Al-Idarah : Jurnal Kependidikan Islam*, 6(2), 41–60. <https://doi.org/10.24042/alidarah.v6i2.799>
- Herlina, L., Kusnadi, U., Indonesia, P., & Info, A. (2023). EFEKTIVITAS PEMBELAJARAN STEM DENGAN MEDIA STRONGER BRIDGE TERHADAP HASIL BELAJAR. 17(1), 9–13. <https://doi.org/10.30595/jkp.v17i2.17837>
- Hidayah, F. (2023). the Implementation of Differentiated Learning in Pai Dan Budi Pekerti Subject At Smpn 3 Genteng Banyuwangi. ... on *Humanity Education and Society* (ICHES). <http://proceedingsiches.com/index.php/ojs/article/view/91%0Ahttp://proceedingsiches.com/index.php/ojs/article/download/91/86>
- Hikmasari, P., Kartono, K., & Mariani, S. (2018). Analisis Hasil Asesmen Diagnostik dan Pengajaran Remedial pada Pencapaian Kemampuan Pemecahan Masalah Matematika melalui Model Problem Based Learning. *PRISMA, Prosiding Seminar Nasional Matematika*, 1, 400–408. <https://journal.unnes.ac.id/sju/index.php/prisma/article/view/19610>
- Himmah, F. I., & Nugraheni, N. (2023). Analisis Gaya Belajar Siswa untuk Pembelajaran Berdiferensiasi. *Jurnal Riset Pendidikan Dasar (JRPD)*, 4(1), 31. <https://doi.org/10.30595/jrpd.v4i1.16045>
- Indrawati, Samsul Bahri, Muh. Rusmayadi, Muh. Galang Isnawan, & Imam Pakhrurrozi. (2022). Pelaksanaan Asesmen Diagnostik: Tes Kepribadian Siswa Kelas VII di SMPN 4 Keruak. *Rengganis Jurnal Pengabdian Masyarakat*, 2(1), 1–8. <https://doi.org/10.29303/rengganis.v2i1.156>
- Indriastuti, A., Sutaryadi, & Susantiningrum. (2017). Pengaruh Kesiapan Belajar Siswa dan Keterampilan Mengajar Guru Terhadap Hasil Belajar. *Jurnal Informasi Dan Komunikasi Administrasi Perkantoran*, 1(1), 37–52. <https://jurnal.uns.ac.id/JIKAP/article/view/19546>
- Izza, A., & Astutik, A. P. (2023). Implementation of the independent curriculum in PAI learning at the junior high school level. 20. <http://dx.doi.org/10.21070/ups.2013>
- Mahmudah, F. N., Putra, I. A., & Wafa, M. A. (2023). Rekonstruksi Diagnostic Test Four Tier Berbasis HOTS (High Order Thinking Skill) Pada Materi Fiqih Kelas X Di MA Negeri 3 Jombang. 6(2).
- Mata, P., Fiqih, P., Ii, K., & Ibtidaiyah, M. (2023). Gaya mengajar guru dalam meningkatkan hasil belajar kognitif pada mata pelajaran fiqih kelas ii madrasah ibtidaiyah. 04(01), 78–89.
- Nafisa, M. D., & Fitri, R. (2023). Implementasi Kurikulum Merdeka Dalam Penerapan Pembelajaran Berdiferensiasi di Lembaga PAUD. *Jurnal Studi Guru Dan Pembelajaran*, 6(2), 179–188. <https://doi.org/10.30605/jsdp.6.2.2023.2840>
- Nasrullah, A., & Waqfin, Ibnu, Saat, M. (2023). Inovasi Model Dan Strategi Pembelajaran Pada Mata Pelajaran Fiqih Kelas XI Di Mauwuh Bahrul Ulum Tambak Beras Jombang. 5, 1338–1357.

- Nur, A. Z., Syuhendri, S., & Siahaan, S. M. (2023). Penggunaan Asesmen Diagnostik Berformat Four-Tier untuk Mengidentifikasi Pemahaman Konsep dan Miskonsepsi. *JiIP - Jurnal Ilmiah Ilmu Pendidikan*, 6(5), 3666–3671. <https://doi.org/10.54371/jiip.v6i5.2072>
- Nurlaili, N., Suhirman, S., & Lestari, M. (2023). Pembelajaran Berdiferensiasi dengan Memanfaatkan Multimedia pada Pembelajaran Pendidikan Agama Islam(PAI). *Belajea: Jurnal Pendidikan Islam*, 8(1), 19. <https://doi.org/10.29240/belajea.v8i1.6808>
- Nurrohman, M. Yunan Hidayat, A. E. R. (2023). IMPLEMENTASI PEMBELAJARAN FIKIH DALAM PEMBENTUKAN KARAKTER DISIPLIN SISWA DI SMK MUHAMMADIYAH 5 SURAKARTA TAHUN AJARAN 2022/2023. 10, 407–416.
- Permadi, I. (2016). Efektivitas Model Pembelajaran Berdiferensiasi Terhadap Peningkatan Hasil Belajar Fiqih Kelas VIII SMP Muhammadiyah 3 Kaliwungu Kendal. 1–23.
- Pertiwi, M. W., Sumardjoko, B., & Ghufro, A. (2023). Analisis Implementasi Kurikulum Merdeka Di Sekolah Sekolah Dasar. *Pendas : Jurnal Ilmiah Pendidikan Dasar*, 8(2), 404–413.
- Putra, A., Harahap, T. H., Panggabean, E. M., Utara, M. S., & Info, A. (2023). Kelebihan dan Kekurangan Teori Belajar Behavioristik dalam Penerapan Pembelajaran. *Khasanah Pendidikan Jurnal Ilmiah Kependidikan*, 17(1), 1–8. <https://doi.org/10.30595/jkp.v17i2.17835>
- Rachmah, D. Y. (2020). Pengembangan Instrumen Asesmen Diagnostik Untuk Melihat Pemahaman Konsep Aljabar. *Skripsi*, 1–72. <http://digilib.uinsby.ac.id/id/eprint/22590>
- Ramadhan, M. G., & Astutik, A. P. (2020). Implementasi Budaya Religius Dalam Penanaman Adab Siswa. 5(July), 1–23. <https://doi.org/10.19109/pairf.v5i3>
- Rizqillah, M. M. (2019). Metodologi Pembelajaran Fiqh. *Jurnal Al-Makrifat*, 4(2), 35.
- Rofiqoh, Y. A., Istikomah, I., & Hidayatulloh, H. (2020). Implementation of School Quality Management in Indonesia. *Proceedings of The ICECRS*, 6, 1–7. <https://doi.org/10.21070/icecrs2020378>
- Rosadi, K. D., & Mukhlisah, I. (2022). Implementasi Merdeka Belajar pada Pendidikan Agama Islam di SMK Mandala Bhakti Surakarta. *MODELING: Jurnal Program Studi PGMI*, 9(2), 402–408.
- Sallima, A. N. H., & Romadlon, D. A. (2023). The Challenge of Teacher Islamic Religion During an Endemi Transition: the Study of Phenomenon at Elementary School Level. *Edunesia : Jurnal Ilmiah Pendidikan*, 5(1), 235–250. <https://doi.org/10.51276/edu.v5i1.650>
- Setiyaningsih, I., Yosiani, P. D., & Sudiana, I. W. (2023). Implementasi Media Pembelajaran Audio Visual Terhadap Kemampuan Menulis Peserta Didik Kelas Xii Mipa 1 Di Sma Negeri 2 Bangli Tahun 2022. *Faktor : Jurnal Ilmiah Kependidikan*, 10(2), 104. <https://doi.org/10.30998/fjik.v10i2.14769>
- Sukmawati, A. (2022). Implementasi Pembelajaran Berdiferensiasi dalam Kurikulum Merdeka pada Mata Pelajaran Pendidikan Agama Islam. *EL-BANAT: Jurnal Pemikiran Dan ...*, 12(117), 126. <http://ejournal.kopertais4.or.id/susi/index.php/elbanat/article/view/36>

- Suryana, S. (2020). Permasalahan Mutu Pendidikan Dalam Perspektif Pembangunan Pendidikan. *Edukasi*, 14(1).
<https://doi.org/10.15294/edukasi.v14i1.971>
- Tik, K., Cruz, R., Jr, A., & Aquino, P. M. M. (2023). *Strategi Penilaian Menggunakan Aplikasi Visual Basic*. 3(2), 183–190.
- Widyawati, R., & Rachmadyanti, P. (2023). Analisis Penerapan Pembelajaran Berdiferensiasi Pada Materi IPS di Sekolah Dasar. *Jpgsd*, 11(2), 365–379.
<https://ejournal.unesa.ac.id/index.php/jurnal-penelitian-pgsd/article/view/52775>
- Zahro, F. (2023). *PADA MATA PELAJARAN PENDIDIKAN AGAMA ISLAM DAN BUDI PEKERTI DI SMK NEGERI 1 DEMAK SKRIPSI Diajukan Untuk Memenuhi Salah Satu Syarat Guna Memperoleh Gelar Sarjana Pendidikan (S . Pd .) PROGRAM STUDI PENDIDIKAN AGAMA ISLAM FAKULTAS AGAMA ISLAM*.