

PAI Teachers' Self Reflections on Differentiation Learning in the Independent Learning Curriculum

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ABSTRACT. This research is motivated by a lack of educators doing self-reflection after learning so that the same patterns are repeated continuously, even though flat even have the motivation to participate in learning, such as religious studies in PAI courses. In line with this, the research aims to describe the self-reflection of an educator listed in the Independent Learning Curriculum and to introduce differentiation learning that provides different patterns intending to provide appropriate treatment to students' potential. The type of research used is library research. using qualitative descriptive techniques by collecting data and studying literary sources. The results of the study show that the government has paid more attention to the world of education by changing the curriculum, namely the independent learning curriculum, which is the answer to the researchers.

Keywords: *Self-Reflection, Differentiation Learning, PAI Teachers, Independent Learning Curriculum*



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INTRODUCTION

Changes need to be accompanied by changes in the skills needed (Faiz & Purwati, 2021). Education often requires a prolonged change. Therefore, qualified teacher quality is needed as contained in the Law on the National Education System No. 20 of 2003, formulated that education as a vehicle to be able to develop individual abilities so that they have responsibility for their own lives, be creative, critical and well-behaved, able to develop their moral potential in accordance with the objectives in the National Education System Law no. 20 of 2003 (Faiz & Kurniawaty, 2020).

In the Free Learning Curriculum, educators are asked to do self-reflection which can be done anytime, and anywhere. Self-reflection is the main element of professionalism for an educator. Reflecting on teacher professional practices, especially learning and teaching (learning) is an important factor for the formation of innovation and learning revolution in the classroom (Saadah & Asy'ari, 2022; Saputro & Darim, 2022). This self-reflection needs to be done if in the learning process, educators find such a lack of motivation and enthusiasm of students in following or carrying out their learning activities, for example, they seem bored and bored with the methods and learning models that are applied (Trias, Rian, Putra², Al, & Surabaya, 2022).

Therefore, it is fitting for educators to look back at the processes that have occurred holistically or as a whole in the teaching process they carry out (Rofifah, Sirojuddin, Ma`arif, & Zuana, 2021; Sirojuddin, Amirullah, Rofiq, & Kartiko, 2022). As a teacher, as educators it is not only limited to seeing the sequence of what is happening, there are also emotions, feelings, hopes, situations and others, but teachers need to understand their position and function as reliable educators, always driven to grow and develop as the embodiment of feelings and attitudes will never be satisfied with the plans, implementation, and evaluation results that have been received (Heriyono, Chrysoekamto, Fitriah, & Kartiko, 2021; Karim, Kartiko, Daulay, & Kumalasari, 2021).

Keeping up with the times, teachers need to carry out self-development, including looking again at their own abilities in conveying learning in accordance with the implemented curriculum program such as the "independence curriculum" which is starting to be implemented at this time. Learning patterns that are monotonous and always repeated in their application certainly cannot support the improvement or optimize the abilities of students, educators certainly need to know the things that are behind the interests or talents of their students (Marisa, 2021). As the meaning of independent learning is learning can be done by students according to their talents and interests (Mulyasa, 2021). This indicates that in this independent curriculum there is freedom in learning. Freedom to learn in this independent curriculum does not mean you can learn freely according to your own will. Freedom of study here means learning that is tailored to your talents and interests (Nurwahidah & Jamilah, 2022).

For this reason, teachers need to know and understand what types of models or methods are appropriate or appropriate to be applied so that the needs of students are met. Therefore, one interesting alternative learning model to use. Differentiation is an effective method to use in the learning process in the classroom (Fauzi, Imroatun, Jumaela, Rohmiyati, & Nasrudin, 2022). This differentiation learning in the process can provide space for students to express themselves (Saprudin & Nurwahidin, 2021). Of course this method would be able to meet the needs of students as expected in achieving the independent curriculum.

Based on the description above, the researcher is therefore interested in conducting research with the theme "Self Reflection of PAI Teachers on Differentiation Learning in the Free Learning Curriculum" descriptively. This is to explain in depth that the learning process carried out by a teacher is a complex process, that is because it relates to the meaningfulness of the process and learning outcomes. not only experience is needed to become a good teacher but how do students gain meaningful learning experiences, especially in learning PAI material which is generally considered by many students as monotonous and boring learning so that in practice they carry it out as a form of formality.

METHOD

This research was carried out using *library research* which was carried out using literature in the form of supporting rules in analyzing this research topic. The research approach used in this research is a qualitative research approach with descriptive methods. Suharsimi stated that descriptive research is research that is intended to collect information about existing status or symptoms, namely symptoms according to what they were at the time the research was conducted. In this study, a qualitative descriptive approach aims to make careful observations of educational phenomena which are then explored and interpreted according to phenomena that occur in the field. It can be concluded that this study seeks to describe a phenomenon related to educational needs in facing the coming 21st century. Primary data collection in this study related to self-reflection of PAI teachers on differentiation learning in the Independent Learning Curriculum . Data sources are then reduced related to the topic of discussion. In this study, researchers tried to explore and provide arguments related to self-reflection of PAI teachers on differentiation learning in the independent learning curriculum.

RESULT AND DISCUSSION

Self-reflection PAI teacher

Self-reflection in the Big Indonesian Dictionary is defined as self-introspection, review or correction of (actions, attitudes, weaknesses, mistakes, and so on) (Akbar, 2010). In Islam, self-reflection is known as *muhasabah*. *Muhasabah* comes from a single root which includes concepts such as managing, calculating, inviting (someone), and assigning (someone to) responsibility. With it being interpreted as counting, bookkeeping, and theology (ilmu kalam) and tasawwuf which examines consciousness, these words clearly have dimensions that are truly secular, or materialistic and spiritual (Akbar, 2010).

Reflection is a process of creating and clarifying the meaning of an experience whether it is happening now or in the past, related to oneself and in relation to the world in which the individual exists. Experiences that are explored and told will create meaning that focuses on the surrounding circumstances or is important to the individual. Self-reflection in the Big Indonesian Dictionary is defined as self-introspection, review or correction of (actions, attitudes, weaknesses, mistakes, and so on) (Akbar, 2010). In Islam, self-reflection is known as *muhasabah*. *Muhasabah* comes from a single root which includes concepts such as managing, calculating, inviting (someone), and assigning (someone to) responsibility. With it being interpreted as counting, bookkeeping, and theology (ilmu kalam) and tasawwuf which examines consciousness, these words clearly have dimensions that are truly secular, or materialistic and spiritual (Barmaki, 2021; Clark & Newberry, 2019; Jumiati & Kartiko, 2022).

Etymologically, reflection means various meanings that are derived, including how individuals can know something and other things related to themselves. In addition, reflection according to Boud, Keogh, and Walker in (Trias dkk., 2022) is a process when individuals can feel and imagine and tell about experiences that have been experienced.

So, it can be said Reflection self is part from process inspection self, which occur with look to behind and ponder various matter which has occur in life, like experience, habit and choice. When it is associated with the learning process carried out by the teacher. Reflection self (self-introspection) to see or examine oneself from things that are being or have been done in terms of the teacher's experience in carrying out or providing instruction, guidance and others to students in the learning process in class. With self-reflection the teacher can open opportunity for those who do for improve or develop natural things to learning and students. If done in a manner routine and Correct, reflection self could make teaching-learning process can run balanced, better and more precisely in accordance with the needs of the students (Lubis, Abdurrahman, & Fazira, 2022; Masuwai, Zulkifli, & Tamuri, 2022).

Therefore, in the field of self-reflection school education it is very important to be carried out by a teacher, one of them is a PAI teacher. Islamic religious education (PAI) teachers are educators who have responsibility in shaping the Islamic personality of their students (Rambe, Jf, Albi, & Pratama, 2022). PAI teachers as professional education staff certainly have an obligation to continue to improve their professionalism (Rambe dkk., 2022). For this reason, PAI teachers, like other educators, need to do self-reflection. This self-reflection is important for the teacher to do because by doing this, the teacher will be able to make improvements in the implementation of tasks and be able to provide learning in a more creative and innovative way. Thus, students can be more motivated and easily understand what the teacher conveys in learning and their needs as students are met.

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Differentiation Learning

Independent curriculum of learning is a vision based on the thoughts of the Father of Indonesian Education, Ki Hadjar Dewantara, who stated that independence is the goal of education, as well as an educational paradigm that must be understood by all stakeholders. Ki Hadjar Dewantara stated that freedom has a greater meaning than freedom of life (**Fitria, Alwasih, & Hakim, 2022**).

Learning with a new paradigm connects the dots between curriculum, learning, and assessment. This is because the curriculum functions as a lesson plan for educators and students. Educating about what goals must be achieved and what must be learned to achieve these goals. Every student needs appropriate learning opportunities, including those adapted to their stage of development and level of learning achievement. As a result, the curriculum used needs to pay attention to the conditions of students identified through assessment while teaching. In other words, the curriculum will affect learning, and the results will be assessed through assessment, and assessment will provide information about curriculum achievements or what students have learned to educate (Fadilla et al., 2021).

Differentiated learning is a series of common sense decisions made by educators who are oriented to student needs (Sutaga, 2022). Another understanding of differentiation learning is learning that is done in different ways, depending on the students, the material then the process and finally the learning outcomes. The other understanding of differentiation learning is learning that gives flexibility to students to increase their potential according to learning readiness, interests and student learning profiles.

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Differentiated learning must be rooted in meeting the learning needs of students and requires responses from educators in responding to these learning needs, which pay attention to the needs of their students, namely differentiation learning. Differentiated learning is one strategy that educators can use to meet the needs of each student. Educators must understand and realize that there is more than one way, method, or strategy for learning a subject matter when using differentiated learning. The basis for carrying out differentiation learning is (readiness) educators must arrange lesson materials, activities, daily tasks completed in class and at home, and the final assessment is based on students' readiness to learn subject matter, (interest) things that students can like in learning, and how to deliver lessons according to the background (learning profile) of the students they teach.

Types of Differentiation Learning

There are three types of differentiation learning including:

Content Differentiation: Content differentiation is that educators are able to divide or map various content (teaching materials) but are still integrated with one topic that is taught to students by taking into account the learning needs of students. Examples of activities for content differentiation are *first* differentiating through cognitive diagnostic assessment (prerequisite material) and student skills then adjusting to the activities carried out by students. *Second*, provide students with assistance or assistance according to their level of understanding. *Three* provide choices for students to add depth and breadth of learning. *Four* use reading materials with readability levels and *five* provide LK (Worksheets) which contain guidelines and steps that students must take.

Process Differentiation: Educators understand the needs of students studying independently or in groups, as well as identifying the needs of students during the learning process. Educators make variations on the learning process depending on the learning styles of students. Examples of activities for process differentiation are *first* carrying out tiered activities, meaning that each student works to gain the same understanding but is carried out with different challenges and complexities. *Second*, prepare guiding questions or challenges through the angle of interest to encourage students to explore learning material. *The third* is to provide a duration of time to complete assignments, especially for educators who experience learning difficulties. *The fourth* is to develop a variety of learning activities using visual, auditory and kinesthetic learning styles and the *fifth* is to use flexible group learning according to the readiness, abilities and interests of students.

Product Differentiation: Product differentiation is the result of work or performance that students must show to educators that reflects students' understanding of the expected learning objectives. Products can be in the form of reports, writings, results, tests, presentations, performances, speeches, recordings and so on. Examples of activities for product differentiation are *first* allowing students to work alone or in groups to do assignments. *Second*, using suitable rubrics and widening the diversity of students' skill levels. *The three* educators provide challenges or diversity and give students a choice of how they can express the desired learning. *Fourth*, encourage students to create their own assignments and *fifth*, educators determine expectations for students with (a) the quality of the work produced; (b) content that must be in the product; (c) how to work on the product; and (d) the expected product.

Learning Environment Differentiation: Learning environment differentiation is the classroom climate, such as class rules, room arrangement, lighting, procedures, operations and classroom tone. Examples of activities: *first* provide a quiet study room, without distractions and students can collaborate. *Both* provide material that reflects a variety of cultures. *The third* teacher makes it clear for independent learning according to the needs of students and the *fourth* tells an understanding for educators to respect each other because there are other educators if their learning moves, while others can sit quietly.

Benefits of Differentiation learning According to Jon Nababan, the benefits of differentiation learning include: 1) To help all students. 2) To meet the learning needs of students. 3) To increase the motivation and self-potential of students. 4) To help students become independent learners. 5) To increase satisfaction for educators.

Independent Learning Curriculum

Etymologically, the curriculum comes from the Greek words *curir* and *currere* which are terms for a place to race, run, from a competition that has been formed as a kind of race route that must be passed by the competitors of a race. In other words, the route must be obeyed and passed by the competitors of a race. The consequence is that anyone who takes part in the competition must adhere to the *currere* route. So the curriculum is an educational program that contains various teaching materials and learning experiences that are programmed, planned and designed systemically on the basis of applicable norms which are used as guidelines in the learning process for education staff and students to achieve educational goals (Syukriah, 2022).

The Independent Curriculum is a curriculum with various intra-curricular learning where the content will be more optimal so that students have enough time to explore concepts and strengthen competence. Teachers have the flexibility to choose various teaching tools so that learning can be adapted to the learning needs and interests of students (Barlian, 2022).

According to Nadiem, curriculum policies related to independent learning must be made an initial breakthrough to educators before this is conveyed or applied to students. In addition, Nadiem also said that regarding the competence of teachers whose level is at any level, without a process of translating the existing basic competencies and being closely related to the curriculum, learning

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will not occur. However, that the concept of independent learning is not only a learning process that is carried out in the classroom which has always been part of the questions from educators. However, independent learning has lofty ideals in realizing the hopes of the nation without going beyond the boundaries of the world (Marisa, 2021).

Merdeka Learning is one of the initiatives of the Minister of Education and Culture, Nadiem Makarim, who wants to create a happy learning atmosphere and a pleasant atmosphere (Baro'ah, 2020). Independent learning is an educational process that must create happy atmospheres. Happiness is for educators, for students, for parents and for everyone. The independent learning program was born from the many complaints in the education system. One of them is the complaint about the number of students who are determined by certain values (Siregar, Hafiz, & Pradesyah, 2022). Freedom of Learning is freedom of thought, especially the essence of this freedom of thought must be in educators first. Without happening to educators, it is impossible for students to happen. Educators become inspirations for the growth of the creativity of students and teachers as drivers of prioritizing students over themselves, initiatives to make changes to their students, take action without being told, continue to innovate, and take sides with students.

DISCUSSION

The independent curriculum is a new curriculum that has begun to be implemented in several schools throughout Indonesia. This is a step from the government to improve the quality of education in Indonesia. In the independent curriculum there are several education and learning systems that are different from the previous curriculum. In this independent curriculum, the government created a learning system called independent learning.

The meaning of independent learning is that learning can be carried out by students according to their talents and interests (Syukriah, 2022). This indicates that in this independent curriculum there is freedom in learning. The freedom to study in this independent curriculum does not mean that you can study freely according to your own will (Rosidah & Pana Pramulia, 2020). Freedom of study here means learning that is tailored to your talents and interests. In this case the teachers, either PAI teachers or others, will act as facilitators. The teacher has a role to support or encourage students in learning. The teacher no longer acts as the main source of information in learning. Therefore, the needs of students for learning must be met by the teacher. This is because in this independent curriculum, learning will be centered on students (*student center*).

Islamic Religious Education Teacher (PAI) is a religious teacher besides carrying out teaching duties namely providing religious knowledge, he also has to carry out educational and coaching tasks for students, he helps personality and moral development, also grows and develops the faith and devotion of students (Wiyani, 2012). The importance of the role of an Islamic Religious Education (PAI) teacher in providing teaching and forming the competence of students according to the Islamic teachings of their students, it is necessary that good and professional Islamic Religious Education (PAI) teachers can print and form generations who have the ability with values Islam properly and correctly (Sanjaya, 2010). PAI (Islamic Religious Education) teachers as professional educators, especially Islamic education, need to carry out self-development and improvement in order to be able to provide and convey learning better and more precisely as well as more creatively and innovatively. So that students are motivated and active in carrying out learning. Thus, the needs of students can be met according to the vision, mission, and expected educational goals. This is in line with the independent curriculum program where teachers play a role in supporting and being a motivator for students in learning, both in their role as facilitators and sources of information for students so that their needs are met in learning by the teacher.

Based on this, the self-reflection of PAI teachers on differentiating learning in the independent learning curriculum is very important and needs to be done, because it has a major effect on teacher performance and of course student learning outcomes in relation to the learning process in relation to the independent curriculum. Differentiation is an effective method to use in the learning process in the classroom. Sutaga (2022) explains that Differentiated learning is a series of *common sense* made by educators that are oriented towards the needs of students. This means that differentiation learning will provide space for students to express themselves according to their interests and talents. This is also in line with an independent curriculum system called independent learning where there is freedom in learning for students in carrying out the learning process according to their talents and interests. Muhammad Saprudin & Nurwahidin (2021) in their writing stated that through the differentiation method, students become more enthusiastic. Whatever media students use in reflecting, in the end the aim is the same, namely to make Islamic Religious Education a fun lesson that has an impact on the formation of student character according to the Al-Quran and Hadith. Through self-reflection you will also know how to overcome the problems that arise in Islamic education learning, where the verses are very difficult to find and connect the verses of the Qur'an and hadith in the learning theme. As mandated by the constitution which has implications for the need to integrate religious values in learning, especially Islamic education. the role of teachers with Islamic insights is very influential in the implementation of learning to integrate these religious values (Nunzairina, Samporno, Damanik, & Iskandar, 2021). The application of differentiated learning will be a method of implementing a flexible and non-rigid independent curriculum that does not only believe in one way to achieve educational goals in schools. Therefore, PAI teachers need to reflect on themselves in their application in accordance with the meaning of self-differentiation and the independent learning curriculum requires the innovativeness and creativity of a teacher so that the implementation of learning can be more interesting and fun for students. thus the learning needs of students can be fulfilled according to the expected achievements in educational goals.

CONCLUSION

Differentiated learning is a method that educators can use to meet the needs of each student. Where in the learning process students learn subject matter especially PAI based on their abilities, the things they like, and their individual needs so they don't get frustrated and feel like they have failed during the learning process. As the meaning of the independent curriculum which gives students freedom in learning. Thus students are more enthusiastic and motivated in carrying out learning and more easily understand what is conveyed to them. Educators can also change the content of the lesson, the learning process, the products or learning outcomes that are taught, and the learning environment in which students learn. Educators can serve students who are taught according to their respective circumstances by carrying out a differentiation learning process. Through self-reflection the teacher on differentiation learning in the independent curriculum knows how much impact this learning pattern has and what improvements need to be made so that learning can be carried out even better. Because it is hoped that the application of differentiated learning will become a flexible and not rigid curriculum that only believes in one way to achieve educational goals in schools.

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